

# Simple Answers for Complex Issues



Regarding LEP Students

# **Simple Answers for Complex Issues Regarding LEP Students**

The following information may serve to answer some basic questions about our limited English proficient students in Catawba County Schools. Please feel free to contact your ESL teacher, Barbara Piekarski, or Susan Witherspoon for any questions you may have.

## **Grading Guidelines**

**Grades K-2** Teachers are encouraged to accurately depict what LEP students can or cannot do on the new K-2 report cards based on the benchmarks established for these grade levels.

**Grades 3-12** Please see the attached English Proficiency Levels sheet for LEP students. This document may help teachers to understand what their LEP students may be expected to do in their classes. Please see the ESL teacher at your school for the levels of your LEP students.

Grades 3-6 may use the letter designations S, N, or I in place of letter grades when appropriate (S = Satisfactory; N = Needs Improvement; I = Improving). The ESL teacher should be consulted to decide which method of grading to use.

Grades 7-12 must give grades to students based on accommodations and work performed by student in class.

## **NCCLAS**

All students have the right to participate in EOGs/EOCs and a parent may desire his/her child to participate in state testing. Consequently, parents should be notified in writing and with a follow-up phone call to document a child's recommendation to be on NCCLAS.

NCCLAS (North Carolina Checklist of Academic Standards) has been created as an alternate assessment to be used at the student's assigned grade level. The assessment is designed for students who need alternate means to demonstrate their academic progress on grade level concepts.)

Who decides on the use of the NCCLAS for a child? A team decision should be made which should include the principal, content teacher and the ESL teacher. In addition, the parent and the child should be included in the process.

### **NCCLAS Eligibility**

State guidelines allow students to be eligible for the NCCLAS if the following 2 criteria are met:

- 1) In US schools for less than 2 years or 24 months from the initial date of enrollment, and
- 2) Students must score in the range for NCCLAS eligibility on the English language proficiency test adopted by the state of North Carolina, the IPT. For reading and math tests, students must score below Intermediate-High on the Reading IPT. For writing tests, students must score below Superior on the writing portion of the IPT.

Please see the ESL teacher for information on NCCLAS eligibility in your school.

## **Accommodations**

The state is very clear that LEP students only have those accommodations on state tests that they have been using on a regular basis in their classrooms.

What if the accommodations change during the course of a school year?

Changes in the use of accommodations are documented on the student's LEP Educational Plan. When changes occur, this should be a team decision by the ESL teacher and the classroom teacher. The testing coordinator should be immediately notified of any changes in accommodations.

The following accommodations may be used for LEP students on state tests:

- 1) Testing in a Separate Room
- 2) Scheduled Extended Time
- 3) Multiple Testing Sessions
- 4) Test Administrator Reads Aloud in English (excluding Reading tests)
- 5) Student Reads Aloud to Self
- 6) English/Native Language Dictionary or English/Native Language Electronic Translator

**Note:** Multiple Test Session accommodations may take 2-3 days. Extended Time accommodations must be completed within the same day the test is administered. Also, if the Read Aloud accommodation is used, then the entire test must be read aloud.

## **IQ Testing (Grades 3 and 6)**

Students may not receive any accommodations on IQ tests. Because the IQ test at grades 3 and 6 is a beginning test for possible eligibility into the Academically Gifted program, any LEP student who may score low because of language or who may have been excluded from the IQ test may enter the AG Pool for further consideration through any of the following criteria:

- 1) Teacher recommendation, parent recommendation, student (self) recommendation;
- 2) EOG scores;
- 3) Scores from nationally normed achievement tests;
- 4) Student performance;
- 5) Other criteria.

### **LDPs (Grades 3-8)**

LDPs are local tests and are given to indicate student progress. Students who may be **taking the NCCLAS** may be **included** in LDP administration if ESL and content teachers believe this inclusion will be beneficial for the student.

### **Waivers**

Limited English proficient students in grades 3 through 8 who are no longer eligible for the NCCLAS and whose English language is below “Superior” in reading and writing in accordance with the Guidelines for Testing Students with Limited English Proficiency may receive a waiver from the student accountability standards for a maximum of two years after the end of the NCCLAS eligibility. **The waiver must be requested in writing.** Students/parents desiring a waiver must submit a request to the Appeals Committee. (See Catawba County Schools Student Accountability Policy.)

### **Retention**

1. When students are not performing at grade level, the decision to send notices of possible retention to parents is a decision made by the principal at each school.
2. The decision to retain a child should be made as a team decision which includes but is not limited to the classroom teacher, ESL teacher, principal, parent, etc.
3. **Federal law is very clear that no LEP child should be retained where language is the reason for the retention.**

## **Exceptional Children's Program**

Students with disabilities who are served through the EC program must have an Individualized Education Plan written by the IEP team. The **ESL teacher must be a member of this team** for students with disabilities who are also LEP. All issues of testing, including decisions regarding modifications/accommodations, are made through this IEP team process, not through the ESL teacher.

## **PPEPs (Grades K-2) and PEPs (Grades 3-12)**

The following information is in addition to Catawba County Schools PPEP and PEP guidelines:

- 1) All LEP students, including students on NCCLAS and students who are in their first year in US schools, should have PEPs written for them.
- 2) PEPs for LEP students should include:
  - Dated samples of student work over time that reflect the content of the Standard Course of Study for that grade level. The ELD Standards may also be consulted. It is extremely important that these work samples indicate what the LEP student is or is not able to do. Writing samples are extremely valuable and offer much insight into a student's language acquisition.

**K-2 Students**-Literacy Assessments, Math Assessments, IRI(s), etc.  
**Grades 3-12**-Relevant Work Samples---Checklist on front of PEP folder offers guidelines.

  - English Language Proficiency test scores;
  - Classroom and ESL teachers are encouraged to write a brief paragraph or narrative about the student and the student's performance in class.
- 3) The ESL teacher should be a vital component of the PPEP and PEP development process. The ESL teacher can be an "intervention" if checked on the PPEP/PEP form by the classroom teacher. The ESL teacher can share language assessment information, as well as language work samples

from ESL class that can be included in the folder. In addition, the ESL teacher can help in getting translators and assist in arranging the required parent conference if language is a factor. The ESL teacher may also attend and assist the classroom teacher at the required parent-teacher conference.

### **Student Assistance Team**

LEP students with PEPs should not routinely be recommended for referral to Student Assistance Teams. Only LEP students who are making no progress after the PEPs have had time to work should be referred. The ESL teacher must be present at the SAT meeting for the LEP student. The lack of language proficiency is not a reason for referral to the SAT.

### **Refusal of ESL Services**

Students who have refused ESL services are still entitled to accommodations on state tests, and if they meet the 2 criteria, they may be eligible for the NCCLAS. In addition, all students who refuse ESL services must be retested annually until they are no longer limited on the 4 domains (Listening, Speaking, Reading and Writing) tested on the IPT.

<b>English Proficiency Level</b>	<b>Novice Low</b>	<b>Novice High</b>	<b>Intermediate Low</b>
<b>Listening</b>	No functional ability in understanding spoken English	Understands simple questions and statements on familiar topics if spoken very slowly and distinctly; often requires restatement in graphic terms.	Understands most questions, statements, and conversations on familiar topics spoken distinctly at normal speed; requires occasional restatement
<b>Speaking</b>	No functional ability in speaking English	Able to satisfy routine daily speaking needs. Can ask and answer questions on very familiar topics. Speaking vocabulary is inadequate to express anything but the most elementary needs. Should be able to follow simple classroom directions.	Can handle with confidence but not facility most daily speaking situations. Can handle limited scholastic language requirements; will need help for most tasks. Limited vocabulary often reduces the students to verbal groping or momentary silence.
<b>Reading</b>	No functional ability in reading English	Reads and understands simple narrative and descriptive text. Vocabulary for comprehension is limited to simple elementary needs such as names, addresses, dates, short informative signs (ex. street signs, no smoking, exit). Material understood rarely exceeds a single phrase and comprehension requires rereading and checking. Can recognize all letters in the alphabet. Detail is overlooked or misunderstood.	Sufficient comprehension to understand simple material. Can read messages, greetings, popular advertising, letters and invitation. Can guess at unfamiliar vocabulary if highly contextualized. Understands short discourse on familiar topics. Misinterpretation still occurs with more complex material. May have to read material several times.
<b>Writing</b>	No functional ability in writing English	Able to copy isolated words or short phrases. Can write simple, memorized material with frequent misspellings and inaccuracies.	Sufficient control of writing system to meet some survival needs. Able to compose short paragraphs or take simple notes on very familiar topics grounded in personal experience. Evidence of good control of basic sentence construction and inflections such as subject/verb agreement; and straightforward syntactic constructions in present, past, and future time though errors occasionally occur.

<b>English Proficiency Level</b>	<b>Intermediate High</b>	<b>Advanced</b>	<b>Superior</b>
<b>Listening</b>	Understands most informal questions, statements, and conversation at normal speed; comprehends lectures on familiar subjects with some difficulty.	Understands most conversation and most lectures on familiar subjects at normal speed.	Understands academic topical conversation and most lectures with no difficulty.
<b>Speaking</b>	Participates effectively, sometimes hesitatingly, in social and academic conversations; makes occasional errors in idiom and structure, often obscuring meaning.	Able to speak the language in most situations. Comprehension is quite complete for a normal rate of speech. Makes occasional errors in idiom and structure obscuring meaning.	Able to use the language fluently on all levels normal to school-related needs. Can understand and participate in almost any conversation with the range of experience with a high degree of fluency.
<b>Reading</b>	Able to read simple printed material within a familiar context. Can read uncomplicated prose on familiar subjects in frequently used sentence patterns. some misunderstandings. Able to read the facts but cannot draw inferences.	Sufficient comprehension to understand most factual information in non-technical prose as well as some discussions on current topics related to special interests. Able to read for information and description, to follow a sequence of events, and to react to that information. Able to separate main ideas from lesser ones and to use that division to advance understanding. Can locate and interpret main ideas and details in material written for the general public.	Able to read at a normal rate of speed standard newspaper items addressed to the general reader, routine correspondence reports and technical material in a field of interest. Can gain new knowledge from material on unfamiliar topics in areas of a general nature. Can interpret hypotheses, supported opinions, and conjectures. Able to “read between the lines.” May be unable to appreciate nuance or style.
<b>Writing</b>	Sufficient control of writing system to meet most survival needs. Can take notes in some detail on familiar topics and respond to personal questions using elementary vocabulary and common structures. Can express fairly accurately present and future time. Can produce some past verb forms, but not always accurately or with correct usage.	Can write simple social correspondence, take notes, write summaries, and describe with factual topics. Still makes common errors in spelling and punctuation, but shows some control of the most common conventions. Able to join sentences in limited discourse, but has difficulty in producing complex sentences. Paragraphs are reasonably unified and coherent.	Able to use the written language effectively in most exchanges. Can write short papers and express statements of position, points of view and arguments. Good control of structure, spelling, and vocabulary. Can use complex and compound sentence structures to express ideas clearly and coherently. Still has problem tailoring writing to a variety of audiences and styles.

