

English Learner Identification and the English Language Academic Plan (ELAP)

2022-2023



OKLAHOMA
Education



English Learner Identification and the English Language Academic Plan (ELAP)

2022-2023

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Overview

- The English Learner Identification Process
- The Home Language Survey
- Bilingual Status
- The Home Language Survey Supplement
- Common Causes of Confusion
- Completing the English Language Academic Plan (ELAP)

Identification

LEAs (Local Education Agencies/School Districts) are required to identify English Learners (ELs) in a timely and reliable manner:

- Identification should take place within 30 days of enrollment if at the beginning of the school year, or within two weeks of enrollment during the school year.
- The identification process begins with the Home Language Survey (HLS);
- The HLS assists in fulfilling the federal requirement under ESSA to identify potential ELs.

Identification (cont.)

The general rules concerning the Oklahoma HLS are as follows:

- A survey completed in the 2016-2017 school year or later can “follow” a student as long as that student remains in the district where the survey was completed;
- Students are required to complete a new survey if they move to a new district or return to a district after an absence of more than one year;

Identification (cont.)

- Completed surveys are to be stored in the student's cumulative folder or be accessible in digital format;
- Districts **must have** a completed HLS on file or accessible in digital format for **every student**;
- The HLS does not determine EL status, but it does indicate which students are to be given the WIDA Screener assessment;
- The Home Language Survey form is available in both English and Spanish on the OSDE website (<https://sde.ok.gov/elbilingual-identification-resources>).

The Home Language Survey (HLS)

The Home Language Survey (HLS) form was modified in 2021-2022, although surveys collected in the past remain valid.

- The form is now a fillable .pdf,
- Language has been added to explain the purpose of the HLS to parents,
- Much of the content of the “School Use Only” section has been moved to a separate HLS Supplement, which now includes drop-down boxes.

SCHOOL YEAR: **HOME LANGUAGE SURVEY**

STUDENT INFORMATION

Student Name: Grade:

Last Name First Name Middle Name

Date of Birth: School: Student ID#: Gender: Male Female

MM/DD/YYYY

Is the student of Hispanic or Latino culture or origin? YES NO

Please select one or more of the following races:

African American/Black American Indian/Alaskan Native Asian
 Native Hawaiian/Pacific Islander Caucasian/White

The purpose of the following questions is to help determine if a student's exposure to a language other than English may make them eligible to receive additional English Learner (EL) supports.

1. What is the dominant language most often spoken by the student?

2. What is the language routinely spoken in the home, regardless of the language spoken by the student?

3. What language was first learned by the student?

4. Does the parent/guardian need interpretation services? YES NO If YES, in what language?

5. Does the parent/guardian need translated materials? YES NO If YES, in what language?

6. What was the date the student first enrolled in a school in the United States?

MM/YYYY

Date (MM/DD/YYYY) Parent or Guardian Signature

SCHOOL USE ONLY

The response of a language other than English to any or all of questions #1, #2, and #3 above should prompt local review of the student's potential EL identification and assessment history in the state Accountability Reporting application. If no previous EL history is present, the student must be administered a state-approved screening tool to determine their EL status.

If this HLS will be used for the purposes of Non-EL Bilingual qualification, please indicate one of the following:


A language other than English is indicated TWO OR MORE TIMES in questions #1, #2, and #3 above. The student is considered "more often" and has previously demonstrated English language proficiency on the PKST* or WIDA assessment:

Assessment Name: Year Assessed: Score:

A language other than English is indicated ONE TIME in questions #1, #2, and #3 above. The student is considered "less often" and has demonstrated English language proficiency on the PKST* or WIDA assessment. The student's PKST* or WIDA assessment score and additional qualifying score is noted on the attached "Less Often" Non-EL Bilingual Qualification Form.

*A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

The Home Language Survey

SCHOOL YEAR: HOME LANGUAGE SURVEY 

STUDENT INFORMATION

Student Name: Grade:
Last Name First Name Middle Name

Date of Birth: School: Student ID#: Gender: Male Female
MM/DD/YYYY

Is the student of Hispanic or Latino culture or origin? YES NO

Please select one or more of the following races:

African American/Black American Indian/Alaskan Native Asian
 Native Hawaiian/Pacific Islander Caucasian/White

The purpose of the following questions is to help determine if a student's exposure to a language other than English may make them eligible to receive additional English Learner (EL) supports.

1. What is the dominant language most often spoken by the student?

2. What is the language routinely spoken in the home, regardless of the language spoken by the student?

3. What language was first learned by the student?

4. Does the parent/guardian need interpretation services? YES NO If YES, in what language?

5. Does the parent/guardian need translated materials? YES NO If YES, in what language?

6. What was the date the student first enrolled in a school in the United States?
MM/YYYY

Date (MM/DD/YYYY) Parent or Guardian Signature

The three language questions:

1. What is the dominant language **most often** spoken by the student?
2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student?
3. What language was **first** learned by the student?

Bilingual Status

- The responses on the HLS not only flag students for EL screening, but they can determine Bilingual Status.
- The *EL and Non-EL Bilingual Identification Process Guidance* outlines the general rules concerning identification. This packet is available on the OSDE website (<https://sde.ok.gov/elbilingual-identification-resources>).
- Remember, all EL students are considered Bilingual, but not all Bilingual students are necessarily EL.

Bilingual Status (cont.)

- If two or more of the three language responses are a language other than English, the student is considered “more often” and automatically qualifies as bilingual on the accreditation report.
- If a language other than English is indicated only once on the three language responses, the student is considered “less often” and only qualifies for bilingual funding if they also meet one of the following criteria:

Bilingual / EL Status (cont.)

- a) a score on the WIDA assessment qualifying the student for EL status
- b) a score of “Basic” or “Below Basic” on the previous year’s OSTP English Language Arts assessment
- c) a score at or below the 35th percentile composite reading score from the Spring of the previous school year on a state approved norm-referenced test.

Districts failing to provide appropriate documentation for bilingual funding may be required to reimburse previously distributed funds.

Bilingual Status - Paperwork

For the 2021-2022 school year the Home Language Survey has been modified in order to facilitate the correct identification of Bilingual students for the purposes of State Aid.


SCHOOL USE ONLY			
<p>The response of a language other than English to any or all of questions #1, #2, and #3 above should prompt local review of the student's potential EL identification and assessment history in the state Accountability Reporting application. If no previous EL history is present, the student must be administered a state-approved screening tool to determine their EL status.</p> <p>If this HLS will be used for the purposes of Non-EL Bilingual qualification, please indicate one of the following:</p>			
<input type="checkbox"/>	A language other than English is indicated TWO OR MORE TIMES in questions #1, #2, and #3 above. The student is considered "more often" and has previously demonstrated English language proficiency on the PKST* or WIDA assessment :		
Assessment Name:	<input type="text"/>	Year Assessed:	<input type="text"/>
Score:	<input type="text"/>		
<input type="checkbox"/>	A language other than English is indicated ONE TIME in questions #1, #2, and #3 above. The student is considered "less often" and has demonstrated English language proficiency on the PKST* or WIDA assessment. The student's PKST* or WIDA assessment score and additional qualifying score is noted on the attached "Less Often" Non-EL Bilingual Qualification Form.		
<p>*A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.</p>			

HLS Supplement

In the case of “less often” students who qualify for Bilingual funding, the LEA must complete the lower section of the Home Language Survey, as well as the Home Language Survey Supplement.

STUDENT'S CURRENT GRADE:

HOME LANGUAGE SURVEY SUPPLEMENT



"LESS OFTEN" NON-EL BILINGUAL QUALIFICATION FORM

Student:

Last Name First Name Middle Name

Please indicate the language code currently assigned to the student:

1634/Fluent English Speaker

1636/Re-designated as Fluent English Proficient: Other Code 01 (First Year Proficient)

1636/Re-designated as Fluent English Proficient: Other Code 02 (Second Year Proficient)

1636/Re-designated as Fluent English Proficient: Other Code 05 (Three or More Years Proficient)

1. A student assigned one of the four codes above must have successfully demonstrated English language proficiency on the PKST¹ (if currently enrolled at the pre-K level) or on a WIDA assessment:

Current School Year	Qualifying Assessment	Year Assessed	Score
<input type="text"/>	<input type="checkbox"/> PKST ¹ <input type="checkbox"/> K Screener / Screener <input type="checkbox"/> ACCESS / Alt. ACCESS	<input type="text"/>	<input type="text"/>

Student has demonstrated English language proficiency in another state (documentation attached). For assistance in determining the applicability of out-of-state scores in the EL identification process, please contact the OSDE Office of Language Proficiency at (405) 522-5073 or by email at oeip@sde.ok.gov.

AND

2. The student has achieved a previous-year OSTP ELA score of Basic or Below Basic or a CCRA (SAT/ACT) Reading subscore at or below the 35th percentile²:

Assessment	Current School Year	Year Assessed	ELA / Reading Score			
<input type="checkbox"/> OSTP	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> Below Basic	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
<input type="checkbox"/> CCRA	<input type="text"/>	<input type="text"/>	<input type="checkbox"/> ACT	<input type="checkbox"/> SAT	Subscore ² :	<input type="text"/>

Note that a previous year OSTP ELA score of Proficient or Advanced or a proficient SAT/ACT Reading subscore disqualifies a student for current-year Bilingual qualification per the criteria detailed in #3 below.

OR

3. The student has successfully demonstrated English language proficiency (score must be indicated in question #1 above), was not enrolled in an OSTP or ACT/SAT assessed grade or did not participate in OSTP ELA or SAT/ACT assessment in the previous school year, and has scored at or below the 35th percentile (or equivalent) composite reading score on the most recently administered state approved, norm-referenced test (NRT)³.

Current School Year	Name of Assessment	Date Administered	Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Note that a qualifying NRT score must not pre-date spring semester of the previous school year.

1. A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.

2. Qualifying Assessment Scores:

- SAT: Current year qualifying Reading test score will be determined annually through collaboration with SAT
- ACT: Current year qualifying Reading scale score will be determined annually through collaboration with ACT
- Pre-kindergarten:
 - Acadience Reading Pre-K (PEU): A score at or below the 115 composite level
 - Istation: A score in either the Tier 2 or Tier 3 level
 - NWEA MAP Reading Fluency assessment: A Level 0 score on the Foundational Skills component
- Grades K-8: A score at or below the 35th percentile on any assessment approved for the purpose of RSA K-3 screening.
- Grades 10-11 (and grades 9 and 12 if OSTP or ACT/SAT Reading score is unavailable): A non-passing score on any assessment approved for the purposes of Driven to Read. In this context, a score that would not allow a student to obtain a driver's license is considered a qualifying score for the purposes of Non-EL Bilingual identification.

Common Causes of Confusion

Hyphenation- Parents do not answer just one language per question (e.g. “English-Spanish”):

- In such cases, the LEA may default to the language other than English for the purposes of Bilingual funding.
- LEAs may default to English, with appropriate test data, for purposes of exempting a student from EL screening.
- While hyphenation is “allowed,” districts should make every reasonable effort to ensure parents and guardians understand the three HLS language questions and answer with a single response for each.

Other Issues

Parents and guardians provide questionable responses on the HLS:

- For reasons beyond our control, parents may feel the need to provide responses on the HLS that do not accurately reflect true linguistic status of the student.
- In situations where the HLS changes for a current EL student, the new HLS has no effect on a previous classification of EL. Note the issue and attach the new HLS to the previous HLS.
- This also applies to students arriving from another district with conflicting status and HLS responses. Note the issue and file the HLS in the cumulative folder.
- **Responses on the HLS do not directly affect EL status, only a WIDA assessment can classify a student as EL.**

Something to be aware of:

Questions can also arise when parents of students formerly classified as EL submit a new HLS changing all responses, or two responses to “English.” This can end Bilingual status for the student.

- In such cases, the only recourse is for districts to make a concerted effort to contact parents and ensure that the HLS is truly representative of student status.

Completing the English Language Academic Plan (ELAP)

The ELAP, in conjunction with a completed parental notification letter, fulfills the district reporting requirements for identified English learners (ELs) outlined in Title I of the Every Student Succeeds Act (ESSA)

Districts are required to provide the following information to parents of identified ELs [Sec. 1112 (e)(3)(A)(i-viii)]:

- *The **reasons for the identification** of their child as an English learner and in need of placement in a language instruction educational program*
- *The child's **level of English proficiency, how such level was assessed, and the status of the child's academic achievement***

Completing the ELAP (cont.)


- *How the program will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;*
- *The specific **exit requirements** for the program, including the **expected rate of transition** from such program into mainstream classrooms, and the **expected rate of graduation** from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such a program) if funds under this part are used for children in high schools;*

Completing the ELAP (cont.)

- *In the case of a child with a disability, how such a program meets the objectives of the individualized education program (IEP) of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d))*

The ELAP Itself

The ELAP form is available on the OSDE website (<https://sde.ok.gov/elap-guidance-and-support-resources>) as a fillable .pdf.



English Language Academic Plan (ELAP) for School Year _____

THIS DOCUMENT IS
CONFIDENTIAL

1. STUDENT INFORMATION			
Student Name:			
State Testing Number (STN):		District ID:	
Native Language:			
District:			
School Site:			
Grade Level:		Date Identified as EL:	
Does the student have an IEP or 504 in place?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, has this ELAP been developed in collaboration with the student's IEP or 504 team?
			YES <input type="checkbox"/> NO <input type="checkbox"/>

2. CURRENT OSTP / NRT ASSESSMENT INFORMATION			
Assessment:	Date:	Performance Level:	
OSTP ELA		<input type="checkbox"/> Below Basic	<input type="checkbox"/> Basic
		<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Name of Assessment:			Score:
NRT*			
NRT*			
*NRT= Locally-administered norm-referenced test, ideally completed in the current school year or in spring semester of the previous school year.			

3. INITIAL IDENTIFICATION ELP ASSESSMENT SCORE			
Assessment:	<input type="checkbox"/> PKST	<input type="checkbox"/> K Screener	<input type="checkbox"/> Screener
	<input type="checkbox"/> MODEL		
Date:	PKST Score:	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/>	
K Screener, Screener, or MODEL Score:			
Reading:		Speaking:	
Listening:		Writing:	
		Composite:	

4. CURRENT ANNUAL ELP ASSESSMENT SCORES			
Assessment:	<input type="checkbox"/> K ACCESS	<input type="checkbox"/> ACCESS	<input type="checkbox"/> Alternate ACCESS
Date:	Tier:		
K ACCESS, ACCESS, or Alternate ACCESS Score:			
Reading:		Speaking:	
Listening:		Writing:	
Current-year scale score target:		Year expected to exit EL services:	
Is the student on track to exit EL status?			<input type="checkbox"/> YES <input type="checkbox"/> NO
Is the student on track to graduate on time? (if applicable)			<input type="checkbox"/> YES <input type="checkbox"/> NO

5. ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS			
Using the student's current ACCESS test data or placement test information and the WIDA ELD standards, establish appropriate WIDA Can Do* targets in the table below.			
Domain:	Key Use Area:	ELP Level:	Can Do Target:
Listening:			
Speaking:			

More about the ELAP

- The ELAP is similar to an IEP and should be developed by certified staff.
- The ELAP outlines basic student demographic information, testing data, educational goals, and accommodations for testing and learning.
- ELAPs can follow a student in a specific year, but are to be updated every year based on new testing data.
- ELAP completion is mandatory and sample documentation is required for monitoring.

More still about the ELAP

- Districts are allowed to use electronic resources to create ELAPs, as long as all required information is recorded
- It is mandatory that parents be notified of the completion of an ELAP. Districts are expected to make a reasonable effort to ensure that parents understand their children's educational status.
- Parents have the right to opt out of supplemental services, although this does not change the student's EL status, nor does it exempt the district from facilitating and encouraging student learning.

Section 1

1. STUDENT INFORMATION					
Student Name:					
State Testing Number (STN):		District ID:			
Native Language:					
District:					
School Site:					
Grade Level:		Date Identified as EL:			
Does the student have an IEP or 504 in place?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, has this ELAP been developed in collaboration with the student's IEP or 504 team?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Section 2

2. CURRENT OSTP / NRT ASSESSMENT INFORMATION			
Assessment:	Date:	Performance Level:	
OSTP ELA		<input type="checkbox"/> Below Basic	<input type="checkbox"/> Basic
		<input type="checkbox"/> Proficient	<input type="checkbox"/> Advanced
Name of Assessment:			Score:
NRT*			
NRT*			
<p><i>*NRT= Locally-administered norm-referenced test, ideally completed in the current school year or in spring semester of the previous school year.</i></p>			

Section 3

3. INITIAL IDENTIFICATION ELP ASSESSMENT SCORE				
Assessment:	<input type="checkbox"/> PKST	<input type="checkbox"/> K Screener	<input type="checkbox"/> Screener	<input type="checkbox"/> MODEL
Date:		PKST Score:	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/>	
K Screener, Screener, or MODEL Score:				
Reading:	<input type="text"/>	Speaking:	<input type="text"/>	Composite: <input type="text"/>
Listening:	<input type="text"/>	Writing:	<input type="text"/>	

Section 4

4. CURRENT ANNUAL ELP ASSESSMENT SCORES					
Assessment:	<input type="checkbox"/> K ACCESS	<input type="checkbox"/> ACCESS	<input type="checkbox"/> Alternate ACCESS		
Date:		Tier:			
K ACCESS, ACCESS, or Alternate ACCESS Score:					
Reading:		Speaking:		Composite:	
Listening:		Writing:			
Current-year scale score target:		Year expected to exit EL services:			
Is the student on track to exit EL status?				<input type="checkbox"/> YES	<input type="checkbox"/> NO
Is the student on track to graduate on time? (If applicable)				<input type="checkbox"/> YES	<input type="checkbox"/> NO

Section 5

5. ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS

Using the student's current ACCESS test data or placement test information and the WIDA ELD standards, establish appropriate WIDA Can Do* targets in the table below.

Domain:	Key Use Area:	ELP Level:	Can Do Target:
Listening:	<input type="text"/>	<input type="text"/>	
Speaking:	<input type="text"/>	<input type="text"/>	
Reading:	<input type="text"/>	<input type="text"/>	
Writing:	<input type="text"/>	<input type="text"/>	

*WIDA Can Do descriptors are available for reference on the wida.wisc.edu website.

WIDA “Can do” Descriptors

2-3

By the end of each of the given levels of English language proficiency* English language learners can...

		ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
OF RECOUNT	LISTENING	<p>Process recounts by</p> <ul style="list-style-type: none"> Showing what happens next based on familiar oral stories (<i>e.g., by pointing or drawing</i>) Drawing or providing other visual displays of people, animals, or objects in response to oral prompts 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying the “who,” “where” and “when” of illustrated statements Identifying main materials or resources from oral descriptions 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying linking words or phrases related to passage of time in speech (<i>e.g., “on Monday” “the next day”</i>) Illustrating events in response to audio recordings of stories or poems 	<p>Process recounts by</p> <ul style="list-style-type: none"> Re-enacting content-related situations or events from oral descriptions Identifying content-related ideas from oral discourse using multi-media (<i>e.g., retracing steps of a process</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying details of content-related topics from oral discourse Making designs or models following oral directions and specifications (<i>e.g., maps, origami</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying key ideas or details from texts read aloud or information presented orally Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats

Section 6

6. LANGUAGE INSTRUCTION SERVICES

Indicate below the supplementary language instruction educational program being provided and describe how this choice best meets the educational needs of the student.

Indicate to the left all applicable descriptions of services:

<input type="checkbox"/>	Student will receive sheltered English instruction taught by a certified teacher. (This is for Grades 9 through 12 only with a teacher certified in English. The student should receive appropriate credit.)	Semester class: <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/>	A resource teacher (EL teacher, for example) will provide supplementary language instruction services within the regular classroom (also known as "push-in").
<input type="checkbox"/>	Student will be placed in self-contained special education classes.	Year-long class: <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/>	Student will receive mainstream placement and requires no direct EL services.
<input type="checkbox"/>	Student will receive pull-out EL services (this is more appropriate for students in the elementary grades).		<input type="checkbox"/>	Other language instruction educational services (explain below).
<input type="checkbox"/>	Student will receive mainstream placement with accommodations.		<input type="checkbox"/>	Parents have declined language instruction educational services (parents/guardians cannot decline state EL testing/WIDA).

Comments:

Section 7

7. PARTICIPATION IN STATE ASSESSMENTS

Check the assessment(s) below in which the student will participate during the spring testing window (select one EL test and one OSTP).

The student will participate in:

- Kindergarten ACCESS or ACCESS for ELLs assessment without WIDA-approved accommodations
- Kindergarten ACCESS or ACCESS for ELLs assessment with WIDA-approved accommodations
- Alternate ACCESS for ELLs Assessment (Please review the WIDA Accessibility and Accommodations Supplement and verify participation criteria)
- Oklahoma School Testing Program (OSTP) assessments or CCRA assessment without EL accommodations
- Oklahoma School Testing Program (OSTP) assessments or CCRA assessment with state approved EL accommodations
- Oklahoma Alternative Assessment Program (OAAP) assessment

Section 8

8. ACCOMMODATIONS FOR THE OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

To meet the needs of this student the indicated accommodations will be used prior to and during the OSTP process. These accommodations must be appropriate to the student's English language proficiency level and reflective of the student's individual needs.

Non-Linguistic (check all that apply to the left):		Linguistic (check all that apply to the left):	
<input type="checkbox"/>	S1. Individual testing	<input type="checkbox"/>	EL1. Provide the assistance of a qualified oral language translator to translate or clarify test instructions*
<input type="checkbox"/>	S2. Small group testing (8-10 maximum)	<input type="checkbox"/>	EL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency*
<input type="checkbox"/>	S3. Preferential seating	<input type="checkbox"/>	EL3. Simplify, repeat, and clarify test instructions*
<input type="checkbox"/>	S4. Separate location	<input type="checkbox"/>	EL4. Text-to-Speech or Human Reader*
<input type="checkbox"/>	T1. Flexible schedule (same day)*	<input type="checkbox"/>	EL5. Student may read the test aloud to themselves
<input type="checkbox"/>	T2. Administer subject area test over several sessions or "chunking"*	<input type="checkbox"/>	EL6. Scribe for student's response*
<input type="checkbox"/>	T3. Allow frequent breaks during testing (maximum 10-15 minute duration)*	<input type="checkbox"/>	EL7. Word-to-Word Dictionaries
		<input type="checkbox"/>	EL8. Oral Language Translations in (Neutral Latin American) Spanish for test items and answers
		<input type="checkbox"/>	EL9. Translated Test Instructions in (Neutral Latin American) Spanish
		<input type="checkbox"/>	EL10. Oral Language Translations in (Neutral Latin American) Spanish for test instructions, items and answers

**NOTE- Certain accommodations carry specific requirements necessary to maintain assessment validity. Additionally, some accommodations may not be allowable for ELs at higher levels of English language proficiency. Please consult the OSTP Accommodations for English Learners manual located on the OSDE website for additional assistance.*

The EL State Testing Accommodations Manual can be found at:
<https://sde.ok.gov/english-learner-ostp-accommodations-resources>.

Section 9

9. INSTRUCTIONAL ACCOMMODATIONS IN THE REGULAR CLASSROOM

To meet the individual needs of this student the following indicated accommodations will be used in regular classroom instruction.

Check all that apply to the left:

<input type="checkbox"/>	Substitute project for test.	<input type="checkbox"/>	Provide student with take-home materials to practice concepts.
<input type="checkbox"/>	Allow for written responses at the student's ELP level.	<input type="checkbox"/>	Provide alternative homework assignments that meet that standard or objective.
<input type="checkbox"/>	Make instruction visual to aid in understanding. Use graphic organizers, pictures, maps, and graphs.	<input type="checkbox"/>	Use the overhead or other type of projector, and provide students with copies of teacher transparencies/notes/lectures.
<input type="checkbox"/>	Use technology (including on-line testing and instruction).	<input type="checkbox"/>	Provide interpretation/translation (oral/written assistance) by qualified staff.
<input type="checkbox"/>	Provide extended time to complete tests and assignments.	<input type="checkbox"/>	Highlight/color code tasks, directions, or letters home.
<input type="checkbox"/>	Provide a resource lending library for students.	<input type="checkbox"/>	Reword, rephrase, or summarize test directions and/or test items in English.
<input type="checkbox"/>	Allow for individual or small-group test administration.	<input type="checkbox"/>	Reduce language complexity of test questions.
<input type="checkbox"/>	Label items in the room and/or school.	<input type="checkbox"/>	Provide assignments that emphasize both oral language and literacy development.
<input type="checkbox"/>	Use leveled readers.	<input type="checkbox"/>	Increase wait time, and ask questions at student's ELP level.
<input type="checkbox"/>	Give both oral and written instructions.	<input type="checkbox"/>	Allow student opportunities to read and speak aloud successfully.
<input type="checkbox"/>	Use audiobooks or electronic readers. .	<input type="checkbox"/>	Use manipulatives (both student and teacher).
<input type="checkbox"/>	Student participates in group assignments.	<input type="checkbox"/>	Record material, including classroom instruction and notes, for student listening and review.
<input type="checkbox"/>	Break assignments into a series of smaller assignments.	<input type="checkbox"/>	Notify resource teacher (language specialist) when work is not being completed
<input type="checkbox"/>	Other:	<input type="checkbox"/>	Other:

NOTE- Not all accommodations are appropriate for ELs of all proficiency levels. Any instructional accommodation(s) provided should be determined through collaboration within the student's instructional team.

Sections 10 and 11

10. SIGNATURES

The following must be completed by those individuals involved with the completion and the responsibility for implementation of this ELAP.

Name of staff completing this document:		Position / Title:	
Signature:		Date:	
Name of staff responsible for ELAP implementation and compliance:		Position / Title:	
Signature:		Date:	
Name of supervising site administrator:		Position / Title:	
Signature:		Date:	

11. PARENTAL OPT-OUT

The following section must be completed only if a parent or guardian chooses to waive supplemental EL services and supports.

I understand that my student has been identified as an English Learner and I choose to decline any related supplemental services and supports for the current school year. I understand that declining these supplemental EL services does not affect my student's EL status of and that my student will participate in the state English language proficiency assessment (e.g., Kindergarten ACCESS, WIDA ACCESS for ELLs, or Alternate ACCESS for ELLs) until proficient in English.

Name:		Relationship:	
Signature:		Date:	

Questions?



In Closing

If you have any further questions about the Home Language Survey, The English Language Academic Plan, or the Title III program in general, please do not hesitate to contact me.

Thomas Kirk

Director of EL Identification and Monitoring

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