English Learner Identification Procedure – Grades K-12

(See Pre-K identification guidance for Pre-K students)

☐ **STEP 1:** Review the Home Language Survey.
- If the HLS indicates a language other than English for **any** question, **proceed to STEP 2**.
- If the HLS indicates a language other than English **for all questions**, the family interview is optional and you may **skip to STEP 4**.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

☐ **STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

Family Interview

Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian

Interviewed: Click here to enter text.

Date: Click here to enter a date.   Phone: Click here to enter text.

Name of Student: Click here to enter text.   PASID: Click here to enter text.

Students Date of Birth: Click here to enter a date.   Age: Click here to enter text.

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB): Click here to enter a date.

Parent Country of Origin: Click here to enter text.   Student Country of Origin: Click here to enter text.

Parents' Primary Country of Education: Click here to enter text.

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Is this student a Native Alaskan, Native American, or Native Hawaiian?

☐ YES   ☐ NO

Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

☐ YES   ☐ NO

   a. When at home, how often does this student hear a language other than English?
   ☐ Never (Skip to f)   ☐ Occasionally (Go to b)   ☐ Often (Go to c)   ☐ 100% or near 100% of the time (Skip to g)

   b. When at home, how often does this student speak a language other than English?
   ☐ Always (Skip to g)   ☐ Occasionally (Go to c)   ☐ Never (Skip to f)

   c. When interacting with their parents or guardians, how often does this student hear a language other than English?
   ☐ Never (Go to d)   ☐ Occasionally (Go to d)   ☐ Often (Skip to g)

   d. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
   ☐ Never (Go to e)   ☐ Occasionally (Go to e)   ☐ Often (Skip to g)

e. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
☐ Never (Go to f)   ☐ Occasionally (Go to g)   ☐ Often (Skip to g)

f. DO NOT place this student on the PHLOTE list - DO NOT screen for English language proficiency. End identification procedure.

g. PLACE this student on the PHLOTE list - Continue with identification procedure. Go to STEP 3.

Comments:

Click here to enter text.

☐ **STEP 3:** **If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see Appendix A before proceeding.**

Review the information on the family interview. **Review of the family interview must be conducted by an ESL professional**. If the information from the family interview indicates that English is not the student's native language or that exposure to another language may have had a significant impact on the student's English language development, **proceed to STEP 4**.

☐ **STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then **proceed to STEP 5**.

NOTE: A student who has ACCESS scores from the previous school year indicating that he/she is an EL should still be screened to determine their current proficiency level. If the student exceeds the cut-off on the screener, then the district should identify the student as monitor year one. In this case, there is no need to continue with the identification process.

☐ **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

KW-APT only

Listening and Speaking raw score	Reading raw score	Writing raw score

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of **19 or lower** OR **Between 20-24** inclusive AND reading ≤ 6 OR writing score ≤ 4 *See kindergarten identification and placement process flowchart in* Appendix B
Kindergarten	K MODEL	*1st semester K:* **Assess all 4 domains** Oral language composite below **5.0** *(Use literacy scores for instructional plans)* *2nd semester K:* **Assess all 4 domains** Overall composite proficiency level below **5.0** **AND** Literacy Composite below **4.2**
1-12	WIDA Screener	Overall composite proficiency level below **5.0**
1-12	MODEL Screener	Overall composite proficiency level below **5.0**

NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

☐ **STEP 6:** **OPTIONAL -** Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7**.

Name of screener	Score(s)	Score descriptor

☐ **STEP 7:** Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:

- Is enrolling after grade two, AND

- Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND

- Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND

- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

Does this student have limited or interrupted formal education?
☐ YES   ☐ NO

Proceed to STEP 8.

☐ **STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student's English language proficiency and native language proficiency if available.

NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Program Placement: Click here to enter text.

Proceed to STEP 9.

☐ **STEP 9:** Provide parent with a detailed program description and explain identification and placement decision. Parent has the right to refuse placement in a specialized, separate LIEP. See PDE guidance concerning parental right to refuse services. **Proceed to STEP 10**.

☐ **STEP 10:** Parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11**.

☐ **STEP 11:** Notify receiving school of student identification and placement. **Proceed to STEP 12**.

☐ **STEP 12:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. **Proceed to STEP 13**.

☐ **STEP 13:** Schedule student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. *This includes general education teachers.*

The procedure is complete. Attach HLS form and parent refusal acknowledgement form (if completed) to this form and file in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.

Appendix A

Student who have or are suspected of having a disability

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

If the student arrives with an IEP:

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.
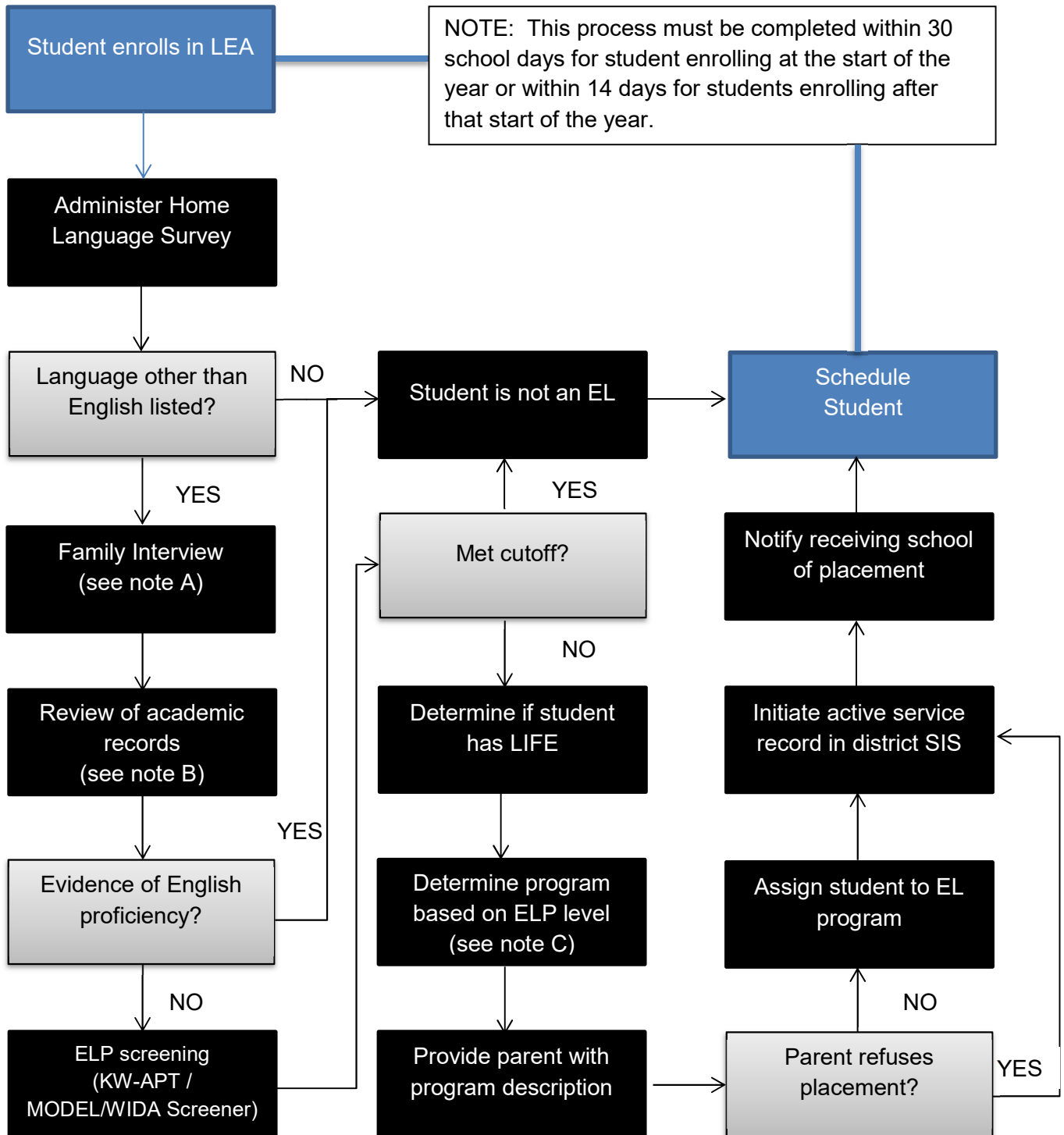
If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

Appendix B

English Learner (EL) Identification Procedure Flowchart

NOTE: This process must be completed within 30 school days for student enrolling at the start of the year or within 14 days for students enrolling after that start of the year.

Student enrolls in LEA

Administer Home Language Survey

Language other than English listed?

Family Interview (see note A)

Review of academic records (see note B)

Evidence of English proficiency?

ELP screening (KW-APT / MODEL/WIDA Screener)

Student is not an EL

Met cutoff?

Determine if student has LIFE

Determine program based on ELP level (see note C)

Provide parent with program description

Schedule Student

Notify receiving school of placement

Initiate active service record in district SIS

Assign student to EL program

Parent refuses placement?

Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

Note C:

If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.

Appendix C

Kindergarten English Learner (EL) Identification and Placement Process Flowchart

When using the KW-APT only

Administer all 4 domains of the Kindergarten W-APT (listening, speaking, pre-reading and pre-writing) to ALL ELs on the LEA's PHLOTE List

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19 or lower on oral composite score indicates that a student likely requires English language assistance instruction.

Between 20 and 24 inclusive on oral composite score indicates that a student may require English language assistance instruction.

25 or higher on oral composite score signifies that a student meets the minimum criteria for English language proficiency and is not an EL.

The LEA must consider student's reading and writing scores.

Reading ≤ 6 **OR** Writing score ≤ 4

Reading ≥ 7 **AND** Writing ≥ 5

Place the EL into the LEA's Language Instruction Educational Program that will best serve the student's English language learning needs.

No placement into the LEA's Language Instruction Educational Program.