



## **Provisional Identification Plan for Potential English Learner Students (Who Enroll During Extended School Closures) Grades K-12**

During the time when Alabama schools are closed and continuity of services are being provided remotely, face-to-face screening of potential English learners (EL)s is not possible. In the event ELs enroll, and a language other than English has been indicated on the Home Language Survey (HLS), the following procedure will be used. This process does not replace the formal identification process when face-to-face screening is possible. It is simply to be used in order to meet the requirement of screening potential ELs upon enrollment. Once school resumes, and as soon as possible, formal screening with the *WIDA Screener Online* or *Kindergarten W-APT* must take place for any student who has been given provisional EL status.

1. Review the HLS:

- Must be reviewed by an EL teacher/coordinator or other staff member assigned this responsibility.
- If the HLS indicates a language other than English for any question, a family interview must be conducted to determine if the student is a potential EL.
- The interview will be conducted by phone or (Zoom, skype, etc.).

2. Family Interview for Student Information:

- Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
- May require an interpreter. Interpreter may be used to ask the questions below.

### **Family Interview for Student Information**

**Person(s) interviewed:** \_\_\_\_\_

**Interviewer/ Position:** \_\_\_\_\_

**Interpreter (if applicable):** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Phone Number:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**Student's Current Grade Level:** \_\_\_\_\_ **Student's Age:** \_\_\_\_\_

**Student's Date of Entry into the United States (U.S.):** \_\_\_\_\_ If student is born in the U.S., the date will be the Date of Birth.

**Parent/Guardian Country of Origin:** \_\_\_\_\_ **Student's Country of Origin:** \_\_\_\_\_

**Does the student have:** IEP \_\_\_\_\_ I-ELP \_\_\_\_\_ 504 Plan \_\_\_\_\_

*If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement and supports.*

**Does the Student Have Test Scores from any English Language Proficiency Test?** \_\_\_\_\_

If yes, record those scores or obtain a copy of the score report.

Use the table below to determine as much as you can about the student’s school history. Indicate if the student moved to another school, state, or country during the year.

Grad	City and State	School	Country	Primary Language of Instruction
Pre-K				
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

### Family Interview for Household Information

- Conduct Family Interview Questions for Parent/Guardian.
  - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
  - The interview will be conducted by phone (Zoom, skype etc.).
- May require an interpreter.

Question	Always	Sometimes	Never	No Response
When at home, how often does the student <b>speak</b> a language other than English?				
When interacting with parents, guardians, caregivers, family members, how often does the student <b>hear</b> a language other than English?				
Within the last 12 months, when interacting with people <b>other than family</b> , how often did the student <b>hear</b> a language other than English?				
When interacting with siblings or other children in the home, how often does the student <b>hear</b> or <b>use</b> a language other than English?				

## Interview Questions for Student (If appropriate)

1. Conduct Interview Questions for Student if possible.
  - Must be conducted by an EL teacher/coordinator or other staff member assigned this responsibility.
  - Interview will be conducted by phone or (Zoom, skype, etc.).
2. Interview must be conducted in **ENGLISH ONLY**. Interpreter **will not ask the questions** to the student. The interpreter **may explain** to the parent and student that the student will be asked a series of questions in English and to do the best they can. **There are no right or wrong answers.**

The interview should consist of questions at varying levels of difficulty that are meant to elicit interaction between the interviewer and the student that will make it possible to determine the student's ability in listening, speaking, and interaction.

Below are *examples* of questions at various levels of difficulty, but interviewers must tailor the interaction as necessary based on the apparent proficiency of the student and their age.

Start with questions at low levels of difficulty and progress in difficulty from there. If no response, indicate on this document.

Stop at the level where the student has difficulty responding. If the student has difficulty responding at a level, then ask a question or two from a previous level to end on a positive note.

If the conversation leads the interviewer to believe that the student may likely become an EL, the student will be identified as a provisional EL and served as such, until the student is appropriately identified with the *WIDA Screener Online* or *Kindergarten W-APT*.

**This document may be printed and used during the interview process or it may be used electronically to record the information. Keep a copy of this document or the electronic copy for your records and return to the System Test Coordinator or EL Coordinator.**

**Examples of Low-Level Questions**

<b>What is your name?</b>	
<b>How old are you?</b>	
<b>Where do you live?</b>	
<b>Where were you born?</b>	
<b>What are some things you like to do?</b>	
<b>What is your favorite subject in school?</b>	

**Notes:**

**Examples of Moderate-Level Questions**

<b>What do you like best about school?</b>	
<b>What kinds of food do you like?</b>	
<b>Tell me about your favorite sports, team, game, hobby, etc.</b>	
<b>What would you like to do when you grow up? Graduate from school?</b>	

**Notes:**

**Examples of High-Level Questions**

<p><b>What is your favorite subject in school and why do you like that subject?</b></p>	
<p><b>Let's pretend that I am your friend and I do not like your favorite sport, team, game, hobby, etc. Tell me why I should like it.</b></p>	
<p><b>Describe a job you would like to have when you grow up/graduate from school. Tell me why you would like to have this job.</b></p>	
<p><b>Describe your favorite teacher, friend, or family member to me. Why is this person special?</b></p>	

**Notes:**

## Parent Notification

The system must inform the parent/guardian(s) of the provisional status of the student as an EL **OR** if the student was **NOT IDENTIFIED** as an EL. Additionally, the parent/guardian(s) must be provided with a description of the provisional placement and EL services made available to their child. Services will be provided in a manner that is safe for both the student and the educator and in accordance with the LEA's guidance on remote learning.

Once schools have reopened for normal operations, systems will communicate to parents the results of the administration of the *WIDA Screener Online* or the *Kindergarten W-APT*.

### Additional Considerations

- If a **student is unable to complete the interview process** (e.g. because of a disability, inability to understand English, or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the following:
  - HLS
  - Family Interview Questions for Parent/Guardian
  - Academic records review, if possible
  - Test scores of any kind, if applicable
- If reasonable evidence of English proficiency cannot be established based on those sources, then the student should be provisionally identified as an EL and receive services until formal screening can be completed.
- Generally, a student who easily communicates at a "High Level" is not likely to qualify for EL status and should not be provisionally identified as an EL.
- The interviewer should consider:
 

**Under-Identification:** students who **are most likely not English proficient** but **seem to be** (false positives). In this case, expectations should be set higher and questions modified in order to capture all that you can about the student's language skills, so as not to mis-identify.
- Regardless of whether a student is provisionally identified as an EL or not, the formal identification process must be completed once school resumes and face-to-face screening with the *WIDA Screener Online* or *Kindergarten W-APT* is possible. This also includes students who **were not provisionally identified**. All potential ELs, who were identified as a provisional EL or were not identified as a provisional EL, must be administered the *WIDA Screener Online* or *Kindergarten W-APT* as soon as possible.
- **The student is not officially identified in the system's student information system (SIS) until the identification process is completed by administering the *WIDA Screener Online* or *Kindergarten W-APT*.**
- The Local Education Agency **MUST ensure** that students who are given a provisional status assignment (identified as provisional EL or provisional non-EL) be documented by some means (e.g. records kept at the Central Office by the System Test Coordinator or EL Coordinator) so that once school resumes, all students can be formally screened with the *WIDA Screener Online* or *Kindergarten W-APT*.