



# **Lincoln County School District Plan for English Language Learners**

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# Lincoln County School District English Language Learner District Plan

*Goal: To assist English Language Learners as they develop English language skills, succeed academically, and overcome barriers that impede their academic success in a learning community that honors and values the cultural and linguistic heritage of every student.*

*Achieving full proficiency in English includes far more than mere fluency in conversation. It means students know English well enough to be "fully competitive in academic uses of English with their age equivalent English-speaking peers."  
(Hakuta, 2000)*

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## EDUCATIONAL RATIONALE

Current research and experience regarding program models and strategies to support English Language Learners (ELL's) in the acquisition of the English language skills needed for academic success support the following in providing service to these students:

- **Role of Primary Language in Learning a Second Language:** It has been shown that developing and maintaining skills and proficiency in a student's first language enhances acquisition of a second language. Students who are proficient in their first language will acquire English more easily, more quickly and at higher levels of proficiency in listening, speaking, reading and writing. Students who read in their first language will learn to read faster and more easily in English. Parents are encouraged to be role models to help children develop high levels of primary language proficiency that will support the levels of cognitive development essential for school success.
- **Lack of Skill and Proficiency in English VS. Learning Disability:** An ELL student who lacks English language skills is different from an individual with a language disorder. Care must be taken to understand cultural variations in learning styles and concepts of appropriate school and classroom behavior. In addition, each individual ELL student's educational background and experience must be considered. When concern regarding a learning disability is presented, a student should be assessed in the first language, when possible, to determine if the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable.
- **Time Required to Achieve English Language Proficiency to Participate Successfully in an All-English Language Mainstream Classroom:** Current research regarding second language acquisition indicates that it may take at least 5 to 10 years to master sophisticated levels of English required to successfully participate and learn in an academic setting. This may vary with an individual student's background, age, experience, and first language literacy, as well as with the amount of support provided at school and by parents. It is important to note that the Basic Interpersonal Communication Skills (BICs), or the language needed for basic, social communication can be acquired quickly (1 to 3 years), while Cognitive Academic Language Proficiency (CALP), the academic language needed for school success, may take 5-10 years to achieve. Early acquisition of BICs, basic, predictable oral language, or even slang, may lead mainstream teachers to believe that an ELL student knows more English than he or she actually knows. ELL students must receive the support needed to achieve high levels of English in the four modalities (listening, speaking, reading and writing) to be prepared to succeed academically in an English language mainstream classroom.

## IA. LCSD ESOL PROGRAM INTRODUCTION

### Lincoln County School District Profile:

**1. Size:** Lincoln County School District (LCSD) is one of Oregon's few remaining countywide school districts. The district serves five incorporated and several unincorporated communities along the state's rural central coast. Schools within the district include two K-5 elementary schools, three K-6 elementary schools, one K-8 school, one 6-8 middle school, one middle school magnet school, two 9-12 high schools, and two 7-12 schools. The district also operates a preschool program for 3-5 year old English language learners. There are currently three charter schools operating within the district as well. Fifty-seven percent of LCSD students qualify for free and reduced lunch. According to the 2000 Census, Lincoln County's child poverty rate is the fourth highest in Oregon with 23% of the county's children living in poverty.

**2. Enrollment:** June of 2009 enrollment reports show 5,176 K-12 students enrolled in LCSD schools

**3. Ethnic Diversity:** Information regarding the ethnic diversity of LCSD students for 2008-2009 is as follows:

- Caucasian 68.99%
- Black 1.16%
- Hispanic 11.96%
- Asian/  
Pacific Islander 1.84%
- American Indian/  
Alaskan Native 8.9%
- Unspecified 7.13%

**4. Number of Limited English Proficient Students:** As of June, 2009, there are 381 K-12 students identified as ELL's in LCSD. This number reflects an average rate of growth in the number of English language learners (ELL's) of 7% from June 2006. In addition there are thirty 3-5 year olds who participate in the LCSD Title I ESOL Un Paso Adelante Preschool program. The majority of our students arrive as immigrants directly from Mexico. The primary language for most of these students is Spanish. For some of these students Nahuatl and other Native Mexican Indian dialects are also spoken in their homes, making English their third language. In addition there are several students who speak Korean, Mandarin Chinese, Hindi, Bassa, Nepalese, Russian, or Thai as their first language.

**5. Number and Percent of LEP students in Special Education:**

For the 2008-2009 academic year 47, or 12% of the district's 381 ELL students qualify for and receive Special Education program services.

**6. Number and Percent of ELL students in Talented and Gifted Programs:**

For the 2008-09 academic year, 1 of 381 ELL students qualifies for the Talented and Gifted Program.

**7. English Language Proficiency Assessment Results for 2008-09:**

- 60 of 165 students progressed to a higher proficiency level which equals 36% meeting AMAO's Criterion 1
- There were 122 students who have been the ESL programs for 5 years or longer. There were a total of 35 ESOL students who attained English language proficiency and were exited from the program which equals 29% for AMAO's Criterion 2.
- 21 students are on monitoring status year 1.
- 39 students are on monitoring status Year 2.
- 1 student was re-entered into the program from monitoring status during the current academic year.

**8. Oregon State Assessment Results for ELL students (AMAO's Criterion 3)**

- **English Language Arts:** Adequate Yearly Progress (AYP) reports for 2008-2009 from the Oregon Department of Education (ODE) indicate that LEP students in LCSD did not meet in the area of English/Language Arts.

<b>English Language Arts Results for LEP Students: 2008-2009</b>	
<b>Level</b>	<b>Academic Status</b>
Elementary	MET
Middle School	NOT MET
High School	NOT MET

- **Math Knowledge and Skills & Math Problem Solving:** Adequate Yearly Progress (AYP) reports for 2008-2009 from the Oregon Department of Education (ODE) indicate that LEP students in LCSD did not meet in the area Math Knowledge and Skills & Math Problem Solving.

**Mathematics Knowledge and Skills and Math Problem-Solving for LEP Students: 2008-2009**

Level	Academic Status
Elementary	MET
Middle School	MET
High School	NOT MET

- Graduation/Attendance:** The rate of graduation for LCSD LEP high school students for 2008-2009 was 43.9%. Attendance for LEP students in the middle grades was 93.8%, and for elementary grades was 95.0%. These rates of graduation/attendance meet AYP targets.

**Other Indicators for LEP Students: 2008-2009**

Level	Academic Status
High School Grades(9-12): Graduation	NOT MET
Middle School Grades (6-8): Attendance	MET
Elementary Grades (K-5): Attendance	MET

**IB.Introduction: Lincoln County School District Information on ESOL Program Goals and Philosophy (OCR Step 1):**

**9. Description of Educational Approach:** The success of ELL students in our school district is the responsibility of all staff members who serve these students, whether in specialized instructional settings or in the mainstream. LSCD offers a variety of program models to serve the needs of our English Language Learners. Program models are chosen based on the needs of our ELL's and on making the best use of the resources available.

The various approaches used in LCSD's ESOL Program are as follows:

- Use of a student's primary language to support literacy at the elementary level for Spanish speaking students who are at the beginning stages of learning English:** At the elementary level, when appropriate, students who are native Spanish speakers are taught literacy skills in their primary language. When students reach a strong, end of third grade reading level in Spanish, they are supported in transitioning these skills into English reading. (ELL students whose primary language is not Spanish receive ESOL instruction as described below.)
- ESOL Pull-Out: (English is taught through specially designed instruction using state adopted curriculum.)** A research based approach to English language instruction is applied at the elementary level. Students receive daily, specialized instruction in a small group setting through the use of state adopted curriculum to

address state content standards for English language development. Techniques, methodology, and specially designed curriculum are used to teach students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural literacy. ESOL instruction is primarily in English with native language support as needed, if available.

- **ESOL Class Period: (Students receive ESL instruction during a regular class period and also receive course credit for the class.)** A research based approach to English language instruction is applied at secondary level. Students receive daily, specialized instruction in a classroom setting according to their English language proficiency level. State adopted curriculum is used to address state content standards for English language development. Techniques, methodology, and specially designed curriculum are used to teach students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural literacy. ESOL instruction is primarily in English with native language support as needed, if available.
- **Content Based ESOL: (An approach to language instruction that integrates the presentation of topics or tasks of content area classes within the context of teaching the English language.)** This model is applied at the secondary level to ensure that students learn the academic English language skills needed for success in content area courses. Students receive content area credit to support progress toward fulfilling graduation requirements.

#### **Application of Models:**

- **Elementary-** ESOL Pull-Out with primary language support as needed provided by highly qualified ESOL teachers.
- **Middle School and High School-** ESOL Class Period and Content Based ESOL provided by highly qualified ESOL teachers.

#### **10. Research Based Approaches**

The educational approaches chosen by LCSD are recognized as sound approaches by experts in the field, such as Jim Cummins, Susana Duto, Stephen Krashen, Collier and Thomas, and Echevarria and Short. These researchers have developed legitimate educational strategies to ensure that ELL students acquire English language proficiency and are provided meaningful and equitable access to the educational program. Based on LCSD's ELL population and available resources, the following approaches are used:

- **Elementary-** Selection of the Pull-Out approach is based on the research that supports focused instruction in English language development based on the student's English language proficiency. In addition, providing primary language instruction, especially in the area of literacy, is recognized as a best practice. This research



indicates that with support in transitioning from one language to another, students transfer their primary language literacy skills to their second language as proficiency in the new language grows. LCSD has implemented this approach in coordination with ESOL Pull-Out.

- **Middle School and High School-** Research supports using a focused approach toward English language development to close the achievement gap for ELL's at the secondary level. The ESOL Class Period and Content Based ESOL approaches are used in the secondary schools to meet the needs of students who often have a wide variety of life experiences and educational backgrounds. Through the ESOL classes, students develop the necessary English language skills based on state performance standards for English language development. Content specific language and information is delivered through Content Based ESOL classes.

## 11. Educational Goals

- **High Levels of English Language proficiency:** LCSD ESOL program goals are to provide the support needed for students to become proficient in listening, speaking, reading and writing English at a level for success in school and beyond. The intent is to do this in a manner that promotes pride in each student's native language and cultural heritage.
- **Academic Achievement:** The LCSD ESOL program staff holds high academic expectations for all ELL students to ensure that they are meeting AYP and successfully completing the coursework required for graduation. Endorsed ESOL Teachers and Bilingual Tutors monitor student grades at reporting periods and student performance on Oregon State testing. Bilingual Tutors also support academic achievement of ELL students in the mainstream classroom.
- **Assessment:**
  - The LCSD ESOL program applies a systematic process for the initial identification, monitoring of progress, program exit and support during transition for all ELL students.
  - ELL students participate in all state assessments in a meaningful and appropriate manner.
  - The results of all assessments are used in a meaningful way to inform instructional and program decisions.
- **Professional Development:** ESOL program staff work in collaboration with other programs and agencies to provide all staff with opportunities to increase their knowledge of effective strategies to support ELL students. This includes strategies to increase English language proficiency and academic skills. Offerings include:

- Opportunities to increase understanding and acceptance of cultural diversity.
- Support in learning and applying various research-based approaches including, but not limited to:
  - Completion of ESOL endorsement coursework offered in- district or through other programs.
  - Sheltered Instruction Observation Protocol (SIOP) training
  - Guided Language Acquisition Design (GLAD) training
  - Support to attend related trainings both within the district and in other locations.
- **Student and Family Involvement:** ESOL program activities include opportunities for parents to participate in their student's education in meaningful ways. This is done through activities that:
  - Inform parents about ESOL program procedures for identification, placement, progress and exit
  - Inform parents about school policies and activities
  - Strengthen parental involvement in ESOL program planning and implementation decisions.
  - Provide educational opportunities for parents regarding topics such as:
    - Support in registration and navigation of the school system
    - How to support student learning in the home
    - How to be involved in school activities
    - Parenting Skills
    - Local opportunities for adult basic education and ESOL for adults
    - Services provided within LCSD as well as within the local community and through state agencies

**12. Measurable Goal for English Language Proficiency Based on AMAO Targets:**

- In accordance with the ODE's Annual Measurable Achievement Objectives, (AMAOs) LCSD's English language proficiency target is based on two criteria:
  - **Criterion 1—Percent or number of LEP students making progress and acquiring English language proficiency.**
    - 35% percent of LEP students will move from one level to the next in language proficiency at the end of each year.
  - **Criterion 2—Percent or number of LEP students attaining English language proficiency.**
    - 50% of the group considered for exiting based on the following:
      - Credit given to students in U.S. schools less than four years who reached proficiency in less than four years
      - All students who have been receiving services for five years or more and have reached proficiency.

Achievement of the AMAO targets for 2008-2009 will be determined by achievement on the English Language Proficiency Assessment (ELPA) in accordance with ODE guidelines.

- Based on the results for 2008-2009 which follow in the table below, LCSD did not meet AMAO targets and is now in year 4 of improvement status.

ODE English Language Proficiency targets for 2008-09 School Year	LCSD # of LEP's	LCSD % of LEP's	Met/ Not met
<b>AMAO Goal 1:</b> At least 35% of LEP students will move to a higher English Language Proficiency level.	60	36%	Met
<b>AMAO Goal 2:</b> At least 50% of LCSD's students enrolled in the ESOL program will attain proficiency by the end of the school year. (See criterion above.)	35	29%	Not Met
<b>AMAO Goal 3:</b> LCSD will meet Adequate Yearly Progress English in Language Arts and Math for the LEP sub-group for school year 2008-2009.			Not Met
English Language Arts (ELA)			Not Met
Math			Not Met

**13. Measurable Goal for Mastery of Subject Matter Content Based on AYP Targets:**

- The statewide goal in 2008-09 for the minimum percentage of students expected to meet or exceed standards was 60% in English/Language Arts.
- The statewide goal in 2008-09 for the minimum percentage of students expected to meet or exceed standards was 59% in Mathematics.

AYP RESULTS FOR LCSD ELL STUDENTS FOR 2008-2009					
English Language Arts			Mathematics		
Exceeded %	Met %	Not Met %	Exceeded %	Met %	Not Met %
1.1	37.8	61.1	3.3	44.2	52.5

## **II. IDENTIFICATION OF THE PRIMARY HOME LANGUAGE OTHER THAN ENGLISH (OCR Step 2)**

### **1. Procedure for identifying the Primary Home Language other than English (PHLOTE) for Students:**

- See Initial Identification, Assessment & Placement Procedures flow chart that follows.

### **2. Home Language Survey:**

- The LCSD Home Language Survey will be administered to all new students during the registration process. (See Home Language Survey in Appendix C)
- Records clerks will notify ESOL program personnel when a language other than English is indicated.
- The Home Language Survey will be filed in the student's ESOL History file within the cum file.

### **3. Identification of ELL Students:**

- The Woodcock-Muñoz language survey will be completed within 30 days at the beginning of the school year or 2 weeks during the school year.
- Parents will be notified of services offered through the ESOL program at time of student qualification and each year thereafter.

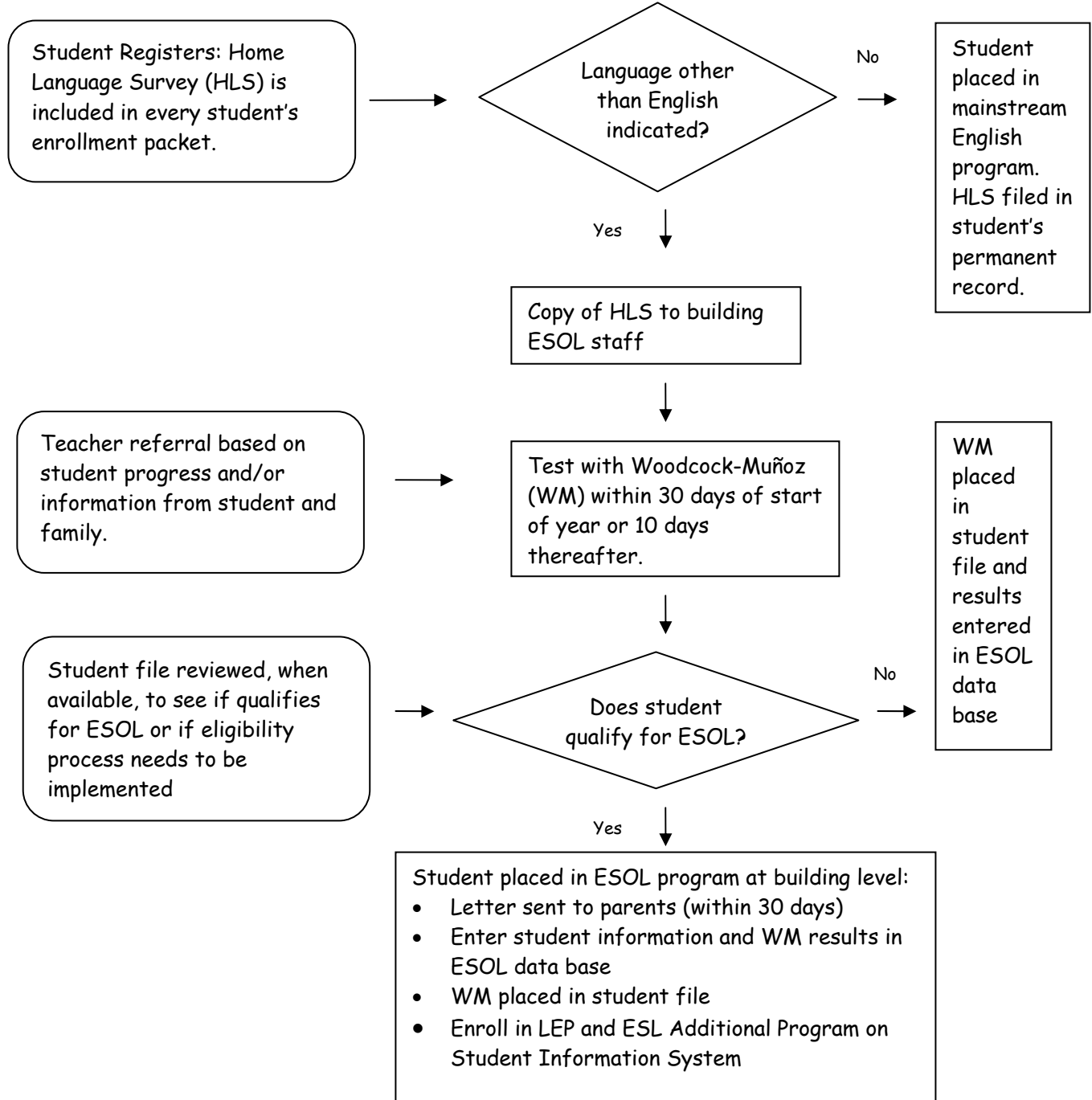
### **4. Native American Students:**

- The LCSD Home Language Survey will be included in the enrollment process for all new students.
- Teacher and Parent referrals will be considered based on ESOL PHLOTE procedures.
- LCSD ESOL & Migrant Program staff will work in collaboration with district Title VII Indian Education assistants and coordinator to identify Native American students in need of language development services.
- Services will be provided in collaboration with ESOL, Title I and Title VII staff as appropriate.



# LINCOLN COUNTY SCHOOL DISTRICT

## Initial Identification, Assessment & Placement Procedures For English Language Learners



### III. A. ASSESSMENT OF ELL STUDENTS (OCR Step 3)

#### 1. Tests Used to Assess English Language Proficiency:

- K-12: The Woodcock-Muñoz Language Survey is administered upon enrollment for initial identification purposes and is considered in the decision to exit an ELL student from the ESOL program.
- Student progress in English language proficiency is assessed annually using the ODE English Language Proficiency Assessment (ELPA) in accordance with ODE guidelines. ELPA is the primary tool used to determine appropriate instruction and exit for ELL students.

#### 2. Staff who Administer Tests and the Process Used for Training:

- The building Principal, in collaboration with ESOL staff, ensures that the Language Survey is administered to ELL students as described in identification and redesignation procedures.
- Staff is trained in the use of assessment tools by qualified staff. A refresher course is given to train new employees and to ensure consistency of administration and scoring procedures for continuing employees.
- All ELL students participate in ELPA testing in accordance with ODE Guidelines. Training for staff involved in ELPA testing is provided by district and building testing coordinators as well as by qualified ESOL staff as needed.

#### 3. Timeline for Administering the English Proficiency Test:

- The Woodcock-Muñoz Language survey will be administered for new students within 30 days of the beginning of the school year, within 2 weeks for students entering after the start of the school year.
- All ELL students will participate in ELPA testing annually in accordance with ODE guidelines.

#### 4. Procedures to Collect and Disseminate Proficiency Test Data/Results to Teachers and Parents:

- Building ESOL staff administer, score and enter Woodcock-Muñoz language survey results into the district-wide ESOL database.
- ESOL staff notifies building records clerk or designated staff member that student qualifies so that records clerk can "flag" qualified students as ELL in the LBL-ESD I-Series.
- ESOL teachers distribute assessment results to building principal, classroom teachers, and other building staff as needed.
- ESOL Teachers provide staff with information regarding interpretation of test results and implications for instruction.

- Information regarding appropriate strategies and modifications are provided to individual teachers and through staff development opportunities.
- ESOL staff notify parents of assessment results and services offered via the Title III parent notification letter which is mailed within 30 days of the beginning of the school year or within 2 weeks for ELL students enrolling during the year. (See appendix C)
- ESOL staff periodically provides building principals and site councils with a summary of data regarding numbers of ELL students, proficiency levels, and progress toward AMAO targets. (September, December, March, June)

#### **5. Location of test data:**

- Original tests are in individual student files kept in the building files.
- A district wide database is maintained and updated by ESOL and district staff.
- By May of 2007, each ELL student will have a color coded ELL folder within their cumulative record folder. Contents will include a history of each ELL student's English language development along with related information regarding assessment, exiting and monitoring.

### **III. B. ASSESSMENT OF ELL STUDENTS (OCR Step 3)**

#### **6. How Results Will Set Standards and Objectives for Raising Level of English Proficiency:**

- ESOL district and building staff will review progress of individual students, school sites and district wide progress towards growth in English language development. Placement and instructional decisions will be made based on this information.
- ELPA results by cohort groups will be used to ensure that the level of English language proficiency will progress at a rate to meet or exceed LCSD and ODE AMAO targets.
- School Continuous Improvement Plans will reflect best practices and application of strategies that address the needs of the ELL students in their school community.
- Professional development regarding appropriate strategies and modifications for ELL students are provided to individual teachers and through staff development opportunities. Examples of staff development offerings include: GLAD, SIOP, Focused Approach to English Language Development, culturally-responsive teaching, cooperative learning, instructional conversations, cognitively-guided instruction, and technology enriched instruction.

## 7. Procedures to Ensure Assessment Data Used to Make Decisions about Instruction so ELL Students Meet Adequate Yearly Progress:

- ESOL district and building staff will review progress of individual students, school sites and district wide progress towards growth in academic achievement. Placement and instructional decisions will be made based on these decisions.
- State testing results by cohort groups will be used to ensure that the level of academic achievement will progress at a rate to meet or exceed LCSD and AYP targets.
- Information regarding appropriate strategies and modifications are provided to individual teachers and through staff development opportunities.

## IV. INSTRUCTIONAL PROGRAM AND EDUCATIONAL APPROACHES FOR ELL STUDENTS (OCR Step 4)

### 1. Description of LCSD Programs and Services:

- ESOL program services in all LCSD schools are provided within a student's home school. The rural nature and the size of the district make transporting students to a central site cost prohibitive. In addition, our philosophy promotes inclusion of all our students in their home school and local community. Services are delivered in spaces allocated to the ESOL program within each school building.
- **Elementary Level-** An ESOL Pull-Out model is used. Primary language literacy instruction is provided, when possible, to prepare students for the transition to English literacy.
- **Middle School and High School-** ESOL class periods have been established based on research regarding programs and strategies that are effective in closing the achievement gap for ELL students in secondary schools. The middle school and high school ESOL teachers have classroom space within the school building. They work in collaboration with administrators, counselors, bilingual tutors, classroom teachers, and other specialists to determine appropriate placement and scheduling for ELL students in ESOL class periods in combination with content based ESOL and regular courses and electives required for graduation.

### 2. Description of Methods and Services Used to Teach ELL's English Language Skills:

#### **Elementary:**

- An ESOL Pull-Out model is used at the elementary level. We use grade-appropriate curriculum. We have adopted the Harcourt, *Moving Into English* ESOL curriculum for this level.
- Thematic units are used to integrate content knowledge. In the ESOL classrooms, current methodologies including *A Focused Approach to ELD*, TPR, the Natural



Approach, chants and songs are all used to complement the curriculum to accelerate English language acquisition.

- ESOL staff attend conferences and workshops to learn about new research and methodologies to use in their classrooms. Mainstream staff members are encouraged to take ESOL endorsement classes.
- Within the district, three teachers have become key trainers for GLAD and three additional teachers are completing the requirements to become key trainers. Staff members have participated in GLAD training and are implementing the model in their classrooms with coaching by Key Trainers.
- ESOL teachers and staff collaborate with mainstream classroom teachers to support them in implementation of strategies to support their ELL students in the acquisition of English and content area concepts. Examples include the use of graphic organizers, visuals, simplified text, and modified assignments.

#### **Middle School and High School:**

- The ESOL Class Period Model has been established based on research regarding programs and strategies that are effective in closing the achievement gap for ELL's in secondary schools. This model includes the use of current methodologies such as *A Focused Approach to ELD*, TPR, the Natural Approach, chants, and songs. Various support components are used, such as *New Oxford Picture Dictionaries*, English language software, and wordless books to accelerate English language acquisition.
- At the middle and high school levels we have adopted Pearson Longman's *Shining Star* and *Focus on Grammar* series.
- Two members of the ESOL staff have become trainers for SIOP in our district. We are in the process of having staff at schools in the district participate in sheltered instruction training and implementing the teaching strategies in their classrooms.
- At the secondary level, bilingual tutors support ESOL students during the student's school day. Students may bring coursework from core classes and receive assistance and one-on-one support from the bilingual tutors. Also, bilingual tutors frequently "push in" to the content classes to support students.
- ESOL staff arrange student schedules to accommodate the student's level of English and individual academic needs. Students are assigned to their ESOL class period(s) based on their test scores and needs. Students are placed in sheltered classes, when available, for elective credit or for required credits.
- Mainstream classroom teachers will collaborate with ESOL teachers and Bilingual Tutors to implement strategies to provide meaningful instruction and successful participation in content area classes.
- Accommodations for ELL students will be reflected in course syllabi and in student Personal Education Plans

### **3. Methods and Services for Meaningful Access and Participation of ELL Students in Academic and Special Programs:**

- Procedures have been established to ensure that the linguistic and cultural needs of ELL students are taken into consideration when a referral for Special Education or TAG services is made.

#### **4. How, by Whom, and Where English Language Development (ELD) Services are Delivered:**

- ELD services are provided directly by or under the supervision of certified teachers who are ESOL endorsed.
- Services are provided in classrooms that are designated as ESOL teaching spaces or in areas within Title I classrooms that have been established for ELD instruction.

#### **5. ELL Participation in Regular Classrooms for Academic Subjects**

Training for Classroom Teachers and Staff to Support ELL's in Regular Classrooms:

- GLAD training for elementary teachers and staff has been established and is ongoing within the district.
- Two members of the ESOL staff have become trainers for SIOP in our district. ESOL teachers will work in collaboration with classroom teachers and building administrators to implement SIOP and establish coaches within buildings.
- Additional training opportunities as well as refresher and follow-up sessions to build sustainability may be provided through building School Continuous Improvement Plans. Following are examples of possible offerings:
  - Susana Dutro Institute: Focused Approach to English Language Development
  - Stephen Krashen seminars
  - Jo Gusman workshops
  - Oregon Association of Bilingual Educators Conference
  - OASCD Research Institute
  - OACE Annual Conference
  - Culturally-Responsive Teaching
  - Cooperative Learning
  - Instructional Conversations
  - Cognitively-Guided Instruction
  - Technology Enriched Instruction
  - Administration and Interpretation of Relevant Assessment Tools such as ELPA test administration and interpretation, Woodcock-Muñoz Language Survey (English & Spanish), Developmental Reading Assessment (Spanish).

#### **6. Guidelines, Standards for Providing each of the Services Provided to ELL's in**

**LCSO ESOL Program:** Placement is based on ELPA and Woodcock-Munoz assessment scores. The student's English language proficiency level and, when appropriate, the student's Spanish proficiency are reviewed. Teacher recommendations and educational background are also considered. Students continue

in the ESOL program until they achieve the English language skills needed to meet exit criteria. Program staff monitors student progress.

**7. Standards and Criteria for the Amount and Type of Services to be Provided:**

ESOL Program services are provided based on each student's English language proficiency level. This is determined by the student's proficiency level on the ELPA proficiency scores and on Woodcock-Muñoz language. **SEE APPENDIX A FOR FLOW CHARTS OF PROCEDURES FOR LCSD SERVICES FOR ELL STUDENTS**

**8. Variations in Services Provided Based on Proficiency Level**

**Elementary School Level:**

ENGLISH LANGUAGE PROFICIENCY SCORE	TITLE I	ESOL PULL-OUT	SPANISH LANGUAGE LITERACY
Proficiency Level of 1-4 & WM Broad Spanish Levels 1-5		X	X
Proficiency Level of 1-4 and not a Spanish Speaker	X	X	

**Middle and High School Levels:**

ENGLISH LANGUAGE PROFICIENCY	ESOL CLASS PERIOD	CONTENT BASED ESOL
Proficiency Level 1-4 & WM Broad Spanish Levels 1-5	X	X
WM Broad English Levels 1-4	X	X

**9. Procedure and Process for Parental Notification of Services:**

- The Title III parent notification letter provides information regarding the identification and placement of students into the ESOL program. This letter is mailed to parents upon student placement in the ESOL program and at the beginning of each school year. (See Parent Notification Letter in Appendix C)
- The Title III notification letter includes the assessment tools used, the resulting scores, and program services available to the student.
- At this time the Title III letter is available in English and Spanish. Additional languages will be added as needed.

**10. Provisions for Language Appropriate Notice to Parents Regarding School Activities:**

- LCSD enrollment forms, the school calendar and the district Parent/Student Handbook are available in English and Spanish.

- Building handbooks in most schools with a cohort of Spanish speakers have been translated into Spanish.
- Many newsletters and event announcements are translated.
- Current efforts include work to add translated forms to the LCSD network.
- Efforts continue toward making information in Spanish for students, parents, and teachers available on building and district websites.
- Procedures have been established to make announcements regarding emergency school delays and closures in Spanish on local radio stations, the district web page, and the LCSD 24 hour information line. Emergency procedures are translated in writing and included in enrollment packets each year.

#### **11. Notification to Parents Regarding Participation in LCSD ESOL Program and Other Service Options**

- Parents are notified of their student's qualification for ESOL program services in accordance with NCLB guidelines under Title III. They receive a letter that informs them of the date their student was assessed, the results of the assessment, the services that their student will receive, of ways in which they can be involved in their child's education, and of their right to refuse services. Contact information is provided in case parents have any questions. The letter is sent bilingually to Spanish speaking parents and will be translated to other languages if needed. (See sample Title III Parent Notification Letter in Appendix C)
- Parents receive annual notification of student progress towards English language proficiency using the Title III Parent Notification Letter.
- Letters have been mailed to parents informing them of LCSD's ESOL program's failure to meet AMAO's.
- Parents are provided with a letter for comment and signature to record their decision to refuse services when appropriate. (See Refusal of Services Letter in Appendix C)

### **V. STAFFING AND PROFESSIONAL DEVELOPMENT (OCR Step 5)**

#### **1. Methods and Criteria to Ensure that Staff is Qualified to Provide Services to ELL Students:** Efforts to support current staff in providing effective instruction for ELL's include:

- Support for classroom teachers to take ESOL endorsement courses through tuition reimbursement and through ongoing collaborative efforts with Oregon State University
- GLAD training
- SIOP training
- Susana Dutro: *Focused Approach to English Language Development Training*
- Other ESOL training within LCSD and from outside agencies

- Bilingual Tutor staff development offerings
- Combined ESOL/Title I Cadre meetings and book studies
- ESOL Cadre Team Meetings
- Presentations and offerings at staff meetings and on early release days

## **2. Efforts to Recruit and Hire Qualified Staff for the ESOL Program:**

- Procedures are in place to ensure highly qualified staff are hired for certified and classified ESOL positions.
- All certified ESOL staff must meet the guidelines for being a highly qualified teacher under the No Child Left Behind Act.
- Advertising for qualified staff will include local, state and nation wide announcements.
- Collaborative use of Title IIA funds will be used to facilitate the recruitment process.
- Ongoing collaboration with Oregon State University's School of Education

## **3. Professional Development for Paraprofessionals:**

- Building ESOL Specialists are teacher leaders that mentor and provide direction for Bilingual Tutors in their buildings.
- Bilingual Tutor staff development meetings incorporate updates on district and building procedures and issues, services to students and families provided by other district and community programs, strategies to support students in district adopted curriculum, instructional approaches such as GLAD and SIOP strategies and strong instructional strategies for the development of primary and second language proficiency, especially in literacy.
- Specific training in the areas of administration and reporting for language proficiency assessments and appropriate support for ELL students during state standardized testing is provided.

## **4. Process to Identify Professional Development Needs of Staff:**

- Examination of ELL student progress toward meeting AMAO's, AYP targets and graduation rates will be used to identify professional development needs of staff and will be reflected in School Continuous Improvement Plans.
- A professional development survey will be used to identify staff needs and interests.
- A teacher evaluation form will be used following each staff development offering in order to measure effectiveness and satisfaction as well as to seek teacher input regarding subsequent trainings.
- Information and data will be reported to and reviewed with each building site council in order to determine impact on School Continuous Improvement Plan.

## **5. Intensity and Duration of Staff Development Offerings:**

- ESOL endorsement leads to certification through six graduate level courses that provide teachers with a sound foundation in theory and strategies they can use with the ELL students in their classrooms.
- GLAD and SIOP staff development models include a strong theoretical base along with modeling and mentoring so that teachers can see how to implement the strategies in their own classrooms. Both models include a follow up and support component. GLAD and SIOP trainers have been trained as leaders for both the delivery and follow up for these models. Current efforts are being made toward identifying instructional leaders within areas and buildings to support sustainability of both delivery and follow up for these models.

#### 6. Process to Evaluate Impact of Professional Development:

- Staff development evaluations will be completed following each staff development offering.
- Teacher surveys to elicit feedback regarding levels of implementation and impact on teaching ELL students over time will be used.

## VI. REASSESSMENT, RECLASSIFICATION, AND EXITING (OCR Step 6)

### 1. Procedures for Reassessment, Reclassification, and Exiting for ELL students:

- **Team Decision:** A team consisting of the ESOL teacher or coordinator, classroom or content area teacher and other staff with knowledge of the student's English language and academic abilities will follow the Redesignation Procedures for English Language Learners. (Redesignation Flow Chart follows)
- **ESOL Exit Checklist** The ESOL teacher or coordinator will initiate the LCSD ESOL Checklist and insure that each item is completed in a timely manner. (See Appendix C)
- **Formal Evaluations:**
  - ELPA scores will be reviewed to determine if the student has reached the Advanced (Proficient) level.
  - A classroom or content area teacher and the ESOL specialist complete ODE's Teacher Rubric for English Language Development and the rubrics for the four domains of listening, speaking, reading, and writing.
- **Additional Data Collected and Considered:**
  - Language assessment scores are reviewed to determine if the student has scored 4 or higher in Broad English Ability on the Woodcock-Muñoz language assessment.
  - ESOL teacher or coordinator recommendation to exit.
  - ESOL Matrix. (See Appendix C)

- Attendance and participation in school activities.
- Student History Form.
- Parent response.

## **2. Procedures for Classroom Teacher Notification of ELL Student Exit from ESOL Program**

- Teachers are part of the ESOL Program exit process. They will complete the ODE Teacher Rubric, provide anecdotal records and student work samples and be part of the team that makes the decision to exit a student from the ESOL program.

## **3. Procedures for Monitoring Students Exited from Program:**

- Student progress will be monitored for 2 years. During this time they will be considered transitional students and will be included in the ESOL data base as T1 the first year of monitoring and T2 during the second year
- The ESOL teacher or coordinator will review the following information during the transition period (See ESOL Monitoring Checklist in Appendix C):
  - Student grades at the end of each grading period.
  - Results of Oregon State Testing scores.
  - Communication with classroom teachers regarding student achievement and progress.
  - Attendance and participation in school activities.

## **4. Procedures for Re-Admitting Monitored Students to ESOL Program:**

Students will be considered for re-admittance to the ESOL program when monitoring information indicates that the student's English language skills are a barrier to participation and success in coursework. Modified ESOL program services may be provided. All parent and teacher notification procedures will be followed.

## **5. Staff Responsible for monitoring exited students**

- The ESOL teacher or coordinator will monitor the academic progress of exited students.
- Classroom teachers collaborate in gathering information and monitoring student progress.
- Building administrators will be provided with information regarding the progress of monitored students.



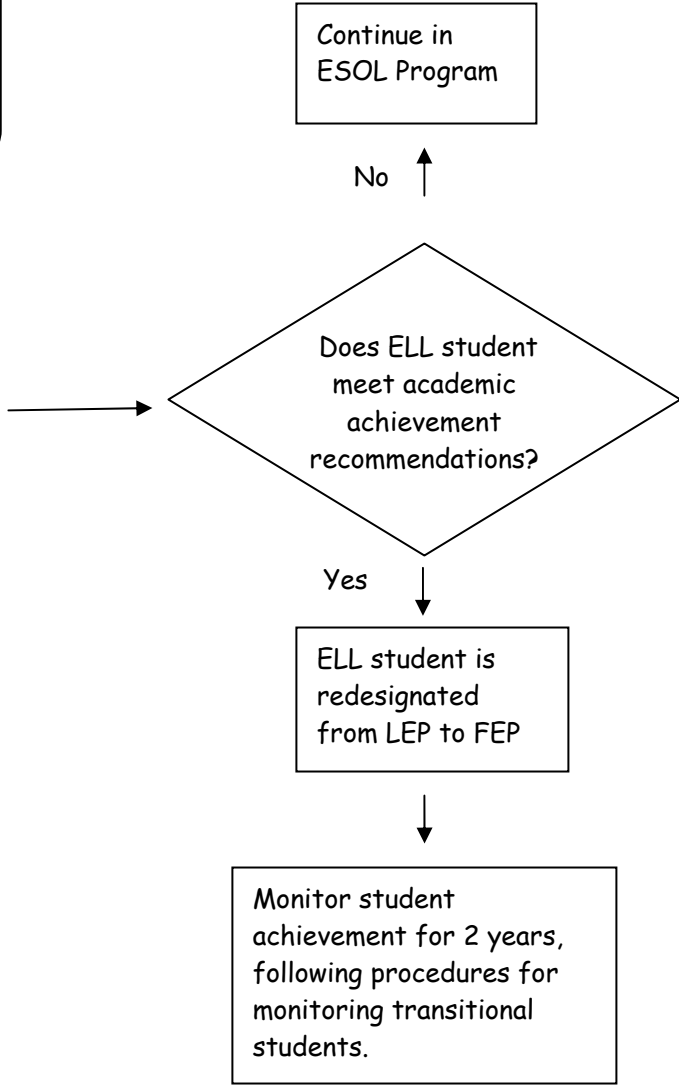
# LINCOLN COUNTY SCHOOL DISTRICT

## Exit Procedures For English Language Learners

ELL Student is recommended for redesignation when English language proficiency and academic achievement indicate that the student may meet criteria.



- Classroom teacher (s), ESOL staff review evidence of student abilities in English:
- Review of ELPA scores to determine if Advanced (Proficient) level has been achieved.
  - ODE Teacher Rubrics
  - Woodcock-Muñoz score on Broad English Ability, grade equivalent scores are considered
  - ELL language proficiency history
  - ESOL teacher and coordinator recommendation
  - ESOL Matrix
  - Student transcripts
  - Further evidence to confirm decision such as work samples and anecdotal records





## VII. EQUAL ACCESS TO OTHER DISTRICT PROGRAMS (OCR Step 7)

### 1. Methods for Identifying Special Education and Talented and Gifted Students who are also ELL's:

- **Areas considered for student qualification for the LCSD TAG program include:**
  - Intellectual Ability
  - Academic Talent in Reading
  - Academic Talent in Math
  - Potential to Perform
- **Criteria for identification:**
  - Scores at or above 97th percentile on an intellectual ability test (Otis-Lennon)  
Total scores in reading and/or mathematics at or above 97th percentile on the Oregon State Tests, Oregon Plus Tests, and/or another nationally standardized achievement test
  - Behavioral information from teachers and parents
  - Demonstrated potential to perform at the 97th percentile
- **Student are referred through:**
  - Staff members
  - Parents
  - Self-Referrals
  - Test Scores
- **Identification Decisions:** Building selection teams meet at least twice a year to review data on students who have been referred. Students must meet state and district criteria to be identified. Parents may appeal identification results by contacting the principal and the program coordinator about the decision. Some students do not meet the criteria, but the building team determines that the student would still benefit from extensions. These students are seen as Able Learners. Students who do not qualify one year may qualify at a later grade level
- **ELL Student Participation:** LCSD ESOL staff members are working with the TAG coordinator to identify additional appropriate measures to help increase ELL student participation in the program.

### Special Education

- **Language & Culture vs. Disability:** If an ELL student is having significant difficulties in the classroom or is being considered for retention, it is necessary to establish whether the issue is due to linguistic and/or cultural reasons or to a learning disability.
- **Student Study Team:** When concerns regarding an ELL student are taken to a student study team, a certified ESOL teacher will be consulted in addition to the regular members of a building's team. Consideration of student academic achievement and behavioral issues includes formal data such as grade reports and

state test scores. Student work samples and anecdotal records from staff members that work with the student and from parents are reviewed. Accommodations that have been made are reviewed and possible additional strategies are proposed. If proposed intervention strategies are not successful, the student study team may, with parental notification and consent, request that an educational evaluation be completed.

- **Referral for ELL Students:** When an ELL student is considered for testing, additional measures are used to seek information from the classroom teacher and from parents to help determine if difficulties are related learning English as a second language or to a learning disability. These include:
  - Sociocultural Resiliency Checklist
  - Acculturation Quick Screen
  - Parent Interview in Spanish as needed.
- **Primary Language Evaluation:** Linn-Benton-Lincoln ESD (LBL ESD) provides services to LCSD when evaluation is needed in the student's language, when available.
- **Parent Notification:**
  - Parents are notified regarding concern for a student and are invited to participate in the student study team process.
  - Parental consent is required for an evaluation to be completed.
  - LBL ESD staff prepare reports and meet with parents to explain the results of evaluations completed.
  - Parents meet with learning specialists to determine an Individual Education Plan for students who qualify for Special Education Program Services.
  - LBL ESD or LCSD staff interpret and translate documents as needed.

## 2. Equal Opportunity to Participate in Extracurricular and Non-Academic Activities

- **Lincoln County School District Equal Educational Opportunity Policy follows:** Every student of the district will be given equal educational opportunities regardless of age, race, religion, color, national origin, disability or marital status. Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.

## 3. ELL Student and Parent Notification of Available Programs and Activities

- The LCSD school calendar and the district Parent/Student Handbook are available in English and in Spanish.
- Some building handbooks are translated at schools with high populations of ELL students.
- Many newsletters and event announcements are translated.

- Efforts continue toward making information in Spanish for students, parents, and teachers available on building and district websites.
- Bilingual tutors support translation of building newsletters and notices of special events.
- Bilingual Tutors are paid to work as interpreters for parent /teacher conferences and special events.

## **VIII PARENT AND COMMUNITY INVOLVEMENT**

### **1. Communication of NCLB Related Information to Parents of ELL Students**

- The LCSD AYP report is printed in English and in Spanish.
- Informational brochures and booklets about NCLB are made available at Asociación de Padres meeting and during parent conferences. These materials are provided by the US department of Education.
- NCLB and other current issues are included on Asociación de Padres meeting agendas.

### **2. Process to Inform Parents of ELL Students of Placement and Progress in ESOL Program**

- The Title III parent notification letter provides information regarding the identification and placement of students into the ESOL program. This letter is mailed to parents upon student placement in the ESOL program and at the beginning of each school year.
- The Title III notification letter includes the assessment tools used, the resulting scores, and program services available to the student.
- At this time the Title III letter is available in English and Spanish. Additional languages will be added as needed.

### **3. Parent and Community Participation**

- Monthly Asociación de Padres meetings are held to support parent involvement in their child's education, to inform them of school and community programs and services, and to encourage parent participation in school activities and decision-making processes.
- Parent leadership training is offered through Migrant Education parent meetings and activities
- An ESOL Action Team is in its beginning stages. The purpose of the group is to ensure that Parents of ELL students, community members, and LCSD staff members play a role in program decisions. Team members sought include:
  - Parent Representatives
  - Classroom Teachers (Elementary, Middle and High School)
  - ESOL Teachers

- Classified Staff (Bilingual Tutor/s)
- Administrators
- Community Representatives

## **IX A. PROGRAM EVALUATION, REVIEW AND IMPROVEMENT (OCR Step 8)**

### **Annual Program Evaluation, Review and Development of Improvement Plan:**

1. The LCSD ESOL program evaluation, review, and improvement plan will align with LCSD goals which are as follows:
  - We will build on our strengths to improve student achievement at all levels and all populations.
  - We will build on our strengths to improve school and district climate for students, staff and community.
  - We will build on our strengths to promote an efficient and responsive district organization.
  
2. We will use the Quality Concepts (Baldrige in Education) model for school improvement in the planning, implementation, and improvement of our program for ELL students. The PDSA Cycle, (Plan, Do, Study, Act), will be applied. Data regarding student progress in the acquisition of English as well as in academic achievement will be used to evaluate the success of our program and to determine appropriate improvements.
  
3. An annual fall audit of 10 ELL student files from both the North and West areas of the district, where the ELL student population is concentrated, will be conducted to determine if:
  - PHLOTE procedures are followed
  - Re-designation procedures are followed
  - Monitoring procedures are followed
  - Results of ELPA testing and when appropriate, the Woodcock-Muñoz Language Survey will be evaluated to determine individual student progress, school site and overall LCSD ESOL program effectiveness toward meeting AMAO criteria 1, and 2.
  - Results of Oregon State Testing will be evaluated to determine individual student progress, school site and overall LCSD ESOL program effectiveness toward meeting AMAO criteria 3.
  
4. An annual review of the LCSD ESOL Plan will be completed by the ESOL Action team to:
  - Update information regarding program procedures and services
  - Review activities and practices to determine effectiveness
  - Determine effective and ineffective activities or practices

- Adopt new, research-based activities as our ESOL program develops and grows.

5. A plan for modification and improvement will be developed in which identified strengths and challenges are addressed. (See Plan for Modification and Improvement below.)

IX B. PROGRAM EVALUATION, REVIEW AND IMPROVEMENT  
(OCR STEP 8)



**ESOL Program  
Plan for Modification and Improvement**

Area of Improvement	Person(s) Responsible	Timeline		Notes & Research that Supports Activities
		In Progress	Completion Date	
<p><b>1. <u>Integration of ELL Plan into School Continuous Improvement Plans:</u></b> Support consistent implementation of program models and procedures at the building level.</p> <p>a. Identification, Parent, notification,</p> <p>b. Placement</p> <p>c. Exit</p> <ul style="list-style-type: none"> <li>Review and Revise exit criteria and forms based on Title III Audit findings</li> </ul> <p>d. Monitor</p> <p>e. Data Entry, Interpretation, Application</p> <p>f. Update ELD Plan, Flow Charts, and Forms to reflect current practices pgs. 37-69.</p>	<p>*Building Administrators</p> <p>*Building Site Councils</p> <p>*ESOL Staff</p>		<p>Fall 09</p>	<p>-Apply Quality Concepts Model.</p> <p>-Support Buildings/Areas in applying models to meet need of their ELL students.</p> <p>Preliminary revision submitted to Carmen West, Spring 09</p>

Area of Improvement	Person(s) Responsible	Timeline		Notes & Research that Supports Activities
		In Progress	Completion Date	
<p><b>2. <u>Professional Development:</u></b> Support ESOL staff, building and district administrators, content area teachers, and support staff in increasing knowledge and implementation of</p> <ul style="list-style-type: none"> <li>a. District ELL Plan</li> <li>b. Adopted ELD materials</li> <li>c. Focused Approach to ELD</li> <li>d. Sheltered instruction (GLAD/SIOP)</li> <li>e. Cultural Competence</li> </ul>	<ul style="list-style-type: none"> <li>*District Title III Administrator</li> <li>*Building Administrators</li> <li>*ESOL Specialists</li> <li>*GLAD/SIOP Key Trainers</li> <li>*Building Teacher Leaders and Coaches</li> </ul>	<ul style="list-style-type: none"> <li>*Fall 2009 Professional development re Sheltered Instruction for Administrators and Teacher Leaders</li> </ul>	<ul style="list-style-type: none"> <li>*Plan submitted to ODE April 26, 2009 per Title III Audit Findings</li> </ul>	<ul style="list-style-type: none"> <li>-Echeverría, Vogt, &amp; Short: Sheltered Instruction Observation Protocol (SIOP)</li> <li>-Susana Dutro: Focused Approach to English Language Development</li> <li>- Collier &amp; Thomas, Krashen, Cummins: Second Language Acquisition and Closing the Achievement Gap</li> </ul>

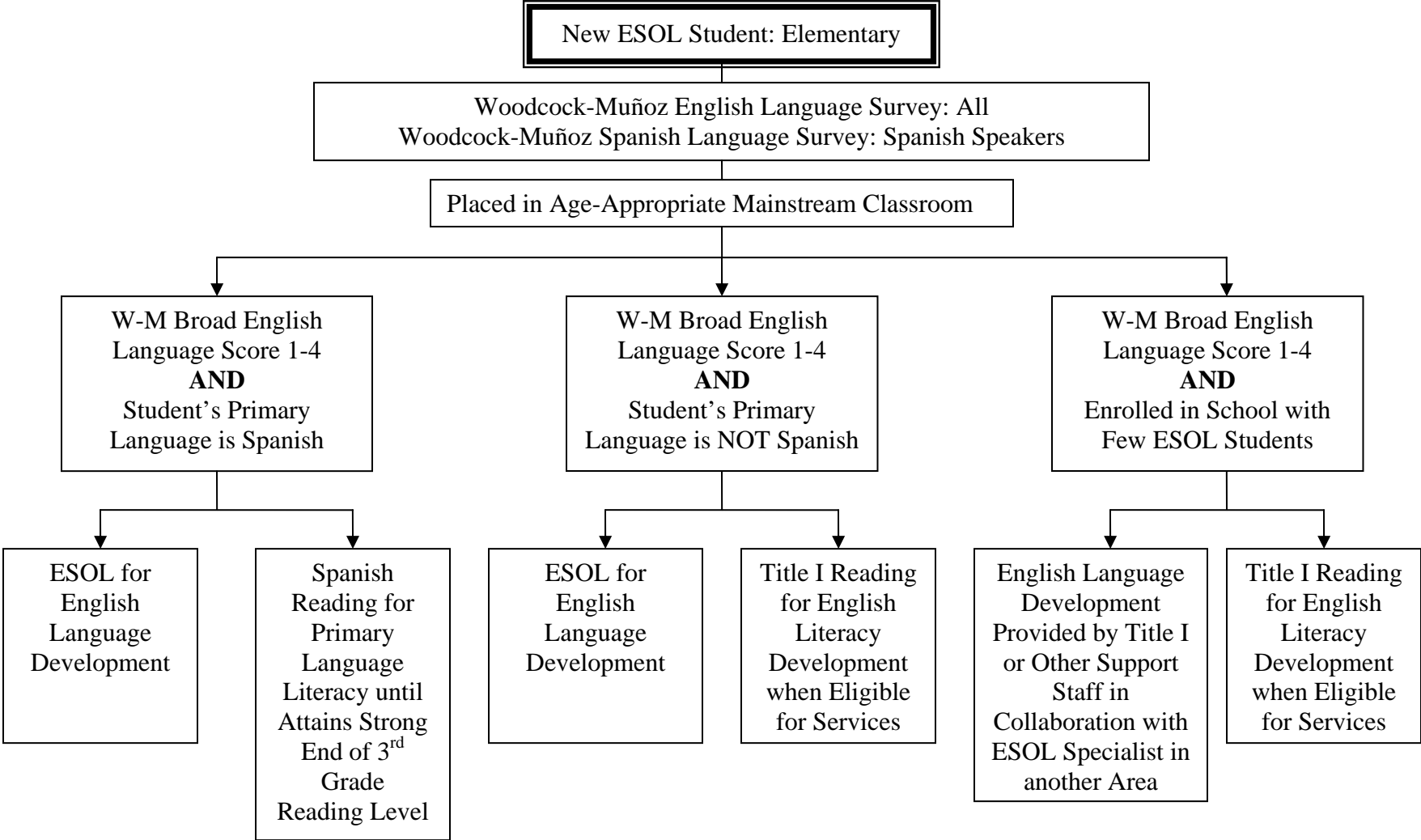
<p><b>3. <u>ELD Curriculum Alignment:</u></b></p> <p>a. Align English language development (ELD) instruction to Oregon ELD standards</p> <p>b. Align ELD instruction to support ELL student progress in proficiency levels for English Language Proficiency Assessment (ELPA)</p> <p>c. Identify common ongoing assessment tools.</p> <p>d. Revise Elementary ESOL Matrix and Develop Secondary ESOL Matrix to inform student progress and instruction and for reporting progress to parents.</p> <p>e. Rename program models in accordance with Title III Audit finding #2.</p>	<p>*ESOL Specialists</p> <p> </p> <p>*Title III Administrator</p>	<p>Summer /Fall 2009</p>	<p> </p> <p>Spring 2009</p>	<ul style="list-style-type: none"> <li>-Training for ELD staff (Certified/Classified)</li> <li>-Understanding of and connections for mainstream classroom teachers (Need to make "user friendly")</li> <li>-Inform students and parents</li> </ul>
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Area of Improvement	Person(s) Responsible	Timeline		Notes & Research that Supports Activities
		In Progress	Completion Date	
<p><b>4. <u>Essential Skills and Elements:</u></b> Identify essential skills and elements ELL students need to be successful in</p> <p>a. Progress in English language proficiency</p> <p>b. Content area courses</p>	<p>*ESOL Specialists</p> <p>*Content Area Teachers</p>	Summer 09	Spring 10	<p>-ESOL Specialists/Content area teachers collaborate to support instruction and to develop lessons/units to support ELD and Academic achievement</p> <p>-Develop and implement use of "Power Standards" for ELD in both ESOL and content area instruction</p>
<p><b>5. <u>Instructional Materials:</u></b></p> <p>a. Review, purchase, and implement K-12 instructional materials for English language development.</p> <p>b. Upgrade and add to supplemental resources to support ELL student achievement in mainstream courses.</p>	<p>*Curriculum &amp; Instruction Administrator</p> <p>* ESOL Specialists</p>			<p>- ELD materials for adoption in progress</p>
<p><b>6. <u>Parent &amp; Community Involvement</u></b></p> <p>a. Continue efforts to translate home/school communication</p> <p>b. Continue efforts in area of parent education re support for children and involvement in school activities</p>	<p>*Migrant Ed. Home School Consultant</p> <p>*ESOL Specialists</p> <p>*Building Administrators</p>			<p>-Continue preschool and elementary outreach efforts</p> <p>-Explore new approaches for Middle/High school parents</p>

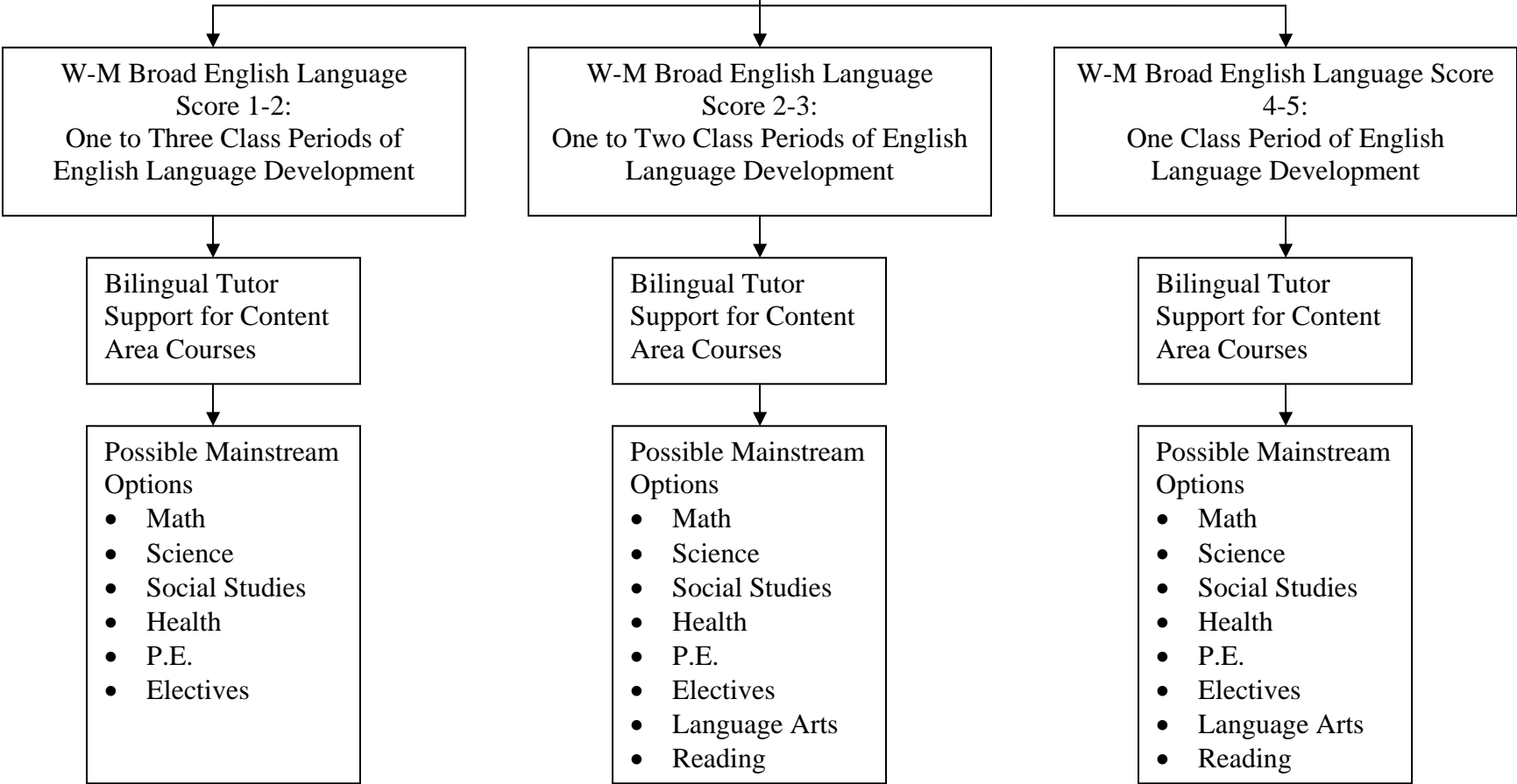
# APPENDICES

## Appendix A: Flow Charts for Lincoln County School District: Services for English Language Learners

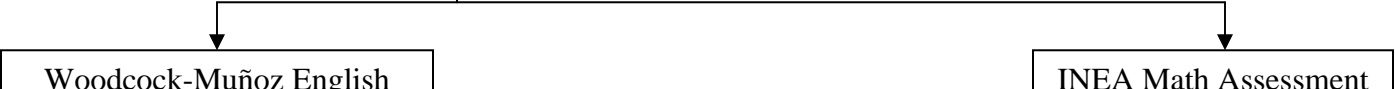


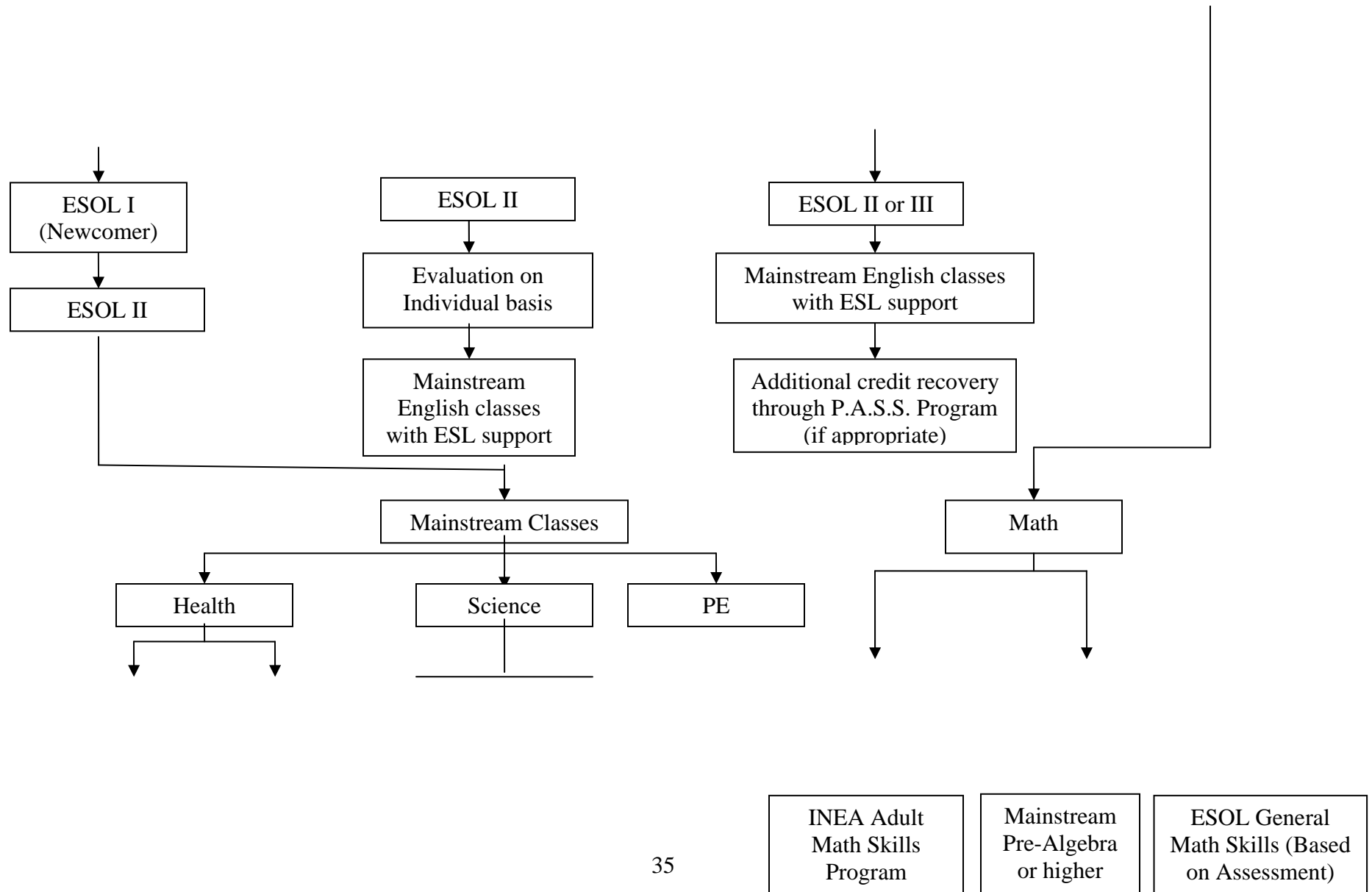
**New ESOL Student: Middle School**

Woodcock-Muñoz English Language Survey: All  
Woodcock-Muñoz Spanish Language Survey: Spanish Speakers



**New ESOL Student: High School**





## Appendix B: Legal Rationale

### LEGAL RATIONALE

Limited English Proficient (LEP) students are students with a home language background other than English, whose English language skills are not yet well enough developed for them to be able to participate successfully in classrooms where all academic instruction is provided in English. Numerous acts, laws, court decisions, and guidelines have been written over the years for those students. They combine to create and clarify the current legal responsibilities of all United States school districts for the education of LEP students. The following acts, laws, and other legal references are presented, either in brief summaries or through quotes, so that parents, guardians, and school personnel will be more familiar with the school district's obligations in the education of LEP students.

#### **Federal Civil Rights Laws and Policies:**

- **1868 - Fourteenth Amendment**  
"No state shall deny to any person within its jurisdiction the equal protection of the laws."
- **1964 - Civil Rights Act, Title VI**  
"No person in the U.S. shall, on the ground of race, color, national origin be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."
- **Bilingual Education Act (Amended in 1974 and 1978)**  
"The Congress declared it to be the policy of the United States, in order to establish equal educational opportunity for all children, (a) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to State education agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools, including activities at the pre-school level, which are designed to meet the educational needs of such children; and to demonstrate effective ways of providing, for children of limited English speaking ability, instruction designed to enable them, while using their native language, to achieve competence in the English language."
- **May 25, 1970, Memorandum, Department of Health, Education, and Welfare**  
This memorandum interpreted the Civil Rights Act. It delineates the responsibility of school districts in providing equal education opportunity to national origin minority group students whose English language proficiency is limited. The following quotes discuss some major areas of concern with respect to compliance with Title VI and have the force of Law:
  - *"Where inability to speak and understand the English language exclude national origin minority group children from effective participation in the educational program offered by a school district, the district must take*

*affirmative steps to rectify the language deficiency in order to open its instructional program to these students."*

- *"School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English."*
  - *"School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills."*
  - *"Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an education dead-end or permanent track."*
- **1974 - Equal Educational Opportunities Act (EEOA)**  
"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or nation origin, by ... the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

#### **Court Cases:**

- **United States Supreme Court:**
  - 1974 - Lau vs. Nichols**  
In Lau vs. Nichols, the Supreme Court found the following: "There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."
  - **1982 - Plyer vs. Doe**  
In Plyer vs. Doe, the United States Supreme Court held, in a five-to-four decision, that the Texas law allowing education agencies to deny enrollment to children of undocumented immigrants was unconstitutional. The ruling was based on the equal protection provision of the Fourteenth Amendment to the U.S. Constitution. Of particular concern to the Court was the fact that children rather than their parents were involved. The Court believed that denying undocumented children access to education punished the children for their parents' behavior. Such an action, the Court noted, did not square with basic ideas of justice.

## United States Federal Court:

- **1981 - Castaneda vs. Pickard**

Castaneda vs. Pickard is considered by some to be the most significant court case since Lau vs. Nichols. The Fifth Court of Appeals decision created the framework for determining whether or not an educational agency is taking "appropriate action" according to the EEOA. This three-part test is comprised of the following guidelines:

1. Is the school system's program for limited English proficient students based on sound educational **theory**?
2. Are the **practices** and programs implemented by the school district effective?
3. Does the program demonstrate **results** to prove its effectiveness?

## **CURRENT FEDERAL MANDATES IN EFFECT ABOUT PROGRAMS FOR ENGLISH LANGUAGE LEARNERS**

**SEC. 1112 (g) and SEC. 3302 Parental Notification:** Each local educational agency shall provide parents of English language learners not later than 30 days after the beginning of the school year, a notice to inform parents of children identified for participating, or that are already participating in programs specifically designed for English language learners of

- (1) the reasons for identification
  - (2) the child's level of English proficiency
  - (3) the method of instruction
  - (4) how the program will meet the educational strengths and needs of the child
  - (5) how the program will specifically help their child learn English and meet on grade level academic achievement standards for grade promotion and graduation
  - (6) the specific requirements to exit into English-only instruction and expected rate of graduation for secondary students
  - (7) if the child has an IEP, how the program meets the objectives of the IEP and
  - (8) information pertaining to parental rights that includes written guidance on
    - (i) the right that parents have to have their child immediately removed from the program upon their request;
    - (ii) the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available, and
- (B) assisting parents in selecting among various programs and methods is offered by the school or district.
- (c) Under Separate Notification-If a district or school fails to meet adequate yearly progress, it shall notify parents of such information, not later than 30 days after the information becomes available to the district or school.

- (d) For a child who is identified during the school year, the notification of placement shall be provided to the parents of the English language learners not later than 2 weeks after the identification has been made.
- (e) Each district/school shall implement an effective means of outreach to parents of English language learners

**SEC. 3115 SUBGRANTS TO ELIGIBLE ENTITIES**

(a) Districts/schools shall:

- (1) Develop and implement new language instruction educational programs and academic content instruction programs
- (2) Implement highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs
- (3) Provide highly quality professional development to classroom teachers, principals, administrators, and other school or community -based organizational personnel. Based on scientifically based research demonstrate the effectiveness of the professional development in increasing children's English proficiency or substantially increase the subject matter knowledge, teaching knowledge and teaching skills of teachers.

**(4) ADMINISTRATIVE EXPENSES**

(c) **REQUIRED ACTIVITIES**

- (1) increase the English proficiency of limited English proficient children by providing high-quality language instruction education programs based on scientifically based research
- (2) provide high-quality professional development to classroom teachers, principals, administrators, ... that is
  - (A) designed to improve the instruction and assessment of ELLs
  - (B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for ELLs
  - (C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency, or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and
  - (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact.

(d) **AUTHORIZED ACTIVITIES**

- (1) Upgrading program objectives and effective instruction strategies
- (2) Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures
- (3) Providing -
  - (A) tutorials and academic or vocational education for ELLs



- (B) intensified instruction
- (4) Developing and implementing language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English proficiency and academic achievement of ELLs
- (6) Providing community participation programs, family literacy services, and parent outreach and training activities to ELLs and their families
- (7) Improving the instruction of ELLs by providing for
  - (A) the acquisition or development of educational technology or instructional materials
  - (B) access to and participation in, electronic networks for materials, training, and communication; and
  - (C) incorporation of the resources

**SEC. 3115**

- (f) SELECTION OF METHOD OF INSTRUCTION - District/Schools shall select one or more methods or forms of instruction to be used in the programs and activities of the programs for English language learners, to assist limited English proficient children to attain English proficiency and meet challenging State academic content and student academic achievement standards.
- (g) SUPPLEMENT, NOT SUPPLANT Federal funds shall be used so as to supplement state and local funds and in no case to supplant such federal, state and local public funds.

**SEC. 3121 EVALUATIONS**

- (a) The district/school shall provide the ODE every two years with a program evaluation that includes:
  - (1) a description of the programs and activities carried out in years 1 and 2
  - (2) a description of the progress made by children in English proficiency and in meeting the academic State standards
  - (3) the number and percentage of children in the programs and activities attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and
  - (4) a description of the progress made by children in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.
- (c) EVALUATION COMPONENTS  
 Provide an evaluation of children enrolled in a program or activity for English language learners, including the percentage of children who -
  - (A) are making progress in attaining English proficiency, including the percentage of children who have achieved English proficiency;
  - (B) have transitioned into classrooms not tailored to English language learners and have a sufficient level of English proficiency to permit them to achieve

in English instruction classes.

(C) Are meeting the same challenging state academic content and student academic standards.

(D) Are not being exempted from the reading or language arts assessments.

(d) EVALUATION MEASURES - a state shall approve evaluation measures that are designed to assess:

(1) the progress of children in attaining English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English.

(2) student attainment of challenging state student academic achievement standards on state assessments.

(3) progress in meeting the annual measurable achievement objectives or adequate yearly progress.

### **SEC. 3301 (8) LANGUAGE OF INSTRUCTION EDUCATIONAL PROGRAM**

The term language of instruction educational program means an instruction course

A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging state academic content standards.

B) That may make **instructional use of both English and a child's native language** to enable the child to develop and attain English Proficiency, and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

(9) NATIVE AMERICAN AND NATIVE AMERICAN LANGUAGE.-The terms "Native American" and "Native American language" shall have the meanings given such terms in section 103 of the Native American Language Act:103(6) The term "Native American language" means the historical, traditional languages spoken by Native Americans.

(10) NATIVE LANGUAGE-The term "native language", when used with reference to an individual of limited English proficiency, means-

A) the language normally used by such individual; or

B) in the case of a child or youth, the language normally used by the parents of the child or youth.

### **CURRENT OREGON STATE MANDATES IN EFFECT ABOUT PROGRAMS FOR ENGLISH LANGUAGE LEARNERS**

**ORS 336.074 Instruction in all subjects in public, private and parochial schools shall be conducted primarily in English, except:**

(2) Instruction may be conducted in more than one language in order that pupils whose native language is other than English can develop bilingual skills to make an early and effective transition to English and benefit from increased educational opportunities.

**ORS 336.079 Special English courses for certain children.** Specific courses to teach speaking, reading and writing of the English language shall be provided at kindergarten and each grade level to those children who are unable to profit from classes taught in English. Such courses shall be taught to such a level in school as may be required until children are able to profit from classes conducted in English.

**ORS 336.081 Opportunity to qualify to assist non-English speaking students** (1) All school districts providing courses pursuant to **ORS 336.079** shall afford the licensed personnel of that district that are assigned to perform teaching duties for such courses an opportunity to qualify to assist non-English speaking students to learn English at no cost to the personnel.

**OAR 581.021.0030 Limitation on Administration and Utilization of Tests in Public Schools**

(1) Tests shall be considered as instruments that are means to assist decision-making on the part of parents, the public, school boards and the professional staff, rather than ends unto themselves. Tests may be used as follows in addition to other uses specified in local policies.

- (c) To assist in making decisions about the effectiveness of school programs;
- (d) To assist in determining the attainment of specified educational outcomes;
- (e) To provide information to the students about themselves, to parents, and to the school staff which may assist them in making programmatic decisions of benefit to the student.

(2) Tests of intelligence, ability, achievement or aptitude shall not be used as sole criterion for placement of students in educational groups or tracks:

- (c) Before administering individual intelligence tests (as opposed to group intelligence tests) and all tests of personality to children in public schools, districts shall inform parents as to the purpose of the testing; and the parents' written permission shall be obtained. In homes where the predominant language spoken is not English, the communications on the purpose of testing should be in the language spoken in the home;

- (d) When a school district believes it is not feasible to comply with subsection (2)(a) of this rule, it may petition the Department of Education for a waiver in accordance with the procedure contained in the State Standards for Oregon Public Schools.

**OAR 581-21-046(8) Bilingual or Linguistically Different Students.** Districts shall develop and implement a plan for identifying students whose primary language is other than English and shall provide such students with appropriate programs until they are able to use the English language in a manner that allows effective and relevant participation in regular classroom instruction and other educational activities.

(9) Equal Educational Opportunity Plans. Districts shall develop a plan which assures that all students have equal opportunity to participate in the educational programs and activities and equal access to facilities in the district. Said plan shall include courses and/or components which provide students with an understanding of the pluralistic realities of their society, including multicultural/racial/ethnic education and equity in

portraying all classes protected under ORS 659.850. Upon the request of the Superintendent of Public Instruction, districts shall submit copies of such plans and other assurances as are deemed necessary and proper.

**OAR 581-23-100 Eligibility Criteria for Student Weighting for Purposes of a State School Fund Distribution**

(4) Pursuant to ORS 327.013(a)(B), the resident school districts shall receive an additional .5 times the ADM of all eligible students enrolled in an English as a Second Language program. To be eligible, a student must be in the ADM of the school district in grades K through 12 and be a language minority student attending English as a Second Language (ESL) classes in a program which meets basic U.S. Department of Education, Office of Civil Rights guidelines.

Note: The Office for Civil Rights Guidelines can be found at <http://www.ed.gov/offices/OCR/LEP/>

# Appendix C: Forms



## Lincoln County School District Home Language Survey

Student Name \_\_\_\_\_

Home Phone \_\_\_\_\_

School \_\_\_\_\_

Grade \_\_\_\_\_

Students who speak a first language other than English may be eligible for ESOL services. Please complete the following questions as part of registering your student for school. **If a language other than English is spoken, your student may be assessed for qualification for ESOL program services.**

1. What language(s) is (are) spoken at home?  English  Other \_\_\_\_\_  
Language(s)
2. What language did the student learn first?  English  Other \_\_\_\_\_  
Language(s)
3. What language do the adults in this family most often use?  English  Other \_\_\_\_\_  
Language(s)
4. What language does the student use to communicate with adults?  English  Other \_\_\_\_\_  
Language(s)
5. What language does the student use to communicate with friends?  English  Other \_\_\_\_\_  
Language(s)
6. Has your student previously attended school in the U.S. for 3 years or more?  Yes  No
7. Students whose families move frequently to seek employment in certain jobs may qualify for Migrant Education Program services. Did you seek or find employment in the following areas when you moved to this community?  
Agriculture/Nursery  Yes  No  
Fishing  Yes  No  
Forestry  Yes  No

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Date

**FOR OFFICE USE ONLY:**

Original to student file with enrollment papers

Copy to ESOL personnel if

- Language other than English is indicated
- Any yes response to question #8

Side A



**Distrito Escolar del Condado de Lincoln  
Encuesta de Idioma(s) Del Hogar**

Nombre del Estudiante \_\_\_\_\_

Número de teléfono \_\_\_\_\_

Escuela \_\_\_\_\_

Grado \_\_\_\_\_

Es posible que los estudiantes que hablan un idioma que no es inglés puedan recibir servicios del programa de ESOL (Inglés para hablantes de otros idiomas). Por favor, complete usted las siguientes preguntas como parte de la matriculación de su alumno. Si un idioma además de inglés se habla en la casa, es posible que se dé una evaluación de sus habilidades en inglés para ver si califica para servicios del programa de ESOL.

1. ¿Cuál idioma(s) se habla(n) en casa?  Español  Otro \_\_\_\_\_  
Idioma(s)
2. ¿Cuál fue el idioma(s) que aprendió el estudiante primero?  Español  Otro \_\_\_\_\_  
Idioma(s)
3. ¿Cuál idioma(s) hablan con más frecuencia los adultos en casa?  Español  Otro \_\_\_\_\_  
Idioma(s)
4. ¿Cuál idioma(s) usa el estudiante con los adultos en casa?  Español  Otro \_\_\_\_\_  
Idioma(s)
5. ¿Cuál idioma(s) usa el estudiante con más frecuencia con sus amigos?  Español  Otro \_\_\_\_\_  
Idioma(s)
6. ¿Ha asistido el estudiante a la escuela en los Estados Unidos por tres años?  Sí  No
7. Estudiantes que se mueven frecuentemente cuando sus familias buscan empleo en varios trabajos pueden calificar para servicios del Programa Educativo Migrante. ¿Tenía usted la intención de encontrar empleo o trabajó en una de las siguientes áreas?
 

Agricultura/Plantas	<input type="checkbox"/> Sí	<input type="checkbox"/> No
La Pesca	<input type="checkbox"/> Sí	<input type="checkbox"/> No
Los Bosques/Leñador	<input type="checkbox"/> Sí	<input type="checkbox"/> No

\_\_\_\_\_  
Firma del Padre o Tutor

\_\_\_\_\_  
Fecha



**Lincoln County School District**  
**Parental Notification of Services**  
**for English Language Learners**

Date:

To the Parent/Guardian of:  
 Student Name  
 Address  
 City, Zip

School:

Dear Parent or Guardian,

Your child, \_\_\_\_\_, qualifies for services to English Language Learners based on English levels from the Woodcock-Muñoz Language Survey given on \_\_\_\_\_.

This test measures skills in listening, speaking, reading and writing. Your child’s levels of English proficiency are indicated below. Based on these results and/or teacher, parent or self-referral, he/she does not yet have academic abilities in English to meet grade level standards and to be successful in a mainstream classroom independently. Services will be provided to support your child in learning English and to make continual progress toward meeting state content standards.

**Woodcock-Muñoz Language Survey : English**

The Levels indicate your child’s ability to work in mainstream classrooms.

Level 1 – Negligible

Level 2 – Very Limited

Level 3 – Limited

Level 4 – Proficient

Level 5 – Advanced.

Your child’s level in Listening/speaking is \_\_\_\_\_.

Your child’s level in Reading/writing is \_\_\_\_\_.

**Your child is receiving the services marked below:**

- English as a Second Language instruction
- Native Language instruction in: Reading & writing math science social studies
- Sheltered ESL instruction in:  math  science  social studies  reading & writing
- Tutoring in an individual or small group setting
- Title IA program support
- Other: \_\_\_\_\_
- Migrant Program  Homeless Program  IEP  AGP

This program meets the educational needs and strengths of your child in one or more of the following ways:

- Focusing on developing and understanding academic language in English
- Using what your child already knows about his/her primary language to learn English
- Building on what your child already knows about math, science and social studies
- Using activities and teaching methods to help your child learn and understand key words, ideas and concepts in math, science and social studies
- Placing your child in age-appropriate grade

Your child's English language development progress will be evaluated annually using the Woodcock-Muñoz Language Survey. When his/her Woodcock-Muñoz Reading/Writing scores are 4 or higher, your child will be considered for transition out of the ESOL program. At that time you will be notified and a decision will be made based on student progress and parent and teacher input. As your child transitions out of the ESOL program, his/her progress will be monitored for a period of two years.

There are many ways for you to actively participate in the education of your child at our school, including: participating on the 21<sup>st</sup> Century Site council, volunteering to help teachers, attending parent/teacher conferences and school activities, getting suggestions and support from school staff for helping your child at home. Please talk with your child's building staff or the Lincoln County School District ESOL Program staff for more information.

You have the right to remove your child from ESOL program services. To change or discuss services for your child, please contact \_\_\_\_\_, ESOL Teacher at \_\_\_\_\_.

Sincerely,





**Distrito Escolar del Condado de Lincoln**

**Notificación Para Padres de Servicios  
Para Estudiantes de Inglés Como Segundo Idioma**

Fecha: el 11 de octubre de 2006

Padre o Tutor:  
Nombre del Estudiante:  
Dirección de Casa:  
Ciudad, Código Postal

Escuela:

Estimado Padre o Tutor,

Su hijo/a, \_\_\_\_\_, califica para los servicios del programa para Aprendices de Inglés (ESOL) basado en la prueba de lenguaje de Woodcock-Muñoz que fue administrado \_\_\_\_\_.

**Prueba de Lenguaje Woodcock-Muñoz: Inglés**

Los niveles siguientes indican la habilidad para trabajar en un salón de clase regular.

- |                        |                                                      |
|------------------------|------------------------------------------------------|
| Nivel 1 – Negligible   | El nivel de su hijo/a en el habla/oratorio es _____. |
| Nivel 2 – Muy Limitado | _____.                                               |
| Nivel 3 – Limitado     | El nivel de su hijo/a en lectura/escritura es _____. |
| Nivel 4 – Proficiente  | _____.                                               |
| Nivel 5 – Avanzado     | _____.                                               |

**SU HIJO/A ESTA RECIBIENDO LOS SIGUIENTES SERVICIOS**

- Inglés Como Segundo Idioma (ESOL)
- Instrucción en el idioma natal en:  lectura y escritura  matemáticas  ciencias  estudios sociales
- “Sheltered ESL” instrucción en inglés que incluye el vocabulario y las ideas claves en :  matemáticas  ciencias  estudios sociales  lectura y escritura
- Apoyo de un tutor individualmente o en un grupo
- Apoyo del Programa de Título IA
- Otro \_\_\_\_\_
- Programa Migrante  Sin Hogar  IEP  Educación para Dotados

Este programa cumple con las necesidades y habilidades educativas de su hijo/a en una o más de las siguientes maneras:

- Enfocando en el desarrollo y el entendimiento del lenguaje académico en inglés usando lo que su hijo/a ya conoce sobre su idioma natal para aprender inglés
- Edificando sobre el fundamento de los conocimientos de matemáticas, ciencias y estudios sociales que su hijo/a ya tiene
- Usando actividades y métodos de enseñanza que le ayudan a su hijo/a aprender y entender palabras, ideas, y conceptos claves de matemáticas, ciencias, y estudios sociales
- Colocación en el grado apropiado para su hijo/a

El progreso de su hijo/a en el desarrollo de inglés se evaluará cada año usando la Prueba de Lenguaje Woodcock-Muñoz. Cuando sus calificaciones de Lectura/Lenguaje en inglés Woodcock-Muñoz han alcanzado 4 o más, su hijo/a será considerado para la transición del programa de ESOL. En ese caso, los padres serán notificados y la decisión se hará tomando en cuenta el progreso del estudiante y las observaciones de los padres y los maestros. Mientras que su hijo hace la transición de salir del Programa de ESOL, su progreso será observado por un periodo de dos años.

Hay muchas maneras en que usted puede tomar parte en la educación de su hijo/a en nuestra escuela incluyendo: participando en el Consejo “21 Century Site Council”, participando como voluntario para ayudar a los maestros, asistiendo las conferencias de padres/maestros y actividades de la escuela, pidiendo sugerencias y apoyo del personal de la escuela acerca de cómo darle apoyo a su hijo/a en casa. Para mas información por favor hable usted con el personal de su escuela o del Programa de ESOL del Distrito Escolar del Condado de Lincoln.

Usted tiene el derecho de pedir que su hijo/a no tome parte en los servicios del Programa de ESOL. Para hacer un cambio o hablar acerca de estos servicios para su hijo/a, por favor llame a el maestro/la maestra de ESOL \_\_\_\_\_ al número \_\_\_\_\_.

Sinceramente,



# ESOL EXIT CHECKLIST

Student Name \_\_\_\_\_

Today's Date \_\_\_\_\_

School \_\_\_\_\_

Grade level \_\_\_\_\_

ESOL Teacher or Coordinator \_\_\_\_\_

The above-named student has been recommended for exit from the ESOL program. Please initial and date each of the following exit procedures as they are completed.

- \_\_\_\_\_  
date ESOL teacher or coordinator recommends student for exit at the monthly ESOL cadre meeting and starts the exiting process.
- \_\_\_\_\_  
date Spring testing Woodcock-Muñoz administered and scores meet exit criteria.
- \_\_\_\_\_  
date SOLOM evaluation administered and the student has a score of 19 or higher.
- \_\_\_\_\_  
date ELL teacher or coordinator has reviewed the ESOL Student Matrix form.
- \_\_\_\_\_  
date Student's language proficiency testing history has been reviewed and ESOL language proficiency history form is attached.
- \_\_\_\_\_  
date This exit form is completed and signed off by ESOL teacher and by the ESOL Program Coordinator.
- \_\_\_\_\_  
date Parent has been informed and invited to contribute information and comment. The Exit Notification letter is signed and placed in the ESOL student file.
- \_\_\_\_\_  
date ELPA scores are reviewed and taken into consideration.

\_\_\_\_\_  
ESOL Teacher or Coordinator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
ESOL Program Coordinator Signature

\_\_\_\_\_  
Date



ESOL Matrix for Lincoln County School District

Student Name \_\_\_\_\_
School \_\_\_\_\_
Grade \_\_\_\_\_
ESOL Teacher \_\_\_\_\_

TAG \_\_\_\_\_ IEP \_\_\_\_\_

English Language Proficiency Scores
1 Negligible
2 Very Limited
3 Limited
4 Fluent
5 Advanced

Mark the box that describes student performance at each grading period.

October
January
March
June

October
January
March
June

Listening

Presents information nonverbally; follows one- or two-word directions.

Produces single words or short phrases with information about the subject; follows short directions.

Produces longer phrases with more details about the subject; follows directions with more detail.

Produces connected discourse with many descriptive details about the subject; follows compound directions.

Produces a description and follows directions that is comparable to that of native-speaker peers.

1 [ ] [ ] [ ] [ ]
2 [ ] [ ] [ ] [ ]
3 [ ] [ ] [ ] [ ]
4 [ ] [ ] [ ] [ ]
5 [ ] [ ] [ ] [ ]

Speaking

Participates through body language only.

Repeats or recites key elements of memorable language.

Repeats or recites longer phrases.

Recites an almost complete sentence with few errors.

Produces a recitation comparable to that of native-speaker peers.

1 [ ] [ ] [ ] [ ]
2 [ ] [ ] [ ] [ ]
3 [ ] [ ] [ ] [ ]
4 [ ] [ ] [ ] [ ]
5 [ ] [ ] [ ] [ ]

Reading: Comprehension

Shows comprehension nonverbally.

Shows comprehension with single words or short phrases.

Shows comprehension with longer phrases.

Shows comprehension with connected discourse including the language of drawing conclusions and few errors.

Uses the language of drawing conclusions comparably to native-speaker peers.

1 [ ] [ ] [ ] [ ]
2 [ ] [ ] [ ] [ ]
3 [ ] [ ] [ ] [ ]
4 [ ] [ ] [ ] [ ]
5 [ ] [ ] [ ] [ ]

Writing

or phrases that often reflect the symbols or structures of the home language.

Short phrases and simple sentences with invented spellings; text may reflect the symbols or structures of the home language.

Complete sentences with grammatical inaccuracies and awkwardness, but text tells about something, describes, compares, etc; conventional spelling begins to appear.

Connected text with conventional English spelling and more extensive vocabulary as well as few grammatical errors.

Text which is comparable to that of native-speaker peers.

1 [ ] [ ] [ ] [ ]
2 [ ] [ ] [ ] [ ]
3 [ ] [ ] [ ] [ ]
4 [ ] [ ] [ ] [ ]
5 [ ] [ ] [ ] [ ]

Comments:

Comments:



**ESOL Program  
Request for Completion of  
Student Oral Language Observation Matrix**

Dear Teachers,

The end of the year is near and the spring language proficiency testing for the ESOL students has been completed. In looking at the results, we are recommending \_\_\_\_\_ for exiting the ESOL program. We need your input. Please fill out the Student Oral Language Observation Matrix (SOLOM). Attached is the SOLOM, which is a product of the California State Department of Education. Based on your observations of the student, indicate with an "X" across the block in each category that best describes the student's **oral language** abilities in your classroom. Then write the total score in the box below. Please place these completed forms in my mailbox as soon as possible.

Total SOLOM Score  / 25

Thanks,

\_\_\_\_\_  
ESOL Teacher

\_\_\_\_\_  
Date

**SOLOM (Student Oral Language Observation Matrix)<sup>1</sup>**

<b>Traits</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Comprehension	Cannot be said to understand even simple conversation.	Has difficulty what is said, comprehends only "social conversation" spoken slowly with frequent repetitions.	Understand most of what is said at slower- than-normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation generally fluent, with occasional lapses as student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless is approximating that of a native speaker.
Vocabulary	Vocabulary limitations so extreme so as to make conversation virtually impossible.	Misuse of words and very limited vocabulary; comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximates that of a native speaker.
Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make self understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase/ restrict self to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors that do not obscure meaning.	Grammatical usage and word order approximate that of a native speaker.

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

4's

Exited

TAG

IEP

**SOLOM Score** \_\_\_/25



**Exit Notification Letter to Parents**  
 From Lincoln County School District's ESOL Program

\_\_\_\_\_

Student Name	School/Grade	Date Completed
--------------	--------------	----------------

\_\_\_\_\_ has demonstrated a high level of English in Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in the four modalities of communication: listening, speaking, reading, and writing. The student has demonstrated a level of proficiency needed to participate in the mainstream classroom without language affecting classroom performance. It is recommended that the student be exited from the LCSD ESOL Program. Your child will be redesignated as a fluent English speaker and will be monitored for the next two academic years.

_____	_____
ESOL Teacher Signature	Date

_____	_____
ESOL Program Coordinator Signature	Date

_____	_____
Principal Signature	Date

_____	_____
Parent Signature*	Date

\*Parent signature is an agreement that the child should be exited from the ESOL program and will be monitored for the next two academic years.



**Letra Para los Padres de Notificación de Salida  
Del Programa de ESOL del  
Distrito Escolar del Condado de Lincoln**

\_\_\_\_\_  
Nombre de Estudiante

\_\_\_\_\_  
Escuela/Grado

\_\_\_\_\_  
Fecha

\_\_\_\_\_ ha demostrado un nivel elevado en inglés en las áreas del inglés básico para la comunicación social (BICS) y del inglés académico (CALP) en las cuatro modalidades de comunicación: escuchar, hablar, leer, y escribir. El estudiante ha demostrado habilidad al nivel necesario para participar en las clases convencionales sin que el idioma afecte su éxito. Es recomendado que el estudiante termine con el Programa de Inglés como segundo idioma (ESOL) del Distrito Escolar del Condado de Lincoln. Su hijo/a será redesignado como fluido en el inglés y será observado para los dos siguientes años académicos.

\_\_\_\_\_  
Firma del Maestro/a de ESOL

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de la Coordinadora del Programa de ESOL

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de el/la Director/a

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma de Padre/Madre\*

\_\_\_\_\_  
Fecha

\*La firma del padre/madre indica que esta de acuerdo que su hijo(a) termine con el Programa de Inglés como segundo idioma (ESOL) y que será observado para los dos siguientes años académicos.





**Lincoln County School District ESOL Program  
Parental Refusal of Services Offered**

I have been informed of my student's qualification for Lincoln County School District ESOL program services. I have received information regarding the program options available to my child and have had the opportunity to discuss my questions regarding my student's participation with ESOL program staff. At this time I request that my child not receive the program services offered.

Comments:

Student: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

ESOL/School Staff: \_\_\_\_\_



**Distrito Escolar del Condado de Lincoln  
Programa de Inglés Como Segundo Idioma (ESOL)  
Rechúso de los Padres de Servicios Ofrecidos**

Yo he recibido información que indica que mi hijo califica para los servicios proveídos por el Programa de Inglés Como Segundo Idioma (ESOL) del Distrito Escolar del Condado de Lincoln. He recibido información acerca de las opciones disponibles por el programa para mi hijo/a y he tenido la oportunidad de hablar acerca de mis preguntas con respecto a la participación de mi hijo/a con personal del equipo de ESOL. Quiero pedir que mi hijo/a no reciba los servicios disponibles.

Comentarios:

Estudiante: \_\_\_\_\_ Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_  
Padre o Tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Personal de ESOL o de la Escuela: \_\_\_\_\_



# ESOL Monitoring Checklist

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Transitioning Year (circle one):      1                      2

Date: \_\_\_\_\_

Current DRA scores (if applicable):    Spring \_\_\_\_\_                      Fall \_\_\_\_\_

State Testing (enter score and circle does not meet, meets, or exceeds):

Reading	_____	Does not meet	Meets	Exceeds	N/A
Writing	_____	Does not meet	Meets	Exceeds	N/A
Math	_____	Does not meet	Meets	Exceeds	N/A
Science	_____	Does not meet	Meets	Exceeds	N/A
Social Studies	_____	Does not meet	Meets	Exceeds	N/A

Enter grades and/or standards-based scores (attach report cards/transcripts):

Reading \_\_\_\_\_      Language Arts \_\_\_\_\_      Science \_\_\_\_\_      Writing \_\_\_\_\_  
 \_\_\_\_\_      Social Science \_\_\_\_\_      Speaking \_\_\_\_\_  
 Math \_\_\_\_\_      Other \_\_\_\_\_

Classroom Teacher Notes/Recommendations: \_\_\_\_\_

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ESOL Specialist Notes/Recommendations: \_\_\_\_\_

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Classroom/Content Teacher Initials: \_\_\_\_\_

ESOL Teacher or Coordinator Signature: \_\_\_\_\_

## REFERENCES

Echevarria, J., Vogt, M. E., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Boston: Allyn & Bacon.

Pompa, Delia. Who is the LEP/ELL Student PowerPoint Presentation  
<http://www.ncela.gwu.edu/spotlight/LEP/Presentations/OELApartnership>

### Resources

<http://www.cal.org/crede>

<http://www.projectglad.com>

<http://www.ed.gov/about/offices/list/ocr/ellresources.html>

[www.ed.gov/offices/OELA](http://www.ed.gov/offices/OELA)

<http://www.ncela.gwu.edu>

## GLOSSARY OF TERMS

**AMAO's** : Within Title III of NCLB, each state is required to determine Annual Measurable Achievement Objectives (AMAOs). AMAOs indicate how much English language proficiency (reading, writing, speaking, listening, and comprehension) children served with Title III funds are expected to gain each year. See also AYP for similar content area requirements.

**AYP**: Within Title I of NCLB, each state is required to determine Adequate Yearly Progress (AYP). AYP indicates the expected growth in content areas (reading, language arts, and math currently, with science added in 2005-2006) for students served with Title I funds are expected to gain each year. There are various penalties for schools not reaching AYP across 2-4 years. See also AMAO for similar language proficiency requirements.

**BICS**: Acronym for Basic Interpersonal Communication Skills, part of theory of language proficiency developed by Jim Cummins (1984), which distinguishes BICS from CALP (Cognitive Academic Language Proficiency). BICS is often referred to as "playground English" or "survival English." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context (see context-embedded language). This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP, but is not sufficient to meet the cognitive and linguistic demands of an academic classroom. (Cummins, 1984; Baker & Jones, 1998).

**Bilingual Education Act**: Enacted in Congress in 1968 as Title VII of the Elementary and Secondary Education Act (ESEA) of 1965 as amended. It established a discretionary competitive grant program to fund bilingual education programs for economically disadvantaged language minority students, in recognition of the unique educational disadvantages faced by non-English speaking students. The Act was reauthorized in 1974, 1978, 1984, 1988, and 1994. Each reauthorization brought changes in the types of bilingual education programs that could receive federal grants (Crawford, 1995; Baker, 2001). Under the No Child Left Behind Act of 2001, former Title VII programs are now subsumed under Title III: Language Instruction for Limited English Proficient and Immigrant Students.

**CALP**: Developed by Jim Cummins (1984), Cognitive/Academic Language Proficiency (CALP) is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments. CALP is distinguished from Basic Interpersonal Communication Skills (BICS) (Baker, 2000).

**Castañeda v. Pickard**: In 1981, in the most significant decision regarding the education of language-minority students since Lau v. Nichols, the 5th Circuit Court established a three-pronged test for evaluating programs serving English

language learners. According to the Castañeda standard, schools must:

- base their program on educational theory recognized as sound or considered to be a legitimate experimental strategy,
- implement the program with resources and personnel necessary to put the theory into practice, and
- evaluate programs and make adjustments where necessary to ensure that adequate progress is being made.

[648 F. 2d 989 (5th Circuit, 1981)].

**Content Based ESOL:** This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction (Crandall, 1992).

**ELD:** English language development means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as "English as a second language" (**ESL**), "teaching English to speakers of other languages" (**TESOL**), or "English for speakers of other languages" (**ESOL**). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.

**ELL:** English Language Learners (ELL's) are students whose first language is not English and who are in the process of learning English. Also see **LEP** .

**English Language Proficiency Standards:** Oregon's English Language Proficiency Standards are written as pathways to the Oregon English Language Arts standards. The ELP Standards are designed to supplement the ELA standards to ensure that ELL students develop proficiency in both the English language and the concepts and skills contained in the ELA standards. Oregon's ELP standards can be found at <http://www.ode.state.or.us/search/results/?id=36>

**ELPA :** English Language Proficiency Assessment-Part of the Oregon's Statewide Assessment System. Designed to assess ELL's progress toward English language proficiency in the four domains of listening, speaking, reading, and writing. Complies with Federal requirement to annually assess all LEP students in four domains; listening, reading, speaking, writing. Results in a comprehension score, a single composite score indicating level of proficiency in English, and demonstrates growth over time. Student scores contribute to AMAOs as required under NCLB.

**ESL:** English as a second language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component (U.S. General Accounting Office, 1994). Also known as ELD, pullout ESL, ESOL, content-based ESL .

**ESOL:** English for speakers of other languages (see ESL ). Acknowledges that many English language learners know more than one additional language.

**GLAD: Guided Language Acquisition Design:** A model of professional development in which teachers are provided with research, theory, and practical, effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills. Tied to English language development standards, the model trains teachers to use local district guidelines and curriculum in providing instruction in multi-lingual classrooms. Project GLAD's focus is teachers in multilingual classrooms serving students in kindergarten through grade 8. **GLAD** training results in teachers' renewed commitment to high expectations and high standards for all students. The results for students has been continued gains in standardized test scores as well as renewed involvement in a classroom that is, not only student-centered, but also fosters a sense of identity and voice

**Home Language Survey (HLS):** Procedure for obtaining information regarding the language a student speaks at home, with family.

**Language Proficiency:** To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).

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**LEP :** Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms (Lessow-Hurley, 1991). Increasingly, English language learner (ELL) or English learner (EL) are used in place of LEP.

**Migrant Education-Title IC:** Programs established mainly to meet the needs of children of farm laborers, who often face such challenges as poverty, poor health

care, limited English proficiency, and the readjustments of moving often from school to school. Student's whose families move to seek employment in the areas of agriculture, forestry, fishing, or nursery work may qualify for Migrant Education Program services.

**Natural Approach:** Developed by linguist Stephen Krashen and teacher Tracy Terrell (1983), the Natural Approach is a methodology for fostering second language acquisition which focuses on teaching communicative skills, both oral and written, and is based on Krashen's theory of language acquisition which assumes that speech emerges in four stages: (1) preproduction (listening and gestures), (2) early production (short phrases), (3) speech emergence (long phrases and sentences), and (4) intermediate fluency (conversation) (Lessow-Hurley, 1991).

**Newcomer Program:** A program that addresses the specific needs of recent immigrant students, most often at the middle and high school level, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. school system. Some newcomer programs also include primary language development and an orientation to the student's new community (Genesee, et al, 1999).

**OCR:** The Office for Civil Rights (OCR), U.S. Department of Education, has responsibility for enforcing Title VI of the Civil Rights Act of 1964. OCR investigates allegations of civil rights violations and initiates investigations of compliance with federal civil rights laws in schools that serve special student populations, including language-minority students. The office has developed several policies with regard to measuring compliance with the Lau v. Nichols decision. For more information, see the OCR resources about ELLs.

**OELA:** The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) ([www.ed.gov/offices/OELA](http://www.ed.gov/offices/OELA)) in the U.S. Department of Education was established in 1974 by Congress to help school districts meet their responsibility to provide an equal education opportunity to English language learners.

**PHLOTE:** Procedure for identifying the **Primary Home Language other than English** for English language learners.

**Primary Language:** The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. This is not necessarily the language first learned in life (Baker, 2000). See also dominant language .

**Redesignation:** Generally, the process of changing the English proficiency status of a student from limited English proficient ( LEP ) to fluent English proficient ( FEP ). However, within NCLB , such students must be monitored for two years. If they do not continue to make progress in the English-speaking classroom, they can be redesignated back to English language development classes or others providing home language support.

**Second Language:** This term is used in several ways and can refer to 1) the second

language learned chronologically, 2) a language other than the native language, 3) the weaker language, or 4) the less frequently used language. Second language may also be used to refer to third and further learned languages (Harris & Hodges, 1995).

**Sheltered Instruction:** An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects (National Clearinghouse for Bilingual Education, 1987).

**SIOP Sheltered Instruction Observation Protocol:** provides concrete examples of the features of sheltered instruction that can enhance and expand teachers' instructional practice (Echevarria, Vogt, & Short, 2000). The protocol is composed of 30 items grouped into 3 sections: Preparation, Instruction, and Review/Evaluation. Items are further clustered under Instruction into the following subsections: Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, and Lesson Delivery. Individual items are scored using a Likert scale with scores ranging from 4 to 0. For each item, descriptors are listed for scores of 4, 2, and 0 and space is provided for recording comments and specific examples from the observation.

**SOLOM:** The Structured Oral Language Observation Matrix, developed by the San Jose Area (California) Bilingual Consortium, is used to assess oral proficiency only. The SOLOM is sufficiently generic to be applicable to languages other than English. The SOLOM is not a test per se, but rather a rating scale that teachers can use to assess their students' command of oral language on the basis of what they observe on a continual basis in a variety of situations-class discussions, playground interactions, encounters between classes. The teacher is responsible for matching students' performance in 5 domains to the rating scale. SOLOM scores represent whether a student can participate in oral language tasks typically expected in the classroom at his or her grade level. However, it should not be used as the sole measure of a student's proficiency in academic English (Hargett, 1998).

**Title III:** Language Instruction for Limited English Proficient Students and Immigrants (US Department of Education, [www.ed.gov](http://www.ed.gov)). Title III under the No Child Left Behind Act consolidates the 13 bilingual and immigrant education programs formerly entitled by Title VII of the Improving America's Schools Act of 1994 into a State formula program and increases flexibility and accountability. (Most of the consolidation is accomplished only if the appropriation is at least \$650 million.) The focus of the title is on assisting school districts in teaching English to limited English proficient students and in helping these students meet the same challenging State standards required of all other students (U.S. Department of Education, [www.ed.gov](http://www.ed.gov)).

**Title VI of the Civil Rights Act of 1964:** Prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal



financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a language minority student's limited proficiency in English (Lyons, 1992).

**TPR:** Total Physical Response (TPR) is a language-learning approach based on the relationship between language and its physical representation or execution. Emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 1981).

**Transfer:** One of the fundamentals of bilingual education is that knowledge and skills learned in the native language may be transferred to English. This holds true for content knowledge and concepts as well as language skills, such as orthography and reading strategies. The transfer of skills shortens the developmental progression of these skills in the second language. Language skills that are not used in the first language may need to be explicitly taught in the course of second language development, but content area knowledge does not need to be explicitly re-taught as long as the relevant English vocabulary is made available (Hakuta, 1990).

**Transitional Bilingual Education (TBE):** TBE is an instructional program in which subjects are taught through two languages — English and the native language of the English language learners — and English is taught as a second language. English language skills, grade promotion and graduation requirements are emphasized and L1 is used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through L1 decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and the duration of the program (U.S. General Accounting Office, 1994). TBE programs may be early-exit or late-exit , depending on the amount of time a child may spend in the program.

**Woodcock-Muñoz Language Survey:** The Woodcock-Muñoz Language Survey is intended to provide information on a student's cognitive and academic language proficiency (CALP). It is individually administered. It has both English and Spanish forms, with tests for oral language ability as well as reading and writing. All items are scored as right or wrong; there are no productive tasks-such as original writing or spoken discourse-scored on a rating scale. Combined, the scores on the tests yield a broad language ability score. The test is designed to represent the language abilities expected at all ages or grade levels from preschool through college (Hargett, 1998).

**ODE:** Oregon Department of Education