

RICHMOND COUNTY SCHOOL SYSTEM



ESOL and Title III Handbook 2024-2025

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Disclaimer

“This policy is not intended to limit the discretionary authority of, or to create any liability for, or create a cause of action against, the Board of Education or its officers, employees, volunteers or other designated individuals for any act or omission to act related to this policy. Georgia’s constitution provides that school district employees are immune from liability when they are performing discretionary functions and they act without malice or intent to cause injury. Nothing herein is intended to create a ministerial duty for any Board of Education officer, employee, volunteer, or other designated individual.”

This document is an adaptation of the Georgia Department of Education ESOL Resource Guide.

Program, Purpose, and Goal

The ESOL (English to Speakers of Other Languages) program is a civil right offered to all students in grades K-12 who have a home language other than English and who qualify for services based on WIDA screener results.

The purpose of the state-funded ESOL program is to provide English language instruction and language support services for all identified English Learners (ELs) in grades K-12 with the goal of increasing their English language proficiency and academic achievement in all content area subjects.

The responsibility for educating the whole English learner, both in language and academic content, is shared by regular classroom teachers and ESOL teachers alike. Classroom teachers, ESOL teachers, and other support staff should plan jointly to determine instructional accommodations needed to make language and content as comprehensible as possible throughout the whole school day. The WIDA English Language Development (ELD) Standards Framework and state standards guide the work of ESOL teachers. Differentiated instructional practices, both in ESOL and general education classes, ensure that the language development needs of ELs are met.

Federal Laws

Federal laws play a crucial role in ensuring equitable access and quality education for English learners. These laws provide a framework that mandates appropriate support and services for English learners to achieve academic success. These laws are referenced below to provide educators with the rationale for the guidance being provided in this handbook.

[Title VI of the Civil Rights Act of 1964 \(Title VI\)](#): “Prohibits discrimination based on race, color, or national origin in programs or activities that receive federal assistance.”

[Office for Civil Rights 1970 Memorandum](#):

1. “Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a

school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.”

2. “School districts must not assign national origin-minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin-minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.”
3. “Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.”
4. “School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.”

[Equal Educational Opportunities Act \(EEOA\) 1973-1974](#): “No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by...the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.” Thus, public schools and State educational agencies (SEAs) have a legal obligation to remove barriers and ensure that students who are not fully proficient in English can meaningfully participate in their educational programs and services. These federal expectations require schools to develop and implement an evidence-based language instruction educational program (LIEP) that has a reasonable chance of success and which allows EL students access to grade-level core curriculum to succeed in the general education classroom.

[Lau v. Nichols \(1974\)](#): Public schools comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI) by taking affirmative steps to ensure that students with limited English proficiency can meaningfully participate in educational programs and services.

[Plyler v. Doe, 1982](#): “States cannot constitutionally deny students a free public education on account of their immigration status.”

Identification of English Learners

Federal Laws

Under Section 3113(b)(2) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), each State educational agency (SEA) is required to establish and implement standardized statewide procedures for English learners (ELs) to enter and exit from EL status and language instruction educational programs (LIEPs). Additionally, according to the OCR Dear Colleague Letter (Jan 2015), all public schools must have procedures in place to accurately and timely identify potential English learners and then determine if they are EL students through a valid and reliable ELP screener.

Identification of English Learners Process

<p>Is this the student's first-time enrolled in a U.S. school?</p>	<ol style="list-style-type: none"> 1. The registrars administer the HLS (Home Language Survey). 2. If a language other than English is indicated for any of the first three questions on the survey, the student has a Primary Home Language Other Than English (PHLOTE) and needs to be screened for ESOL eligibility. 3. The ESOL teacher or testing coordinator will administer the Kindergarten WIDA Screener or the WIDA Screener 4. Follow the state guidelines for eligibility. 5. See Appendix A.
<p>Has the student been enrolled in a GA school before? (In-state transfer)</p>	<ol style="list-style-type: none"> 1. The registrars will identify if the student is an English Learner or <u>not based on transferring LEA records and/or the original HLS (Home Language Survey), original screener, or the latest ACCESS scores.</u> 2. Registrars will claim the student in GUIDE to see if he/she has an EL status code in Georgia or not. 3. Registrars will check the student's previous enrollment history in SLDS. 4. Registrars will check the student's records in SLDS to see if there are any former ACCESS test results. Check prior ACCESS test results against state or LEA entrance/exit criteria for that year. 5. When applicable, open the SLDS EL Tab and check to see if the student was previously screened. 6. If no information is available, the registrars will administer the HLS (Home Language Survey). 7. If a language other than English is indicated for any of the first three questions on the survey, the student has a Primary Home Language Other Than English (PHLOTE) and needs to be screened for ESOL eligibility. 8. The ESOL teacher or testing coordinator will administer the Kindergarten WIDA Screener or the WIDA Screener. 9. Follow the state guidelines for eligibility. 10. See Appendix B.
<p>Has the student been enrolled in a U.S. school in another state? (Out-of-state transfer)</p>	<ol style="list-style-type: none"> 1. The registrars will identify whether the student is an English Learner or not <u>based on transferring LEA records.</u> 2. The registrars will call the previous school and ask about: <ol style="list-style-type: none"> a. The original HLS (Home Language Survey) b. Screening documents c. English Language Proficiency testing results 3. If no information is available, administer the HLS (Home Language Survey). 4. If a language other than English is indicated for any of the first three questions on the survey, the student has a Primary Home Language Other Than English (PHLOTE) and needs to be screened for ESOL eligibility. 5. The ESOL teacher or testing coordinator will administer the Kindergarten WIDA Screener or the WIDA Screener. 6. Follow the state guidelines for eligibility. 7. See Appendix C.

Home Language Survey

All public-school systems in Georgia are required to use a Home Language Survey (HLS) at the time of enrollment to identify the primary (home) language(s) of all Kindergarten-Grade 12 students enrolled in the public-school system. If the students are new to U.S. schools, i.e. Kindergarten students and newly arrived immigrants, then the original HLS serves as a trigger to determine which students should be administered the ELP screener to identify whether they are or are not English learners entitled to English language instructional programs.

- Registration staff must administer the HLS **at the time of enrollment** and not thereafter. The HLS is a one-time document, that must be signed and dated.
- Parents may not decline to complete the HLS.
- The HLS must be in a language the parents can understand to the extent practicable.
 - Translations are available on the [RCSS Teaching & Learning](#) homepage.
 - If a written translation is not practicable, the RCSS school system will offer oral interpretation of the written information. See [Translation and Interpretation](#) section of this document.
- The HLS should be maintained in the student's permanent record.
- When a student enrolls from another district, RCSS will make every effort to obtain the original HLS from the previous district.

Prior to answering the state required questions, parents indicate their language preferences for written communication between the school and the family by answering the following question:

In which language would you prefer to receive school communication?

The state required three questions on the Home Language Survey are:

1. Which language does your child best understand and speak?
2. Which language does your child most frequently speak at home?
3. Which language do adults in your home most frequently use when speaking with your child?

If the parent responds with more than one language to any of the questions above, the parent will select one of the following clarifying statements.

1. My child understands and uses only the home language and **no English**.
2. My child understands and uses mostly the home language and **a little English**.
3. My child understands and uses the home language and English **equally**.
4. My child understands and uses **mostly English** and only a little of the home language.
5. My child understands and uses **only English**.

For students new to U.S. schools, including Kindergarten students and recently arrived immigrants:

- If the answer to any of the three state-required questions indicates a language other than English, the student is a potential English learner and must be screened.

- When multiple languages are listed for any of the three state-required questions, and parents select clarifying statements numbers 1 or 2, the student is a potential English learner and must be screened.
- When multiple languages are listed for any of the three state-required questions, and parents select clarifying statement number 3, the child is not a potential English learner. Do **NOT** administer the screener. Encourage parents to complete the Multilingual Multiliterate HLS Amendment.
- When multiple languages are listed for any of the three state-required questions, and parents select clarifying statements number 4 or 5, the student is not a potential English learner. Do **NOT** administer the screener.
- If the answer to ALL of the state-required questions is English, the student is not a potential English learner. Do **NOT** administer the screener.

Since screening is part of a school's legal obligation to potential EL students, parent permission is not required to administer the ELP screener.

Transfer students' original HLS (signed, dated, and in a language parents understood) and prior EL documents take precedence in this process.

Correcting an Incorrect HLS

On occasion, parents report an incorrect HLS, which leads to incorrectly identifying students as EL. This can be caused by a parent's misunderstanding and incorrect completion of the HLS. When misidentification of an EL occurs because of an incorrect HLS, the following procedures should be followed:

1. The parent notifies the teacher, school, or district that the original Home Language Survey answers are not correct.
2. If the district determines that the request is plausible, the parent should be given the opportunity to complete a Home Language Survey Addendum which is required to be notarized. (The HLS Addendum should be in a language that the parents can understand.)
3. The ESOL Program Specialist will approve the new HLS Addendum, after which the school will proceed to take the next steps based on the new HLS.
4. If the next steps require a status change, the school will use the EL=I code for the remainder of that school year to show that the student was incorrectly identified as an EL. After that, the child is coded EL=N on July 1st and thereafter.
5. The school system will keep all documentation in the student's digital permanent record and report the following information to GaDOE by June 30th:
 - a. Student's name
 - b. Student's grade level
 - c. Parent's reason for change
 - d. Name of the ESOL Program Specialist
 - e. Former status code

- f. New status code
- g. Date status change effective.

Multilingual Home Language Survey (MLL HLS) Amendment

Some families are multilingual-multiliterate and believe their child is developing proficiency in two or more languages concurrently, and therefore, each language is just as “primary” as the other(s). Educational research literature calls these children simultaneous bilinguals or multilinguals to distinguish them from sequential bilinguals/multilinguals.

With the rise in dual language programs in Georgia and the influx of multilingual-multiliterate families, this scenario is requiring schools and school systems to develop an alternate set of HLS procedures. Thus, when multiple languages are listed for any of the three state-required questions, and parents select clarifying statement number 3, the child is not a potential English learner. Do **NOT** administer the screener. Encourage parents to complete the Multilingual Multiliterate HLS Amendment.

If the parent of a developing multilingual child feels that the ELP screening process is discriminatory against multilingual-multiliterate families, the parent may request a Multilingual Home Language Survey (MLL HLS) Amendment. This amendment provides guidance and describes the process to change the student’s primary home language code to English. With an English primary home language, the student would not be considered a potential English learner nor would be screened for ELP.

Screening for Eligibility

For students new to U.S. schools, including Kindergarten students and recently arrived immigrants, if the answer to any of the state-required questions indicates a language other than English, the student has a Primary Home Language Other Than English (PHLOTE) and, as such, is considered a **potential** English Learner and must be administered the state-required grade-level appropriate ELP screener. Since this is part of a school’s legal obligation to potential EL students, parent permission is not required to administer the ELP screener.

Exception 1: ELs (English learners) who transfer from another school district and have official records to support their pre-determined eligibility and services within the past year should be accepted and placed in ESOL classes without screening.

Exception 2: If a PHLOTE student was screened in a non-WIDA state and was found not-eligible by that state’s criteria, the school should rescreen using the appropriate WIDA eligibility assessment to ensure that the student is adequately prepared to take Georgia content assessments. Schools may waive this requirement if the student has met the following criteria:

- Was screened for English language support assistance no more than 24 months (or the equivalent of two academic years) prior to enrollment in the current LEA; **and**
- Was enrolled and was successful in the general education program in the school he or she previously attended; **and**

- Performed at the met or exceeded level on that state’s content assessments (if such assessments were required and administered in the enrolled grades).

Beginning of the Year Screening Timeline

Under ESEA/ESSA Sec. 3113(b)(2), a student who may be an English Learner must be assessed for such status within 30 days of enrollment in a school in the state. If the student qualifies for the ESOL program, parents must be notified within 30 days after the beginning of the school year that their child was placed in the ESOL program.

Screening Timeline after the Beginning of the Year

Under ESEA/ESSA Sec. 3113(b)(2), a student who may be an English Learner must be assessed for such status within 30 days of enrollment in a school in the state. If the student qualifies for the ESOL program, parents must be notified within two weeks after placement in the ESOL program.

Statewide Standardized English Language Proficiency (ELP) Screeners

Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. As a member of the WIDA Consortium, the district will use one of the following WIDA English Language Proficiency (ELP) screeners to determine if a potential EL student is eligible for EL status:

- the Kindergarten WIDA Screener (for 1st semester kindergarten – 1st semester 1st grade students)
- the online WIDA Screener 1-12 (for 2nd semester 1st grade students – 2nd semester 12th grade students)

Certification to Administer WIDA Screeners

1. Prior to screener administration, all test administrators will complete district training during the last week of July and the first week of August.
2. Prior to screener administration, all test administrators will complete annual required WIDA training modules for the WIDA Screener after September 1st. This can be done at <https://wida.wisc.edu/>.
3. Test administrators will send completed training certificates to the ESOL Program Specialist.

Kindergarten WIDA Screener

The ESOL teacher or testing coordinator will administer the appropriate sections of the Kindergarten WIDA screener. The Kindergarten WIDA Screener assigns scores according to the range of WIDA English Language Development (ELD) levels 1-6.

Choosing the Appropriate Domains to Administer

Use the information below to help you choose the appropriate screener domains to administer.

Grade	Kindergarten		1 st
Semester	1 st Semester	2 nd Semester	1 st Semester
Grade-Cluster and Domains to Administer	K WIDA Screener (Listening & Speaking Domains Only)	K WIDA Screener All Domains	

1st Semester Kindergarten

Students enrolling during the first semester of kindergarten will only take the **listening and speaking domains** of the Kindergarten WIDA Screener.

2nd Semester Kindergarten and 1st Semester 1st Grade

Students enrolling during the second semester of kindergarten and the first semester of first grade will take **all four domains** of the Kindergarten WIDA Screener.

Kindergarten Screener Administration Procedures

1. Prior to administering the Kindergarten Screener, the test administrator must complete district training and the annual required WIDA training modules for the Kindergarten WIDA Screener. This can be done at <https://wida.wisc.edu/>. Credentials can be obtained from the county's Testing Coordinator or the ESOL Program Specialist.
2. If it is the **1st semester of the student's kindergarten year**, administer the **listening and speaking** portions of the Kindergarten WIDA Screener and note the raw scores.
3. If it is the **2nd semester of the student's kindergarten year or 1st semester of the student's 1st grade year**, administer **all four domains** of the Kindergarten WIDA Screener and note the raw scores.
4. Enter the raw scores into the [score calculator](#) to get a Composite Oral Language Proficiency Level.

Kindergarten Screener Eligibility Criteria

1. 1st Semester Kindergarten:
 - a. If the student's **Composite Oral Language Proficiency Level is less than 5**, then the student is an English Learner and **qualifies** language assistance services.
 - b. If the student's **Composite Oral Language Proficiency Level is greater than or equal to 5**, then the **student is NOT an English Learner and does NOT qualify** for language assistance services.
 - c. Enter screener data into SLDS in Infinite Campus under the EL Screener tab. Data should be entered for students who are eligible and ineligible for ESOL services.
2. 2nd Semester Kindergarten and 1st Semester 1st Grade
 - a. If the student's Composite Proficiency Level is less than 5, then the student is an English Learner and qualifies for language assistance services.

- b. If the student's Composite Proficiency Level is greater or equal to 5, then the **student is NOT an English Learner and does NOT qualify** for language assistance services.
- c. Enter screener data into SLDS in Infinite Campus under the EL Screener tab. Data should be entered for students who are eligible and ineligible for ESOL services.

See [Appendix A](#) for the Kindergarten WIDA Screener eligibility flowchart.

WIDA Online Screener 1-12

The ESOL teacher or testing coordinator will administer the WIDA Online Screener 1-12 for students in grades 1-12. The WIDA Online Screener 1-12 is divided into grade clusters: 1; 2-3; 4-5; 6-8; and 9-12.

Choosing the Appropriate Cluster to Administer

Use the information below to help you choose the appropriate screener cluster to administer.

Grade	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	
Semester	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form to Administer	WIDA Screener Grade 1 Cluster		WIDA Screener Grade 2-3 Cluster		WIDA Screener Grade 4-5 Cluster		WIDA Screener Grade 6-8 Cluster			WIDA Screener 9-12 Cluster			

1st Grade Cluster: Students enrolling during the second semester of 1st grade and the first semester of 2nd grade will take the 1st grade cluster of the WIDA Screener. **Special note:** Follow procedures for the Kindergarten WIDA Screener for students enrolling during the first semester of 1st grade.

2nd-3rd Grade Cluster: Students enrolling during the second semester of 2nd grade through the first semester of 4th grade will take the 2nd-3rd grade cluster of the WIDA Screener.

4th-5th Grade Cluster: Students enrolling during the second semester of 4th grade through the first semester of 6th grade will take the 4th-5th grade cluster of the WIDA Screener.

6th-8th Grade Cluster: Students enrolling during the second semester of 6th grade through the first semester of 9th grade will take the 6th-8th grade cluster of the WIDA Screener.

9th-12th Grade Cluster: Students enrolling during the second semester of 9th grade through the second semester of 12th grade will take the 9th-12th grade cluster of the WIDA Screener.

WIDA Online Screener 1-12 Administration Procedures

1. Prior to administering the WIDA Screener 1-12, the test administrator must complete district training and the annual required WIDA training modules for the WIDA Screener 1-12. This can be done at <https://wida.wisc.edu/>. Credentials can be obtained from the county's Testing Coordinator or the ESOL Program Specialist.
2. Administer all four components of WIDA Online Screener 1-12: Listening, Speaking, Reading and Writing.

3. Enter screener data into SLDS in Infinite Campus under the EL Screener tab. Data should be entered for students who are eligible and ineligible for ESOL services.

WIDA Online Screener Eligibility Criteria

1. If the student's Grade Level Adjusted Overall composite score is **greater than or equal to 5.0** on the WIDA Screener, the student **does not qualify** for English language assistance services.
2. If the student's Grade Level Adjusted Overall Composite score is **less than 5.0** on the WIDA Screener, the student **qualifies for** English language assistance services.

See [Appendix B](#) for the WIDA Screener eligibility flowchart.

Screening Potential English Learners with Disabilities

Students with disabilities established in an IEP or 504 Plan whose home primary language is not English, must be administered the appropriate WIDA Screener with the appropriate accommodations as established in the IEP or 504.

A potential EL entering school with a suspected disability may require an evaluation for special education before administering the appropriate WIDA Screener, especially if the suspected disability would impact the results of the screener.

Even with accommodations, some students cannot take all four domains of the WIDA ELP Screeners because their disabilities prevent the assessment of one or more language domains. Students who are deaf, blind, and non-verbal would be considered as having a disability that prevents assessment in one or more language domains. In these cases, the following process should be followed:

- The IEP team, to include an ESOL teacher, documents which domains the student is not able to take on the screener.
- The student cannot be identified as an English learner because students must take all parts of the screener in order to be identified as an English learner according to [Department of Justice and U.S. Department of Education Office for Civil Rights Dear Colleague Letter](#).
- The IEP team will revisit the decision annually.

Documenting ELP Screening Irregularities

Every effort should be made to follow the state and local processes for administering ELP screeners. If a testing irregularity is discovered, it must be appropriately documented using the RCSS WIDA Screener Irregularities Documentation Form, which can be found on the RCSS Teaching and Learning website.

Examples of irregularities include:

- Incorrect grade-level screener administered
- Incorrect language domain subtests administered
- Screener administered by non-WIDA certified or untrained staff
- Screener administered without appropriate accommodations to a student with disabilities or with suspected disabilities
- Screener administered to an English-only student

- Screener administered to a transfer student with existing EL status, such as EL=Yes, EL=1, EL=2, EL=3, EL=4, and EL=F.

The RCSS WIDA Screener Irregularities Documentation Form must be submitted to the ESOL Program Specialist and uploaded into the student's EL record in Infinite Campus.

In addition to completing the RCSS WIDA Screener Irregularities Documentation Form, test administrators who are responsible for committing a testing irregularity, will receive a written warning and will have to complete the appropriate screener training a second time. If the same test administrator commits another testing irregularity, the test administrator will lose testing administration rights.

The ESOL Program will run monthly screener reports to monitor for irregularities.

District Responsibilities Following EL Screening

For students who are **ineligible** for ESOL services the ESOL teacher or testing coordinator will:

- Complete a Notification of Ineligibility Form.
- Send a copy of the Notification of Ineligibility Form home to the student's parents or guardians.
- Complete the "ESOL Did Not Qualify Form" to include the following documents:
 - Home Language Survey
 - Notification of Ineligibility Form
 - Kindergarten WIDA Screener or WIDA Screener results
- Place a copy of the Notification of Ineligibility Form and Kindergarten WIDA Screener or WIDA Screener results in the hard copy permanent record.

Once the "ESOL Did Not Qualify Form" is complete, the ESOL Program Specialist will then code the student as EL=No and upload the documentation to the student's record in Infinite Campus.

For students who are **eligible** for ESOL services the ESOL teacher or testing coordinator will:

- Complete a Parent Notification of Student Eligibility for ESOL Language Program and Title III Supplemental Instruction Services Form.
- Send a copy of the Parent Notification of Student Eligibility for ESOL Language Program and Title III Supplemental Instruction Services Form to the student's parents or guardians in a language they understand.
- Complete the "New English Learner Qualification Form" to include the following documents:
 - Home Language Survey
 - [Parent Notification of Student Eligibility for ESOL Language Program and Title III Supplemental Instruction Services Form](#)
 - Kindergarten WIDA Screener or WIDA Screener results

Once the "New English Learner Qualification Form" is complete, the ESOL Program Specialist will then code the student as EL=Yes and upload the documentation to the student's record in Infinite Campus.

For all eligible and ineligible students:

- Add screener results to the **EL Screener Tab in SLDS**.

Parent Waiver of ESOL Services

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, school districts are still held responsible for providing language support under Office for Civil Rights law. The district should find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes. Although the parents may have chosen to waive ESOL services, the student has been identified as EL, should be **coded as EL**, and should continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still **eligible for accommodations** on standardized tests and **are required to take the ACCESS test** until they meet criteria to exit EL status.

Parent Waiver Process

1. Parents who choose to waive services are required to sign and date a [Parent Waiver Form](#) **annually**. These forms should be provided in a language that the parent understands. Translated versions of the parental waiver form are available on the Teaching & Learning website.
2. ESOL teachers will complete the “Parent Waiver Form” to include the student’s waiver form, TPC, and ACCESS scores.
3. The ESOL Program Specialist will code the student as having a waiver and upload the documents to the students record in Infinite Campus.

Serving English Learners

Program of Service and Considerations for Placement of ELs

ELs are entitled to instruction in the school system’s core curriculum, including specialized and advanced courses. RCSS meets the needs of ELs by:

- Placing ELs in **age appropriate grade levels or courses**. However, if a lower grade level placement is necessary due to lack of formal schooling, it should **not be more than one year below the native English-speaking peers** of the same age.
- Ensuring ELs have access to age-appropriate curriculum that has equal rigor as instruction to English-only students.
- Ensuring that ELs have meaningful access to grade-appropriate language scaffolds and instructional strategies.
- Providing ELs with state approved English language acquisition services. While the provision of language support services to ELs within certain programs may have the effect of separating ELs

from other students during at least part of the school day, the ESOL program will not separate ELs unnecessarily for purposes other than to receive the support the program provides.

ESOL Delivery Models

In accordance with State Board of Education (SBOE) Rule 160-4-5-.02, RCSS will provide English language assistance to all ELs through the state funded ESOL program using a combination of the following instructional delivery models:

1. Pull-out model – students are taken out of a general education class for the purpose of receiving small group language instruction from the ESOL teacher.
2. Push-in model (within reading, language arts, mathematics, science or social studies) – students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher.
3. A scheduled (sheltered) class period – students receive instruction in foundational social/instructional English and the academic English of mathematics, science, social studies, or English language arts in a class composed only of ELs taught by an ESOL teacher.

ESOL Class Sizes

The chart below indicates the approved class size limits for ESOL classes.

Grade(s)	Funding Class Size	Maximum System Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

Minimum Time Requirements for ESOL FTE Segments

The chart below indicates the maximum required segments and minimum required times.

Grade(s) and Scheduling	Daily Required Minutes Per Segment(s)	Daily Required Segments Maximum	Weekly Required Minutes Minimum
K-3	45 minutes	1	225
4-8	50 minutes	2	250
9-12	55 minutes	5	275
4x4 Block	90 minutes	2	225
Hybrid Block	If less than 90 minutes	1	Determined by LEA

Monitoring Academic Progress of ELs

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. Educators should use classroom performance and/or available achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving. These assessments include but are not limited to: GKIDS, i-Ready diagnostic assessments, End of Course assessments, formative assessments/checklists, and summative assessments/checklists.

Language minority students are compared to their native English-speaking peers in knowledge of subject matter. It is important to assess a student's foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

Testing Accommodations

"Federal and state laws require that all students participate in the state-mandated assessment program, including... English learners (ELs)..."

In certain situations, the individual needs of ELs may warrant accommodations. Each local educational agency is required to determine whether or not testing accommodations are needed for each EL. **Any accommodations offered should be consistent with current instructional and assessment accommodations made in the classroom.**

Accommodations should be determined by the **English Learner Testing Participation Committee (EL/TPC)**. Meeting documentation will be done using the EL/TPC form within the Ellevation platform. Only state-approved accommodations may be considered and included in the EL/TPC form. The determination of accommodations for assessment should be reviewed at least once a year.

Annual Assessment – WIDA ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is administered annually to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency and progress towards English proficiency. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing. ACCESS for ELLs 2.0 meets the Title I mandate in the Every Student Succeeds Act of 2015 that requires states to evaluate all ELs in grades K through 12 on their progress towards English proficiency.

All students identified as EL students are required to take the ACCESS for ELLs 2.0 assessment, **including students whose parents have waived ESOL services and those students with disabilities whose IEP indicates that they will receive language services within the special education classroom.**

All WIDA ACCESS test administrators are required to complete each of the items below:

- Participate in WIDA ACCESS training delivered by the district.
- Complete the WIDA ACCESS administration training in the WIDA Secure Portal.
- Submit certificates of completion to the District Testing Coordinator.

Annual Assessment – Alternate ACCESS for ELLs

The Every Student Succeeds Act (ESSA; 2015) requirement to assess all students identified as ELs annually for English language proficiency, includes students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP).

WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities. The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment.

EL students who are eligible for the GAA 2.0 are the **ONLY** EL students eligible for the Alternate ACCESS for ELLs.

MTSS and RTI

The ESOL language program provides high-quality language-focused instruction for all ELs that addresses some core content standards. However, some ELs may need supplemental support in language, literacy, or core content. The RCSS MTSS handbook outlines the MTSS and RTI procedures as they relate to English learners.

ELs with Disabilities

Under IDEA, school districts must identify, locate, and evaluate all children who may have disabilities and who need special education services. A student cannot be determined to have a disability if the “determinant factor” is limited English proficiency and the student does not otherwise meet the definition of a child with a disability under IDEA.

Students who qualify for both ESOL and Special Education are entitled to receive services and instruction in both programs as applicable. As such:

- The ESOL teacher should be included as an active member of the IEP team.
- An EL with an IEP should have a plan for language services documented on the IEP.
- ELs with disabilities have the right to testing accommodations on all assessments, including WIDA Screeners and WIDA ACCESS, per IEP determination.

Exiting ESOL Services

Exit Criteria Kindergarten

All Kindergarten EL students whose ACCESS scores meet the following criteria **must exit** the ESOL program:

- Overall Composite Proficiency Level (CPL) is greater than or equal to 5.0 **AND**
- Listening, Speaking, and Reading domains are each greater than or equal to 5.0 **AND**
- Writing score must be greater than or equal to 4.5.

The ESOL Program Specialist will provide school administrators and ESOL teachers with a list of kindergarten students who are required to exit the ESOL program.

ESOL teachers will complete the Notification of Exit Form in a language the parent can understand, upload a copy to the ESOL record in Infinite Campus, and send a copy home to the parent.

The ESOL Program Specialist will update coding to EL=No.

Special Note: The state does **NOT** allow exit flexibility for kindergarten students.

See [Appendix C](#) for the Exit Criteria Flowchart.

Exit Criteria 1st – 12th Grades

All 1st-12th grade EL students whose ACCESS scores meet the following criteria **must exit** the ESOL program:

- Overall Composite Proficiency Level (CPL) is greater than or equal to 5.0.

The ESOL Program Specialist will provide school administrators and ESOL teachers with a list of students who are required to exit the ESOL program.

ESOL teachers will complete the Notification of Exit Form in a language the parent can understand, upload a copy to the ESOL record in Infinite Campus, and send a copy home to the parent.

The ESOL Program Specialist will updated coding to EL=No.

See [Appendix D](#) for the Exit Criteria Flowchart.

State Flexibility Procedures for Grades 1-12 and Reclassification Meetings

All 1st-12th grade EL students who have an overall Composite Proficiency Level (CPL) between 4.5-4.9 **AND** a literacy score greater than or equal to 4.5 are eligible to exit the ESOL program. **Both criteria must be met to be eligible to exit the program.**

The ESOL Program Specialist will provide school administrators and ESOL teachers with a list of students who meet the flexibility criteria for exit. Schools will hold reclassification meetings for each student on the list.

School administrators will follow the reclassification meeting procedures below for each of the students who are eligible for exit via reclassification meetings:

1. Hold an English Learner Reclassification Review Committee Meeting to include the ESOL teacher, a general education teacher, and an administrator at the minimum.
2. Complete the English Learner Reclassification Review documentation in the Ellevation platform.
3. The committee will make one of the following determinations:
 - a. The student should continue in the ESOL program.
 - b. The students should exit from the ESOL program.
4. For students who exit, the ESOL teacher will complete the Notification of Exit Form in a language the parent can understand, upload a copy to the ESOL record in Infinite Campus, and send a copy home to the parent.
5. ESOL teachers will submit verification of completed reclassification meetings to the ESOL Program Specialist.
6. The ESOL Program Specialist will update coding to EL=No for students who exit the ESOL program.

Special note: An English Learner Reclassification Review Committee Meeting **must be held for ALL students who have CPL scores between 4.5-4.9 AND literacy scores greater than or equal to 4.5.**

Exit Criteria for Students Taking Alternate ACCESS

An IEP team will meet to determine if an EL who was assessed using the Alternate ACCESS is eligible to exit the ESOL program when the student has reached the criteria below:

- Alternate ACCESS overall Composite Proficiency Level (CPL) is P2 (Emerging) for two consecutive years with IEP team recommendation **OR**
- Any other Alternate ACCESS overall Composite Proficiency Level (CPL) is the same score for three consecutive years with IEP team recommendation. For example, a student who received an overall CPL of Level A3 (Engaging) for three consecutive years is eligible for exiting ESOL services with IEP team recommendation.
- The IEP team will use the EL Reclassification/IEP Team Rubric to document the meeting.

Exiting Procedures for ELs with Less than Four Domains

Under the ESSA, as determined by the student's IEP team or 504 plan, if a student's disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment. Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. The following exit procedures should be followed for students whose disability precludes assessment of one or more language domain.

1. Administer the appropriate WIDA ACCESS for ELLs or Alternate ACCESS language domain test as established by the IEP and/or 504.

2. For each language domain test not administered, mark Do Not Score with the reason code of SPD (Student's Program/Plan Team's Decision Code) in WIDA AMS.
3. The GADOE Assessment and Accountability Division will assign the lowest exit score for the missing language domain(s) to allow an overall composite proficiency level calculation.
4. The GADOE Assessment and Accountability Division will provide the school system with an ACCESS **Designate Composite Proficiency Level (D-CPL)** for each one of these students in August.
5. After receiving the GADOE generated D-DCP, the following standardized statewide EL exit criteria will apply.
 - a. ACCESS for ELLs Exit Criteria: An EL student with disabilities must be exited from EL status when the ACCESS for ELLs 2.0 D-CPL is 5.0 or when the D-CPL meets RCSS's flexibility exit criteria.
 - b. Alternate ACCESS Exit Criteria: An EL with significant cognitive disabilities may be considered for exit from EL status when the Alternate ACCESS D-CPL is P2 for two consecutive years with IEP Team recommendation OR any other Alternate ACCESS D-CPL for three consecutive years with IEP Team recommendation.

Continuing Eligibility

ELs who do not meet the criteria for exiting the ESOL program should remain in the program. In August, teachers should complete a Parent Notification of Student Eligibility for ESOL Language Program and Title III Supplemental Language Instruction Services Form for each student who remains in the ESOL program. The teacher should make two copies of the form. Upload one form to the ESOL digital permanent record and send the other one home to the student's parents or guardians within 30 days of the start of the school year.

Post-Exit Monitoring

ELs who meet the criteria for English proficiency are no longer eligible for English language assistance services. However, federal law requires that students be monitored for 2 years.

For the first two years, students' academic progress is monitored by teachers and reported to the state. During this time, exited students are still eligible for testing accommodations. If an exited student transfers from another state or a private school and the two-year monitoring was not completed prior to enrollment, the district is required to monitor the student's academic progress for the remainder of the monitoring period.

Post-Exit Monitoring Documentation Process

RCSS will maintain evidence that the student was monitored throughout the two-year monitoring phase. Documentation will be completed twice per year, once after the first semester is completed and once after the second semester is completed.

The following procedures will take place:

1. Monitoring documents will be automatically sent to ELA teachers of monitored students via the Ellevation platform.
2. Monitoring documents for the first semester will be sent out in January and second semester documents will be sent out in early May. Teachers will receive an automated notice from the Ellevation platform notifying them that they have a form(s) to complete.
3. The ESOL Program Specialist will send an additional email to notify teachers that they should complete the monitoring documents. If the teachers do not complete the documentation within two weeks of the original notification date, the ESOL Program Specialist will send the teachers a 2nd reminder, with an administrator carbon copied. If the teachers still do not complete the documentation within the following week, the ESOL Program Specialist will send administrators a 3rd reminder, with the teacher carbon copied.
4. If a monitoring form is flagged by the Ellevation program, the ESOL Program Specialist will contact the school administrator so that an RTI meeting can be scheduled.
5. The ESOL Program Specialist will upload all monitoring documents into the student's permanent records in Infinite Campus.

ELs Struggling During Monitoring & Post-Exit Reversal of Reclassification Decisions

If a monitoring form is flagged by the Ellevation program or a teacher and/or administrator has concerns that a monitored student is struggling, the school will begin the RTI process for that student.

The process is as follows:

1. The RTI team will include, at the minimum, an administrator, one or more general education teachers, and an ESOL teacher.
2. The RTI team will review the student's data, including the latest ACCESS scores, to identify areas of strengths and weaknesses.
3. The RTI team will identify appropriate interventions and progress monitoring into place for the student.
4. After the interventions and progress monitoring have taken place for a minimum of 6 weeks, the team reconvene to review the progress monitoring data.
5. The RTI team will review the data to determine whether the student is struggling because of a lack of content knowledge, or a lack of English language proficiency.
6. If it is determined that the problem is truly a lack of English language proficiency, the RTI Team will follow procedures below:
 - Conduct an EL Reclassification Team Meeting and document the team's decision on the EL Reclassification Review Form.
 - If the Team has determined that the student's status should remain as Exited Student (EL=1 or EL=2), no changes should be made in the Student Information System. All documentation should be maintained in the student's permanent/cumulative record.
 - If the Team has determined that the student's status should **reverse back** to EL status and parent or guardian **is required to consent**.

- **Timeline** for changing student's status in the Student Information System from EL=1 or EL=2 to EL=Y:
 - If the Reverse-Reclassification decision made in August, September, or **before the October FTE count**, change the status back to EL immediately and serve the student in the ESOL language program again.
 - If the Reverse-Reclassification decision was made **between Oct FTE and March FTE**, change the status back to EL immediately and serve the student in the ESOL language program again.
 - If the Reverse-Reclassification decision is made after the March FTE count, serve the student in the ESOL language program again, but wait until after the June 30 student record sign-off to change the student's status back to EL=Y.
7. All documentation should be maintained in the student's permanent record.
 8. After the student's status is reversed, and is identified again as an EL student, then the WIDA ACCESS for ELLs 2.0 assessment can be administered during the state testing window.
 9. When the student meets the exit criteria for the 2nd time and is reclassified as English proficient for the 2nd time, then the two-year monitoring period should begin again – for a 2nd time.

Translation and Interpretation Services

The Richmond County School System provides translation and interpretation for Limited English Proficient (LEP) parents and guardians to ensure meaningful communication as required by the Office for Civil Rights.

Translation and Interpretation Defined

Translation is the process of translating written text from one language to another. Interpretation is the process of translating spoken words from one language to another.

Translation Services

Please contact the ESOL Program Specialist for help with translating documents.

Interpretation Services

The Richmond County School System uses LanguageLine Solutions for interpretation services. Interpretation services are charged by the minute. Please notify the ESOL Program Specialist if you need interpretation services.

Important Information to Consider:

1. At the beginning of the call, briefly tell the interpreter the nature of the call. Speak directly to the limited English proficient individual, not to the interpreter, and pause at the end of a complete thought. Please note, to ensure accuracy, your interpreter may sometimes ask for clarification or repetition.

2. 3-Way Call: Use the conference feature on your phone, and follow the instructions above to connect to an interpreter. If you are initiating the call, get the interpreter on the line first, then call the limited English proficient individual. If you are receiving a call, ask the caller to “please hold”, and then conference in the interpreter.

WIDA

Description

WIDA (World-Class Instructional Design and Assessment) Consortium provides the state of Georgia with the language proficiency standards, guidance, and assessments for ELs in grades Kindergarten to grade 12.

WIDA English Language Proficiency Level Performance Definitions

The ACCESS for ELLs 2.0, WIDA Screener, and WIDA MODEL all provide an English language proficiency performance level score based on a scale of 1.0 to 6.0. The expectations for students at each of these performance levels are defined in two charts, one for [Listening and Reading \(Appendix F\)](#) and one for [Speaking and Writing \(Appendix G\)](#).

WIDA English Language Development Standards

WIDA describes six performance levels of English Language Proficiency for all EL students. The Language Proficiency levels are determined by linguistic complexity, vocabulary usage, and language control of the student. Every EL student is placed in one of six levels: entering, beginning, developing, expanding, bridging, and reaching. The levels begin with entering and progressively become more complex until an EL student reaches complete language proficiency.

WIDA English Language Development Standards Framework, 2020 Edition

There are five WIDA English Language Development (ELD) Standard Statements.

1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The [2020 Edition of the English Language Development Standards Framework](#) makes the content-language connection more explicit and specific for educators. In other words, ELs develop content and

language at the same time, where academic content is the context for language learning and language is the means for learning academic content. The Framework consists of four parts: ELD standard statements, key language uses, language expectations, and proficiency level descriptors.

Can Do Descriptors

The [WIDA Can Do Descriptors](#) are documents that help educators understand what ELs can do at various stages of language development. Additionally, the descriptors can be used to help teachers differentiate instruction for the ELs in their classrooms. The Can Do Descriptors are available for each grade cluster: Kindergarten, First, Second-Third, Fourth-Fifth, Sixth-Eighth, and Ninth-Twelfth.

Additional ESOL Teacher Responsibilities

Itinerant Teachers

Some schools have ESOL itinerant teachers. All ESOL itinerant teachers are assigned to a home school. The principal of the home school completes an evaluation on the itinerant teacher.

Itinerant teachers are expected to fulfill each of the responsibilities listed below:

1. Provide the principal and teachers of ELs of each assigned school with a schedule.
2. Notify the principal and teachers of ELs of each assigned school of all schedule changes.
3. Notify the principal and teachers of ELs of each assigned school of all absences.
4. Submit monthly local travel forms by the 15th of the month following the period that travel was completed.

Serving Students

All ESOL teachers are charged with the responsibility of providing ESOL services for the EL students at the school(s) assigned. Teachers should use the information contained in the ESOL Canvas Course to inform their instructional practices.

Lesson Plans

All ESOL teachers are required to write lesson plans. Teachers will use one of three approved lesson plan templates found in the ESOL Canvas course. Lesson plans should be submitted to the principal(s).

Assessments

Prior to administering the Kindergarten WIDA Screener, WIDA Screener, and ACCESS tests, the teacher is required to complete certification on the [WIDA Secure Portal](#). The certificate should be submitted to the ESOL Program Specialist.

After receiving notice of qualifying home language surveys, ESOL teachers are required to screen possible ELs using the Kindergarten WIDA Screener or the WIDA Screener. **Students are required to be screened for eligibility within 30 days of enrollment during the first month of the school year.**

However, after the first month of the school year, students should be screened for eligibility within 10 days of enrollment.

Enrollment	Screening	Parent Notification
1 st 30 Days of School	Screen within 30 days of enrollment	Notify within 30 days of the first day of school
Enrollment after 1 st 30 Days of School	Screen within 30 days of enrollment	Notify within 2 weeks of placement in ESOL program

In addition, all ESOL teachers are required to administer the ACCESS test.

Upon completion of the Kindergarten WIDA Screener, WIDA Screener, and ACCESS tests, the ESOL teacher is required to notify the students' parents of the test results and upload copies of the test results to the students' ESOL digital permanent records in Infinite Campus.

ESOL Documentation & Permanent Records

All ESOL teachers are required to maintain accurate ESOL permanent records. The ESOL department has provided ESOL teachers with a documentation handbook. ESOL teachers will use the handbook to make sure they are completing the appropriate documentation for each student. The handbook creates a set of checks and balances because it requires teachers to complete Microsoft Forms which get submitted to the ESOL Program Specialist. The ESOL Program Specialist verifies the information submitted for each student.

The ESOL teacher will upload permanent records documents to the student's digital permanent record. The student's digital record can be found in Infinite Campus. Records documents include:

- Home Language Survey (HLS) in English & student's home language
- Kindergarten WIDA Screener/WIDA Screener Scores
- Eligibility Forms in English in student's home language
- EL Test Participation Committee Form (EL TPC)
- ACCESS Scores
- Notification of Exit Form in English & student's home language
- Post-Exit Monitoring Form
- EL Reclassification Review Form
- EL Reclassification/IEP Team Rubric
- Parental Waiver of Services in English & student's home language

Resources

ESOL teachers have access to several resources for use with ELs. Refer to the ESOL Canvas Course for more details.

Ellevation

[Ellevation](#) is a data management program that houses all English Learner data including:

- Kindergarten WIDA Screener
- WIDA Screener 1-12
- WIDA ACCESS Scores
- I-Ready
- NEA MAP

Teachers are expected to use the data in Ellevation to guide instructional decision-making.

School Administrator Responsibilities

School level administrators will be responsible for making sure that the following procedures are followed. Administrators will ensure that:

1. Parents of students newly enrolled in U.S. schools receive the Home Language Survey in a language that the parents understand.
2. ESOL teachers receive Home Language Surveys for students whose parents have identified a language other than English.
3. ESOL teachers complete the proper training to administer the Kindergarten WIDA Screener, the WIDA Screener 1-12, the Kindergarten ACCESS for ELLs, the ACCESS for ELLs, and the Alternate ACCESS for ELLs.
4. Only current EL=Y students as identified by the ESOL Program Specialist take the ACCESS for ELLs.
5. All exit criteria are followed using the student list provided by the ESOL Program Specialist.
6. Parents of ELs receive school information in a language that they understand and/or provide interpretation services when necessary.
7. Registrars attend training and code students correctly.

Data Collection

The Information Technology Department in conjunction with the ESOL Program Specialist will provide yearly training to registrars on ESOL and Immigrant coding practices. This training will happen prior to October FTE and again in the second semester in preparation of the next school year.

The following are some general guidelines for coding.

Registrars need very specific information about each new ESOL student. The ESOL Program Specialist and the ESOL teachers will use the following [coding spreadsheet](#) to help registrars. Any other questions that registrars have are addressed in the ESOL Master Scheduling Document.

Professional Development

All educators who work with students in the Richmond County School System are provided with professional learning on instructional expectations, instructional strategies, and assessment practices. All educators and administrators take a required course at the beginning of the year via the GCN platform. Additionally, all educators and administrators will have access to independent professional learning courses via the Ellevation Strategies platform. Monthly and bimonthly focused professional learning will be provided to general education teachers (via the Ellevation Strategies platform) at state identified (CSI, TSI, Promise) schools with the highest number of ELs. Effectiveness of the Ellevation Strategies platform will be measured using the following SMART goal: During the 2023-2024 school year, 75% of teachers receiving targeted instruction from the Ellevation Strategies platform will complete a minimum of 1 module. Additionally, classroom observations of strategy usage will be conducted.

Administrators will receive PL on topics such as classroom instructional look-fors and Title III resources via monthly newsletters.

Data specialists and registrars will receive PL on topics such as coding requirements, coding changes, and correcting coding errors.

All ESOL teachers will receive training on how to use the program Flashlight 360. First year ESOL teachers will attend the GATESOL conference with redelivery following the conference.

Evidence samples of all PL will include work samples, agendas, and PowerPoints.

Title III Monitoring Process: Professional Development

The ESOL Program Specialist is responsible for collecting data on professional development. The ESOL Program Specialist will collect survey data after each professional learning session. The data will be compiled to determine effectiveness.

Parent Engagement

In addition to providing students and teachers with support, we will be supporting parents of ELs. Parents will be offered a total of 32 English language classes to support their English language development. Parent facilitators and/or designees will receive training to support families of ELs. Individual schools will lead parent engagement sessions on topics such as Title III program information, and training for personalized learning programs.

Additionally, there will be a series of six district wide literacy family engagement sessions where families of ELs will be invited to learn about literacy strategies that will help them support their students. These families will be provided with literacy skill cards and take-home literacy activities and resources to help them support their children.

Flashlight 360 will be used as a supplemental assessment program for ELs in grades K-12. Effectiveness of this program will be measured using the following SMART goal: During the 2023-2024 school year,

25% of students who take all three Flashlight 360 benchmarks will show growth from the beginning of the year to the end of the year as measured by the Flashlight 360 benchmark scores.

Title III Monitoring Process: Parent Engagement

The ESOL Program Specialist is responsible for collecting data on parent engagement opportunities offered using Title III funding. For parent English classes, the ESOL Program Specialist will review bimonthly data reports to monitor usage and/or progress. For parent literacy events, the ESOL Program Specialist will collect survey data after each event. The data will be compiled to determine effectiveness.

Title III Monitoring Process: Identifying EL Students

Parents of ELs must receive yearly notice of student participation in a Title III language instruction program, no later than 30 days after the beginning of the school year and within two weeks thereafter. ESOL teachers will distribute the Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) Language Program and Title III Supplemental Language Instruction Services Forms to parents of English learners in English and a language that the parent understands.

The ESOL Program Specialist is responsible for collecting data on accurate identification of EL students. The ESOL Program Specialist ensures that the Parent Notification of Student Eligibility for English to Speakers of Other Languages (ESOL) Language Program and Title III Supplemental Language Instruction Services Forms are distributed to parents by having the ESOL teachers submit a dissemination statement to include each student's name, language form was sent home, date sent home, and method of distribution.

Immigrant Students

An immigrant student is a student between the ages of 3-21, who is not born in the U.S. or Puerto Rico, and who has spent less than 3 years in U.S. schools. Our immigrant students receive special funding and support through the Title III, Part A subgrant. Funds are used to support immigrants in the classroom by providing them with translated textbook materials.

ESOL & Title III Action Steps and Monitoring Timeline

July			
	Action Step	Person Responsible	Monitoring Steps
ESOL	Provide ESOL professional learning and training opportunities for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
August			
ESOL	Registrars will code and schedule all EL=Y, EL=1, EL=2, EL=3, and EL=4 students.	Registrars	ESOL Program Specialist will provide support as needed.
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III PL	Teachers complete GCN PL and quiz on ESOL and Title III.	All admins and teachers	ESOL Program Specialist will collect completion and quiz data for GCN PL.
Title III PL	Begin ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach	Review PL survey data to check for additional needs and requests.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
September			
ESOL	Collect teacher dissemination statements.	ESOL Program Specialist	Spot check records for Parent Notification of Student Eligibility and Ineligibility Forms.
ESOL	Complete TPC meetings.	ESOL Teachers	ESOL Program Specialist will send reminders to complete meetings and review finalized documents in Ellevation to monitor meeting completion.
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
ESOL	Complete WIDA Screener training in WIDA Secure Portal.	ESOL Teachers	ESOL Program Specialist will verify training completion in WIDA Secure Portal.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.

Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
Title III PL	Participate in SIS meetings and/or training.	ESOL Program Specialist	Pull error reports in USHA and GADOE. Provide support to registrars on correcting FTE, Student Class, and Student Record errors.
Title III PL	ESOL coaching and/or PL sessions at selected schools.	ESOL Instructional Coach	Review PL survey data to check for additional needs and requests.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
ESOL & Title III PL	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
Title III Parent Engagement	Participate in Annual Title I Meeting.	ESOL Program Specialist	
October			
ESOL & Title III	Submit ESOL program information and budget into Consolidated App.	Federal Programs	
ESOL	Complete TPC meetings.	ESOL Teachers	ESOL Program Specialist will send reminders to complete meetings and review finalized documents in Ellevation to monitor meeting completion.
ESOL	Support registrars with correcting coding errors for Oct. FTE.	ESOL Program Specialist	Pull error reports in USAH and GADOE.
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	

ESOL & Title III PL	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
November			
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
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Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
December			
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
ESOL & Title III PL	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.

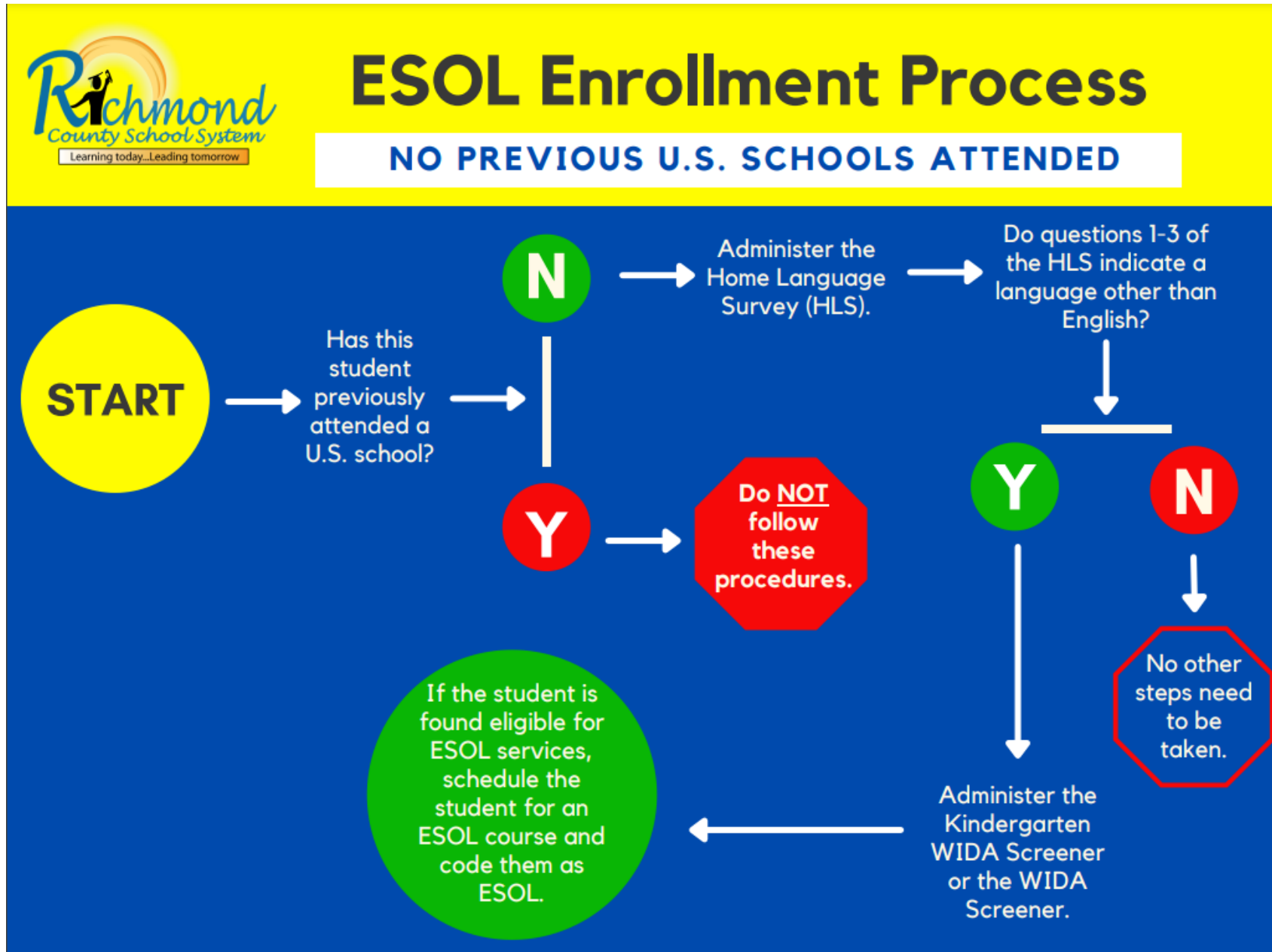
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
January			
ESOL	Conduct district WIDA ACCESS test training.	ESOL Program Specialist and District Testing Coordinator	
ESOL	Complete WIDA ACCESS training in WIDA Secure Portal.	ESOL Teachers	ESOL Program Specialist will verify training completion in WIDA Secure Portal.
ESOL	Provide school administrators with spreadsheet of all students taking ACCESS.	ESOL Program Specialist	Update spreadsheet and notify schools when new students arrive.
ESOL	Complete ESOL monitoring documentation in Ellevation.	General Education Teachers	ESOL Program Specialist will <ul style="list-style-type: none"> • send email reminders to complete documentation • monitor documentation completion in Ellevation • notify schools of students needing RTI meetings based on monitoring documentation results.
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	Participate in master scheduling meetings and open labs.	ESOL Program Specialist	Support admins with creating schedules for ELs.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
ESOL & Title III PL	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.

Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
February			
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
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Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
March			
ESOL & Title III	Participate in the District Comprehensive Needs Assessment meetings.	ESOL Program Specialist	
ESOL & Title III	Host Comprehensive Needs Assessment meeting for parents of ELs.	ESOL Program Specialist	
ESOL & Title III	Participate in District School Improvement meetings.	ESOL Program Specialist	
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	

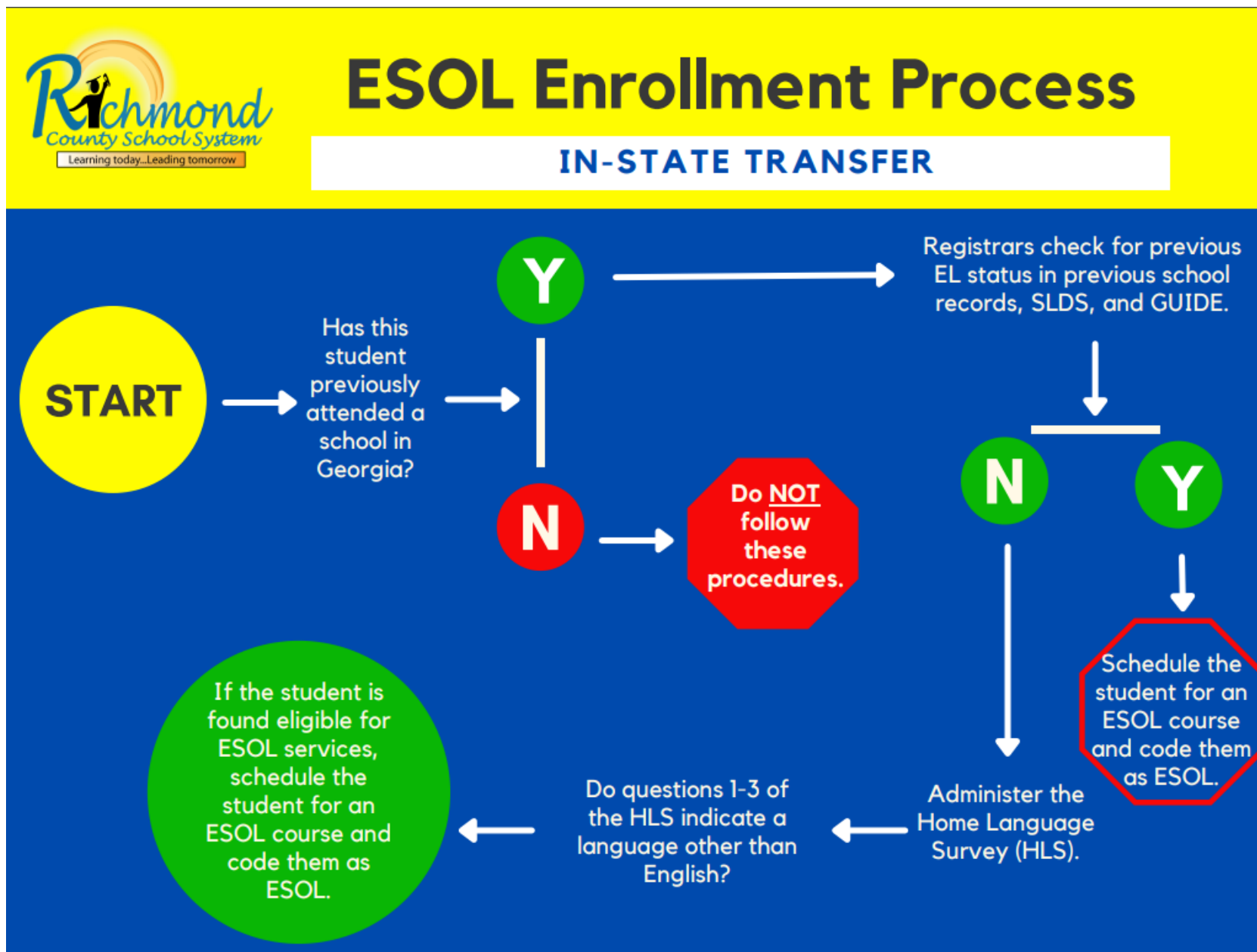
ESOL & Title III PL	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
April			
ESOL	Run screener report in DRC to check for screening irregularities.	ESOL Program Specialist	Notify teachers of irregularities and have them sign Screener Irregularity Document.
Title III LIEPs	Pull usage reports for Title III funded LIEP programs.	ESOL Program Specialist	Email teachers/schools with low usage and/or progress.
Title III LIEPs	Meet with federal programs department to review LIEP data.	ESOL Program Specialist	Keep monthly meeting minutes.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
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Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.
May			
ESOL	Complete ESOL monitoring documentation in Ellevation.	General Education Teachers	ESOL Program Specialist will <ul style="list-style-type: none"> • send email reminders to complete documentation • monitor documentation completion in Ellevation notify schools of students needing RTI meetings based on monitoring documentation results.
ESOL	Provide schools with a list of students needing to exit and needing reclassification meetings.	ESOL Program Specialist	Monitor reclassification meeting completion in Ellevation.

ESOL	Submit record verification sheets.	ESOL Teacher and/or School Admins.	ESOL Program Specialist will spot check records in Infinite Campus.
ESOL & Title III PL	Create and distribute monthly ESOL newsletter to ESOL teachers and admins.	ESOL Program Specialist	
ESOL & Title III PL	Provide PL for ESOL teachers.	ESOL Program Specialist	Review PL survey data to check for additional needs and requests.
Title III Parent Engagement	Host weekly parent English classes.	Contracted English Teacher	ESOL Program Specialist will review parent English class documentation.
Title III Parent Engagement	Host parent district wide parent engagement session.	ESOL Program Specialist	Review parent survey data to check for additional needs and requests.

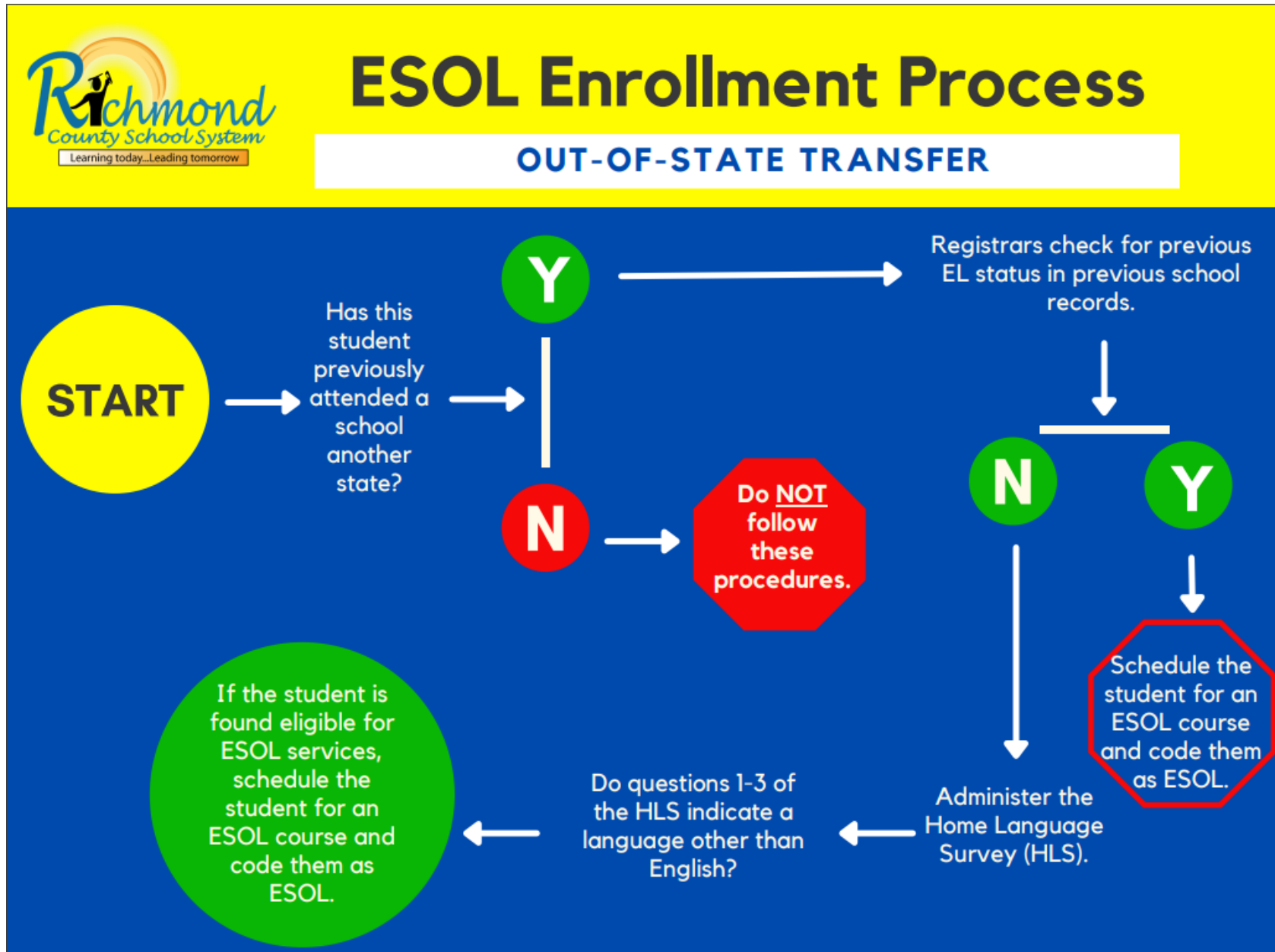
Appendix A: ESOL Enrollment Process Infographic – No Previous U.S. School Attended



Appendix B: ESOL Enrollment Process Infographic – In-State Transfer



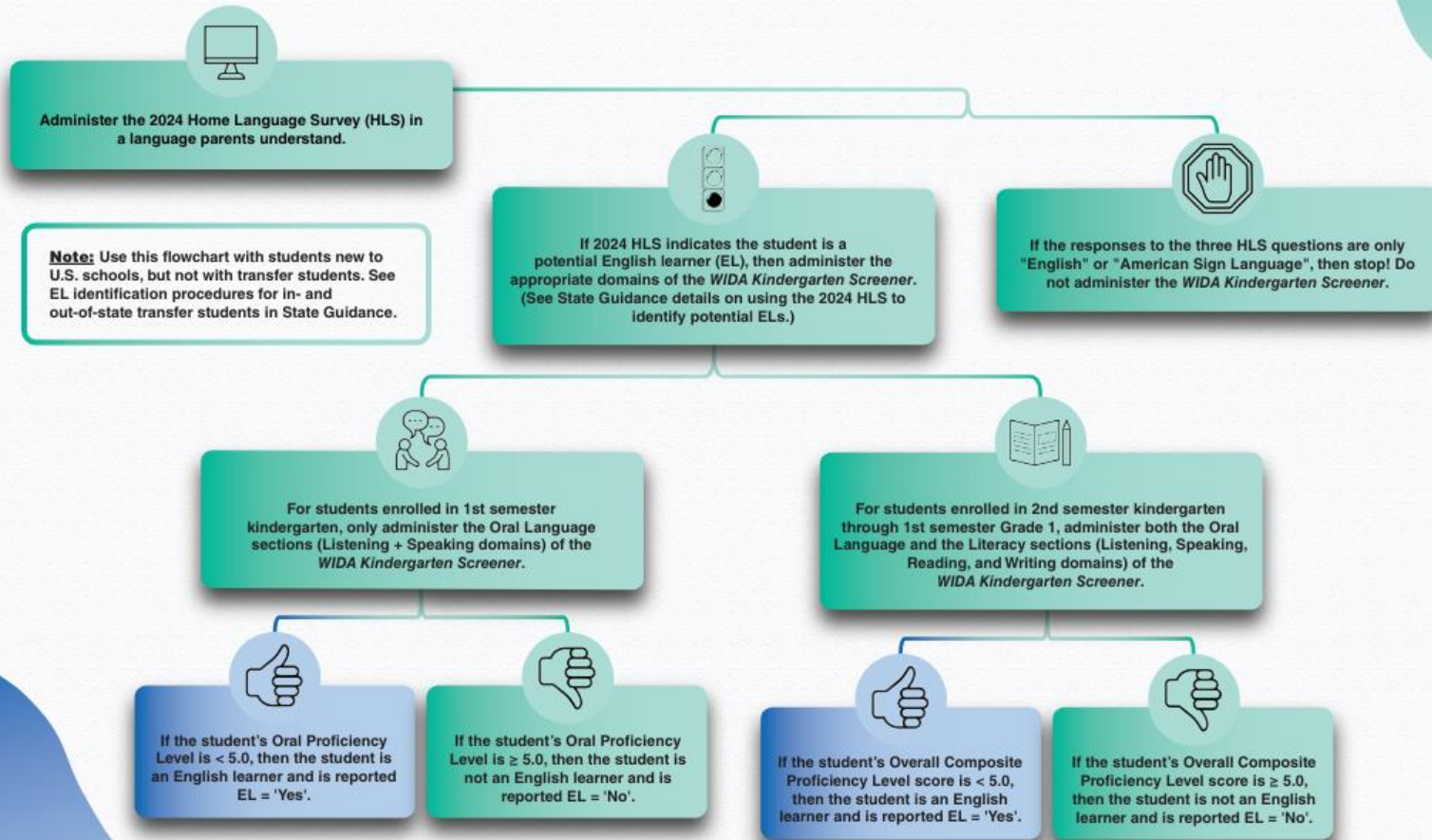
Appendix C: ESOL Enrollment Process Infographic – Out-of-State Transfer



Kindergarten WIDA Screener Eligibility Flowchart

English Learner Entrance Procedures

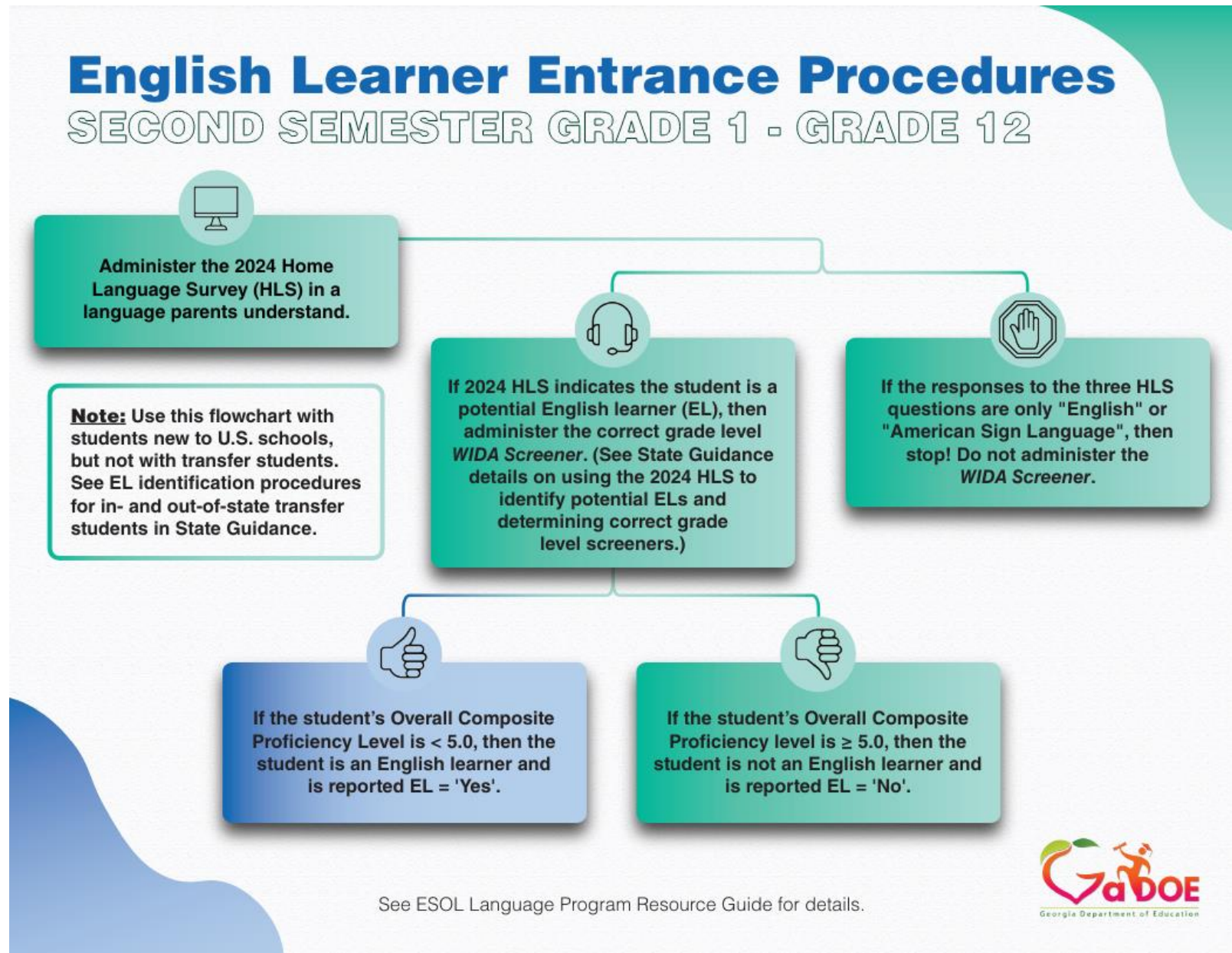
KINDERGARTEN to 1st SEMESTER GRADE 1



See ESOL Language Program Resource Guide for details.

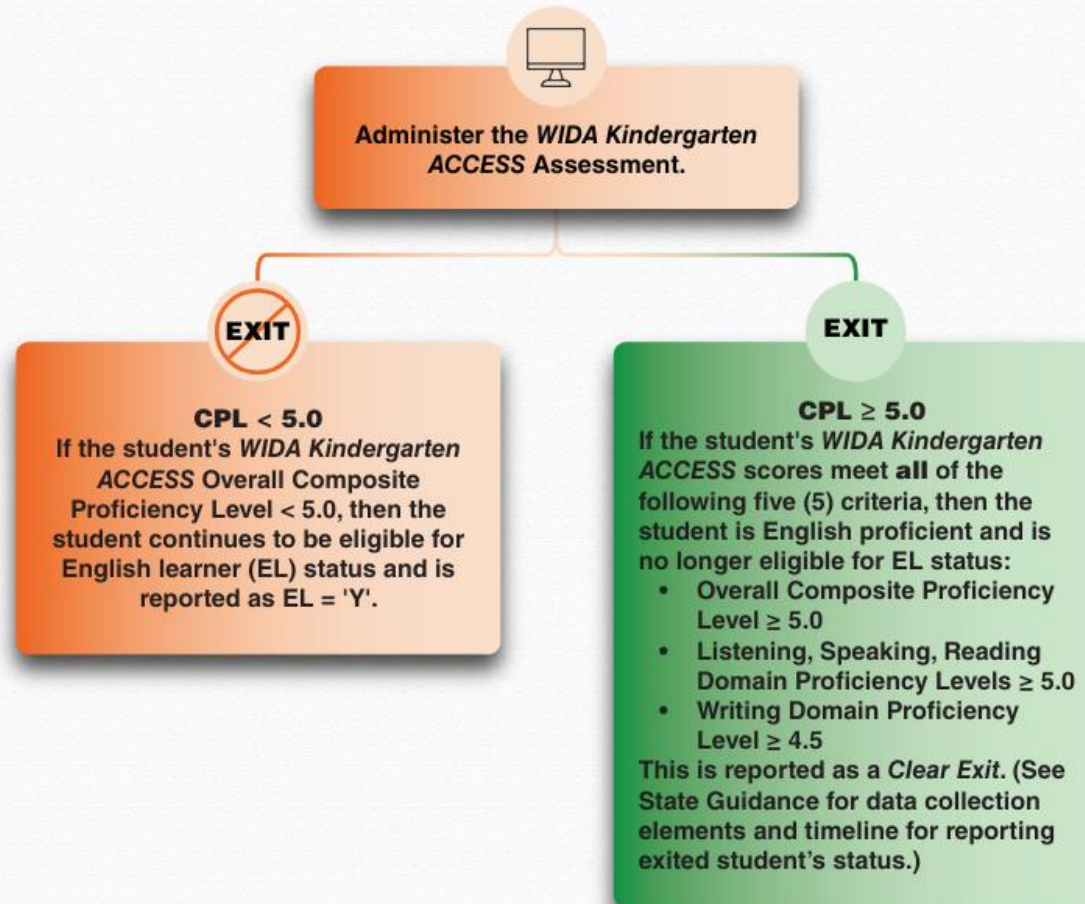


Appendix B: WIDA Screener Eligibility Flowchart



Appendix C: Kindergarten Exit Criteria Flowchart

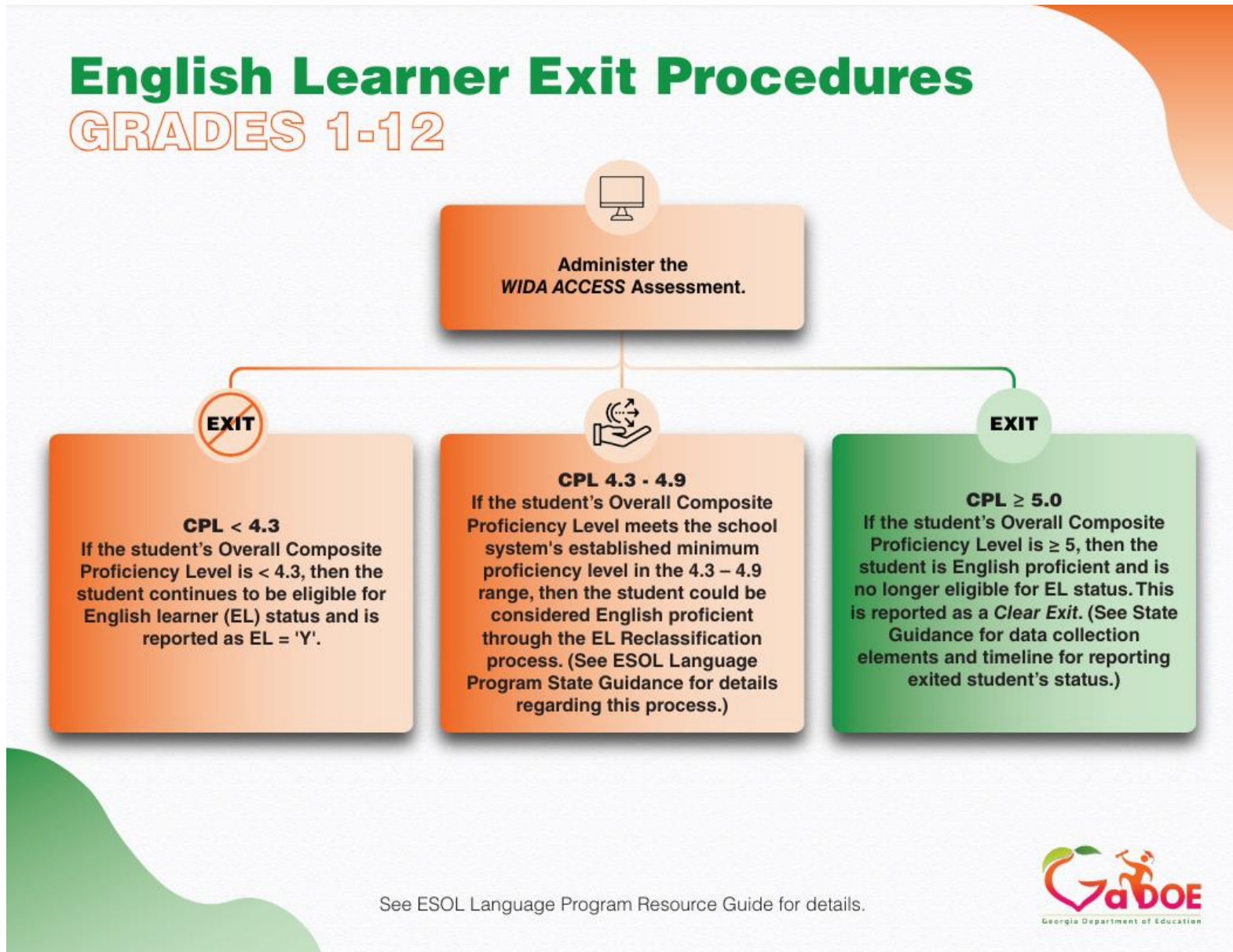
English Learner Exit Procedures KINDERGARTEN



See ESOL Language Program Resource Guide for details.



Appendix D: Grades 1-12 Exit Criteria Flowcharts



Appendix E: EL Exit Procedures for ELs who take Alternate ACCESS for ELLs



Educating Georgia's Future

Standardized Statewide English Learner (EL) Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs® Assessment

The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:

Alternate ACCESS **Overall CPL P2 (Emerging)** for two consecutive years with IEP Team recommendation **OR** any other Alternate ACCESS Overall CPL – **the same score** - for three consecutive years with IEP recommendation.

EL Exit Procedures:

The IEP Team will serve as an *English Learner (EL) Reclassification Team* by completing the state-provided **EL Reclassification / IEP Team Rubric** for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See Rubric on next page.)

Post-exit Procedures:

- For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation will be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

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Richard Woods, Georgia's School Superintendent

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Appendix F: WIDA Performance Definitions Listening & Speaking

Figure D: WIDA Performance Definitions **Listening and Reading**, Grades K–12



Within sociocultural contexts for processing language...			
	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas specific to particular content areas 	<ul style="list-style-type: none"> Compound and some complex grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social, instructional and some content-related words and phrases

Appendix G: WIDA Performance Definitions Speaking & Writing

Figure E: WIDA Performance Definitions **Speaking and Writing**, Grades K–12



Within sociocultural contexts for language use...			
Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions