

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- ☐ Registrar
- ☒ ESOL Coordinator/Administrator
- ☒ Other (Specify) District or School-based trained language assessor

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA and procedures followed to determine if a K-12 student is an ELL.

- *IDEA Language Proficiency Test I Form G (grades K-5) paper & online*
- *IDEA Language Proficiency Test II Form E (grades 6-12) paper & online*

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

If a parent answers "yes" to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency using the approved listening and speaking proficiency assessment listed above, within 20 days of registration.

All students who are not proficient on the Listening and Speaking L/S assessment qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assesment are determined as non-ELL (ZZ).

For students in grades 3-12 who score proficient in L/S a reading and writing assessment may be administered to determine placement in the ESOL program.

The school's ESOL contact/designee keeps a record of all students whose parents answer "yes" to one or more of the three HLS questions to ensure aural/oral testing is completed within 20 days of registration. District-trained school-based language proficiency assessors are available to test at school sites.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

- *Kaufman Test of Educational Achievement II Brief Form*

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

For students in grades K-12 with inconsistent test data, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting.

The ELL Committee may determine a student to be an ELL or not to be an ELL according to consideration of at least two of the following criteria in addition to the results of the assessments used for placement.

Two of the state approved criteria must be documented on the ELL plan:

- a. extent and nature of prior educational and social experiences; and student interview;*
- b. written recommendations and observations by current and previous instructional and supportive services staff;*
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;*
- d. grades from the current or previous years;*
- e. test results other than the entry assessments.*

ELL Committee decisions are documented in the English Language Learner Plan (ELL) under ELL Committee recommendations. ELL Committee members must be present at the meeting and sign for documentation purposes in ELLevation.