

Supporting English Learners

Speech Language Pathologists

Sandra C. Elliott

English Learner and Intervention Support Specialist

mdek12.org



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DEPARTMENT OF
EDUCATION

April 11, 2023



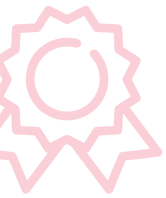
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6





To understand

- Process for identifying English learners
- Language Service Plans
- LAS Links Reports
- Child Find
- Disorder or Language Difference
- Resources for support
- Current Research

- Language Service Plans (LSP)
- Student Evaluation Team (SET)
- English Language Proficiency Tests

APPENDIX B

Language Service Plan (for Students with Limited English Proficiency)

This form should be completed by the individual responsible for providing the instructional program for the EL students and the classroom teacher. This form should be updated annually. Person completing this form

STUDENT NAME

DOB

Age

PRIMARY LANGUAGE SPOKEN

LANGUAGE(S) SPOKEN IN HOME

ADDITIONAL LANGUAGE(S)

DATE FIRST ENROLLED IN A U.S. SCHOOL

IMMIGRANT STATUS (< 3 yrs)

PARENT/GUARDIAN NAME

PHONE (home)

(work)

(cell)

HOME/SCHOOL COMMUNICATION to parent/guardian is requested in:

☐ English ☐ Native Language: ☐ Oral ☐ Written

ACADEMIC HISTORY PRIOR TO ENTERING CURRENT DISTRICT

Age Started School

Years in Preschool/K

Years in grades 1-5

Years in grades 6-12

Last grade completed

☐ Interrupted Formal Education ☐ Limited Schooling ☐ No Formal schooling

Has the student been referred for Special Education?

☐ Yes ☐ No

Does the child have an IEP?

☐ Yes ☐ No

Does the child have an 504 Plan?

☐ Yes ☐ No

ACADEMIC ACHIEVEMENT LEVEL HISTORY

SUBJECT	BELOW GRADE LEVEL	ON OR ABOVE GRADE LEVEL	METHOD USED TO DETERMINE LEVEL	INFORMATION NOT AVAILABLE
Example: Math	X		Course grade from previous year (D)	
Math				
Reading				
Writing				
Social Studies				
Science				

ENGLISH LANGUAGE PROFICIENCY TEST INFORMATION

TEST	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
ELPT Spelling															
ELPT Listening															
ELPT Reading															
ELPT Writing															
Composite score															

Student Evaluation Team (SET) Meeting

Date

Term: 1 2 3 4

EL Service Program

Review of goals towards English language acquisition

Is the student making adequate progress towards his/her goals in each of the language domains?

Listening yes no

Speaking yes no

Reading yes no

Writing yes no

Review of accommodations (note needed adjustments to state testing and classroom accommodations as noted on the student's language service plan)

Current classroom grades:

Math ELA Science Social Studies

Notes:

Team Member Signatures:

Parents/Guardians

Administrator

EL Teacher

General Education Teacher

Interpreter

LAS Links

Student Report

Jane Doe

Student ID #:

08F026

School:

PARK ELEMENTARY

Birthdate:

12/9/2008

District:

USA SCHOOL DISTRICT

Gender:

F

Test Date:

02/19/2019

Grade:

04

Form/Level:

D Level 4-5

Class:

MARTINEZ, B

About the LAS Links Assessments

LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

Proficiency Level Definitions

Level 1: Beginning

At Level 1, student is beginning to develop the ability to communicate for different purposes at school. The student may communicate nonverbally or through the home language.

Level 2: Early Intermediate

At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that interfere with communication.

Level 3: Intermediate

At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.

Level 4: Proficient

At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.

Level 5: Above Proficient

At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.

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ENGLISH LEARNER GUIDELINES:
REGULATIONS, FUNDING GUIDANCE,
AND INSTRUCTIONAL SUPPORTS
2018



- Mississippi English Learner Guidelines
- Federal Education Grants that can Support EL Students
- Instructional Strategies
- Administrator Supports
- USDE Dear Colleague Letter, Civil Rights of English Learners
- <https://www.mdek12.org/EL>

Enrolled or preparing to enroll in an elementary or secondary school (aged 3-21)

Not born in the United States **or** whose native language is a language other than English

Is a Native American or Alaska Native, or a native resident of the outlying areas

Comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or

Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -

- The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
- The ability to achieve in classrooms where the language of instruction is English; or,
- The ability to participate fully in society

Home Language Survey

Initial Assessment of Language Proficiency

Parental Notification

Placement in EL Program


Development of English Language Service Plan

Home Language Survey:

- Completed during registration
- Issued to parents/guardians of all students
- Provides needed information to determine if additional screening is needed

LAS Links screener serves as Mississippi’s initial placement test

- completed within 30 days of enrollment at the beginning of the year and within two weeks of enrollment for students enrolling later in the year.



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HOME LANGUAGE SURVEY
FOR K-12 SCHOOL DISTRICTS

STUDENT INFORMATION

Student Name _____ Grade _____
First Middle Last

Date of Birth _____ Gender _____ School _____

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 so, what language? _____

5. Does the parent/guardian need **translated** materials? ☐ Yes ☐ No
If so, what language? _____

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

7. In what country was the student born? _____

Parent / Guardian Signature

Date (MM/DD/YYYY)

DISTRICT USE ONLY

☐ Designated English Learner on the LAS Links Screener

DOCUMENTATION OF LAS LINKS SCREENER FOR STUDENT

Date	Speaking Score	Listening Score	Reading Score	Writing Score	Composite Score

- Notified of eligibility after the LAS Links screener (placement test) is administered
- Have the right to know that their child is eligible to receive services in a language instruction program
- Parents have the right to waive participation and remove their child from the district's ELS instructional program. ***However, whether the student is in an EL program or not, supports must still be provided by the classroom teacher.***
 - If a student has been classified as an English Learner (EL), based on the Home Language Survey (HLS) and the LAS Links placement test, the student is still required, by federal law to take the ELP assessment until the student has tested proficient in English.

Develop the Language Service Plan after the student is identified as an EL.

- Share and file the Language Service Plan and update it as needed
- Develop and update through the Student Evaluation Team (SET).
- The SET must include at the minimum:
 - EL teacher
 - general education teacher
 - a school administrator
 - parent representative

The team should meet at least quarterly.

- Place identified EL students in a sound language instruction educational program in addition to mainstream classes.
- Ensure the student receives the help needed to be academically successful if parents decline English Learner (EL) services (Local Education Agency).



- Identifying students by outward appearance or origin of birth
- Eliminating students due to outward appearance or origin of birth



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Understanding the LAS Links Reports



LAS Links is the Language Assessment System test:

- Is an English language proficiency assessment that measures the listening, speaking, reading, writing, and comprehension skills of K–12 students;
- Includes a screener that serves as Mississippi's initial placement test; and,
- Includes our end-of-year assessment given in the spring

The LAS Links placement test and end-of-year assessment are secure testing materials and must:

- Be administered by a licensed teacher who has been trained to administer the test;
- Be proctored by other personnel who have been trained in test security rules and regulations; and,
- Do not have a time limit.

Test administrators and proctors may be, but do not have to be, the English Learner teacher.

Each school has the following materials to help you understand the many reports available for each child:

- an interpretation guide;
- a digital Assessment Library; and,
- an Instructional Library provided by LAS Links.

- The Interpretation Guide also contains letters for parents available in different languages.
- If you do not have these items in your building, contact your District Testing Coordinator.



**Check with
your District
Testing
Coordinator**

- Contains a comprehensive collection of instructional materials to assist with the instruction of English Learners
- Should be shared with teachers, parents and students




- **Roster Reports** – provide you with a list of all tested students and score results – can be requested by scaled score or by an alphabetical listing
- **Student Proficiency Reports** – provide you with individual student performance information in the four domains and overall, as well as a reading Lexile report
- **Summary Report of Strands** – provide you with a grade level focus on tested areas which allows you to identify overall grade level areas of strength and areas for growth


An English Learner student may exit the program when the student:

- scores 4-5 on the Reading section of the LAS Links, and
- scores 4-5 on the Writing section of the LAS Links, and
- scores 4-5 overall on the LAS Links

A student must be monitored for 4 years once they have exited the program.



Student Report
Jane Doe

 Student Report

Student ID #:	08F026	School:	PARK ELEMENTARY	
Birthdate:	12/9/2008	District:	USA SCHOOL DISTRICT	
Gender:	F	Test Date:	02/19/2019	
Grade:	04	Form/Level:	D Level 4-5	
Class:	MARTINEZ, B			

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		✓		

Proficiency Level Definitions

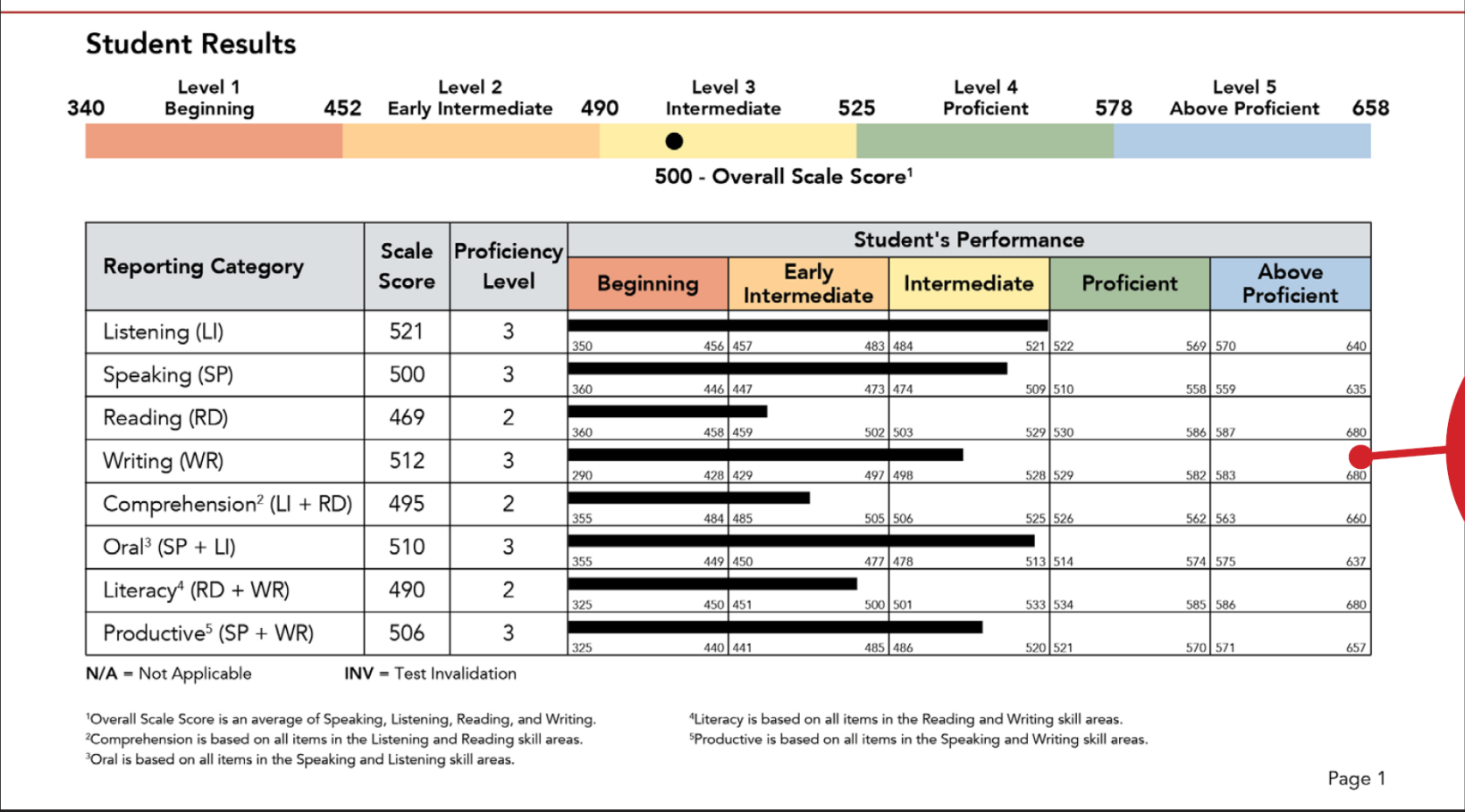
Level 1: Beginning At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.	Level 2: Early Intermediate At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.	Level 3: Intermediate At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.	Level 4: Proficient At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.	Level 5: Above Proficient At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.
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All teachers with EL students need to be given this data at the beginning of every school year!

Indicates Overall Proficiency Level

Proficiency Level Definitions provides stakeholders with information about each level



Student Report JANE DOE

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

N/A = Not Applicable

INV = Test Invalidation

RGA = Reference Group Average

▲ = Student achieved at or above the RGA

Reading Links - LAS Links 2nd Edition

Recommended Lexile® Range = 570L-720L

Provides academic strand scores

Total Score is the total scored for that particular domain (i.e. Speaking)



Student Report JANE DOE

26

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
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Reading Links - LAS Links 2nd Edition

Recommended Lexile® Range = 570L-720L



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Reading Links - LAS Links 2nd Edition

This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Recommended Lexile® Range = 570L-720L

Student's Lexile® Measure = 670L

Suggested Titles	Author	Lexile
The Bamboo Flute	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Cesar Chavez	Matthews, J. L.	600L
A Year Down Yonder	Peck, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transall Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sadhar, Louis	660L
Step from Heaven	Na, An	670L
The Shackleton Expedition	Fine, Jil	680L
Gold Dust	Lynch, Chris	690L
Miraculous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beeches	Rohrbach, Sophie Morrow, J. T.	720L

Reading Links
= Lexile Report

General Interpretation

Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.

The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit www.Lexile.com.

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Page 2

Reportstudent roster

Viewdefault

District

ExamLAS Links c, d

Assessment Date2019-09-03

Go

School Name: (Select)Grade: (Select)Form: (Select)Student Name: (Select)

Click here to export this report

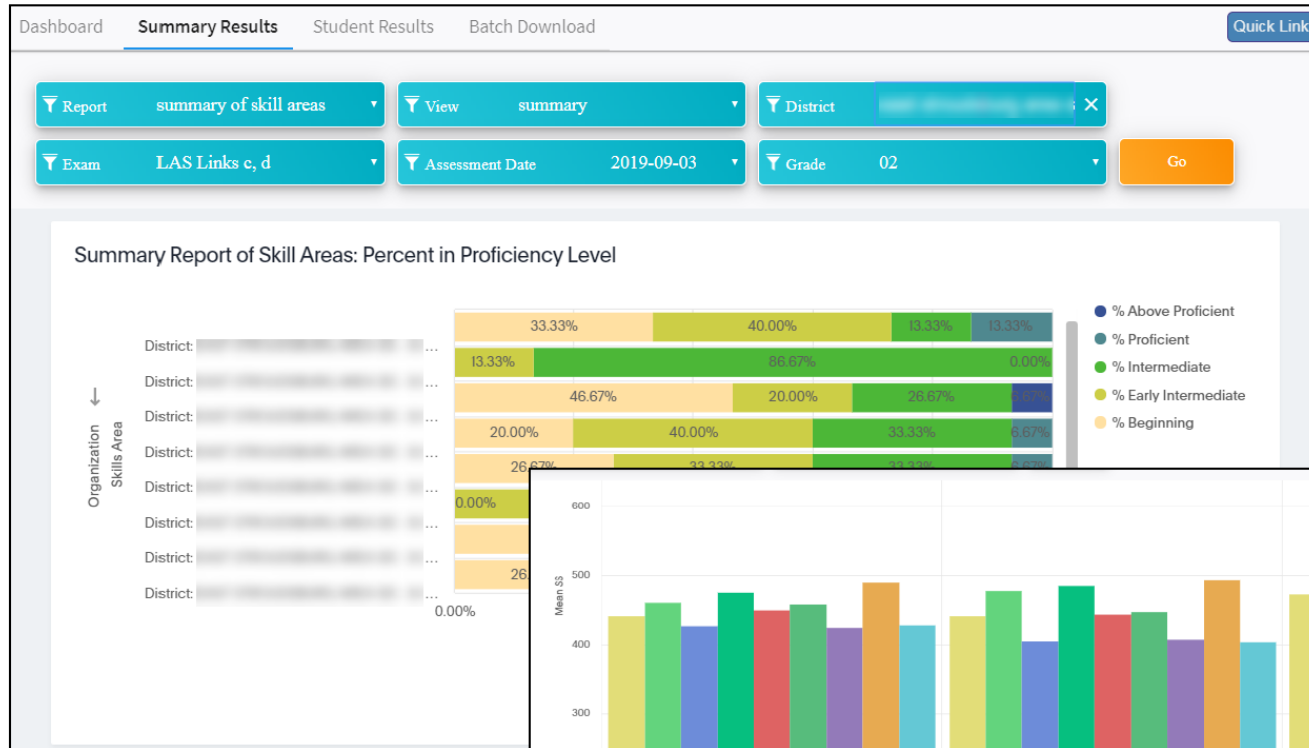
LAS Links Default View

School Name	Grade	Student Name	Form	Speaking Scale Score	Speaking Proficiency Level	Total Speaking PL	Listening Scale Score	Listening Proficiency
	01		C	486	INTERMEDIATE	3	453	INTERMEDIATE
	01		C	461	EARLY INTERMEDIATE	2	463	INTERMEDIATE
	01		C	464	INTERMEDIATE	3	445	EARLY INTERMEDIATE
	01		C	461	EARLY INTERMEDIATE	2	463	INTERMEDIATE
	02		C	499	INTERMEDIATE	3	495	PROFICIENT
	02		C	488	INTERMEDIATE	3	481	INTERMEDIATE
	02		C	502	INTERMEDIATE	3	481	INTERMEDIATE
	02		C	484	INTERMEDIATE	3	453	EARLY INTERMEDIATE
	02		C	488	INTERMEDIATE	3	481	INTERMEDIATE

81 rows total

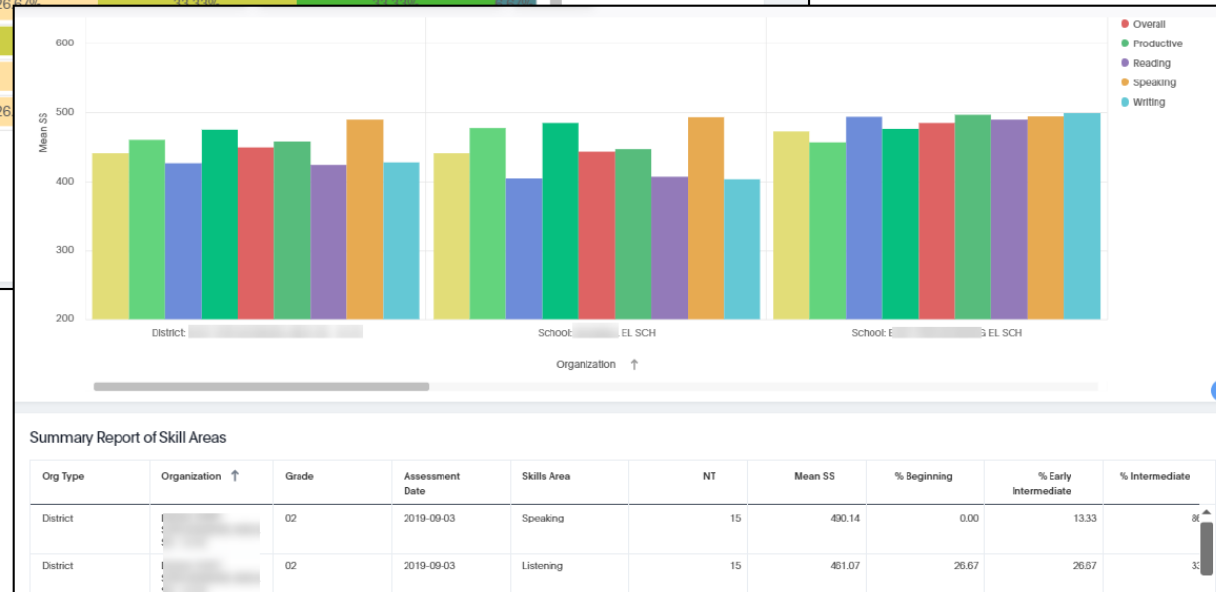
You may filter by using these tabs

Student names hyperlink to individual student proficiency reports

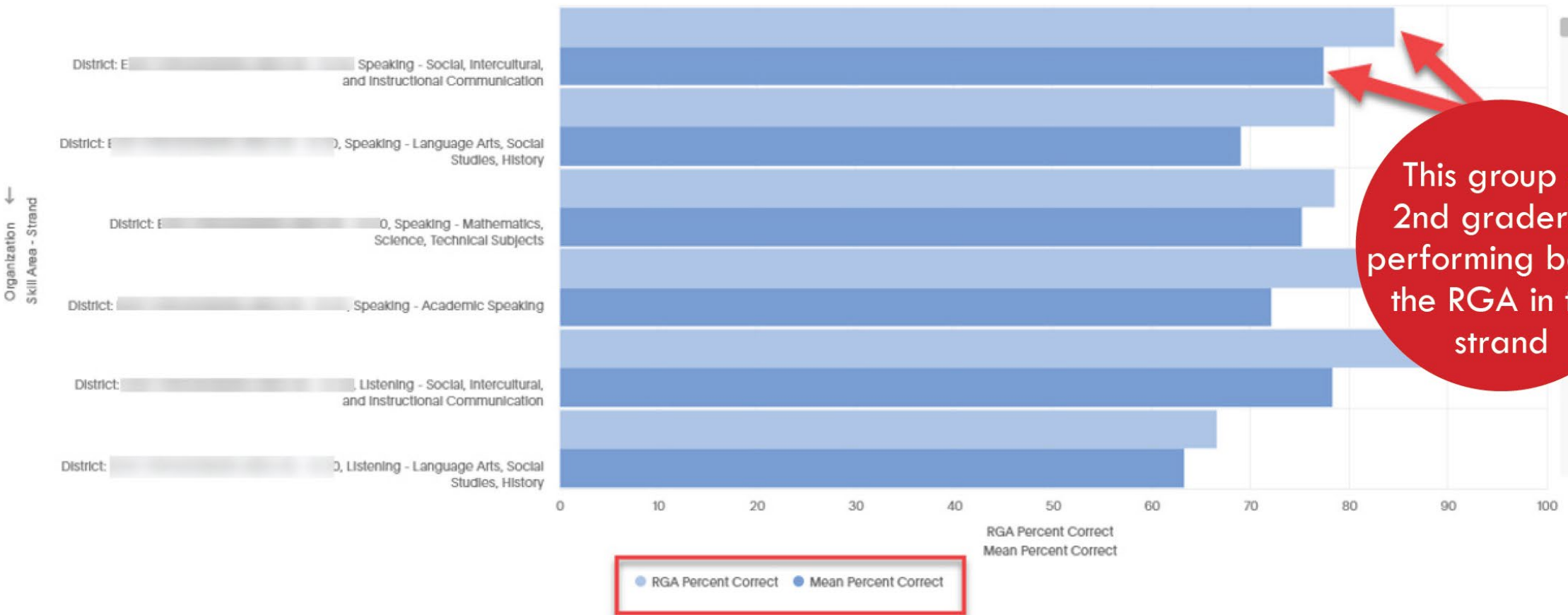


Allows you to analyze grades as a whole throughout the district and/or school by school.

Each bar provides additional data when hovered over.



Summary Report of Strands: Group and RGA Mean Percent Correct



This group of 2nd graders is performing below the RGA in this strand

Access files to assist with LAS Links through SharePoint

Path to access SharePoint files:

- Educators, Student Assessment, SharePoint, Public Access, Statewide Assessment Programs, English Language Proficiency Test





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Student Assessment

The Office of Student Assessment is responsible for the development, coordination, and administration of all state and federally mandated assessments for students in Mississippi's public schools. Assessments tell you about students' progress on the path to future success, whether that's the next grade or the next course. They measure what students know and can do based on learning goals for the grade or course. In Mississippi, our first goal is all students proficient and showing growth in all assessed areas. Data from these state assessments is used to determine progress toward meeting this goal.



ACT State Testing



K-3 Assessments



ELPT



MAAP

Student Assessment

601-359-3052
Staff
FAQ

Services


- ACT State Testing
- English Language Proficiency Test (ELPT)
- K-3 Assessments
- Kindergarten Readiness Assessment
- Mississippi Academic Assessment Program (MAAP)
- Mississippi Academic Assessment Program -

Links

- Testing Calendar
- Accountability
- Accreditation
- District and School Performance
- Educator Misconduct
- MS Assessment and Accountability Reporting System 2.0 (MAARS 2.0)
- Mississippi Academic Assessment Program (MAAP)
- Parent Resources
- Policies and Legal References
- Safe and Orderly Schools
- SharePoint Site (Login Required)
- Self Service Password Reset Portal (Login Required)
- Teaching and Learning
- Testing Hotline Form

SharePoint

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MDE > Student AssessmentOffice of Student Assessment

Announcements

Monthly DTC Conference Callby OSA5/9/2012 8:34

To view the agenda and call-in information for the monthly DTC Call, click on DTC Resource > Monthly Conference Call folder on t left navigation channel.Using the link to the right, you can view a recording of the most recent DTC Monthly Webinar.




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MDE-PD CALENDAR

OSA_Testing_Calendar

OSA_Program_Calendar

DLM_Transition

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All Documents


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Find a file

✓	📁	Name	Modified	Modified By
	📁	Archive	... April 5, 2016	Richard Baliko
	📁	Calendars	... July 29, 2012	James Mason
	📁	Grade 3 Report Information	... May 26	Elizabeth Cook
	📁	Graduation-Options	... September 30, 2014	Richard Baliko
	📁	Professional Development	... January 8	Elizabeth Cook
	📁	Special_Populations	... July 31, 2012	James Mason
✓	📁	Statewide Assessment Programs	... August 9, 2012	Averi Phillips
	📁	Test Security	... November 2, 2017	Walt Drane
	📁	Training	... January 24, 2018	Walt Drane

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✓	📁	Name	Modified	Modified By
	📁	-ACT	... September 1, 2017	Vincent Segalini
	📁	Ancillaries	... September 28, 2012	Kimberly Jones
	📁	Archive	... January 19, 2016	Sharon Prestridge
	📁	Assessment Daily Updates (ADUs)	... April 13, 2018	Elizabeth Cook
	📁	Blueprints	... August 9, 2012	Averi Phillips
✓	📁	English Language Proficiency Test (ELPT)	... July 24, 2019	Sharon Prestridge
	📁	MAAP-Mississippi Academic Assessment Program	... September 1, 2017	Vincent Segalini
	📁	MAP-A (Alternate Assessment)	... October 6, 2015	Bobby Richardson
	📁	-MCT2	... September 28, 2012	Kimberly Jones
	📁	METIS Presentation	... June 27, 2018	Elizabeth Cook
	📁	-MKAS2	... February 10, 2014	James Mason
	📁	-NAEP	... September 28, 2012	Kimberly Jones
	📁	PLDs	... August 9, 2012	Averi Phillips
	📁	Practice_Tests	... August 9, 2012	Averi Phillips
	📁	-SATP2	... September 28, 2012	Kimberly Jones
	📁	Score_Summary_Reports	... August 14, 2012	James Mason

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Name	Modified	Modified By
Archive - Do Not Use	July 24, 2019	Sharon Prestridge
Accommodation Guidance for the ELPT	September 16, 2019	Sharon Prestridge
Disability Preclusion Information for the ELPT	September 11, 2019	Sharon Prestridge
DRC LAS Links® Second Edition Technical Manual, 2018	July 29, 2019	Sharon Prestridge
ELPT LAS Links FAQ 2019-2020	July 29, 2019	Sharon Prestridge
ELPT Quick Reference Guide - July 2019	September 11, 2019	Sharon Prestridge
LAS Links 2nd Edition Blueprint	July 24, 2019	Sharon Prestridge
LAS Links English Overview	July 24, 2019	Sharon Prestridge
LAS Links Online INSIGHT Instructional Library - Nov. 2017	July 24, 2019	Sharon Prestridge
LAS Links Proficiency Level Definitions (English and Spanish)	July 24, 2019	Sharon Prestridge
LAS Links Proficiency Level Descriptors (English and Spanish)	July 24, 2019	Sharon Prestridge
Mississippi Testing Accommodations Manual - November 2017	July 24, 2019	Sharon Prestridge
MS EL Guidelines - Regulations, Funding Guidance, and Instructional Supports - May 2018R	July 24, 2019	Sharon Prestridge
MSIS Grade Codes & Peer Age-Peer Grade Conversion	August 12, 2019	Sharon Prestridge
Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools - OCR 2016	August 28, 2019	Sharon Prestridge
Suggested List of Bilingual Dictionaries for ELL Students	July 24, 2019	Sharon Prestridge
TESOL Alignment To LAS Links Forms C and D	July 24, 2019	Sharon Prestridge


- **LAS Links Blueprint** gives skill areas, language content strands, and sub-skill areas/subtests for the different tested grade bands.
- **LAS Links Overview** provides the scope and sequence for the tested domains along with the subskills in the different tested grade spans.
- **Proficiency Level Descriptors** provide information to teachers as to what ELs can do at each proficiency level by grade level.
- **Subskills and Objectives** can be found in the LAS Links Online Instructional Library under standards and blueprints. This breaks down the LAS Links Standards Subskills in each of the four domains by grade level.

Domain	Subskill	K-1	2-3	4-5	6-8	9-12	Administration Mode
Reading	Identify rhyming words	•					Individually or group for K; Group for Grades 1-12
	Apply letter-sound relationships to read English words	•					
	Apply letter-sound relationships to read English phonemes	•					
	Associate words with their representation	•					
	Apply knowledge of morphemes and syntax to word meaning		•	•			
	Classify words		•				
	Interpret words and phrases as they are used in text		•	•	•	•	
	Identify main ideas	•	•	•	•	•	
	Identify supporting details	•	•	•	•	•	
	Identify important literary features of text		•			•	
	Analyze the structure of texts				•	•	
	Identify point of view, tone, and attitude	•	•		•	•	

INITIAL English Language Proficiency Level	YEARS TO ACHIEVE English Language Proficiency
Level 1	4-5 years
Level 2	3-4 years
Level 3	2-3 years
Level 4 or 5	*See Proficiency Level Exit Criteria Below


PROFICIENCY LEVEL EXIT CRITERIA	
PROFICIENCY LEVEL	SCORE REQUIREMENTS
Level 4 or 5	Overall Score + Reading Score (4 or higher) + Writing Score (4 or higher)

Writing a Language Service Plan



Student Report

Jane Doe

 Student Report

Student ID #:	08F026	School:	PARK ELEMENTARY	
Birthdate:	12/9/2008	District:	USA SCHOOL DISTRICT	
Gender:	F	Test Date:	02/19/2019	
Grade:	04	Form/Level:	D Level 4-5	
Class:	MARTINEZ, B			

About the LAS Links Assessments

LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
		✓		

Proficiency Level Definitions

Level 1: Beginning At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.	Level 2: Early Intermediate At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.	Level 3: Intermediate At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.	Level 4: Proficient At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.	Level 5: Above Proficient At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.
--	--	---	--	---



All teachers with EL students need to be given this data at the beginning of every school year!

Indicates Overall Proficiency Level


Proficiency Level Definitions provides stakeholders with information about each level

Level	Score Range	Label
Level 1	340 - 452	Beginning
Level 2	452 - 490	Early Intermediate
Level 3	490 - 525	Intermediate
Level 4	525 - 578	Proficient
Level 5	578 - 658	Above Proficient

500 - Overall Scale Score¹

Shows Scale Score and Proficiency Level for each domain and composite score as well as where “in the level” the student is performing

Page 1



Student Report

JANE DOE

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

N/A = Not Applicable

INV = Test Invalidation

RGA = Reference Group Average

▲ = Student achieved at or above the RGA

Reading Links - LAS Links 2nd Edition

Recommended Lexile® Range = 570L-720L

Provides academic strand scores

Total Score is the total scored for that particular domain (i.e. Speaking)



Student Report JANE DOE

44

Academic Report	Speaking			Listening			Reading			Writing		
	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA	Points Obtained	Points Possible	RGA
Social, Intercultural, and Instructional Communication	13 ▲	13	11	7 ▲	8	6	13 ▲	14	9	8 ▲	10	8
Academic	13	28	20	5	12	7	7	16	8	10	22	13
Foundational Skills	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Language Art, Social Studies, History	6	14	9	3	6	4	4 ▲	8	4	5	11	6
Mathematics, Science, Technical Subjects	7	14	11	2	6	3	3	8	4	5	11	6
Total Score	26			12			20			18		

N/A = Not Applicable

INV = Test Invalidation

RGA = Reference Group Average

▲ = Student achieved at or above the RGA

Reading Links - LAS Links 2nd Edition

Recommended Lexile® Range = 570L-720L



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EDUCATION

Reading Links - LAS Links 2nd Edition

This report provides a list of books based on your student's performance. It can be used to assist your student in improving reading skills.

Recommended Lexile® Range = 570L-720L

Student's Lexile® Measure = 670L

Suggested Titles	Author	Lexile
The Bamboo Flute	Disher, Gary	570L
A Year at a Construction Site	Harris, Nicholas	580L
Houdini Graphic Biography	Saddleback Graphic Biographies	590L
Cesar Chavez	Matthews, J. L.	600L
A Year Down Yonder	Peck, Richard	610L
M.C. Higgins, the Great	Hamilton, Virginia	620L
The Transall Saga	Paulson, Gary	630L
Squeeze	Muller, Rachel Dunstan	640L
Action Jackson	Greenberg, Jan and Jordan, Sandra	650L
Holes	Sadhar, Louis	660L
Step from Heaven	Na, An	670L
The Shackleton Expedition	Fine, Jil	680L
Gold Dust	Lynch, Chris	690L
Miraculous Journey of Edward Tulane	DiCamillo, Kate	700L
If the World Were a Village	Smith, David J. Armstrong, Shelagh	710L
Sherlock Holmes and the Adventure at the Copper Beeches	Rohrbach, Sophie Morrow, J. T.	720L

Reading Links
= Lexile Report

General Interpretation

Listed above is a selection of books that should provide an appropriate reading challenge for your student based on his or her performance on the LAS Links Reading test. The books have been chosen from reading lists published by various professional organizations and associations and have been reviewed to ensure content appropriateness. All of the books listed should be available at public libraries, school libraries, or bookstores.

The Lexile measure and Lexile range have been provided to assist you in determining other titles that may offer an appropriate challenge for your student. For more information about Lexile measures and additional reading materials, visit www.Lexile.com.

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Page 2

APPENDIX B (continued)		Language Service Plan (for Students with Limited English Proficiency)	
EL SERVICE			
Date Identified EL Program:		Date Entered EL Program:	
<input type="checkbox"/> Student will receive Direct EL Services for Minutes Days a week			
<input type="checkbox"/> Student will be placed in an EL Class for one Credit (Grades 7-12 only) Year: Semester:			
<input type="checkbox"/> Parents Declined Services (school is still obligated to serve)		Comments:	
Number of years until the student is identified as a Long Term English Learner (LTEL):			
List specific measurable goals for each domain (Listening, Speaking, Reading, and Writing):			
LISTENING	SPEAKING	READING	WRITING

Options

- Use the proficiency level descriptors
- Use the test blueprint
- Other ways of determining the goals?

Listening

Speaking

Reading

Writing

APPENDIX B (continued)

Language Service Plan (for Students with Limited English Proficiency)

All testing accommodations are classroom accommodations, however not all classroom accommodations are state testing accommodations.

CLASSROOM INSTRUCTIONAL SUPPORTS AND ACCOMMODATIONS/MODIFICATIONS

To meet the needs of this child, the following are recommendations for use in regular classroom instruction:

- | | |
|--|--|
| <input type="checkbox"/> Paraphrasing or repeating directions in English
<input type="checkbox"/> Personal cueing
<input type="checkbox"/> Read the test directions (but not the test items) to individual students or in a small group – repeating and/or paraphrasing the directions, if needed
<input type="checkbox"/> Dictation of answers to test administrator/proctor (scribe) in English only
<input type="checkbox"/> Reader (oral administration)
<input type="checkbox"/> Native language word-to-word dictionaries/electronic word-to-word dictionaries (no definitions)
<input type="checkbox"/> Present questions in same phrasing as learning/review
<input type="checkbox"/> Reduced and/or modified class & homework assignments
<input type="checkbox"/> Modified assessments (i.e. oral)
<input type="checkbox"/> Break tasks/directions into subtasks
<input type="checkbox"/> Increase wait time
<input type="checkbox"/> Additional time to complete assignments and tests
<input type="checkbox"/> ESS (Extended School Services)
<input type="checkbox"/> Provide questions for classroom discussion in advance
<input type="checkbox"/> Label items in the room
<input type="checkbox"/> Previewing of academic content | <input type="checkbox"/> Provide shortened assignments
<input type="checkbox"/> Face student when speaking – speak slowly
<input type="checkbox"/> Print instead of using cursive; type all notes, tests, handouts
<input type="checkbox"/> Use high interest/low vocabulary text material
<input type="checkbox"/> Use overhead and provide students with copies of teacher transparencies/notes/lectures
<input type="checkbox"/> Make instruction visual – use graphic organizers, pictures, maps, graphs, etc. to aid understanding
<input type="checkbox"/> Highlight/color code tasks, directions, letters home
<input type="checkbox"/> Pair ELs with an English speaking “peer partner” for assistance
<input type="checkbox"/> Provide preferential seating or seating with a peer partner
<input type="checkbox"/> Check for comprehension often
<input type="checkbox"/> Ask questions that allow the student to answer successfully
<input type="checkbox"/> Allow the student opportunities to read aloud successfully
<input type="checkbox"/> Use manipulatives
<input type="checkbox"/> Use audiobooks
<input type="checkbox"/> Record material for student listening
<input type="checkbox"/> Vocabulary matching/fill-in-the-blank exercises w/ words
<input type="checkbox"/> OTHER: <input type="text"/> |
|--|--|

STANDARDIZED TESTING ACCOMMODATIONS

Refer to the current edition of the [Mississippi Testing Accommodations Manual](#) for the allowable accommodations for each assessment. Specify each testing accommodation, the code for the accommodation, and each standardized test to which the accommodation applies. **NOTE: The accommodations listed below must be used during regular classroom assessments and on district wide assessments prior to being used on state wide assessments.**

ACCOMMODATION(S)	CODE #	TEST(S)

PERSONS INVOLVED IN THE DEVELOPMENT OF THE LANGUAGE SERVICE PLAN

By signing this form, I am indicating that I have read and understood the Language Service Plan information.

PRINCIPAL Signature PRINTED NAME

PARENT Signature PRINTED NAME

EL COORDINATOR Signature PRINTED NAME

PARENT Signature PRINTED NAME

EL TEACHER Signature PRINTED NAME

STUDENT Signature PRINTED NAME

TEACHER Signature PRINTED NAME

INTERPRETER Signature PRINTED NAME

TEACHER Signature PRINTED NAME

DATE

APPENDIX B (continued)

Exit/Monitor Status Documentation

(for Students meeting qualifications to exit EL Services)

This form should be completed by the individual responsible for exiting and monitoring the individual student.

STUDENT NAME		DATE OF BIRTH	
PARENT/GUARDIAN NAME			
PHONE	(home)	(work)	(cell)
HOME/SCHOOL COMMUNICATION to parent/guardian requested in:		<input type="checkbox"/> English OR <input type="checkbox"/> Native Language: <input type="checkbox"/> Oral OR <input type="checkbox"/> Written	
PERSON RESPONSIBLE FOR COMPLETING THIS FORM			
YEAR 1	YEAR 2	YEAR 3	YEAR 4

EL EXIT INFORMATION

EXIT Eligibility Date

To be eligible for exit from EL status, students must earn a 4 or 5 on the Reading, Writing, and Overall on the LAS Links assessment. Criteria determining exit from EL status (scores from the ELPT):

Date of test:

LISTENING	SPEAKING	READING*	WRITING*	OVERALL*

MONITORING									
Start Date	<input style="width: 90%;" type="text"/>	Date of Parent Notification	<input style="width: 90%;" type="text"/>	Expected date for CONCLUSION OF MONITOR STATUS <i>(Minimum of 4 years)</i>	<input style="width: 90%;" type="text"/>				
REPORT CARD AND STATE ASSESSMENT RESULTS									
YEAR 1					YEAR 2				
Grade level: <input style="width: 40%;" type="text"/>		School Name: <input style="width: 60%;" type="text"/>			Grade level: <input style="width: 40%;" type="text"/>		School Name: <input style="width: 60%;" type="text"/>		
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	ELA	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>
Math	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	Math	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>
Science	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	Science	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>
Social Studies	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	Social Studies	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>
Other	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	Other	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>
Other	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	Other	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>
State Assessment Results: <input style="width: 40%;" type="text"/>					State Assessment Results: <input style="width: 40%;" type="text"/>				
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

APPENDIX B (continued)

Exit/Monitor Status Documentation (for Students meeting qualifications to exit EL Services)

MONITORING, continued

Start Date		Date of Parent Notification		Expected date for CONCLUSION OF MONITOR STATUS (Minimum of 4 years)	
------------	--	-----------------------------	--	---	--

REPORT CARD AND STATE ASSESSMENT RESULTS

YEAR 3					YEAR 4				
Grade level:		School Name:			Grade level:		School Name:		
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
ELA					ELA				
Math					Math				
Science					Science				
Social Studies					Social Studies				
Other					Other				
Other					Other				
State Assessment Results:					State Assessment Results:				
Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No					Is student on track to graduate on time? <input type="checkbox"/> Yes <input type="checkbox"/> No				

If the information on this form indicates that the former EL student is struggling, indicate steps that will be taken to support the student and the results:

- ☐ Student was referred for intervention services (appropriate documentation must be completed)
- ☐ Student was referred for Counseling
- ☐ Student was referred for rescreening for EL services. In order for students to be re-entered in the EL program, they must retake the LAS Links placement test and meet qualifications. **(This should only be done if language is considered the primary cause for academic struggles.)**

COMMENT(S)(Indicate steps taken to support the student):



Student Evaluation Team (SET) Meeting	
Date _____	Term: 1 2 3 4
EL Service Program	
Review of goals towards English language acquisition	
Is the student making adequate progress towards his/her goals in each of the language domains?	
Listening	yes no _____
Speaking	yes no _____
Reading	yes no _____
Writing	yes no _____
Review of accommodations (note needed adjustments to state testing and classroom accommodations as noted on the student's language service plan)	
Current classroom grades:	
Math _____	ELA _____ Science _____ Social Studies _____
Notes:	
Team Member Signatures:	
Parents/Guardians	_____
Administrator	_____
EL Teacher	_____
General Education Teacher	_____
Interpreter	_____

- Services provided
- State assessment accommodations
- Classroom accommodations
- Progress towards English language acquisition
- Current grades
- Additional concerns?

Child Find is the ongoing obligation to identify, locate, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities.

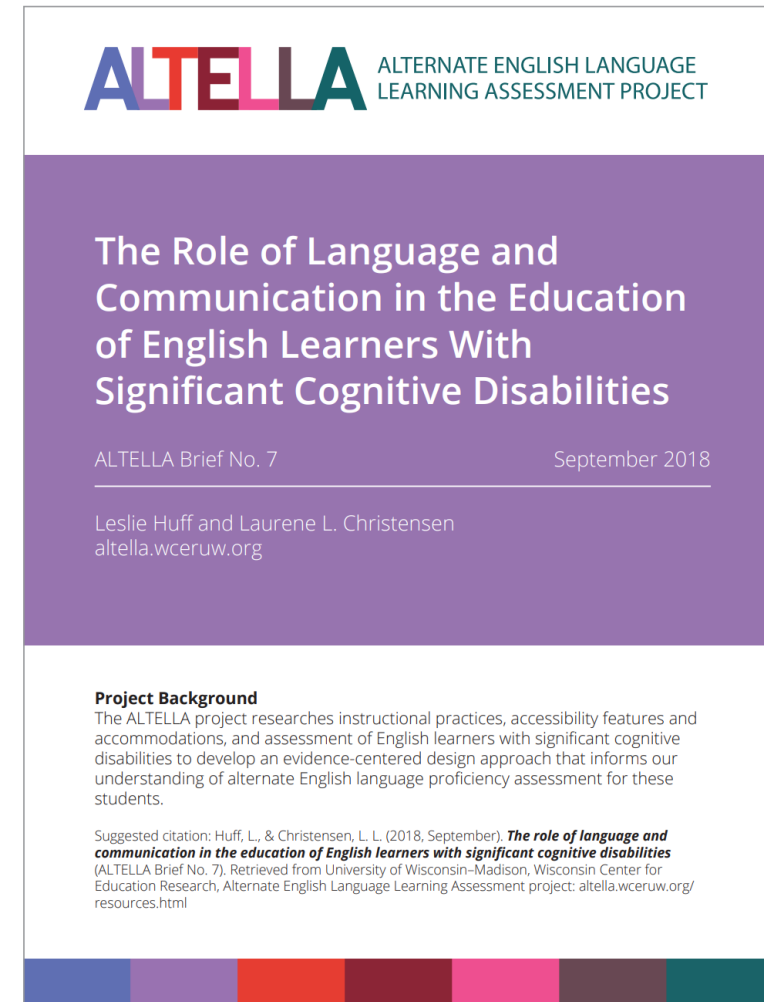
Note: A district should not violate its Child Find duty by repeatedly referring a student for interventions rather than evaluating the student's need for special education and related services.

Resources

The Role of Language and Communication in the Education of English Learners with Significant Cognitive Disabilities

<https://altella.wceruw.org/resources.html>

https://altella.wceruw.org/pubs/ALTELLA_Brief-07_Language-and-Communication.pdf



- Office of English Language Acquisition
- Chapter 6
- <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>



TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

This is the sixth chapter of the English Learner Tool Kit, which is intended to help state and local education agencies (SEAs and LEAs) meet their obligations to English Learners (ELs). This tool kit should be read in conjunction with the U.S. Department of Education Office for Civil Rights' (OCR) and the U.S. Department of Justice's (DOJ) Dear Colleague Letter on "English Learner Students and Limited English Proficient Parents," published in January 2015, which outlines SEAs' and LEAs' legal obligations to ELs under civil rights laws and other federal requirements. The Dear Colleague Letter can be found at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

KEY POINTS

- LEAs must identify, locate, and evaluate ELs with disabilities in a timely manner.
- LEAs must consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- LEAs must provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- LEAs must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- LEAs must provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.



The *Individuals with Disabilities Education Act (IDEA)* and *Section 504 of the Rehabilitation Act of 1973 (Section 504)* address the rights of students with disabilities in school and other educational settings. If an EL is suspected of having one or more disabilities, the LEA must evaluate the EL promptly to determine if the EL has a disability

or disabilities and whether the EL needs disability-related services (which are special education and related services under *IDEA* or regular or special education and related aids and services under *Section 504*). Disability evaluations may not be delayed because of a student's limited English language proficiency (ELP) or the student's

NOTE: Neither this tool kit nor the above-cited OCR/DOJ Dear Colleague Letter is intended to be a replacement for the careful study of Part B of the *Individuals with Disabilities Act (IDEA)* and *Section 504 of the Rehabilitation Act of 1973 (Section 504)*, which govern the education of students with disabilities. More information about *IDEA* and *Section 504* can be found at: <http://idea.ed.gov> and <http://www.ed.gov/ocr/publications.html#Section504>, respectively.

*This chapter has been updated to reflect changes in the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*. The U.S. Department of Education has released a non-regulatory guidance (NRG) about ESSA and ELs that is available at <http://www2.ed.gov/policy/elsec/leg/essa/essatitleiiguidingenglishlearners92016.pdf>. The text of the *ESEA*, as amended by *ESSA*, can be found at <http://www2.ed.gov/documents/essa-act-of-1965.pdf>.

You can access **Tools and Resources for Addressing English Learners with Disabilities** at <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

TOOLS AND RESOURCES FOR ADDRESSING ENGLISH LEARNERS WITH DISABILITIES

1

- Oral Comprehension/Listening
- Speaking/Oral Fluency
- Phonemic Awareness/Reading
- Reading Comprehension and Vocabulary
- Writing
- Spelling
- Mathematics
- Handwriting
- Behavior

Speaking/Oral Fluency

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student lacks verbal fluency (pauses, hesitates, omits words)	Student lacks vocabulary, sentence structure, and/or self-confidence	Speech is incomprehensible in L1 and L2; may be due to hearing or speech impairment
Student is unable to orally retell a story	Student does not comprehend story due to a lack of understanding and background knowledge in English	Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
Student does not orally respond to questions, or does not speak much	Lacks expressive language skills in English; it may be the silent period in 2nd language acquisition	Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit

Phonemic Awareness/Reading

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Student does not remember letter sounds from one day to the next	Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	Student doesn't remember letter sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to a visual/auditory memory deficit or low cognition
Student is unable to blend letter sounds in order to decode words in reading	The letter sound errors may be related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit
Student is unable to decode words correctly	Sound not in L1, so unable to pronounce word once decoded	Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit

- [Mississippi English Language Proficiency Standards](#) for all general education and most special education EL students



- [Mississippi Alternate English Language Proficiency Standards](#) for EL students with significant cognitive disabilities



Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

➤ Standards 1 through 7 involve the language necessary for ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement.

➤ Standards 8 through 10 address the micro-level linguistic features that are important to focus on but only in the service of the other seven standards.

Grades 4-5: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.

Level 1 - Preproduction

Level 2 - Early Production

Level 3 - Speech Emergence

Level 4 - Early/Intermediate Fluency

Level 5 - Advanced Fluency




ELP Standard K.8: An English learner with significant cognitive disabilities can determine the meaning of words and phrases in oral presentations and literary and informational text.

ELP Level	Proficiency Descriptors	Example(s)
Low	<p>An English learner with significant cognitive disabilities can:</p> <p>with prompting and support:</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events. 	<p>A student may:</p> <ul style="list-style-type: none"> touch words or items in book as they are read. point to pictures that correspond with frequently used vocabulary in the text (e.g. teacher says truck and student points to picture of a truck).
Mid	<p>with prompting and support:</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events. 	<p>A student may:</p> <ul style="list-style-type: none"> match or point to a picture after teacher gives examples. select a response from choices for definitions. (e.g., "Is the apple smooth or rough?") identify what happy, sad, or angry, looks like by pointing to pictures. repeat key words from the story. with modeling, select a response (e.g., teacher says, "The dog is furry. Show me a picture of something furry in the book.").
High	<p>with prompting and support:</p> <ul style="list-style-type: none"> answer simple questions to help determine the meaning of some frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>A student may:</p> <ul style="list-style-type: none"> repeat one word/word approximations or 1-3 words in response to simple questions (e.g., wh- questions, "Show me..."). match or select pictures related to key words or phrases from the story. select a response from options (e.g., for prepositional phrases — a picture of a ball in different positions).

Low =
Preproduction

Mid = Speech
Emergence

High =
Early/Intermediate
Fluency



[SEARCH](#)

Select Language



[ABOUT](#)[NEWS](#)[REPORTS & DATA](#)[SERVICES](#)[DIRECTORY](#)

COMMUNITY

FAMILY

EDUCATORS

ADMINISTRATORS

EDUCATORS

Academic Standards	ELMS Log On	Licensure	Professional Growth System
Arts	English Language Arts	Literacy	RESA Registration
Assessment	English Learner Supports	Literacy Professional Development and Resources	Science
Business and Technology	Equipped Booklist	MARS	Secondary Education
Career and Technical Education	Exemplar Units	Mathematics	Special Education
Contemporary Health	Gifted Education	MCAPS	Social Studies
Counseling and Support Services	GoSignMeUp	MSIS (MS Student Information System)	Strong Readers, Strong Leaders
Dyslexia	Health and Wellness	Mississippi Public School District Listing	Teacher Center
Early Childhood Education	Intervention Services	Nutrition Programs	TIMS (Textbook Inventory Mgmt System)
Educator Resources	JROTC	OTSS Help Desk	World Languages

English Learners

Mississippi's English Learner (EL) population is growing rapidly, with the state now serving more than 12,100 identified EL students. In response to this growth, as well as requests from districts new to serving EL students, we provide multiple resources for supporting English learners including: recorded webinars, guidance documents, and other resources designed to provide administrators, teachers, EL teachers and tutors, and other educators with information on how to effectively serve English learners and their families.

For questions regarding EL services, as well as requests for on-site large or small-group professional development, please email Sandy Elliott at selliott@mdek12.org. Check back often for new resources!

Mississippi Seal of Biliteracy

The purpose of the Mississippi Seal of Biliteracy policy is to establish minimum criteria for Local Education Agencies (LEAs) in awarding Seals of Biliteracy. For more information regarding the State Board Policy, Guidelines, and the process of awarding and recognizing students who are eligible to receive a Seal of Biliteracy, please visit the [Mississippi Seal of Biliteracy webpage](#).

Tools and Supports



MS English Language Proficiency Standards

- **NEW** MS English Language Proficiency Standards
- **NEW** MS English Language Proficiency Standards for ELs with Significant Cognitive Disabilities
- [Supporting High-Quality Instruction for English Learners in Onsite, Hybrid, and Remote Learning Environments](#)
- [English Learner Parent Guide: English, Arabic, Chinese, Spanish, Vietnamese](#)
- [Progress Checklist for English Learners](#)
- [Guidance on Extended Distance Learning for English Learners \(April 2020\)](#)
- **English Learner Guidelines: Regulations, Funding Guidance and Instructional Supports**
- **NEW** EL Professional Development Request (2022-2023)
- **NEW** [Language Service Plan](#) (Revised 2021)
- MTSS Documentation Packet: [Appendix C: Parent Reading Questionnaire](#) (English and Spanish)
- [Newcomer Kit introduction](#)
- [Newcomer orientation plan template](#)
- [Communication cards for elementary students](#)
- [Communication cards for secondary students](#)
- [Family welcome sheet](#)
- [Sentence stem cards](#)
- [Visual schedule](#)

Elementary Education and Reading

- ☎ 601-359-2586
- 👤 Staff
- ❓ FAQ

Services

Academic Standards

[Arts: Dance, Media Arts, Music, Theatre, Visual Arts](#)

Business & Technology (Academic)

Career and Technical Education

Driver Education

Early Childhood

English Language Arts

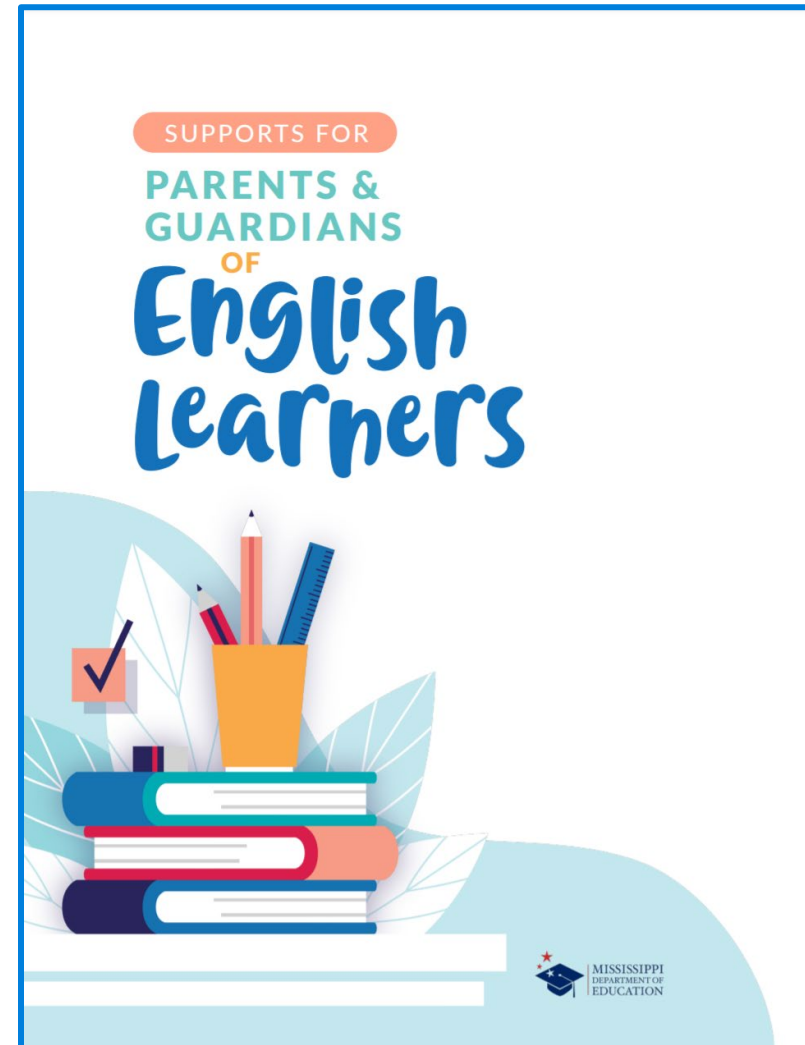
Health

Mathematics

MS Computer Science and

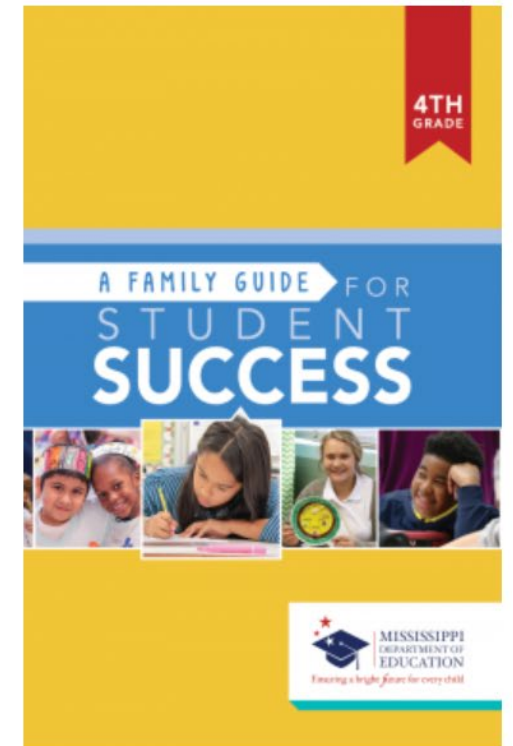
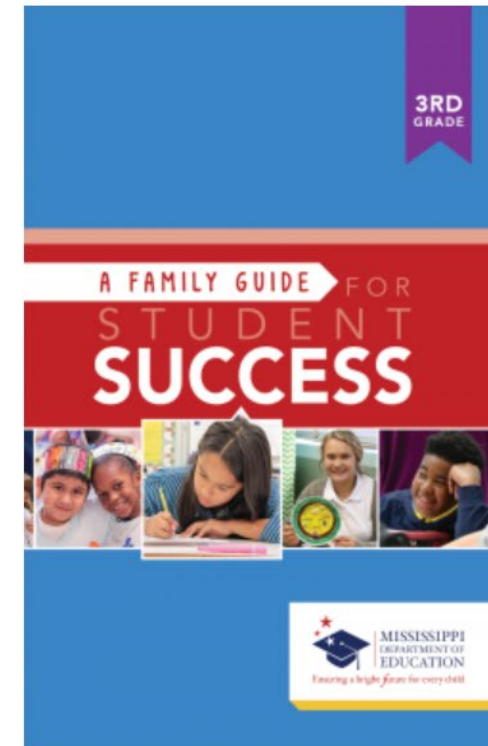
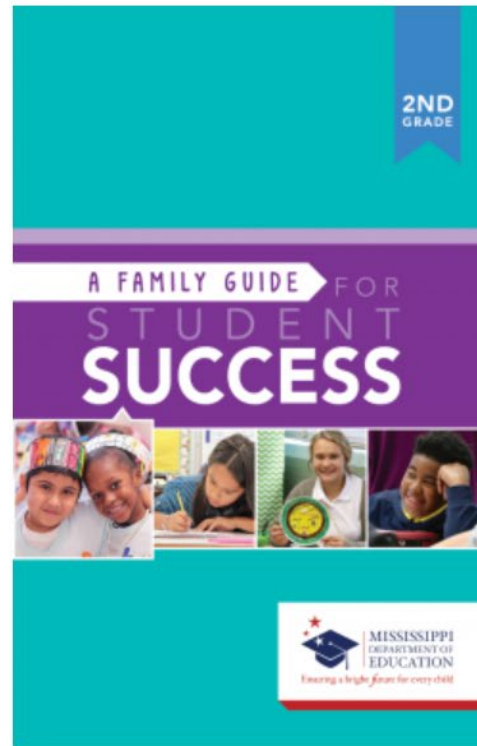
Guide for Parents of English Learners

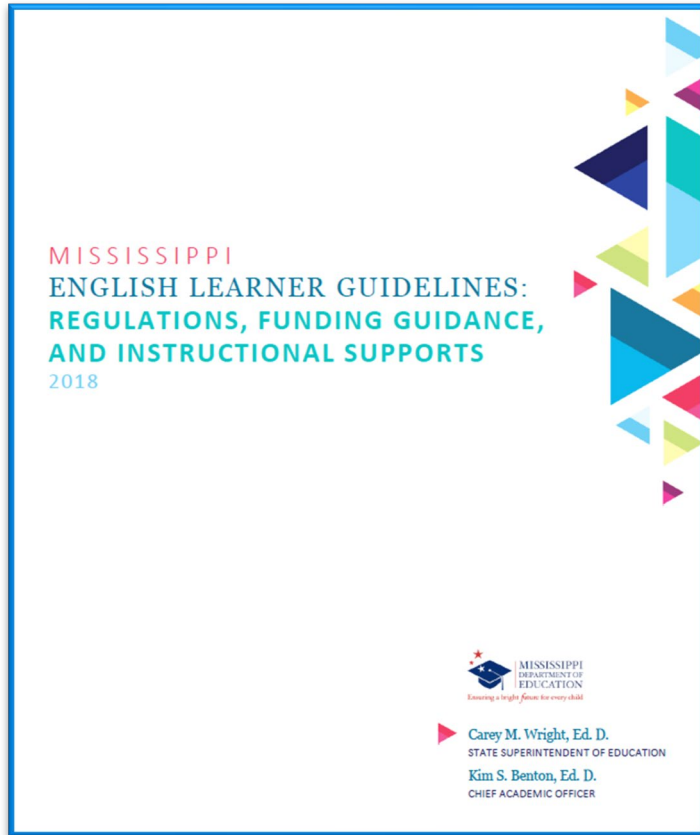
- English
- Spanish
- Arabic
- Chinese
- Vietnamese



Family Guides for Student Success

- Grades PreK – 8
- English and Spanish





- Mississippi English Learner Guidelines
- Federal Education Grants that can Support EL Students
- Instructional Strategies
- Administrator Supports
- USDE Dear Colleague Letter, Civil Rights of English Learners

Welcome to our school

ABC Elementary School



[Photo of your school here]

123 Any Street
Anytown, Mississippi 12345

555-555-5555

www.abcelementary.com

info@abcelementary.com

People to Know



[Photo of principal here]

This is Jane Doe.
She is the principal.

555-555-5555

jdoe@abcelementary.com



[Photo of counselor here]

This is Sue Smith.
She is the counselor.

555-555-5555

ssmith@abcelementary.com



[Photo of teacher here]

This is John Williams.
He is your teacher.

555-555-5555

jwilliams@abcelementary.com

Important Information



SCHOOL HOURS
7:30am to 2:00pm



Bus # _____
Location _____



Lunch # _____

Images designed by Freepik.com

- Newcomer Kit Introduction
- Newcomer Orientation Chart
- Communication cards (elementary and secondary)
- Sentence stem cards
- Visual schedule template
- Welcome to Our School

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