



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



TO: English Learner Assessment Coordinators, Title III Coordinators,
District Administrators (DA's in TIDE)

FROM: Abe Krisst, Bureau Chief, Student Assessment Office
Performance Office

DATE: May 29, 2020

SUBJECT: English Learner Identification and Obtaining Identification Materials for 2020-21

This memorandum shares information regarding the identification of English learners (ELs) in Connecticut public schools for the 2020-21 school year, including English learner identification procedures, the Public School Information System (PSIS) English learner records, the LAS Links Placement Test and ordering of preLAS 2000 English version materials if needed.

The United States Department of Education's Fact Sheet on [Providing Services to English Learners During the COVID-19 Outbreak](#) issued on May 18, 2020, does not contradict Connecticut's English Learner Identification policy, therefore, the Connecticut English learner identification procedures established in 2017 and clarified in 2018 continue to be in effect for the 2020-21 school year. This is based on the assumption that in 2020-21, schools are able to administer the LAS Links Placement or preLAS assessment to students in person. As a reminder, currently closed schools should continue to follow the guidance in the [Communication Regarding Resources and Identification of English Learners During COVID-19 School Closures](#) from April 17, 2020. Recognizing the ever-changing circumstances due to Connecticut's response to COVID-19, additional guidance related to identification of English learners for the 2020-21 school year will be forthcoming.

English Learner Identification Process and Resources

In order to identify English learners, school districts are required to adhere to the [CSDE English Learner Identification Process](#) for all Grade K through 12 students originally provided in 2017. 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 may be administered in lieu of the LAS Links Placement Test. The [English 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 options for districts to screen and identify students enrolled in the PSIS and 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 year, in school year 2020-21, districts may choose to screen students in PK-4 to determine if they are English learners. Should a district choose to do this, the Connecticut State Department of Education (CSDE) recommends the following approach illustrated in the [CSDE Optional English Learner Identification Process Flowchart for PK-4](#). Beginning in November of each school year, districts may choose to screen English learners who are at least 4 years old based on the HLS results. These PK-4 students are screened with the preLAS 2000 English version and must be enrolled in public preschool programs and PSIS. Any PK-4 students scoring Level 4 or 5 overall on the preLAS are **not** identified as English learners. Those students scoring below Level 4 or 5 on the preLAS are identified in PSIS as English learners in the **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 English learners in PSIS until they meet the exit criteria.

Clarification Regarding the Home Language Survey (HLS)

The HLS is designed to be administered **once** during a student’s Connecticut public school education. The CSDE is aware that there may have been duplicate HLSs given, which may result in in potentially inconsistent language proficiency information. To address this situation, the following was recommended beginning with the **2019-20** school year:

Student is Enrolling in Connecticut Public School District:	
For the First Time	From Another Connecticut Public School District
Complete the Home Language Survey Form	Insert “Previously Completed” in Home Language Survey Form.
	If the HLS has been “Previously Completed,” district personnel must determine the current EL Status and eligibility for services within two weeks of PSIS registration.

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

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

Public School Information System English Learner Records

All Kindergarten students, and students in Grades 1 through 12 identified as ELs at the beginning of the school year should be included in the October PSIS collection. This identification in PSIS is necessary for every EL to be available in the Data Recognition Corporation’s (DRC) online INSIGHT platform to participate in the federally mandated ELP Assessment during the testing window and access designated supports if needed on other statewide assessments. The guidelines below should be followed:

- Students identified as ELs after October 1, should be reported in the PSIS Registration beginning in December.
- Students enrolled in PK-4 identified as ELs beginning in November of the school year are included in the June Collection of PSIS for that school year.

Obtaining the Digital Version of the LAS Links Placement Test

The CSDE continues to provide the LAS Links Placement Test to districts in the digital format to assess the student’s English proficiency. The CSDE does not provide paper forms of the LAS Links Placement Test.

Below are links to the digital version of the LAS Links Placement Test, as well as the training video.

- Placement Test materials: <https://ctbmcgrawhill.sharefile.com/d-s409de0c987542cfa>
- Training Video: http://www.brainshark.com/ctb/LL_PT_2nd_Training

As an option, districts may place orders for paper LAS Links Placement materials directly with DRC at the [district’s expense](#).

Obtaining preLAS Materials

The CSDE manages the preLAS 2000 English version ordering process for Kindergarten students and those who are PK-4. Districts are expected to maintain all preLAS administration materials from year to year. It is likely that only the consumable score sheets will need to be replenished yearly.

- All English Learner Assessment Coordinators (ELACs) are asked to indicate if they require any preLAS materials for the 2020-21 school year by completing the [CSDE 2020-21 preLAS 2000 Materials Order Form via](#) email to LAS Links project manager, John Caliendo at LASLinksPM@datarecognitioncorp.com with a copy to Janet Stuck at janet.stuck@ct.gov by **Friday, July 17, 2020, in order to receive materials by mid-August.**

Material orders will be processed and shipped in the sequence that they are received. The CSDE will review the orders, and the 2019-20 English learner counts, to process the shipment of preLAS materials for district delivery. Districts who ordered the preLAS 2000 English version for previous school years are expected to use previously ordered materials, which include the Test Examiner’s Manual, the Quick Reference Guide, the Cue Picture Book, and the Story Audio CD. If districts have misplaced materials, or require additional materials, the CSDE will correspond via e-mail after reviewing the order, and EL counts for the district to determine what materials may be provided.

Additional Optional English Learner Identification Materials

Districts may make purchases directly from DRC for any EL identification materials or other supporting materials. Districts will receive an invoice directly from DRC for these independent purchases. Districts may also choose to screen students using the full form of the LAS Links (either Form C or D) in lieu of the LAS Links Placement or preLAS.

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

The CSDE will **not** cover the cost for use of the full Form C/D for identification purposes.

Some districts may choose to administer the full form of the LAS Links (either Form C or D) immediately after administering a placement/preLAS as an additional part of the identification process.

- 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.
- If the student’s overall score on the full Form C/D is in Level 4 or 5, the student is **not** identified as an EL.

The CSDE will **not** cover the cost for the use of the full Form C/D.

Districts may choose to make independent purchases by contacting John Caliendo at:

LASLinksPM@datarecognitioncorp.com

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

EL assessment and special populations	Janet Stuck	Janet.Stuck@ct.gov
EL data, accountability, and growth model	Michael Sabados	Michael.Sabados@ct.gov
EL identification, standards, and programs	Megan Alubicki Flick	Megan.Alubicki@ct.gov