



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



TO: English Learner Assessment Coordinators and Title III Coordinators

FROM: Janet Stuck and Michael Sabados, Performance Office and
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DATE: September 4, 2020

SUBJECT: English Learner Remote Screening Guidance for the 2020-21 School Year

This memo provides guidance to public school districts for the option to conduct remote screening to identify English learners for the 2020-21 school year. We appreciate your efforts to identify English learners under the current school reopening protocols. The identification process and timelines continue to be in place as we have described in our previous communications.

The Connecticut State Department for Education (CSDE) expects districts to follow, to the extent possible, the CSDE previous guidance regarding the identification of English learners in Connecticut public schools for the 2020-21 school year. This is described in the memorandum, [English Learner Identification and Obtaining Identification Materials for 2020-21](#) provided on May 29, 2020. However, the CSDE is now providing additional guidance for reference if a district chooses to facilitate the screening process using the LAS Links Placement Test or the *pre*LAS for Kindergarten (or PK 4) students in a remote manner.

The following guidance documents are available for your reference and use and can be found posted to DRC INSIGHT under General Information, select 'Documents' and filter on Document Type 'CT LAS Links Title III Resources'. The Connecticut Digital Library on DRC INSIGHT under Document Type 'Digital Library' has also been updated with these guidance documents.

- CSDE/DRC *pre*LAS Remote Test Administration Instructions
- CSDE/DRC LAS Links Placement Test Remote Test Administration Instructions
- Web Conferencing Options for Remote Testing
- Parent/Student Remote Testing Agreement
- Parent/Guardian Remote Testing Checklist for the LAS Links Placement Test and *pre*LAS

Considerations for Remote Administration of the LAS Links Placement Test or the *pre*LAS

In addition to the guidance documents above, below are some additional considerations for remote screening for English learners.

- Use of Parent/Guardian Checklist and Parent/Student Agreement: These documents are provided for use and may be modified to fit specific district needs; however, these documents are not mandatory. They are provided as a resource, but districts may choose not to use them or may choose to provide the information via a dialogue prior to testing. Keep in mind this agreement protects both the district and the student so that if the student is identified as an English learner, the expectations for exiting EL status would be less likely to be questioned.
- Confirming Parent/Guardian Understanding: It is strongly recommended that the purpose of the assessment and the process is clearly communicated to the parent or guardian. This may require reading aloud pertinent information or providing it in the native language of the family.

- Practice Sessions: Practice sessions to familiarize the student and parent/guardian with procedures, expectations, and technology should be conducted in separately scheduled meetings or additional time should be built into the beginning of the testing sessions for this purpose.
- Administration Connectivity and Security: Recognizing the variability of devices and range of potential internet access, districts may want to use smart phones to administer the screeners, but this is discouraged for security reasons. The CSDE and DRC will not be supporting remote administration concerns if smart phones are used.
- Recording Testing Sessions: Testing sessions do not need to be recorded.

Please visit the [CSDE English Learners](#) web page and the [CSDE English Language Proficiency Assessment](#) web page for additional information. We thank you for your continued efforts on behalf of your English learners.

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