

I. Identifying and Assessing All Potential English Learner Students

One of the most critical “affirmative steps” and “appropriate action[s]” that school districts must take to open instructional programs to EL students and to address their limited English proficiency is to first identify EL students in need of language assistance services in a timely manner.

School districts must provide notices within twenty¹ days (20) from the beginning of the school year to all parents of EL students regarding the EL student’s identification and placement in a language instruction educational program. School districts must, to the extent practicable, translate such notices in a language that the parent can understand. If written translations are not practicable, school districts must offer LEP parents free oral interpretation of the written information.

In light of these obligations and the duty to timely identify all EL students, school districts will need to assess potential EL students’ English proficiency and identify non-proficient students as EL as soon as practicable and well before the twenty² days’ notice deadline.³

The home language survey (HLS) identifies those students who should be referred for an English language proficiency (“ELP”) assessment to determine whether they should be classified as EL students, who are entitled to language assistance services.⁴

[The English Learner Identification Procedures](#) Document outlines the state-recommended procedure for identifying English Learners in accordance with [Title 16, Chapter 16-54, sec. L-4- 3,4](#)

The English Language Learner Identification Procedure document outlines the state-recommended procedure for identifying English Language Learners in accordance with Title 16, Chapter 16-54, sec. L-4-3,4. This procedure was developed by RIDE and a group of stakeholders from several LEAs, based on a review of current research and best practices from other states, in an effort to standardize and eliminate uncertainty in the process by which students are identified as ELLs. This will serve many purposes including reducing unnecessary English language proficiency re-screening of students and introducing added stability and predictability for students and parents who move from one LEA to another within the state. A standard process for identification is also important when disaggregating data for analyses and reporting.

RIDE is collecting an additional indicator for ELLs identifying them as having Limited or Interrupted Formal Schooling (LFS). “The English Learner Identification Procedures” document outlines the criteria by which LEAs should identify ELLs as having LFS in addition to identification criteria for ELL status.

¹ Regulations Governing the Education of English Language Learners. (2000, September 10). Retrieved from <http://ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Laws-Regulations/English-Language-Learners-Regulations.pdf> Authorized by R.I.G.L. 16-54-2

² *Ibid.*

³ *Dear Colleagues Letter: English Learner Students and Limited English Proficient Parents.* (Jan. 7, 2015). Retrieved from <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

⁴ *Ibid.*

Interpretation and Translation Resources:

Limited English Proficiency (LEP)
LEP.gov A Federal Interagency Website

<https://www.lep.gov/>

https://www.lep.gov/interp_translation/trans_interpret.html

To identify Home Languages

Language Identification Cards <https://www.lep.gov/resources/ISpeakCards2004.pdf>

English Language Learner Identification Procedure

STEP 1: Review the Home Language Survey. If the HLS indicates a language other than English for any question, proceed to STEP 2. *NOTE: World English (e.g. English spoken in Liberia) constitutes a language other than English for identification purposes.*

STEP 2: Conduct family interview to determine if the student is potentially an ELL.

Family Interview <i>(not to be completed by the parent/guardian)</i>			
DATE:			
NAME OF STUDENT			AGE
STUDENT'S DATE OF BIRTH			
STUDENT'S DATE OF ENTRY TO U.S.			
DOES THE STUDENT HAVE AN IEP?	YES	NO	
DOES THE STUDENT HAVE A 504 PLAN?	YES	NO	
NAME OF PARENT/GUARDIAN			
COUNTRY OF ORIGIN	PARENT		
	STUDENT		
PARENTS' PRIMARY COUNTRY OF EDUCATION			
PARENTS' LEVEL OF EDUCATION			
<i>Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.</i>			
Grade	State	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Has the student ever repeated a grade?			
If the student has repeated a grade, which grade(s) and how many times?			
Has the student ever received specialized language services (ESL, Bilingual Education)?			
Has the student ever received specialized academic services (Special Education, tutoring, speech)?			
In what grades has the student been absent for more than 15 days and why?			
Does the student read and write to grade level in their native language?			
What types of reading materials are available in the home and in what language(s)?			

Comments:

- ❑ **STEP 3:** Review the information on the family interview. Review of the family interview must be conducted by an ESL professional. If the information from the family interview indicates that English is not the student’s native language or that exposure to another language may have had a significant impact on the student’s English language development, proceed to STEP 4.
- ❑ **STEP 4:** Conduct a review of the student’s academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available or they do not contain evidence of English proficiency, then proceed to STEP 5.
- ❑ **STEP 5:** Screen the student for English language proficiency using either the WIDA Screener or WIDA MODEL. Only the speaking and listening components of the KW-APT should be administered to first semester kindergarteners. The full KW-APT should be administered to second semester kindergarteners and first semester first graders. The K MODEL should be administered to kindergarteners and first semester first graders. Record the screening scores below AND in the LEP Census.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy PL	Oral PL	Overall PL

If the student scores meet the criteria for identification as an ELL on the following table, then proceed to STEP 6. If not, then the student is not an ELL and there is no need to complete this procedure.

Screener	Criteria for identification as an ELL
KW-APT	Raw score for oral language below 25
K MODEL	Oral language composite below 4.5
1-12 WIDA Screener	Adjusted Literacy Composite Proficiency Level below 4.5
	AND
	Comprehension Composite Proficiency Level below 5.0 <i>(see note)</i>
MODEL	Literacy Composite Proficiency Level below 4.5
	AND
	Comprehension Composite Proficiency Level below 5.0 <i>(see note)</i>
NOTE: To calculate <u>Listening</u> <u>the Comprehension composite score, use the following formula:</u> <u>PL x .3 =</u> <u>Comprehension</u> <u>Reading</u> <u>PL x .7 =</u> <u>Composite: _____ (add the two numbers)</u>	

STEP 6: Screen the student for native language proficiency if a screening instrument is available. Record the score(s) below.

<u>Name of screener</u>	<u>Score(s)</u>	<u>Score Descriptor</u>

STEP 7: Determine if the student has limited or interrupted formal schooling using the criteria below:

- Has a Literacy score of less than 3.5 on the WIDA Screener, **AND**
- Is enrolling after grade two, **AND**
- Has at least two fewer years of age appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, **AND**
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records)

Does this student have limited or interrupted formal schooling? YES NO

STEP 8: Determine the most appropriate language assistance program based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then ELL and Special Education personnel MUST collaborate to determine program and academic placement.

<i>Program Placement</i>	
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STEP 9: Provide parent with a detailed program description in a language they can understand, and explain identification and placement decision. Parent has the right to waive placement in a specialized language assistance program.

STEP 10: Parent signs program placement or waiver form. Attach the signed form to this form.

STEP 11: Notify receiving school of student identification and placement.

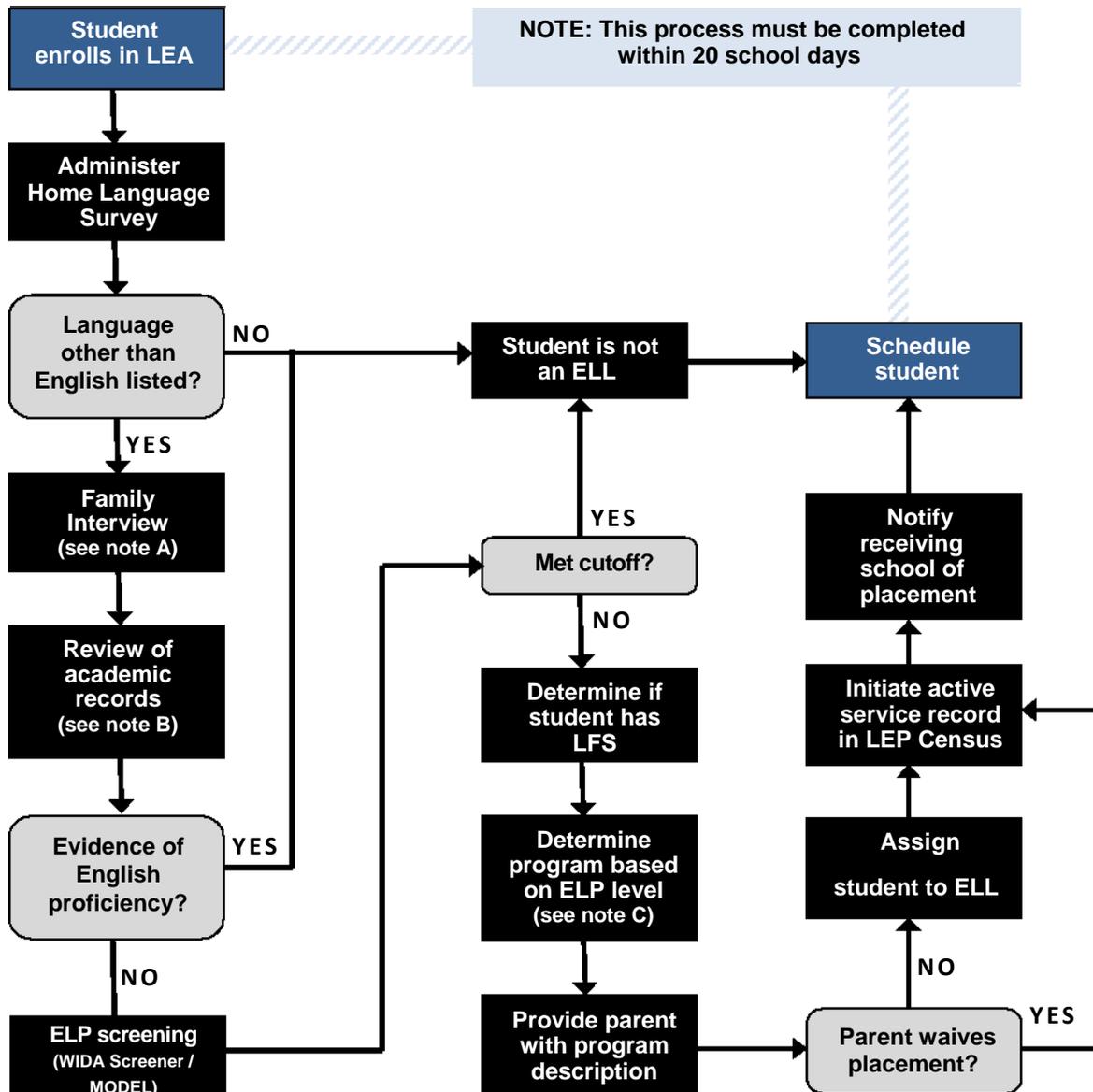
STEP 12: Initiate an active service record in the LEP Census. If the student has limited or interrupted formal education, then ensure that the LFS is identified in the LEP Census record

STEP 13: School schedules student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELLs are scheduled have English language proficiency information for their ELLs. *This includes general education teachers.*

Attach HLS form and parent approval or waiver form to this form and file in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

ELL Identification Procedure Flowchart



Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an ELL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting such. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential ELL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

Note C:

If the student has an IEP, then ELL and Special Education personnel **MUST** collaborate to determine program and academic placement.



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RI Department of Education Home Language Survey (HLS)

The information requested on this form is necessary for the most appropriate placement for your child as required by Rhode Island Law (R.I.G.L. § 16-54-2) and the Equal Educational Opportunity Act (20 U.S.C. §1703(f)) and will not be used for any other purposes. Thank you for your cooperation.

To be completed by parent or guardian:

Student Name: _____

Registration Date: _____ Date of Birth: _____

1. What language do you use most often when speaking to your child?

2. What language did your child first learn to speak?

3. What language does your child use most often when speaking to you?

4. What language does your child use most often when speaking to other adults in the home or to their primary caretaker?

5. What language does your child use most often when speaking to siblings or other children in the home?

6. What language does your child use most often when speaking to friends or neighbors outside the home?

7. In what language would you prefer to receive information from the school?

Signature of Parent or Guardian

Date

Print Parent/Guardian Name

Telephone (401)222-4600 Fax (401)222-6178 TTY (800)745-5555 Voice (800)745-6575 Website: www.ride.ri.gov

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Assessment and Placement

The Rhode Island Department of Education is part of the [World Class Instructional Design and Assessment \(WIDA\) Consortium](#) and has adopted the [WIDA K-12 Screener](#) as the recommended placement language assessment for potential English Learners.

To support the administration of the WIDA Screener, please refer to the informative document WIDA has published: <https://www.wida.us/assessment/Screener/WIDA%20Screener%20FAQ.pdf>

Placement tests should be administered only by trained personnel who have participated in the WIDA online training and have obtained a WIDA test administrator certificate.

As the WIDA Screener or KW-APT assessments are completed, parents should be notified in a timely manner about the assessment result and the instructional programs offered for English Learners. Parents should also be informed of the opportunity to opt out of EL programs or a particular EL service. LEAs should in no way dissuade parents from receiving EL services.

LEAs must inform parents in written form of assessment results and placement in their home language, and if translation is not provided, LEAs must ensure that oral interpretation is made available.

Placement of ELs in a specialized instructional program for ELs shall be made within twenty (20) school days of the completion of the Home Language Survey.⁵

⁵ Regulations Governing the Education of English Language Learners. (2000, September 10). Retrieved from <http://ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Laws-Regulations/English-Language-Learners-Regulations.pdf> Authorized by R.I.G.L. 16-54-2