

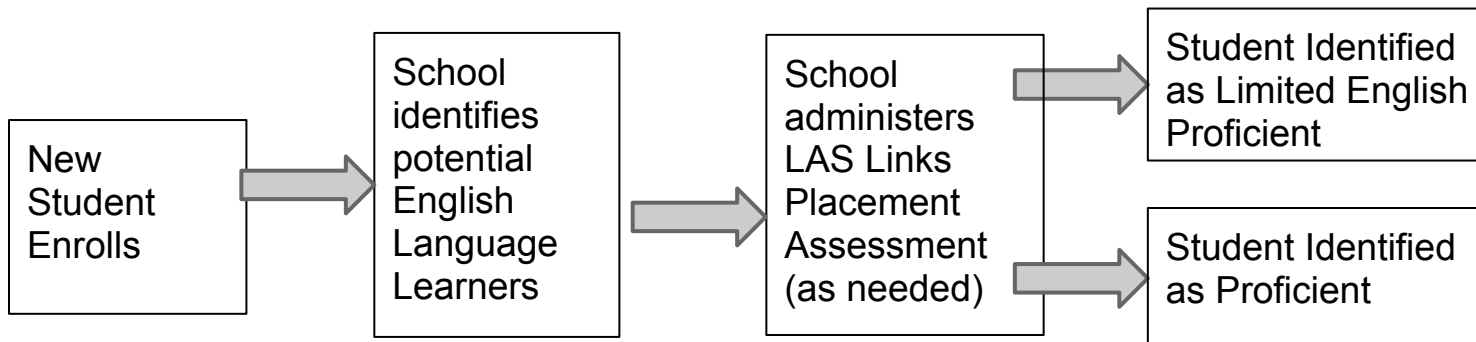
# Students enrolling in school for the 1st time

Step 1: When parents enroll students in school for the first time they complete a Home Language Survey. This survey is used to identify students that have a language other than English spoken in the home. (The Home Language Survey is only completed once and will be included in a student's cumulative file that follows the student from school to school within a district and from district to district for transfer students)

Step 2: Identified students are given the initial LAS Links Placement Assessment to determine proficiency in English. (For transfer students the Placement Assessment if level is not provided from former school)

Step 3: If the LAS Links Placement Assessment indicates the student is "Proficient" in English no other action is needed.

Step 3: If a student is identified as "Not Proficient" or "Approaching Proficiency" an Individual Learning Plan is developed and the student is assessed yearly using the LAS Links Assessment.

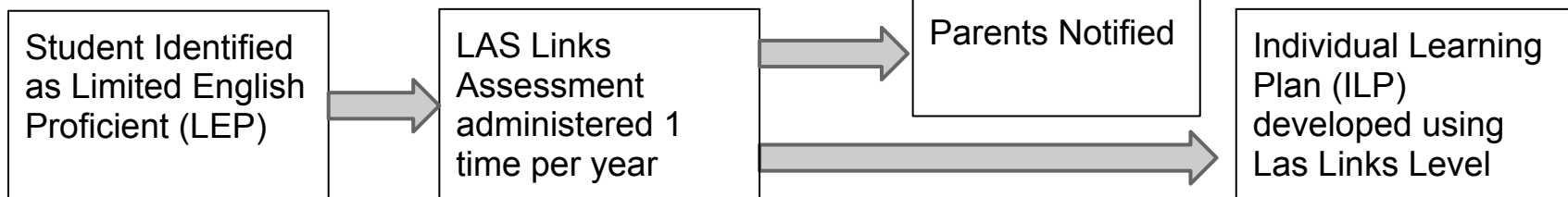


# Students with Limited English Proficiency (LEP):

**Students Identified as having Limited English Proficiency (LEP) will be assessed once a year using the LAS Links Assessment.**

LAS Links K–12 Assessment is a research-based test that surveys academic and social competence in Listening, Speaking, Reading, Writing, and Comprehension skills for English language learners in Grades K–12.

If a student's LAS Links Assessment Score indicates the student is a Level 1-4 the student is identified as Limited English Proficient (LEP) and an Individual Learning Plan (ILP) will be developed for the student. The ILP document includes accommodations or strategies that the student is able to use both in the classroom and on state assessments.



# LAS Links Assessments:

Initial Placement Assessment:	Yearly Assessment:			
<ul style="list-style-type: none"><li>• takes 30 minutes or less</li><li>• provides data you can use to determine initial placement of English Language Learners</li></ul>	<b>Speaking</b> <ul style="list-style-type: none"><li>• Individually administered for all grades</li></ul>	<b>Listening</b> <ul style="list-style-type: none"><li>• Individually or group administered for all grades</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>• Individually administered for Grade K.</li><li>• Group administered for Grades 1-12</li></ul>	<b>Writing</b> <ul style="list-style-type: none"><li>• Individually administered for Grade K.</li><li>• Group administered for Grades 1-12</li></ul>

Domain	Sub-Skill	Grade Span					Administration Mode
		K-1	2-3	4-5	6-8	9-12	
Listening	Follow common, explicit oral directions to participate in diverse academic or social tasks	*	*	*	*	*	Individually or Group administered for all grades
	Respond to idiomatic expressions to participate in diverse academic or social tasks including phrasal verbs with idiomatic meaning	*	*	*	*	*	
	Identify purpose	*	*	*	*	*	
	Identify main ideas	*	*	*	*	*	
	Identify supporting details	*	*	*	*	*	
	Make predictions based on known information	*	*	*	*	*	
Speaking	Make inferences based on known information	*	*	*	*	*	Individually administered for all grades
	Provide information	*	*	*	*	*	
	Express opinions and preferences	*	*	*	*	*	
	Make requests	*	*	*	*	*	
	Ask questions, request clarification, and negotiate for understanding	*	*	*	*	*	
	Conduct transactions	*	*	*	*	*	
	Identify an object and describe its purpose or use with words or phrases	*	*	*	*	*	
	Identify an academic or social situation and describe it using sentences	*	*	*	*	*	
	Describe processes	*	*	*	*	*	
	Describe people, locations, scenery to give directions	*	*	*	*	*	
	Explain processes	*	*	*	*	*	
Reading	Compare and explain preferences	*	*	*	*	*	Individually administered for Grade K; Individually or Group administered for Grades 1-12
	Interpret, narrate, and paraphrase events, using visual information	*	*	*	*	*	
	Identify rhyming words	*	*	*	*	*	
	Apply letter-sound relationships to read English words	*	*	*	*	*	
	Apply letter-sound relationships to read English phonemes	*	*	*	*	*	
	Apply knowledge of morphemes and syntax to word meaning	*	*	*	*	*	
	Classify words	*	*	*	*	*	
	Demonstrate vocabulary	*	*	*	*	*	
Writing	Demonstrate reading comprehension	*	*	*	*	*	Individually administered for Grade K; Individually or Group administered for Grades 1-12
	Identify important literary features of text	*	*	*	*	*	
	Read critically and apply learning strategies to interpretation	*	*	*	*	*	
	Use singular and plural, subject/verb agreement, tense agreement	*	*	*	*	*	
	Use conjunctions, pronouns, prepositional phrases, and auxiliary verbs	*	*	*	*	*	
	Capitalize beginning of sentences and proper names	*	*	*	*	*	
	Use sentence-ending marks	*	*	*	*	*	
	Use commas in series and dates	*	*	*	*	*	
	Use apostrophes in contractions and possessives	*	*	*	*	*	
	Differentiate complete sentences from fragments	*	*	*	*	*	
	Use articles	*	*	*	*	*	
	Form statements and questions	*	*	*	*	*	
	Differentiate complete sentences from run-ons	*	*	*	*	*	
	Use adjectives and adverbs	*	*	*	*	*	
Write simple sentences to describe	*	*	*	*	*		
Write simple sentences to explain	*	*	*	*	*		
Write to describe, explain, report, compare, narrate, persuade, or express	*	*	*	*	*		



# LAS Links™

## Student Proficiency Report

KEN SANCHEZ

Grade: 4

Simulated Data

**Purpose**  
The Student Proficiency Report provides a student's scale score and English language proficiency level by skill area (Speaking, Listening, Reading, and Writing). The graph offers a quick glance on how the student's scale scores relate to the corresponding proficiency levels by skill area. Scores for Overall, Comprehension, and Oral are also provided.

For more information on proficiency level descriptors or how to interpret these scores, please refer to the LAS Links Interpretation guide.

DOB: 02/06/98

Student ID: 1034957880

Form: A

Test Date: 10/25/07

Scoring: NCR

School: ANYSCHOOL

XXXX-XXXX

District: ANYDISTRICT

City/State: ANYWHERE, CA

CTBID: 01075M018155002-02-00001

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### Proficiency on Skill Areas

Skill Areas	Scale Score	Proficiency Level	Proficiency Level Scale Score Range	Reference Group Normal Curve Equivalent	Reference Group Percentile Rank
Speaking	504	Intermediate	475-509	54	57
Listening	539	Proficient	525-580	85	95
Reading	557	Proficient	535-587	75	88
Writing	521		498-532	58	65
<b>Overall*</b>	<b>530</b>	<b>Proficient</b>	<b>525-577</b>		
Comprehension**	542	Proficient	526-562		
Oral***	513	Intermediate	478-513		

### Proficiency Levels

Skill Areas	1	2	3	4	5	Proficiency Scale Score Ranges				
	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Speaking	[Progress bar to level 3]					320-448	449-474	475-509	510-558	559-635
Listening	[Progress bar to level 4]					350-456	457-483	484-524	525-580	581-630
Reading	[Progress bar to level 4]					360-467	468-503	504-534	535-587	588-680
Writing	[Progress bar to level 3]					290-433	434-497	498-532	533-583	584-680
<b>Overall*</b>	[Progress bar to level 4]					<b>330-451</b>	<b>452-489</b>	<b>490-524</b>	<b>525-577</b>	<b>578-656</b>
Comprehension**	[Progress bar to level 4]					340-484	485-505	506-525	526-562	563-670
Oral***	[Progress bar to level 3]					300-449	450-477	478-513	514-574	575-680

N/A: Not Applicable  
INV: Test Invalidation

EXM: Test Exemption  
ABS: Absent

NS: No Score

\*Overall Scale Score is an average of Speaking, Listening, Reading and Writing.  
\*\*Comprehension is based on designated items in Listening and Reading skill areas.  
\*\*\*Oral is based on all items in Listening and Speaking skill areas.

# **Individualized Learning Plan**

The ILP is a specialized plan for each identified Limited English Proficient (LEP) student that details strategies, accommodations, modifications and goals to be implemented daily in the classroom in order to help LEP students be successful.



*Noblesville Schools*  
**INDIVIDUAL LEARNING PLAN (ILP)**

*For Limited English Proficient Students*  
 Place the original ILP in the student's permanent record. Distribute copies to the parent/guardian, guidance counselor, and student's teacher(s).

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Date \_\_\_\_\_

Initial Enrollment Date in U.S. Schools \_\_\_\_\_ DOB \_\_\_\_\_ Grade \_\_\_\_\_

Native Language \_\_\_\_\_ LEP Level \_\_\_\_\_ STN# \_\_\_\_\_

**IDENTIFICATION**

• Home Language Survey: Date Completed \_\_\_\_\_

**ADMINISTRATION HISTORY: LAS LINKS PROFICIENCY TEST**

School Year	Grade	Admin Date	Speaking Score	Listening Score	Reading Score	Writing Score	Overall	Date of Parent Notification

**STATE ASSESSMENT RESULTS**

ISTEP+: LA \_\_\_\_\_ MA \_\_\_\_\_ SC \_\_\_\_\_ SS \_\_\_\_\_

**INSTRUCTIONAL PROGRAM**

<p><b>INSTRUCTION:</b></p> <input type="checkbox"/> Self-contained ESL <input type="checkbox"/> Pull-out/Push-in ESL <input type="checkbox"/> Sheltered Content <input type="checkbox"/> General Education Classroom <input type="checkbox"/> Tutorial <input type="checkbox"/> ENL Course at NHS	<p><b>PERSONNEL:</b></p> <p>Classroom Teacher _____</p> <p>Instructional Assistant _____</p> <p>Title I support _____</p> <p>Other: _____</p>
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**INSTRUCTIONAL ACCOMMODATIONS**

- |  |   |
|--|---|
| <input type="checkbox"/> Modified lesson delivery            | <input type="checkbox"/> Small group instruction                        |
| <input type="checkbox"/> Additional time given               | <input type="checkbox"/> Reading level adjusted                         |
| <input type="checkbox"/> Homework modified                   | <input type="checkbox"/> Writing adjustments                            |
| <input type="checkbox"/> Bilingual resources utilized        | <input type="checkbox"/> Alternate quizzes, tests, etc.                 |
| <input type="checkbox"/> Assessments read orally             | <input type="checkbox"/> Instruction in the general education classroom |
| <input type="checkbox"/> Other (Use back of form if needed): | <input type="checkbox"/> ISTEP+ testing accommodations                  |
|  | <input type="checkbox"/> small group                                    |
|  | <input type="checkbox"/> extra time                                     |

Attach a copy of the student's schedule.

# Federal Requirements for English Language Learners

Educators serving English learners must comply with federal laws, policies, and regulations governing the education English learners. To do this requires that local education agencies follow the federal and state regulations for:

- Identifying English learners
- Providing instructional programming that is research-based
- Providing state assessments to annually assess the English language development and reading/language arts and mathematics achievement of
- Informing parents of the reasons for the identification of their child as an English learner, their child's level of English proficiency and how the level was assessed,



# Special Education Guidelines for English Language Learners

## Special Education

English Language Learner Program students may be identified for Special Education placement if they meet the following criteria.

### General Criteria

1. The student must have been in the school district or in another school in the United States for a period of at least one year. (Exceptions – students with obvious physical and/or mental disabilities or students who enroll in the district with an IEP from another school district).
2. The student is significantly struggling as collaboratively identified by English Language Learners program staff and teacher(s)/staff and student needs are not related to second or other language learning.
3. An interpreter must be furnished if the child's dominant language is other than English. It is preferable that the psychologist is proficient in the native language of the child, but if that is not possible, an interpreter may be used who is from the culture and language of the child. It cannot be a family member and must represent a non-biased party.

# Promotion & Retention

Students must be reviewed on an individual basis. If the language proficiency assessment indicates that the student is below level 5 (native like proficiency) in English, grading, and assessment procedures must be adapted to their proficiency level. If adaptations are NOT made accordingly, the child must not be failed or retained.

State Guidance Documents <http://www.doe.state.in.us/lmmp/pdf/retentionpolicy.pdf>

