

DODGELAND SCHOOL DISTRICT
Board Policy Manual

342.62 – Rule

PROCEDURES FOR ASSESSING ENGLISH LANGUAGE LEARNERS

A. Assessing English Proficiency

1. Annually, District staff shall conduct a count of all English Language Learners (ELL) enrolled in District schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.
2. ELL students shall be assessed to determine their English language proficiency using a Department of Public Instruction-approved English proficiency assessment instrument. The assessment shall be administered by the District Assessment Coordinator or his/her qualified designee. The District may also use information such as the following when assessing a student's English proficiency: prior academic records from within or outside the United States, information on everyday classroom performance, and course grades which, in relation to the student's grade level, indicate that lack of progress is due to limited English language skills.
3. ELL students assessed shall be classified, re-classified and exited from the ELL program according to their English proficiency level as outlined in state rules and DPI guidelines, and as described below.
 - **Level 1 – Beginning Preproduction** if the student does not understand or speak English with the exception of a few isolated words or expressions.
 - **Level 2 – Beginning Production** if all of the following criteria are met: (a) the student understands and speaks conversational and academic English with hesitancy and difficulty, (b) the student understands parts of lessons and simple directions, and (c) the student is at a pre-emergent or emergent level of reading and writing English, significantly below grade level.
 - **Level 3 – Intermediate** if all of the following criteria are met: (a) the student understands and speaks conversational and academic English with decreasing hesitancy and difficulty, (b) the student is post-emergent, developing reading comprehension and writing skills in English, and (c) the student's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.
 - **Level 4 – Advanced Intermediate** if all of the following are met: (a) the student understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy, and (b) the student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
 - **Level 5 – Advanced** if all of the following conditions are met: (a) the student understands and speaks conversational and academic English well, (b) the student is near proficient in reading, writing and content area skills needed to meet grade level expectations, and (c) the student requires occasional support.
 - **Level 6 – Formerly LEP Now Fully English Proficient** if all of the following criteria are met: (a) the student was formerly limited-English proficient and is now fully English proficient, and (b) the student reads, writes, speaks and comprehends English within the academic classroom setting.
4. Student English proficiency assessment records shall be maintained by the District in accordance with state and federal laws and District student records policies and guidelines. Reports regarding ELL students shall be made to the DPI as legally required.

B. Assessing Academic Achievement

1. Decisions regarding academic performance assessment shall be made on an individual basis for each ELL student and information on both academic and English proficiency data shall be documented. Assessment decisions shall be made by the District Assessment Coordinator in accordance with state rules and DPI guidelines and communicated to parents/guardians. All communications to parents/guardians of ELL students shall be given in such manner as to provide understanding of the information. These should be provided in English, the parent/guardian's native language or any other means to convey the required information.
2. An ELL student may not be exempted from academic assessments based on their ELL status. The District shall administer a state-required test to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. If an ELL student is exempted from taking a state-required test, he/she shall be administered a DPI-approved alternative assessment.
3. If an ELL student participates in a state-required test, the District shall provide testing accommodations for the student if they are needed. Any accommodations made shall maintain the validity of the test. Testing accommodations may include, but are not limited to the following: providing the assistance of a qualified translator to translate instructions or read items from tests that do not assess English language competency; providing small group or individual testing opportunities; providing more practice tests or examples before the actual test is administered; allowing ELL students to use dictionaries or other educational aids while taking the test unless this use would invalidate the test; and allowing ELL students as much time as necessary to complete the test.
4. Student test/alternative assessment results shall be communicated to the student's parent/guardian and to the DPI as required by law.
5. ELL student test results shall be used consistent with District policies when making instructional, promotion and graduation decisions. Test results shall not be used as the sole criterion in exiting ELL students from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities. Exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

ELL students will be provided educational program assistance and/or services as appropriate and necessary to help the students improve English language skills and academic performance.

C. Exit and Reclassification

1. When a student scores a Level 6 composite score on the *ACCESS for ELLs* the student shall be exited from the English language support services/program.
2. Reclassification of an ELL student as fully English proficient may also occur if the following criteria and conditions are satisfied:
 - The student is in at least the fourth grade.
 - The student has attained an English proficiency Level 5.

- The student has sufficiently developed the academic language to demonstrate understanding in English.
 - Two or more additional pieces of evidence of English Language proficiency have been evaluated, and shall be kept on file, such as:
 - Scores of proficient/advanced in all assessed content areas on state assessments without ELL accommodations.
 - Passing grades in all core academic content areas without adapted/modified English materials.
 - Other academic records or observations that indicate that there is no language barrier (e.g., class work or performance on local assessments).
 - The parents/guardians, teacher(s) and principal shall agree that the student has reached full English proficiency. Parents must be involved in the exit decision; other school staff members may be involved as needed.
3. Students may also be exited from the English language support services/program at the request of parents/guardians. Documentation shall be kept of all such requests and exits.
 4. Students exited from the English language support services/program shall be monitored for two years after the school year in which the students were reclassified as fully English language proficient. Monitoring will include state assessment results, local assessments, classroom grades and other evidence of English language proficiency. English language support services/programs may be reinstated if evidence indicates that reclassification was not appropriate.

Approved (WASB): March 22, 2010