



# **EL RESOURCE MANUAL**

## **2024 - 2025**

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Blue Ridge GA 30513



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### **Helpful Links**

[State Board Rule 160-4-5-.02](#)

[State Board Rule 160-4-2-.0.3](#)

[GaDOE ESOL Language Webpage](#)

[Professional Qualifications and ESSA In-Field Reporting Webpage](#)

[Ga DOE Charter Schools and District Flexibility](#)

[English Learners with Disabilities](#)

[GaDOE Assessment Webpage](#)

[GaDOE WIDA Assessment Division](#)

*\*The FCSS EL Resource Manual is posted for public review on the district website. Any feedback should be directed to the Director of Curriculum and Instruction.*

# FANNIN COUNTY SCHOOL SYSTEM

## EL Language Instruction Plan

### **Section I: Eligibility & Purpose**

The English to Speakers of Other Languages (ESOL) Program is designed to help English Learners participate meaningfully and equally in educational programs and services as required by the Office for Civil Rights (OCR). The program provides strategic language instruction so that EL students develop academic English and meet challenging state academic content and achievement standards. ESOL provides a personalized structure for meeting EL students' foundational English language development needs so they can engage in grade-level instruction and assessment in English and graduate ready to learn, live, and lead.

The Fannin County Board of Education recognizes the need to provide English language development instruction and language support services to identified K-12 English Learners (ELs) to increase their English language proficiency and academic achievement. EL students need language instruction and support services based on individual needs. This plan provides the framework for providing these services.

## Section II: Program Structure

### ESOL Teachers & Staff

FCSS ESOL teachers must hold a clear teaching certificate and “shall hold necessary and appropriate ESOL endorsement or ESOL certification issued by the Georgia Professional Standards Commission. To be considered in-field for ESSA reporting purposes, teachers who teach ESOL courses or provide ESOL services must hold an ESOL endorsement, P-12 ESOL certification, hold a degree in ESOL, or have completed 21 semester hours of ESOL coursework.

### ESOL State Funded Segments

FCSS English learners served in the ESOL language program shall receive the equivalent of at least five segments per week of English language instruction in one or more of the ESOL service delivery models using English language development resources.

<b>Grade Levels</b>	<b>Daily Minutes Per Segment</b>	<b>Daily ESOL Segments Maximum</b>	<b>Weekly Minutes Minimum</b>
K-3	45 minutes	1	225 minutes
4-8	50 minutes	2	250 minutes
9-12	55 minutes	5	275 minutes
Block Schedule	90 minutes	2	225 minutes

### ESOL Class Sizes

State Board of Education Rule 160-5-1-.08 establishes class size. If necessary, FCSS will use a waiver (OCGA 20-2-156) to be granted flexibility regarding class size.

<b>Grade Levels</b>	<b>Funding Class Size</b>	<b>Max Avg Class Size No Para</b>	<b>Max Avg Class Size With Para</b>
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

## ESOL Delivery Models

The Fannin County School System uses a combination of ESOL instructional delivery models based on students' unique language proficiency levels, time in US schools, background experiences, and other characteristics. K-12 EL students receive services through the **Push-In Collaborative** model. An ESOL teacher pushes into the classroom of a content area teacher to offer targeted language instruction. Students in grades 9-12 who have recently arrived or have scored at Level 1 or 2 on the ACCESS test are scheduled in a Communication Skills class with an ESOL teacher who offers foundational social and instructional assistance following the **Scheduled ESOL** model. Grades 9-12 students who have newly arrived or have scored at Level 1 or 2 on the ACCESS test may also be served through the **Sheltered Content** model, in which a content teacher who is ESOL certified offers instruction in both content and academic language. Students follow the curriculum for Multicultural Literature and are served by an English 6-12 ESOL-certified teacher.

<b>Model</b>	<b>Description</b>	<b>Teacher(s)</b>
<b>Push-In/ Collaborative</b>	Students remain in core academic classes where they receive content instruction from the content teacher and targeted language instruction from the ESOL teacher.	Content Teacher AND ESOL Teacher
<b>Pull-Out</b>	Students are removed from a general education class to receive small group language instruction from the ESOL teacher.	ESOL Teacher
<b>Scheduled ESOL</b>	Students receive instruction in foundational social/instructional English and the academic English of mathematics, science, social studies, or English language arts <u>in a class composed only of ELs taught by an ESOL teacher.</u>	ESOL Teacher
<b>Scheduled ESOL @ a Newcomer Program</b>	EL students participating in a Newcomer Program for recently arrived immigrants receive instruction in foundational social/instructional English and the academic English of mathematics, science, social studies, or English language arts <u>in a class composed only of ELs taught by an ESOL teacher.</u>	ESOL Teacher
<b>Sheltered Content</b>	Students at the middle and high school levels receive both academic language and content instruction from a content teacher who is ESOL-endorsed or certified <u>in a classroom composed only of ELs.</u>	Content Teacher, ESOL Endorsed or Certified
<b>Sheltered Content @ Newcomer Program</b>	EL students at the middle and high school levels participating in a Newcomer Program for recently arrived immigrants receive both academic language and content instruction from a content teacher who is ESOL-endorsed or certified <u>in a classroom composed only of ELs.</u>	Content Teacher, ESOL Endorsed or Certified
<b>Resource Center / Lab</b>	Students receive language instruction from an ESOL teacher in an individual or group setting supplemented by multimedia materials or digital language learning resources.	ESOL Teacher
<b>Dual Language Immersion</b>	Students participating in a dual language immersion program receive English language instruction from the teacher with ESOL professional qualifications who is providing instruction during the English portion of the academic day.	Content teacher, ESOL Endorsed or Certified

Innovative Delivery Model	Approved in advance by the Georgia Department of Education for traditional LEAs without a waiver of this rule or O.C.G.A. 20-2-156.	TBD
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English Language Development Standards

Teachers in Georgia use the WIDA English language development standards (ELDS) framework and resources to guide the development of scaffolded ESOL language instruction courses and to design instruction plans appropriate for students’ English language proficiency levels. State Board Rule 160-4-2-.03 outlines a variety of state-funded ESOL courses that can be used to design effective ESOL programs at all levels.

Fannin County High School offers **Communication Skills I & II** as elective credit to students in grades 9-12 whose overall composite WIDA proficiency level is 1-2.

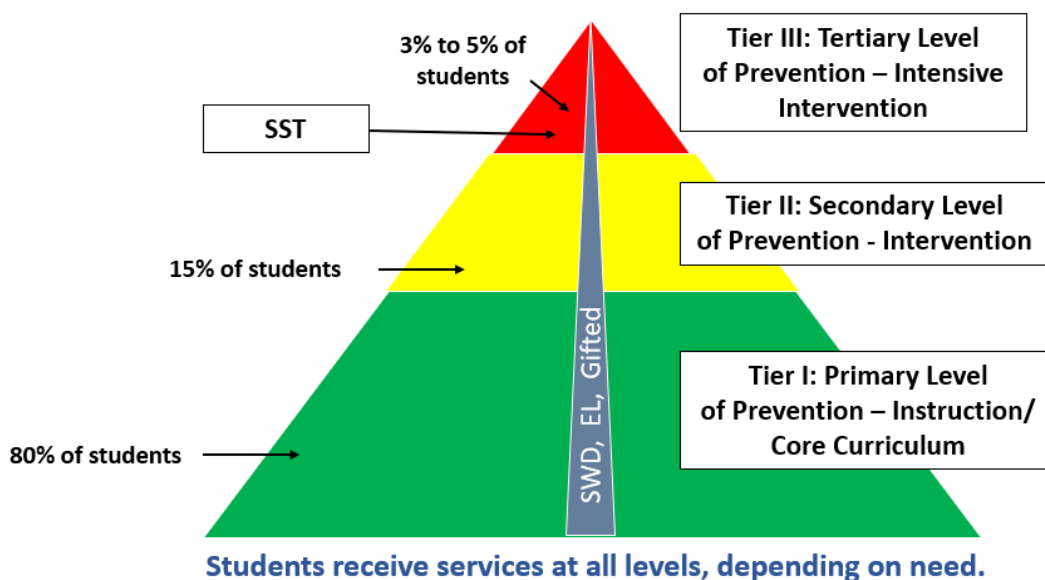
State-Funded Course Number	State-Funded Course Title	Standards Taught	Course Description
55.02100	<b>Communication Skills I</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for all content areas	Based on the WIDA English Language Development (ELD) Standards Framework, this course is designed to increase English learners’ (ELs) social and instructional language proficiency in listening, speaking, reading, writing, and viewing at the word, sentence, and discourse levels. The course introduces ELs to four Key Language Uses (narrate, inform, explain, argue) for social and instructional purposes, Language Expectations for interpreting and expressing in English, and Language Features as resources to carry out Language Functions or common language patterns of English language. The suggested English language proficiency level of the EL student is WIDA’s Overall Composite Proficiency Level (CPL) 12. The course addresses students’ needs as outlined in WIDA’s Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.
55.02200	<b>Communication Skills II</b>	WIDA ELDS Grade Cluster 9-12 & 9-12 GSE for all content areas	Based on the WIDA English Language Development (ELD) Standards Framework, this course is an expansion of Communications Skills I with the inclusion of content vocabulary, information, ideas, and concepts from the high school Georgia Standards of Excellence in English Language Arts. Emphasis is placed on understanding and using English to narrate, inform, explain, and argue at the word, sentence, and discourse levels in all language domains: listening, speaking, reading, writing, and viewing. The suggested English language proficiency level of the EL student is WIDA’s Overall Composite Proficiency Level (CPL) 1-2. The course addresses students’ needs as outlined in WIDA’s Grades 9-12 Language Proficiency Level Descriptors. This course awards elective credit.

### Providing English Learners Access to Core Content

English learners are entitled to instruction in the school system's core curriculum, including specialized and advanced courses. One way to meet this obligation is to provide meaningful access to grade-appropriate core content from the start of the ESOL program while using appropriate language scaffolds and instructional strategies. The Fannin County School System will place ELs in age-appropriate grade levels and provide meaningful access to programs designed to help them meet grade-level standards within a reasonable time and with an equal opportunity to graduate. If a lower grade level placement is necessary due to lack of formal schooling, it will not be more than one year below English-speaking peers of the same age.

### ESOL in MTSS

Even though the core ESOL Language program provides high-quality language-focused instruction for all English learners that addresses core content standards (Tier 1), some EL students may need supplemental support in language and literacy (Tiers II and III).



Tier	Focus	Instruction	Assessments	ESOL Delivery Models
<p>Tier I: Primary Level of Prevention (<i>Core academic English language instruction</i>)</p>	<p>ALL identified EL students receive Tier 1 ESOL language instruction services and support (WIDA Language Screeners)</p> <p>Parent outreach and training</p>	<ul style="list-style-type: none"> <li>• Standards-based, including English language development (ELD) standards</li> <li>• Evidence-based, high-leverage instructional practices &amp; routines</li> <li>• High-quality, differentiated language and literacy instruction, appropriately scaffolded for students' linguistic and academic needs</li> <li>• Meaningful opportunities to practice language skills</li> <li>• Multiple means of representation</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistically aligned assessment practices</li> <li>• Monitoring the progress of English language development (ELD) in listening, speaking, viewing, reading, and writing</li> <li>• Regular review of student data</li> <li>• Outcome measures of ELP (ACCESS for ELLs test)</li> </ul>	<p>Push-In / Collaborative during grade-level content classes</p> <p>Sheltered Content Schedule ESOL (if addresses state standards)</p> <p>Innovative (Per local design)</p>
<p>Tier II: Secondary Level of Prevention</p> <p>Academic English language Intervention in addition to core content</p>	<p>EL students identified through screening and various data sources who are at risk for poor learning outcomes due to low levels of English language proficiency (ELP) and who need additional instruction in English language development</p>	<p>Supplemental English language instruction or language-focused intervention that is:</p> <ul style="list-style-type: none"> <li>• delivered to small groups,</li> <li>• targeted to the language domain(s) of need,</li> <li>• uses research-based language-focused interventions,</li> <li>• uses high-leverage practices, and</li> <li>• is implemented with fidelity (i.e., consistent with the way it was designed)</li> </ul> <p>(Commercial intervention programs must have data demonstrating their effectiveness to increase ELP and academic proficiency in ELs.)</p>	<p>Progress monitoring (minimum once per month) language-specific diagnostic assessments</p>	<p>Scheduled ESOL</p> <p>Resource Center/Lab</p> <p>Push-In during small group intervention class period (per design)</p> <p>Newcomer programs (per design)</p> <p>Innovative (per design)</p> <p>Title I, Part A and/or Title III, Part A funded language intervention activities during extended learning opportunities (tutoring/summer school)</p>



Tier III: Tertiary Level of Prevention (Intensive Intervention)	EL students who have not responded to primary or secondary levels or prevention. SST is most often initiated at this tier.	Intensive, supplemental instruction delivered to small groups or individuals and adapted to address student needs (Increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention).	Progress monitoring (minimum once per week), academic and/or language specific diagnostic assessments	N/A
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English Learners with Disabilities

Under the IDEA, school districts must identify, locate, and evaluate all children who may have disabilities and who need special education and related services. A student cannot be determined to have a disability if the “determinant factor” is limited English proficiency and the student does not otherwise meet the definition of a child with a disability under the IDEA. In addition, the IEP team must consider language needs of an English learner as those needs related to the child’s IEP.

Students who qualify for both ESOL and Special Education are entitled to receive services and instruction in both programs as applicable. English learners with disabilities(EL/SWD) have the right to testing accommodations on all assessments, including language screening and assessment, per IEP determination.

### **Section III: Registration / Enrollment Process**

Fannin County School System students in grades K-12 are given a [Home Language Survey](#) at enrollment to identify the primary (home) language. If students are new to US schools, the original HLS determines which students should be administered the English Language Proficiency screener to identify whether they are or are not English learners entitled to English language instruction programs. EL records of all transferring students are used to determine whether the in-state or out-of-state transfer student is an EL.

Suppose the answer to any of the three state-required questions indicates a language other than English. In that case, the student has a Primary Home Language Other Than English (PHLOTE), the student is considered a potential English Learner and is administered the state-required appropriate ELP screener within 30 days of enrollment. Parent permission is not required to administer the ELP screener. If a student is placed in a language instruction educational program, parents will be notified within 30 calendar days after the beginning of the school year. There are 30 days for identification and placement into an EL language program. The FCSS will administer the ELP assessment annually to all ELs in K-12.

If the answer to all three state-required questions is English, the student is not a potential English learner and is not administered the ELP screener.

If the answers to all three questions are in several languages, the school will interview the parents to determine which language is the student's primary or dominant language or to determine if the family is multilingual, multiliterate, and multicultural and the student is simultaneously or concurrently developing of two or more languages and is just as proficient in one language as the other(s).

If a parent of a developing multilingual student feels that the ELP screening process discriminates against multilingual-multiliterate families, the parent may request a [Multilingual Home Language Survey \(MLLHLS\) Amendment](#).

If a student is erroneously identified as EL, the parent will be given the opportunity to complete a [Home Language Survey Addendum](#). Information will then be shared with the appropriate parties and reported to the state as required by the state.

#### **Section IV: Entrance Procedures**

The Fannin County School System uses the following WIDA ELP screeners to determine if a potential EL student is eligible for EL status. There is no assessment exemption for identified EL students who are not receiving ESOL services.

- WIDA Screener for Kindergarten
- Grades 1-12 WIDA Screener (online)

If an irregularity occurs, the ESOL teacher should complete the [FCSS WIDA Screener Irregularities Documentation Form](#).

Fannin County School System students with disabilities established in an IEP or 504 Plan whose home primary language is not English, will be administered the appropriate WIDA ELP Screener with the accommodations established in the student's educational plan. Accommodations will be documented in the Go-IEP platform.

WIDA ELP screeners may not be valid for determining EL eligibility for students identified as having significant cognitive disabilities. When one or more language domains are missing, the IEP team can convene to discuss EL eligibility. If a suspected disability that could impact eligibility determination has not been addressed, the student may be evaluated for special education prior to administering the WIDA ELP Screener.

Fannin County School System will use the [Parent Notification Form](#) to notify parents about their student's EL status and placement in a language instruction educational program. Parents have the right to decline or opt their children out of the school's ESOL program or specific services within that program. A parent's decision to opt his/her child out of ESOL will be known and voluntary. If parents opt their children out of ESOL, the children retain their EL status, and the schools will take affirmative steps and appropriate action to meet the needs of opt-out EL students and periodically monitor their progress toward full participation in education programs.

## **Section V: English Language Development Plans**

Fannin County School System ESOL teachers will establish language learning goals for ELs that focus on developing academic English language proficiency.

In addition, ESOL teachers will focus on developing communicative English skills quickly so that the student will be able to function. This will be done through scaffolding, experiences, and support needed to begin comprehending and using social language.

All EL students in Fannin County receive a minimum of one segment per day (K-3: 45 minutes; 4-8: 50 minutes; 9-12: 45 minutes on block schedule). EL students K-3 receive 1 segment, 4-8 EL students may receive a maximum of 2 segments, and 9-12 may receive a maximum of 5 segments. Reference the [GA DOE ESOL State Funded Course Names, Numbers, Standards, and Descriptions document](#) for more information on specific ESOL courses.

All English learners will be assessed annually for language proficiency, whether they are receiving ESOL services or not. Fannin County Schools will ensure parents understand the annual English language proficiency assessment results and their child's trajectory toward English proficiency and academic achievement by following the Office of Civil Rights website list of essential information that must be provided to EL parents in a language they understand. All English learners must also participate in the Georgia Kindergarten Inventory of Developing Skills, Milestones End of Grade and End of Course assessments, and Georgia Alternative Assessments as applicable.

ESOL teachers will send home the [Parent Notification of Continuation of Services](#) annually. In addition, the ESOL teacher should complete and maintain the [FCSS ESOL folder checklist](#) forms for each EL student.

**Section VI: Waiving ESOL Services**

FCSS will allow parents to waive ESOL services by completing the appropriate [Parental Waiver of Direct Services form](#) on the DOE ESOL website. The student will continue to be monitored, and the waiver form must be updated yearly.

## Section VII: EL Exit Procedures

FCSS will administer an annual ELP assessment to all English Learners (Kindergarten ACCESS, Grades 1-12 ACCESS for ELLs, & Alternate ACCESS, as applicable) per Title I, Part A requirement. FCSS will follow the standardized statewide ACCESS for ELLs® Overall Composite Proficiency Level criteria as well as the Listening, Speaking, Reading, and Writing language domain criteria (when applicable) to identify EL students who have met the criteria to exit EL status.

FCSS can convene an EL Reclassification Team to complete an [EL Reclassification Form](#) on all EL students scoring at or above the established minimum exit criterion of an overall composite proficiency level in the 4.3-4.9 range. Using the EL Reclassification Form, the EL Reclassification Team will decide whether to exit the EL student or not. (Federal guidance states that any additional measures used for this decision should not be measures that do not measure English language proficiency, such as the results of the mathematics content assessment.)

When a Reclassified EL student transfers, the FCSS will honor the EL Reclassification Decisions made by transferring LEA when the transfer occurs after the October FTE count. If the transferring LEA uses a lower EL Exit Criterion than the FCSS, and if the transfer occurs during the first two weeks of school, FCSS may elect to observe student performance for two weeks and convene another EL Reclassification Team to review documentation and evidence, when applicable. However, the EL Exit Date must be June 30 of the school year that just ended.

Students who are eligible to participate in the GAA 2.0 Assessment are eligible to participate in the *Alternate ACCESS for ELLs Assessment*. A student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold of an Overall CPL P2 (Emerging) for two consecutive years with IEP Team recommendation OR any other Alternate ACCESS Overall CPL – the same score - for three consecutive years with IEP recommendation. Under the ESSA, as determined by the student's IEP team or 504 Plan, if a student's disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment. All exit and post-exit procedures from the [EL Language Programs State Guidance](#) document will be followed.

## **Section VIII: Post Exit Monitoring Procedures**

For two calendar years, the FCSS will monitor the academic progress of EL students who have exited the program to ensure they have not been prematurely exited, any academic deficits incurred have been remediated, and students are meaningfully participating in standards-based instruction and assessment comparable to their never-EL peers.

FCSS will monitor exited EL students' progress through the following best practices and completing the [Monitored Students Form](#).

- Periodic review of grades and formative assessments
- Periodic review of benchmark assessments
- Periodic review of standardized test scores
- Periodic review of portfolio assessments
- Periodic student interviews
- Parent input

If an exited EL student struggles, the MTSS or RTI team will determine if the struggle is due to a lack of content knowledge, English language proficiency, cognitive issues, or disability. Suppose the problem is determined to be due to a lack of English language proficiency. In that case, the team will conduct a reverse reclassification meeting and document the decision on the EL Reclassification form. Parental consent must be obtained for a student to return to EL status. Once the status is EL, the student may be administered the WIDA ACCESS for ELLs during the state testing window.

When students leave the country and are schooled in non-English environments, the state in essence, freezes their EL status. When returning to US schools, students continue with the EL status they had when they left.

## **Section IX: Parental Engagement**

Fannin County School System will keep EL students' parents informed by providing communication in a language the parents can understand. Translation is provided through a service in which the interpreters/translators have knowledge in both languages and any specialized terms or concepts to be used in the communication at hand. In addition, interpreters and translators are trained in the role of interpreting/translating, the ethics of interpreting/translating, and the need to maintain confidentiality.



## **Section X: Forms**

### One-Time Only Documents

[Home Language Survey](#) (updated on DOE site)

[Multilingual Home Language Survey \(MLLHLS\) Amendment](#)

[Home Language Survey Addendum](#) (updated on DOE site)

[Parent Notification Form Eligibility](#) (updated on DOE site)

[EL Reclassification Form](#) updated on DOE site

### Yearly Documents

[Parental Waiver of Direct Services form](#) updated on DOE site

[Parent Notification of Continuation of Services](#) (updated on DOE site)

[Monitored Students Form](#) 1st year & 2nd year

TPC Accommodations Form in IC

### Other Documents

[FCSS WIDA Screener Irregularities Documentation Form](#)

[GA DOE ESOL State Funded Course Names, Numbers, Standards, and Descriptions document](#)

[EL Language Programs State Guidance](#) updated on DOE site

[FCSS ESOL folder checklist](#)

**Section XI: Charts**

FCSS EL Flowchart

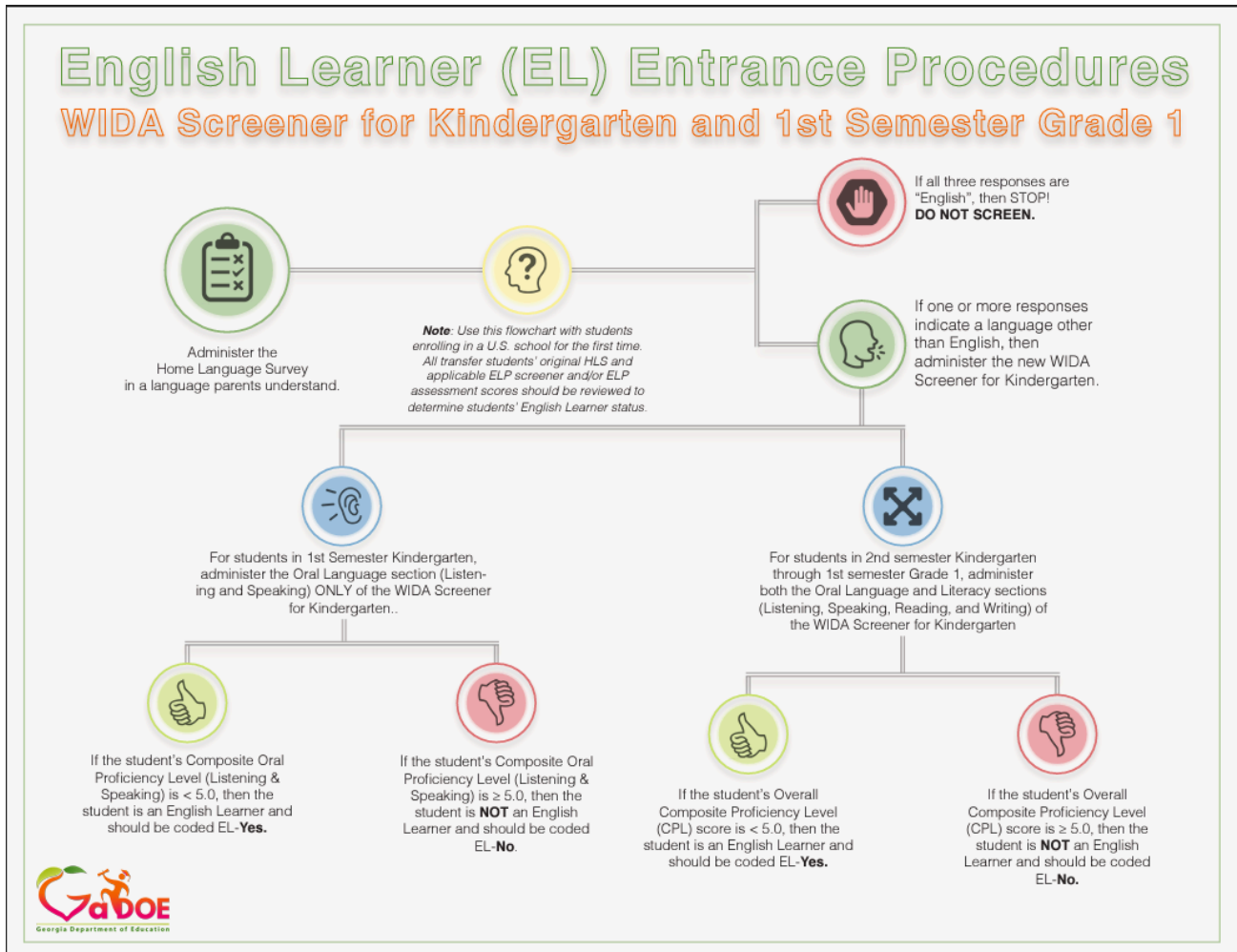
During the Spring semester of each year, the director of curriculum and instruction will create a spreadsheet roster of EL students at each school.

Screening for Eligibility

**Initial Questions to Consider & Summary of Related Process**

<p><b>Is this the student's first-time enrolling in a US school?</b></p>	<p><b>Has the student been enrolled in a GA school before? (In-state transfer)</b></p>	<p><b>Has the student been enrolled in a US school in another state?</b></p>
<ol style="list-style-type: none"> <li>1. Administer the HLS</li> <li>2. If a language other than English is indicated for any of the three state required questions, the student is a potential English learner.</li> <li>3. Administer the grade-level appropriate ELP Screener. Note: If the potential EL has an established IEP/504 plan, please screen with the appropriate accommodations.</li> <li>4. Follow the state ELP screener eligibility criteria to determine whether the potential EL qualifies for the EL status. New WIDA Kindergarten Screener Flowchart Grades 1-12 WIDA Screener Flowchart</li> <li>5. Code student appropriately in the SIS.</li> </ol>	<p>Identify if the student is an English Learner based on transferring LEA records and/or the original HLS, original screener, or the latest WIDA ACCESS for ELLs assessment.</p> <ol style="list-style-type: none"> <li>1. Claim the student in GUIDE to see if he has an EL status code in Georgia.</li> <li>2. Check the student's previous enrollment history in SLDS.</li> <li>3. Check the student's records in SLDS to see if there are any former ACCESS test results. Check prior ACCESS test results against state or LEA entrance/exit criteria for that year.</li> <li>4. When applicable, open the SLDS EL Tab and check to see if the student was previously screened. Even if the LEA is not using the SLDS EL Tab, it can be opened to see transferring LEA information.</li> <li>5. Make every effort possible to obtain prior EL records and identify EL status within 30 days of enrollment.</li> </ol>	<p>Identify if the student is an English Learner based on transferring LEA records.</p> <ol style="list-style-type: none"> <li>1. Contact the previous school or LEA and ask for:             <ol style="list-style-type: none"> <li>a. The original Home Language Survey,</li> <li>b. Screening documents, and/or</li> <li>c. English Language Proficiency (ELP) testing results.</li> </ol> </li> <li>2. Contact the previous school or school system again.</li> <li>3. Contact the previous school or school system again.</li> <li>4. Make every effort possible to obtain prior EL records to determine EL status within 30 days of enrollment</li> </ol>

WIDA Screener Flowcharts



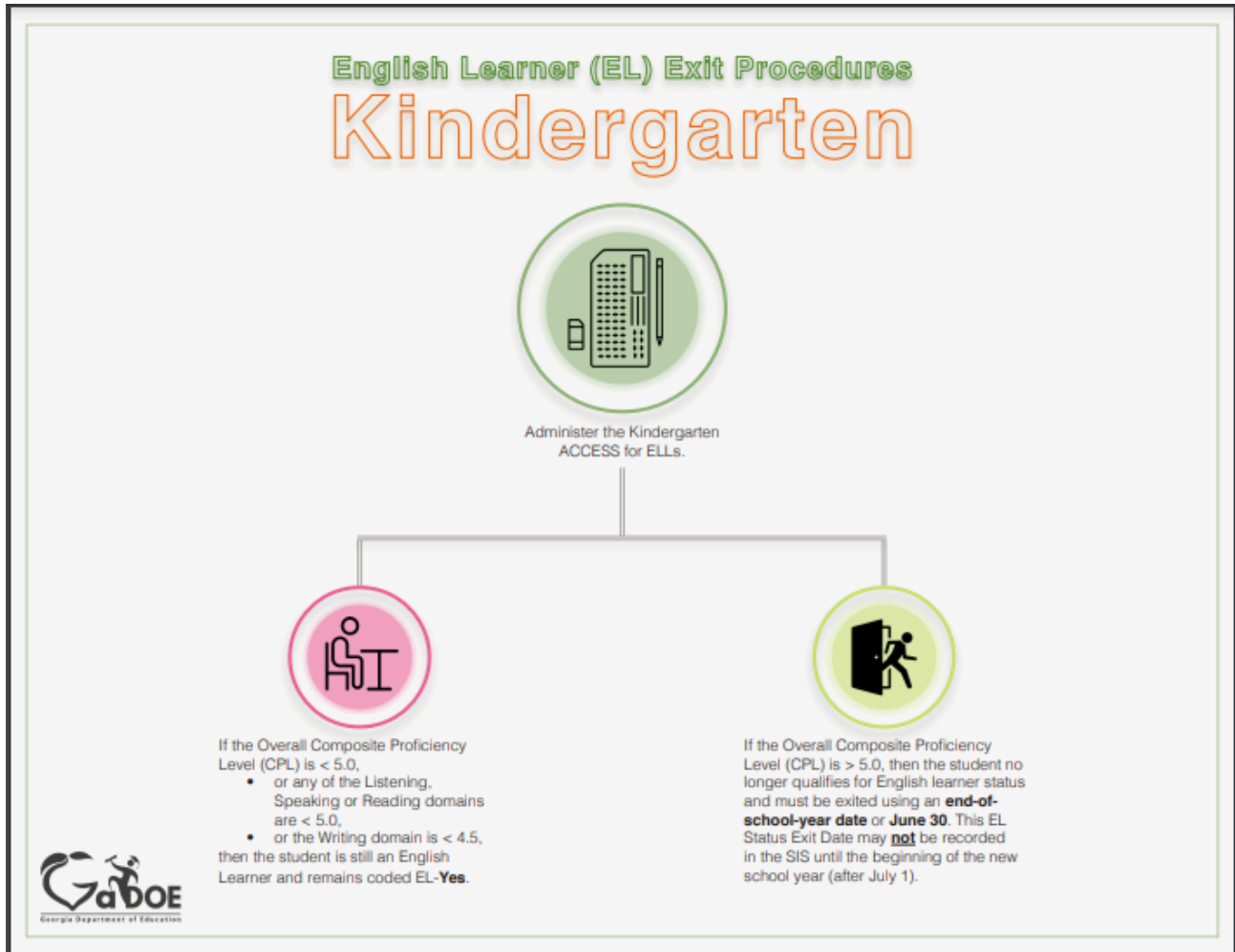
Grade Appropriate WIDA Screeners & Language Domain Subtests

<b>Kindergarten Screener</b>		<b>Grades 1-12 Screener</b>	
Students enrolling during Kindergarten registration - 1st semester Kindergarten	Students enrolling in 2nd semester Kindergarten - 1st Semester Grade 1	Students enrolling in the 1st semester of the lowest grade in a grade-level cluster	Students enrolling in the 2nd semester of the lowest grade in a grade-level cluster
Administer only the Listening and Speaking tests of the Screener	Administer all four language domain tests	Administer a lower grade cluster WIDA Screener	Administer a current grade cluster WIDA Screener

Testing & Instructional Practices

Testing Practices		Instructional Practices
Test Accommodations	Classroom Assignment Modifications	Scaffolds or Learning Supports
<ul style="list-style-type: none"> <li>● Direction read aloud</li> <li>● Small group testing</li> <li>● Test administered by familiar teacher</li> <li>● Word-to-word dictionary</li> <li>● Time extensions (See <a href="#">GaDOE Student Assessment Handbook</a>)</li> </ul>	<ul style="list-style-type: none"> <li>● Accept drawing, copying and labeling in lieu of grade-level writing</li> <li>● Adapted grade-level or ELP tiered assignments</li> <li>● Assignments presented in 1st language (L1)</li> <li>● Assignments weighted according to students' ELP level</li> <li>● Culturally &amp; linguistically appropriate assignments</li> <li>● ELP-differentiated (tiered) writing checklists &amp; rubrics</li> <li>● Gesture or total physical responses (TPR) to demonstrate understanding (pointing, drawing, matching, mimicking, copying, sequencing pictures or realia, categorizing objects, etc.)</li> <li>● Highlighted portions of assignment</li> <li>● Matching vocabulary word-to-picture instead of matching word to-definition</li> <li>● Oral response in 1st language</li> <li>● Oral or visual assignments</li> <li>● Partner assignments</li> <li>● Reduced DOK level</li> <li>● Reduced Lexile level (high quality, age appropriate)</li> <li>● Shortened assignments</li> <li>● Shortened spelling word list for test</li> <li>● Students copy words &amp; sentences</li> <li>● Test orally allowing individual words or language chunk responses.</li> <li>● Visually supported assignments</li> <li>● Etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Academic sentence frames / paragraphs</li> <li>● Buddy reading/working</li> <li>● Building background experiences</li> <li>● Charts</li> <li>● Cloze paragraphs</li> <li>● Cooperative writing/learning</li> <li>● Demonstrations</li> <li>● 1st language materials</li> <li>● Gestures</li> <li>● Graphs</li> <li>● Graphic novels</li> <li>● Graphic organizers</li> <li>● Illustrated dictionary</li> <li>● Language wall with sequencing words &amp; key sentence structures</li> <li>● Manipulatives</li> <li>● Models</li> <li>● Modeling</li> <li>● Music</li> <li>● Oral or visual text</li> <li>● PALs reading/mathematics</li> <li>● Paragraph frames</li> <li>● Pictures</li> <li>● Re-teach vocabulary</li> <li>● Realia</li> <li>● Rebus</li> <li>● Sensory support</li> <li>● Simulations</li> <li>● Specific, level-appropriate feedback</li> <li>● Storytelling and retelling with visuals and props</li> <li>● Teacher or student Thinkalouds</li> <li>● Videos</li> <li>● Visual supports</li> <li>● Word Bank or Word Wall</li> <li>● Etc.</li> </ul>

EL Exit Flowcharts



# English Learner (EL) Exit Procedures Grades 1-12



Administer the  
ACCESS for ELLs 2.0.



If the Overall Composite Proficiency Level (CPL) is < 4.3, then the student is still an English Learner and remains coded EL-**Yes**.



#### LEA Flexibility:

An LEA that chooses to consider possible EL Exit for students scoring between CPL 4.3 – 4.9 must establish written standardized LEA EL Exit Procedures that include an EL Reclassification Review Team decision to exit or not to exit. The LEA's procedures must be implemented consistently in an objective manner and must be applied in a valid and reliable way. LEAs must use the state-provided EL Reclassification Form.



If the Overall Composite Proficiency Level (CPL) is > 5.0, then the student no longer qualifies for English learner status and must be exited using an **end-of-school-year date** or **June 30**. This EL Status Exit Date may **not** be recorded in the SIS until the beginning of the new school year (after July 1).

