



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



TO: English Learner Assessment Coordinators

FROM: Abe Krisst, Bureau Chief,
Performance Office

DATE: May 9, 2023

SUBJECT: 2023-2024 School Year English Learner/Multilingual Learner Identification Process

To support Connecticut districts preparing for kindergarten registration, we are providing this memorandum to clarify information regarding the identification of English Learners/Multilingual Learners (ELs/MLs) in Connecticut public schools as recorded in the Public School Information System (PSIS).

The English Learner/Multilingual Learner Identification Process remains essentially the same as prior years. This memo reestablishes the identification processes used in the past. However, this letter serves to clarify that if the preLAS 2000 English version is used in lieu of the LAS Links Placement test for kindergarteners, the student's score for only the Oral Component of the preLAS should be used for identification purposes. The Preliteracy Component is not part of the identification process. While a district may choose to administer the Preliteracy Component to have more information about a student's language proficiency, this portion is not part of the identification process and should not be factored into decisions about whether a student is or is not identified as an EL/ML.

English Learner Identification Process and Resources

In order to identify ELs/MLs, school districts are required to adhere to the [CSDE English Learner/Multilingual Learner Identification Process](#) for all Grade K through 12 students. The process begins with the [Home Language Survey \(HLS\)](#) and, depending on the results of the survey, the administration of the LAS Links Placement Test 2nd Edition English version. If the student is in kindergarten, the preLAS 2000 English version Oral Component may be administered in lieu of the LAS Links Placement Test. The [English Learner/Multilingual Learner Identification Process](#) also includes information about PK-4. [The CSDE English Learner Identification Flowchart Grades K-12](#) and [the CSDE Optional English Learner Identification Flowchart for PK-4](#) describe the process for districts to screen and identify students enrolled in PSIS and PK-4 students in public preschool programs who are at least 4 years old.

Optional Identification Policy for Students Enrolled in PK-4 who are at Least 4 Years old

As in the previous years, districts may choose to screen students in PK-4 to determine if they are ELs/MLs. Should a district choose to do this, the CSDE recommends the following approach illustrated in the [CSDE Optional English Learner Identification Process Flowchart for PK-4](#).

- Districts may choose to screen ELs/MLs who are at least 4 years old based on the HLS results.
- These PK-4 students must be enrolled in public preschool programs and registered in PSIS.
- For identification purposes, these students may be screened using only the preLAS 2000 English version Oral Component.
 - Any PK-4 students scoring Levels 4 or 5 Overall on the preLAS Oral Component **are not** identified as English learners/Multilingual learners.
 - Those students scoring below Levels 4 or 5 Overall on the preLAS Oral Component are identified in PSIS as EL/ML in the **PSIS June Collection**. Although, these PK-4 students do not participate in the annual summative English Language Proficiency (ELP) Assessment, the LAS Links, until the ELP assessment window of their kindergarten year, they remain EL/ML in PSIS until they meet the exit criteria.

Reminder Regarding the Home Language Survey (HLS)

The HLS is designed to be administered **once** during a student’s Connecticut public school education. The HLS should be maintained in the student’s file for reference in case the student moves from one district to another. To ensure HLS accuracy, please follow the [HLS Guidance](#) including these steps:

| Student is Enrolling in Connecticut Public School District: | |
|--|---|
| For the First Time | Complete the Home Language Survey Form |
| From Another Connecticut Public School District | Insert “Previously Completed” in Home Language Survey Form.* |

*If the HLS has been “Previously Completed”, district personnel must determine the current EL/ML Status and eligibility for services within **two weeks of PSIS registration**.

Resources to support staff in determining the EL/ML Status for students who have “previously completed” an HLS include:

- The student’s cumulative records
- [EdSight Secure](#) Student Summary Report or LAS Links Student Reports

PSIS English Learner/Multilingual Learner Records

All students in Grades K through 12 identified as ELs/MLs at the beginning of the school year should be included in the October PSIS collection. This identification in PSIS is necessary for multiple purposes. Proper identification ensures that every EL/ML is available in the Data Recognition Corporation’s (DRC) online INSIGHT platform. This platform allows these students to participate in the federally mandated English Language Proficiency (ELP) Assessment during the annual testing window. Identification in PSIS also provides opportunities to access designated supports if needed on other statewide assessments. The guidelines below should be followed:

- Students identified as EL/ML after October 1, should be reported in the PSIS Registration beginning in mid-November.
- Students enrolled in PK-4 identified as EL/ML at the beginning of the school year are included in the June Collection of PSIS for the school year in which they were identified.

Please visit the [CSDE English Learners web page](#), the [CSDE English Language Proficiency Assessment web page](#), and the [Connecticut DRC LAS Links Website](#) for additional information. You may also contact the following staff as appropriate.

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| EL/ML Assessment | Cristi Alberino | Cristi.Alberino@ct.gov |
| EL/ML Data, Accountability, and Growth Model | Michael Sabados | Michael.Sabados@ct.gov |
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