

3. BASIC (Core) LIEP Services

See Appendix XII for guidance

Directions: Using the constructs below, create a LIEP continuum rubric of services for your LEA and/or Charter. Consider the **Criteria** for determining the category of service, the **Context** in which services are provided in the LEA/Charter, and the actual **Menu/List of Services** that correspond to each category of service from the sample list below. Please specify how you are providing LIEP services for ELL/AIG and ELL/EC students.

LIEP Continuum of Services Rubric (Indicate the name your LEA will use for each category or LIEP Services)

	Category 1:	Category 2:	Category 3:
Criteria: K-5	<p>Kindergarten students must have total W-APT score of 9 or below.</p> <p>Students in grades 1-5 must have an ELP Composite below 2.5,</p> <p>OR</p> <p>meet at least two of the following criteria:</p> <ul style="list-style-type: none"> In U.S. Schools three years or fewer ELP less than 3.0 in reading ELP less than 3.0 in writing 	<p>Kindergarten students must have total W-APT score 10-18.</p> <p>Students in grades 1-5 must have an ELP Composite of 2.5-3.9,</p> <p>OR</p> <p>meet at least two of the following criteria:</p> <ul style="list-style-type: none"> In U.S. Schools 3 years or more ELP 3.0 or more in reading ELP 3.0 or more in writing 	<p>Kindergarten students must have total W-APT score 19-26.</p> <p>Students in grades 1-5 must have an ELP Composite greater than 3.9</p> <p>Students in grades 6-12 must have an ELP Composite greater than 3.5</p> <p>(All LEP students not receiving Extensive or Moderate services will be Transitional.)</p> <p><i>*If long-term ELLs have continued academic difficulties in spite of appropriate ESL interventions and have not already been referred for MTSS consideration, this MTSS referral is strongly recommended, especially if they have more than 5 years in US schools and unusual score discrepancies.</i></p>
Criteria 6-12:	<p>Students in grades 6-12 must have an ELP Composite below 3.0, AND must meet at least three of the following criteria:</p> <ul style="list-style-type: none"> In U.S. schools three years or fewer ELP less than 3.0 in reading ELP less than 3.0 in writing ELP less than 4.0 in speaking ELP less than 4.0 in listening 	<p>Students in grades 6-12 must have an ELP Composite of 3.0-3.5,</p> <p>OR</p> <p>have an ELP Composite below 3.0 AND meet at least three of the following criteria:</p> <ul style="list-style-type: none"> In U.S. schools three years or more ELP 3.0 or more in reading ELP 3.0 or more in writing ELP 4.0 or more in speaking ELP 4.0 or more in listening 	
Content	<p>Services delivered during the school day by certified ESL teachers either in a...</p> <ul style="list-style-type: none"> pull-out setting in grades K-8 2-3 days per week for a minimum of 30 minutes per class <p>OR daily class in grades 9-12 for two semesters.</p>	<p>Services delivered during the school day by certified ESL teachers either in a...</p> <ul style="list-style-type: none"> pull-out setting in grades K-8 1-2 days per week for a minimum of 30 minutes per class OR daily class in grades 9-12 for one semester. 	<p>Appropriately modified content instruction with ESL support delivered throughout the school day by...</p> <ul style="list-style-type: none"> content teachers through collaboration with certified ESL teachers o AND/OR content teachers trained in instructional methods for teaching ELLs in the regular classroom setting, AND/OR ESL staff (tutors) in collaboration with content area teachers
<ul style="list-style-type: none"> Collaboration between ESL and content teachers on appropriate curriculum and instruction to meet language and academic needs of students ESL and content teachers adhere to the student's LEP Student Plan which lists instructional modifications and testing accommodations ESL services are part of a web of student support services, including but not limited to EC support and academic tutoring. In order for students to receive the most appropriate services to meet their academic needs, English Language Learners who are supported by one or more other services may receive either a reduced or increased level of ESL services, as determined in collaboration among the regular classroom/content teacher, ESL teacher, and ESL Contact. 			
Services:	<ul style="list-style-type: none"> Small-group, differentiated, content-based ESL classes taught by ESL-certified teachers in a separate setting. Students may also receive additional services from the Transitional category, according to each student's language and academic needs. ACCESS Preparation Seminars are held with LEP students to explain the purpose and importance of annual testing and how it relates to their in English language proficiency levels in Listening, Speaking, Reading and Writing. 	<ul style="list-style-type: none"> Small-group, differentiated, content-based ESL classes taught by ESL-certified teachers in a separate setting. Students may also receive additional services from the Transitional category, according to each student's language and academic needs ACCESS Preparation Seminars are held with LEP students to explain the purpose and importance of annual testing and how it relates to their English language proficiency levels in Listening, Speaking, Reading and Writing. 	<ul style="list-style-type: none"> ESL Lead Teachers will design, provide, monitor and evaluate the effectiveness of ongoing training for regular/content teachers and ESL teachers. Regular contact between ESL teachers and content teachers of ELLs to identify student needs Academic and linguistic support for major assignments and projects (such as science projects, research papers, and Graduation Project) provided by ESL teachers and staff <p>ACCESS Preparation Seminars are held with LEP students to explain the purpose and importance of annual testing and how it relates to their English language proficiency levels in Listening, Speaking, Reading and Writing.</p>

