

Ballard & Tighe, publishers of the IPT test, suggest the following service considerations based on language proficiency profiles as determined by the IPT test.

**Balanced Reading, Writing and Oral Language** (skill level is similar in all three areas whether high or low): Student language skills are balanced. If adequate, quality instruction is given daily in all three areas with an eye toward English acquisition, no major change is needed. If however a student remains at the low or limited level for a long time period, additional service or a change of service is recommended

**Non or Limited Reading and Writing with Fluent Oral:** The student has probably had more oral than reading or writing experience. Oral experience is reinforced through playground activities, media and community interaction. Instructional activities for students with this profile should emphasize reading and writing. Sheltered English instruction in the content areas will provide many opportunities for improving reading and writing through interesting and meaningful content.

**Non or Limited Oral with Competent Reading and Writing:** Students with this profile often demonstrate a high level of literacy in their primary language, especially if that language shares many similarities with English. Students with this profile may have studied English in their native country before coming to the US. Instructional activities should stress listening and speaking. Informal, cooperative, natural language activities will provide a stress-free environment for these students and will help them acquire oral language quickly.

**Non or Limited Writing with Fluent Oral and Competent Writing:** These students have most likely not had much experience writing. An effort should be made to include more writing activities in the curriculum. Group writing activities, journal writing, book publishing, articles for a class or school newspaper, and written reports in the content areas are just some of many approaches and activities that provide opportunities for writing development.

## **Procedure for Exiting Students from ALS Services**

1. Student scores at the A level on the UALPA.
2. Student achieves a proficiency of 2b or better on the English Language Arts CRT for his/her grade level.
3. School ALS team agrees that the student has achieved fluency in English.
4. Student is exited from ALS, classified as level F and monitored for two years. Monitoring includes but is not limited to:
  - CRT results
  - Iowa Tests (norm referenced)
  - DRA Reading scores (for K-2 students)
  - DIBELS Reading Fluency Test (K-5)
  - Direct Writing Assessment (DWA) results (6<sup>th</sup> and 9<sup>th</sup> grade only)
  - NWEA tests
  - UBSCT (high school only)
  - classroom grades
  - teacher observations

- parental input
  - student’s conversational and general language skills
5. At the conclusion of the two year monitoring period if the student’s English language skills are still deemed fluent, ALS team monitoring is discontinued.

### **Participation in Academic Testing**

Both federal and state laws require that all students be administered assessments intended to hold schools accountable for the academic performance of students. **All students** are expected to participate in the state accountability system with only a few exceptions, as noted below. This principle of full participation includes ELL students. A complete copy of the UOSE Assessment Participation and Accommodations Policy can be obtained at the following website:

[http://www.schools.utah.gov/assessment/documents/Special\\_Needs\\_Accommodations\\_Policy.pdf](http://www.schools.utah.gov/assessment/documents/Special_Needs_Accommodations_Policy.pdf)

**Allowable Accommodations:** Accommodations allowed during testing depend on the students English Language Proficiency classification as measured by the IPT. See the chart on the following pages. Accommodations to be used during testing should be determined and specified in a student’s ELL service plan at the time the ALS committee determines his/her service pattern. Decisions about testing accommodations should be made well in advance of testing, not by the classroom teacher alone or at the time testing is to begin.

### **Accommodations During Instruction**

The student must be provided with the selected accommodations during instructional periods that necessitate their use. An accommodation may not be used solely during assessments.