

Madison City Schools English Learner Guidebook

Addressing the Needs of English Learners



Madison City Schools
Where
“Every Student Succeeds”

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2023-2024

Translation Services Request

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VIETNAMESE

Học khu của chúng tôi cố gắng cung cấp bản dịch ở nhiều ngôn ngữ nhất có thể. Tuy nhiên, không phải lúc nào cũng làm được việc này. Nếu quý vị cần hỗ trợ để đọc, hiểu hay hoàn thành bất cứ biểu mẫu hay thông tin nào của học khu, chúng tôi rất sẵn lòng được cung cấp dịch vụ biên, phiên dịch do một biên/phiên dịch viên đã qua đào tạo thực hiện khi có yêu cầu. Nếu muốn yêu cầu phiên dịch tài liệu hay thông tin bằng ngôn ngữ mà quý vị hiểu, xin vui lòng liên hệ với văn phòng nhà trường của quý vị. Chúng tôi sẽ liên hệ với quý vị để cung cấp dịch vụ biên, phiên dịch.

Japanese

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Comprehensive English Learner Plan

Madison City Schools Comprehensive English Learner Plan has been developed and is implemented in accordance with Section 3102 of Title III of *Every Student Succeeds Act of 2015*, for serving students who are limited English learners, including immigrant children and youth, where one or more students are determined in need of support. The Comprehensive English

Learner Plan addresses each aspect of the Madison City Schools’ program for all English learners, at all grade levels and in all schools in the school system. The Comprehensive English Learner plan contains detail and specificity, so that stakeholders can understand how the plan is to be implemented. Finally, this plan contains the procedural guidance and forms used to carry out responsibilities under the plan.

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● **Equal Education Opportunity and Non-Discrimination Statement**

It is the policy of the Alabama State Board of Education, Alabama State Department of Education, and the Madison City Schools Board of Education that no student will be excluded from participation in, be denied the benefit of, or be subjected to discrimination in any program or activity in the basis of sex, race, color, creed, religion, belief, national origin, ethnic group, or disability. A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status. [Every Student Succeeds Act of 2015, Title III-Language Instruction for English Learners and Immigrant Students, Part C, Section 3302(f)]

● **Introduction**

The number of English Learner families in Alabama has increased significantly in recent years. These families include U.S. born children whose first language is other than English, immigrants, migrants, and other children who may have limited English proficiency. These children are in Alabama schools and are working to learn core content taught in English.

The Madison City Schools system is committed to focusing on the following target areas for EL students: (a) English language development and attainment as it relates to State English language proficiency standards in listening, speaking, reading, writing, and comprehension and (b) measuring academic achievement in content areas that include reading, language arts, math, and science. Further, the Madison City Schools system is committed to supporting scientifically research-based and effective programs, practices, and training so that all students become proficient in English and can achieve the state's academic content and student academic achievement standards.

A Home Language Survey must be completed for each student registering for enrollment in the Madison City Schools. When all responses on the Home Language Survey indicate that English is the only language used by the student and by individuals in the home, the student is considered to be an English-only speaker.

For any student for whom the Home Language Survey indicates a first language other than English on any of the survey questions, further assessment is required to determine the student's English-language proficiency level. However, the presence of a language other than English does not automatically signify that the student is not a competent and proficient speaker of English.

● **Mission/Vision/Goals**

Mission

The Madison City Schools English Learners (EL) Program provides equitable and quality education for all children who are English Learners. Through effective English language instruction all children will have the opportunity to acquire English proficiency so they can achieve the state's academic content and student academic achievement standards.

Vision

English Learners (ELs) in Madison City Schools will learn to understand, speak, read, and write English fluently, competently, and proficiently in order to succeed academically and participate actively in the U.S. social, economic, and political environment. In order to make our vision a reality, the basic guidelines will include support for content instruction and language growth.

- Effective programs will be implemented for English Learners to assist in the development and attainment of English proficiency.
- Respect will be shown for the native language.
- All educational personnel will assume responsibility for the education of EL students.
- High quality services will be available to all EL students.
- EL students will have access to all services rendered to the general school population.
- Knowledge of more than one language and culture is deemed to be advantageous for all students.
- Respect will be shown for cultural differences and appreciation shown for the heritage of each child.

Goals

- Ensure educational access and equal opportunity for EL students.
- Ensure appropriate placement of EL students.
- Support academic success of EL students.
- Empower parents of EL students.
- Promote understanding of other languages and cultures.
- Build self-confidence of EL students in order for them to interact successfully with peers in all environments.

● **EL Advisory Council Information**

The EL Advisory Council will meet yearly to review, revise, and update the EL Plan for the District. The Federal Programs Coordinator will monitor the program throughout the school year working collaboratively with the local school administrators and EL teachers. The Federal Programs Coordinator is responsible for scheduling the annual committee meeting. The committee members are responsible for attending the meetings, sharing ideas and giving input. Members will also be encouraged to assist in developing/suggesting a list of translators or agencies to help with finding translators for the District.

A copy of the EL Plan will be posted on the district website and maintained by the Federal Programs Coordinator on file at the Madison City Schools Central Office.

● Student Registration Procedures and Support for EL Students

1. Student services department will keep all registrars aware of the MCS [Admissions Board Policy](#) requirements to enroll EL students to attend school without delay once the school year starts.
2. Once the school year starts and the online registration is submitted by the parent with another language indicated on the HLS, CO student services and registrars will work to approve this EL student's registration. This student will be invited to attend school without delay.
3. At this time, if any registration paperwork is missing, the appropriate feeder pattern social worker will be contacted by the registration department or registrar, as needed. The social worker will follow up with the EL teacher to help communicate with the family and obtain missing forms or alternate evidence to complete registration while the student attends school.
4. If additional support is needed to finalize all registration forms, an EL teacher will indicate this to the social worker (e.g. family needs help connecting with the Health Department to obtain an immunization record; transcript is needed for appropriate course placement), and the social worker will follow up as needed.
 1. **NOTE:** Both district social workers (Heather Hicks/BJHS feeder pattern and Briana Hawkins/JCHS feeder pattern) are excellent at what they do supporting our EL students, utilizing interpreting services, making home visits, etc. but please be mindful that they are working with over 12,000 students and may need EL teacher's help or additional time to address each need on a case-by-case basis.
5. Contact information for the MCS social workers:
 1. **JCHS feeder pattern: Briana Hawkins** bbhawkins@madisoncity.k12.al.us, Ext. 10249, Work Cell: 256-541-7069
 - JCHS, LMS, Heritage, Mill Creek
 - Part of Columbia, Madison, West Madison, and Rainbow First Class Pre-K (based on address - JCHS feeder pattern)
 2. **BJHS feeder pattern: Heather Myers** hmyers@madisoncity.k12.al.us, Ext. 10804, Work Cell: 256-783-2807
 - BJHS, DMS, Horizon, Rainbow
 - Part of Columbia, Madison, West Madison, and Rainbow First Class Pre-K (based on address - BJHS feeder pattern)

● Parent Notification Regarding Title III Testing and Placement

Section 3302 of *Every Student Succeeds Act* of 2015 requires that school districts shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of:

- the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;

- how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools;
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)); and
- information pertaining to parental rights that includes written guidance—
 - detailing the right that parents have to have their child immediately removed from such program upon their request;
 - detailing the options that parents have to enroll their child in such program or to choose another program or method of instruction, if available; and
 - assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered by the eligible entity.

SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR — For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program.

Parents will be given information regarding how they can:

- be involved in the education of their children; and (Sec. 33302[e][1][A]
- be active participants in assisting their children —
 - to learn English;
 - to achieve at high levels in core academic subjects; and
 - to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. (SEC. 3302[e][1][B].

The parents should be informed of all meetings. During these meetings, parent questions, concerns, and recommendations can be addressed. (Sec. 3302(e) (2).

Advantages of the EL Program

- Small classes focused on students' needs and participation.
- Professional faculty with significant training and cross-cultural experience in teaching EL students.
- Conversation partners with English-speaking individuals.
- Regular language assessment and one-to-one counseling as needed.
- The EL program serves as an umbrella under which the child is provided support as they acquire the English language. (The child may not be retained due to a lack of language proficiency).

• **ESSA Definition of an English Learner**

An EL student is an individual age 3-21, who is enrolled (or about to enroll) in a U.S. elementary or secondary school and meets these two requirements:

- **Belongs to one of the following categories:**
 - Was not born in the United States or speaks a native language other than English;
 - Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where a language other than English has had a significant impact in the individual's level of English language proficiency, or
 - Is migratory, speaks a native language other than English, and comes from an environment where a language other than English is dominant.
- **May be unable, because of difficulties in speaking, reading, writing, or understanding the English language, to:**
 - Score at the proficient level on state assessments of academic achievement;
 - Learn successfully in classrooms where language of instruction is English; or
 - Participate fully in society.

The EL definition includes students with a wide range of educational needs with respect to learning English as a second language. Examples include the following students:

- (a) children of recent immigrants who speak no English and who have no formal training in written language,
- (b) children of highly-educated immigrants, who have had formal training in English during formal schooling,
- (c) United States-born children whose primary language is not English and who have had limited formal education through the English language.

IMMIGRANT CHILDREN AND YOUTH - The term "immigrant children and youth" means individuals who:

- are aged 3 through 21;
- were not born in any State; and
- have not been attending one or more schools in any one or more States for more than 3 full academic years.

● Program Placement

Madison City Schools will place students in the EL program based on their language proficiency in two dimensions: (1) Basic Interpersonal Communication Skills (BICS) and (2) Cognitive Academic Language Proficiency (CALP). BICS, the language ability required for face-to-face communication where linguistic interactions are embedded in a situational context can be acquired in 1 to 3 years, but CALP, the level of proficiency in academic language associated with content subjects such as science and social studies can take 5-7 years to develop.

For students to be placed properly, following the identification of a language other than English on the Home Language Survey, the Individualized English Language Plan (I-ELP) Committee, a school committee responsible for guiding and monitoring the placement, services, and assessment of EL students, will meet to consider the needs of the student based on the required indicators such as results of the language screener (WIDA Screener for Kindergarten and WIDA Screener Online for grades 1-12, or the Alternate Screener Checklist), grades, parent interviews, etc.

The I-ELP Committee may be composed of an LEA, the EL teacher, content-area or general education teachers of EL students, and members-at-large (e.g. parents, student support personnel, community representatives, central office administrators, high school students, and school psychologists).

The duties of the I-ELP Committee are to:

- Ensure full consideration of each student's language background before placement in an EL instruction educational program.
- Ensure establishment and implementation of systematic procedures and safeguards related to appropriateness of identification, placement, assessment, instructional and support programs, and program exit.
- Make recommendations to school administrators on professional development topics for teachers and staff.
- Make recommendations to school administrators on parental involvement seminars.
- Review students' progress in language acquisition and academic achievement on an annual basis.

Every school must identify, assess for English language proficiency, and place appropriately, all EL students who need language acquisition and modified instruction. Prior to placing a student in an EL instructional educational program, the Madison City Schools will ensure that the school notifies parents in writing regarding their rights, responsibilities, and opportunities for participation in the program.

● WIDA Placement Test (WIDA Screener for Kindergarten, WIDA Screener Online) and Alternate Screener Checklist

The WIDA Screener for Kindergarten is a series of English language proficiency assessments. Madison City School District uses WIDA Screener for Kindergarten to assess English language proficiency for Kindergarten and 1st semester 1st grade only.

WIDA Screener Online is an assessment designed to provide an initial measure of a student's English language proficiency in Grades 1–12. The purpose of this assessment is to help educators make decisions and identify whether a student is a candidate for English language support services. WIDA Screener Online is modeled after the ACCESS for ELLs™ secure assessment. Like the ACCESS for ELLs™ assessment, the WIDA Screener Online assesses listening, speaking, reading, and writing.

The Alternate Screening Checklist is an assessment used when a student cannot meaningfully access the other available screeners. Potential EL students who may benefit from this screener are: students who have an IEP that indicates a significant cognitive disability; students who do not have an IEP, but will be evaluated by Special Education Staff. (See [Alternate Screener information and flowchart](#) for flowchart to determine the appropriate screener.)

The WIDA Screener for Kindergarten (for Kindergarten and 1st semester 1st grade) and WIDA Screener Online (for grades 1-12) or the Alternate Screening Checklist are administered to all students who have a language other than English indicated on the Home Language Survey. The appropriate screener must be administered within the first 30 days of school (if a student registered before the beginning of the school year) or within ten days of school (if a student registered after the beginning of the school year).

Results of the screener shall serve as one indicator when determining if a student should receive direct EL services. These results should never be used as the sole indicator for determining the least restrictive environment for an EL student. Such things as grades, parent interviews, student interviews (when applicable), and teacher input, attendance, discipline referrals, etc. should also be used in conjunction with the WIDA Screener for Kindergarten, WIDA Screener Online or the Alternate Screener Checklist to determine placement needs.

The WIDA Screener for Kindergarten or WIDA Screener Online yields an overall composite score based on the language domains tested. The following guidelines must be adhered to in determining eligibility for placement in the English language instruction educational program:

1. Any student in Kindergarten or 1st semester of the 1st grade with an overall composite score below 4.5 on WIDA Screener for Kindergarten must be identified as English Learner and will require placement in the English language instruction educational program.
2. Any student in 1st grade 2nd semester and grades 2-12 scoring an overall composite score below 5.0 on the WIDA Screener Online must be identified as English Learner and will require placement in the English language instruction educational program.
3. Any student scoring an overall composite score of 4.5 or above on WIDA Screener for Kindergarten or 5.0 or above on WIDA Screener Online may be identified as English Learner and may require placement in an English language instruction educational program. Further assessment of the student's English language proficiency is needed to determine placement.

WIDA Screener for Kindergarten	Grade	Domains	EL Qualifying Score	Score Indicating Student is NOT EL
	PreK-4 Kindergarten Registration Period through 1 st Grade 1 st Semester	Speaking & Listening	Less than 4.5	4.5 or higher

WIDA SCREENER ONLINE	Grade	Domains	EL Qualifying Score	Score Indicating Student is NOT EL
	Second Semester of Grade 1 through Grade 12	All Four: Speaking, Listening, Reading, Writing	Less than 5.0	5.0 or higher

ALTERNATE SCREENER CHECKLIST (students with significant cognitive disability)	Grade	Domains	EL Qualifying Score	Score Indicating Student is NOT EL
	K-12	N/A	I-ELP committee decision	I-ELP committee decision

● Program Description

The Madison City Schools system is committed to focusing on the following target areas for EL students: (a) English language development and attainment as it relates to State English language proficiency standards in listening, speaking, reading, writing, and comprehension and (b) measuring academic achievement in content areas that include reading, language arts, math, and science. Further, the Madison City Schools system is committed to supporting scientifically research-based and effective programs, practices, and training so that all students become proficient in English and can achieve the state's academic content and student academic achievement standards.

Madison City Schools' staff realizes that not all program models are equally suitable for all districts. Therefore, our district conducts a comprehensive needs assessment that drives the process of selecting our EL program. When conducting a needs assessment, various points of data are collected and analyzed to help inform program selection (e.g. ACCESS for ELLs 2.0 test scores, student academic assessment scores, parent surveys, teacher surveys, district overall staffing and instructional trends, etc.). The EL program needs assessment is conducted by school EL leadership teams from each school. Then individual school data and needs assessments are analyzed by the EL leadership team to identify district trends and assess district-wide needs for the district EL Needs Assessment. Such comprehensive district needs assessment allows our district to set data-driven goals and strategies for meeting those goals. Madison City Schools English Learner Plan is developed each year based on results of data analysis from comprehensive needs assessment. The plan is updated annually based on these results. The EL program staff develops the

original draft of the EL plan and submits it to the EL Advisory Committee for review and recommendations. It is then presented to the district superintendent for approval. Any and all changes are referred back to the EL Advisory Council for review.

The EL leadership team reviews the needs assessment, current instructional evidence-based practices, and research, and selects the core program (Language Instruction Educational Program or LIEP) for the district, based on the results of the needs assessment. The core EL program is included in the district EL plan.

Based on the needs assessment, the district selected English as a Second Language Program as the core program (Language Instruction Educational Program or LIEP) for the district. This core EL program is designed to ensure different instructional pathways needed for various needs of diverse EL learners are effective and sufficient for ELs to be successful in the classroom settings where English is the language of instruction. English as a Second Language (ESL) is a program of techniques, methodology, and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). ESL programs teach the following: conversational and academic English, grammar, reading, listening comprehension, writing, and vocabulary.

This involves teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development. In addition to the requirement of skills in both English development and subject-specific instruction, clearly defined language and content objectives, modified curriculum, supplementary materials, and alternative assessments must be present (Echevarria, Vogt, & Short, 2000).

The ESL LIEP ensures that ELs gain the English language skills necessary to function successfully in an English-speaking academic setting. If academic deficiencies exist, the district provides additional support as needed to ensure that ELs meet the same challenging state academic standards that all students are expected to meet. All instruction in Madison City Schools' English language instructional program is provided by qualified and appropriately-trained certified teachers.

After conducting the needs assessment and selecting the ESL program as LIEP for Madison City Schools, the next step is program implementation. The EL Leadership team developed an action plan that indicates how and when goals and strategies will be met, the personnel responsible for each action step, and the funding required to implement the program.

Below are the key components of the district core EL program:

Empathetic English Learner Instruction and Services Training

District's EL program processes, procedures, policies, and instructional application are communicated to school and district personnel through such training sessions as New Teacher Empathetic Instruction for ELs, Empathetic Instruction for ELs for Teachers and Administrators, and Support Staff EL Training.

Integration of Alabama College and Career Readiness Standards and the WIDA ELD Standards Framework

The Alabama Department of Education has adopted the WIDA English Language Development (ELD) Standards Framework to facilitate the design of language development objectives that support, guide, and develop content knowledge and skills at the appropriate level of English proficiency. By implementing the WIDA ELD Standards Framework in the classroom, teachers are able to provide ELs with meaningful

access to curriculum as they pass through the five (5) stages of language acquisition. All district teachers are required to be familiar with and incorporate WIDA ELD Standards Framework in the instruction of English language learners.

Digital Tools Supporting WIDA ELD Standards Framework and Instruction

It is important for classroom teachers to understand second language acquisition theory and tie instruction for each student to his or her particular stage of language acquisition. Knowing this information about each student allows you to work within his or her zone of proximal development—that gap between what students can do on their own and what they can with the help of more knowledgeable individuals (Vygotsky, 1978). For this reason, the EL district office in collaboration with EL teachers provides digital tools (emails, bulletins, links, Ellevation software – Ellevation Basic, Ellevation Collaborate, and Ellevation Strategies platforms, etc.) to classroom teachers, counselors, and administrators on second language acquisition theory and WIDA English Language Development Standards for daily instruction.

Collaborative Professional Development

Madison City School district ensures that the EL Plan includes job embedded, collaborative professional development opportunities to schools through the district’s professional learning communities, collaborative ½ day professional development days, district and school professional development horizontal and vertical professional development opportunities.

English as a Second Language Program - Sheltered Instruction (SI) Model (alternate name, according to USDOE, 2012: Specially Designed Academic Instruction on English or SDAIE)

English learners spend a majority of the day in the mainstream classroom. For this reason, all classroom teachers must understand the specific learning needs of ELs. Through job-embedded professional development, district PLCs, and EL-focused professional learning, classroom teachers learn the importance of incorporating the following into their daily lessons:

- Content and language objectives, supplementary materials, and meaningful learning activities suitable for various levels of ELD
- Content adapted to all levels of language proficiency
- Ways to build background knowledge by explicitly linking concepts to past experiences and past learning
- Strategies for highlighting key vocabulary
- Making content comprehensible through appropriate speech, modeled explanations, and a variety of instructional techniques
- Allowing interactions and grouping configurations that support language development;
- Opportunities for ELs to use academic English in all four language domains (listening, speaking, reading, and writing).

English as a Second Language Program - Pull-out English Language Development Model

English language development is provided to all ELs in Madison City Schools through content-based instruction delivered in the mainstream classrooms. This is not always sufficient for all English Learners. ELs identified to need additional services may receive “pull-out ELD” where the student is “pulled out” of the regular class setting to receive additional English services. The amount of additional “pull-out” service a student receives is determined by the EL Committee.

Some students enter with virtually no English while others have studied English in their home countries. According to “best practice” and second language acquisition theory, Madison City Schools will incorporate the following principles and strategies during instruction to meet the individual needs of EL students:

- Employ teaching strategies and formats that elicit frequent, extended student responses.
- Use extensive modeling and think-alouds. Teachers will serve as important models for students by “thinking aloud” to demonstrate problem solving, thinking processes, learning strategies, attitudes, and feelings. This also shows students that as they approach a solution, it is acceptable to retrace their thoughts should they stumble. It has been shown that “think alouds” are particularly helpful for EL students who are learning reading, writing, and the academic language associated with content (Chamot, 1993).
- Engage students in conversation about content lessons. Include student and teacher talk, specifically “academic talk”, rather than just sharing or conversational talk. Academic talk includes discussion of concepts, reinforces students’ understanding of content lessons, and provides them with the language for expressing these concepts.
- Share learning strategies with students. Tell the students why you have chosen to use a particular learning strategy, label the strategy, and tell the students why the strategy might be helpful. Instructional conversations can be a technique/strategy for having students talk about important concepts in the content area.
- English language development programs should be a balance of three components:
 - Development of Basic Interpersonal Communication Skills (BICS).
 - Development of Cognitive Academic Language Proficiency (CALP).
 - Systematic proactive teaching of conventions and grammar.
- Simplify language and use scaffolding during lessons to increase conceptual understanding, but keep lesson content at a challenging and intellectually stimulating level. Avoid oversimplifying during English language development with contrived, intellectually insulting material during the course of teaching English.
- Extensive use of written language and visual aids to reinforce verbal content when teaching in English. In addition, implement the Sheltered English model in which teachers use not only visual aids but also physical activities and the environment to teach vocabulary for concept development in content areas.
- Employ strategic use of synonyms. Teachers’ word choice and sentence structure needs to be consistent and concise during second language learning. Teachers also need to pay attention to their use of metaphors and similes and other highly cultural-specific phrases and expressions.
- During early phases of language learning, it is important for a teacher to modulate and be sensitive with providing feedback and focused correction on language usage (do not try to correct all errors); however, during later stages of language learning, it is important that the teacher identify errors and provide specific feedback to students.
- Will not switch back and forth between English and the native language, as this encourages students’ reliance on their stronger language.
- Use a combination of effective teaching and newer cognitive or constructivist approaches.
- Read aloud to students and make use of repeated readings of the same story before having students read independently.
- Provide high-quality, challenging materials that coordinate with key goals for academic standards and expected levels of student achievement.
- Connect content to relevant experiences in the students’ lives.
- Provide ample opportunities for children to speak frequently and at length (more than 1-2 word utterances).

When teaching vocabulary:

- Spend time defining, discussing, and clarifying unfamiliar vocabulary prior to reading a passage.
- Focus on approximately 4 – 7 core vocabulary words per lesson.
- Some strategies include: careful selection of words (evocative, keywords stimulate the student); linking words or concepts to words known in the native language; showing new words in print; or using visual (e.g. concept maps) to depict concepts or word meanings.
- Use short, explicit segments of class time to directly teach vocabulary.

Outreach for Non-English Speaking Parents

Madison City School district is committed to maintaining open communications with all non-English speaking parents, whether or not their child is enrolled in the ESL program. Currently there are 86 different languages/dialects spoken in our schools, with Spanish being the predominant language. In order to effectively maintain open communications with all parents, Madison City Schools:

- Employs a contract bilingual translators ((Spanish-English, Japanese-English and Arabic-English);
- Provides FLS and Language Link multilingual interpreting services;
- Provides necessary school documents in parent's native language;
- Provides training on using TransAct to teachers, administrators, and school staff;
- Provides TalkingPoints for two way communication translating English to language of parent choice.

- **EL Student Referral to the Response to Instruction Team (RtI Team)**

- Students should only be referred to RTI AFTER the determination has been made by the I-ELP Committee that English language proficiency is no longer the interference for academic success.
- An expert in English language acquisition must be a member of the RTI committee for this student.
- Students should only be served by one team. Multiple teams do not write multiple plans for an individual. This would produce an unnecessary duplication of services. A determination should be made at the school level to assign a student to the *most appropriate team* to write the *most appropriate plan* for strategies closely matched to the student's needs.

- **Grading and Retention Policy and Procedures**

Grading of ELs in Madison City Schools is based on students' level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students' IELP. Appropriate instruction and differentiation is adjusted according to language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher. Alternate grading is considered for ELs when a composite ACCESS for ELLs 2.0 or Screener score is 2.9 or below. The decision to use an alternative grading scale is made by the Individualized English Learner Program (I-ELP) development committee on an individual basis.

Student progress reports and report cards will utilize the following standard wording and scale for alternate grading ([click here for guidance](#) on entering grades for the alternate grading report card)

Standard Wording: Demonstrates an understanding of the grade level expectations in reading/math/science/social studies.

Alternate Grading Scale - Grades 3-5 ELs only (effective beginning 22-23 school year and on)

- 1 = Demonstrates limited understanding of the standard with continuous support
- 2 = Demonstrates an understanding of the standard with continuous support
- 3 = Demonstrates an understanding of the standards with minimum supports
- 4 = Demonstrates an understanding of the standard independently

The EL teacher and classroom teacher will collaborate to communicate to parents when the student is ready to transition from alternate to regular grading.

When content is appropriately accommodated, ELs should be able to demonstrate mastery/non-mastery of the content standards. ELs who fail to master appropriately-accommodated content standards may receive additional support through the RtI process. Teachers may grade students using a numerical grade on accommodated work.

If a teacher believes she/he is justified in assigning an EL a failing grade, it must be clearly documented:

- what accommodations were provided,
- what steps were taken to support the student,
- that the EL teacher, parents, and/or the school counselor were involved in attempts to support the student, and
- that the lack of English language proficiency was NOT the sole reason for the low/failing grade.

If ELs are failing to make progress or are unable to make progress in content classes, general education teachers should consult with the EL teacher or district EL program staff to ensure all needs of the EL student are met in the most appropriate and effective way.

Retention of ELs is never based solely upon level of English language proficiency. Prior to considering retention of an EL, the following points are addressed in consultation with the EL Committee.

- What is the student's level of English language proficiency?
- Has an Individual English Language Plan (I-ELP) been implemented to document classroom modifications and student progress?
- To ensure meaningful participation, are classroom accommodations being made in the areas of: - Teacher lesson delivery at student's level of English proficiency? - Activities and assignments? - Homework? - Formal and informal assessments (e.g., quizzes and tests)?
- How much individual English language development instruction is the student receiving during the school day?
- Has an alternate grading strategy been implemented (e.g., a portfolio, checklist, teacher observation, or rubric assessment on content and language objectives)?
- Has the student's classroom teacher been adequately trained with EL instructional and assessment strategies specifically designed for students learning English?
- Do the report cards indicate that students were graded according to their I-ELPs?

District utilizes the Retention Guidelines Chart offered by ALSDE Guidebook as a guide for the I-ELP team to make the retention and promotion decisions for the EL students. All points on the chart, including English language proficiency, full implementation of I-ELP, full implementation of accommodations, significant and sufficient amount of ELD instruction, alternate grading, intense and effective classroom teacher PD, and grading according to I-ELP, have to be addressed with a positive answer for the team to consider retention. Otherwise, retention of the EL student is not recommended.

- **Accountability**
 - **Title III Biennial Meaningful Differentiation (AMDs)**
(Section 3121)

States and local school districts are charged with meeting AMD objectives reporting the following:

- Title III programs and activities
- Number and percentage of ELs making progress toward English language proficiency
- Number and percentage of ELs who attain proficiency and exit LIEPs
- Number and percentage of former ELs who meet academic content standards (for 4 years)
- Number and percentage of ELs who have not exited LIEPs after 5 or more years years as an EL
- Any other information required by the Alabama State Department of Education

Currently, the Alabama State Department of Education is developing accountability guidance to implement new ESSA requirements on reporting and accountability for English Learners. This plan will be updated as further guidance is provided by the state.

● Annual Assessment of English Proficiency

Alabama requires all students to participate in the Alabama Student Assessment Program. Specific information regarding participation for students of special populations can be found in this manual. All students must be included to the fullest extent possible in all assessments and have their results included in the state accountability system. This required participation is supported by federal legislation.

All assessments are available in English only; therefore, all students, including limited English proficient students, must take state assessments as written, in English. Documentation regarding participation in the Alabama Student Assessment Program must be made on the appropriate Participation Documentation form found in the Alabama State Department of Education's Alabama Student Assessment Program Policies and Procedures Manual for Students of Special Populations found on ALSDE website.

Decisions regarding appropriate accommodations for EL students must be made on an individual basis by the I-ELP Committee.

Reading

EL students, during their first 12 months of enrollment in U.S. schools, will **not** be required to participate in the state reading assessment (*ACAP* and *AAA*). EL students during their first 12 months of enrollment in U.S. school **must** take the reading test of the *ACT Plus Writing*.

Mathematics

EL students, during their first 12 months of enrollment in U.S. schools, must take the mathematics test of the *ACAP*, the mathematics test of the *ACT Plus Writing*, or the mathematics of the *AAA*.

Science

EL students, during their first 12 months of enrollment in U.S. schools, **must** take the science test of the *ACAP*, *ACT Plus Writing* and the science test of the *AAA* with accommodations as necessary.

Language/English/Writing/Social Studies

EL students, during their first 12 months of enrollment in U.S. schools, **must** take the English and the writing test of the *ACT Plus Writing*.

End-of-Course

All EL students **must** participate in the end-of-course assessment for any of the courses for which they are enrolled and receiving course credit, and for which an end-of-course assessment is administered.

The EL Committee must include decisions regarding the criteria outlined above in the Individual English Language Plan (I-ELP) for EL students in their first 12 months of enrollment in U.S. Schools. These decisions must be made on an individual basis.

When a student is identified as qualifying for EL services, his/her progress must be monitored and re-assessed annually to determine new placement needs and the results will be used in examining the effectiveness of the school's EL services. The procedures for identification, assessment, placement, and

re-evaluation of EL students are visually represented by the flowchart on page 35. English language proficiency scores are not the sole indicator used for placement.

Assessments of English language proficiency must be conducted to accomplish two purposes:

1. To determine the development and attainment of English proficiency.
2. To make appropriate instructional and program placement decisions.

English Learners (EL) must be tested for English-language proficiency within 30 days (if registered before the first day of school) or ten days (if registered after school started) of their initial identification through the Home Language Survey completed at the time of enrollment or registration. This language proficiency assessment (*WIDA Screener for Kindergarten* or *WIDA Screener Online*), which is used for placement and progress monitoring, shall be done in all four areas of language development (listening, speaking, reading, and writing/*Screener for Kindergarten* will test only listening and speaking) to ensure that students' language needs are properly identified and addressed by the Madison City Schools EL education program

All EL students in grades K-12, regardless of the number of years of enrollment in U.S. schools, **must** participate in *Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0* (ACCESS for ELLs 2.0), the state-administered English language proficiency test, or *Alternate ACCESS for ELLs*. Participation in one of these English language acquisition assessments, which is required, will satisfy the reading participation requirement for accountability purposes for these students.

A student can continue to receive EL services until he/she has the English proficiency necessary to function successfully in an academic setting. After exiting the EL program, the EL student's academic performance will continue to be monitored to ensure their success in the district's general education program and additional EL services will be provided should the need arise.

- **English Language Proficiency Assessment of English Learners**
- **ACCESS for ELLs 2.0**

ACCESS for ELLs™ 2.0 is a standards-based, criterion referenced English language proficiency test. 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 (listening, speaking, reading, and writing).

The Alabama State Department of Education has determined that the *ACCESS for ELLs*™ 2.0 will be the statewide assessment instrument for the mandated annual assessment of English language proficiency. All identified English Learners in Alabama will participate in this testing program. In addition, students whose parents waived EL services but did not pass the WIDA Screener for Kindergarten or WIDA Screener Online will be administered the *ACCESS for ELLs*™.

ACCESS for ELLs™ 2.0 complies with *Every Child Succeeds Act of 2015* (ESSA) based on the following rationale:

1. It is anchored in state academic content standards and common English proficiency standards.
2. It measures progress in attaining academic and school related English across grade level clusters and English proficiency levels up to and including full English proficiency.
3. It assesses each language domain (listening, speaking, reading, and writing) separately to generate individual subscale and composite scores (including comprehension).
4. It meets rigorous psychometric standards for test reliability and validity for ELs in grades K-12.

Growth Calculations

The overall goal of the EL student data in the annual accountability system is to identify actual growth of EL students, year-over-year, towards proficiency attainment. Therefore, the data loaded within the student assessment portal recognizes the annual growth of each student utilizing the student's ACCESS proficiency score from the previous year compared to the current year's score.

Growth is determined when the prior year's score on the ACCESS for ELLs assessment is compared to the current year's score to determine if there is growth. For example, using the table to the left: Prior year score was 3.1. In order to demonstrate growth, the current year's score must be a 3.5 or higher. If the student makes a 3.5, that student met the growth target and will be counted as showing growth in the accountability calculations. If the student made a 3.2, the student did not meet the growth target and will not be counted as making growth in the accountability calculations.

Since growth is determined based upon the prior year's score, students who do not have a score from the previous year will not receive a growth report. N/A will represent a non-score.

Currently, there is no growth requirement for Alternate ACCESS for ELLs.

Students' growth can be calculated even if the student moves to another district, as long as the SSID numbers match.

Prior Year	Current Year		Prior Year	Current Year		Prior Year	Current Year
1.0	1.6		2.3	2.8		3.6	3.9
1.1	1.7		2.4	2.9		3.7	4.0
1.2	1.8		2.5	3.0		3.8	4.1
1.3	1.9		2.6	3.0		3.9	4.1
1.4	2.0		2.7	3.1		4.0	4.3
1.5	2.1		2.8	3.2		4.1	4.3
1.6	2.1		2.9	3.3		4.2	4.4
1.7	2.2		3.0	3.5		4.3	4.5
1.8	2.3		3.1	3.5		4.4	4.5
1.9	2.4		3.2	3.6		4.5	4.6
2.0	2.6		3.3	3.7		4.6	4.7
2.1	2.6		3.4	3.8		4.7	4.7
2.2	2.7		3.5	3.8		4.8	4.8

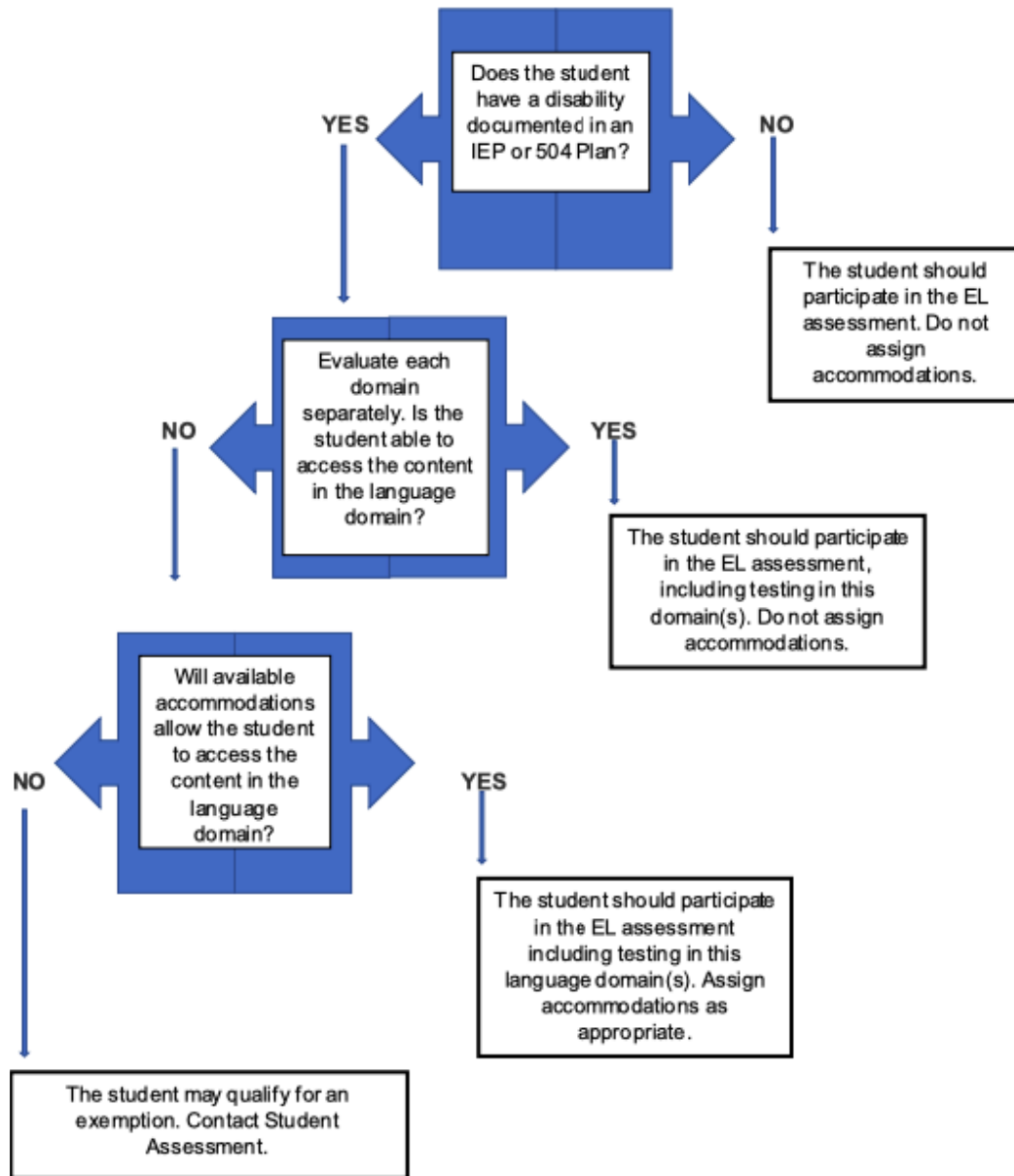
- **Alternate ACCESS for ELLs**

Qualification Criteria for Alternate ACCESS for ELLs:

- Students participating in the Alternate ACCESS for ELLs must have a Significant Cognitive Disability
- Student participating in the Alternate ACCESS for ELLs must be participating in Alternate Achievement Standards and participating in the ACAP Alternate assessment.

Any student who can be served with accommodations on ACCESS for ELLs 2.0 should continue with that assessment.

Domain Exemption Tree



- **WIDA 2020 English Language Development (ELD) Standards**

- **ELD Standard 1:** Language for Social and Instructional Purposes (ELD-SI)
- **ELD Standard 2:** Language for Language Arts (ELD-LA)
- **ELD Standard 3:** Language for Mathematics (ELD-MA)
- **ELD Standard 4:** Language for Science (ELD-SC)
- **ELD Standard 5:** Language for Social Studies (ELD-SS)

Source: [WIDA \(2020\)](#)

● WIDA Performance Definitions:

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

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs 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
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs 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
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences 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
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas 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 oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

● Exit and Transition Criteria

A student's exit from the EL instructional program should be considered tentative, and should be followed by periodic review of his or her progress. Title III of *Every Student Succeeds Act of 2015* mandates monitoring for four (4) years so that achievement data reported for those recently-exited students can be included in the reports required of Title III sub grantees.

Madison City Schools system will monitor and evaluate student progress to determine if a student requires re-entry into the program and will provide accommodations in the event that the student needs additional support in the all-English general education environment.

Alabama has determined that EL students who achieve a **4.8 composite score on ACCESS for ELLs are considered to be English language proficient**. These students will exit the program and will no longer receive English language support services. At such time, when an EL student has exited, the student will be classified as an FEL-1 and will be monitored for four years.

Students who have exited may continue to receive the same EL accommodations on state assessments as they did while they were classified as an EL 1 or EL 2. They may continue to receive these EL accommodations as long as they are being provided regularly in the classroom and are determined to be necessary for the student to be able to demonstrate their knowledge and understanding of the content being measured. At the end of the four-year monitoring period, the student will no longer receive EL accommodations.

EL students who do not meet the exit criteria outlined will be recommended for continuing services. Changes in the EL instructional program will be documented in the student's school I-ELP Plan. The EL teacher will inform the parents of any change in status. Each letter will be filed in the student's EL file as well as on Ellevation.

Exiting Students on WIDA Alternate ACCESS for ELLs

EL students who participate on Alternate ACCESS for ELLs will not attain a numerical score as with the ACCESS for ELLs assessment. Instead, Alternate English Language Proficiency (ELP) levels are used to determine the student's level of English language proficiency. It is unlikely, based on the students' severe cognitive disabilities, that an EL student participating on Alternate ACCESS for ELLs will ever demonstrate a solid command of the English language to the extent that the student would be considered English language proficient. The Alternate ACCESS for ELLs was not designed for that purpose and does not allow for a student to score high enough to demonstrate proficiency.

The United States Department of Education has allowed states to develop their own exit criteria for students participating on Alternate ACCESS for ELLs. IEP Teams and I-ELP committees should meet to discuss the student's scores on the assessment, progress or lack of progress, and current level of understanding and responding to the English language. Based on this information a decision regarding whether or not the student should exit from English language services should be made.

● **Monitoring Exited Students**

EL students who attain a 4.8 composite score on ACCESS for ELLs or who meet the Alternate Exit Criteria are exited from the English as a Second Language Services and placed on monitoring status for four academic years. During this monitoring phase, general education classroom teachers and EL teachers must communicate regularly – preferably once every 9 weeks – to ensure students are functioning in the mainstream without EL support.

If an EL student is not progressing academically as expected and monitoring suggests a persistent language need, the EL Committee must reconvene and determine if the student needs to be re- tested with the WIDA Screener Online test. If the student scores below 5.0, the team may consider returning the student to EL 2 status and begin providing English language supports. The student will then take ACCESS for ELLs or Alternate ACCESS for ELLs at such time the test is administered.

If the team, which includes parents/guardians, determines that rescreening is needed, documentation must be made in the I-ELP. If the parent/guardian refuses for the student to be rescreened, this should be documented, and a statement of the parent/guardian's refusal included in the I-ELP. If this is the case, the LEA will continue to provide the necessary English language supports for the remainder of the four-year monitoring period.

Codes

FEL-1 Former English Learner First Year of Monitoring

FEL-2 Former English Learner Second Year of Monitoring

FEL-3 Former English Learner Third Year of Monitoring

FEL-4 Former English Learner Fourth Year of Monitoring

FEL Former English Learner

Upon successful completion of four years of monitoring, ELs are classified as FEL.

Alternate ACCESS for ELLs Exit Criteria for English Learners (EL)s in Grades 1-12

All Domains Taken?	
YES	NO
<p>If the EL student achieves an overall composite score of A1, A2, or A3* on three consecutive administrations of the test.</p> <p style="text-align: center;">OR</p> <p>achieves an overall composite score of P1 or P2* on two consecutive administrations of the test.</p> <p style="text-align: center;">AND</p> <p>the EL and IEP Committees both recommend that the EL student exit the program and be reclassified as FEL-1,</p> <p style="text-align: center;">THEN</p> <p>the EL student will be monitored for four years and may continue to receive EL supports within the classroom.</p>	<p>If proficiency level scores on all domains taken remain consistent** for three consecutive administrations of the test.</p> <p style="text-align: center;">AND</p> <p>the EL and IEP Committees both recommend that the EL student exit the program and be reclassified as FEL-1,</p> <p style="text-align: center;">THEN</p> <p>the EL student will be monitored for four years and may continue to receive EL supports within the classroom.</p>
<p>If the above criteria are met, then the EL qualifies as English Proficient and will exit the program. The EL student will be reclassified as Former EL (FEL-1) and will no longer participate on Alternate ACCESS for ELLs. The student will continue to receive special education services and will continue to participate on the ACAP Alternate.</p>	
<p style="text-align: center;">Proficiency Levels</p> <p>The <i>Alternate ACCESS for ELLs English Language Proficiency</i> (ELP) levels were developed to define proficiency levels that would be more sensitive to the English language proficiency of ELs who have significant cognitive disabilities, and thus would give those students a chance to demonstrate progress. The ELP levels defined for <i>Alternate ACCESS for ELLs</i> are:</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> A1: Initiating A2: Exploring A3: Engaging </div> <div style="text-align: center;"> P1: Entering P2: Emerging P3: Developing </div> </div> <div style="text-align: center; margin-top: 20px;"> </div>	
<p>* Proficiency level scores must be the same from year to year. For example, A1 for three years in a row.</p> <p>** Consistent is defined as the exact same score, on the domains taken, for three years in a row.</p>	

● EL Student Files

The Madison City School District maintains a database containing information on students who have a primary or home language other than English which includes:

- Date of entry
- Date of birth
- Grade level
- Home language
- Current school
- Achievement test data
- English Proficiency Level
- Supplemental programs participation

The School District maintains the following information in individual student profiles for all students identified as limited-English proficient and may include the following:

- Assessment data (standardized tests taken, scores, and dates)
- Academic data (courses taken, attendance, promotion/retention)
- Entry date into local school system
- Years of schooling in home language
- Educational History
- Results of sight and hearing tests may be included
- Physical conditions that may affect learning
- Classroom observations and anecdotal records by teachers
- Enrollment history and criteria used for placement in special services (EL services, speech therapy, special education, gifted, other)
- ACCESS for ELLs 2.0 scores are kept with other EL documentation at the central office and at each school, as well as on Ellevation data base software.
- Data is recorded and submitted for Alabama State Department of Education compilation report annually by the district.

** Yellow file folders are used to quickly identify the EL plans in the cumulative folder. Information is also available through Ellevation software.

● **Staff Development Related to EL and Immigrant Students**

Staff development opportunities will be provided to all teachers, administrators, and paraprofessionals in the district through administrative conferences, in-service programs, and regional, state workshops and national conferences. All school staff that impact the education of ELs are encouraged to seek training in how to best support English Learners. There are several options available for training and professional development:

- EL training sessions are provided through local collaborative efforts;
- Graduate level classes in ESL are offered at UAH, UAB, and University of Alabama;
- SAMUEL workshops are provided by ALSDE ESL Coaches;
- Nation-wide seminars and conferences (BER, WIDA, TESOL) in ESL are offered regularly; and
- On-demand training is offered through the district EL program office.

All certified district employees are offered district-level opportunities to engage in EL-focused professional development. Classroom teachers may elect to participate in a faculty-wide training session or view an on-line video. EL teachers and district EL staff work with school personnel to differentiate and customize EL training based on school and personnel needs. Samples of professional development sessions offered include:

- Understanding the WIDA Standards
- Empathetic EL Instruction
- There WILL be a Test! Assessing English Learners
- Can You Hear Me Now? Expressive Language: Speaking & Writing for English Learners
- English Learners. How and Why We Accommodate
- Empathetic EL Instruction for New Teachers
- Empathetic EL Instruction and Leadership for Administrators
- WIDA Scaffolding for EL Instruction Training
- WIDA Leading Schools for Multilingual Learner Achievement
- Differentiation for Linguistically Diverse Students
- Introduction to the WIDA ELD Standards and Assessment System

Madison City School district ensures that the EL plan includes job embedded, collaborative professional development opportunities to schools through the district's professional learning communities, collaborative ½ day professional development days, district and school professional development, horizontal and vertical professional development opportunities. Current district efforts include focus on ensuring that administrators who evaluate EL program staff are adequately trained to meaningfully evaluate EL teachers and effectiveness of their instruction and/or support. Finally, the District offers opportunities for feedback and emphasizes the importance of the follow-up training in order to prepare EL program teachers and administrators to implement the EL program effectively.

COMMUNITY INVOLVEMENT

The Madison City School District is an integral part of the social and education community. EL students benefit from the extensive outreach and referral procedures developed by the District. Translators are provided when requested by a parent for conferences and registration. Translators make contact by phone, in person, or in writing to keep parents updated on opportunities for their children.

● **Equal Access to Other School District Programs**

The District's on-going goal is to effectively provide academic and language services to our EL population and to provide materials that maximize their educational opportunities. District staff will work to ensure that EL students have equal access to extracurricular and non-academic activities. (Refer to the Students' Code of Conduct for statements on equal access).

● **Program Evaluation, Review and Improvement**

The purpose of program evaluation is to provide information for decision-making at several levels in the implementation of the program. The Madison City Schools will use formal and informal data to evaluate the English Learner program.

Each year, the EL Coordinator and EL Committee will review student data and program implementation for program effectiveness. During the review, the EL Committee will consider the following:

- Proper identification
- Proper assessment

If appropriate, the following components will be reviewed in order to implement an improvement plan:

- Data collection process
- Instructional strategies and curriculum implementation
- Staff Development
- Reliability and Validity of assessment tools
- Student placement

In order to provide the most effective learning environment and support to ELs, the EL program is committed to a continuous cycle of school learning and improvement. To ensure the EL Program is successfully attaining identified goals, the EL program staff:

- Partners with schools in the creation of continuous improvement plans (CIPs) or school action plans;
- Participates in data meetings, walkthroughs, and RTI meetings;
- Participates in district feeder pattern meetings;
- Conducts an annual program evaluation.

The Federal Program Coordinator collects data pertinent to the EL Program evaluation on an on-going basis throughout the school year. This data is analyzed in the months of June, July, and August (as state assessment data are received) to evaluate the effectiveness of the district's EL program. Qualitative and quantitative results from the annual program evaluation are presented to the EL Advisory Committee for review. These results, along with recommendations from the EL Advisory Committee, become the data that drive the needs assessment for the upcoming year. Program changes and improvements are made based on the annual evaluation.

PROGRAM EVALUATION, REVIEW AND IMPROVEMENT

Goal: To ensure that EL students are able to participate meaningfully in school district programs, are achieving academically, and are developing basic communication skills (BIC) and English cognitive academic language proficiency (CALP).

Program Implementation

EL Program Element	What step is taken?	Who is responsible?	When is it completed?	What documentation is kept and where?
Identification of potential EL students	Check all registration forms and Home Language Surveys in permanent files.	EL teacher and office staff	Ongoing	Notation on registration form and Home Language Survey in cumulative file.
Assessment of English language proficiency.	Check EL student files and database for current year assessment	EL teacher, EL testing Team	Spring	Assessment data kept in students' EL files. Information is entered in database by the office staff
Service for all eligible students	Create a schedule of classes and services for identified EL students.	EL teacher	Within 30 days of registration at the beginning of the school year. New students are added within 2 weeks of registration.	EL teachers' schedules are provided to school administration and Federal Programs Coordinator.
Transition criteria	Monitoring forms for each exited/monitored EL student are completed once per grading period by general education teachers.	EL team members, general education teachers	Each grading period for 4 years.	Monitoring forms will be maintained by EL teacher at the student's home school in the yellow EL folder, and also can be found on the Ellevation Software.

● **Staffing Information**

The Madison City Schools follows current certification recommendations and guidance of the Alabama State Department of Education for hiring teachers qualified to teach English Learners. Supplemental EL teacher units and placements are made based on the:

- Number of active and monitored ELs in a school
- Level of need of each EL
- Proximity of the schools (if itinerant)
- School improvement status (if applicable)
- Number of immigrant ELs
- Number of dually identified ELs (ELs receiving Special Education services)
- Number of ELs with limited, interrupted, or no formal schooling.

Key personnel English Learner instruction includes teachers who are qualified to provide EL services, core-content teachers who are highly qualified in their field as well as trained to support EL students, and trained administrators who can evaluate these teachers.

Madison City Schools will follow the recommendation of the Alabama State Department of Education when utilizing translators. Madison City Schools offers face-to-face, video, and telephonic interpreting services as well as written translation through professional translation agency. Additionally, district utilizes TransAct library for translation purposes.

● **Data Collection and Submission**

For state assessment and accountability purposes, the SDE uses one coding system for ELs. Similar codes are also used by the ALSDE for data collection from PowerSchool. Upon identification and placement, EL students are given such appropriate EL or Immigrant code (per ALSDE guidance) in the PowerSchool program allowing the district and the state to track, monitor, and assess EL students based on the assigned EL codes.

The district federal programs office and EL teachers maintain an EL student database of all EL students in Madison City Schools. EL teachers collect EL data at each of their assigned schools and submit these data to the district federal program coordinator via Ellevation software database. EL teachers work with school registrars and district EL staff to enter and update EL student information in PowerSchool as soon as student EL status is assigned or changed following ALSDE guidelines and timeline.

District staff and EL teachers have been trained on how to input the correct status for EL students including Immigrant students into PowerSchool. They are aware that the EL status can be found in Powerschool SIS and are continuously trained by the district federal programs coordinator and district PowerSchool trained trainers on PowerSchool data updates and state guidelines for collecting and submitting data, including immigrant student data. Each of these individuals makes a concerted effort to check the status of students at the beginning of each school year and periodically throughout the year. The data are normally updated by the EL teachers and district EL staff who check PowerSchool monthly to ensure that new students have been entered with the correct status. Before each data pull by the ALSDE, the EL teachers are notified by the Coordinator of Federal Programs and district EL staff to check the correctness of the status of all EL-coded students. Immigrant status of each student is checked on a monthly basis to reflect necessary updates occur in a timely manner to ensure that the immigrant student count submitted annually to ALSDE includes only immigrant students.

District staff and federal programs coordinator attend training sessions offered by ALSDE and PowerSchool to learn about most current guidelines and codes and offer a turn-around training to school staff and EL teachers to ensure reliable and accurate data entry.

During the school year the district will be utilizing school tracking logs housed on an online live Ellevation database that will be synchronized with PowerSchool to support and enhance teacher collaboration and instruction of the EL students in a more meaningful way.

- School and Community Resources

Local School Instructional Partner
Local School Media Specialist
City of Madison Library
Alabama A&M University
University of Alabama at Huntsville (UAH)
Athens State University
Local Churches
Local Businesses
AshaKiran
Community Foundation
YMCA

● I-ELP Meeting Protocol

i) Before the meeting:

- (a) Schedule a face to face or video conference for all students.
- (b) Invite Admin/counselor
- (c) Invite parents to a meeting. Find their phone numbers in Power School SIS. Record contacts on *Request for EL Meeting Documentation of Parent Contact*, form #3 (after three contacts, **one of which should be a phone call**, a meeting may be held without a parent present.) Ask parents if they need an interpreter
- (d) Contact local interpreters, FLS or Language Link and schedule an interpreter
- (e) Invite Special Education teacher if applicable. IEP and I-ELP can be done together.
- (f) Invite all classroom teachers--at least one must attend
 - a. Send them a list of possible classroom accommodations ahead of time.
 - b. Ask them to bring work samples or anecdotes
- (g) Prepare all paperwork
 - a. Home Language Survey(form #1) (One may be found in PowerSchool)
 - b. Test scores (Use Ellevation to print any data, I-Ready, ACAP etc)
 - c. Parent Right to Know (form #11)
 - d. Screener
 - e. The appropriate State Accessibility And Accommodations Checklist (forms #18-22) and ACCESS Test accommodations(forms #24-29)
 - f. ACCESS 2.0 scores(print an extra copy for family-they are available in a few languages)
 - g. Previous I-ELP
 - h. Right to Waive Supplemental EL Services (form #5) **only if requested.**
 - i. Re-entry form if needed (form #13)
- (h) Make sure all info in Ellevation is updated (demographics, test scores, documents loaded--HLS and previous I-ELP's).
- (i) Using the Meeting Tab on Ellevation-fill in as much information as possible (**see page 2**)
- (j) Check that info in WIDA Screener is correct.
- (k) Be sure "Birth Country" is entered (Country of Origin in INOW)
- (l) Gather all materials needed on meeting day
- (m) Technology to access Ellevation (IPAD or device for digital signature)

ii) During the meeting:

- (a) Confirm demographics with parents
- (b) Discuss with parents the following:
 - a. Goals
 - b. Classroom Accommodations
 - c. Testing Accommodations
 - d. Any other concerns
- (c) Sign I-ELP (electronically on Ellevation) or you may ask the participants if they consent to you typing their name on the signature line followed by ("via webex")
- (d) Print by going to "Reports" in Ellevation. Generate report in the requested home language if available. Be sure to click the box "attach to profile". Give a copy to parent, you may email a copy as long as this statement is after your signature on your email:

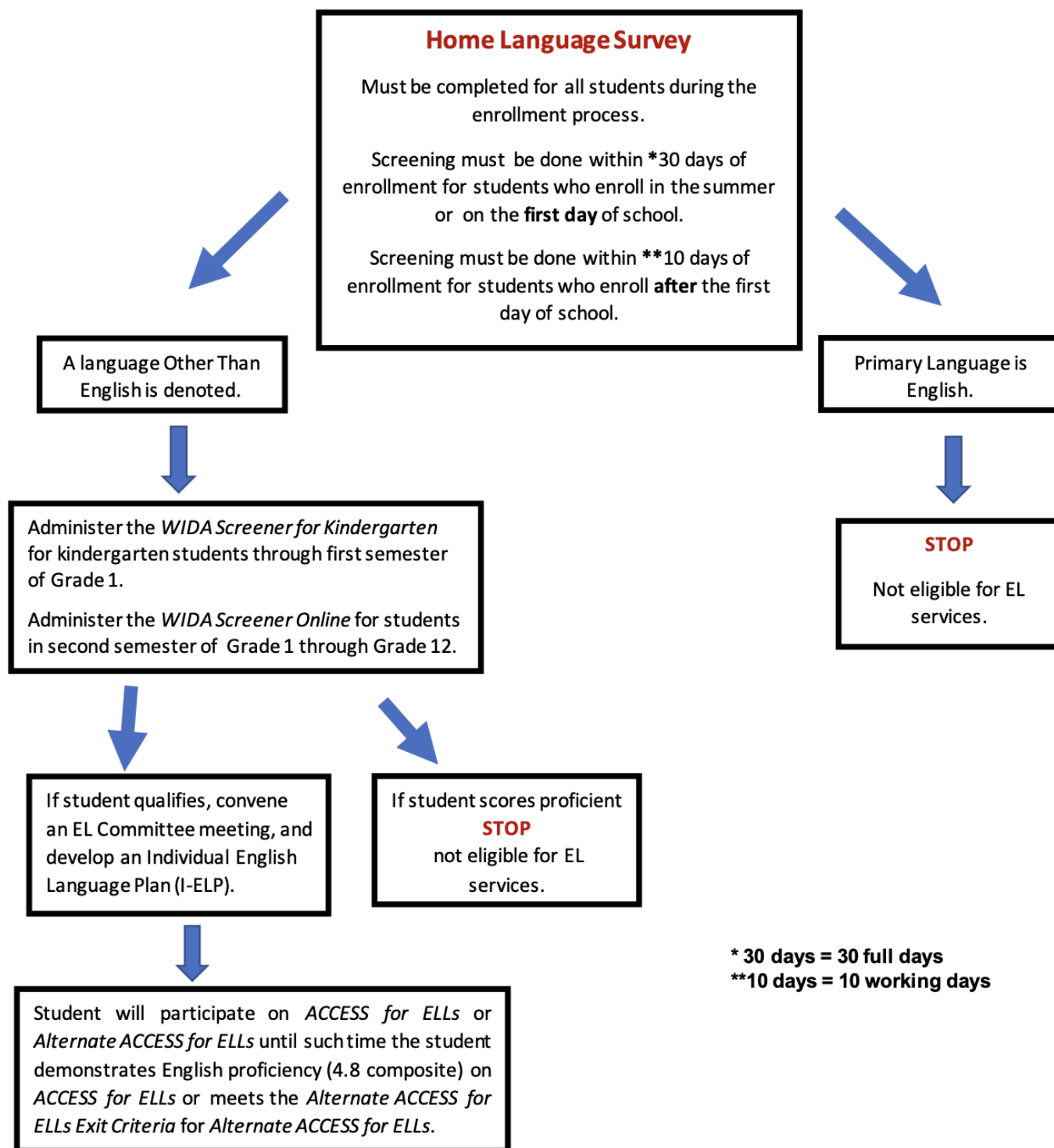
The information transmitted is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. Any review, retransmission, dissemination or other use of, or taking of any action in reliance upon, this information by persons or entities other than the intended recipient is prohibited. If you received this in error, please contact the sender and delete the material from any computer.

iii) After the meeting:

- (a) **If not signed electronically**, upload signed I-ELP under Document tab on student's profile in Ellevation labeled per this example: "I-ELP 2023-2024", **select document type "I-ELP Student Plan"**
- (b) State Assessment Accommodations - **upload the State Accessibility and Accommodations form** under Documents tab for each student, label "State Assessment Accommodations", **select document type "State Testing Accommodations"**
- (c) If parents have chosen to **waive services**, print the response to the google form in its entirety and upload to Ellevation and print a copy and place in yellow CUM Folder.
- (d) From Ellevation Student Profile, click **Select Student Report->District Templates->I-ELP 2023-2024**, check the checkbox for **Save a Copy to Student Profile(s)**, and click **Generate** to attach the I-ELP report PDF to the student profile and print for the parent, if desired. The PDF of the I-ELP will be attached under Documents in the Student Profile.
- (e) Place a printed copy of signed I-ELP and State Accessibility and Accommodation forms into yellow CUM Folder

- **Flow Chart for Placement of English Learners**
Madison City Schools

EL Procedural Flowchart



● List of Forms and Suggestions for Use

Form Number	Suggested Use
#1 Home Language Survey	This is part of online enrollment; all parents will complete, registrars responsibility, each student (EL and non-EL) must have one in the cum file
#2 EL Referral Form	Use if student is not currently receiving services; shows evidence of language difficulty in the classroom
#3 Documentation of Parent Contact	When scheduling I-ELP; it is expected that three attempts be made to invite parents to meeting, at least one attempt should be made by phone
#4 EL Determination and Placement	This form may be substituted by using the Meetings Tab on Ellevation and collecting I-ELP signatures(electronically or physically).
#5 EL Parent Right to Waive Form	If parents choose to waive supplemental EL services; only offer this form if requested; remind parents that the student will still take the ACCESS 2.0 test.
#6 Classroom Accommodations	Classroom accommodations decided through the I-ELP committee, these are the same accommodations listed in Ellevation for classroom use
#7-#10 Monitoring Forms	Currently not used, all monitoring forms are distributed electronically through Ellevation.
#11 Right To Know Form	All parents should receive this form yearly, distribute during I-ELP and explain parent rights
#12 Exit Parent Notification	Send to all students who received a score of 4.8 or higher on the ACCESS 2.0 test
#13 Re-Entry Form	Used if monitored student needs to return to active EL status
#14 Monitoring Notification	Send to all recently exited EL students and students that are continuing to be monitored
#15 Alternative Grading Form	Used for grades 3-5 based on I-ELP committee recommendation
#16 NOMPLOTE Form	Send to all students whose score on WIDA Screener or WIDA Screener for Kindergarten indicate proficiency
#17-30 Various State Assessment Forms	For state assessment accommodations, must be uploaded to Ellevation and shared with your building test coordinator
#31 Alternate Screening Checklist	Used to screen EL students with Significant Cognitive Disabilities

Madison City Schools

• Form #1 Home Language Survey

The Home Language Survey for Madison City Schools Questions on Student Registration Form:

Student Name: _____

School: _____

Date: _____

Please list only one language when answering the following questions:

1. What is the language most frequently spoken at home?

2. What language did your child learn when he/she first began to talk?

3. Is English the language your child speaks most of the time?

☐

Yes

☐

No, what language?

4. As parent/guardian, do you need an interpreter or written information translated in another language?

☐

No

☐

Yes, what language is needed? _____

|

Parent Signature: _____
Electronically

8/24/22

Madison City Schools

● Form #2 English Learners Referral Form

This is to be completed and returned to the school EL contact person.

School _____

Student _____ Date of Birth _____ Age _____

Teacher _____ Grade _____

Person Initiating Referral

Please provide the following information:

1. Reason for referral

2. In which of the following two dimensions is the student experiencing difficulties?

Check all that apply:

_____ Basic Interpersonal Communication Skills (BICS) – the language required for face-to-face communication where linguistic interactions are embedded in situational context (usually acquired in 1-3 years).

_____ Cognitive Academic Language Proficiency (CALP) – the level of proficiency in academic language associated with content subjects such as Science and Social Studies (can take up to 5 – 7 years to develop).

3. In which subjects is the student experiencing difficulty?

_____ Reading	_____ Science
_____ Math	_____ Written Expression
_____ Social Studies	_____ Spelling

4. Interventions/strategies used to address difficulties:

Madison City Schools English Learners (EL)

● Form #3 Request for EL Meeting Documentation of Parent Contact

Student Name _____ School _____

EL Teacher's Signature _____

1st Contact Date _____

Type of Contact (check one)

Phone Letter Email Other _____

Person contacted _____

Response _____

2nd Contact Date _____

Type of Contact (check one)

Phone Letter Email Other _____

Person contacted _____

Response _____

3rd Contact Date _____

Type of Contact (check one)

Phone Letter Email Other _____

Person contacted _____

Response _____

DO NOT REMOVE FROM CUMULATIVE FOLDER
Madison City Schools

● **Form #4 EL Eligibility Determination and Placement Documentation**

Last Name: _____	First Name: _____	Date: _____
School: _____	Grade: _____	Home Language: _____
Date of Birth: _____	U.S. Entry Date: _____	System Entry Date: _____
Male <input type="checkbox"/>		Female <input type="checkbox"/>

WIDA Screener for Kindergarten or WIDA Screener Online Results		ACCESS for ELLs 2.0 Results Grade Level Cluster: Choose an item. Tier: Choose an item.		Other Assessment Results	
Listening		Listening		DIBELS	
Speaking		Speaking		State Assessment	
Reading		Reading		ACT Plus Writing	
Writing		Writing		ACT	
Overall Score		Overall Score			

Summary of EL Committee Recommendations:(Check choices)

Assign ESL Services	Accommodations	Status
<input type="checkbox"/> Classroom Accommodations	<input type="checkbox"/> ACAP	<input type="checkbox"/> EL 1
<input type="checkbox"/> Standard Grading	<input type="checkbox"/> ACCESS for ELLs (K-12)	<input type="checkbox"/> EL 2
<input type="checkbox"/> Alternate Grading	<input type="checkbox"/> ACT Plus Writing (11)	<input type="checkbox"/> FEL 1 Exit Date:
<input type="checkbox"/> Waiver of Supplemental Title III Services	<input type="checkbox"/> ACT	<input type="checkbox"/> FEL 2
	<input type="checkbox"/> Pre-ACT	<input type="checkbox"/> FEL 3
	<input type="checkbox"/>	<input type="checkbox"/> FEL 4
	<input type="checkbox"/>	<input type="checkbox"/> NOMPLOTE

I-ELP Committee Decision

Based on the results indicated above, this student:

☐ is eligible to receive EL services. ☐ is not eligible to receive EL services.

Parent Notification sent on:

Comments: [Click here to enter text.](#)

POSITION	SIGNATURE	DATE
LEA Representative		
EL Teacher		
General Ed Teacher		
Other		

**Madison City Schools
EL Eligibility Determination**

**● Form #5 Supplemental English Services and Right to Waive
Supplemental EL Services**

Dear Parents,

Madison City Schools provides EL services for students who have another language spoken in the home or who speaks a language other than English. Your child was identified through the Home Language Survey as having another language spoken in the home. Your child's English language proficiency has been evaluated using the WIDA Screener for Kindergarten, WIDA Screener Online, or ACCESS for ELLs test, and has been found eligible for EL services.

Your child qualifies for EL supplemental instruction in addition to Madison City Schools' core English Learner instructional program. This time may be spent out of the general education classroom. EL supplemental classes focus on vocabulary and comprehension development through content area subjects in order for all students to acquire and use English through reading, writing, listening and speaking. This is accomplished through communication with the EL teacher, general education teacher and you, the parents. Each student is considered individually, taking into account their English language proficiency level as identified through state mandated testing, previous education, and any special needs the student may have. Through continuous formal and informal evaluation, the student receives EL supplemental services with the greatest need receiving the most support. To exit, your student is required to score 4.8 or above on the composite score on the ACCESS for ELLs 2.0 English language proficiency test. Madison City Schools has found that EL supplemental services assist students in reaching appropriate academic achievement standards for grade promotion and graduation. If your child qualifies for special education services, the EL supplemental services will complement this program.

You have the right to refuse supplemental services at any time and have your child immediately removed from the EL Program Supplemental Services. If you wish to waive EL Program Supplemental Services please indicate below. In this case, you child will continue receiving support only in the regular classroom through the Madison City Schools' core English Learner instructional program:

_____ Remove my child _____ from EL/Title III Supplementary Services
(child's name)

Parent Signature

Date

If you have concerns or would like a more detailed description of the EL Program as it applies to your child, please contact your child's EL teacher at your school or central office federal programs coordinator Natalia Dooley at 256-464-8370.

● Form #6 Classroom EL Accommodations

Name _____ School Year _____

Instructional Accommodations (Instruction will be provided at the student's WIDA English Proficiency Level):

- ☐ Allow use of word to word glossary.
- ☐ Limit vocabulary matching exercises to 5-10 items.
- ☐ Limit fill-in-the blank exercises to 5-10 items.
- ☐ Give clues for questions with short answers (word bank and/or pictures or illustrations).
- ☐ Encourage peer work and provide English conversation partners.
- ☐ Allow inventive spelling.
- ☐ Oral/written inventory of key vocabulary using the following:
 - ☐ Picture/Flash Cards
 - ☐ Dictionary/Picture Dictionary and word to word glossaries
 - ☐ Manipulatives
- ☐ Allow more time for reading assignments.
- ☐ Reduce the linguistic complexity of the material to be taught and assessed.
- ☐ Rephrase questions and directions using reduced linguistic complexity.
- ☐ Provide preferential seating.
- ☐ Use accommodated texts to provide content area instruction.
- ☐ Provide vocabulary terms student can illustrate and understand.
- ☐ Reduce linguistic complexity of word problems in mathematics.
- ☐ Reduce linguistic complexity of homework.
- ☐ Other _____

Test Accommodations (Assessment will be provided at student's WIDA English Proficiency Level):

- ☐ Allow use of word to word glossary for testing.
- ☐ Test vocabulary using word-to-picture.
- ☐ Provide tests and study guides using reduced linguistic complexity or reduced language content.
- ☐ Allow oral test responses.
- ☐ Read test directions and items orally.
- ☐ Retest orally on test items missed previously.
- ☐ Reduce the number of questions per assignment/assessment.
- ☐ Reduce the number of choices on multiple-choice tests.
- ☐ Give open-book tests.
- ☐ Present test questions using the same phrasing as used in learning/review.
- ☐ Give test over several days or in sections as appropriate.
- ☐ Small group testing.
- ☐ Allow student to read test aloud.
- ☐ Other _____

Grading: NOTE: Consider alternate grading when a composite ACCESS for ELLs 2.0 or WIDA Screener score is 2.9 or below (this score is not a rigid requirement, but is rather a guiding sore to initiate the I-ELP committee discussion)

- ☐ Take home assignments graded on completion rather than accuracy.
- ☐ Take home assignments graded based on the student's WIDA English Proficiency Level.

Choose the Appropriate Grading Option:

- ☐ Student will receive standard grading.
- ☐ Student will receive alternate grading: 1– needs more time, 2 - progressing, 3 – satisfactory (grades 3-5 only/send an alternate grading letter on p. 51 of the EL Plan to parents with a copy to classroom teacher).

EL Teacher _____	Signature _____	Date _____
Classroom Teacher _____	Signature _____	Date _____
Classroom Teacher _____	Signature _____	Date _____
Classroom Teacher _____	Signature _____	Date _____
Classroom Teacher _____	Signature _____	Date _____

● Form #7 Exited EL Student Monitoring Sheet FEL Monitoring Year 1

Student's Name _____ Grade _____

Date _____ Classroom Teacher _____ School _____

EL Teacher _____ Academic Year _____ Date Exited from EL Services _____

This form is designed to determine the student's level of participation in your class. Please complete this to assist with the student's monitoring. In addition to completing this form, please contact the EL teacher if the student is experiencing any difficulty in the classroom. Please use the Rating Scale to complete the Rating Column. Consider all 4 domains of Language: listening, speaking, reading and writing, when assigning a rating. Then in the Grade Column, enter the student's grade for the subject for the current semester.

PLEASE RETURN TO EL TEACHER by _____ 1st 9 Weeks _____ 2nd 9 Weeks
 _____ 3rd 9 Weeks _____ 4th 9 Weeks

1 st Sem.	2 Sem.

Rating Scale	Seldom	Sometimes	Often
	1	2	3

The Student...	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Completes assignments on time.				
Communicates effectively with teacher.				
Participates effectively in class projects.				
Participates effectively in class discussions.				
Is able to work independently.				
Attends class regularly.				
Displays effort and enthusiasm in class.				
Has discipline problems that interfere with academic progress.				

Subject	Grades			
	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Language Arts				
Teacher				

Reading				
Teacher				
Math				
Teacher				
Science				
Teacher				
Social Studies				
Teacher				

Have EL strategies and accommodations been implemented to respond to the language needs of the former EL student?

Comments_____

● Form #8 Exited EL Student Monitoring Sheet FEL Monitoring Year 2

Student's Name _____ Grade _____

Date _____ Classroom Teacher _____ School _____

EL Teacher _____ Academic Year _____ Date Exited from EL Services _____

This form is designed to determine the student's level of participation in your class. Please complete this to assist with the student's monitoring. In addition to completing this form, please contact the EL teacher if the student is experiencing any difficulty in the classroom. Please use the Rating Scale to complete the Rating Column. Consider all 4 domains of Language: listening, speaking, reading and writing, when assigning a rating. Then in the Grade Column, enter the student's grade for the subject for the current semester.

PLEASE RETURN TO EL TEACHER by _____ 1st 9 Weeks _____ 2nd 9 Weeks
 _____ 3rd 9 Weeks _____ 4th 9 Weeks

1 st Sem.	2 Sem.

Rating Scale	Seldom	Sometimes	Often
	1	2	3

The Student...	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Completes assignments on time.				
Communicates effectively with teacher.				
Participates effectively in class projects.				
Participates effectively in class discussions.				
Is able to work independently.				
Attends class regularly.				
Displays effort and enthusiasm in class.				
Has discipline problems that interfere with academic progress.				

Subject	Grades			
	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Language Arts				
Teacher				

Reading				
Teacher				
Math				
Teacher				
Science				
Teacher				
Social Studies				
Teacher				

Have EL strategies and accommodations been implemented to respond to the language needs of the former EL student?

Comments_____

Form #9 Exited EL Student Monitoring Sheet FEL Monitoring Year 3

Student's Name _____ Grade _____

Date _____ Classroom Teacher _____ School _____

EL Teacher _____ Academic Year _____ Date Exited from EL Services _____

This form is designed to determine the student's level of participation in your class. Please complete this to assist with the student's monitoring. In addition to completing this form, please contact the EL teacher if the student is experiencing any difficulty in the classroom. Please use the Rating Scale to complete the Rating Column. Consider all 4 domains of Language: listening, speaking, reading and writing, when assigning a rating. Then in the Grade Column, enter the student's grade for the subject for the current semester.

PLEASE RETURN TO EL TEACHER by _____ 1st 9 Weeks _____ 2nd 9 Weeks
 _____ 3rd 9 Weeks _____ 4th 9 Weeks

1 st Sem.	2 Sem.

Rating Scale	Seldom	Sometimes	Often
	1	2	3

The Student...	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Completes assignments on time.				
Communicates effectively with teacher.				
Participates effectively in class projects.				
Participates effectively in class discussions.				
Is able to work independently.				
Attends class regularly.				
Displays effort and enthusiasm in class.				
Has discipline problems that interfere with academic progress.				

Subject	Grades			
	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Language Arts				
Teacher				

Reading				
Teacher				
Math				
Teacher				
Science				
Teacher				
Social Studies				
Teacher				

Have EL strategies and accommodations been implemented to respond to the language needs of the former EL student?

Comments_____

● Form #10 Exited EL Student Monitoring Sheet FEL Monitoring Year 4

Student's Name _____ Grade _____

Date _____ Classroom Teacher _____ School _____

EL Teacher _____ Academic Year _____ Date Exited from EL Services _____

This form is designed to determine the student's level of participation in your class. Please complete this to assist with the student's monitoring. In addition to completing this form, please contact the EL teacher if the student is experiencing any difficulty in the classroom. Please use the Rating Scale to complete the Rating Column. Consider all 4 domains of Language: listening, speaking, reading and writing, when assigning a rating. Then in the Grade Column, enter the student's grade for the subject for the current semester.

PLEASE RETURN TO EL TEACHER by _____ 1st 9 Weeks _____ 2nd 9 Weeks
 _____ 3rd 9 Weeks _____ 4th 9 Weeks

1 st Sem.	2 Sem.

Rating Scale	Seldom	Sometimes	Often
	1	2	3

The Student...	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Completes assignments on time.				
Communicates effectively with teacher.				
Participates effectively in class projects.				
Participates effectively in class discussions.				
Is able to work independently.				
Attends class regularly.				
Displays effort and enthusiasm in class.				
Has discipline problems that interfere with academic progress.				

Subject	Grades			
	1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Language Arts				
Teacher				

Reading				
Teacher				
Math				
Teacher				
Science				
Teacher				
Social Studies				
Teacher				

Have EL strategies and accommodations been implemented to respond to the language needs of the former EL student?

Comments_____

Madison City Schools

● Form #11 Parents' Right to Know

Re: Notification of "Parents' Right To Know" under *Every Student Succeeds Act* 2015

Dear Parent(s),

This letter is to inform you that because your child attends a school that receives Limited English Proficiency funds you are entitled to receive the following information from the Madison City Schools within 30 days after the beginning of the school year (or if your child is enrolled during school year, within the first 2 weeks of the child being placed in a language instruction educational program):

1. The reasons for the identification of your child as limited proficient and in need of placement in a language instruction educational program.
2. Your child's level of English proficiency, how such level was assessed, and the status of your child's academic achievement.
3. The methods of instruction used in the program in which your child is, or will be participating, and the methods of instruction in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
4. How the program in which your child is, or will be participating, will meet the educational strengths and needs of your child.
5. How such a program will specifically help your child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under Title III are used for children in secondary schools.
7. In the case of a child with a disability, how such program meets the objectives of the individualized education program of your child.
8. The immediate removal of your child from such a program upon your request.
9. The option to decline to enroll your child in such a program or method of instruction, if available.
10. Information about various programs and methods of instruction, if more than one program or method is offered.
11. Information assisting parents in selecting among various programs and methods of instruction, if more than 1 program or method is offered.

If you would like to request any of the above information, please submit a letter to:

Natalia Dooley
Federal Programs Coordinator
211 Celtic Drive
Madison, AL 35758

**Madison City Schools
English Learner Program**

● **Form #12 Exit Parent Notification**

Date: _____
Parent/Guardian of _____

Dear Parent/Guardian:

I am pleased to inform you that _____ meets the criteria needed to exit the English Learner program. After two weeks of exiting the program we will follow-up with a review of your child's academic work and interview the general education teachers. Based on the guidelines of *Every Student Succeeds Act*, we will monitor your child's academic progress for four years providing support as needed.

If you have any questions, please call me at _____.
E-mail: _____@madisoncity.k12.al.us

Sincerely,

Name

Title

**Madison City Schools
English Learner Program**

● **Form #13 Re-entry Parent Notification**

Date: _____

Parent/Guardian of _____

Dear Parent/Guardian:

Upon review of your child's academic progress and WIDA Screener for Kindergarten or WIDA Screener Online score, it has been determined that **(student's name)** _____ may be eligible to re-enter the English Learner program. A parent conference has been scheduled at **(location)** _____ on **(date)** _____ at **(time)** _____ for us to determine the appropriateness and the process of re-entry for your child into the English Learner program.

If you have any questions, please call me at _____.

Sincerely,

Name

Title

**Madison City Schools
English Learner Program**

● Form #14 Monitoring Notification

Date _____

Parent/Guardian _____

Dear Parent/Guardian:

Based on the guidelines *Every Student Succeeds Act*, we monitor your child's academic progress for four years providing support as needed. For the current school year your child is:

- FEL 1 (First year of monitoring)
- FEL 2 (Second year of monitoring)
- FEL 3 (Third year of monitoring)
- FEL 4 (Fourth year of monitoring)
- FEL (Former English Learner, Completed 4 yrs. of monitoring, No longer EL)

If you have any questions, please call me at _____ or e-mail me at _____@madisoncity.k12.al.us.

Sincerely,

Name

EL Teacher

Madison City Schools

● Form #15 Alternate Grading

August 3, 2022

Dear Parent(s),

The Every Student Succeeds Act of 2015 (ESSA) requires that all children, including English Learners (ELs), reach high standards by demonstrating proficiency in English language arts and mathematics. Schools and districts must help EL students make continuous progress toward this goal, as measured by performance on state tests.

As your child acquires English, he/she will receive EL services to improve their ability to master grade-level material. In an effort to properly reflect your child's achievement as he/she learns English, Madison City is implementing an alternative grading scale for EL students who meet the requirements.

The decision to use an alternative grading scale will be made by the Individualized English Learner Program (I-ELP) development committee on an individual basis. The I-ELP committee will consist of:

1. LEA Representative
2. EL Teacher
3. General Education Teacher
4. Parent(s)

Due to your child's level of English proficiency (____ Composite Score), _____ is eligible for use of the alternative grading scale. Therefore, his/her [report card](#) will reflect the following:

- 1 = Demonstrates limited understanding of the standard with continuous support
- 2 = Demonstrates an understanding of the standard with continuous support
- 3 = Demonstrates an understanding of the standards with minimum supports
- 4 = Demonstrates an understanding of the standard independently

Please contact your child's EL teacher at the local school if you have any questions. You may also contact Natalia Dooley, Federal Programs Coordinator, at 256-464-8370, ext. 10355 for additional information.

MADISON CITY SCHOOLS

● Form #16 NOMPLOTE Parent Notification

Student's Name:

School:

Date:

Dear Parent/Guardian:

Upon completion of your child's Home Language Survey during enrollment, you indicated another language was spoken at home other than English. In accordance with the guidance from the State Department of Education, we have assessed your child's English language skills using the WIDA Screener Online (grades 1-12) or WIDA Screener for Kindergarten intended to assess students' English language proficiency. We administer this assessment in order to plan the best educational program for each of our students. The results of the assessment indicate that your child is a **Proficient English Speaker**. Therefore, your child is a NOMPLOTE (National Origin Minority Primary Home Language Other than English) and does not qualify for English Learner (EL) Program services.

If you have any questions, please feel free to contact your school EL teacher at _____ (phone) or e-mail: _____@madisoncity.k12.al.us

Sincerely,

Signature

Position

A copy of this form along with a copy of the assessment scores must be distributed as follows:

1. Student's cumulative file
2. Parent

● **Form #17 Alabama Student Assessment Program Decision Chart**

Alabama State Department of Education
Student Assessment

July 2022



Decision Chart for English Learner Students in Their First 12 Months of Enrollment in U.S. Schools

This Decision Chart lists the state assessments for which the EL student in his/her first 12 months of enrollment must participate.

Use the chart below to help clarify the participation of English Learner (EL) students in their first 12 months of enrollment in U.S. schools on state assessments. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan (I-ELP). These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Student Assessment at: (334) 694-4817.

Grades 2-8	Grade 10	Grade 11	Grade 12
<i>ACAP Summative</i>	<i>Pre ACT</i>	<i>ACT with Writing</i>	<i>WorkKeys</i>
Mathematics Science Grades 4, 6, 8 only	Mathematics Science Reading English	Mathematics Science Reading English Writing	Applied Math Graphic Literacy Workplace Documents

- ❖ Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and English language arts – excluding all of the ACT assessments - for accountability purposes. Participation in reading and English language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and English language arts.
- ❖ All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate in *ACCESS for ELLs*, the state-administered English language proficiency test, or *Alternate ACCESS for ELLs*.
- ❖ EL students who participate in *Alternate ACCESS for ELLs* must also be assessed on the *ACAP Alternate*. Contact Student Assessment for guidance for EL students in their first 12 months of enrollment in U.S. schools who are also participating on the *ACAP Alternate*.

Assessments are subject to change.

Flexibility is not extended to ELs in their first 12 months of enrollment for any of the ACT assessments.

● Form #18 Alabama Student Assessment Program Accommodations

EL Accommodations on State Assessments

ACAP Summative	ACAP Alternate	ACT with Writing	ACT WorkKeys	PreACT
English/Native Language Word-to-Word Glossary	English/Native Language Word-to-Word Glossary	Bilingual Word-to-Word Glossary or Dictionary	Bilingual Word-to-Word Glossary/Dictionary	Bilingual Word-to-Word Glossary/Dictionary
Spanish Human Reader for Math/Science	Translated Directions	Translated Directions	Spanish Test	Translated Directions
English Human Reader for Math/Science		Extended Time	Translated Directions	Extended Time
Spanish Text-to-Speech Headphones for Math/Science			Extended Time	
English Text-to-Speech Headphones for Math/Science				
Translated Directions				
Stacked Spanish for Math/Science				
Extended Time				

English/Native Language Word-to-Word Glossary:

Must be word-to-word with no definitions, pictures, synonyms, antonyms, sentences, or phrases. May be a paper book or an electronic device, but the electronic glossary must **NOT BE ABLE TO CONNECT TO THE INTERNET**. The DTC/EL Coordinator must confirm that any dictionary/glossary used meets this requirement. Test scores **WILL BE INVALIDATED** if students are found to be using an inappropriate dictionary. **NOTE:** All ACT assessments require a paper book only. No electronic glossaries are allowed.

The ALSDE uses the **ACT-Authorized Bilingual Word-to-Word Dictionaries** list:

<http://www.act.org/content/dam/act/unsecured/documents/ACT-ApprovedBilingualDictionariesList.pdf>

Translated Directions:

ONLY directions may be translated by a Native Language Interpreter who has been trained on test security and test administration procedures. Refer to the *ACAP Integrity Handbook for Test Administration* for further guidance on the use of a Native Language Interpreter.

Translation of the Test:	The test items and questions are written in both English and Spanish and are presented in a stacked format (Spanish form on top and English form on the bottom). This type of accommodation is used on the <i>ACAP Summative</i> . It is only available for EL students in Grades 2-8 for Mathematics and Grades 4, 6, and 8 for Science.
Spanish Test:	EL students taking the <i>ACT WorkKeys</i> assessment may receive the Spanish Test accommodation for all three of the tests. NO ACT approval required.
Extended Time:	Available for all EL students on all state assessments.
Spanish/English Human Reader for Math and Science:	Available to all EL students who are receiving a Spanish/English read aloud accommodation in the classroom on a regular basis.
Spanish/English Text-to-Speech for Math and Science:	Available to all EL students who are receiving a read aloud accommodation in Spanish/English in the classroom on a regular basis.

Guidance for Educators on the Selection of Spanish Accommodations

There are several accommodations that EL students have available to them on state assessments. These include the option to have the assessments administered in Spanish. It is important to note that not all EL students will benefit from this accommodation. There are many EL students who would experience just as much difficulty on the Spanish form of the test as they would on the English form. Therefore, it is important that educators/case managers evaluate each student carefully to determine if a Spanish form of the test would be beneficial. The information above should be used to help make this decision. Also, if the student is not receiving Spanish text in the classroom on a regular basis, it would not be wise to provide the student with Spanish text on test day.

Student Assessment developed the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish* to assist educators in making the best determination for each individual EL student. Prior to providing the accommodations of *Stacked Spanish Translation of the Test* or *Spanish Text-to-Speech*, educators are encouraged to follow the *Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish*.

Guidance for English Learner Committees Regarding Participation of English Learners on State Assessments in Spanish

The *Every Student Succeeds Act* (ESSA) stipulates the following:

English Learner students must be assessed in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency.

English learner (EL) students have the opportunity to take the Mathematics and Science test (if applicable) of the ACAP Summative and all parts of the *ACT WorkKeys* in Spanish, until the EL student attains English language proficiency. Alabama has defined English language proficiency as a 4.8 composite score on *ACCESS for ELLs*.

The decision to administer a state assessment in Spanish is made by the school's EL Committee and becomes part of the student's Individual English Language Plan (I-ELP); therefore, this is not an administrative decision. The determination should not be based solely on the fact that the student is a Spanish speaker. The EL Committee should carefully consider the following:

- Is the student literate in Spanish? Not all students who speak Spanish fluently have a strong command of the written language. Without strong literacy in the Spanish language, students will likely not benefit from this form of the assessment.
- Is there enough evidence to indicate the Spanish form of the assessment is most likely to yield accurate data?

EL students, who will be administered the Spanish form of the assessments, **are not required to have prior practice** of this accommodation on classroom assessments or tests. This accommodation is available to any EL student, for whom the EL Committee feels is in the best interest of the student, as documented in the I-ELP.

Form #19 Alabama Student Assessment Program Accommodations

August 2022



Testing Supports Form

ASSESSMENT: _____ STUDENT: _____

SCHOOL: _____ SSID: _____ GRADE: _____ YEAR: _____

The *ACAP Testing Supports Form* is used to identify those supports necessary for students to meaningfully participate on state assessments. Selected supports must mirror instructional supports provided regularly in the classroom, during instruction and on classroom tests. It is important that students who receive these supports have prior practice in the classroom. When completed by the educational team, this form becomes part of the student's plan.

Accessibility Supports – available to **ALL** students regardless of an IEP, Section 504 Plan, or I-ELP.

- ☐ Accessibility Supports **are required** for the student to participate.
☐ Accessibility Supports **are not required** for the student to participate.

Accommodations – available only to students with an IEP, Section 504 Plan, or I-ELP.

- ☐ Accommodations **are required** for the student to participate.
☐ Accommodations **are not required** for the student to participate.

English learner (EL) Students – EL students in their first twelve months of enrollment in a U.S. school **are not required** to participate in the English Language Arts subtest of the *ACAP Summative*.

- ☐ EL student **will not participate** in the English Language Arts subtest because the student is an EL in his/her first twelve months of enrollment in a U.S. school. **This flexibility is not extended to EL students in their first twelve months of enrollment in a U.S. school for ACT with Writing, PreACT, or ACT WorkKeys.**

Justification for participation on the ACAP Alternate: The IEP Team determined the student meets the criteria for a student with the most significant cognitive disability, and due to the nature of the student's disability, the IEP Team has determined the *ACAP Alternate* is the appropriate assessment to measure the student's academic achievement.

Date of Determination: _____ Date of Implementation: _____

Enter the accessibility support(s) and/or accommodation(s) selected and the subject(s) in the spaces provided below.

Accessibility Support(s)	Accommodation(s) IEP/Section 504 Plan/I-ELP	Subject(s) Refer to the <i>Alabama Comprehensive Assessment Program Participation Chart</i> located in the ASAP Manual for subjects tested

If the school is chosen to participate in piloting an assessment or the *National Assessment of Educational Progress*, students with disabilities are expected to participate. Participation is not required of students participating on the *ACAP Alternate*. Students needing special formats will participate in pilots only if special formats are available.

Printed Name of Person Completing Form

Signature of Person Completing Form

Date

● Form #20 Alabama Student Assessment Program Accommodations

REFUSAL TO UTILIZE A SELECTED ACCESSIBILITY SUPPORT AND/OR ACCOMMODATION ON A STATE ASSESSMENT

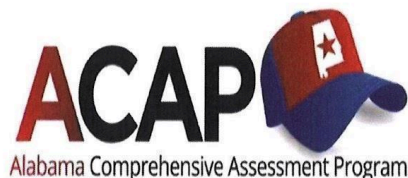
If a student refuses to use an accessibility support and/or accommodation on a state assessment that has been indicated on the *ACAP Testing Supports Form*, the steps below **must** be followed:

1. Parent/guardian must be notified that the student has refused the support. Parent/guardian must give the school official permission to proceed with testing without the designated support. If the parent/guardian cannot be reached, testing for the student will be postponed until contact is made.
2. If the parent **does not give approval** to proceed **without the designated support**, the student will be informed, and testing will proceed as planned.
3. If the student still refuses to participate in testing with the designated support, inform the student that he/she will not be able to participate in testing. Inform Special Education personnel.
4. The form should be given to Special Education personnel, and a copy to the System Test Coordinator and the parent/guardian.

Educators should plan for the ongoing evaluation and improvement of the student's use of accessibility supports and/or accommodations and adjust the student's plan accordingly.

- **Form #21 Alabama Student Assessment Program Accommodations**

August 2020



Refusal to Utilize Accessibility Supports and/or Accommodations on a State Assessment

In the event a student refuses a support that has been designated in the student's plan, the parent/guardian must be contacted and approval given in order to proceed with testing.

The parent/guardian's decision is to be documented on this form. The form will be given to Special Education personnel, and a copy to the System Test Coordinator and the parent/guardian.

Testing will be postponed in the event the parent/guardian cannot be reached.

Student's Name

Assessment

Support(s) Refused

Date

Parent/Guardian has been notified of the refusal:

YES: ____

NO: ____

Parent/Guardian's decision: Continue **without** the use of the support:

YES: ____

NO: ____

NOTES:

● Form #22 Alabama Student Assessment Program Accommodations

Alabama State Department of Education
Office of Assessment

August 2020

SPECIAL REQUEST FORM Requiring ALSDE Approval

This form is to be used for those unique requests, accessibility supports, or accommodations not listed on the *ACAP Testing Supports Form*. **NOTE: Any special requests for students participating on any of the ACT assessments must be directed to ACT.**

Student Information: (Please print clearly)

Student Name: _____ Date of Birth: _____
SSID: _____ Grade: _____
School: _____ School District: _____

STATE ASSESSMENT NAME:

Check all that apply:

___ Individualized Education Program (IEP) ___ 504 Plan ___ Individual English Language Plan (I-ELP)

Reason for Request: _____

Support Requested: _____

Length of Prior Practice in Instructional Program and on Classroom Tests: _____

IEP Team/504 Committee/EL Committee Representative: _____ Date: _____

System Special Education/504/EL Coordinator: _____ Date: _____

System Test Coordinator: _____ Date: _____

DETERMINATION POLICY: The requested support must:

- Not supplant the skill the test is designed to measure
- Not violate the construct of the assessment
- Be necessary in order for the student to meaningfully access the test
- Be documented in the student's plan and provided routinely on classroom assignments and tests
- Proven to be successful on classroom assignments and tests

The Office of Assessment will review each IEP, Section 504 Plan, or I-ELP to verify use of the support on classroom assignments and tests. If additional information is needed, the System Test Coordinator will be contacted.

ALSDE USE ONLY:

Approved: ___ YES ___ NO ALSDE SIGNATURE: _____ DATE: _____

Additional Information
Requested: _____

- **Form #23 Decision Chart for English Learner Students in Their First 12 Months of Enrollment**

Alabama State Department of Education
Office of Assessment

July 2020



Decision Chart for English Learner Students in Their First 12 Months of Enrollment in U.S. Schools

Below is a chart to help clarify the participation of English Learner (EL) students in their first 12 months of enrollment in U.S. schools. The EL Committee must include decisions regarding the criteria outlined below in the Individual English Language Plan (I-ELP). These decisions must be made on an individual basis. If you have questions concerning special situations, please contact Susan Beard at: (334) 694-4817.

Grades 2-8	Grade 10	Grade 11	Grade 12
ACAP Summative	PreACT	ACT with Writing	ACT WorkKeys OPTIONAL
Mathematics	Mathematics	Mathematics	Applied Math
Science	Science	Science	Graphic Literacy
Grades 4, 6, 8 only	Reading	Reading	Workplace Documents
	English	English	
		Writing	

- ❖ Flexibility given to EL students in their first 12 months of enrollment in U.S. schools pertains to the academic content assessments in reading and language arts – excluding all of the ACT assessments - for accountability purposes. Participation in reading and language arts, though not required, is also not prohibited. The EL Committee must be included when making decisions about participation in reading and language arts. For questions regarding participation in reading and language arts, contact the Student Assessment Office.
- ❖ All EL students in Grades K-12, regardless of the number of years of enrollment in U.S. schools, must participate on *ACCESS for ELLs*, the state-administered English language proficiency test, or *Alternate ACCESS for ELLs*.
- ❖ EL students who participate on *Alternate ACCESS for ELLs* must also be assessed on the *ACAP Alternate*.

Contact Student Assessment for guidance for EL students in their first 12 months of enrollment in U.S. schools who are also participating on the *ACAP Alternate*.

● Form #24 ACCESS for ELLs (Online) Accommodation Selection Checklist

August 2020

ACCESS for ELLs (ONLINE) ACCOMMODATION SELECTION CHECKLIST

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School: _____ Grade: _____ School Year: _____

_____ IEP _____ 504

☐ Accommodation supports **are** required

☐ Accommodation supports **are not** required

Accommodations

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended testing of a domain over multiple days (EM) ALSDE APPROVAL					In rare cases and only when absolutely necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (ES)	N/A	N/A		N/A	Twice the programmed time. Must be pre-selected in WIDA AMS.
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing may have until end of school day. For Speaking, see ES.
Human Reader for response options (HR)		NO	N/A	N/A	The reader must read answer choice text exactly as it appears on screen.
Human reader for repeat of response options one time (RR)		NO	N/A	N/A	Option to repeat 1x only. The reader must read text exactly as it appears on the screen.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions directly from the computer screen as they are being read by the virtual Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> .
Manual control of item audio (MC)		NO			For students who need additional time for language processing or have attention/focus needs due to a documented disability. Allows the play button to be enabled by the student one time but cannot be paused or stopped.
Repeat item audio (RA)		NO			For students who need repetition based on language processing needs or attention/focus needs due to a documented disability. Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed response (SR) Individual Administration Required			N/A		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator. Scribe cannot act in both capacities. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance.
Student responds using a recording device, which is played back and transcribed by the student (RD) Individual Administration Required	N/A	N/A	N/A		Student uses a recording device to respond; then the student transcribes the response into the test platform.
Test may be administered by school personnel in a non-school setting (NS) ALSDE APPROVAL					Students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. See the <i>ACAP Integrity Handbook</i> for Homebound Form.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim onscreen immediately after testing. All content on the device must be deleted after transcribing.

ACCESS FOR ELLs ONLINE ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations		
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting/seating	
Alternative microphone	Use of a microphone (not attached to headset) such as a microphone built into the computer or one that attaches to the device using a USB port.	
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.	
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.	
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.	
Monitor placement of responses in test booklet /screen	Test Administrator/Proctor may monitor response placement but may not assist the student any way.	
Participate in different test format	Student may participate in a different format than his/her peers (paper). ALSDE Approval Required	
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.	
Specific seating	Student may be seated in a specific location, away from peers.	
Short segments	Student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . Test may be given in short segments (may need paper test). A domain should be completed in one day.	
Verbal praise or tangible	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.	
Verbally redirect student's	Redirection may be done in English or student's native language if needed.	
Universal Tools		
Audio aids	To amplify sound such as noise buffers/white noise machines. Headphones/earbuds used for computer.	
Color contrast	A tool used to change the text and background color.	
Color overlay	A tool the student can use that changes the contrast between the text and the background color.	
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.	
Keyboard navigation	Navigation throughout the test is accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.	
Line guide or tracking tool	Students manipulate the line guide using mouse control. Students may use the tool they typically use for paper.	
Low vision aids or	Magnifier enlarges by selecting 1.5x or 2.0x.	
Sticky notes/scratch paper	Students can type notes in the sticky notes box or use scratch paper. Available upon request.	
Codes		
Word processor/similar keyboarding device for test items (WD)	Human Reader for response options (HR)	Scribe (SR)
Extended Speaking test response times (ES)	Human Reader for repeat of response options (RR)	Repeat item audio (RA)
Manual control of item audio (MC)	Test may be administered in non-school setting (NS)	Interpreter signs test directions in ASL (SD)
Student responds using a recording device which is played back and transcribed by the student (RD)	Extended testing of a domain over multiple days (EM)	Extended testing time within school day (ET)

● **Form #25 ACCESS for ELLs (Paper) Accommodation Selection Checklist**

ACCESS for ELLs (PAPER) ALSDE APPROVAL REQUIRED

August 2020

Accommodation Selection Checklist

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____ IEP _____ 504 Plan

☐ Accommodation supports **are** required

☐ Accommodation supports **are not** required

Accommodations

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu
L=Listening R=Reading S=Speaking W=Writing

Accommodation Requires IEP or 504 Plan	Test Domains				Key Information
	L	R	S	W	
Braille with Tactile Graphics (Braille Writer/Braille Note-Taker) (BR) ALSDE APPROVAL			NO		Tier B (Grades 1-12) Must be ordered in either contracted or uncontracted. Visually Impaired teacher transcribes responses into a test booklet for scoring.
Extended testing of a domain over multiple days (EM) ALSDE APPROVAL					Only when absolutely necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (ES)	N/A	N/A		N/A	Twice the recommended time to complete. Test Administrator will pause the CD after the audio file for up to double the allowable time.
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing domains may have until end of the school day. Speaking domain (see ES).
Human reader for items (HI) Individual Administration Required		NO			The reader must read item text exactly as it appears in the test booklet. Dialogue in the Listening and Speaking <i>Recording Scripts</i> may require two trained test administrators. May be provided for students who have a documented need for an in-person support (lip reading, focus attention).
Human reader for repeat of test items (RI) Individual Administration Required		NO			Oral repetition of Listening, Speaking, and Writing test items by in-person human reader. Listening items may be repeated only one time .
Human reader response options (HR) Individual Administration Required		NO	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of response options (RR) Individual Administration		NO	N/A	N/A	Option to repeat one time only . The reader must read text exactly as it appears in the test booklet.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Larger Print (LP)					18-point font. Responses must be transcribed by two certified personnel immediately after student is finished.
Manual control of item audio (MC)		NO		N/A	Allows Test Administrator to ask if the student is ready before each item audio is played.
Repeat item audio (RA)		NO		N/A	TA may repeat item audio files. Listening items may be repeated only one time . Speaking items can be repeated multiple times .
Scribed response (SR) Individual Administration Required			N/A		Scribe writes directly into the test booklet as the student dictates responses. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance.
Student responds using a recording device, which is played back and transcribed by the student (RD) Individual Administration Required	N/A	N/A	N/A		Student uses a recording device to respond and then the student transcribes the response into the test booklet.
Test may be administered by school personnel in a non-school setting (NS) ALSDE APPROVAL					Students who are enrolled but unable to attend school due to hospitalization or other extended absence. See the <i>ACAP Integrity Handbook</i> .
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

ACCESS FOR ELLs PAPER ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations			
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.		
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.		
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.		
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.		
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.		
Participate in different test format	Student may participate in a different format than his/her peers (paper).		
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.		
Specific seating	Student may be seated in a specific location, away from peers.		
Short segments	Student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.		
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion.		
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.		
Universal Tools			
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.		
Color contrast	A tool used to change the text and background color.		
Color overlay	A tool the student can use that changes the contrast between the text and the background color.		
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.		
Line guide or tracking tool	Students may use the tool they typically use.		
Low vision aids or magnification devices	Student will use low vision device used in the classroom.		
Sticky notes/scratch paper	Scratch paper		
Codes			
Human Reader for items (RI)	Human Reader for response options (HR)	Interpreter signs test directions in ASL (SD)	Scribe (SR)
Human Reader for repeat of items (HI)	Human Reader for repeat of response options (RR)	Extended testing time within school day (ET)	Large Print (LP)
Extended Speaking test response times (ES)	Extended testing of a domain over multiple days (EM)	Word processor or similar keyboarding device to respond to test items (WD)	Repeat item Audio (RA)
Braille with tactile graphics (Braille writer/ note-taker) (BR) ALSDE APPROVAL	Test may be administered in non-school setting (NS)	Student responds using a recording device which is played back and transcribed by the student (RD)	Manual control of item audio (MC)

● **Form #26 ACCESS for ELLs (Kindergarten) Accommodation Checklist**

August 2020

ACCESS for ELLs (Kindergarten) Accommodation Selection Checklist

The accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School: _____ Grade: _____ School Year: _____

_____ IEP _____ 504 Plan

☐ Accommodation supports **are** required

☐ Accommodation supports **are not** required

Accommodations

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

ACCOMMODATION	Test Domains				Key Information
	L	R	S	W	
Extended testing of a domain over multiple days (EM) ALSDE APPROVAL					In rare cases and only when absolutely necessary due to an illness, disability, or interruption in testing.
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Test is untimed.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items provided prior to the first test item. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Large Print (LP)					Response options may be enlarged.
Scribed response (SR)	N/A	N/A	N/A		Test Administrator writes student responses as the student dictates responses directly into the test book during testing. Refer to <i>ACAP Integrity Handbook</i> for additional guidance for Scribes.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Refer to the <i>ACAP Integrity Handbook</i> .
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

ACCESS FOR ELLs KINDERGARTEN ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations	
Adaptive/specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.
Alternative microphone	Use of a microphone (not attached to headset) such as a microphone built into the computer or one that attaches to the device using a USB port.
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.
Frequent or additional breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.
Participate in different test format	Student may participate in a different format than his/her peers (online vs paper).
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.
Specific seating	Student may be seated in a specific location, away from peers.
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.
Universal Tools	
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.
Color contrast	A tool used to change the text and background color.
Color overlay	A tool the student can use that changes the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.
Keyboard navigation	Navigation throughout the test is accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools.
Line guide or tracking tool	For online testing, students manipulate the line guide using mouse control. For paper, students may use the tool they typically use.
Low vision aids or magnification devices	Magnifier enlarges by selecting 1.5x or 2.0x. For paper test, student will use low vision device used in the classroom.
Sticky notes	For online test, students can type notes in the sticky notes box. For paper, use scratch paper.
Codes	
Extended Speaking test response times (ES)	Extended testing of a domain over multiple days (EM)
Large print (LP)	Interpreter signs test directions in ASL (SD)
Scribe (SR)	Test may be administered in non-school setting (NS)
Word processor or similar keyboarding device to respond to test items (WD)	

● **Form #27 WIDA Screener Online Accommodation Checklist for Students w/ IEP/504 Plan**

**WIDA Screener Online Accommodation Selection Checklist
for Students with an IEP/504 Plan**

August 2020

Student Name: _____ School Name: _____ Grade: _____ School Year: _____
_____ IEP _____ 504 Plan

☐ Accommodations **are** required

☐ Accommodations **are not** required

Accommodation

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test Domains				Key Information
	L	R	S	W	
Extended Speaking test response time (ES)	N/A	N/A		N/A	Twice the recommended time to complete. Must be pre-selected in WIDA AMS.
Extended testing time within the school day (ET)			N/A		Listening, Reading, and Writing domains may have until end of the school day. Speaking domain (see ES).
Human reader response options (HR) Individual Administration Required		NO	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of response options (RR) Individual Administration Required		NO	N/A	N/A	Option to repeat one time only . The reader must read text exactly as it appears on the screen.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions, and practice items. The interpreter will sign the directions as they are being read by the virtual Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Manual control of item audio (MC)		NO			For students who need additional time for language processing or have attention/focus needs due to a documented disability. Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in WIDA AMS.
Repeat item audio (RA)		NO			For students who need repetition based on language processing needs or attention/focus needs due to a documented disability. Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in WIDA AMS.
Scribed response (SR) Individual Administration Required			N/A		Scribe types student responses directly into the test platform as the student dictates. This accommodation requires a Test Administrator and a Scribe. Scribe cannot act in both capacities. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Scribes. Scribe will write in test booklet for students in Grades 1-3 for Writing.
Student responds using a recording device, which is played back and transcribed by the student (RD) Individual Administration Required	N/A	N/A	N/A		Student uses a recording device to respond and then the student transcribes the response into the test platform.
Test may be administered by school personnel in a non-school setting (NS) ALSDE APPROVAL					Students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. See ALSDE Homebound Form.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim into the test platform immediately after testing. All content on the device must be deleted after transcribing.

WIDA SCREENER ONLINE ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**

Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment.

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations		
Adaptive/Specialized equipment or furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.	
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.	
Frequent or additional breaks	Multiple planned, short breaks for students who tire easily or are overly anxious.	
Individual or small group setting	Test location is provided so that the students can be tested in a group setting different from	
Monitor placement of responses in test booklet or on screen	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.	
Participate in different test format	Student may participate in a different format than his/her peers (paper).	
Read aloud to self	Student may read aloud or use a whisper phone. This may require an individual administration.	
Specific seating	Student may be seated in a specific location, away from peers.	
Short segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments (this may require a paper test). A domain should be completed in one day.	
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.	
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.	
Universal Tools		
Audio aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines. For computer testing, headphones or earbuds may be connected to the computer.	
Color contrast	A tool used to change the text and background color.	
Color overlay	A tool the student can use that changes the contrast between the text and the background color.	
Highlighters, colored pencils, or crayons	For online, the student will select the highlighter button using mouse control. For paper, the student will use the preferred tool.	
Line guide or tracking tool	Students may use the tool they typically use.	
Low vision aids or magnification devices	Student will use low vision device used in the classroom.	
Sticky notes/scratch paper	Scratch paper	
Codes		
Human Reader for response options(HR)	Interpreter signs test directions in ASL (SD)	Scribe (SR)
Human Reader for repeat of response options (RR)	Extended testing time within school day (ET)	Manual control of item audio (MC)
Extended Speaking test response times (ES)	Word processor or similar keyboarding device to respond to test items (WD)	Repeat item Audio (RA)
Test may be administered in non-school setting (NS)	Student responds using a recording device which is played back and transcribed by the student (RD)	

● Form #28 Alternate ACCESS for ELLs Accommodation Selection Checklists

Alternate ACCESS for ELLs Accommodation Selection Checklists

August 2020

The accessibility and accommodation supports selected below must mirror instructional supports, which are provided regularly in the classroom when the student receives instruction and takes classroom tests and have proven to be successful. When completed by the educational team, the checklist becomes part of the student's plan.

Student Name: _____ School Name: _____ Grade: _____ School Year: _____

_____ IEP _____ 504 Plan

☐ Accommodation supports **are** required

☐ Accommodation supports **are not** required

Accommodations

For additional guidance, refer to the *Accessibility and Accommodations Supplement*: wida.wisc.edu

L=Listening R=Reading S=Speaking W=Writing

Accommodation	Test				Key Information
	L	R	S	W	
Extended testing of a test domain multiple days (EM) ALSDE APPROVAL	N/A	N/A	N/A	N/A	Must provide written request and evidence supporting the need, due to the student's illness, disability, or extended interruption in testing.
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed
Human reader for items (HI)	N/A	N/A	N/A	N/A	Embedded in administration procedures.
Interpreter signs test directions in ASL (SD)					Directions are labeled as "Directions" and refer to administration logistics, test directions and practice items. The interpreter will sign the directions as they are being read by the Test Administrator. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Sign Language Interpreters.
Large Print (LP)					Response options may be enlarged at the local level.
Scribed response (SR)	N/A	N/A	N/A		For students who produce text by means other than a pencil. Scribe writes directly into the test booklet as the student dictates responses. Refer to the <i>ACAP Integrity Handbook</i> for additional guidance for Scribes.
Test may be administered by school personnel in non-school setting (NS) ALSDE APPROVAL					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Two certified personnel must transcribe verbatim immediately after testing. All content on the device must be deleted after transcribing.

For *Alternate ACCESS for ELLs* only, Test Administrators may adapt the Listening, Reading, and Speaking test booklet (where the answer choices are located) to meet the individual needs of the student. Refer to the Test Administration Manual for more information.

ALTERNATE ACCESS FOR ELLS ACCESSIBILITY OPTIONS

ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility to all English Learner (EL) students. The use of **administrative considerations**, **universal tools**, and **accommodations** ensures that EL students are provided with the unique supports they need in order to demonstrate their knowledge of the English language.

Administrative Considerations: Procedures that may be used to meet the needs of **all** students taking both the online and paper tests. **Does not have to be specified in the IEP/504 Plan/I-ELP.**

Universal Tools: Tools that may be used to meet the needs of **all** students taking both the online and paper tests. The use of universal tools should only be used if the student receives this type of support in the classroom on a regular basis. These are embedded, but some may be provided by the Test Administrator. **Does not have to be specified in the IEP/504 Plan/I-ELP, but the use of these tools is not recommended unless the student has had an opportunity to become familiar with them prior to test day.**



Accommodations: Available **only to EL students with disabilities** as specified in the student's IEP or 504 Plan as determined by the individual team. Accommodations can only be provided if the student receives the same accommodation for classroom instruction on a regular basis and must have the accommodation in order to participate on the assessment meaningfully and appropriately.

For additional guidance, refer to the *WIDA Accessibility and Accommodations Supplement*: wida.wisc.edu

Administrative Considerations	
Adaptive/Specialized Equipment or Furniture	Weighted vests, fidget tools, noise reducing headphones, specialized lighting, seating, or adaptive keyboard.
Familiar Test Administrator	Student may feel more comfortable with a known test administrator. Test administrator must be trained.
Frequent or Additional Breaks	Multiple, planned, short breaks for students who tire easily or are overly anxious.
Individual or Small Group Setting	Test location is provided so that the students can be tested in a group setting different from that made available for most students.
Monitor placement of responses in test booklet	Test Administrator or Proctor may monitor response placement but may not assist the student in any way.
Read Aloud to Self	Student may read aloud or use a whisper phone. This may require an individual administration.
Short Segments	In rare cases, the student may need longer breaks than those provided through <i>Frequent or Additional Breaks</i> . In this case, the assessment may be given in short segments.
Verbal praise or tangible reinforcement	Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for each student.
Verbally redirect student's attention	Redirection may be done in English or student's native language if needed.
Universal Tools	
Audio Aids	A tool the student can use to diminish or amplify sound such as noise buffers or white noise machines.
Color Contrast	A tool used to change the text and background color.
Color Overlay	A tool the student can use that changes the contrast between the text and the background color.
Highlighters, colored pencils, or crayons	Students may use the preferred tool.
Line Guide or Tracking Tool	Students may use the tool they typically use.
Low Vision Aids or Magnification Devices	Student will use low vision device used in the classroom.
Sticky Notes	Student can use any type of scratch paper.
Codes	
Human Reader for repeat of items (HI)	Test may be administered in non-school setting (NS)
Extended Speaking test response times (ES)	Scribe (SR)
Word processor or similar keyboarding device to respond to test items (WD)	Braille (BR)
Extended testing of a domain over multiple days (EM)	Interpreter signs test directions in ASL (SD)

● Form #29 English Learner Unable to Participate on One or More Domains of ACCESS

January 2020

English Learner Student Unable to Participate on One or More Domains of ACCESS for ELLs or Alternate ACCESS for ELLs

The Alabama State Department of Education (ALSDE) has established that an English learner (EL) with disabilities, whose disability precludes participation on one or more domains of the *ACCESS for ELLs* or *Alternate ACCESS for ELLs* assessments, may be considered eligible for exemption from those domains.

EL students who are deaf (totally deaf, hard of hearing), visually impaired (totally blind, low vision or have not learned braille), or non-verbal would be considered as having a disability that precludes participation on one or more domains. Beyond these disabilities, the System Test Coordinator should seek guidance from the ALSDE.

Local Education Agencies seeking an exemption for an EL student from one or more domains must submit this form for ALSDE approval. Prior to submission, ensure that the IEP or 504 Plan is current and indicates clearly the disability that precludes participation.

LEA	Assessment	Disability
System: _____ School: _____	<input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> Alternate ACCESS for ELLs	<input type="checkbox"/> Deaf <input type="checkbox"/> Visually Impaired <input type="checkbox"/> Non-Verbal
Student Name: _____		SSID: _____

Domains for Which an Exemption is Requested

Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Writing <input type="checkbox"/>	
IEP/504 Plan specifies disability selected above.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Disability prohibits student from meaningfully accessing one or more domains.	<input type="checkbox"/> YES <input type="checkbox"/> NO
Parent(s), Guardian(s), or Caretaker(s) have been included in this request.	<input type="checkbox"/> YES <input type="checkbox"/> NO

System Test Coordinator Signature: _____ Date: _____
 Principal Signature: _____ Date: _____

Approved for: Reading _____ Listening _____ Writing _____ Speaking _____
 ALSDE Signature: _____ Date: _____

● Form #30 Letter of Notification of Change for State Assessments

Letter of Notification of Change for State Assessments

Dear _____,

A revision has been made to the *ACAP Testing Supports Form* for the _____ school year for the state assessment your child is to participate in. The *ACAP Testing Supports Form* is a document that accompanies your child's IEP, Section 504 plan, or I-ELP for the purpose of indicating the specific accommodations that will be provided for him/her on the state assessment. Revisions to the *ACAP Testing Supports Form* in no way change the nature or availability of accommodations provided to your child in the classroom for daily instruction or classroom assessments.

Student name: _____ Assessment name: _____

Nature of revision:

Reason for revision:

A copy of the revised *ACAP Testing Supports Form* is attached for your review. Please select one of the options below and sign and return this form to your child's school.

_____ I approve the revision and do NOT wish to have an IEP/504/I-ELP meeting.

_____ I wish to request an IEP/504/I-ELP meeting to discuss the revision.

Parent/Guardian Signature

Date

Please return this form to _____ by: _____
Name of LEA/school contact Date

Signature of LEA/School Contact

Telephone Number

Date provided/sent: _____

Results of 1st Attempt:

2nd Attempt Date: _____ Action: _____

Results of 2nd attempt:

Date Form Received: _____

● Form #31 Alternate Screening Checklist for State Assessments

August 2020



Alabama State Department of Education Alternate Screening Checklist

The purpose of the *Alternate Screening Checklist* is to assist educators and families in the decision-making process for those potential English learner (EL) students who cannot meaningfully access the *Wida Assessment Placement Test* (W-APT), the *Measure of Developing English Language* (MODEL), or the *WIDA Screener Online* (or if applicable *WIDA Screener Paper*). These screening assessments may not be appropriate for some students with disabilities. Potential EL students who may benefit from the *Alternate Screening Checklist* are:

- Students who have an IEP that indicates a significant cognitive disability
- Students who do not have an IEP, but will be evaluated by Special Education staff

If a potential EL student does not have an IEP that indicates a significant cognitive disability, but is considered to be a student who will require extensive supports, the Special Education and English as a Second Language (ESL) staff, in order to meet the 30-day deadline for screening potential EL students, or 10-day deadline if enrollment is after the first day of school, must have meaningful consultation to determine the possible use of the *Alternate Screening Checklist*. **This decision should be made, if there is agreement, that the student requires substantial supports and could not, even with accommodations, progress fully through any of the available screeners.**

If it is determined that the *Alternate Screening Checklist* is the most appropriate screening instrument, a team consisting of the following individuals must be convened to make the EL determination by utilizing the *Alternate Screening Checklist*:

- Person(s) with expertise in second language acquisition
- Special Education Teacher
- School Counselor
- Service Professionals
- Speech or Language Impairment Teacher (if applicable)
- General Education Teacher
- Native Language/Sign Language Interpreter (if applicable)
- Parents, guardians, and/or caregivers

It is important that a team-centered approach is used to guide the decision that will be made during this process.

Alabama's Definition of an English Learner with Significant Cognitive Disabilities

English learners with the **most** significant cognitive disabilities are defined as individuals who have one or more disabilities that **significantly limit** their intellectual functioning and adaptive behavior as documented in their Individualized Education Programs, who require extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum, and who are progressing toward English language proficiency in speaking, reading, writing, and understanding.

Challenges in Identifying English Learners with Significant Cognitive Disabilities

Both language-and disability-related challenges exist in identifying students who are English learners with significant cognitive disabilities. Some of these students may not be able to access all domains on the *WIDA Screener Online* or *WIDA Screener Paper*. Therefore, when an educator uses a screener, providing accessibility features and accommodations is critical. Even with such accommodations, however, many students' intellectual disabilities may inhibit their abilities to complete the screener or acquisition of valid findings for each student. Given this limitation and to ensure states meet standards set in the 2004 *Individuals with Disabilities Education Improvement Act*, educators with knowledge of the student's language needs must serve on the student's IEP team (U.S. Department of Education, Office of English Language Acquisition, 2017, Ch. 6, p. 2). These experts are important assets in interpreting the student's screening results and in advising on additional criteria for determining the student status as an English learner. **Screening tools should not be the sole source of information.** ALTELLA Brief No. 1 April 2018

Alternate Screening Checklist**Student Name:** _____**Date:** _____**System:** _____**School:** _____**Participants' Signatures****Title / Position**

Team members need to consider each of the following questions related to identifying potential English learners and providing language and disability-related services. Answering these questions will help ensure students receive optimal services. If some of the questions do not apply, indicate this in the space provided.

- The Home Language Survey should also be utilized as a source of information.
- Information from this checklist will be used to develop the IEP and I-ELP.

Check that each box has been addressed by the team:

Prior to the meeting:☐

Has the team gathered information from the student, parent(s)/guardian(s)/caregiver(s), school records (if applicable) language assessments, and/or special education assessments, regarding the student's previous educational experiences? If yes, which data were collected?

Has the team reviewed the Home Language Survey to determine if a screener is needed?

_____ YES _____ NO

☐

Has an interview been conducted with the parent(s), guardian(s), or caregiver(s) that would produce valuable information that could assist the team in making a placement decision? _____ YES _____ NO

If yes, what information was found to be useful?

Questions for the parent(s)/guardian(s)/caregiver(s):

- ☐ What language, if any, (for example, Spanish, Chinese, English) does the student use to communicate at home?

- ☐ What language/communication system does the student use at home (i.e. spoken language, American Sign Language, gestures, communication device)?

- ☐ When using the student's communication system, can the student respond to simple commands spoken in English?
____ YES ____ NO In home language? ____ YES ____ NO
- Additional information if available:

- ☐ What is the student's present level of performance at home as it pertains to language demands? Does the student understand words or phrases spoken or written in English? ____ YES ____ NO
In home language? ____ YES ____ NO
- Additional information if available:

Questions for the team:

- ☐ Would language services/supports equip the student to succeed in the classroom/school/home/community?
____ YES ____ NO
- Additional Information if available:

- ☐ Have the student's parent(s)/guardian(s)/caregiver(s) been included in the decision-making process regarding language-related needs and the services/supports that will be provided if the student is identified as an English learner? ____ YES ____ NO
- Additional information if available:

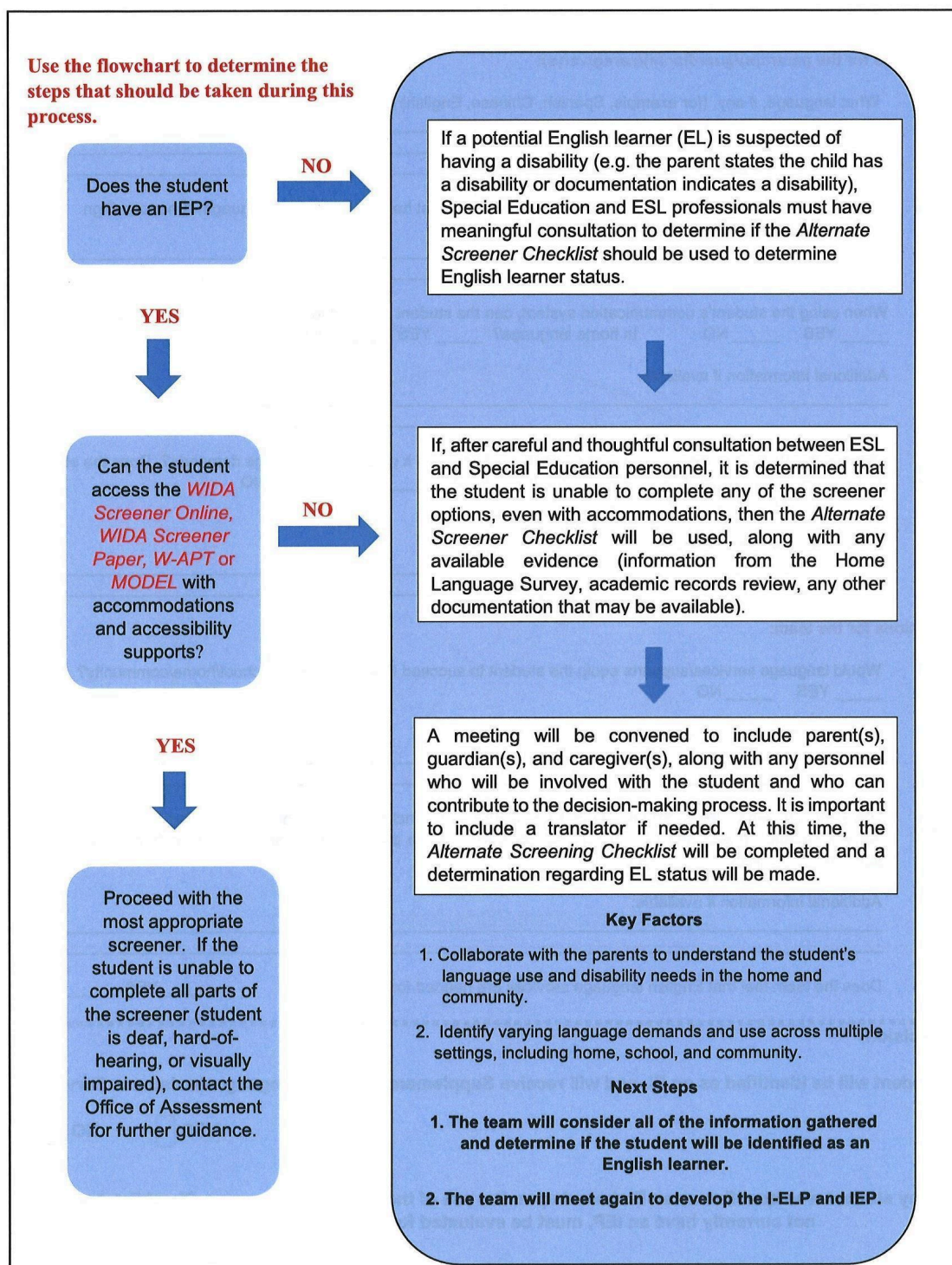
- ☐ Does the team feel that English language services are needed for this student? ____ YES ____ NO

Decision:

Student will be identified as an EL and will receive Supplemental Title III Language Assistance Services.

YES ☐ NO ☐

Any student who qualifies as an EL based upon the use of the *Alternate Screening Checklist*, and does not currently have an IEP, must be evaluated for special education services.



NOTE: [See additional resources to help with the alternate screener process here.](#) These are not legal guidance, but are rather best practices shared with the purposes of providing additional resources in the alternate screening process.

● **Form #32 Notification of Initial English Language Program Placement**

Madison City Schools
Notification of Initial English Language Program Placement

Student:
Student ID#:

Notification of Initial English Language Program Placement

Student Information

Student		Grade Level		School	
EL Status:		Student ID#			

Our school district provides a program of language instruction for ELs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the WIDA Screener, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

Test Name & Date	Results																	
WIDA Screener	Listening						Speaking						Oral					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

Proficiency Level Descriptors

The WIDA Screener test results are ranked into the following categories

1	2	3	4	5	6
Entering Knows and uses minimal social language and minimal academic language with visual support	Emerging Knows and uses some social English and general academic language with visual support	Developing Knows and uses social English and some specific academic language with visual support	Expanding Knows and uses social English and some technical academic language	Bridging Knows and uses social and academic language working with grade level material	Reaching Knows and uses social and academic language at the highest level measured by this test

Additional factors used to determine your child's program eligibility

- Committee determination
- State mandated standardized test(s)
- Teacher's recommendation
- Parent consultation

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

EL Services

Academic Period	EL Services	Provider	Schedule

While the rate of English language development (ELD) varies between students, many exit the ELD program in 5 years.

Exit Criteria

Your child’s English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Composite	Score of 4.8 on the ACCESS for ELLs 2.0.

Students who exit the program are monitored for academic success for 4 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child’s existing plan.

Throughout the school year, you will have many opportunities to learn about your child’s progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child’s academic success.

Your efforts will help us meet the 2022-2023 expected rate for graduation of 94%.

● Form #33 Notification of English Language Program Continuation

Madison City Schools
Notification of English Language Program Continuation

Student:
Student ID#:

Notification of English Language Program Continuation

Student Information

Student		Grade Level		School	
EL Status:		Student ID#			

Our school district provides a program of language instruction for ELs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

Test Name & Date	Results																							
ACCESS for ELLs 2.0	Composite						Listening						Speaking						Oral					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
	Reading						Writing						Comprehension						Literacy					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
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WIDA Screener	Composite						Listening						Speaking						Oral					
	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6

Proficiency Level Descriptors

The ACCESS for ELLs 2.0 test results are ranked into the following categories

1	2	3	4	5	6
Entering Knows and uses minimal social language and minimal academic language with visual support	Emerging Knows and uses some social English and general academic language with visual support	Developing Knows and uses social English and some specific academic language with visual support	Expanding Knows and uses social English and some technical academic language	Bridging Knows and uses social and academic language working with grade level material	Reaching Knows and uses social and academic language at the highest level measured by this test

Additional factors used to determine your child's program eligibility

- Committee determination
- State mandated standardized test(s)
- Teacher's recommendation
- Parent consultation

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

EL Services

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