

Connecticut State Department of Education

English Learner/Multilingual Learner Identification Process



Beginning with the 2017-18 school year, the Every Student Succeeds Act (ESSA) requires that each state have consistent entrance and exit procedures for English learners/multilingual learners (ELs/MLs). The Connecticut State Department of Education's (CSDE's) ESSA plan describes these standardized entrance procedures for the identification of ELs/MLs:

- Step 1:** Determine if the student is a potential EL/ML through adherence to the [Home Language Survey Guidance](#) and completion of the [Home Language Survey \(HLS\)](#), which is administered **only once** upon the initial registration as a student in the Connecticut Public School System.
- Step 2:** Review the HLS results to determine if it indicates the student may have a primary or home language other than English (PHLOTE) and may be an English learner/multilingual learner.
- Step 3:** If the HLS indicates the student may have a PHLOTE, the approved [English language proficiency \(ELP\) screener](#) is administered.
- Step 4:** If the student's results on the ELP screener indicate the student is an English learner/Multilingual learner, then the student is identified as an English learner/multilingual learner. The student's parents/guardians are informed of the service option(s) and select the service that their child will receive, or they may waive language services. Parents/Guardians may modify their service selection at any time, but all identified students are required to participate in the annual English language proficiency assessment until the student meets [exit criteria](#). The student's EL status is also reported in the CSDE's Public School Information System (PSIS).

Home Language Survey

The HLS is available on the CSDE [English Learners Webpage](#) in [Arabic](#), [English](#), [Haitian Creole](#), [Mandarin Chinese](#), [Polish](#), [Portuguese](#), and [Spanish](#). If the parent or guardian is not able to access the written HLS, the HLS can be administered orally. The HLS script is also available on the [CSDE English Learners Webpage](#) in [Arabic](#), [English](#), [Haitian Creole](#), [Mandarin Chinese](#), [Polish](#), [Portuguese](#), and [Spanish](#). **The HLS should be administered only one time during the student's initial registration in the Connecticut public school system. This original HLS should be maintained in the student's folder for reference, particularly if a student transfers to another Connecticut district.**

In order to ensure consistent entrance procedures, each district **must** ask the same three questions on the Home Language Survey. The three questions are:

1. What is the primary language spoken in the home, regardless of the language spoken by the student?
2. What is the language most often spoken by the student?
3. What is the language the student first acquired?

If **one or more** responses to these questions indicate a language other than English, the student **must** be assessed with an English language proficiency screener to determine EL/ML status. More information about the HLS is available in the Home Language Survey Guidance and Home Language Survey on the CSDE English Learners Webpage.

English Language Proficiency Screener

Screening Students Grades 1-12

- All students in Grades 1-12 whose HLS results identified a language other than English are administered the English version of the LAS Links Placement Test 2nd Edition for the grade in which the student is reported in PSIS.
- Any student scoring Not Proficient or Approaching Proficient is identified as an EL/ML and reported as such in the PSIS.

- If the student scores Proficient, the student is **not** identified as EL/ML.
- The cost for the LAS Links Placement Test 2nd Edition, a digital application, is paid for by the CSDE when used for identification purposes.

Screening Students in Kindergarten

- Only kindergartners may be identified using the preLAS 2000 English version **or** the LAS Links Placement Test 2nd Edition. The preLAS 2000 English version is not appropriate for students in Grades 1-12.
- If the district chooses to administer the preLAS 2000 English version to kindergarten students, only the **Oral Language Component** is required for identification purposes. The preLAS 2000 English version consists of five parts.
 - If the student's Overall score is Level 1, 2, or 3, then the student **is** identified as an EL/ML.
 - If a student's Overall score is Level 4 or 5, the student **is not** identified as an EL/ML.
- If a district believes they need additional data to support decisions related to programming for the student, the Preliteracy Component of the preLAS 2000 may be administered, but these results should not be incorporated into the student's identification as an EL/ML.
- The CSDE will cover the cost of the preLAS 2000 English version and the LAS Links Placement Test 2nd Edition for identification purposes.

Screening Students in PK-4

Districts may choose to identify English learners/multilingual learners at the beginning of each school year, who are at least 4 years old, enrolled in public preschool programs, and who are registered PSIS. This screening is optional; however, if districts choose to screen PK-4 students, they should administer only the **Oral Language Component** of the preLAS 2000 English version.

Use of Full Test Forms for Identification Purposes

Some districts may choose to administer the full form of the LAS Links, either Form C or Form D, in lieu of or immediately after the LAS Placement Test to identify students in Grades K-12.

- If the student's Overall score on the full Form C/D is in Level 1, 2, or 3, then the student **is** identified as an EL/ML.
- If the Overall score is in Level 4 or 5, the student **is not** identified as an EL/ML.

Please note, LAS Links Form C and Form D require more extensive administration time than the LAS Links Placement Test. The CSDE will not cover the cost of the full Form C/D for these identification purposes.

English Learner/Multilingual Learner Identification Scenarios

The following scenarios are intended to illustrate the identification and screening process for potential English learners/multilingual learners. These scenarios have been developed to reflect students that enter at different grade levels and at different times during the school year.

Kindergarten Student Arrives at the Beginning of the School Year

Thien's mother registers him for kindergarten before school begins. One of the questions on the HLS indicates that Vietnamese is spoken in the home. Within the first 30 days of school, Thien is screened with the Pre-LAS 2000* English to determine if he is an EL/ML. The score on the Oral Language Component of the screener shows that he is an EL/ML, so he is eligible receive language support services. Thien's mother is informed about his program options and the right to refuse services. Thien is reported on the October PSIS collection as EL/ML Status=Y. Thien is expected to participant in the annual English Language Proficiency Assessment, the LAS Links, during the testing window.

*Note: the district could have chosen to administer the LAS Links Placement Test 2nd Edition **in lieu of** the Pre-LAS 2000 because either screener is appropriate for kindergarten students only.

Kindergarten Student Arrives During the School Year

Lakshmi and her family move from another country into the Connecticut school district in December, and her family enrolls her in school. The HLS shows that Lakshmi first learned to speak Tagalog. She is entering kindergarten, so the district administers the kindergarten version of the LAS Links Placement Test 2nd Edition within the first 15 days of her enrollment. Lakshmi scores high in the Approaching Proficient range. The district may either identify Lakshmi based on this result **or** immediately administer the full form C or D of the LAS Links at the expense of the district. The district decides to administer LAS Links Form D, and Lakshmi scores a Level 4 Overall. Based on these results, Lakshmi **is not** identified as an EL/ML.

Third Grade Student Arrives During the School Year

Gabriela enters a Connecticut school district from another state in November. She is in third grade. Her HLS shows that her family speaks Spanish, and Spanish is the language that she first learned to speak. Within the first 15 days of her enrollment, Gabriela is screened using the LAS Links Placement Test 2nd Edition in English for Grades 2-3. Her results show that she is not proficient in English. She is identified as an EL/ML, and her parents/guardians are informed about their program options and the right to refuse EL/ML services. Gabriela is reported in PSIS as EL/ML Status=Y. Gabriela is expected to participate in the annual English Language Proficiency Assessment, the LAS Links, during the testing window.

Sixth Grade Student Arrives at the Beginning of the School Year

Leandre's family moves to a new school district from another state before the beginning of the school year, and his family registers him on the first day. He is in sixth grade. His HLS shows that both Haitian-Creole and English are spoken in his home. Within 30 days of enrolling, Leandre is screened using the LAS Links Placement Test 2nd Edition in English for Grades 6-8. His results show that he is Proficient in English. Leandre **is not** identified as an EL/ML.

Eighth Grade Student Arrives During the Annual English Language Proficiency Assessment Window

Ahmed's family moves from one Connecticut town to a new Connecticut town, enrolling Ahmed in school on January 16, which is during the annual English Language Proficiency Assessment window. The new district obtains the HLS information from the previous district and confirms Ahmed's EL/ML status in EdSight Secure. A new HLS is not completed at registration. The HLS completed in the prior district indicates that Ahmed's family answered the Arabic version of the Home Language Survey and answered Arabic to all the questions. Ahmed was screened in his former district and determined to be an EL/ML, and he continues as an EL/ML in the new CT district. Since he is an EL/ML, he must participate in the LAS Links annual ELP Assessment during the testing window.

Tenth Grade Student Arrives After the Annual ELP Assessment Window

Genesis and her family move to a Connecticut town from another country in late spring, and she enrolls in school in May. All the answers on her HLS say Spanish/English. Genesis is in tenth grade, so she is screened using the LAS Links Placement Test 2nd Edition in English for Grades 9-12 within the first 15 days of her enrollment. Her results show that she is Approaching Proficient in English. She is identified as EL/ML, and her parents/guardians are informed about their program options and the right to refuse EL/ML services. Genesis is reported in PSIS as EL/ML Status=Y. The annual ELP Assessment window has closed so Genesis does not take the annual ELP assessment during the current school year but will participate in the following school year.

Dually Identified Student with Significant Cognitive Disabilities

Yichén and his family arrive from China in April. He is 7 years old, and the family speaks Mandarin, which is also indicated in his HLS. Yichén is nonverbal and has evidence in his school records of a significant cognitive disability.

Yichén is screened using the LAS Links Placement Test 2nd Edition in the appropriate grade level for the grade in which he is registered in PSIS. Yichén is screened with allowable accommodations as defined in his Individualized Education Program (IEP). The screener score indicates he is an EL/ML, and he is identified in PSIS as EL/ML Status=Y and will participate in the alternate ELP Assessment if determined eligible by the Planning and Placement Team (PPT) the following school year, or the standard ELP assessment (the LAS Links) if he is not determined eligible.