ELLS AND THE IEP

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LEARNING OUTCOMES

ELLs

Identifying/Classifying ELLs

EL Compliant IEPs

Writing Linguistically Appropraite Goals

Pathways to Reclassification

IDENTIFYING/CLASSIFYING ELLS

The pre-referral/referral process ensures English Learners are not over or under-identified for special education services

Two ways to Identify ells

- Home Language Survey
- ELPAC domains

LANGUAGE ACQUISITION
OR
LEARNING DISABILITY?

HOW CAN I TELL?

ELLS WITH DISABILITIES
TOOL
BY JARICE BUTTERFIELD

NINE LEARNING CATERGORIES
ORAL COMPREHENSION/LISTENING

SPEAKING/ORAL FLUENCY

PHONEMIC AWARENESS/READING

READING COMPREHENSION & VOCABULARY

WRITING

HANDWRITING

SPELLING

MATHEMATICS

BEHAVIOR

Comparison of Language Differences Versus Disabilities

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Oral Comprehension/Listening		
1. Student does not respond to verbal directions	1. Student lacks understanding of vocabulary in English but is demonstrates understanding in L1	1. Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
2. Student needs frequent repetition of oral directions and input	2. Student is able to understand verbal directions in L1 but not L2	2. Student often forgets directions or needs further explanation in L1 and L2 (home & School); may be due to an auditory memory difficulty or low cognition
3. Student delays responses to questions	3. Student may be translating question in mind before responding in L2; gradual improvement seen over time	3. Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit
Speaking / Oral Fluency		
1. Student lacks verbal fluency (pauses, hesitates, omits words)	1. Student lacks vocabulary, sentence structure, and/or self-confidence	1. Speech is uncomprehensible in L1 and L2; may be due to hearing or speech impairment

KEEPING THE
IEP COMPLIANT

INFO/ELIGIBILITY

PLAFP

STATEWIDE ASSESSMENTS

SPECIAL FACTORS

GOALS

WEST END SELPA
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY

Grade

07 - Seventh grade ▾

Native Language

01 - Spanish ▾

EL

◉ Yes ○ No

Redesignated

☑ Redesignated

Interpreter

○ Yes ◉ No

English Language Development Test (English Learners Only)

☐ **Not Applicable**

☑ **ELPAC**

Overall Score:

1521

Overall Performance Level:

Level 3

Oral Language Score/Level:

1556/3

Written Language Score/Level:

1486/1

Listening

Somewhat/Moderately ▼

Speaking

Somewhat/Moderately ▼

Reading

Beginning ▼

Writing

Somewhat/Moderately ▼

☐ **Alternate Assessment**

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Summative ELPAC Overall Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1373	1374–1421	1422–1473	1474–1700
1	1150–1410	1411–1454	1455–1506	1507–1700
2	1150–1423	1424–1470	1471–1531	1532–1700
3	1150–1447	1448–1487	1488–1534	1535–1800
4	1150–1458	1459–1498	1499–1548	1549–1800
5	1150–1466	1467–1513	1514–1559	1560–1800
6	1150–1474	1475–1516	1517–1566	1567–1900
7	1150–1480	1481–1526	1527–1575	1576–1900
8	1150–1485	1486–1533	1534–1589	1590–1900
9 & 10	1150–1492	1493–1544	1545–1605	1606–1950
11 & 12	1150–1499	1500–1554	1555–1614	1615–1950

Oral Language (Listening and Speaking) Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1385	1386–1426	1427–1477	1478–1700
1	1150–1407	1408–1450	1451–1492	1493–1700
2	1150–1413	1414–1459	1460–1509	1510–1700
3	1150–1434	1435–1465	1466–1511	1512–1800
4	1150–1438	1439–1471	1472–1521	1522–1800
5	1150–1446	1447–1476	1477–1532	1533–1800
6	1150–1449	1450–1483	1484–1541	1542–1900
7	1150–1455	1456–1497	1498–1553	1554–1900
8	1150–1460	1461–1504	1505–1568	1569–1900
9 & 10	1150–1464	1465–1511	1512–1578	1579–1950
11 & 12	1150–1469	1470–1513	1514–1582	1583–1950

Written Language (Reading and Writing) Scale Score Ranges

Grade	Level 1	Level 2	Level 3	Level 4
K	1150–1345	1346–1409	1410–1462	1463–1700
1	1150–1413	1414–1458	1459–1519	1520–1700
2	1150–1432	1433–1480	1481–1553	1554–1700
3	1150–1460	1461–1508	1509–1556	1557–1800
4	1150–1477	1478–1524	1525–1574	1575–1800
5	1150–1486	1487–1549	1550–1586	1587–1800
6	1150–1498	1499–1549	1550–1591	1592–1900
7	1150–1504	1505–1555	1556–1597	1598–1900
8	1150–1509	1510–1561	1562–1609	1610–1900
9 & 10	1150–1519	1520–1577	1578–1631	1632–1950
11 & 12	1150–1528	1529–1594	1595–1645	1646–1950

Statewide Assessments

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Proficiency Assessments of California (ELPAC; for English Learners Only).

Please Note: Summative ELPAC will be Computer-based beginning Spring 2020. Paper-based ELPAC will continue for 'Initial ELPAC' and grades Kindergarten through 2nd (for the Writing domain only).

[Select Supports and Accommodations]

○ **Initial ELPAC**

☐ Without Designated Supports (All domains)
☐ Designated Supports (All domains)
☐ Without Accommodations (All domains)
☐ Accommodations (All domains)

○ **Summative ELPAC Computer-based**

☐ Without Designated Supports (All domains)
☐ Embedded Designated Supports
☐ Non-embedded Designated Supports
☐ Without Accommodations (All domains)
☐ Embedded Accommodations
☐ Non-embedded Accommodations

○ **Alternate Assessment to ELPAC**

If yes, areas of alternate assessment:
☐ Listening
☐ Speaking
☐ Reading
☐ Writing

Name of alternate assessment(s)

Person responsible to administer alternate assessment(s)

☐ **Standards based Tests in Spanish STS**

[Select Supports and Accommodations]

○ Math without Designated Supports or Accommodations
○ Math with Designated Supports
○ Math with Accommodations

○ Reading, Language, Spelling without Designated Supports or Accommodations
○ Reading, Language, Spelling with Designated Supports
○ Reading, Language, Spelling with Accommodations

Special Factors

If the student is an English Learner, complete the following section:

Does the student need primary language support?

○ Yes ● No

If yes, how will it be provided?

[ ]

Where will ELD services be provided to the student?

☐ General Education
☐ Special Education

The student will participate in the following type of program:

☐ Structured English Immersion
☐ Alternative Language Program

type or description:

[ ]

Comments:

[ ]

Goals Summary Page

Purpose(s) of Goal:

☑ Enables student to be involved/progress in general curriculum/state standard

RL.7.1a

☐ Addresses other educational needs resulting from the disability

☑ Linguistically appropriate

GOAL DEVELOPMENT

ELD DESCRIPTORS & STANDARDS

- CALIFORNIA ELD STANDARDS
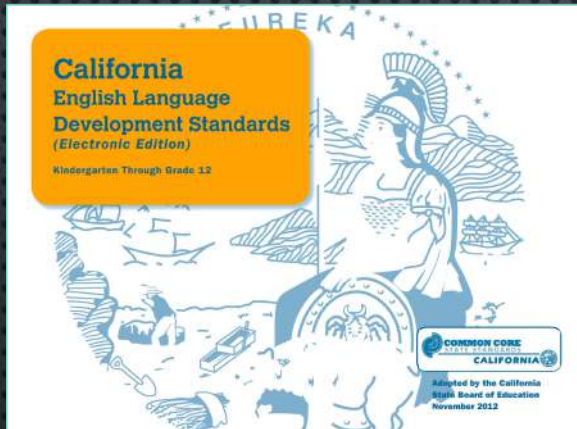
ESSENTIAL STANDARDS

- SECONDARY ELA ESSENTIAL STANDARDS

Choose one essential standard.
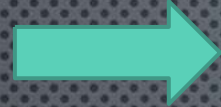
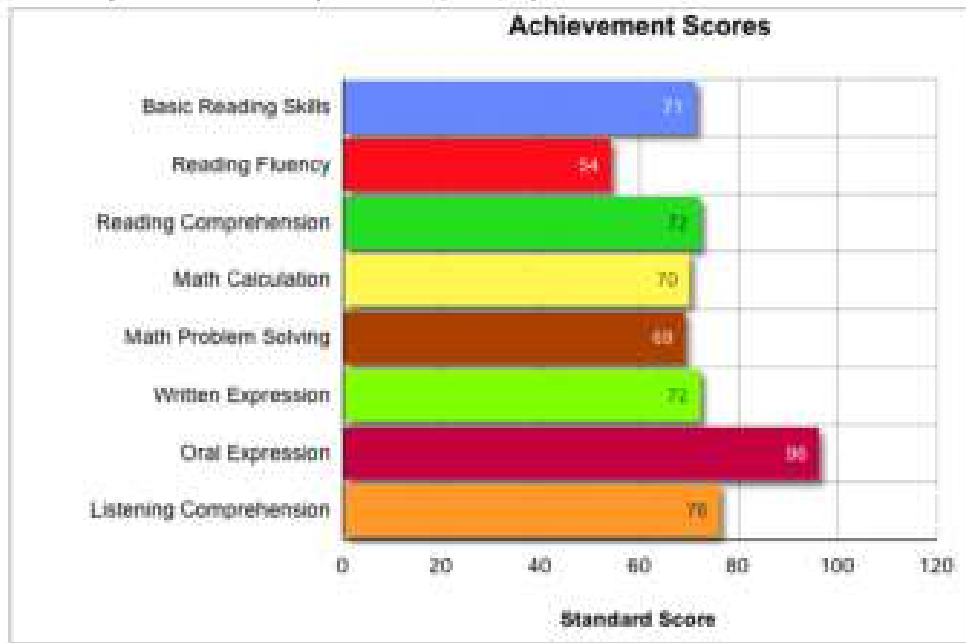Unpack the standard by circling the skills (verbs) and underlining the concepts (nouns).

List the concepts/content and skills in a chart.

Write the learning targets as "I can" statements.

*SLD/SLI Eligibility

Achievement Scores

	Standard Score
Basic Reading Skills	71
Reading Fluency	54
Reading Comprehension	72
Math Calculation	70
Math Problem Solving	69
Written Expression	72
Oral Expression	96
Listening Comprehension	70

Test ID	Part	Grd Lvl	Testing Admin	Date	Test Description	Raw Score	Scale Score	Perf Level	Type	Source
ELPAC	0	5.0	0218	3/19/2018	Eng. Lang. Prof. Assessm. California	0	1472	2		
ELPAC	0	6.0	0319	3/5/2019	Eng. Lang. Prof. Assessm. California	0	1521	3		
ELPAC	1	5.0	0218	3/19/2018	Oral Language	0	1496	3		
ELPAC	1	6.0	0319	3/5/2019	Oral Language	0	1556	4		
ELPAC	2	5.0	0218	3/19/2018	Written Language	0	1447	1		
ELPAC	2	6.0	0319	3/5/2019	Written Language	0	1486	1		
ELPAC	3	5.0	0218	3/19/2018	Listening	0	0	2		
ELPAC	3	6.0	0319	3/5/2019	Listening	0	0	2		
ELPAC	4	5.0	0218	3/19/2018	Speaking	0	0	3		
ELPAC	4	6.0	0319	3/5/2019	Speaking	0	0	3		
ELPAC	5	5.0	0218	3/19/2018	Reading	0	0	1		
ELPAC	5	6.0	0319	3/5/2019	Reading	0	0	1		
ELPAC	6	5.0	0218	3/19/2018	Writing	0	0	1		
ELPAC	6	6.0	0319	3/5/2019	Writing	0	0	2		

SAMPLE ELPAC SCORES FROM AERIES/ PSYCHOEDUCATIONAL ASSESSMENT DATA

*SLD/SLI Eligibility

ELA Essential Standards Draft

Grade 7 STANDARD	DESCRIPTION
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
7.RI.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

ELD Framework

Part I: Interacting in Meaningful Ways	Corresponding CA CCSS for ELA/Literacy
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts	• SL.7.1, 3, 6; L.7.1, 3, 6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	• RL.7.1-7, 9–10; RI.7.1-10; RH.7.1-10; RST.7.1-10; SL.7.2; L.7.1, 3, 6
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	• RL.7.4-5; RI.7.4, 6, 8; RH.7.4-6, 8; RST.7.4-6, 8, SL.7.3; L.7.3, 5-6
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	• RL.7.4-5; RI.7.4-5; RH.7.4-5; RST.7.4-5; SL.7.3; L.7.3, 5-6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics	• SL.7.4-6; L.7.1, 3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	• W.7.1-10; WHST.7.1-2,4-10; L.7.1-6
11. Justifying own arguments and evaluating others' arguments in writing	• W.7.1, 8-9; WHST.7.1 ,8-9; L.7.1-3, 6
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	• W.7.4-5; WHST.7.4-5; SL.7.4, 6; L.7.1,3, 5-6
Part II: Learning About How English Works	Corresponding CA CCSS for ELA/Literacy
A. Structuring Cohesive Texts	• RL.7.5; RI.7.5; RH.7.5; RST.7.5; W.7.1-5, 10; WHST.7.1-2, 4-5,10; SL.7.4
1. Understanding text structure	
2. Understanding cohesion	• RI.7.5; RH.7.5; RST.7.5; W.7.1-5,10; WHST.7.1-2, 4-5, 10; L.7.1, 3-6
B. Expanding and Enriching Ideas	
3. Using verbs and verb phrases	• W.7.5; WHST.7.5; SL.7.6; L.7.1, 3-6
4. Using nouns and noun phrases	• W.7.5; WHST.7.5; SL.7.6; L.7.1, 3-6
5. Modifying to add details	• W.7.4-5; WHST.7.4-5; SL.7.6; L.7.1, 3-6
C. Connecting and Condensing Ideas	
6. Connecting ideas	• W.7.1-5; WHST.7.1-2, 4-5; SL.7.4; L.7.1, 3-6
7. Condensing ideas	• W.7.1-5; WHST.7.1-2, 4-5; SL.7.4; L.7.1, 3-6

IEP GOAL

I CAN STATEMENT

I can determine the meaning of words and phrases as they are used in a text. 7.RI.4

IEP GOAL

By 4/07/20 Mickey will determine the meaning of words and phrases as they are used in a text with 80% accuracy as measured by student work samples.

PATHWAYS TO RECLASSIFICATION

- PATHWAY 1: English learners with disabilities who are able to demonstrate English language proficiency in all four domains (listening, speaking, reading, writing) with or without accommodations.

- PATHWAY 2: English learners with disabilities whose disabilities preclude assessment in one or more domains on the English language proficiency assessment and there are no appropriate accommodations for the affected domain(s).

RECLASSIFICATION

Should be considered on a case by case basis

- Eligibility.

- Length of time the student has been classified an EL.

- ELPAC Scores.

- Areas of weakness related to the disability.

A student who has been an EL for a long time and is making the same progress as a non-EL student with a similar profile, should be considered for Reclassification based on their disability

Student who is scoring a 4 overall should be reclassified

RECLASSIFICATION & THE IEP

- A recommendation for reclassification in an IEP is a discussion only and must be included in an IEP meeting.

- no changes are made to the IEP, discussion is included in the notes only.

- Site admin will submit documentation to District Office for approval.

- Upon approval the IEP team must meet again in an amendment to make changes to the IEP to reflect change in EL status.

APPROVED RECLASSIFICATION & THE IEP

Information/Eligibility Page
- EL- No Re-designated ✓   Interpreter Yes or No

PLAAFP
-     Not Applicable under English Language Development Test ✓

Statewide Assessments
- Clear ELPAC scores

Special Factors
- Primary language support ✓   No
- Clear Comments
- Uncheck where ELD supports will be provided
- Uncheck type of program

Goals
- Report Progress on ELD goals and end or uncheck Linguistically appropriate

RESEARCH BASED GUIDANCE

California Practitioners' Guide for Educating English Learners with Disabilities

California Department of Education
Sacramento 2019
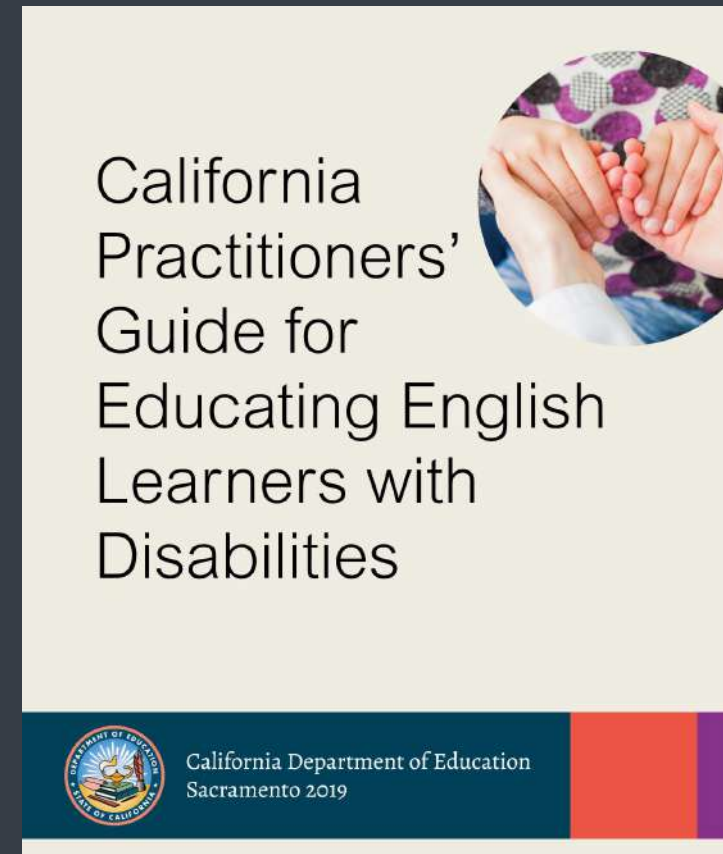
WHEN IN DOUBT, REACH OUT!

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