

## **IDENTIFICATION OF ELIGIBLE STUDENTS**

### **A. Home Language Survey**

Illinois School Code, Part 228.15 under state-mandated TBE/TPI programs requires that schools, when enrolling new students, administer a Home Language Survey (HLS- Form A) to identify students who may need services.

### **B. English Language Proficiency Test – WIDA-ACCESS Placement Test (W-APT Version 2), MODEL and IPT-ORAL**

All new students identified through the Home Language Survey must be initially screened for English Language Proficiency (ELP) using the appropriate placement Test (W-APT II, MODEL or IPT-Oral) within 30 days of the student’s enrollment in the district.

## **ELIGIBILITY FOR PROGRAM SERVICES**

Any student who scores below 4.2 Literacy and 4.8 Overall Composite on the W-APT (Level D/E on IPT and 4.8 on MODEL) shall be considered eligible for the TPI or TBE program.

However, even if the student scores at the “proficient” level (above 4.2/4.8) District 33 may consider additional indicators such as results from locally developed tests, teachers’ evaluation of performance, samples of student’s work, or other valid information received from family members to determine whether the student’s level of English is still developing (low CALP) and the student needs services. *However, these students **may not** be considered Limited English Proficient and therefore **will not** be considered ELL. The district may not claim Title III grant funding for these students.*

- TBE/TPI staff must notify parents that their child is eligible for bilingual services (Form B) and the district must continue to annually assess the student with the ACCESS for ELLs until the student meets the exit criteria.
- All identified LEP students are to be annually assessed with ACCESS for ELLs to determine their English language proficiency and performance levels. This includes identified LEP student’s whose parents refuse program services.
- Students who are identified as LEP but are not receiving services due to parent refusal, must still take the ACCESS for ELLs until they receive a 4.2/4.8 proficient score. **If a parent refuses services, it is important to explain that their child will still need to take the ACCESS test until proficient (per ISBE).**
- If the student’s ACCESS for ELLs test (given in January to all ELLs) results meet the established exit criteria, then no further annual testing of the student’s

English Level Proficiency (ELP) is required. The student will be reclassified as “Exit” and no longer be considered limited English proficient.

**IMPORTANT NOTE:** Students returning after a long-term service break (10 months or more) are considered new students and must be re-administered the appropriate screener. The HLS should not be completed again.

## W-APT and ACCESS For ELLs™.

### State Mandated Tests

#### Standards-based, Criterion-referenced Tests

Measures ELL students' social and academic proficiency in English as well as the language associated with language arts, math, science and social studies within the school context across the 4 language domains.

4 Language domains: a) Listening/Receptive, b) Speaking/Expressive, c) Reading/Receptive, d) Writing/Expressive

5 Illinois English language Proficiency Standards

#### W-APT Access Screener, Version 2

##### Semi-secure Test

##### Ongoing screening test to identify ELL students

New students enrolled in the district identified through the home language survey.  
(Other language spoken in the student's home)

It shall take place within four weeks of the student's enrollment in the district

Every section of the test is individually administered (L, R, W and S)

Students who score below a composite 4.2 literacy and 4.8 overall on the [W-APT screener](#) are considered Limited English Proficient (LEP) and are eligible for language support services.

##### IMPLICATIONS

1. Student academic achievement
2. School District compliance with NCLB and Illinois School Code
3. OCR – prongs of Castañeda

#### ACCESS For ELLs™.

##### Annually Administered Secure Test

Includes all LEP students and the students whose parents refuse TBE/TPI program services.

Only the speaking section of the test is individually administered.

Kindergarten takes the entire test individually

Students who achieve a composite score of 4.2/4.8 or above Overall Literacy and Composite

It is the state mandated indicator for exiting students from the TPI/TBE program.

##### IMPLICATIONS

1. District: AMAOs - Annual Measurable Achievement Objectives:
  - \* Making progress in learning English
  - \* Attaining English proficiency
2. Making AYP – ISAT

Failure to meet any of these criteria is a failure to meet the Title III AMAOs