

## 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. School districts are required to adhere to the CSDE English Learner/Multilingual Learner Identification Process for all students entering Grades K–12, which is explained in [English Learners in Connecticut’s Public Schools: Guidelines for Administrators](#).

- 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. For information on EL/ML students returning to CT from another state’s public school system, a private school, or another country, review the [Identification Guidance for Returning EL/ML Students](#).
- 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](#), the LAS Links Placement Test 2<sup>nd</sup> Edition English version, should be administered. If the student is in kindergarten, the PreLAS English version [Oral Component](#) may be administered in lieu of the LAS Links Placement Test.
- 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 EL/ML. 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/ML 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 file for reference, particularly if a student transfers to another Connecticut district.**

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](#).

### 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](#) and use the following as a guide based on when the student is enrolling in a Connecticut Public School District:

- **For the First Time:** Complete the Home Language Survey Form. For students that arrive at the beginning of the school year, the identification of ELs/MLs must occur within the first 30 days after enrollment. When students arrive during the school year, identification must occur within the first two weeks of enrollment.
- **From Another Connecticut Public School District:** Insert **"Previously Completed"** in Home Language Survey Form.
- **Former CT EL/ML but Left State, Public School System, or Country:** For information on EL/ML students returning to CT from another state's public school system, a private school, or another country, review the [Identification Guidance for Returning EL/ML Students](#).

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](#) to access the [Student Summary Report](#) or [LAS Links Achievement/Mastery Student Reports](#).
- For students who are eligible for the Connecticut Alternate Assessment of English Language Proficiency ([CAAELP](#)), results would be available in the Centralized Reporting System, which is explained in this [brochure](#).

### 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 English version **or** the LAS Links Placement Test 2<sup>nd</sup> Edition. The PreLAS English version is not appropriate for students in Grades 1–12.
- If the district chooses to administer the PreLAS English version to kindergarten students, only the **Oral Language Component** is required for identification purposes. The PreLAS English version Oral Language Component consists of five parts, all of which must be administered.
  - If the student’s Overall score is Level 1, 2, or 3, then the student **is** identified as an EL/ML.
  - If the 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 programing for the student, the Preliteracy Component of the PreLAS 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 English version and the LAS Links Placement Test 2<sup>nd</sup> 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 English version.

- Any PK–4 students scoring Levels 4 or 5 Overall on the PreLAS Oral Component **are not** identified as ELs/MLs.
- 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**. Because these PK–4 students do not participate in either annual summative English Language Proficiency (ELP) Assessment—the LAS Links or the Connecticut Alternate Assessment of English Language Proficiency (CAAELP)—until the ELP assessment window of their kindergarten year, they remain EL/ML in PSIS.
- While a district may choose to administer the Preliteracy Component to gather 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.

### **Use of Full Test Forms for Identification Purposes**

Some districts may choose to administer the full form of the LAS Links 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 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 D requires more extensive administration time than the LAS Links Placement Test. The CSDE will not cover the cost of the full Form D for these identification purposes. **Form D should only be used for initial identification and not for any other reason.**

### **PSIS English Learner/Multilingual Learner Records**

All students in Grades K–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 eligible EL/ML is available in the applicable testing system. For most students, this ensures that those designated for the LAS Links ELP assessments are correctly rostered in Data Recognition Corporation's (DRC) online INSIGHT platform for LAS Links testing during the annual testing window. Students who are dually identified and have a significant cognitive disability with a completed, verified, and implemented Alternate Assessment Eligibility Form within CT-SEDS will be designated for the CAAELP. For these students, this proper identification ensures they are correctly rostered in the TIDE platform for the CAAELP 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 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.

### **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 PreLAS 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 to 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 participate 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 2<sup>nd</sup> Edition **in lieu of** the PreLAS 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 2<sup>nd</sup> 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 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 responses on her HLS are Spanish/English. Genesis is in tenth grade, so she is screened using the LAS Links Placement Test 2<sup>nd</sup> 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**

Yìchén 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. Yìchén is nonverbal and has evidence in his school records of a significant cognitive disability. Yìchén is screened using the LAS Links Placement Test 2<sup>nd</sup> Edition in the appropriate grade level for the grade in which he is registered in PSIS. Yìchén 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 IDEA Status=Y and will participate in the annual ELP assessment. The Planning and Placement Team (PPT) will convene and determine which annual ELP assessment Yìchén will participate in for the grades that span the duration of the plan. This PPT determination will be either Connecticut Alternate Assessment of English Language Proficiency (CAAELP), if determined eligible by PPT through the completion of the Connecticut Alternate Assessment Eligibility Form, or the standard ELP assessment (LAS Links) with applicable accommodations.

### Resource Pages and Contact Information

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.

EL/ML Assessment: Cristi Alberino, [Cristi.Alberino@ct.gov](mailto:Cristi.Alberino@ct.gov)

EL/ML Data, Accountability, and Growth Model: Michael Sabados, [Michael.Sabados@ct.gov](mailto:Michael.Sabados@ct.gov)

EL/ML Assessment and Special Populations: Katie Seifert, [Katherine.Seifert@ct.gov](mailto:Katherine.Seifert@ct.gov)

EL/ML Identification, Standards, and Programs: Megan Alubicki Flick, [Megan.Alubicki@ct.gov](mailto:Megan.Alubicki@ct.gov)