

**Connecticut State Department of Education
LEP/ELL IDENTIFICATION PROCESS
GUIDELINES**

The Three Primary Requirements for the ELL student identification process are as follows:

PRELIMINARY ASSESSMENT OF DOMINANT LANGUAGE (Home Language Survey)

- I. Examine the general information recorded on the school admission and enrollment application pertaining to language and previous education programs such as bilingual and ESL. For all students for whom a Preliminary Assessment Form is not in the file, administer this assessment and enter the results on the form. **The three typical, preliminary assessment questions are as follows: What is the first language you learned to speak? What language is spoken the most by other persons in your home? What language do you speak the most at home?** (Home Language Survey Sample available for parent and/or student) Please keep in mind that there are weaknesses in the preliminary assessment of dominant language, when either students or parents are asked what language is chiefly spoken at home. For various reasons, either group may not wish to admit that English is not the language of the home. The preliminary data may indicate that the home language is English, yet it may be apparent that the student has great difficulty speaking English in the mainstream classrooms.

FINAL DETERMINATION OF DOMINANT LANGUAGE

- II. One way of making a final determination of a child's dominant language is by administering a language proficiency test. The LAS Links (Language Assessment Scales) or other language proficiency assessment may be administered that allows for testing in English and/or the student's native language. If the LAS Links is administered initially, it can provide a good baseline when compared with the LAS Links annual mandatory assessment. The final determination process may include an observation of the student in a non-structured environment if it appears that the student cannot tolerate a more formal language proficiency assessment.

DETERMINATION OF ENGLISH LANGUAGE PROFICIENCY

- III. For all students whose dominant language is other than English in Step II, you must determine whether they are ELL students based on the following three indicators:
 1. Proficiency Interview
 2. Standardized English Language Proficiency test

The LAS Links or other English Language Proficiency assessment (A LAS Links overall combined score within the Level 4 or 5 range is considered proficient.) If LAS Links was administered in Step II, results may be used.

1. Consideration of Connecticut Mastery Test (CMT) scores or the Connecticut Academic Performance Test (CAPT), below-average or failing report card grades, academic history, working below grade-level or records from another country.

All indicators in Step III must be used in determining whether the student will be classified as ELL. Failure to meet these indicators demonstrates that the student does not have the needed English language proficiency and literacy skills to do academic work in English. Appropriate instructional services must be provided for ELL students to ensure that they achieve the same academic standards as other students. These services will include English language acquisition and literacy instruction as well as modifications in content area instruction.

Title III of NCLB requires that ELL students be offered instruction that will help them attain English proficiency and literacy. This law requires that all students, including ELL students, will achieve in all core academic areas. It also requires that ELL students be tested annually for English language proficiency and for academic progress. Academic progress is determined by CMT or CAPT test results and a thorough review of academic progress in the classroom. In 2009-10, LEP students will be required to be assessed annually for academic progress in Grades 3-8 and 10. If you believe you may consider a bilingual program student for exit in the spring, you must administer the DRA K-2 or the CMT/CAPT to be able to use this information as part of the exit criteria.

It is imperative and it is your responsibility to correctly identify and provide services to all ELL students and to enter their data using one of the codes provided by PSIS.

Thank you for all of your efforts to ensure proper identification and support for the ELL students in your schools.

Should you have any questions, please contact Marie Salazar Glowski at 860-713-6750.

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