



District of Columbia
Office of the State Superintendent of Education

Provisional PreK-12 English Learner Identification Procedure During Distance Learning

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Provisional English Learner Identification Overview

The formal process for identifying all students who are eligible for English learner (EL) services is found in [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#), and typically must be completed within the first 30 days of the first day of school and within 10 days for students starting during the school year. If possible, the LEA should conduct screening for EL eligibility in person using state-approved English proficiency screeners and make every effort to do so in a timely manner.

While every effort should be made to complete EL screening within the usual 30-day timeframe, OSSE recognizes the uncertainties of in-person testing capacity. Some students may participate in school fully remotely due to health and safety precautions and may be unable to take the EL screener test in-person within 30 days of the first day of school. As such, if timely in-person screening is not possible for a student due to full remote learning and/or health precautions, the LEA should conduct provisional EL screening, outlined in detail in this document. This procedure was developed by OSSE, with input from the State Title III Advisory Committee, as part of the District's response to the coronavirus (COVID-19) pandemic, in order to provide greater flexibility on the timing of full EL identification. This is a temporary, provisional EL identification method that does not replace the requirement to conduct full EL identification using state-approved EL screener assessments once in-person screening is possible. The purpose is to ensure that students who are ELs begin receiving the necessary English language supports and services without delay, while also providing LEAs some flexibility in the timing to complete formal EL screening.

When using the provisional EL identification procedure, an LEA may explain to parents orally the information required to be in the parent notification letter to start providing EL services remotely to those students. The LEA must keep track of all students who are screened using the provisional method and record the results as "Provisional EL" (PEL) or "Provisional Not EL" (PNEL) in the LEA's student information system (SIS).

Supplemental EL UPSFF funds will be provided for students with PEL status as of the enrollment audit. PEL and PNEL statuses must be resolved within 10 days of return to school and no later than March 1, 2021. As soon as it is possible to do so, within 10 days of return to school but before March 1, 2021, the LEA should:

- (1) Conduct full screening using state-approved screeners for all students with PEL and PNEL status;
- (2) Provide formal parent notification according to state policy and procedures for all students who were screened provisionally; and
- (3) Record the resulting formal EL status in LEAs' SIS.

The April LEA quarterly payment will include reconciliation for resolved PEL and NPEL statuses, based on EL statuses as of March 1, 2021. LEAs will return funds for students who are not formally assessed by March 1 and for students found not eligible for EL services based on the formal screening results (not EL).

Questions? For questions, contact Jennifer Norton, manager of English learner supports, at Jennifer.Norton@dc.gov. For resources and additional information on the District of Columbia Government's response to coronavirus (COVID-19), please visit coronavirus.dc.gov.

1. For transfer students, review the student's previous school records, if available.

If available, use the student's previous school records to determine if screening and/or coordination with special education staff is needed.

Students with IEPs or Suspected Disabilities

If the student arrives with an Individualized Education Plan (IEP) and will need EL screening:

- Determine the appropriate accommodations or the student interview (STEP 3); and
- Interpret screening results in consultation with special education personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure, complete the provisional screening with administrative considerations or accommodations that the EL and special education educators deem necessary. If, after the student is placed in the academic program, the student is determined to have a disability that may have affected the identification procedure (e.g. requires an accommodation that was not offered), then the student must be re-screened in accordance with this procedure using the appropriate accommodations. If the student does not meet the criteria for identification as EL based on subsequent testing, then the district must contact the state to remove the EL identifier.

Within-State Transfers

The [Early Access to EL Data Application](#) should be used when a student transfers within DC to a new DC LEA to verify whether the student has been identified as EL or monitored-EL, has been previously screened, has an ACCESS score, or is dually-identified as EL and having an IEP. In this case, if a student's records indicate that they are EL, then no further screening is needed. The school can use the previous data to determine EL placement and notify the family of continuing EL services.

For students in prekindergarten (prek) and kindergarten (K), follow the re-screening procedures outlined on pages 8-10 of [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#).

Out-of-State Transfers

For students transferring from another state with an ACCESS score, refer to pages 7-9 of [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#) for details on accepting out-of-state ACCESS scores.

If a student has an ACCESS composite score from the past four years that meets the exit criteria, then the student will be not classified as EL. Do not screen. Mark as EL-No and submit an OST ticket to enter the student into the appropriate year of monitored status.

A student who has an ACCESS composite score from the previous school year that does not meet the exit criteria does not need to be re-screened. In this case, mark the student as EL-YES and enter the ACCESS score in the EL Status field. No further screening is needed. The school can use the previous data to determine EL placement and notify the family of continuing EL services.

2. Review the Home Language Survey results.

If the Home Language Survey indicates a language other than English is spoken in the home to or by the student, the student must be screened for possible identification.

For more details on how to administer the Home Language Survey and interpret the results refer to the [OSSE Home Language Survey](#) and [OSSE Home Language Survey Frequently Asked Questions](#).

Note: For all students enrolling in a DC school for the first time, schools must begin with administering the [OSSE Home Language Survey](#), which is completed by parents of all students at initial enrollment. The Home Language Survey does not need to be administered to a student who has been previously enrolled in a DC school. The Home Language Survey is typically administered in person or via online enrollment form, but **can be completed by phone if necessary due to the COVID-19 pandemic**.

3. Conduct a virtual/phone interview.

The interview should be conducted and evaluated by an EL coordinator or teacher who has previous experience administering the District's state-approved English proficiency screeners and/or ACCESS for ELLs.

Prek: Family Interview

For prek, conduct an interview with the parents/guardian. See Appendix A: Family Interview.

An EL professional should conduct the family interview virtually or by phone and review the results. The interview may not be mailed to or completed independently by a student, parent or guardian.

Use an interpreter if necessary: Providing oral interpretation helps ensure meaningful communication with families whose preferred language of communication is a language other than English. Students, siblings, friends, or untrained staff should not be relied upon as interpreters. Resources on oral interpretation are found on the [OSSE EL policy and programs webpage](#) and [here](#).

Grades K – 12: Student Interview

For grades K – 12, conduct a student interview virtually or by phone. See Appendix B: Language Use Rubrics.

The purpose of the interview is to gather sufficient information about the student’s current proficiency in English to determine provisionally, in the absence of ability to administer the state-approved screener, whether EL supports and services are needed, so that the student may begin receiving those services immediately. An EL teacher or coordinator should meet with the student to gather information about the student’s current skills in English and rate the student’s responses using the language use rubrics in Appendix B for each grade band as follows:

Grade Band	Speaking	Reading and Writing
Grade K	Yes	No
Grade 1	Yes	Yes
Grades 2-3	Yes	Yes
Grades 4-12	Yes	Yes

Speaking (Grades K – 12)

Interviewers must have strategies in place to:

- Ensure students are comfortable during the interview, especially given that students may not have experience interacting with someone through a screen; and
- Communicate with the parents so the student answers the questions independently.

The interviewer will ask questions at varying levels of difficulty to elicit responses from the student that will make it possible to estimate the student’s current English oral proficiency. As the interview progresses, the interviewer should tailor the questions and follow-up probes as necessary based on the age and apparent proficiency of the student.

Start with introductory, beginning level questions that are developmentally appropriate. For example, a 5-year-old may not know how to answer, “Where are you from?”

Ask probing follow-up questions to give the student the opportunity to provide extended responses.

Ask increasingly higher level questions, if the student’s responses show they may be able to answer more linguistically demanding questions.

Stop at the level where student has difficulty responding. If the student has difficulty responding at a given level, ask easy closing question to end on a positive note.

Below are examples of questions at various levels of difficulty. LEAs can use these or other questions.

Examples of beginning level questions	Examples of probing follow-up questions (for all levels)
<ul style="list-style-type: none"> • “My name is _____. What is your name?” • “I’m from Washington, DC. Where are you from?” • “How old are you?” • “I like to _____. What do you like to do?” • “Tell me about your family.” 	<ul style="list-style-type: none"> • “Tell me more.” • “Can you say more about that?” • “Why do you like/think/feel that?” • What else can you tell me about that?” • “What details can you add to that?”
<p style="text-align: center;">Examples of intermediate level questions</p> <ul style="list-style-type: none"> • “What do you like at school?” • “What kinds of food do you like?” • “Tell me about your favorite sports team/game/toy/hobby” • “What would you like to do when you graduate from high school/grow up?” • “The weather is ____ today. Tell me what weather you like.” • “If you could do something special, what would you do? Why?” • “Who is your hero and what makes that person special?” 	
<p style="text-align: center;">Examples of high level questions</p>	
<ul style="list-style-type: none"> • “What is your favorite subject in school and why?” • “Let’s pretend that I am a friend. Tell me why I should like your favorite (sports team, video game, toy, or hobby).” • “Describe your favorite teacher/friend/family member for me.” • “Describe a job that you think is useful for society and why.” • “Tell me about a time when you solved a problem. What was the problem and how did you solve it?” • “What activity is the best to do when staying home? Give 2-3 reasons why you think that.” 	

Reading and Writing (Grades 1 – 12)

Provide the student a passage or short book (electronically) in English that is both grade-level appropriate and within range of the student’s apparent proficiency, as shown in the listening and speaking portion of the interview. It is recommended that LEAs use a text from their curriculum or a website such as www.newsela.com or www.readinga-z.com, along with accompanying questions, to elicit understanding of the student’s comprehension of the text.

If a student appears to be in an intermediate or high English proficiency level, then choose a reading passage of corresponding difficulty that is also suitable for the grade level.

If a student appears to be in the beginning levels of English proficiency based on the interview, then choose an easier reading passage that is also suitable for the grade-level.

Ask the student to read the passage out loud. If the student is unable to read the passage at all, switch to an easier passage or end the reading portion of the interview. Then ask 2 or 3 relevant comprehension questions. LEAs can use the example questions below or other relevant questions for the grade and text.

Example questions	
<ul style="list-style-type: none"> • What is this book/passage about? • Who is the main character? • What happens first in the book/passage? • What is the problem in the story/passage? 	<ul style="list-style-type: none"> • What happens at the end of the passage? • What did you learn from this passage? • Did you like the book/passage? Why did/didn't you like it?

Next, ask the student to respond to a writing prompt.

- If the student’s reading was rated at intermediate and/or high levels, use a prompt about the passage.
- If the student was unable to complete the reading portion, use a prompt that is not tied to the passage.
- Written directions and a word bank or sentence starter may be provided.
- The student may complete the writing in the meeting or on their own and submit it by email.
- Rate the student’s writing using the writing rubric.

Example prompts
<ul style="list-style-type: none"> • Write about your family. • Write a paragraph that tells what the passage is about. • Write a summary of the book/passage. • Write about what you like to do for fun. Give details about who, what, when and where. • Write a paragraph about the best day you ever had.

4. Make a provisional identification and determine EL program placement.

Use the family interview responses or the language use rubric ratings to make a provisional identification of *Provisional - EL* or *Provisional – Not EL*.

Grade	Record as <i>Provisional – EL</i> :	Record as <i>Provisional – Not EL</i> :
Prek	Family interview responses about the student’s exposure to and use of English indicate that <u>English is used sometimes or never</u> and the student will most likely be eligible for EL services upon full screening.	Family interview responses indicate that <u>English is always or almost always used</u> with family and caregivers and the student will most likely not be eligible for EL services upon full screening.
K-12	<u>Any rubric ratings are “Beginning” and/or “Intermediate”</u> , indicating the student will most likely meet the criteria for EL status upon full screening.	<u>All rubric ratings are “High”</u> , indicating that the student will most likely not meet the criteria for EL status upon full screening.

The LEA must keep track of the status of all students who are screened provisionally, whether identified as *Provisional – EL* or *Provisional – Not EL*, so that they can be screened according to the full procedure as soon as possible.

Regardless of whether a student is provisionally identified as *Provisional – EL* or *Provisional – Not EL*, the formal identification process must be completed once school resumes and face-to-face screening is possible. This includes students screened as *Provisional – Not EL*.

If a student is unable to complete the interview process, e.g. due to a disability or refusal, provisional EL status must be determined based on academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, the student should be identified as *Provisional-EL* until screening can be completed.

- The language needs of ELs must be met during distance learning.
- If the student has an IEP, then EL and Special Education personnel must collaborate to determine program and academic placement and supports.

5. Notify the parents of eligibility for EL services.

Requirements for appropriate notice to parents of EL students regarding their child’s screening results, the EL services provided by the LEA, and the expected results of participation in a language instruction program, are described on pages 13-14 of [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia. Sample parent notification letter templates](#) are provided as resources to help LEAs provide parent notification letters that meet the necessary requirements.

When using this provisional EL identification procedure during full distance learning, an LEA may explain to parents orally the information required to be in the parent notification letter in order to start providing EL services remotely to those students. **Full screening and formal notification must occur upon re-opening of physical school buildings.**

6. Notify the student’s teachers of provisional EL identification and placement. Begin EL services.

The school is responsible for ensuring that all teachers have English language proficiency information for their students who are ELs. Provide all the student’s teachers with information available about the student’s current proficiency in English and begin to provide EL services and supports. Students must have formal EL status in order to take ACCESS, the annual summative English proficiency test.

7. Document the provisional identification.

File the Home Language Survey and provisional EL screening documentation according to your LEA’s security procedures. The EL Indicator field (yes or no) must match the provisional status (PEL or PNEL) in the EL Status field. In your LEA’s SIS, record the following:

Data Field	Value Options
Home Language Survey date	<ul style="list-style-type: none"> MM/DD/YYYY
EL Indicator	<ul style="list-style-type: none"> If EL: Yes If not EL: No
EL Status	<ul style="list-style-type: none"> Provisional – EL (PEL) Provisional – Not EL (PNEL)
Screener Score	Leave blank until after formal screening is completed
Screener Date	Leave blank until after formal screening is completed

8. As soon as possible, complete formal screening for all students who were provisionally screened.

As soon as it is possible, complete a formal screening for all students screened provisionally during distance learning, including students whose provisional screening indicated *Provisional – EL* and those whose results indicated *Provisional – Not EL*. State-approved EL screeners are described on pages 7-9 in [Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia](#). If student has a disability that wasn't known at initial screening, make sure appropriate accommodations are used when full identification occurs. After completing full identification, update the following fields in your LEA's SIS as soon as possible:

- EL Indicator: Yes or No (**must** be updated based on the full identification process)
- EL Status: Screener status (see value options in SIS)
- Screener score
- Screener date

Supplemental EL UPSFF funds will be provided for students with PEL status as of the enrollment audit. PEL and PNEL statuses must be resolved within 10 days of return to school and no later than March 1, 2021. The April LEA quarterly payment will include reconciliation for resolved PEL and NPEL statuses, based on EL statuses as of March 1, 2021. The LEA will return EL funds for (a) students with unreconciled PEL status after March 1, 2021, (b) students with PEL status who then withdraw after audit without completing formal screening, and (c) students designated as not EL as a result of full screening using state-approved screeners. If it is not possible to conduct full EL identification screening for a student by March 1, 2021, due to special circumstances, the LEA should submit documentation to OSSE by February 15, 2021 to provide evidence that a) EL services are being provided, e.g., letter from EL coordinator or teacher and b) why the screening cannot be completed, e.g., letter from the parent or health care provider. Documentation must be submitted through the OSSE Support Tool (OST).

Appendix A: Family Interview (Prekindergarten)

Date: _____ Name of Person Being Interviewed: _____
 Relationship to Student: _____ Phone Number: _____
 Student's Name: _____

Language Use Questions	
When interacting with their parents or guardians, how often does this student hear <u>[insert language(s) listed in Home Language Survey responses]</u> ?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
When interacting with siblings or other children in their home, how often does this student hear or use <u>[insert language(s) listed in Home Language Survey responses]</u> ?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
In the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear <u>[insert language(s) listed in Home Language Survey responses]</u> ?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
When interacting with siblings or other children in their home, how often does this student hear or use <u>English</u> ?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
When interacting with their parents or guardians, how often does this student hear <u>English</u> ?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
In the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear <u>English</u> ?	<input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Never

Record as <i>Provisional – EL:</i>	Record as <i>Provisional – Not EL:</i>
Family interview responses about the student’s exposure to and use of English indicate that <u>English is used sometimes or never</u> and the student will most likely be eligible for EL services upon full screening.	Family interview responses indicate that <u>English is always or almost always used</u> with family and caregivers and the student will most likely not be eligible for EL services upon full screening.

Designate as English learner (provisionally)? Yes No

Upon school re-opening, complete a formal screening for all students who were screened provisionally during distance learning, including both students provisionally identified as EL and not EL.

Appendix B: Language Use Rubrics (Grades K – 12)

The language use rubrics have been adapted from Molle, Linquanti, MacDonald & Cook (2016).¹ To reflect developmental differences of younger learners, separate language use inventory rubrics are provided as follows:

- Grade K
- Grade 1
- Grades 2-3
- Grades 4-12

Circle the appropriate level in each rubric based on the student’s language use in each domain.

Record as Provisional – EL:	Record as Provisional – Not EL:
Any rubric ratings are “Beginning” and/or “Intermediate”, indicating the student will most likely meet the criteria for EL status upon full screening.	All rubric ratings are “High”, indicating that the student will most likely meet the criteria for EL status upon full screening.

Reminder: Upon school re-opening, complete a formal screening for all students who were screened provisionally during distance learning, including both students identified as Provisional-EL and Provisional-Not EL.

¹ Molle, D., Linquanti, R., MacDonald, R., & Cook, H. G. (2016). [Discerning—and fostering— what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions.](#) Washington DC: Council of Chief State School Officers.

Grade K

Student's Name: _____ Date: _____

Evaluator's name: _____

Circle the appropriate level in the rubric below based on the student's language use.

Speaking

Beginning	Intermediate	High
Can use words, short phrases and/or simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar or academic topics.	Can present clear, expanded discourse consisting of complex, connected sentences about a familiar or academic topic using some content-specific vocabulary.

Record as Provisional – EL:	Record as Provisional – Not EL:
Any rubric ratings are "Beginning" and/or "Intermediate", indicating the student will most likely meet the criteria for EL status upon full screening.	All rubric ratings are "High", indicating that the student will most likely not meet the criteria for EL status upon full screening.

Designate as English learner (provisionally)?

Yes

No

Reminder: Upon school re-opening, complete a formal screening for all students who were screened provisionally during distance learning, including both students identified as Provisional-EL and Provisional-Not EL.

Grade 1

Student's Name: _____ Date: _____

Evaluator's name: _____

Circle the appropriate level in the rubrics below based on the student's language use in each domain.

Speaking

Beginning	Intermediate	High
Can use short phrases and/or simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary without supports.

Reading

Beginning	Intermediate	High
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Can read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Can read grade-level text for purpose and understanding without supports.

(See next page for grade 1 writing rubrics)

Grade 1 (continued)

Writing Cohesion

Beginning	Intermediate	High
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like “and” and “because”.	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.

Writing Word-Phrase Accuracy

Beginning	Intermediate	High
Can use basic sentence patterns with memorized phrases and groups of a few words to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.

Writing Sentence Accuracy

Beginning	Intermediate	High
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I ...”).	Maintains a high degree of grammatical accuracy (capitalization of “I”, beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.

Record as Provisional – EL:	Record as Provisional – Not EL:
Any rubric ratings are “Beginning” and/or “Intermediate”, indicating the student will most likely meet the criteria for EL status upon full screening.	All rubric ratings are “High”, indicating that the student will most likely not meet the criteria for EL status upon full screening.

Designate as English learner (provisionally)?

Yes

No

Reminder: Upon school re-opening, complete a formal screening for all students who were screened provisionally during distance learning, including both students identified as Provisional-EL and Provisional-Not EL.

Grades 2-3

Student's Name: _____ Date: _____

Evaluator's name: _____

Circle the appropriate level in the rubrics below based on the student's language use in each domain.

Speaking

Beginning	Intermediate	High
Can use short phrases and/or simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary, as appropriate for the grade-level.

Reading

Beginning	Intermediate	High
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.

(See next page for grades 2-3 writing rubrics)

Grades 2-3 (continued)

Writing Cohesion

Beginning	Intermediate	High
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like “and”, “but”, and “because”.	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).

Writing Word-Phrase Accuracy

Beginning	Intermediate	High
Can use basic sentence patterns with memorized phrases and groups of a few words to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.

Writing Sentence Accuracy

Beginning	Intermediate	High
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or “I ...”).	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.

Record as Provisional – EL:	Record as Provisional – Not EL:
Any rubric ratings are “Beginning” and/or “Intermediate”, indicating the student will most likely meet the criteria for EL status upon full screening.	All rubric ratings are “High”, indicating that the student will most likely not meet the criteria for EL status upon full screening.

Designate as English learner (provisionally)?

Yes

No

Reminder: Upon school re-opening, complete a formal screening for all students who were screened provisionally during distance learning, including both students identified as Provisional-EL and Provisional-Not EL.

Grades 4-12

Student's Name: _____ Date: _____

Evaluator's name: _____

Circle the appropriate level in the rubrics below based on the student's language use in each domain.

Speaking

Beginning	Intermediate	High
Can use short phrases and/or simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion, as appropriate for the grade-level.

Reading

Beginning	Intermediate	High
Can read very short, simple texts and find specific, predictable information in everyday materials or short passages.	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style, as appropriate for the grade-level.

(See next page for grades 2-3 writing rubrics)

Grades 4-12 (continued)

Writing Cohesion

Beginning	Intermediate	High
Can link groups of words with simple connectors like “and,” “but,” and “because.”	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured writing, showing controlled use of a range of organizational patterns, connectors, and cohesive devices, as appropriate for the grade-level.

Writing Word-Phrase Accuracy

Beginning	Intermediate	High
Can use basic sentence patterns with memorized phrases or groups of a few words to communicate limited information in familiar situations.	Can use some varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say, as appropriate for the grade-level.

Writing Sentence Accuracy

Beginning	Intermediate	High
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures, as appropriate for the grade-level.

Record as Provisional – EL:	Record as Provisional – Not EL:
<u>Any rubric ratings are “Beginning” and/or “Intermediate”, indicating the student will most likely meet the criteria for EL status upon full screening.</u>	<u>All rubric ratings are “High”, indicating that the student will most likely not meet the criteria for EL status upon full screening.</u>

Designate as English learner (provisionally)?

Yes

No

Reminder: Upon school re-opening, complete a formal screening for all students who were screened provisionally during distance learning, including both students identified as Provisional-EL and Provisional-Not EL.