

# Georgia Department of Education

## Title III ESOL

## Resource Guide

2009-2010



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# General Information

## *Preface*

As diversity in the state of Georgia grows, school personnel at the Local Education Agencies (LEAs) have an increased need for information to instruct English Language Learners (ELLs) effectively. The ESOL Program Resource Guide provides assistance with program management and with the effective instruction of ELLs. The goal of the ESOL Program Resource Guide is to present an organized, fluid and clearly written document that facilitates the communication between the Georgia Department of Education's ESOL Program and the LEAs. This Resource Guide will be updated regularly; the dates of the revisions will be included in the title of the documents that are modified. It is the suggestion of the Title III ESOL team that interested parties maintain accessibility to the ESOL Resource Guide in its electronic format to benefit from revisions and from the internet links that are included for your reference.

The responsibility for the ELLs' whole education, both in language and academic content, is shared by regular classroom teachers and English language assistance teachers alike. English language assistance professionals may include ESOL teachers as well as other instructional staff who provide services to ELLs. Classroom teachers and ESOL teachers and other support staff should plan jointly to determine instructional modifications needed to make language and content as comprehensible as possible throughout the whole school day for ELLs. As a result, all teachers function as language teachers when ELLs are enrolled in their classes.

While English is designated as the official language of the state of Georgia, and the state high school graduation test is in English, our responsibility is to successfully prepare our students to access all postsecondary options available. This objective requires that our instructional approach be flexible to accommodate the needs of a very diverse student and parent population. Our aspiration is to have students succeed both socially and academically in all four language skills. We also wish for them to understand and function successfully in our American culture. To accomplish these goals, it may be necessary to provide some support in the native language at times. This means of support is entirely appropriate as it is a research-based accommodation.

Recognizing the universal importance of education, the federal government assumed a larger role in financing public schools with the passage of the Elementary and Secondary Education Act (ESEA) in 1965. Through subsequent reauthorizations, ESEA has continued to assist the states. In 2001, the reauthorization included No Child Left Behind, which asks the states to set standards for student performance and teacher quality. The law establishes accountability for results and improves the inclusiveness and fairness of American education. The ESOL Program at the Georgia Department of Education is committed to being a partner in the implementation of the NCLB Act 2001 as it applies to the education of ELLs. To accomplish

this goal, we need the collaboration of every LEA in Georgia. It is our expectation that the information included in this Resource Guide facilitates this collaboration.

## ***Frequently Asked Questions Regarding ESOL***

### **Section I: Laws and Funding**

1. Why is it necessary to identify language minority students? Is the LEA required to have an English-language assistance program?

*Yes, the U.S. Office for Civil Rights, Department of Education, through the Civil Rights Act of 1964, requires the identification of language minority students by level of English language proficiency. NCLB requires increased academic gains in content and English language proficiency for schools and districts to meet AYP requirements.*

2. What is the correct terminology to identify language minority students?

*The language in the No Child Left Behind Act of 2001 identifies language minority students as Limited English Proficiency students or LEPs. However, the Georgia Department of Education, ESOL program follows the suggestion of the National Research Council with the identification of these students as English Language Learners or (ELLs) since this term highlights the positive aspect of the English language acquisition process. The terms may be used interchangeably.*

3. Must schools participate in the state-funded ESOL program?

*No, but federal law requires that the Local Educational Agency (LEA) provide English language assistance services for any students identified as English Language Learners (ELLs). The state-funded ESOL program is one of the avenues for the LEA to provide for these services. If ELL students are enrolled in the LEA, the LEA is required by federal law to adhere to Title III program requirements.*

4. What if only a small number of students need services?

*English language assistance services must be provided for these students. If the LEA does not have a teacher with the appropriate certification you may suggest to a member of your instructional team, that a teacher enroll in an ESOL endorsement program (therefore eligible for a non-renewable certificate) and teach one or more segments a day according to your students' needs. The ESOL teacher may provide itinerant services for more than one location as long as traveling is not a factor in the quality of the instruction offered to ELLs and the teacher holds teaching certification appropriate to the grade levels taught (see [www.gapsc.com](http://www.gapsc.com)).*

*The LEA may choose to assign all ELLs in the district to one central location to provide for the English language assistance. Student transportation may be used for ELLs (same rule that governs special education).*

5. How do LEAs receive state funding for ESOL services?

*Report ESOL segments on the FTE counts. This determines the ESOL allocation for the next academic year. See the information regarding FTE segments in the **Georgia Rules** section.*

6. Is the ESOL program eligible for a midterm adjustment?

*Yes, per the A Plus Education Reform Act of 2000, the ESOL program is now eligible for a midterm adjustment. ESOL funding now follows the same formula for all Quality Basic Education (QBE) funding programs.*

7. What is a segment? How many minutes per day are required?

*The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is “all portions of the day when instruction or instruction-related activities based on the Quality Core Curriculum (QCC) are provided by or coordinated by a certified teacher or substitute teacher.” This minimum time varies by grade level, as do minimum segment lengths:*

***Grades K-3 = 225 minutes a week; per day = 45 minute segments***

***Grades 4-8 = 250 minutes a week; per day = 50 minute segments***

***Grades 9-12 = 275 minutes a week; per day = 55 minute segments.***

*In addition, a segment consists of at least the minimum number of minutes required to earn a Carnegie unit in Grades 9-12. See the information regarding FTE segments in the **Georgia Rules** section.*

8. How does an LEA fund the program the initial year?

*Funding for the initial year may be accomplished through local funds and Title III program funds. If the LEA qualifies for a Title III grant, it will be awarded under Title III. If the LEA does not have sufficient ELLs to qualify for a Title III grant, funding can be provided through membership in the Georgia Title III Consortium.*

9. May local Migrant Education Agency funding be used for an ESOL program?

*No. See section Beyond ESOL: Additional Services for ELLs for information regarding services provided by the Migrant Education Program.*

10. How many students are needed to receive an ESOL teacher allotment?

*A teacher allotment is earned for every seven FTE or 42 segments (segment = a student in a class period) of instruction. See question 7 for further segment definition.*

11. Does the ESOL teacher need special certification?

*Yes. State Board of Education (SBOE) Rule 160-5-1-.22 PERSONNEL REQUIRED states that personnel employed with responsibilities in areas for which the Professional Standards Commission ([www.gapsc.com](http://www.gapsc.com)) issues a certificate shall possess the appropriate valid certificate. See Georgia Professional Standards Certification sections 505-2-.63, English to Speakers of Other Languages (P-12) Certification and 505-2-.157, English to Speakers of Other Languages (ESOL) Endorsement.*

## **Section II: General ESOL Academic Concerns**

12. Does a teacher need to speak another language to teach ESOL?

*No. Proficiency in the English language is the only requirement for an ESOL teacher; however, knowing firsthand the experience of learning a second language is advantageous because it provides experiential understanding of the stages of language acquisition and proficiency. If the teacher is bilingual in any languages represented in the classroom, some individual assistance in the native language of a student may be provided to breach content learning barriers more expeditiously.*

*Instruction for ELLs must provide comprehensible input. There are a number of ESOL strategies that assist monolingual teachers of English accomplish this goal. The key to most ESOL strategies is that these provide more exposure to the contextual use of English which results in increased English language acquisition.*

13. Students just arrived who do not speak any English. What are the first steps?

*Determine eligibility for ESOL services (See ESOL Resource Guide section Identification and Placement of ELLs). Schedule the student for ESOL classes with a certified or endorsed ESOL teacher who is knowledgeable about the WIDA English Language Proficiency (ELP) Standards ([www.wida.us](http://www.wida.us)). Provide second language acquisition training for all instructional personnel; teach them specific strategies for differentiation, instruction and assessment of students with varying levels of language proficiency. Allow opportunities for collaborative efforts among teachers to develop lesson plans to support development of both English language proficiency and academic language in the various content areas.*

*All instructional staff should receive ongoing training regarding appropriate instructional strategies and interventions for ELLs in order to facilitate providing the student with any other English language assistance services or support considered necessary in any instructional area. ELLs may be served by any or all programs for which they qualify in addition to ESOL.*

14. Does this resource guide replace the need for local policies and procedures?

*No. Each school district must develop policies and procedures that fully address all concerns of their ESOL program. The Georgia Department of Education Title III /ESOL Resource Guide*

*must address local compliance with both State Board of Education rules and federal requirements for a language assistance program.*

15. What high school graduation requirements differ for ESOL students?

*The high school graduation requirements for ELLs are the same as those of the regular student population. See section Placement of ELLs.*

16. May an ESOL student receive special education?

*Yes. See section Beyond ESOL: Additional Services for ELLs.*

17. If students sound fluent in English, why would they be screened for ESOL?

*Basic Interpersonal Communication Skills (BICS) is the ability to use language in face-to-face everyday contacts. In these situations the context is salient and the language demands are reduced. Content Academic Language Proficiency (CALP) is in a context-reduced environment and the language demands are high. Classroom contacts also require stronger literacy skills and the ability to guess at meaning since both lecture and reading/writing situations reduce opportunities for feedback to check comprehension. Even with native English speakers, oral language skills are not always a predictor for literacy skills.*

18. Should ESOL students be included in standardized tests?

*Yes. With the implementation of NCLB, Act of 2001 testing of all students is required. There may be certain situations where newly arrived ELLs may be eligible for deferrals from certain aspects of standardized testing; information regarding this topic will be found in the Student Assessment Handbook published annually by GaDOE Assessment & Accountability Division at [http://public.doe.k12.ga.us/ci\\_testing.aspx](http://public.doe.k12.ga.us/ci_testing.aspx). It is essential to read any and all pertinent sections of testing administration manuals that may make reference to LEP/ELL students.*

23. What is the age policy for school attendance for ESOL students? Is it the same as for any regular student?

SBOE Rule 20-2-150. Eligibility for enrollment.

(a) Except as otherwise provided by subsection (b) of this Code section, all children and youth who have attained the age of five years by September 1 shall be eligible for enrollment in the appropriate general education programs authorized in this part unless they attain the age of 20 by September 1 or they have received high school diplomas or the equivalent. This shall specifically include students who have re-enrolled after dropping out and who are married, parents, or pregnant.

*Special education students shall also be eligible for enrollment in appropriate education programs through age 21 or until they receive high school or special education diplomas or the*

*equivalent; provided, however, they were enrolled during the preceding school year and had an approved Individualized Education Program (IEP) which indicated that a successive year of enrollment was needed. Other students who have not yet attained age 21 by September 1 or received high school diplomas or the equivalent shall be eligible for enrollment in appropriate education programs, provided they have not dropped out of school for one quarter or more. Each local unit of administration shall have the authority to assign students who are married, parents, or pregnant or who have re-enrolled after dropping out one quarter or more to programs of instruction within its regular daytime educational program, provided that a local unit of administration may develop and implement special programs of instruction limited to such students within the regular daytime educational program or, at the option of the student, in an alternative program beyond the regular daytime program; provided, further, that such programs of instruction are designed to enable such students to earn course credit toward receiving high school diplomas. These programs may include instruction in prenatal care and child care. Each local unit of administration shall have the authority to provide alternative programs beyond the regular daytime educational program. Unless otherwise provided by law, the State Board of Education shall have the authority to determine the eligibility of students for enrollment. It is declared to be the policy of this state that general and occupational education be integrated into a comprehensive educational program which will contribute to the total development of the individual.*

## ***Glossary***

Please follow the link below to the Glossary from the National Clearing House for English Language Acquisition (NCELA):

[http://public.doe.k12.ga.us/DMGetDocument.aspx/NCELA\\_Glossary\\_of\\_Terms.pdf?p=6CC6799F8C1371F6866904CE9526B04A4CD7B6180E66F9F0C3F3DBA0EB58C4AB&Type=D](http://public.doe.k12.ga.us/DMGetDocument.aspx/NCELA_Glossary_of_Terms.pdf?p=6CC6799F8C1371F6866904CE9526B04A4CD7B6180E66F9F0C3F3DBA0EB58C4AB&Type=D)

# Federal Law and English Language Learners (ELLs)

## *Overview*

Federal Law and ESOL Students

Stated below is an excerpt from the United States Code § 1703. **Denial of equal educational opportunity prohibited:**

*No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by - (f) the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.*

In other words, federal law requires schools to provide language assistance services.

The United States Department of Education Office for Civil Rights (OCR) has responsibility for enforcing Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus Title VI protects those students limited in their English language skills such that they are unable to participate in, or benefit from, regular or special education school instructional programs.

During the late 1960s, OCR became aware that many school districts made little or no provision for the education of students who were unable to understand English. In an effort to resolve this problem, on May 25, 1970, the former Department of Health, Education and Welfare issued a memorandum to clarify Title VI requirements concerning the responsibility of school districts to provide equal education opportunity to language minority students.

The May 25 memorandum explained that Title VI is violated if:

- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible or operate as a dead end track.
- Parents whose English is limited do not receive notices and other information from the school in a language they can understand.

In the 1974 *Lau v. Nichols* case, the U.S. Supreme Court upheld the May 25 memorandum as a valid interpretation of the requirements of Title VI.

Listed below is a review of other key legislation, court rulings, and administrative regulations addressing these students and the legal responsibilities of educational agencies serving them.

### ***Other Federal Laws***

- Constitution of the United States, Fourteenth Amendment (1868)  
"No State shall deny to any person within its jurisdiction the equal protection of the laws."
- 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 national 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 Rulings***

#### **Supreme Court**

1982 -- Plyler v. Doe

The Supreme Court ruled that the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status.

#### **Federal Courts**

1981 -- Castaneda v. Pickard

The Fifth Circuit Court of Appeals formulated a method to determine school district compliance with the Equal Education Opportunities Act (1974). The three-part test includes the following criteria:

1. "the school is pursuing a program informed by an educational theory recognized as sound by some experts in the field or, at least, deemed legitimate experimental strategy;
2. "the program and practices actually used by (the) school system are reasonably calculated to implement effectively the educational theory adopted by the school;
3. "the school's program succeeds, after a legitimate trial, in producing results indicating that the language barriers confronting students are actually being overcome." Id. at 1009-10.

Castaneda states that the segregation of LEP students is permissible only when "the benefits which would accrue to LEP students by remedying language barriers which impede their ability to realize their academic potential in an English language educational institution may outweigh the adverse effects of such segregation." In other words, OCR will not examine whether ESOL is the least segregative program for providing language services. Instead OCR will examine whether the degree of segregation in the program is necessary to achieve the program's educational goals.

For further information contact:

U.S. Department of Education  
Atlanta Office, Southern Division  
Office for Civil Rights  
61 Forsyth Street  
Suite 19T70  
Atlanta, Georgia 30303  
(404) 562-6350  
FAX (404) 562-6455  
E-mail: [OCR.Atlanta@ed.gov](mailto:OCR.Atlanta@ed.gov)

No Child Left Behind Act of 2001  
Public Law print of PL 107-110,  
the No Child Left Behind Act of 2001  
<http://www.ed.gov/legislation/ESEA02/>  
Title III Non-Regulatory Guidance  
<http://www.ed.gov/offices/OELA/funding.html>

***Timeline-Evolution of Federal Policy for Language Minority Students*** (PDF)

<http://public.doe.k12.ga.us/DMGetDocument.aspx/Federal-Policy-Timeline.pdf?p=6CC6799F8C1371F69DE9D784734B72EB5158AAFEF1AC0B3D1455C541A1DD63F4&Type=D>

## Georgia Rules

### *Requirements for State Funding*

Georgia School Law § 20-2-156 Program for limited-English-proficient students

The State Board of Education shall create a program for limited-English-proficient students whose native language is not English, subject to appropriation by the General Assembly. The purpose of this program is to assist such students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The state board shall prescribe rules and regulations regarding eligibility criteria and standards as may be needed to carry out the provisions of this Code section. This program may also be referred to as the English for Speakers of Other Languages (ESOL) program.

(Code 1981, §20-2-156., enacted by Ga. L. 1985, p. 1657, §1; Ga. L. 1987, p. 1169, §1; Ga. L. 2000, p. 618, §19.)

### *State Board of Education Rule 160-4-6-.02 Language Assistance Programs for Limited English Proficient (LEP) Students* (PDF)

[http://www.gadoe.org/\\_documents/doe/legalservices/160-4-5-.02.pdf](http://www.gadoe.org/_documents/doe/legalservices/160-4-5-.02.pdf)

### *Testing Programs and ELLs* (PDF)

[http://www.gadoe.org/\\_documents/doe/legalservices/160-3-1-.07.pdf](http://www.gadoe.org/_documents/doe/legalservices/160-3-1-.07.pdf)

### *Maximum Class Sizes for ESOL Classes*

Grade(s) Subject(s)	Funding Class Size	Maximum System Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

(Excerpted from Rule 160-5-1-.08 Class Size)

The FTE Users Guide describes a segment as one-sixth of the instructional day. SBOE Rule 160-5-1-.02 states that instructional time is "all portions of the day when instruction or instruction-related activities based on the Quality Core Curriculum (QCC) are provided by or coordinated by a certified teacher or substitute teacher." This minimum time varies by grade level as do minimum segment lengths:

**Grades K-3 = 225 minutes a week; per day = 45 minute segments**

**Grades 4-8 = 250 minutes a week; per day = 50 minute segments**

**Grades 9-12 = 275 minutes a week; per day = 55 minute segments.**

**A 4X4 daily block schedule class consisting of a minimum of 90 minutes will count as 2 segments. Hybrid or block schedules that do not meet a minimum of 90 minutes on a daily basis will be counted as a single segment.**

In addition, a segment consists of at least the minimum number of minutes required to earn a Carnegie unit in Grades 9-12.

For FTE purposes students in **grades K-3** may be served **one segment** per day.

Students in **grades 4-8** may be served **up to 2 segments** per day.

Students in **grades 9-12** may be served **up to 5 segments** daily.

### ***ESOL Approved Delivery Models of Instruction***

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Language, there are six approved delivery models for providing language assistance services to ELLs:

1. Pull-out model outside the academic block – students are taken out of a non-academic class for the purpose of receiving small group language instruction.
2. Push-in model within the academic block – students remain in their general education class where they receive content instruction from their content area teacher and language assistance from the ESOL teacher.
3. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance.
4. A resource center / laboratory – students receive language assistance in a group setting supplemented by multi-media materials.
5. A scheduled class period – students at the middle and high school levels receive language assistance and /or content instruction in a class composed of ELLs only.
6. An alternative approved in advance by the Department of Education through a process described in Guidance accompanying this rule.

**Note:** The Push-in model is clearly defined by the Language Assistance rule (160-4-5-.02) and should not be interpreted to be defined in the same manner as the co-teaching model of instruction implemented by Special Education. In the ESOL Push-in model, the ESOL teacher and the content teacher are co-equals in the classroom, but each has a distinct role. The ESOL teacher is responsible for language support, while the content teacher is responsible for delivery of academic content.

Research indicates that strong teaching partnerships occur when teachers know each other's curriculum, share responsibilities, plan together, share strategies, and share teaching equally. When students break into groups, the ESOL teacher should work with ELLs, while the content teacher focuses on mainstream students.

The ESOL Push-in delivery model allows the teachers to collaborate in order to facilitate meaningful language instruction within the content classroom and to appropriately plan differentiated instruction and tasks to meet the various proficiency levels of the ELLs.

### ***Alternative Delivery Model Proposals:***

Any district that wishes to submit an alternative innovative model for consideration for approval must do so in writing. The proposal should include the rationale for the model; goals and objectives; the nature of both the curriculum and assessment; the responsibilities of the teachers and / or other ESOL staff; how the effectiveness of the model will be evaluated; how FTE will be generated and reported; and the fiscal impact of the model, as well as any other pertinent information regarding the requested model.

Models must be submitted within a time frame that will allow the Department up to four weeks for consideration and approval and the LEA time to implement approved models at the beginning of the school year. Please submit proposals electronically to the attention of [cjohnson@doe.k12.ga.us](mailto:cjohnson@doe.k12.ga.us).

# Identification and Placement of English Language Learners

## *Identification*

### **Home Language Survey**

The purpose of this section is to describe the process for identifying and educating national origin minority students in **grades K-12** who have a primary or home language other than English (PHLOTE) and are ELL. Under federal law, schools must identify all PHLOTE students and screen eligible students for language assistance. When any student enrolls in a Georgia school, public or private, the Home Language Survey (HLS) should be administered as part of the enrollment process. The Home Language Survey is a series of 3 questions to determine the student's primary or home language. If the answer to any of the 3 questions is any language other than "English", the student is a PHLOTE student and should then be screened for eligibility for language assistance services.

Many LEAs have chosen to incorporate the questions from the Home Language Survey into their actual (**K-12**) enrollment paperwork to ensure that this step is completed in a timely manner. A sample copy of the HLS for LEA use is available in the Form Bank on the Georgia Department of Education Title III / ESOL website at [http://www.gadoe.org/ci\\_iap\\_esol.aspx](http://www.gadoe.org/ci_iap_esol.aspx).

The 3 questions included in the HLS are:

1. What language(s) did the student first learn to speak?
2. What language(s) does the student speak at home?
3. What language(s) does the student speak most often?

If one or more questions is answered with any language other than English, the student must then be screened for eligibility for language assistance services.

Additional data that is required for reporting purposes and should be considered for inclusion in the enrollment package include:

- Date of Student's Entry into the United States
- Date of Entry into United States' Schools
- Has student received ESOL instruction before?
- If yes: School System\_\_\_\_\_ School\_\_\_\_\_

**Note:** At the beginning of the school year, the law requires identification and screening to be accomplished and parental **notification of eligible students within 30 days of enrollment**. Once the school year is underway, the window for identification, screening and parental notification of eligibility is within **two weeks of enrollment** (No Child Left Behind Act of 2001 Title III Language Instruction for Limited English Proficient and Immigrant Students, Public law 107-110, January 8, 2002, Section 3302 Parental Notification). It is the expectation of GaDOE

Title III / ESOL that students will be assessed as soon as logistically possible within the appropriate time frames.

If a student transfers from another district within the United States or from a Department of Defense school and there are official records to support the student's pre-determined eligibility and services within the past year, the school may accept the record and place the child accordingly in language assistance programs. If there is no record or records may not be obtained within the time frames described above, it will be necessary for the school to ensure that it meets these deadlines for identification and screening of transfer students.

### *Screening for eligibility*

Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium (please visit the WIDA website at [www.wida.us](http://www.wida.us) and / or refer to the WIDA Consortium section of this Resource Guide). All members of the WIDA Consortium utilize the same instruments to assess eligibility for language assistance services. WIDA originally developed the WIDA-ACCESS Placement Test (W-APT) and is in the development phase of a second instrument, the Measure of Developing English Language (MODEL) to allow LEAs a choice of eligibility screeners. The Kindergarten MODEL is currently operational and target dates for availability of other grade cluster versions are scheduled for 2010 and 2011.

Both instruments are currently available for screening at the earliest grade levels and WIDA anticipates availability of the MODEL for expanded grade levels within the next one to two years. The ESOL Coordinator in each district has been assigned one user name and password for accessing the W-APT screening materials. **LEAs need to be aware that the W-APT may be downloaded from the WIDA website ([www.wida.us](http://www.wida.us)) and printed with no additional costs to the LEA; however, if the LEA chooses to utilize the MODEL, there will be ongoing costs to the LEA associated with this instrument.** For further details, view the information on the MODEL order form available on the WIDA website.

The WIDA-ACCESS Placement Test (W-APT) is an assessment tool, used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. This screening tool is used to determine whether or not a child is eligible for English language instructional services.

The MODEL will most commonly be used as an optional replacement to the W-APT™ screener test. The WIDA MODEL for Kindergarten is intended for use with students approximately 4.5 to 7 years of age, between the spring semester of the Pre-Kindergarten year through the first semester of first grade.

Each test assesses students' abilities in all four language domains (Listening, Speaking, Writing, and Reading), and evaluates Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies.

The test administration materials and the student response sheets will provide scores for each language domain and combination scores, including a specified Composite Proficiency Level. These will be used to determine eligibility for language assistance when utilized in conjunction with the narrative GaDOE Eligibility Guidance below and / or the GaDOE Title III /ESOL Eligibility Flow Charts also available in this document.

### ***GaDOE ESOL Eligibility Guidance***

#### **Kindergarten MODEL**

- If the Kindergarten **MODEL** is utilized for students between spring semester of Pre-K and first semester of first grade, the criteria for eligibility will follow these guidelines:
- Any student who scores a Composite Proficiency Level (CPL) below 5.0 will be deemed eligible to receive language assistance services.
- **If the decision is made to administer only the Listening and Speaking sections of the MODEL, follow the steps below:**
  1. Transfer the Speaking and Listening PL scores to the Overall Composite Proficiency Level Chart on page 1 of the Summary Score Sheet and determine the Lowest Oral Proficiency PL as outlined in the instructions above the chart and record the information.
  2. Multiply the Oral Proficiency PL by 3.
  3. If Reading and Writing were **not** administered, consult the PL chart in the R & W sections on page 3 of the Summary Score Sheet.
  4. A score of 0-14 for Reading is a PL 1. Transfer the PL 1 to the Reading section of the Overall Composite Proficiency Level Chart on page 1.
  5. A score of 0-4 for Writing is PL 1. Transfer this score to the Overall CPL Chart on page 1.
  6. Determine the lowest Literacy Score (1) and record.
  7. Multiply the Lowest Literacy Score by 7 and record.
  8. Total the 2 scores and divide by 10.
  9. This will provide the appropriate CPL for students who were not administered the Reading and Writing sections of the Model.
- If a student scores very high in the domains of Listening and Speaking during a first semester administration, it is recommended that the Reading and Writing domains be screened as well as this will provide valuable data for evaluation of eligibility.
- It is important to note that no matter how literate K students may be in the domains of listening and speaking and although they may have reading and/or writing skills equal to those of their peers, no kindergarten student has had an opportunity to become truly literate in either the domains of reading or writing, and will benefit greatly from the support of language assistance services.
- Therefore, the LEA has the flexibility to consider additional factors to support eligibility of K students for language assistance services.

## Kindergarten W-APT

If the Kindergarten **W-APT** is utilized for students from spring semester of Pre-K through the first semester of first grade, the criteria for eligibility will follow these guidelines:

- Administer the Listening and Speaking portions of the Kindergarten W-APT and note the combined Listening and Speaking Raw Score.
- If the combined **Listening and Speaking Raw Score is less than 19**, then the student will be deemed eligible for language assistance services.
- If the combined **Listening and Speaking Raw Score is between 19 and 28**, administer the Reading and Writing portions of the Kindergarten W-APT.
- Unless the student's reading score is 11 or higher **and** the writing score is 12 or higher, the student will be deemed eligible for language assistance services.
- If the student's **Reading** score is **11** or higher **and** the **Writing** score is **12** or higher, then the student meets the minimum criteria for English language proficiency. However, the school districts have the discretion of using additional indicators to inform the final decision. The Reading and Writing scores provide supporting data that may be used to inform the final decision.
- If the student's combined **Listening and Speaking Raw Score is 29** or higher, the student meets the minimum criteria for English language proficiency. However, the school districts have the discretion of using additional indicators to inform the final decision.
- It is important to note that no matter how literate K students may be in the domains of listening and speaking and although they may have reading and/or writing skills equal to those of their peers, no kindergarten student has had an opportunity to become truly literate in either the domains of reading or writing, and will benefit greatly from the support of language assistance services.
- Therefore, the LEA has the flexibility to consider additional factors to support eligibility of K students for language assistance services.

## W-APT for grades 1-12

- When the **W-APT** is administered to students from second semester of grade 1 through grade 12, the criteria for eligibility will follow these guidelines:
- A student who scores at **5.0 or higher** on the W-APT is deemed **ineligible** for language assistance services.
- If the student scores **less than 5.0** on the W-APT, the student is deemed **eligible** for language assistance services.
- If the student's score is a borderline score approaching a 5.0, then this score in conjunction with the professional judgment of the student's Language Assessment Committee (LAC) should inform the final decision for services and placement.
- The LAC may wish to consider a child's grade level as part of this decision. In the primary grades or the transitional grades from one level to another, there may be valid concerns regarding the limited degree of proficiency attainable in the primary grades or the increased difficulty of academic content requirements at higher grade levels.

**Assessment of Student Eligibility Flowchart (Kindergarten W-APT) (PDF)**

<http://public.doe.k12.ga.us/DMGetDocument.aspx/Eligibility-Kindergarten-W-APT-Flow-Chart0509.pdf?p=6CC6799F8C1371F6C09EB309BECF7207F78E28CCFD745F0DDF7B592AB66A2F19&Type=D>

**Assessment of Student Eligibility Flowchart (Kindergarten MODEL) (PDF)**

<http://public.doe.k12.ga.us/DMGetDocument.aspx/Eligibility K MODEL Flow Chart0509.pdf?p=6CC6799F8C1371F6C169A6BC253798ADAA15B29F07697A988F8DB3EF1B060AEB&Type=D>

**Assessment of Student Eligibility Flowchart (Grades 1-12) (PDF)**

<http://public.doe.k12.ga.us/DMGetDocument.aspx/Eligibility-W-APT-Flow-Chart1-12.pdf?p=6CC6799F8C1371F6E6A059A35CAF55AC92A88B921996AA1CBD9C656D05D1E9C6&Type=D>

**Frequently Asked Questions Regarding Screening of PHLOTE Students**

1. The student is transferring from a non-WIDA state and was currently enrolled in an ESOL program in that state. Is a W-APT score necessary to place this student in our ESOL program?

*No; as long as a student is/was currently enrolled at the time of transfer (or at the end of the school year and enrolls in your LEA at the beginning of the year, there is no need for screening. The student is deemed eligible by virtue of his screening in the other state and should begin receiving services immediately.*

2. The student's records do not indicate any ESOL services or screening in the past, and the student's grades are excellent. Must this student still be screened with the W-APT?

*If the Home Language Survey indicates an answer other than English; generally, students should be screened. If you see a pattern of several years of excellent grades and no indication of services or lack of achievement, you may wish to contact the parent and politely inquire about more detailed information regarding the answer given on the Home Language Survey (HLS) and the child's language background. This will then allow you to make an informed decision regarding screening. Any documentation that results in a decision not to screen the student should be maintained as part of the child's permanent record. You may wish to be especially careful when making decisions about students in primary grades because while they may appear to do well at that time, without the language support there may be difficulties that arise as they move toward more challenging curriculum at higher grade levels.*

3. The student was screened in another state using that state's screening instrument and was found to be ineligible. Should the student be rescreened with the W-APT since the assessment is different here in GA?

*No, in general you may consider the child to be ineligible; however, if the district reviews the student's academic history and determines that there are extenuating circumstances, (the student was previously taught in a bilingual setting, the student's grades show a pattern of continuous lack of academic achievement, etc.) and it is believed that the answers on the HLS warrant screening the student, then the LEA may choose to screen the student.*

4. The student was in an ESOL program in another state and exited last May. Do we rescreen with the WAPT? Should the student be classified as ELL-M here for 2 years? *Do not re-screen the student. The student should be considered an ELL-M for the two calendar year requirement. Remember that during the monitoring period if the student is struggling, that other instructional supports should be implemented. If those additional instructional supports are found not to resolve the issue and there are indications that language proficiency is the main root of the problem, the student may be re-entered into the ESOL program. No re-screening is necessary to do so during the monitoring period.*
5. The student was in an ESOL program in another state and exited more than two years ago. Must this student still be screened with the W-APT?

*The student should not be screened if there is documentation to support the fact the student was previously served in ESOL, exited and the two year period has ended.*

### ***Next steps following identification***

Under Title III law, once a child has been identified as eligible for language assistance, the parent must be notified of the following in an understandable and uniform format and to the extent practicable in a language that the parent can understand:

- eligibility for language assistance services
- student's level of proficiency and how it was assessed
- method of delivery of instruction for language assistance
- how program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- specific exit requirements for the program
- information pertaining to parental rights that includes written guidance detailing
  - i. the right that parents have to have the child immediately removed from such program upon their request
  - ii. the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available
  - iii. assisting parents in selecting among various programs or methods of instruction, if more than one program or method is offered
- notification of services must be sent to parents on an annual basis

- all notifications sent to parents must be in an understandable and uniform format and to the extent practicable, in a language that the parent can understand

The child should be scheduled for appropriate language assistance services and services should begin immediately.

### ***Compliance with Parent Notification Requirement for English Language Learners***

The Elementary and Secondary Education Act, Subpart 5 Administration, part C Section 3302 states that local education agencies (LEAs) provide information to a parent in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand. In order to assist LEAs with compliance with this requirement GaDOE maintains a state-wide subscription with TransACT, a company that provides a comprehensive set of legally-reviewed forms and notices in multiple languages for both native English and limited-English speaking parents. TransACT services meet the requirements for several federal funding opportunities, including Title I-A, Title III, Title V, Title IX and Title X.

Any public school employee with a district email address is eligible to create an account with TransACT and access professionally translated and legally vetted documents appropriate to NCLB notification requirements. There is a link to TransACT on the main ESOL webpage at [http://www.gadoe.org/ci\\_iap\\_esol.aspx](http://www.gadoe.org/ci_iap_esol.aspx)

The GaDOE access to the TransACT Library of legally-reviewed forms includes both NCLB Parent Notifications and Gen Ed Parent Notifications in multiple languages, including categories such as

- Accountability and Compliance
- Health and Medical
- School Administration
- Free and Reduced Lunch
- Special Services (selected Gifted and Special Education forms)
- Administrators will also find the Road Map option to be an invaluable asset for planning purposes

TransACT does **not** provide interpretation services; nor does it provide translation services at the request of school or district personnel. A school or district may choose to contract separately with TransACT for assistance with translation of documents, but should be aware that as such, it will bear any costs for such work and that the process utilized by TransACT does not lend itself to immediately available translations.

### ***Registration Suggestions***

1. Welcome the family to the school and conduct an interview with the aid of an interpreter, if necessary. Allow time for interpretation and questions. During the interview, give the family a card with the following **printed** information:
  - The name, address and telephone number of the school

- The teacher(s) name(s) and classroom number(s)
  - The ESOL teacher's name and room number
  - Pertinent bus information
2. Give parents a "welcome packet" written in their native language if neither parent nor guardian has command of English. This packet should include information regarding:
    - Important registration and school information
    - Transportation
    - School calendar and bell schedules, including daily start and end times
    - Normal school procedures and expectations
    - Attendance information
    - Basic supply needs for classes and for Physical Education classes
    - Immunization requirements
    - School contact information
    - A list of community resources, adult English language classes, and tutors
    - Parent Teacher organization information
  3. Take the family on a tour of the school, if possible, and introduce them to the classroom teacher and/or ESOL teacher.
  4. Assign a student buddy either from homeroom or school clubs (such as the international club or student council) to the English language learner to help in the transition during the first few weeks.

### ***Program of Service and Considerations for Placement for ELLs***

A consistent registration procedure for learners of English facilitates their entry into the new school environment. It is vital to the orientation process to have school personnel who are trained and dedicated to meeting the needs of students from different cultures with different levels of English proficiency.

The district's program of services to ELLs has to address the following two requirements: (1) the provision of English language acquisition services and (2) the provision of effective participation of ELLs in all district academic and special programs.

**Note:** LEP students should be placed in **age appropriate grade levels or courses**. If a lower placement is necessary due to lack of formal schooling, it **should not be more than one year below the same-aged English peers**.

### ***Scheduling of ELLs at all grade levels***

When making decisions regarding student placement, it is important to consider the services and support in place to ensure that ELLs are developing social and academic language and are able to effectively participate in all academic and special programs within the district. As part of

this process it is imperative that district personnel familiarize themselves with the WIDA Performance Definitions which serve as the basis for the W-APT, MODEL, and *ACCESS for ELLs* Composite Proficiency Levels (CPL). A link to the WIDA Performance Definitions is available on the main page of the GaDOE Title III / ESOL website ([http://www.gadoe.org/ci\\_iap\\_esol.aspx](http://www.gadoe.org/ci_iap_esol.aspx)).

ESOL students should be considered, the same as any other student, for eligibility to all available programs that will help them reach the same standards of performance asked of all students. Once a child enters a mainstream education class, he or she may need language development and other types of support that must be included in classroom instruction. For ESOL students these may be accommodations to the instructional activities, tasks and assessments. As the ESOL student attains fluency in English, fewer accommodations will be necessary.

Students at lower levels of proficiency and / or with an educational background of limited or interrupted instruction (see GaDOE Title III / ESOL main webpage for *Limited Formal Schooling and Students with Interrupted Education* link) may require additional support and / or multiple classes of support at the beginning, while those nearing proficiency may benefit from sheltered content instruction classes or with courses targeted to those academic areas in which they are most likely to need additional support (Please see ESOL Resource Guide section *ESOL Courses* for further information).

It is essential to remember that while the provision of services to ELLs within certain programs may have the effect of separating national origin minority students from other students during at least part of the school day, the district's program should not separate ELLs when not necessary to achieve the support program's goals (e.g., it may not be necessary to segregate ELLs for homeroom, recess, lunch, PE, Fine Arts, etc.). Additionally, ELLs should be provided services in comparable facilities to those in which non-ELLs receive services.

If participation in the district's program of services includes parent consent, the district's procedures for providing parents sufficient information about the program of services should be sufficient so that the parents' decision is an informed determination.

The district should have procedures in place for notifying parents of newly enrolled students of the availability and type of program of services for ELLs in a language which they can understand. Further, the procedures should include information regarding how parents, who are LEP themselves, will be notified of school activities which are called to the attention of other parents (e.g., student progress reports, school schedules, extracurricular activities, special meetings, etc.).

***Special Notes for Scheduling of Secondary Level ELLs:***

- Because some students are already older than grade level peers, they may have a limited amount of time to meet all requirements needed for graduation.
- Therefore, appropriate placement in classes for these students requires careful attention to school records from other countries. In addition, use interviews and informal tests to determine the student's previous level of schooling.

- Assess mathematical skill with caution. Instructions written in English and variations in mathematical symbols internationally may interfere with assessment of actual math skills. Math teachers are helpful in determining math placement.
- **For further information regarding scheduling of secondary level ELLs please refer to the Graduation Rule Guidance document** found on the GaDOE Curriculum and Instruction webpage at [http://www.gadoe.org/ci\\_services.aspx](http://www.gadoe.org/ci_services.aspx). Links to the ELL section of this document are also accessible from the GaDOE Title III / ESOL main webpage.

***Additional Suggestions to Ease the Transition of Secondary Level ELLs***

1. Give the family a chart explaining the requirements for graduation and the system regarding required and elective subjects.
2. Explain the requirements regarding the Georgia High School Graduation Test.
3. Explain how credits are awarded, progress reports and semester grading periods.
4. Review all foreign transcripts. When evaluating foreign transcripts helpful guides may include *The New Country Index: Making Sense of International Credentials*; *The Country Index*; and *The Glossary of Foreign Educational Terms*.

The first title may be available through Ten Speed Press at [www.tenspeed.com](http://www.tenspeed.com) under the category of Career and Education

The second and third titles may be available through:  
 Frank Severy Publishing  
 3951 Kutcher Drive  
 Anchorage, Alaska 99516  
 (907) 345-5217

***Additional Resources***

Keyes, K. (1989). The counselor's role in helping students with limited English proficiency. *The School Counselor*, 37.

Thuro, Barbara. (1995). *School Office Spanish*. Vista, CA: Ammie Enterprises.

***Monitoring Academic Progress of ESOL Students***

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. Schools should compare ESOL students' achievement to that of academically successful English-speaking background students as well as mainstreamed language-minority students. Educators should use classroom performance and/or available

achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving.

Language-minority students must be compared with native English-speaking peers in knowledge of subject matter. It is important to assess a student's foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

### ***Collection of Data for Monitoring Student Success***

Monitoring is necessary while students are in the ESOL program as well as after they exit. Comprehensive and comparable data on all students are needed to evaluate the success of students in obtaining an effective and appropriate education. Ideally, maintaining these data in a computerized database will facilitate monitoring. Data on ESOL and exited ESOL students should be maintained as part of a system that includes all students. This allows comparisons to be made between ELL, language- minority and native English-speaking peers in mainstream programs.

School districts should maintain the following types of information about any students identified as limited-English proficient for their individual student profiles:

- Assessment information (e.g. standardized tests taken, scores and dates)
- Academic information (e.g. courses taken, grades attendance and promotion/retention)
- Entry date into U.S. schools
- Entry date into local district
- Years of schooling in home language
- Interrupted education? yes/no - educational history
- Testing for vision and hearing
- Physical conditions that may affect learning
- Classroom observations by teachers
- Enrollment history and criteria used for placement in special services (e.g. ESOL, speech therapy, special education)

# Assessment and Accommodations

## *Testing Accommodations*

Excerpted from the GaDOE Student Assessment Handbook:

**“Federal and state laws require that all students participate in the state-mandated assessment program, including... English language learners (ELL)...**

In certain situations, individual needs of ELL students may warrant accommodations. Each local system shall determine whether or not testing accommodations are needed for each student. **Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom.** Accommodations will be determined by the English Language Learner Testing Participation Committee (ELL/TPC) and will be made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations may be considered and included in the ELL/TPC form... The determination of accommodations for assessment shall be reviewed at least once a year.”

Information regarding the approved list of accommodations available for ELLs and a one-time deferment available for ELLs enrolling for the first time in a U.S. school may be found on the GaDOE Testing website at [http://www.gadoe.org/ci\\_testing.aspx](http://www.gadoe.org/ci_testing.aspx). The Student Assessment Handbook is updated annually.

## *Annual Assessment*

*ACCESS for ELLs* is administered, annually, to all English language learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners’ social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. *ACCESS for ELLs* meets the No Child Left Behind Act of 2001 mandate requiring states to evaluate ELL students in grades K through 12 on their progress in learning to speak English.

Only certified personnel who have completed the required WIDA training for the *ACCESS for ELLs* are permitted to administer the annual proficiency assessment. GaDOE Assessment and Accountability division requires annual WIDA training for all personnel who will administer the assessment and provides the LEA System Testing Coordinators with information regarding access to the WIDA training website.

# Exiting ESOL Services

## *Exit criteria*

As students reach proficiency and are ready to exit language assistance services, it is imperative that these students have attained a degree of proficiency that will enable them to achieve academic success at levels equal to those of their native English speaking peers. When Georgia entered the WIDA Consortium, discussions took place with many LEA representatives to determine the level of proficiency necessary to ensure ELLS success upon exiting ESOL services.

The consensus among the group was to set the **criteria for grades 1-12 at 5.0 on the Tier C version of the ACCESS for ELLS and a meets standards score on the grade level reading assessment**. The group also agreed to accept an English / Language Arts End of Course Test score or High School Graduation Test score in lieu of a grade level reading assessment which is not offered at certain high school grade levels.

The 2009 Kindergarten ACCESS for ELLs was revised to allow for higher proficiency levels, resulting in an update to the exit criteria and **6.0 is the current requirement for exiting kindergarten students**. No matter the degree of speaking and listening proficiency levels of kindergartners, none can be deemed truly proficient in Reading or Writing at this stage of literacy development. Therefore, **LEAs have the option of maintaining language assistance for kindergartners even if their scores reflect the required criteria**. GaDOE Title III ESOL will review data regarding the exit of kindergarten students at this proficiency level and determine if adjustments are necessary for the 2010 administration.

### **Kindergarten Exit Criteria Flowchart:**

[http://public.doe.k12.ga.us/DMGetDocument.aspx/2009 Kindergarten Exit Criteria final 052009.pdf?p=6CC6799F8C1371F610CAE2247B44D3B675E77520D8AE43E797DA04A5AFB7E86C&Type=D](http://public.doe.k12.ga.us/DMGetDocument.aspx/2009%20Kindergarten%20Exit%20Criteria%20final%20052009.pdf?p=6CC6799F8C1371F610CAE2247B44D3B675E77520D8AE43E797DA04A5AFB7E86C&Type=D)

### **Grades 1-12 Exit Criteria Flowchart:**

[http://public.doe.k12.ga.us/DMGetDocument.aspx/Exit-Flow-Chart 1-12.pdf?p=6CC6799F8C1371F6C753079AC60139B90F80AFE4D97683D32B68E2A9BC122B24&Type=D](http://public.doe.k12.ga.us/DMGetDocument.aspx/Exit-Flow-Chart%201-12.pdf?p=6CC6799F8C1371F6C753079AC60139B90F80AFE4D97683D32B68E2A9BC122B24&Type=D)

### *Language Assessment Conference*

The Language Assessment Conference (LAC) determines if certain non-English language background students are ready to exit from English to Speakers of Other Languages (ESOL) programs or if they still need language assistance.

**The LAC is required when a non-English language background student has scored a Composite Proficiency Level (CPL) above 4.0, but below 5.0 on Tier C of the ACCESS for ELLs and has met standards on a state assessment.** In grades 1-8 and grade 11, the CRCT and the GHS GT will serve as approved assessments. For grades 9, 10 and 12, an EOCT may be used to determine proficiency. In the absence of an EOCT score, a locally approved assessment may be substituted. GaDOE Title III / ESOL recommends a conservative approach, recognizing that a student with a CPL of 4.8 or 4.9 is likely to be much more proficient than a student with a CPL of 4.0 or 4.1.

The LAC tries to determine if the student has the necessary language skills to function in the regular classroom at the appropriate ability level.

For students below the 5.0 on Tier C, the LAC needs to determine if the low-level of functioning is primarily the result of the student's lack of cognitive academic language proficiency (CALP) in English (which could best be addressed within the ESOL program) or if it reflects the student's actual ability level and could best be addressed within the regular classroom or by other special programs.

The LAC may also consider if standardized or state approved test scores are consistent with the student's classroom functioning.

Records of LACs should contain:

- The names of the participants
- The date(s) of the meetings
- Information reviewed
- Alternatives considered
- Final action

Data for examination include:

- Entry and current language proficiency scores
- Achievement test data in language and content areas
- Classroom performance, i.e. grades, participation, application (work-study habits, motivation), assignments
- Criterion-referenced test scores
- Types of instructional materials and strategies which are successful with the student
- Academic achievement in the native language, if data is available

The student's ESOL teacher and the classroom teacher(s) will participate in the LAC. Other participants may be selected from the following:

- The principal
- Other content area teachers
- Counselor

- Lead teacher
- School psychologist

Additional assessment is not required as a part of the LAC. Existing records should be thoroughly reviewed. A suggested LAC record and evaluation of classroom performance forms are provided in the Form Bank on the GaDOE Title III ESOL webpage. Additional assessment may be recommended. The LAC does not have to be used with all non-English language background students. It needs to be used only for those who are on the borderline for exit, for those who are not making reasonable progress after two or more years of ESOL services, and for ESOL re-entry candidates.

Evaluation of Classroom Performance checklists should be completed for all students for whom services are discontinued. A sample checklist is provided in the Title III ESOL Form Bank. Sample Language Assessment Conference Records are also available in the Form Bank.

### ***Post-exit Monitoring***

When students reach proficiency and are exited according to GaDOE Title III ESOL criteria the law requires that they be **monitored for 2 calendar years following exit** from language assistance services. Sample Monitoring Forms may be found in the Form Bank on the GaDOE Title III ESOL website.

It is important for the regular education teacher to recognize that exited ELLs will need ongoing support as they continue to work toward grade-level academic language performance. They may still need help in making connections between new information and their background knowledge. They may also need to be guided in organizing information and in assessing their own learning.

Teachers may need to make adaptations to content material and present it to all second language learners in a less demanding language format. It is also important for a teacher to note the progression of an exited student's academic skills in order to increase the complexity with which information is provided as the student becomes more cognitively proficient. Teachers should also provide students with more opportunities to demonstrate what they know by using a variety of formative and summative assessments.

The goal of most second language students is to function as proficient learners in the classrooms. ELLs take responsibility for their learning at their individual language-proficiency level. If ELLs are given tasks beyond their current functional level of language proficiency, they may not be able to complete them successfully and they may lose their motivation to succeed and/or regress into their first language.

English language learners who are in the two year monitoring phase following their exit from language assistance services are eligible should be coded as ELL-M on state assessments and are eligible for appropriate standard accommodations as outlined on their ELL/TPC forms.

After the two year monitoring period ends, ELL-M students are no longer eligible for any testing accommodations.

### ***Recommended Procedures Following Exit from Language Assistance Services***

An initial follow-up should be made within two weeks of exiting ESOL services:

- To verify the student can compete academically
- To check on the student's social and psychological adjustment

Periodic monitoring should continue for two years:

- At the end of each progress reporting period, an ESOL professional will contact teachers in all mainstream classes the student attends
  1. To find out if the student is adjusting and succeeding academically
  2. To verify if the student is sustaining the criteria used to exit from ESOL
  3. To identify any academic or adjustment needs
- Review of grades
- Review standardized test scores
- Review portfolio assessments
- Student interview
- Parental interview

If monitoring shows that the student is falling behind in classroom work and/or English language skills:

- The student must immediately receive support services appropriate to his or her needs:
- Provide special services for language support and / or content area tutoring as needed
- Appropriate supports available to students within the school should be utilized before returning a child to ESOL services
- If these means of services and supports are not successful, a child may be re-entered into ESOL classes during the two-year monitoring period

## **Beyond ESOL: Additional Services for ELLs**

Services for LEP students should represent a continuum of available programs. All teachers are language teachers. Everyone is a language learner throughout his or her life; therefore, we all shape the education of a child and must work together collaboratively to fulfill that mission.

Students served in ESOL may also be served through any other appropriate special programs offered within the school system. From the time of enrollment, ELLs have equal opportunity to participate in all special programs for which they qualify. The RTI Pyramid of Intervention process should be followed for ESOL students in the same manner as for all students.

As background, districts may not assign national origin minority ELLs to special education programs on the basis of criteria that essentially measure and evaluate English language skills. When tested in English, national origin minority students, who cannot use the English language well, are often unable to demonstrate how skilled they really are in academic areas. Conversely, districts must ensure that ELLs are not improperly excluded from participation in a special education program because of the student's limited English proficiency. Districts must take steps to ensure that each ELL student receives an appropriate education, considering both the student's language and cultural background and need for special education.

With regard to any student who is in need of special education or gifted and talented services, schools must follow the referral procedures as outlined in the specific program criteria. Once a referral is made, the required testing is done and if the student qualifies, an appropriate placement is made and services begin. The schools' designated personnel for testing for any special program will determine an ELL's eligibility for services.

ESOL students should be considered, the same as any other student, for eligibility to all available programs that will help them reach the same standards of performance we ask of all students. Once a child enters a mainstream education class, he or she may need language development and other types of support that must be included in classroom instruction. For ESOL students these may be accommodations to the instructional activities, tasks and assessments. As the ESOL student attains fluency in English, fewer accommodations will be necessary.

### ***Response to Intervention (RTI) and GA's Student Achievement Pyramid of Interventions***

As stated in Title III under the No Child Left Behind Act, students whose Home Language Survey answers indicate a primary, first or home language other than English must be assessed for eligibility for ESOL services no later than within the first 30 days of the school year. If a student enters school after the 30 day period, the assessment must be done within the first

two weeks of enrollment. It is the expectation of GaDOE Title III ESOL that students will be assessed as soon as logistically possible within the appropriate time frames.

Eligibility for ESOL services and placement in an ESOL class automatically is considered a Tier 4 Intervention. The ESOL class and support within that class meet the definition of the specially designed learning focus of Tier 4 with its emphasis on specialized programs, specialized instructional delivery and methodology.

For the purposes of serving the student effectively and efficiently, the language minority student is served at Tier 4 during any ESOL classes; however, in mainstream classes, the student will not be considered automatically at a Tier 4 level. As is appropriate for all students, the ELL student in a general education class should automatically receive Tier 1 interventions, and often the student will require Tier 2 interventions as well in order to successfully access and comprehend instruction. As the student progresses with language and academic proficiency, the level of interventions needed to support the student will decrease accordingly. For the purposes of ESOL services and support for the majority of ELLs the Pyramid functions as a regressive model, rather than as a model of progressive interventions. As students near proficiency, often Tier 1 interventions, appropriate for all students, will be the only additional support needed.

For more information about RTI and ELLS, see the GaDOE Response to Intervention links at [http://www.gadoe.org/ci\\_services.aspx](http://www.gadoe.org/ci_services.aspx). There is a section specifically directed to RTI and ELLs.

### ***Student Support Team (SST) Meeting***

The LAC does not take the place of the Student Support Team meeting. A non-English language background student who is experiencing learning or behavioral problems in a particular instructional setting may be referred to the SST as outlined by the RTI process if Tier 1 and Tier 2 interventions have been documented and shown not to be successful. When the data shows that something beyond language is a barrier to the student's academic achievement, that student should be referred to the SST. A district has the option of having the LAC function completed by the SST. LEP students must be given access to all the same opportunities and services that other students receive.

### ***ELLs with Disabilities***

As with other populations, one expects a range of abilities among students whose English proficiency is limited. The difficulty often comes in determining whether a learning problem is related only to the English language issue or whether there is an actual disability present.

Students learning English, because of their cultural and linguistic background, have special instructional needs. When a student is having difficulty mastering specific skills, it is important for the teacher to accommodate the instructional strategies and/or instructional pace for the student. Just because the student requires accommodations to his/her program, does not

necessarily mean that he/she has a disability or that he/she should be referred to special education.

If, however, the student continues to have difficulty after consistent language accommodations and instructional interventions have been attempted for a reasonable amount of time, and the interventions from Tiers 1 and 2 have not resolved the issues, the student should be referred to the Student Support Team (SST). The ESOL professional must be a member of the SST. The ESOL teacher knows the natural order of English language acquisition regardless of the student's first language. The ESOL teacher is also familiar with the usual rate and stages of acquisition, as well as the "typical" errors to be expected.

This knowledge of second language acquisition, along with the following information, is essential in determining the possible need for different interventions or future referrals for additional services:

- Place of birth
- Entry date U.S.
- Years in U.S. schools
- Educational history; Years of schooling in home language; Interrupted education?
- Prior evaluations (W-APT, standardized and local, first language assessment)
- Entry date in ESOL and number of years in ESOL
- Physical condition that could account for difficulties - need for glasses, hearing aid, etc.
- Participation in any special service
- Frequent absence or tardiness
- Review of Home Language Survey
- School record reviewed for relevant information and anecdotal evidence
- Contacts with Parents (district must provide an interpreter if required for communication)

At this point, one of two things may happen: (1) the SST may recommend additional interventions and accommodations for the classroom. If these supports are successful, the student may be served successfully in the general education classroom with the recommended supports in place. If the additional interventions and accommodations are not successful, (2) the SST can then make a referral for special education testing to determine if the student has a specific disability. Once a referral is made to special education, testing is completed to determine if the student qualifies as a student with a disability under the Individuals with Disabilities Education Act (IDEA). If so, he/she may be served through the special education program.

Depending on the extent of the student's disability, it is appropriate for the general education teacher, ESOL teacher, and the special education teacher to work collaboratively in order to meet the needs of the student. **The fact that an ELL has a disability does not replace the need for language assistance. The plan for providing language assistance and support should be delineated in the student's Individual Education Plan (IEP). In most instances ELLS should be dually served through both programs.** In the event another means of support will

be more beneficial to the student, the Special Education team and the ESOL specialist should work together to determine the most effective plan and to provide needed support for implementation.

- If an ELL student is determined eligible for special education services, the IEP team should decide the type and degree of services (Special Education and ESOL) the student will receive.
- Students generally should be served in both ESOL and Special Education if they qualify for both programs, no matter what the disability.
- The ESOL teacher must be included as an active member of the SST team and IEP team for ELLs with disabilities.
- If it has been demonstrated through testing that the student qualifies for special education services under the learning disability label or speech services label, the ELL should be served in both programs.
- Scheduled time for ESOL services should not be reduced.
- If the severity of the student's disability indicates more special services are needed and the student's needs are best met by being served in more segments of special education rather than ESOL, the ESOL specialist should work with school and district personnel to set up a consultative model for that student's language development.
- The ESOL specialist should meet regularly with the special education teacher and records of consultations should be maintained.
- ESOL services provided for all types of disabilities must be noted on the student's IEP.

Specific procedures for special education assessment are provided in the rules of the State Board of Education, Division for Exceptional Students, Special Education Rules and Procedures (2007). As noted earlier, proficiency assessment in both English and the child's first language can identify the dominant language for the purpose of further evaluation and assessment if needed. Non-verbal tests are another alternative.

There are two pitfalls to translating an English test or administering a foreign language assessment. First, the test administrator must be fluent in the foreign language in addition to understanding the proper administration of the test. Then awareness of the population used to norm the test and how this compares to the ELL must be considered. Tests normed on fifth graders in Mexico City may show artificially poor results for a fifth grader born in El Salvador with one year of school in his home country, two years of school missed altogether, and who has been in U.S. schools for two years.

All students who qualify for services under IDEA, regardless of the type or degree of disability, share certain rights and needs, including:

- the right to a free and appropriate public education,
- the right to an Individualized Education Program (IEP) specifying the student's unique needs along with the special education and related services the student is to receive,
- the need to have cognitive, linguistic, academic, and social/emotional characteristics considered and appropriate environmental modifications or accommodations made

## ***How do ESOL and Students with Disabilities Differ? A Comparison of Characteristics***

The chart below is provided as guidance for effectively determining whether the student has a language difference or a language disorder. It is important to build a file of documentation to support a need for testing and to seek the professional assistance of qualified personnel such as Speech Language Pathologists.

<b>Characteristics</b>	<b>English Language Learner/ESOL</b>	<b>Student with a disability</b>
<b>Communicative Skills</b>	Normal language learning potential. Communicative use of English is reduced and easily noted by native speakers. May be misdiagnosed as <i>speech and language disorder</i> . Usually there may be home language impact, interlanguage variables in voice and/or articulation. Can be communicatively proficient to function in society.	May exhibit speech language disorders in the areas of articulation, voice, fluency, or receptive and expressive language; may not always achieve communicative competence in either first or secondary language.
<b>Language Skills</b>	Home language is appropriate for age level while English skills are still in the acquisition stage. The non-verbal communication skills are appropriate for age level, i.e., eye contact, response to speaker, clarification of response, turn taking, etc. Student may not know specific vocabulary, but he or she may be familiar with item or concept. Sentence structure and grammar is in highly transitional stage that follows similar patterns of normal language development. Student may pass through predictable periods, i.e., silent period, speech emergence, etc.	May exhibit needs in understanding and expression including vocabulary and word finding, following directions, sentence formulation, and pragmatics in either first and/or second language. Degree of disorder varies, depending on processing skills and cognitive level. Difficulties in first language cannot be attributed to first language loss due to length of time in English-speaking schools. Difficulties in English do not correspond to those expected based on student's length of time in English-speaking schools.
<b>Sensory Functioning</b>	Usually normal.	May have auditory and/or visual processing difficulties. May have vision and/or hearing loss of varying degrees, even with glasses or hearing aids.
<b>Health</b>	No significant health characteristics for this group but consider developmental factors in cultural context.	May have a history of risk infancy, ear infections or hearing problems, sleep or eating disturbances, incontinence, and family incidence of learning problems. May have seizures or other health-related conditions that impact learning.
<b>Cognitive Abilities</b>	Although there may be apparent problems, cognitive abilities are usually normal. Students usually score better on nonverbal sections of cognitive tests.	Depending on the disability, cognition may be significantly affected (mild to profound intellectual disability) or may be average to above.
<b>Academic Functioning</b>	Normal language learning potential. Apparent problems due to culturally determined learning style, different perceptual strategies, or lack of schooling in home country.	Below grade-level performance (15-point discrepancy between ability and achievement) may not be calculable for ESOL student. Factors in addition to numerical discrepancy must be considered and may include inability to make progress in second language acquisition; difficulty retaining academic information in spite of a variety of interventions; history of and reasons for difficulty in schools in home country, etc. Depending on the disability or disabilities, academic deficiencies may vary from difficulties in specific skills to pervasive academic difficulties across all skill levels. Students may have psychological processing deficits related to the disability(ies) that significantly impact the acquisition, retrieval, and application of information taught.

For further information on Special Education please visit the GaDOE Exceptional Students website at [http://www.gadoe.org/ci\\_exceptional.aspx](http://www.gadoe.org/ci_exceptional.aspx).

### ***ELLs and Gifted Education***

In passing the Jacob K. Javits Gifted and Talented Students Education Act of 1988 (PL 100-297), Congress reasserted the belief that youngsters with talent potential are found in all cultural groups, across all economic strata, and in all areas of human endeavor. However, it is consistently observed that gifted and talented children who have limited proficiency in the English language, English language learners, are underrepresented in programs for the gifted (Maker and Schiever, 1989; Frasier, 1997). Frasier (1997) suggests four categories of problems affecting the identification and education of gifted students from underrepresented groups. Each of these potential barriers must be addressed to assure equitable practices in the recognition and development of giftedness among ELLs:

1. Attitudes -- Generally low-academic expectations for culturally and linguistically diverse students have encouraged a deficit approach to their education; i.e., an emphasis on curricula to assist ELLs in "catching up" with their peers. While remedial needs in English language development must be addressed, teachers must not forget to take a proficiency approach as well; i.e., giving all able learners many opportunities to move ahead in their areas of strength.
2. Access -- When teachers have adopted a deficiency view of LEP students, they are less likely to advocate for them in the gifted program referral process. Staff development in the behaviors that characterize giftedness cross-culturally, as well as the specific behaviors that manifest themselves in particular cultural contexts, should be provided for all classroom and ESOL teachers. To ensure equal access to the referral process, it is also necessary to reach out to families of ESOL students. State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires districts to inform all parents about their gifted programs, how children are referred, and how they qualify.
3. Assessment -- The most frequently cited factors in the limited participation of LEP students in gifted programs are related to assessment measures and their use in identification. Over-reliance on standardized test scores (particularly composite scores) and the use of uni-dimensional instruments to assess aptitude may contribute to the exclusion of students whose test scores may be uneven or depressed due to cultural and/or linguistic background.

Teacher rating scales, classroom grades, and product/performance evaluation may also be used to help establish eligibility, but this underscores the importance of teacher training to help sensitize. Fortunately, Georgia has made great strides in this area. State Board of Education Rule 160-4-2-.38 EDUCATION PROGRAM FOR GIFTED STUDENTS requires multi-dimensional assessment, including the use of component scores and nonverbal measures when appropriate. Teacher rating scales, classroom grades, and product/performance evaluation may also be used to help establish eligibility, but this underscores the importance of teacher training to help sensitize all staff members to the various expressions of potential they may see among LEP students.

4. Accommodation -- Traditional one-size-fits-all gifted programs are inadequate to address the great variety of strengths and interests found among the gifted population. This problem is even more pronounced for children with different cultural and linguistic experiences. Successful gifted program participation by LEP students depends in part on the program's ability to help them develop talents which are valued by more than one culture, acquire skills that allow them to move between and within at least two cultures, and to develop their sense of identity (Frasier, 1997, p. 501).

By working to overcome these barriers to the identification of gifted LEP students, we are honoring diversity in all students' backgrounds as well as in their abilities and interest.

### **References and Resources on ELLS in Gifted Education**

Baldwin, A. Y., Gear, G. H., & Lucito, L. J. (Eds.). (1978). *Education Planning for the Gifted: Overcoming Cultural, Geographic, and Socioeconomic Barriers*. Reston, VA: The Council for Exceptional Children.

Frasier, M. M. (1997). *Gifted Minority Students: Reframing Approaches to Their Identification and Education*. In N. Colangelo & G. A. Davis (Eds.), *Handbook of Gifted Education* (2nd ed., pp. 498-515). Boston, MA: Allyn and Bacon.

Frasier, M. M., & Passow, A. H. (1994). *Toward a New Paradigm for Identifying Talent Potential* (Research Monograph 94111). Athens: University of Georgia, National Research Center on the Gifted and Talented.

Frasier, M. M., et al. (1995). *Core Attributes of Giftedness: A Foundation for Recognizing the Gifted Potential of Minority and Economically Disadvantaged Students* (Number RM95210). Athens: University of Georgia, National Research Center on the Gifted and Talented.

*Identifying and Serving Recent Immigrant Children Who Are Gifted*. ERIC Clearinghouse on Disabilities and Gifted Education. (No. E 520). Reston: VA.

Leung, E. K. (1981). *The Identification and Social Problems of the Gifted*

Bilingual-Bicultural Children. Paper presented at The Council for Exceptional Children Conference on the Exceptional Bilingual Child, New Orleans, LA. (ERIC Document Reproduction Service No. ED 203 653)

Maker, C. J., & Schiever, S. W. (Eds.). (1989). *Critical Issues in Gifted Education: Defensible Programs for Cultural and Ethnic Minorities*. Austin, TX: Pro-Ed.

Tonemah, S. A., & Brittan, M. A. (1985). *American Indian Gifted and Talented Assessment Model* (Grant from the U. S. Education Department, Indian Education Programs No. G008420046). Norman, OK: American Indian Research and Development.

Torrance, E. P. (1974). Differences Are Not Deficits. *Teachers College Record*, 75, 472-487.

For further information visit the Gifted Education webpage at [http://www.gadoe.org/ci\\_iap\\_gifted.aspx](http://www.gadoe.org/ci_iap_gifted.aspx).

### ***Education of Homeless Children and Youth Program***

In accordance with the Title VII-B of the Stewart B. McKinney Homeless Assistance Act, the Program for the Education of Homeless Children and Youth (EHCY) was established in 1989 to ensure that the children of homeless parents and homeless youth are provided access to Georgia's public schools. The EHCY program was established to identify the number, location, educational needs and barriers to the access of homeless children to a free, appropriate public education. Barriers to access and success may include residency requirements, guardianship, school records, immunizations and transportation among others. The Georgia Department of Education provides grants to local school systems to facilitate the enrollment, attendance and success of homeless children and youth in our public schools.

The EHCY program also provides guidance, technical assistance, information and materials on the identification, assessment of needs and provision of services to students defined as homeless. The definition of a homeless student may include children and youth to whom English is the second language.

### ***Even Start Family Literacy Program***

The Even Start Family Literacy Program is provided for under Part B of Title I of the Elementary and Secondary Education Act. The purpose of Even Start is to help break the cycle of poverty and illiteracy by improving the educational opportunities of low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. Eligible participants include families most in need of services as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parents and other need related indicators. Even Start grants

are awarded for a four-year period to partnerships which must include a local school system and other nonprofit community-based organizations, public agencies, colleges or universities of demonstrated quality.

### ***Title I***

School systems are required by federal law to provide special language services for students who are limited English proficient. Title I funds may not be used to provide services that are required to be made available to LEP students by other laws (e.g., through interpretations of the Title VI of the Civil Rights Act, the Equal Educational Opportunities Act, and State laws). However, Title I funds may be used to coordinate and supplement those services, as well as provide other direct services to LEP students. Title I funds may be used to pay the salaries of instructional staff to work with those students having academic difficulties, including LEP students. These staff would work closely with the ESOL and regular classroom teachers.

### ***Title I Part A - Basic***

Title I, Part A, provides that LEP students are eligible for Title I services on the same basis as other children selected to receive services. In schools operating school-wide programs, where the goal is to upgrade the instructional program in the entire school, all children, including LEP students, are intended to benefit from the program and the needs of all students are to be taken into account in the program design. In targeted-assistance schools (schools not operating school-wide programs), LEP students are to be selected for services on the same basis as other children: on the basis of multiple, education objective criteria for determining which children are failing or most at risk of failing to meet the State's student performance standards. No longer does a local educational agency need to demonstrate that the needs of LEP students stem from educational deprivation and not solely from their limited-English proficiency.

### ***Title I Part C - Migrant Education Program***

A student may be eligible for services under the Title I Migrant Education (MEP) Program if he/she has traveled with his/her parent or guardian across school district boundaries in order to obtain temporary or seasonal work in agriculture, fishing or food processing.

Migrant education services do not replace the need for an ESOL program.

The general purpose of the MEP is to ensure that children of migrant workers have access to the same free, appropriate public education, including public preschool, provided to other children. To achieve this purpose, the MEP helps state and local education agencies remove barriers to the school enrollment, attendance, and achievement of migrant children. All migrant students are not language minority, nor are all language minority students migrant.

If you have questions whether your students might be eligible, contact the appropriate Migrant Education Agency (MEA) listed on the GaDOE Migrant Education webpage at

[http://www.gadoe.org/ci\\_iap\\_migrant.aspx](http://www.gadoe.org/ci_iap_migrant.aspx).

# WIDA Consortium

## *About the Consortium*

The World-Class Instructional Design Assessment Consortium (WIDA) is a consortium of 20 states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. The membership includes Alabama, Delaware, District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Mississippi, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, and Wisconsin. Georgia joined the Consortium in 2005.

The WIDA Consortium developed English language proficiency standards and an English language proficiency test aligned with those standards, *ACCESS for ELLs*. More information about the WIDA Consortium may be found at [www.wida.us](http://www.wida.us).

## *Assessments and Screening Instruments*

### *ACCESS for ELLs*

*ACCESS for ELLs* is administered, annually, to all English language learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. *ACCESS for ELLs* meets the No Child Left Behind Act of 2001 mandate requiring states to evaluate ELL students in grades K through 12 on their progress in learning to speak English.

All students identified as ELLs must take the *ACCESS for ELLs*, **including students whose parents have waived ESOL services**; however, students who have formally exited language assistance services and are in monitored status (ELL-M) are not administered the assessment.

### **W-APT**

The WIDA-ACCESS Placement Test (W-APT) is an assessment tool, used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. This screening tool is used to determine whether or not a child is eligible for English language instructional services.

### **MODEL**

The Measure of Developing English Language (MODEL) is an alternate assessment tool, used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. This screening tool is used to determine whether or not a child is eligible for English language instructional services. At this time, only the Kindergarten version is available; however, grade level clusters 1-2 and 3-5 are scheduled to be released in February 2010, and grades 6-8 and 9-12 will follow in fall of 2010.

## ***WIDA English Language Proficiency Level Performance Definitions***

The *ACCESS for ELLs*, *W-APT* and *MODEL* all provide an English language proficiency performance level score based on a scale of 1 to 6. The expectations for students at each of these performance levels are defined below:

**At the given level of English language proficiency, English language learners will process, understand, produce or use:**

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• oral or written language approaching comparability to that of proficient English peers when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> </ul>

The WIDA English Language Proficiency (ELP) Standards are designed as a curriculum and instruction planning tool. They help educators determine children's ELP levels and how to appropriately challenge them to reach higher levels. The five standards encompass the areas of Social and Instructional language; the language of Language Arts, Math, Science and Social Studies. The WIDA ELP Standards are:

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

### *Model Performance Indicators*

Information regarding the Model Performance Indicators may be found in the WIDA English Language proficiency Standards Resource Guide at [http://www.wida.us/standards/Resource\\_Guide\\_web.pdf](http://www.wida.us/standards/Resource_Guide_web.pdf), beginning on page RG14.

### *Can Do Descriptors*

Information regarding the Can Do Descriptors may be found in the WIDA English Language proficiency Standards Resource Guide beginning on page RG57 at [http://www.wida.us/standards/Resource\\_Guide\\_web.pdf](http://www.wida.us/standards/Resource_Guide_web.pdf), or at [http://www.wida.us/standards/RG\\_CAN%20DO%20Descriptors.pdf](http://www.wida.us/standards/RG_CAN%20DO%20Descriptors.pdf). These descriptors provide teachers with excellent examples of what a student at each proficiency level can be expected to be able to do and allow teachers to differentiate instructional tasks to fit the needs of individual students.

# **ESOL Teacher Certification and Preparation**

## ***Overview***

The state of Georgia offers a clear renewable certificate in the field of ESOL (P-12) as well as the ESOL Endorsement. Details regarding the requirements for each of these are available through the Georgia Professional Standards Commission (PSC). The Georgia PSC is responsible for all matters relating to teacher certification and educational preparation.

## ***Contact Information***

For more information, please contact:

Georgia Professional Standards Commission  
Two Peachtree Street  
Suite 6000  
Atlanta, GA 30303

Web Site: [www.gapsc.com](http://www.gapsc.com)

Phone: (404) 232-2500

E-mail: [mail@gapsc.com](mailto:mail@gapsc.com)

# ESOL Standards and Course Offerings

## *Standards*

As a member of the WIDA Consortium, Georgia uses the WIDA English Language Proficiency (ELP) Standards for English language acquisition courses. The five broad, overarching standards specifically address academic language development and proficiency and should be integrated with the Georgia Performance Standards (GPS) in the core content areas to facilitate academic achievement. Links to the WIDA ELP Standards are available at [www.georgiastandards.org](http://www.georgiastandards.org) at the bottom of the webpage for each of the core content standards pages as well as under the Resources and Videos tab. They are also found at [www.wida.us](http://www.wida.us).

## *Elementary Courses*

The course names and numbers for the elementary grade ESOL classes are listed in State Board of Education Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses. This Rule may be accessed at [http://www.gadoe.org/pea\\_board.aspx?PageReq=PEABoardRules](http://www.gadoe.org/pea_board.aspx?PageReq=PEABoardRules).

## *Secondary Level Courses*

### **Middle School**

Middle School course names and numbers are listed in State Board of Education Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses. This Rule may be accessed at [http://www.gadoe.org/pea\\_board.aspx?PageReq=PEABoardRules](http://www.gadoe.org/pea_board.aspx?PageReq=PEABoardRules). Additionally, with LEA ESOL Coordinator and Curriculum Director approval, middle schools may elect to incorporate courses from the high school language acquisition list as needed to address the specific needs of certain ELLs, especially those at the lowest levels of proficiency and / or with limited or interrupted formal schooling.

### **High School**

#### **I. Language Acquisition**

State Board of Education Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses includes eleven secondary level ESOL courses with a focus on language acquisition and academic language development. These elective credit courses may be taught by a teacher with the ESOL (P-12) certificate or by a teacher who holds both certification in any approved field for the appropriate grade level and the ESOL Endorsement.

The courses and their course descriptions are listed below:

**55.02100 Communication Skills I** This course will focus on the acquisition of social and instructional language across the four language domains as prescribed in WIDA Standard 1. The suggested proficiency level of the student is CPL 1-2.

**55.02200 Communication Skills II** This course is an expansion of Communication Skills I with the inclusion of some content language, particularly the discipline of English language arts. The five WIDA standards serve as its basis with emphasis upon proficiency in Standard 2 regarding

the communication of information, ideas and concepts necessary for academic success in the content area of language arts. The suggested proficiency level of the student is CPL 1-2.

**55.02300 Reading and Listening in the Content Areas** This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on reading and listening skills in language arts, science, social studies and mathematics. The suggested proficiency level is CPL 1-3.

**55.02400 Oral Communications in the Content Areas** This course supports and enhances listening and speaking skills in the content areas and references the five basic WIDA standards with emphasis on the listening and speaking skills in the content areas. The suggested proficiency level of the student is CPL 1-3.

**55.02500 Writing in the Content Areas** This course focuses on writing across the standards of English language arts, science, mathematics, and social studies. The domains of reading, listening and speaking are integral to the writing process, both actively and critically. The content addresses all five WIDA Standards. The suggested proficiency level is CPL 2-4.

**55.02110 Communication Skills in Math** This course supports and enhances literacy and listening skills necessary for success in the mathematics content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in mathematics. The content addresses all five WIDA Standards.

**55.02120 Communication Skills in Science** This course supports and enhances literacy and listening skills necessary for success in the content area of science. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in science. The content addresses all five WIDA Standards.

**55.02130 Communication Skills in Social Studies** This course supports and enhances literacy and listening skills necessary for success in the content areas. Guiding the course are the five basic WIDA Standards with particular emphasis on vocabulary, speaking, listening and reading skills in social studies. The content addresses all five WIDA Standards.

**55.02600 Reading and Writing in Science** This course supports and enhances reading and writing skills in Science and provides students with strategies for reading and comprehending scientific texts. Although the primary purpose of this course enables students to develop a means of comprehension and communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus.

**55.02610 Reading and Writing in the Social Studies** This course focuses on reading and writing in social studies and provides students with interrupted or limited formal schooling the basic skills and background preparation to enable them to successfully complete required social studies content courses. The domains of reading and writing are integral to academic success in the social studies content courses and students must learn to develop both active and critical inferential skills to ensure academic success in the social studies content courses. Although the primary purpose of this course enables students to develop a means of comprehension and

communication in a written format, listening and speaking skills should also be developed within the context of the course syllabus.

**55.02700 Academic Language of Science and Math** This course focuses on teaching students with interrupted or limited formal schooling to decode the specialized vocabulary, symbols and text in science and mathematics. Reading comprehension of texts, listening and comprehending lectures, and using correct scientific and mathematical terminology when speaking and writing are integral to academic success in the mathematics and science content areas. The content addresses all five WIDA Standards.

## **II. ESOL English Language Arts Courses**

A special report, “Predicting English Language Learner Success in High School English Literature Courses” produced by the Georgia Department of Education Assessment and Accountability Division shows that English Language Learners (ELLs) are likely to experience success on the End-of-Course-Tests (EOCT) for Ninth Grade Literature and Composition and American Literature and Composition if they have an ACCESS for ELLS Composite Proficiency Level (CPL) of 4.3 – 4.8 combined with a strong Reading proficiency score. Some ELLs may be successful in these courses before reaching the CPL of 4.3 – 4.8, but they may have difficulty passing the EOCT for these ELA courses.

Any of the core ELA courses may be taught in a sheltered class model. The class must be composed solely of ELLs and must be taught by a teacher who holds English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification. Class size should be limited to the maximum class size for ELL classes, which is 18 students for high school.

A Composite Proficiency Level of 4.3 – 4.8, linked to a strong proficiency score in Reading, is suggested for each of the following ELA courses:

**23.05100 American Literature and Composition (required course)**

**23.05200 English Literature and Composition**

**23.06100 Ninth Grade Literature and Composition (required course)**

**23.06200 Tenth Grade Literature and Composition**

**23.06300 World Literature and Composition**

**23.06700 Multicultural Literature and Composition**

The following two courses listed below also have a suggested Composite Proficiency Level of 4.3 – 4.8, linked to a strong proficiency score in Reading, but will only meet core credit requirements for students who entered ninth grade for the first time prior to the 2008-09 school year. These two courses are available **only for elective credit for students entering ninth grade for the first time in 2008-09.**

23.06400 Literary Types

23.06600 Contemporary Literature

### III. ESOL I-IV Courses

The ESOL I-IV courses are listed as part of the English Language Arts (ELA) curriculum offerings for grades 9-12 in State Education Rules 160-4-2-.03, List of State funded K-8 Subjects and 9-12 Courses, <http://www.gadoe.org/documents/doe/legalservices/160-4-2-.03.pdf> and 160-4-2-.20, List of State funded K-8 Subjects and 9-12 Courses, <http://www.gadoe.org/documents/doe/legalservices/160-4-2-.20.pdf>. The latter rule indicates the approved course listings for students who enter ninth grade for the first time in 2008.

These courses are **coded with the 23 ELA course prefix and must be taught by a teacher who holds English Language Arts certification as well as either the ESOL Endorsement or ESOL (P-12) certification.** These courses will incorporate both the WIDA English Language Proficiency Standards and the Georgia Performance Standards (GPS) for English Language Arts (ELA).

These courses are:

**23.09100 English ESOL I**  
**23.09200 English ESOL II**  
**23.09300 English ESOL III**  
**23.09400 English ESOL IV**

These course offerings will allow districts some flexible options when scheduling ELA courses for their ELLs. As mentioned above, the district may choose to implement the use of sheltered ELS courses, may determine to use the ESOL I-IV courses, or a combination of both. The district will make the final determination as to the best scheduling methods for providing ELA instruction to ELLs.

**Note:** Districts have the option of using these courses as either elective or core English Language Arts courses. Regardless, each course offered must be aligned with the Georgia Performance Standards. **In order to fulfill the graduation requirements as a core ELA course, the ESOL course must be aligned with the specific ELA course and must follow the same GPS as the designated ELA course. If the ELA course has a required End of Course Test, students who wish to replace the core ELA course with an ESOL course must take the EOCT as a requirement of the ESOL course.**

ESOL I-IV courses may **not** be substituted as core credit for the American Literature and Composition, course number 23.05100, which is a required course. Students entering ninth grade for the first time in 2008-09 and thereafter may **not** substitute one of the ESOL courses for core credit for Ninth Grade Literature and Composition, course number 23.06100, which is a required course for these students.

The local district has the flexibility to determine the assignment of the ESOL courses matched to specific ELA courses for core credit or to determine that the ESOL courses will be designated only as elective courses for support of language arts curriculum. **In order to maintain an accurate record of the core ELA courses tied to the specific ESOL I-IV**

**courses, it is recommended that the name of the ELA course be incorporated as part of the course title represented on the transcript.** An example of this might be 23.09200 English ESOL II (World Literature and Composition). In the case of transfer students, this will enable LEAs to determine exactly which ELA courses students have completed.

The ESOL I-IV courses may be utilized as elective support courses, taught in conjunction with ELA core courses and aligned with the same GPS as the ELA course in which ELLs are concurrently enrolled. If a student is concurrently enrolled in an ELA core course and an ESOL 23 coded support course, the required EOCT would be administered as part of the regular ELA course only.

#### **IV. Sheltered Content Courses**

Local school districts may choose to offer sheltered sections of any core content course for ELLs. **Sheltered classes are composed solely of ELLs and are taught by a teacher with appropriate content area certification and the ESOL Endorsement or ESOL Certification (P-12). Class size should be limited to the maximum class size for ELL classes, 18 for high school.**

The curriculum follows the GPS of the general education content course but integrates the WIDA Standards and differentiates instruction and tasks to accommodate second language learners. **The course numbers utilized in sheltered courses are those of the actual content course.** Examples of possible sheltered courses and course numbers include Economics 45.06100; American Government/Civics 45.05700; Physical Science 40.01100; Biology I 26.01200; Physics I 40.08100; Mathematics I 27.08100; Mathematics III 27.08300; Discrete Mathematics 27.06900; American Literature and Composition 23.05100; and Multicultural Literature and Composition 23.06700.

The local school district may choose to designate a particular section number to reflect the sheltered status of the course. Sheltered courses may be offered to fulfill core curriculum requirements; however, the GPS must be followed and any accompanying EOCT must be administered to fulfill course requirements.

# ESOL Resource Organizations

## Resource Organizations

### **National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs**

2121 K Street NW, Suite 260

Washington, DC 20037

Tel. (800) 321-6223

Fax (800) 531-9347

Email [askncela@ncela.gwu.edu](mailto:askncela@ncela.gwu.edu)

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

#### Services:

Collects, analyzes, synthesizes and disseminates information related to linguistically and culturally diverse students in the United States. The web site includes an on-line library with full-text NCBE publications and other articles, access to NCBE databases and information.

### **TESOL: Teachers of English to Speakers of Other Languages, Inc.**

700 S Washington Street, Suite 200

Alexandria, VA 22314

Tel. 703-836-0774, Fax 703-836-7864 or 703-836-6447

E-mail - [tesol@tesol.org](mailto:tesol@tesol.org)

Web site - <http://www.tesol.org/index.html>

#### Services:

TESOL's mission is to strengthen the effective teaching and learning of English around the world while respecting individuals' language rights. TESOL promotes scholarship and disseminates information about instruction and research.

### **GATESOL: Georgia Teachers of English to Speakers of Other Languages**

Web site - <http://www.gatesol.org>

#### Services:

A state affiliate of TESOL, GATESOL provides networking, conferences, professional development seminars, and two publications.

### **CAL: Center for Applied Linguistics**

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

#### Services:

CAL is a private, nonprofit organization, established in 1959, focused on improving communication through better understanding of language and culture.

CAL has earned a national and international reputation for its contributions to fields including bilingual, English as a second language, and literacy education; dialect studies; language policy; and education of linguistically and culturally diverse individuals.

**CREDE: Center for Research on Education, Diversity and Excellence**

<http://crede.berkeley.edu/standards/standards.html>

Services:

A federally funded research and development program, CREDE is focused on improving the education of students whose ability to reach their potential is challenged by language or cultural barriers, race, geographic location, or poverty.

**ERIC Clearinghouse on Reading, English and Communication**

Indiana University

P.O. Box 5953

Bloomington, Indiana 47407

Tel: 1-800-925-7853

Fax: 812-331-2776

Services:

This clearinghouse develops a number of "hot topic" guides related to reading, parent involvement, parental training, and cultural diversity.

# Program Evaluation and Monitoring

## *Title III Annual Measurable Achievement Objectives (AMAOs)*

Title III is required under NCLB to report the progress and proficiency of English language learners annually and to monitor LEAs regarding the implementation of program requirements and expenditures of federal Title III funds. Title III Annual Measurable Academic Objectives (AMAOs) are reported to the U. S. Department of Education (US ED) at the district and state levels.

To comply with Family Educational Rights and Privacy Act (FERPA) requirements and protect the privacy of our students, the minimum reporting size for the English Language Learner (ELL) sub-group was set at ten (10). Ten has been the established minimum reporting size based on FERPA for all public data, from AYP to state report card. LEAs with fewer than ten ELL enrolled populations greater than 10 students are member of the Georgia statewide Title III Consortium. The Consortium, along with LEAs with ELL populations greater than 10 students will be held accountable for achieving the AMAOs. Therefore, Georgia will be accountable for the achievement of every English Language Learner enrolled in any LEA.

### 1) **AMAO-1: PROGRESS**

Progress refers to the percentage of students that demonstrate Annual Progress in English Language Acquisition (APLA). APLA will be defined as ELL students who move in a positive direction from one cohort performance band to another annually as measured by ACCESS for ELLs, Georgia's test of English Language Proficiency.

Georgia has established performance bands as follows:

**Table 1: Performance Bands for PROGRESS**

<b>Performance Band</b>	<b>ACCESS-Composite Score</b>	<b>Performance Point Range</b>
I	1.0-2.2	1.3
II	2.3-3.3	1.1
III	3.4-3.9	0.6
IV	4.0-4.3	0.4
V	4.4-4.6	0.3
VI	4.7-4.9	0.3
VII	5.0+	NA

The targets that the GaDOE has established for Progress will be revisited once the 2009 results have been analyzed and additional targets will be set accordingly.

**Table 2: PROGRESS Baseline for All ELL Students and Annual Targets**

School Year	Annual Target
Baseline 2006-07	47.0%
2007-08	47.0%
2008-09	48.0%
2009-10	49.0%

**2) AMAO-2: ATTAINMENT of PROFICIENCY**

First Attainment Indicator

Attainment of Proficiency refers to the percent of ELL that attain proficiency in English. Georgia has defined Proficiency as obtaining an ACCESS composite score of 5.0 or higher, on the Tier C version of the test, which is the most comprehensive. As with AMAO-1, the LEA minimum reporting size was set at 10. LEAs with ELL populations of fewer than ten will be held accountable for achieving the AMAO through their membership in the statewide Title III Consortium. The Consortium, along with LEAs with ELL populations greater than 10 students will be held accountable for achieving the AMAO.

The targets that the GaDOE has established for Attainment will be revisited once the 2009 results have been analyzed and additional targets will be set accordingly.

**Table 3: ATTAINMENT of PROFICIENCY Baseline for All ELL Students and Annual Targets**

School Year	Annual Targets
Baseline 2006-07	5.0%
2007-08	5.0%
2008-09	5.5%
2009-10	6.0%

## Second Attainment Indicator

**State Board Rule 160-4-5-.02, LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LANGUAGE LEARNERS (ELL)** provides that ELL who score between 4.0 and 4.9 on the ACCESS, Tier C, may be exited via a Language Assessment Committee (LAC). Therefore, a second attainment indicator will be reported to describe the percent of all students who exited ELL services. For this indicator, exiting ELL includes both 1) students who achieve Proficiency Level (PL) 5 on ACCESS Tier C and 2) students who exit based on LAC determination.

If an LEA does not meet the first attainment of proficiency indicator, but is above the state average on the second indicator, it will be classified as having met the attainment of proficiency AMAO. If an LEA meets the standard on the first Attainment of Proficiency indicator, it is not penalized by failure to meet the second indicator.

### **3. AMAO-3: LEA SUBGROUP MADE AYP**

The indicator for AMAO-3 is determined by the performance of the LEA's ELL subgroup for Title I AMO Accountability for AYP. If the LEA's ELL subgroup makes AYP, the LEA meets the requirements of AMAO-3. As with AMAO-1 and AMAO-2, the LEA minimum reporting size was set at 10. Again, seventy-five LEAs have ELL populations of 10 or more. All other LEAs with ELL populations of fewer than ten will be held accountable through their membership in the statewide Title III Consortium. The Consortium, along with LEAs with ELL populations greater than 10 students will be held accountable for achieving the AMAO.

## ***Title III Monitoring***

Title III law requires that all LEAs with one or more ELLs be monitored for compliance with federal regulations, including members of the Title III Consortium. LEAs are required annually to complete the Title III Self Assessment Report and to report their status in regard to each of five elements: The elements are:

1. Instructional Programs
2. Professional Development
3. Parental Notification and Outreach
4. Fiduciary Responsibility
5. Records and Maintenance

On-site monitoring will be scheduled for each LEA, generally, on a three year cycle. LEAs will be notified in advance regarding specific dates for a scheduled monitoring visit from the Title III Monitoring team and training will be provided by GaDOE Title III personnel prior to the monitoring visit. The on-site monitoring process will ensure compliance with regulations and assure the quality of the program and instructional delivery models utilized with ELLs.

For additional information, refer to the Monitoring information on the GaDOE ESOL webpage.

# Second Language Acquisition

## *Variations/Similarities in First language vs. Second language*

### **First Stage: Silent period**

First language - 6-7 months when baby is observing all of the language, its intonations, sounds and body movements.

Second language - Although this stage is just as necessary as in first language, second language is usually more closely observed by a language teacher and is often disturbed before the student is ready. Of course age is a factor since society expects children and adults to produce speech vs. a baby is allowed to develop language at his/her own rate. Notice that intonation and paralanguage (body language) are usually the last things acquired by a second language learner.

### **Second Stage:**

First language - 7-12 months - baby is babbling in correct intonations and making gross attempts at words that have concrete referents.

Second Language - learner usually progresses to stage 3, but the lack of concrete referents in the second language classroom is a hindrance.

### **Third Stage:**

First language - 12-18 months baby is repeating and making finer attempts at concrete objects and people; baby is also practicing instrumental (utilitarian) speech.

Second language - similar to first language and learner is also trying to learn target culture concepts along with language.

### **Fourth Stage:**

First language - 18-24 months - baby is stringing 2-3 word telegrams. These consist of 1st) naming nouns, 2nd) noun + attribute, 3rd) noun + attribute + copula (to be)

Second Language - this stage appears in first utterances.

### **Fifth Stage:**

First language - 3-4 years - child has total mastery of understanding first language sounds and produces most of them; basic sentence patterns are emerging.

Second Language - similar to first language.

## **Sixth and Beyond:**

First language - further refinement and addition of vocabulary Overgeneralization of rules and transitional phases occur. Negation proceeds as 1st) No example "No cat", 2nd) No alternates with not, 3rd) introduction of auxiliary do. "Wh-" questions proceed as 1st) "What this?" or "What's this?", 2nd) "Who that?", "why" comes very soon after.

Second Language - very similar to first language but the rate of speed between each stage and the length of time at a stage may be different. In second language "why" tends to come later probably due to the fact that a child has a mother readily available for questions.

### ***The acquisition of grammatical morphemes***

In both first language and second language, they appear to be learned in groups and much overlapping occurs.

First Language    Second Language

- |                   |                   |
|-------------------|-------------------|
| 1. Progressive    | 1. Progressive    |
| 2. Plural         | 2. Copula (to be) |
| 3. Past Irregular | 3. Auxiliary      |
| 4. Possessive     | 4. Articles       |
| 5. Articles       | 5. Plural         |
| 6. Past Regular   | 6. Past Irregular |

### ***Frequently asked questions regarding second language acquisition***

1. Do younger children learn a second language faster than older ones?

*No. Although younger students appear to have faster gains in fluency, learning a second language is equally difficult at any age. This does not contradict the research pointing to a critical period for initial (any) language exposure in very young children. The apparent gains in younger students reflect less fossilization in muscle movement affecting pronunciation, new information is normally more concrete than abstract and the vocabulary and structural requirements are not as extensive for younger children in any language. Older students tend to show more gains in language comprehension before they evidence fluency.*

2. Do all children learn a second language the same way?

*Yes. Although patterns of language use may vary amongst cultures, the stages of how English is acquired do not vary. There is a natural order of English language acquisition*

*with more salient features such as the progressive "-ing" suffix learned prior to the subtle "-ed" suffix for simple past. There are of course as many variables to learning language as there are to learning anything. These variables are individualistic not cultural. Therefore, English-only instructional methods through structured immersion and specialized ESOL instruction will serve all students equally. When viewing an ESOL student's learning strategies keep in mind the factor of the child's history. The amount and quality of formal schooling a child has received both in the United States and in their home country has a great impact. Literacy skills are transferable no matter what alphabet is used in the first language. The student's first language or home culture should not be viewed as bearing neither hindrance nor asset to learning any subject including ESOL; however literacy in the native language transfers into literacy in the new language.*

3. What are some common expectations associated to the stages of second language Acquisition in comparison with first language acquisition?

*There are three basic areas of distinction between first language and second language acquisition. These are environmental conditions, motivational factors by the learner and the cognitive development of the learner.*

*First language acquisition is a unique process in human development. It takes place under conditions that cannot be duplicated later in life. The child is motivated for it by a cognitive drive of extreme intensity, and brings inborn dispositions with him for unraveling and mastering of the language that is spoken to him. For the child communication, cognition and using his language are one indivisible whole.*

*Second language acquisition is predominantly determined by environmental conditions and by the objectives of the learner. It is often marked by the absence of an environment in which the language is constantly used. The pupil usually doesn't live in the world of the language he is trying to master; he is not surrounded by it. The second language learning environment is most often restricted to the classroom.*

*Since the student already has a language with which to communicate and think, the motivation has to be external for second language acquisition. Adult second language learners also have prior knowledge, skills and tactics that may aid in more rapid acquisition than first language learners, but they may find problems with interference from their first language, a situation that is never experienced by a first language learner. Second language learners do have their inborn Language Acquisition Device to utilize just as the first language learners have.*

## Quick Reference ESOL Information and Resources

### *Resources*

GaDOE ESOL webpage: [http://www.gadoe.org/ci\\_iap\\_esol.aspx](http://www.gadoe.org/ci_iap_esol.aspx)

WIDA Consortium webpage: <http://www.wida.us/> for information about the Consortium, the WIDA English Language Proficiency Standards, Performance Definitions, Model Performance Indicators, Can Do Descriptors, screening instruments and annual assessment of proficiency

GaDOE Assessment webpage: [http://www.gadoe.org/ci\\_testing.aspx](http://www.gadoe.org/ci_testing.aspx) for information about testing accommodations and *ACCESS for ELLs*

GaDOE Curriculum webpage: [http://www.gadoe.org/ci\\_services.aspx](http://www.gadoe.org/ci_services.aspx) for information about Graduation Requirements and Response to Intervention

Georgia Professional Standards Commission: <http://www.gapsc.com/> for information about teacher certification

TransACT webpage: <http://www.transact.com/>

Screening and Eligibility Criteria: refer to pages 17-22 of this document

ESOL Services Exit Criteria: refer to pages 29-30 of this document

ELLs with Disabilities: Refer to pages 33-37 of this document

ELLs and Gifted Education: Refer to pages 38-40 of this document

ESOL Course information: Refer to pages 46-50 of this document

### *ESOL Maximum Class Size and FTE Segment Information*

Grade Levels	Number of Allowable Segments ESOL	Required Minutes Daily/Weekly	Maximum Class Size No Parapro	Maximum Class Size w/ Parapro
K-3	1	45/225	11	13
4-8	Up to 2	50/250	14	15
9-12	Up to 5	55/275	18	20

\* 90 minute daily block schedule counts for 2 segments at MS and HS levels

**For FTE purposes:**

**Grades K-3 = required minimum 225 minutes per week equal to 45 minute daily segments**

**Grades 4-8 = required minimum 250 minutes per week equal to 50 minute daily segments**

**Grades 9-12 = required minimum 275 minutes per week equal to 55 minute daily segments**

- Students in **grades K-3** may be served a maximum of **one segment** per day.
- Students in **grades 4-8** may be served **up to 2 segments** per day.
- Students in **grades 9-12** may be served **up to 5 segments** per day.

### ***ESOL Approved Delivery Models of Instruction***

Per Georgia State Education rule 160-4-5-.02 Language Assistance: Program for English Language, there are six approved delivery models for providing language assistance services to ELLs:

1. Pull-out model outside the academic block – students are taken out of a non-academic class for the purpose of receiving small group language instruction.
2. Push-in model within the academic block – students remain in their general education class where they receive content instruction from their content area teacher and language assistance from the ESOL teacher. **(See note page 16 of this document)**
3. A cluster center to which students are transported for instruction – students from two or more schools are grouped in a center designed to provide intensive language assistance.
4. A resource center / laboratory – students receive language assistance in a group setting supplemented by multi-media materials.
5. A scheduled class period – students at the middle and high school levels receive language assistance and /or content instruction in a class composed of ELLs only.
6. An alternative approved in advance by the Department of Education through a process described in Guidance accompanying this rule.