Section 17

English Learners (EL)

English Learners

Who is an English Learner?
An English Learner (EL) is defined in California as a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.

How is a student determined to be an English Learner K-12?
Home Language Survey (HLS) is completed:
This form is given to parents/guardians of pupils at the time of first enrollment in a California public school to determine what language is used in the home. The responses to questions on this survey determine if a student is to be assessed in order to determine if he or she is an English Learner (EL). However, if you have reasonable suspicion a student is an English Language Learner, you are obligated to test. Parents cannot opt out of this testing. It is a federal regulation.

California English Language Development Test (CELDT) is administered:
CELDT is mandated by state and federal regulations. It is required for K-12 students to take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English Learners. CELDT has 3 purposes:
   1) Identify those who are limited English proficient
   2) Determine the level of English language proficiency
   3) Assess progress of limited English proficient students in acquiring listening, speaking, reading, and writing skills

The CELDT must be given to students identified as English learners once a year as per the school district's evaluation process until they are reclassified as fluent English proficient (RFEP).
Students with disabilities who participate in the CELDT may use variations, accommodations, and/or modifications as specified in their individualized education program (IEP) or Section 504 Plans. A list of allowable variations, accommodations and modifications is outlined in "Matrix 1, Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments." (See Section 3.) The new assessment that will replace CELDT will be ELPAC with a targeted administration date of 2016-2017. The ELPAC will potentially be a spring administration. If the IEP team determines the student is not able to take CELDT and should take alternate assessment, the alternate assessment given must align with standards and assess in four domains: listening, speaking, reading and writing. One such assessment is the VCCALPS from Ventura County SELPA. (www.venturacountyselpa.com)

What are the identification and assessment requirements for Special Education students who are English Learners (EL)?
All students in Pre K through age 22 are to be identified as EL for purposes of Special Education assessment and in IEPs per federal regulations.

Assessment materials and procedures which are used for these students are to be selected and administered so as not to be racially, culturally or sexually discriminatory. Unless it is clearly not feasible, the materials and procedures shall be provided in the pupil's native language or mode of communication. Therefore, tests and assessments are administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally. If it is clearly not feasible to administer tests in the oral and written language of the individual's primary language, then an interpreter must be used and the assessment report shall document this use. To address all socio-cultural factors, four sources of information are recommended:
   1) norm referenced assessments in English and primary language

2) criterion-referenced tests
3) systematic observation in educational environments
4) structured interviews with student, parent, teachers, etc.

If primary language assessments are not available, it is best practice to use non- language measures to inform identification decisions. Common language proficiency tests currently used are: ADEPT- A developmental English Proficiency Test; LAS-Language Assessment Scales; Woodcock-Munoz Language Survey and Language Assessment Battery. See attached for common bilingual assessment tools.

What are the report requirements following a Special Education evaluation for students who are English Learners (EL)?
The report shall include the impact of language, cultural, environmental and economic factors in learning. It shall also include how standardized tests and techniques were altered.   If interpreters were used or translations for tests were included in the assessment, the report shall include a statement of validity and reliability related to the use of the assessments. The examiner's level of language proficiency in the language of the student and the effect on test and overall assessment results shall be included in the assessment report. If requested by the parent, the report shall be translated into the primary language of the parent. Recommendations for linguistically appropriate goals shall be included in the report.

What are the IEP requirements for students who are English Learners (EL)?
For individuals whose native language is other than English, linguistically appropriately goals and objectives are required. Linguistically appropriate goals must align to the student's present levels of performance in language proficiency (aligned to CELDT or an alternative assessment). Programs and services for the English Learner shall also be included in the IEP. Such programs and services do not require placement in a specific classroom. The IEP shall contain the CELDT results or alternative assessment results in the case of an individual who has such severe disabilities that it has been determined that he/she cannot take the CELDT. The IEP will document how English Language Development (ELD) needs will be met in terms of programs, services and instruction. If the student needs primary language support, that need will be stated in the IEP, along with the language of instruction to be used.

Learning Issues Frequently Seen In ELs (What it may seem like) and Language Difference Related Reasons for the Difficulty
Adapted by Jarice Butterfield, Ph. D.

Academic Learning difficulties
ELs often have difficulty with grade level academic language and concepts because it takes at least five years for nonnative speakers to display native-speaker like functioning in academics.
Language disorder
Lack of fluency and correct syntax is a natural part of learning a new language. Students may require more "wait time" as they process an utterance in one language and translate into another. This "wait time" - may be misinterpreted as a language processing issue.
Attention and memory problems
ELs may have difficulty paying attention and remembering if they cannot relate new information to their previous experiences in their respective cultures. ELs may also be experiencing exhaustion due to the task of learning in a language in which they are not yet proficient.
Withdrawn behavior
When students are learning a new language and adapting to a new culture a "silent period" is normal.
Also, this behavior might be appropriate in the student's culture.
Aggressive behavior
The student may not understand appropriate school behavior and language in the US. Also this behavior may be appropriate in the students' culture.
Social and Emotional problems
When students are learning to live in a new culture and using a new language, social and emotional problems often develop.

When It is Appropriate to Make A Referral of An EL to Special Education

Even though it takes time to learn a language, we need to recognize that some ELs, just as students in the English speaking population, do have disabilities that may make them eligible for special education. As mentioned above, because it is difficult to determine if an EL's difficulties stem from learning a new language or from a true disability, some school districts
are reluctant to consider referring ELs for special education services until the student has been learning English for a predetermined number of years usually two or three. **This practice of waiting a number of years before referring a student for special education services is detrimental to ELs who may truly have disabilities**
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Below some possible reasons for initiating a special education referral for an ELL:

- ➢ The EL student is exhibiting the academic/behavioral difficulties in both first and second languages
- ➢ The EL teacher and other general education staff indicate that the ELL is performing differently from his/her "like peers".
- ➢ The EL student displays very little or no academic progress resulting from appropriate instructional strategies, alternative instruction, or academic interventions.
- ➢ Parents confirm the academic/ behavioral difficulties seen in the school setting (lack of response to intervention documented over time.
- ➢ School personnel such as tutors and aides confirm the academic/behavioral difficulties seen in the classroom setting

ENGLISH LEARNER (EL) PREREFERRAL CHECKLIST

Directions: The school site referral team complete this checklist to help determine if the referral
of an ELL student to special education may or may not be possibly appropriate.

☐Yes ☐No   Has the student received appropriate core curriculum instruction that is
appropriate for EL students such as: thematic instruction, collaborative learning
opportunities, use of advance organizers, spiraled curriculum, and reading &
writing instruction
Describe:_____
_____
_____
_____

☐Yes ☐No   Has the student received evidence-based intensive interventions using appropriate
materials and strategies designed for ELLs implemented with fidelity over time
(recommended 6 months to 1 year) and demonstrated little or no progress?
Describe:_____
_____
_____
_____

☐Yes ☐No   Does the team have data regarding the rate of learning over time (compared to
like peers) to support that the difficulties are most likely due to a disability versus
a language difference or other extrinsic factors (i.e. physical, personal, cultural,
health, and learning environment)?

Describe:_____
_____
_____
_____

☐Yes ☐No   Has the team consulted with the parent regarding learning patterns and language
use in the home?
Comments:_____
_____
_____
_____

☐Yes ☐No   Are the error patterns seen in L1 similar to the patterns seen in L2 (if student has
sufficient native language skills and like comparative tools are available)?
Describe:_____
_____
_____
_____

☐Yes ☐No Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts (home, school, and community)?

Describe: _____

_____

_____

_____

_____

BILINGUAL ASSESSMENT TOOLS

COMPILED BY JARICE BUTTERFIELD, PH. D.

I. POTENTIAL LANGUAGE ASSESSMENT TOOLS

Test Name & Publisher	Age/Grade	Description
Peabody Picture Vocabulary Test 3rd Ed. (PPVT) Pearson Assessment	Ages 2.5-40	Receptive verbal and non verbal language assessment
Dos Amigos Academic Therapy Publications	Ages 6-12	Verbal language & dominance assessment
Test de Vocabulario en Imagenes Peabody (TVIP) Western Psychological Services (WPS)	Ages 2.6-17;11 mo.	A measure of Spanish vocabulary based on the PPVT
The Bilingual Verbal Ability Test (BVAT) Riverside Publishing	Ages 5-adult	Verbal ability measure in 17 languages
Expressive One-Word Picture Vocabulary Test-R (EOWPVT-R-SBE) Spanish- Bilingual Edition Riverside Publishing	Ages 2-18+	Expressive vocabulary assessment in Spanish
Receptive One-Word Picture Vocabulary Test-R (ROWPVT-R-SBE) Spanish Bilingual Edition Riverside Publishing	Ages 2-18+	Receptive vocabulary assessment in Spanish
Clinical Evaluation of Language Fundamentals (CELF IV) Pearson Assessment	Ages 5 -21	Receptive & expressive language assessment in Spanish and English
Test of Auditory Processing 3 (TAPS 3) Academic Therapy Publications	Ages 5-0-18-11	Assessment of auditory processing skills in Spanish and English
Goldman-Fristoe La Meda (articulation) Pearson Assessment	Ages 2-90	Assessment of articulation in Spanish and English
Woodcock-Munoz Language Survey (WMLS-R) Riverside Publishing	Ages 2-90	Language proficiency assessment in English, Spanish, & other languages
Idea Proficiency Test (IPT II) Ballard & Tighe Publishers	Grades 7-12	English oral language proficiency assessment of students who are native speakers of other languages
Contextual Probes of Articulation Competence – Spanish (CPAC-S) Super Duper Publications	Ages 3-8;11 mo.	Test of phonology and articulation skills in Spanish
Dos Amigos Academic Therapy Publications	Grades 6-12	Verbal language & language dominance assessment
Sam Ortiz Cross Battery		Not a battery per se but a bilingual cross battery methodology www.crossbattery.com/

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II. POTENTIAL BILINGUAL COGNITIVE ASSESSMENT TOOLS

Test Name & Publisher	Age/Grade	Description
The Bilingual Verbal Ability Test (BVAT) Riverside Publishing	Ages 5-adult	Verbal ability assessment in 17 languages
K-ABC (English & Spanish) Pearson Assessment	Ages 3-18	Cognitive & achievement assessment
Bateria' III Woodcock-Munoz - Riverside Publishing Riverside Publishing	Ages 2-90	Cognitive & achievement assessment in Spanish
WISC IV – Spanish Pearson Assessment	Ages 6-16;11 mo.	Cognitive / intellectual ability assessment
Southern California Ordinal Scales of Cognition (SCOSC) Foreworks Publisher (for the California Department of Education)	Ages Unspecified	Developmental language assessment – oral and gestural (for exceptional learners)
Cognitive Assessment System CAS Riverside Publishing	Ages 5-17;11 mo.	Cognitive ability assessment and predictor of achievement – appropriate for culturally diverse children

III. POTENTIAL NON-VERBAL COGNITIVE ASSESSMENT TOOLS

Test Name & Publisher	Age/Grade	Description
The Universal Nonverbal Intelligence Test (Unit) Riverside Publishing	Ages 5-17+	Non-verbal ability test
Bender Visual Motor Gestalt Test Pearson Assessment	Ages 3-adult	Visual-motor integration test
Naglieri Nonverbal Abilities Test (NNAT) Pearson Assessment	Ages 5-18	Non-verbal ability test
Test of Non-verbal Intelligence (CTONI) Pearson Assessment	Ages 6-89	Non-verbal ability test
Leiter Western Psycholigical Services (WPS)	Ages 2-20	Totally non verbal measure of non-verbal ability (for both examiner and student)
Test of Visual Perceptual Skills (TPVS) III Western Psycholigical Services (WPS)	Ages 4-18	Perceptual skills assessment separate from motor skills

IV. POTENTIAL BILINGUAL SOCIAL-EMOTIONAL RELATED ASSESSMENTS

Test Name & Publisher	Age/Grade	Description
Behavior Assessment System for Children (BASC-2) Spanish Pearson Assessment	Ages 2-2;11 mo.	Comprehensive rating scales and forms to assess behavior and emotionality
Vineland Adaptive Behavior Scales II – Spanish Pearson Assessment	Ages 3-18;11 mo.	Assessment of personal adaptive and social skills
Acculturation Rating Scale for Mexican Americans II (ARSMA-II) Israel Cuellar, Ph. D.	Ages 11-18+	Multi-factorial assessment of cultural orientation
Social Skills Input System (SSIS) - Spanish Pearson Assessment	Ages 3-18	Social skills and behavior assessment
Connors-3 Spanish (CPT-3; CBRS, CDI-2, and EC) Pearson Assessment	Ages 6-17	Assessment of attention deficit (ADD) and behavior

V. POTENTIAL ACADEMIC BILINGUAL ASSESSMENT TOOLS

Test Name & Publisher	Age/Grade	Description
Bateria III Woodcock-Muñoz Riverside Publishing	Ages 2-90+	Cognitive, achievement, and oral language in Spanish
Language Assessment Scales (LAS) CTB McGraw-Hill	Ages 6-18	Listening, speaking, reading, writing
Brigance Assessment of Basic Skills – R Spanish Edition Curriculum Associates	Grades PreK-9	Assesses 26 criterion referenced academic skills areas in Spanish to include reading, writing, and math
Kaufman Assessment Battery for Children (K-ABC) Pearson Assessment	Ages 3-18	Cognitive, achievement, and oral language in Spanish
Dibels (IDEL) in Spanish University of Oregon	Grades K-6	Measures reading skills in Spanish
Boehm Test of Basic Concepts Revised (BTBC-R) Spanish Edition The Psychological Corporation	Grades K-2	Assesses basic conceptual development in Spanish
Bracken Basic Concept Scale – 3 Revised Spanish Edition Pearson Assessment	Ages 3.0-6:11	Basic concept acquisition and receptive language assessment
Aprenda 3: La prueba de logros en espanol, Segunda edicion Pearson Assessment	Grades K-12	Standardized assessment of achievement I Spanish

IEP TEAM CHECKLIST FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Directions: The school IEP team should complete this checklist to ensure that all areas pertinent to English language learners (ELLs) are considered.

☐Yes ☐No The IEP indicates if the student is classified as an English learner
Comments:_____

_____

☐Yes ☐No The IEP includes information about the student's current level of English language proficiency in listening, speaking, reading, and writing (CELDT or alternative assessment scores/levels).
Comments:_____

_____

☐Yes ☐No The IEP indicates if the student requires alternate assessments to required statewide ELD assessments and, if so, what the alternate assessments utilized will administered and by who (Special education teacher, ELL staff, etc.).
Comments:_____

_____

☐Yes ☐No The IEP includes linguistically appropriate goals and objectives (if objectives are required) that reflect assessed English development needs).
Comments:_____

_____

☐Yes ☐No The IEP includes a description of who will be responsible for implementation of the linguistically appropriate goals and ELD services, in what setting they will be provided, and the duration and frequency of the services.
Comments:_____

_____

Indicate below any strategies that the IEP team feels may be appropriate for the student based on his or her ELL needs to provide linguistically appropriate instruction: √ *Check all that apply*

Build on Background Knowledge	☐ Link concepts to student's background experiences
	☐ Link past learning with new concepts
	☐ Front load/ Pre teach lesson key vocabulary
	☐ Focus on learning academic language during instruction
Comprehensible	☐ Align use of vocabulary in speaking to student's English proficiency level

Input	☐	Use of modeling, visuals, hands-on activities, demonstrations, gestures, body
	☐	Use advanced organizers
	☐	Provide hands-on materials learning opportunities / manipulatives
ELD Strategies:	☐	Use scaffolding techniques
	☐	Use linguistic frames for oral responses or *cloze* fill in the blank structures
	☐	Use questioning strategies that promote higher order thinking skills
	☐	Provide activities involving all four language domains (listening, speaking, reading, and writing)
	☐	Provide opportunities for repeated practice
Interaction:	☐	Provide frequent opportunities for student interaction
	☐	Allow appropriate wait time for responses
	☐	Group student with like peers to support language/content objectives
	☐	Provide opportunities for student to clarify key concepts in L1 (preview/review, L1 instructional support, etc.)
Lesson Delivery:	☐	Engage student through use of multi-modalities – especially visuals and gestures
	☐	Adjust pacing of lesson to student's needs
Review/ Assessment:	☐	Review key vocabulary/linguistic structures
	☐	Check frequently for understanding
	☐	Provide student honest, consistent feedback

Adapted from Jarice Butterfield's ELLs With Disabilities Training Materials
Revised 1-2-14 © Jarice Butterfield Ph. D.

ENGLISH LEARNER WITH SPECIAL NEEDS RECLASSIFICATION WORKSHEET

Student Name: _____ D.O.B.: _____ Grade: _____ Date of Meeting: _____

Primary Disability: _____ Secondary Disability: _____

Summary of English language development services received: _____

_____

1. **Assessment Results of Language Proficiency**
   (Note: The CDE regulations allow the IEP team to designate that a student take an alternate assessment to CELDT if appropriate)

   Language Proficiency Assessment Take: ☐ CELDT   or   ☐ Alternate Assessment

   If alternate assessment, name of assessment: _____

   Current School Year Data   Date: _____
   ☐ CELDT   Overall Score: _____ Listening: _____ Speaking: _____ Reading: ___ Writing: _____

   ☐ Alternate Assessment (ALPI)   Overall Score: _____ Listening: _____ Speaking: _____

   ☐ Other Alternate Assessment: _____ Listening: _____ Speaking: _____ Reading: ___ Writing: _____

   Previous School Year Data   Date: _____
   ☐ CELDT   Overall Score: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

   ☐ Alternate Assessment   Overall Score: _____ Listening: _____ Speaking: _____

   Student met language proficiency level criteria as assessed by CELDT?   ☐ Yes   ☐ No

   Note: Overall proficiency level must be early advanced or higher, listening must be intermediate or higher, speaking must be intermediate or higher, reading must be intermediate or higher, and writing must be intermediate or higher.

   If student's overall proficiency level was in the upper end of the intermediate level, did the reclassification team review other informal measures of proficiency and determine that it is likely the student is proficient in English?   ☐ Yes ☐ No

   If student took alternate assessment(s), answer the following questions:
   If there were indicators of low performance in listening, speaking, reading or writing, does the team feel the student is proficient in English and low performance areas were a reflection of the student's disability versus language difference?   ☐ Yes   ☐ No

   Note: Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language, or error patterns in speaking, reading, and writing are typical of students with that disability versus students with language differences, etc.

   Comments: _____

   _____

   Does the reclassification team feel it is likely the student has reached an appropriate level of English proficiency aligned to their level of functioning? ☐ Yes ☐ No

2. **Teacher Evaluation**
   Note: Having incurred deficits in motivation & academic success unrelated to English language proficiency (i.e. disability) do not preclude a student from reclassification.

Evaluation was based on: ☐ Classroom performance ☐ District-wide assessments
☐ IEP Goal Progress   ☐ Other: _____

Does the Reclassification Team feel teacher input/evaluation indicate the student is proficient in English?

☐ Yes   ☐ No

Comments:_____

_____

3. **Parent Opinion and Consultations** was solicited through: ☐ Letter to Parent ☐ Parent Conference ☐ Other: _____

Does the Reclassification Team feel parent input student is proficient in English? ☐ Yes ☐ No

Comments:_____

_____

4. **Comparison of Performance in Basic Skills**

Note: "Assessment of language proficiency using an objective assessment instrument; CST or CMA score in English/language arts (ELA) must be at least beginning of basic level to midpoint of basic - each district may select exact cut point; for pupils scoring below the cut point, determine whether factors other than English language proficiency are responsible and whether it is appropriate to reclassify the student. For students that do not take CMS or CST, the team may use other empirical data to determine if the student has acquired English based on their ability level.

Assessment Data Utilized: ☐ SBAC ELA   ☐ Statewide Alternate Assessment

☐ Other:_____   Date: _____

English Language Arts assessment results:_____

Do statewide assessment results in ELA indicate the student is performing in mid range of basic

or low average to average range? ☐ Yes ☐ No

If performance in basic skills on statewide assessment or other assessment in ELA <u>was not</u> at the mid range of basic or in the low average to average range, answer the following questions to help determine if "factors other than English language proficiency are responsible for limited achievement in ELA"?

☐ Student's basic skills in ELA assessment appear to be commensurate with his/her intellectual ability due to a disability such as an intellectual disability, language & speech impairment, etc., versus a language difference and primary language assessments indicate similar levels of academic performance (if available and applicable) or,

☐ Error patterns noted mirror the patterns of errors made by students with a similar disability versus a peers with language differences and student has manifests language proficiency in all other areas.

Does the Reclassification Team feel analysis of Performance in Basic Skills (ELA) warrants reclassification? ☐ Yes   ☐ No

Does the reclassification team (this may be the IEP team) feel the student should be reclassified at this time based on analysis of the four criteria above? ☐ Yes   ☐ No