

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

1. English Language Proficiency (ELP) Assessment

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

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

2. Listening and Speaking Proficiency Assessment

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

- IDEA Language Proficiency Test I Form G (grades K-5)
- IDEA Language Proficiency Test II Form E (grades 6-12)
- WIDA MODEL (kindergarten)
- WIDA Online Screener (grades 1-12)

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

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

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

If a parent answers "yes" to ANY of the three questions on the HLS, then the student is assessed for aural/oral language proficiency in English, within 20 days of registration. If the student is not assessed within the 20 days, this period is extended an additional 20 days as long as parents are notified in writing in their native language. The *Parent Notification of a 20-day Oral Language Assessment Expiration* is available at <http://esol.browardschools.com> (Department Handbook)

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

K-12 students who score English proficient on the Listening and Speaking assessment are interviewed informally for further proficiency. In grades 3-12, schools may request a Reading and Writing assessment from the district to determine if a student needs ESOL services. The

Request for Assessment Form is available at <http://esol.browardschools.com>. (Department Handbook). Any students in grade 3 or above, who scores at or below 32nd percentile on reading comprehension and writing or language usage subtests of the approved test or scores below the English proficient level on an approved assessment in reading and writing shall be classified as ELL and provided ESOL services.

Reading and Writing Proficiency Assessment

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

- Kaufman Test of Educational Achievement II Brief Form
- WIDA Online Screener

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

To ensure that the Reading/Writing test is administered within 20 days of the aural/oral test, the following procedures are implemented. If a student is not assessed within the 20 days, the period is extended to an additional 20 days, as long as parents are notified in writing in their native language.

- Reading and Writing subtests of the Kaufman Test of Educational Achievement-II Brief Form (K-TEA-II) are administered by district ESOL Program staff to grades 3-12 students identified as Fluent English Speakers (FES).
- This testing is completed within 20 days of the identification of the student as FES.
- District ESOL Program staff informs the school ESOL Contact/designee of the results so appropriate student placement is made, and information can be entered in TERMS database.

3. ELL Committee

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

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

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

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

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

- e. test results other than those from the district assessments of listening/speaking/reading/writing.

ELL Committee decisions are documented in the English Language Learner Plan (ELL) under ELL Committee recommendations. ELL Committee members must be present at the meeting and sign for documentation purposes. For a copy of the ELL folder, go to <http://esol.browardschools.com> (Department Handbook)