SECTION 2

INITIAL PLACEMENT TESTING

In this section, you will find information on the following:

- Aural/Oral Language Assessment
- Language Classifications used in Broward County
- Administration of K-TEA
- Placement Procedures for Qualifying English Language Learners
- Placement Flow Charts (K-2/3-12)
- Frequently Asked Questions

Aural/Oral Language Assessment

Assessments are administered for incoming/new students to determine if they are eligible to receive ESOL services based on the Home Language Survey found on the registration form.

If a parent answers "no" to all three questions on the Home Language Survey, the student is not considered a potential ELL student. This student will NOT be assessed for English language proficiency.

If a K-12 parent answers "yes" to **ANY** of the three questions on the Home Language Survey, then the student is assessed for aural/oral language proficiency in English within 20 days of registration. Due to COVID-19, it is up to each school site administrator to determine if students will be coded LP, or if the site follows CDC Guidelines and is able to administer the IPT. For additional LP information refer to Section 1 page 3 of the ESOL Program Handbook.

Before assessing, check the student's academic history (A07) and registration form to determine where the student was previously enrolled. Contact schools in our District and/or State to obtain ELL information including any assessments for placement, any State assessments and/or assessments for exiting. In addition, obtain the Date of Entry in the ESOL program and the student's DEUSS date. The original Home Language Survey shall be honored. For students that arrive from another state, all efforts should be made to obtain any ELL data.

The aural/oral language assessment instruments used in Broward County are:

- Pre-IDEA Oral Language Proficiency Test (Pre-IPT) 4th Edition – Pre-K (ages 3-5)
- IDEA Oral Language Proficiency Test I (IPT-I) Form G – Grades K - 5
- IDEA Oral Language Proficiency Test II (IPT-II) Form E – Grades 6 – 12

There should be **at least one** district-trained oral language assessor at each school site. Aural/oral assessments for Pre-IPT are only required for Pre-K students recommended for ESE testing and can be requested by emailing the Request for Assessment Form to esolrequests@browardschools.com.

Once a student is assessed with the aural/oral language assessment instrument, refer to the charts correlating the IDEA Oral Language Proficiency Test Score Levels with Broward County Language Level Classifications. These charts are used to determine a Broward County language level classification for the student. Broward County's Language Level Classifications range from A1 to E. The student's Broward County Language Level classification should be written on the front of the IPT test booklet and noted on the Initial Language Classification Assessment Form.

	Language Level Classifications	Descriptions
Active ELL Students – LY Exited students and within the monitoring period - LF	**A[1]**	Non-English Speaker or minimal knowledge of English Demonstrates very little understanding Cannot communicate meaning orally Unable to participate in regular classroom instruction
	A[2]	Limited English Speaker Demonstrates limited understanding Communicates orally in English with one or two word responses
	B[1]	Limited English Speaker (Intermediate English Speaker) Communicates orally in English, mostly with simple phrases and/or sentence responses Makes significant grammatical errors which interfere with understanding
	B[2]	Limited English Speaker (Intermediate English Speaker) Communicates in English about everyday situations with little difficulty but lacks the academic language terminology Experiences some difficulty in following grade level subject matter assignments
	C[1]*	Limited English Speaker (Advanced English Speaker) Understands and speaks English fairly well Makes occasional grammatical errors May read and write English with variant degrees of proficiency
Student does not meet criteria for ESOL Program - ZZ	**C[2]**	Fluent English Speaker Speaks English with near fluency Reads and writes English at a comparable level with the native English-speaking counterparts; may read and write the native language with variant degrees of proficiency
	D**	Fluent English Speaker Speaks English fluently Reads and writes English at a comparable level with English-speaking counterparts
	E**	Monolingual English Speaker
LY/LF or ZZ	**U**	Unable to be classified

* The student may be classified C1 /LY if performance level indicates a lack of English proficiency in readiness skills appropriate for age. **This decision requires an ELL Committee recommendation.**

** *Interview and background data is helpful in determining D and E Broward County Language Level Classifications.*

Per the State, districts are required to report percentile scores for Listening and Speaking on the IPT I and II. Using the corresponding table, raw scores must be converted to percentile and recorded on TERMS. The Bilingual/ESOL Department provides training for school personnel in the administration and scoring of the IPT I and II.

When students transfer from other Florida school districts, all English Language Proficiency assessments must be entered in TERMS for active ELLs (LYs) and students classified as being monitored (LFs). The IMT/IMS are to follow the procedures outlined in the Database Guidelines.

Re-administration of the IPT

In the event a student is classified incorrectly and there is probable justification to reassess, the IPT can be re-administered as long as there is at least a 4-month interval of time between assessments. Re-administering the same form of the IPT sooner could impact test reliability.

Administration of K-TEA (grades 3 –12)

Achievement test scores in reading and writing (language) must be administered for (3-12) students that score FES on the IPT and are not eligible for Broward County Language Level Classifications of D and E. (see Section 2 page 9)

Reading and Writing Standardized Tests

- For students in grades 3-12, the Reading and Writing (Spelling) subtests of the Kaufman Test of Educational Achievement II-Brief Form (K-TEA II Brief Form) **will be administered by District Bilingual/ESOL Program Staff.**
- Email the completed Request for Assessment Form to esolrequests@browardschools.com. **All Testing must be completed within 30 days of the student's identification.**
- The K-TEA II Brief Form will be administered according to instructions in the test manual. Percentile ranks will be generated based on grade-referenced norms.
- Percentile ranks obtained from K-TEA II Brief Form will be **recorded on the student's Initial Language Classification Assessment Form.**
- The District Bilingual/ESOL Program Staff will inform the school's ESOL Contact or designee of the results in order for appropriate student placement to be completed. ESOL Contact will provide the information to the IMT/IMS to enter on TERMS.
- Testing data will be available within 48 hours on the ELLevation platform.

The following criteria will be used to determine eligibility for students who score FES on the IPT in grades 3-12:

- If **both** reading and writing (language) standardized K-TEA achievement test scores are at or above the 33rd percentile, the student is placed in the Basic Program and does not qualify for the ESOL Program. These students are classified C2/ZZ and all testing information is filed in the CUM.

- If **both** reading and writing (language) standardized achievement test scores are at or below the 32nd percentile, the student is placed in the ESOL Program. These students are classified C1/LY and an ELL plan is initiated. See section 3 of this Handbook.

- If **either** the reading or writing (language) standardized achievement test score is at or below the 32nd percentile, the student is referred to the ELL Committee for placement recommendation in either the ESOL or Basic Program.

The ELL Committee may determine if a student needs ESOL services or not according to consideration of at least two of the following criteria. Two of the state approved criteria must be substantiated in the Student Meeting in ELLevation and documents to support recommendation must be included:

(a) extent and nature of prior educational and social experiences; and student interview;
(b) written recommendations and observations by current and previous instructional and supportive services staff;
(c) level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
(d) grades from the current or previous years;
(e) test results from tests other than ACCESS for ELLs 2.0 or FSA

The school must notify parents, if the student qualifies for the ESOL Program and that he/she will be receiving ESOL services. The Notification of English Language Program Placement or Continuation is used for this purpose. This form is available in multiple languages on ELLevation and must be uploaded in ELLevation document tab.

Placement Procedures for Qualifying English Language Learners

Once the student has met criteria for ESOL, the school Information Management Technician/Specialist (IMT/IMS) will follow the procedures below to enter the information in TERMS:

A03 panel

- **ELL:** LY
- **LC:** Language Classification

A10 panel

- Verify **PGM 130** is reflected for all core courses

A21 panel

- **DATE**: the date the student was assessed
- **TEST**: IPT
  - KEA Grades 3-12 (Reading/Writing)-Entry
  - IPT (Listening/Speaking)
- **SCHL**: school number
- **GR**: current grade placement for the student
- **US**: E Entering in ESOL for the first time
- **NACTL PCT**: the percentile score as found in the *Correlations of IDEA Oral Language Proficiency Test (IPT) Score Levels*. This percentile is the same for **LISTEN** and **SPEAKING**

A23 panel

- **DATE:** the date the of the Home Language Survey
- **TYPE:** E
- **CODE:** 130 (click F9 to open the 2nd page of the A23 panel)
- **CLASS:** the date the student was assessed and qualified for ESOL program
- **ENTRY:** the date the student entered the ESOL program
- **PLAN:** the date the student begins receiving services
- **BASIS ENTRY:** A (aural/oral IPT only), R (Reading and Writing 3-12 only), L (ELL Committee)
- **FUND-CODE:** E
- **ELL/PRG:** E

School IMT/IMS **may not** open an *A23* panel until a student has been determined to be eligible for the ESOL Program nor should the student be classified as LY based on the affirmative responses to Home Language Survey only. English language proficiency data on ELLs is collected by the school and entered into TERMS.

The Information & Technology Department records and retains student data in order to send the information required by the state and to generate reports. TERMS information for ESOL placement will upload to ELLevation within 48 hours after it has been entered for proper documentation to be completed.

Required Documents for Initial Placement

Generate, Save, Print and File Parent Notification Letter from ELLevation and generate an updated ELL Plan to reflect: Updated schedule, Program 130, Language Classification, Accommodations, etc. File all documents in the ELL Folder and upload to ELLevation using the Document tab. Check the box on the ELL folder once the documents are filed in the ELL folder.

School Name _____

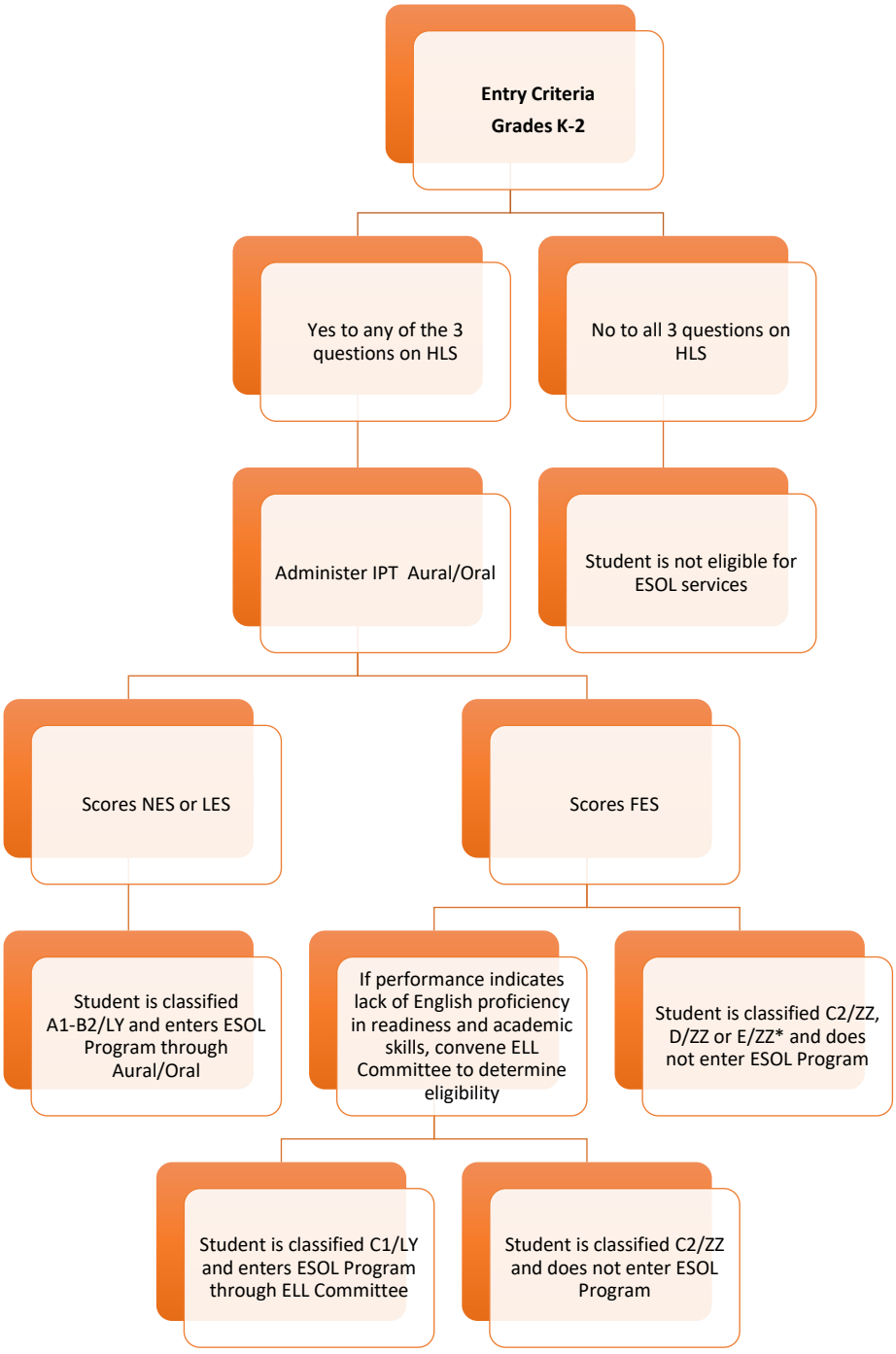
Year/Grade _____

- ❑ Programmatic Assessment (e.g. assessment instruments, report cards, transcripts)
- ❑ Current ***ELL Plan****
- ❑ Registration (Home Language Survey)
- ❑ Initial Oral Language Classification Assessment Form
- ❑ IPT Protocol Booklet(s)
- ❑ K-TEA (Gr. 3-12, if applicable)
- ❑ ***Parent Notification of Placement/ Continuation of Services in the ESOL Program(must be dated)****
- ❑ ELL Committee Invitation Letter(s)
- ❑ ***Student Meeting Report with signatures****
- ❑ Flexible Setting Accommodation Letter (when applicable)
- ❑ State Assessment Score Report(s)
- ❑ ***Parent Notification of Student Exiting from the ESOL Program (must be dated)****
- ☐ Other_____

_____

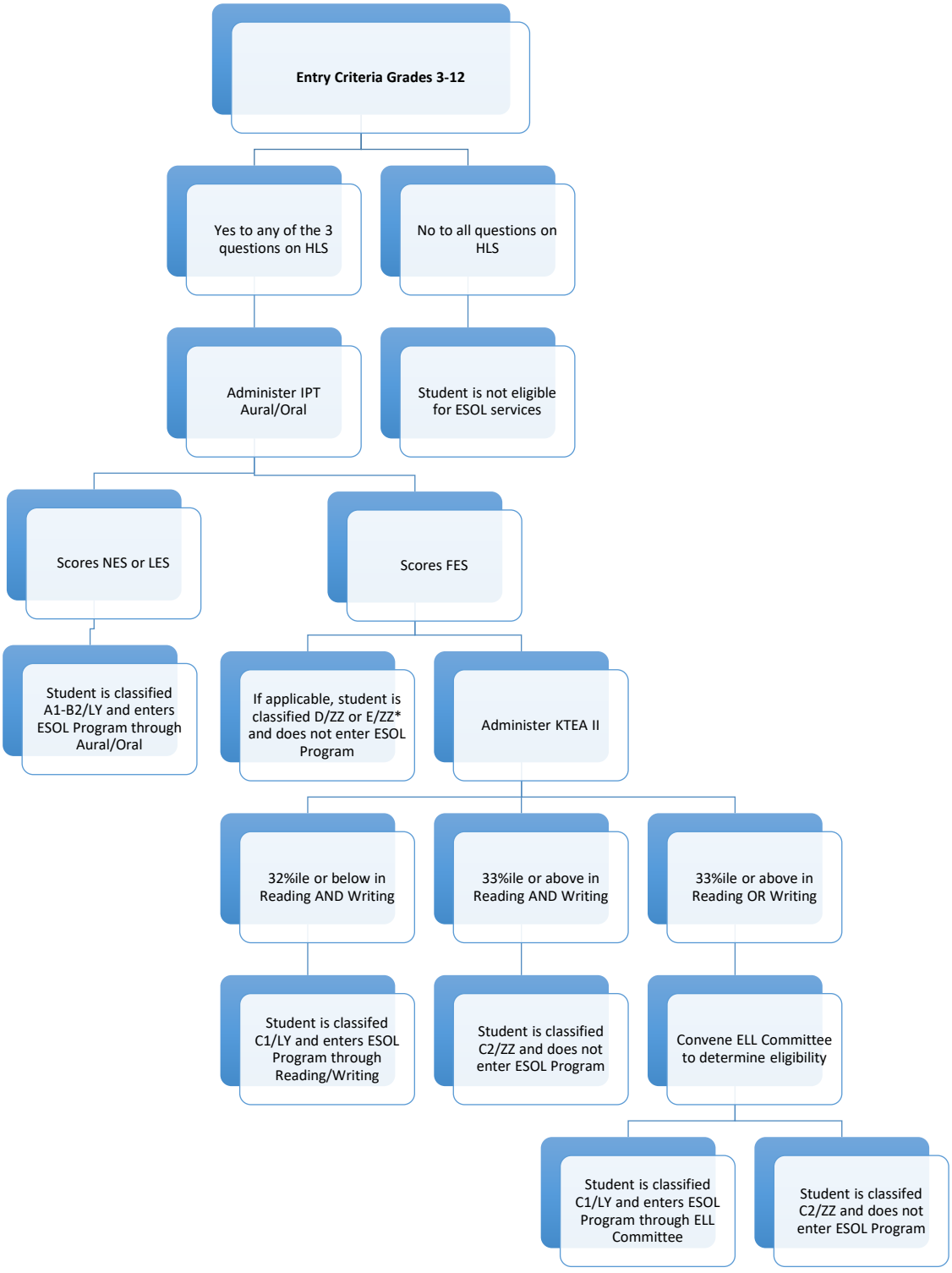
ESOL Contact Signature mm/dd/yyyy

Grades K - 2 Placement Flowchart



***Broward County Language classifications of D and E should always be considered regardless of the students' oral designation. Interview and background data in addition to questions on the Initial Language Classification Assessment Form will be helpful in determining D and E level classifications.**

Grades 3 - 12 Placement Flowchart



***Broward County Language classifications of D and E should always be considered regardless of the students' oral designation. Interview and background data in addition to questions on the Initial Language Classification Assessment Form (Appendix F) will be helpful in determining D and E level classifications.**

Frequently Asked Question

Q: What procedures are followed once a student in grades 3-12 scores FES (Fluent English Speaker) on either IPT I or II?

A: Refer to the flow chart in Section 2, for classification procedures.

Q: What is the appropriate time interval allowed between administrations of the IPT?

A: In order to avoid impacting test reliability, the time interval between administrations of the IPT should be at least 4 months.

Q: How are D and E language classifications determined?

A: Interview and background data in addition to questions on the *Initial Language Classification Assessment Form* will be helpful in making this determination. Remember, a student does not need to score FES on the Aural/Oral IPT in order to consider the D and E classifications.

Q: Are schools required to administer the IPT to all Pre-K students whose parents checked "Yes" on the Home Language Survey?

A: No. Pre-K students enter with a Temporary ESOL panel and are not tested until they are ready to enter Kindergarten. See Section 11 for more information about specific procedures.

Q: Are test scores entered in ELLevation?

A: No. The IMS/IMT enters test scores in TERMS. Test scores and pertinent student information are transferred electronically from TERMS to ELLevation.

Q: How often are parents notified of the students ESOL status?

A: Parents must be notified annually of continued placement on or 30 days prior to the students' DEUSS date. Generate Parent Letter on ELLevation using *The Notification of English Language Program Placement or Continuation Letter*

Q: What is the process for LP ?

A: LP Students will receive ESOL services while pending IPT assessment.

- Use the LP Tile on the ELLevation Dashboard to identify students at your school. Use the student list to assign all accommodations for LP students and to notify teachers.
- Save ELL Plan and generate a Notification of Placement Letter. Please note, the language of the letter has changed to include language of COVID-19.
- Save the parent letter and email to parents or send at a later time.
- Keep all records digitally for now.
- Once students return to school, they must be assessed and classified as usual.