

## CA Definition of EL Learners

“English learner” means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a “Limited English Proficiency” or LEP child.

**CLD-** (Culturally and Linguistically Diverse) A term used to describe students of differing cultural and/or linguistic backgrounds.

**ELA-** (English Language Acquisition) Providing services to English language learners through a transitional native language instruction model and/or an English as a second language (ESL) model. The goal of the program is for students to transition to the mainstream English language instructional program.

**ELD-** (English Language Development) Can be a program or simply a set of guidelines for the language development of ELs. The State of Colorado has English Language Development Standards to guide districts, schools and teachers in developing appropriate programs.

**EL-** (English Learner) A student who is linguistically diverse and who is identified using the state-approved English language proficiency assessment and a body of evidence as having a level of English language proficiency that requires language support to achieve standards in grade-level content in English

**ESL-** (English as a Second Language) A model for providing services to English learners that includes supported English content instruction and English language development.

**Exceptional-** Students who are gifted/talented, students with disabilities, and English learners who have special learning needs are considered to be exceptional.

[https://ccsso.org/sites/default/files/2017-10/MoreCommonDefinition-Final\\_0.pdf](https://ccsso.org/sites/default/files/2017-10/MoreCommonDefinition-Final_0.pdf)

US Dep of ed – Gen overview

<https://www2.ed.gov/datastory/el-characteristics/index.html#two>

## Classification Procedures

**California** Students who are identified as having a primary language other than English based on the HLS, must be assessed on the California English Language Development Test (CELDT). The CELDT is the designated state test of English language proficiency. Therefore, pupils must achieve the English proficiency level on the CELDT to be classified as Initially Fluent English Proficient. To achieve the English proficient level on the CELDT, pupils at grades 2 through 12 must have an overall score of Early Advanced or above and all four domains (listening, speaking, reading, and writing) at Intermediate or above. Pupils in Kindergarten and grade 1 (K-1) must have an overall score of Early Advanced or above and listening and

speaking domains at Intermediate or above. Students who do not score at this level are classified as ELL students.

### **Reclassification Procedures**

**California** California *EC* 313(d) specifies four criteria that local education agencies (LEAs) at a minimum must use for students to be reclassified as fluent English proficient.<sup>5</sup> Based on *EC* Section 313(d), guidelines for the reclassification of English learners were approved by the State Board of Education (September 2002, updated September 2006, and modified in July 2010). In accordance with *EC* 313(d), the reclassification procedures developed by the California Department of Education use multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

1. performance on the CELDT;
2. comparison of performance in basic skills against an empirically established range of performance in basic skills (e.g., the California Standards Test for English-Language Arts [CST for ELA] or the California Modified Assessment for ELA [CMA for ELA])<sup>6</sup>;
3. teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery; and
4. parental opinion and consultation.

<https://www.nap.edu/read/13090/chapter/6#96>

### **Classroom Assessment Procedures**

1. Consult with district experts.
2. Using authentic assessments, apply results to rubrics and performance criteria of student to work.
3. Oral presentations and performances make excellent comparisons.
4. Nonverbal assessments of illustrations and written content reveal language awareness levels.
5. Formal written assessments set to a benchmark of skills, can offer an ongoing sequence of evaluation.
6. Portfolios are the most revealing assessment tool.

Maintain authentic documentation and scores, two to four times a year.

**Reclassify the EL status** when performances demonstrate that it is appropriate.

Inform parents and other service providers as appropriate.

Align instructional supports as needed.

Redesign Service models to fit student needs.

Proactively communicate with receiving teachers and administrators at the end of the school year. Maintain Communications with parents.