**Elizabethtown Independent Schools**

**Lau Plan**

**English Learners (EL) Program Policy and Procedures**

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**CHAPTER I: EL Program Basics**

**Procedures for Identification of and Service Delivery for English Learners**

The flowchart below illustrates the steps in the identification and EL services (Adapted from KDE & Warren County Public Schools).



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**Acronyms**

**EL** - English Learner

**ELL** - English Language Learner

**ESL** - English as a Second Language

**HLS** - Home Language Survey

**LEP** - Limited English Proficiency

**PSP** - Program Service Plan

**RFEP** - Reclassified as Fluent in English Proficiency

**WIDA** - World Class Instructional Design Assessment

**Definitions**

**ACCESS** - State required yearly assessment given to all students in the ESL program to measure progress.

**Can Do Descriptors** - The WIDA Can Do Descriptors are commonly used by ESL teachers in coaching general education teachers about differentiated instruction for ELs. They can also be used to plan lessons or observe student progress.

**English Learner** - English Learners (ELs) come with diverse histories, traditions and varied educational experiences. The term “English learner”, when used with respect to an individual, means an individual -

1. who is age 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. (i) who was not born in the United States or whose native language is a language other than English;

 (ii) who is a Native American or Alaska native, or a native resident of the outlying areas; and who

comes from an environment where a language other than English has had a significant impact

on the individual’s level of English language proficiency; OR

(iii) who is migratory, whose native language is a language other than English, and who comes

from an environment where a language other than English is dominant; AND

1. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -

 (i) the ability to meet the State’s proficient level of achievement on State assessments described

in section 1111(b)(3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English;

OR

(iii) the opportunity to participate fully in society.

**English learners with disabilities** - refers to English learners who also meet criteria for student with disability under the IDEA, as defined in Section 602(3) of that Act and 34 CFR §300.8 (ESEA Section 3201(4))

**Home Language Survey** - survey filled out by all families as part of the enrollment process once in the child’s educational career in Kentucky to document the language history of the enrolling child.

**Immigrant Children & Youth** - The term “immigrant children and youth” means individuals who -

1. are aged 3 through 21;
2. were not born in any State; and
3. have not been attending one or more schools in any one or more States for more than 3 full academic years. (ESEA Section 3201 (5))

**PSP -** a legal document used to establish individual goals and plans for ELs.

**WIDA** - The WIDA Consortium is a non-profit cooperative of thirty-two states working together to meet the requirements of No Child Left Behind for ELs.

**WIDA Screener** - screener used by the ESL department to measure the English Language Proficiency of students who are new to the district.

**CHAPTER II: Initial Identification of EL Students in Elizabethtown Independent Schools**

**Home Language Survey**

Elizabethtown Independent Schools (EIS) follows state and federal regulations regarding the identification of students who are not yet proficient in English and are eligible for programs targeting English language development (ELD). Students who have not demonstrated proficiency in English, based on an English language proficiency language screener or test are referred to as English Learners (ELs). Initial identification of ELs is based on multiple sources of data, but relies heavily on two instruments, the **Home Language Survey** and the **WIDA Online Screener**.

Home Language Survey: The possibility that a student may not be fully proficient in English is first identified with the Home Language Survey (HLS).

* All parents enrolling their children in Elizabethtown Independent Schools must complete the district HLS questionnaire;
* Most families receive the HLS at their child’s school when they receive the enrollment packet;
* If a family appears to have difficulty understanding and/or speaking English, the HLS is available in other languages. If HLS is not available in native language, translator services will be provided.
* The HLS is completed only once - at the time of initial enrollment at EIS.

If the response to one or more of the following language use questions is a language other than English, then further English language proficiency screening using the WIDA Online Screener or Model tests will be required. The following questions are required by the Kentucky Department of Education to be on the Home Language Survey:

1. What language did your child learn when s/he first began to talk?
2. In what language do you most frequently speak to your child?
3. In what language does your child most frequently speak when at home?
4. What language is most frequently used at home?

**Eligibility Screening**

WIDA Online Screener is a screening instrument designed to measure English proficiency. The purpose of the screener is to determine if the student is an English Learner (i.e., not fully proficient in English/Limited English Proficiency “LEP”) and eligible for EL programming. The WIDA Online Screener will be given to any student for whom there is a possibility that they are not proficient in English based on the responses to the HLS.

The WIDA Online Screener must be administered within the first 30 days of school for all students who enroll on or prior to the first day of school. Students who enroll after the first day must be screened within 10 school days. This is required by PL 107-110, §3302 and 703 KAR 5:070.

*WIDA MODEL Test: The MODEL test is an alternative screening instrument that will be used IF a student has already been given the WIDA Online Screener in another district/state. The MODEL test is a series of English language proficiency assessments for grades K-12. The MODEL test may also be given and used as an interim progress monitoring assessment.*

**Initial Eligibility Identification Criteria for Students**

| **Grade Level** | **Composite WIDA Screener Score** | **Eligible** |
| --- | --- | --- |
| Preschool | WIDA Online Screener is never given to preschool-aged students | NA |
| Kindergarten | Any score | Yes, Always Eligible |
| Grades 1-12 | Less than 5.0Equal to or Greater than 5.0 | YesNo, not EL |

\*First semester kindergarteners take listening and speaking only. Second semester kindergarteners take all sections of the test. All kindergarten students are serviced in some way. The first possible exit point is a first grade Tier B/C ACCESS 2.0 test.

**Eligibility Determination and Consent for Services**

A Notice of Eligibility Form will be completed for any student who is given a placement screener indicating the scores the child obtained on the WIDA Online Screener/MODEL test. If a student in grades 1-12 achieves a WIDA Screener Composite Proficiency score of 5.0 or higher, **the student does not qualify and eligibility determination will indicate “do not recommend services.”** A copy of the eligibility notice and HLS will be placed in the student’s permanent file.

**For any student that qualifies for EL programming, a notice of eligibility will indicate “recommend services.”**  The following service delivery models are provided in EIS EL programs:

* Proficiency Level 1:
	+ Students will be seen 4-5 times/week by EL staff for pull-out OR push-in services
	+ EL staff will consult/collaborate with teachers regularly
* Proficiency Level 2:
	+ STudents will be seen 3-4 times/week by EL staff for pull-out OR push-in services
	+ EL staff will consult/collaborate with teachers regularly
* Proficiency Level 3:
	+ Students will be primarily serviced through Structured English Immersion with occasional pull-out OR push-in services
	+ EL staff will consult/collaborate with teachers regularly
* Proficiency Level 4:
	+ Students will be primarily serviced through Structured English Immersion with occiasional pull-out OR push-in services
	+ EL staff will consult/collaborate with teachers regularly

If parent does not return eligibility form, EL staff will obtain signature on form during PSP meeting to keep on file. Once the eligibility form has been signed, the student is then considered eligible to receive services.

For **parents who deny** **student participation in EL Program** on the notice of eligibility, **the student is still considered EL** and is entitled to supports/accommodations in the classroom but will not participate in any of the service delivery options described above. If a child demonstrates they are not fully proficient in English on the WIDA online screener OR the ACCESS test, a PSP will still be developed and outline the supports and accommodations that will be provided in instruction and assessment. Likewise, **ALL ELs must take the federally-mandated annual test of English language proficiency, ACCESS annually until they meet proficiency criteria.**

**WIDA English Language Proficiency Levels**

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**CHAPTER III: Guidelines for Services**

**Program Service Plan (PSP)**

Each EL student shall have a PSP that outlines an individualized plan to assist students with English language development and English Language Proficiency standards. The PSP will include the following items/domains:

* Student’s demographic information (including language information)
* Academic history
* Language Proficiency Test information (WIDA Screener & ACCESS scores)
* Participation in State Assessment and Accountability status
* EL Program Type
* Accommodations
* Parent Notification

PSPs will be uploaded to Infinite Campus and available to view by classroom teacher, school administrator/counselor, and EL staff. While the EL staff will develop the PSP, the classroom teacher will provide information regarding accommodations/modifications that will be used in the classroom and on assessments.

**Annual PSP Meeting Procedures**

Every year a meeting will be held to review and make any needed changes to each student’s PSP. PSP meetings will be held within the first 30 days of school. For those enrolling after the school year has begun, a PSP meeting will be held within 10 school days.

The meeting will begin by introducing all team members in attendance and their role. The EL staff member leading the meeting with give a brief overview of the EL program in the district. Other team members will have an opportunity to share regarding student’s performance, progress, needs, and any other pertinent information. The team will review the PSP and obtain required signatures. A copy will be provided to the parent/guardian and the original placed in the student’s EL folder.

Every effort must be made to hold the PSP meeting with parent/guardian in attendance. If parent/guardian is unable to be reached or is unable to attend, documentation of attempts to hold meeting with parent/guardian must be kept in parent contact log. A copy of the PSP would then be sent home to be signed by parent and returned.

If a parent/guardian needs an interpreter to participate in PSP meetings, one shall be provided.

**Accommodations & Modifications**

Each EL student shall have a PSP that outlines appropriate accommodations and modifications to be provided to the EL student. Accommodations must be developed collaboratively with the classroom teacher and CANNOT be assigned solely by the EL staff. The classroom teacher is responsible for implementing ALL accommodations throughout the school year.

Classroom and instructional modifications are also collaboratively identified and are given to EL students for the purpose of gaining equal access to the content. The classroom teacher is responsible for implementing ALL modifications outlined in the student’s PSP.

The following chart is a list of some, but not all, accommodations that may be considered.



**Annual Summative Assessment for English Language Proficiency**

The ACCESS for ELs Test is administered to all identified EL students in Elizabethtown Independent Schools by certified and classified EL staff. The ACCESS is used to measure annual growth in English language proficiency and to assist in determining when EL students demonstrate the level of English proficiency necessary to exit from EL programs. The ACCESS for ELs Test administration window opens the first week of January and remains open for approximately 6 weeks.

The ACCESS test is an on-line test for grades 1-12. Kindergarten students will take a paper-pencil version. EL students with significant cognitive disabilities may take the Alternate ACCESS test, which is also a paper-pencil test, if the ARC determines the student is eligible for Alternate Assessment. The ACCESS test for grades 1-12 has three difficulty “tiers” - A, B, and C. Tier A is administered to students whose English proficiency is in the beginning stages. Tier B is designed for students with intermediate level proficiency and Tier C is for students who are approaching advanced stages of English proficiency.

All test administrators must be certified to give the ACCESS. The District Assessment Coordinator (DAC) and Title III Program Director will work with EL staff to coordinate the ordering and dissemination of test materials when they arrive in December.

The ACCESS test results are returned to the district in April in electronic format and print-out paper form. The Title III Program Director and EL staff will determine appropriate means to distribute ACCESS score reports to principals, teachers and parents. A copy of the student report will be filed in their EL Program folder.

**Monitoring**

After exiting the EL Program, based on ACCESS scores (ACCESS 5.0 composite AND 4.0 Literacy), students will be monitored for the next 4 years. Monitoring folders will be maintained for each monitored student. Monitoring will include:

* record of student grades
* record of action taken
* documentation of any conferences held
* documentation of any recommendations/services made available to student

If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and/or language instruction services must be made available to the student. The EL staff will be part of the team to determine appropriate services to be provided to struggling students but may not be reinstated into the EL program. Students in monitoring status may NOT take the ACCESS test again.

**Kentucky System of Interventions (KSI)**

All Elizabethtown Independent School students participate in universal screening assessments, and when necessary struggling students are provided interventions through the district’s Response to Learning process (in accordance to KRS 158.6453, KRS 158.6459, 704 KAR 3:305, HB69). Core instruction for EL students shall include ongoing language support instruction and appropriate modifications/accommodations to enable access to comprehensible classroom instruction.

**EL Students with Disabilities**

In the event that a disability is suspected, an Admission and Release Committee (ARC) is convened, and an evaluation may take place. Cultural and linguistic factors must be considered but may not be the determining factor in eligibility. If an EL student qualifies for special education services under IDEA, the ARC will include the EL staff to determine most appropriate services/accommodations to best meet the individual needs of the student.

**Gifted ELs**

EL students are eligible to be screened and identified for services through our Gifted and Talented Program. The EL staff will work closely with the district GT Coordinator and classroom teachers to initiate nominations.

**Retention Policy for EL Students**

ELs may not be retained in a grade based solely on lack of English language proficiency. The following questions should be considered when thinking of retention:

1. Is there evidence of lack of language growth looking at all English language proficiency scores (W-APT, ACCESS, and formal/informal assessments)?
2. Is there documentation/evidence to demonstrate that appropriate curriculum adaptations/modifications were made, based on students’ English language proficiency?
3. Have instructional practices been aligned to the student’s current level of English language proficiency?
4. Have grading, assignments (in class and homework) and assessments been modified to support the student’s current level of English language development? If so, to what extent? Is there evidence of these modifications?
5. Has the student received ongoing language support instruction on a regular basis form the EL staff? What quantifiable evidence is available (i.e., pull-out services on Mon/Wed 1 hr for a total of 2 hrs/week)?
6. What language is spoken in the home (strictly native language, combination)?
7. What is the length of time the student has been enrolled in the district? How long has the student lived in the U.S.? Was the student born in the U.S.?
8. Is the student literate in their native language? What evidence is available to confirm?
9. Did the student attend school prior to enrollment in the district?
10. Has the student’s academic performance in basic skill areas other than language been taken into consideration?
11. Have parents been given notification (in their native language) of difficulty or failure? Is evidence on file showing parent conferences and follow-up?
12. Have the parent’s waived language support services?

Retention is not usually the best option for English learners, including newcomers, for the following reasons:

* EL students should have the opportunity to work toward and be held to the same academic standards as peers.
* EL students are often capable of participating in grade-level activities if instruction is differentiated and made comprehensible.
* Native-like academic performance in a second language can take 7-10 years, and we cannot wait that long to promote students.
* EL students should be engaged as much as possible in academic activities that are appropriate for their cognitive and age level. Collaboration between EL and general education teachers should occur to plan appropriate instruction.
* Retention carries with it a social stigma that could harm, rather than help, language acquisition and academic progress.

Slow language acquisition and the resulting low academic performance are not necessarily indicators of a student being at-risk, incapable of grade-level activities, or need for special education. The EL department recommends promoting students to the next grade with their peers and continuing or increasing language and content support based on student needs.

**Exiting from EL Program**

Students who meet criteria to exit EL program:

* A Composite Proficiency Score of 5.0 or higher on a Tier B or C ACCESS Test; AND
* A Literacy Score of 4.0 or higher

When students meet this criteria, they may be “Reclassified as Fluent in English Proficiency (RFEP)” and can be exited from EL Programming. A Notice of Exit is provided to parents for students who are being reclassified RFEP. The notice explains to parents that their child will be monitored for 4 years after being exited from the program.

**CHAPTER IV: Staffing and Resources**

**Job Responsibilities**

**Title III Program Director** - The program director will complete annual reports as required by the Kentucky Department of Education regarding the district’s EL program. They will also manage all Title III funds (both local, state/federal). The director will also oversee and evaluate EL staff and make staffing recommendations to Superintendent. The Director will provide support for EL staff and assist with monitoring efforts for students who have exited the EL program.

**EL Teacher(s) -** The EL teachers will review HLS and administer/score WIDA screener and send home Notice of Eligibility letters. They will develop PSPs in collaboration with classroom teachers and schedule PSP meetings in a timely manner. They will maintain accurate, updated student information in Infinite Campus and submit accurate student list to Title III Program Director monthly. They will schedule and administer the ACCESS test. They will also organize/maintain student EL folders and provide direct services to students. EL teachers will also provide support to regular/special education teachers through professional development opportunities and individual/small group consultation. A Staff Activity Log will be used to document weekly activities the teacher was engaged in.

**EL Instructional Assistant(s)** - The EL IA will administer WIDA screener as directed by the EL Teacher. They will develop PSPs in collaboration with the classroom teachers and submit them to certified EL Teacher for review prior to PSP meeting. EL IA will schedule and facilitate PSP meetings in a timely manner. They will assist the EL Teacher(s) in scheduling and administering the ACCESS test. They will also organize/maintain student EL folders and provide direct services to students. The EL IA may also assist the EL Teacher(s) in providing support to regular/special education teachers. A Staff Activity Log will be used to document weekly activities the IA was engaged in.

**Classroom Teacher** - The classroom teacher will provide scaffolded instruction and implement accommodations and modifications with fidelity as documented on student’s PSP. The teacher will also collaborate/consult with EL Teacher(s)/IA(s) in accessing resources and/or strategies that may assist EL students in their classroom.

**Week by Week schedule for first 30 days of school year**

At the beginning of the school year, the EL teacher/IA may not be providing direct services to students due to required activities.

Week 1-2:

* Locate returning EL students & transferring students
	+ Use IC to locate the home room teacher for all returning students/contact them to alert them they have an EL student and that you will be working with them in the coming weeks
	+ For students who have withdrawn from the district, take files to Valley View
	+ Check with front office staff at each school to obtain HLS of all new students that have enrolled
* Set up WIDA screener for new students
* Meet with teachers to review ACCESS/WIDA screener results
* Begin developing a schedule for services
	+ Use scores from W-APT or ACCESS to determine proficiency levels and appropriate service delivery models for each student
* Send home Notice of Eligibility letters
* Develop PSPs for all students in collaboration with classroom teacher
* Schedule PSP meetings
	+ PSP meetings must be held within the first 30 days of school, or within 10 school days for those enrolling after that 30 day window.

Week 3-4:

* Submit student list to Title III Program Director and make sure student records are accurate and updated in Infinite Campus
* Submit a copy of the PSP to Title III Program Director’s Administrative Assistant to upload to IC
* Finalize your schedule and begin providing services as best as possible while continuing to hold remaining PSP meetings

**Scheduling**

Each PSP will indicate services that will be provided to EL student. Below is a guide to services based on English proficiency level.

* Proficiency Level 1:
	+ Students will be seen 4-5 times/week by EL staff for pull-out services
	+ EL staff will consult/collaborate with teachers regularly
* Proficiency Level 2:
	+ STudents will be seen 3-4 times/week by EL staff for pull-out OR push-in services
	+ EL staff will consult/collaborate with teachers regularly
* Proficiency Level 3:
	+ Students will be seen 2-3 times/week by EL staff for pull-out OR push-in services
	+ EL staff will consult/collaborate with teachers regularly
* Proficiency Level 4:
	+ Students will be seen 1-2 times/week by EL staff for pull-out OR push-in services
	+ EL staff will consult/collaborate with teachers regularly

**Professional Development**

The EL certified teacher(s) will be required the same number of Professional Development hours as all other certified teachers in the district. At least 6 hours will be specific to the EL Program. The professional development plan will be determined collaboratively between the teacher and the Title III Program Director. Any full time EL Instructional Assistants will also participate in at least 3 hours of professional development specific to the EL Program.

**Curriculum & Teacher Resources**

**WIDA**

Kentucky is part of the WIDA consortium. We follow their guidelines and standards. Their website [www.wida.us](http://www.wida.us) provides a wealth of information. It includes the standards, assessment materials and information as well as professional development resources.

**KDE**

Many regulations and guidelines regarding Title III/EL Program can be found here; [www.education.ky.gov](http://www.education.ky.gov)

**English Learner Tool Kit**

The US Department of Education’s Office of English Language Acquisition website is <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html> . This tool-kit is intended to help state and local districts in meeting their obligations to ELs.

**CHAPTER V: Records and Reporting**

**Folder Setup & Retention of Records**

All permanent student records are kept in the school office with the records clerk. It is the responsibility of the EL Teacher(s) to file HLS, current PSP, most recent ACCESS scores report, and Notice of Eligibility letter in the permanent file as well as keeping a copy for the student’s EL folder. When a student exits the program, a copy of the exit letter is also placed in their permanent file.

The EL Teacher will also keep an EL folder for each student in the EL Program. The folder will include the following documents (in this order):

* Copy of HLS
* Notice of Eligibility letter
* WIDA Screener Score report
* Previous ACCESS Score reports/Previous PSPs
* Current ACCESS Score report/Current PSP
* Parent Contact Log

Once the student has exited the program, the EL Teacher will forward the student’s EL folder to the Title III Program Director for storage. A monitoring folder will be created and kept by Title III Program Director and their Administrative Assistant for the next 4 years.

When/if a student moves out of district, the EL Teacher will forward the student’s EL folder to the Title III Program Director for storage.

All records will be retained as directed by Public Records Management Law.

**Parent Communication & Contact Log**

Federal law requires schools and districts effectively communicate with all parents and guardians, regardless of the percentage of students who speak a language other than English (Title III, §3122(c)). Our district identifies parents in need of communication in their native language by placing an ‘Interpreter’ flag on the student’s profile in Infinite Campus as well as a note indicating the language the parent speaks. The parent’s need for an interpreter is determined by their response to question 4 on the HLS. EL staff will make a note of this on the student’s PSP and notify the Title III Program Director to place flag in IC.

Effective communication with parents is imperative to student success and parental involvement with schools. the following procedures will be utilized to ensure effective, consistent, and meaningful communication with parents.

Parents will be notified of school and district level activities via the Remind 101 app using the built in translation service for those parents who do not speak English.

A record of parent contacts will be kept in each student’s EL folder, and will be updated bi-annually. EL Teacher(s)/IA(s) will utilize whatever tool to document parent contacts they choose, as long as records of contact are placed in student’s folder at the end of each semester.

**Forms**

The following forms will be located in the Appendices of this document.

Home Language Survey

Eligibility Determination Letter

Denial of Service Form

Parent Meeting Notice

Program Service Plan

Teacher Sign Off

Monitoring Form

EL Program Exit Letter

Notice of Annual Assessment for EL Proficiency

**CHAPTER VI: Question and Answer Document**

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

1. English Learners (ELs) since this term clearly delinates the English language acquisition process.

**Q. What if a student was exited from an EL program in another state? Do we rescreen with the W-APT or provide services?**

1. Do not re-screen the student. The student should be considered monitored for the 4 calendar years required. If the student is struggling, then other appropriate instructional supports should be implemented. We honor the fact that they have exited regardless of whether or not they exited from a WIDA state or met our state’s guidelines for exit.

**Q. If a student was screened in another state using that state’s screening instrument and was found to be ineligible, should they be rescreened with the W-APT since the assessment in different here in KY?**

1. If the Home Language Survey indicates an answer other than English, students must be screened (unless they have been previously exited from another EL program).

**Q. Do high school graduation requirements differ for ELs?**

1. The high school graduation requirements are the same for ELs as they are for the regular student population.

**Q. What are ‘Can Do Descriptors’ and how should they be used?**

1. *Can Do Descriptors* were developed by WIDA to help educators differentiate appropriately by highlighting what ELs can do at various stages of language development as they engage in learning in academic contexts.

**Q. Is it necessary for students who are in the EL program to receive grades in all content classes?**

1. Yes. For any student participating in content area courses must receive grades. Grades for EL students need to be reflective of their English language ability. Assignments should be modified accordingly. By modifying assignments, teachers are providing access to content concepts so ELs can demonstrate their understanding and mastery. If a student receives a high grade on a modified or differentiated assignment, it does not mean the student can function without modifications. It may simply mean differentiation was appropriate and the student was able to demonstrate their understanding. All students who have not yet achieved English language proficiency are in need of modified assignments and assessments (i.e., scaffolded instruction).

 Here are some guidelines, based on federal laws for assigning grades to EL students:

* Students should not receive grades of “D” or “F” based on lack of English proficiency. Only if their lack of performance on modified instruction warrants such grades, for example, not completed modified assignments, not making satisfactory progress on modified assignments.
* ELs will receive report card grades based on modified or differentiated assignments as necessary in the general education classroom.
* ELs will receive grades based on accommodations, or alternative assignments appropriate to the student’s language proficiency level, and receive.
* ELs shall not be penalized for turning work in late if “extended time” is an accommodation on their PSP.
* ELs may not be penalized for missing work in the general education classroom for time that they are pulled out for ESL support services.
* Testing accommodations should be given to all EL students regularly for classroom or summative assessments given.