



STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION



TO: English Learner Assessment Coordinators, Title III Coordinators,
District Administrators for Statewide Testing

FROM: Abe Krisst, Bureau Chief
Student Assessment, Performance Office

DATE: June 13, 2018

SUBJECT: English Learner Identification Policy Update and Identification Materials Ordering

This memorandum describes the updated policy for the Identification of English Learners (ELs) in Connecticut public schools effective June 13, 2018. The Connecticut State Department of Education (CSDE) statewide, standardized identification procedures remain as established for the 2017-18 school year with an additional option for districts regarding students enrolled in public preschool programs who are at least 4 years old.

Optional Identification Policy for Students Enrolled in PK-4 Who Are At Least 4 Years Old

Districts may choose to identify 4 year olds as English learners. Should a district choose to do this, the CSDE recommends the following approach illustrated in the [CSDE Optional English Learner Identification Process Flowchart for PK-4](#). Beginning in November of each school year, based upon Home Language Survey (HLS) results, districts may choose to screen English learners who are at least 4 years old. These PK-4 students are screened with the preLAS 2000 English version and must be enrolled in public preschool programs and the Public School Information System (PSIS). Any PK-4 students scoring level 4 or 5 overall on the preLAS are **not** identified as English learners. The PK-4 students scoring below level 4 or 5 on the preLAS should be identified in PSIS as English learners in the June Collection. These PK-4 students do not participate in the annual summative English language proficiency (ELP) assessment, the LAS Links, until enrolled in Kindergarten.

PSIS English Learner Records

All Kindergarten students and students in Grades 1 through 12 identified as English learners at the beginning of the school year, should be included in the October PSIS collection. Those students identified as English learners after October 1, should be reported in the PSIS Registration beginning in December.

Students identified as English learners enrolled in Grades K through 12 will continue to participate in the annual summative ELP assessment, the LAS Links, via the Data Recognition Corporation (DRC) online INSIGHT platform.

For the 2018-19 school year all English learners Grades K-12 will be assessed online with Form D.

English Learner Identification Process and Resources

The identification of English learners will adhere to the [CSDE English Learner Identification Process](#) for all Grades K through 12 students originally provided in 2017. The process begins with the HLS and depending upon the results of the survey, the administration of the LAS Placement Test 2nd Edition English version, or if the student is in Grade K, the preLAS 2000 English version may be administered in lieu of the LAS Placement Test. The [CSDE English Learner Identification Flowchart Grades K-12](#), and the [CSDE Optional English Learner Identification Flowchart for PK-4](#) describe the options for districts to screen and identify students enrolled in the PSIS and in a public preschool program who are at least 4 years old.

Obtaining Identification Materials

Obtaining The Digital Version of The LAS Placement Test

The CSDE continues to provide the LAS Placement test to districts for students in Grades K through 12 in the digital format. Districts should continue to use previously provided paper forms until the district supply is exhausted, after that, the district must use the provided digital version. **The CSDE will not be providing additional paper forms of the LAS Placement Test.**

Below are links to the digital version of the LAS Placement Test, as well as the training video.

- Placement Test materials:
<https://ctbmcgrawhill.sharefile.com/d-s409de0c987542cfa>
- Training Video:
http://www.brainshark.com/ctb/LL_PT_2nd_Training

Optionally, district purchase orders may be placed for paper LAS Placement materials directly with DRC at their own expense.

Obtaining preLAS Materials

The CSDE will be managing the first phase of the preLAS 2000 English ordering process. The survey below is intended to: 1) establish the English Learner Assessment Coordinator (ELAC) for the 2018-19 school year; and 2) provide specific preLAS materials information to prepare orders. **All** ELACs are asked to complete the survey linked below by **June 29, 2018**. The CSDE will review the survey information for district delivery by mid-August 2018.

Districts who ordered the preLAS 2000 English version for the 2017-18 school year are expected to utilize previously ordered materials which include the test examiner's manual, the quick reference guide, the cue picture book, and the story audio CD. If districts have misplaced materials, or require additional materials the CSDE will correspond via e-mail after reviewing the survey for the district to determine what materials can be provided.

Districts who did **NOT** order preLAS materials for the 2017-18 school year and now plan to use preLAS 2000 English version for 2018-19 will work with the CSDE to determine the appropriate types and amounts of preLAS materials required. Correspondence will be initiated via e-mail from Janet Stuck.

ELAC Contact for 2018-19 School Year and PreLas Order Survey

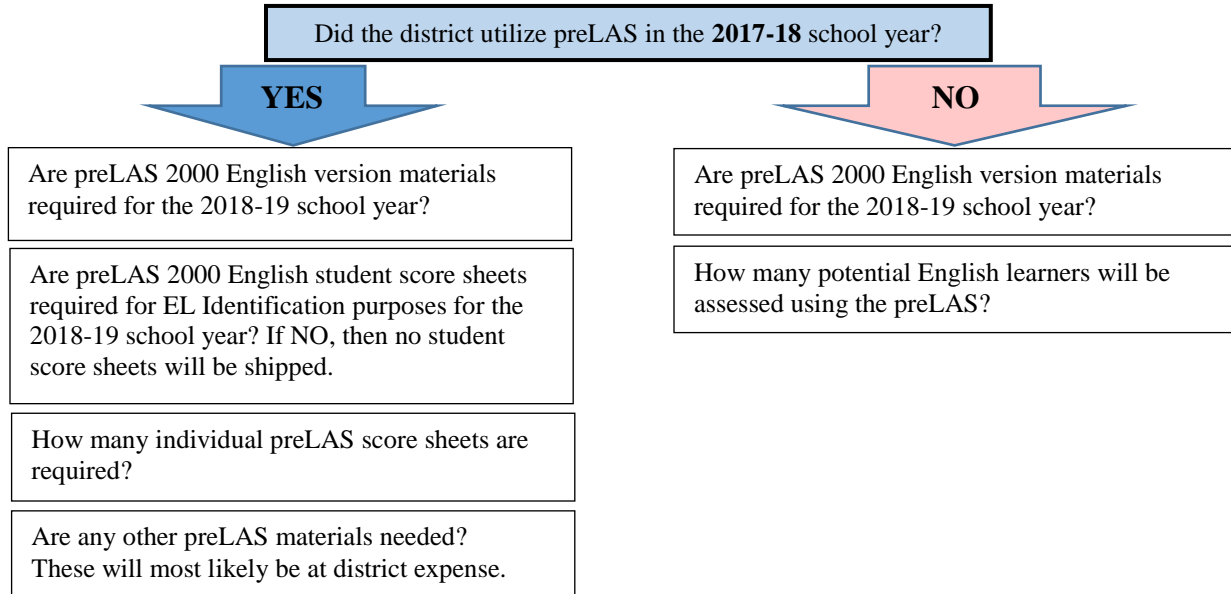
https://sdect.col.qualtrics.com/jfe/form/SV_29MjnmijzYPAiHP

Preview of Survey Content

Survey questions include the following:

- District Name;
- Name of English Learner Assessment Coordinator for the **2018-19** school year;
- Contact Information for ELAC; and
- District Shipping Address.

This graphic should assist districts in gathering counts for materials prior to accessing the survey.



Additional Optional English Learner Identification Materials

Districts may make purchases directly from DRC for any EL identification materials or other supporting materials. Districts will receive an invoice directly from DRC for these independent purchases. Districts may also choose to screen students using the full form of the LAS Links (either C or D -- whichever is not scheduled as the next summative ELP state assessment) in lieu of the LAS Placement or preLAS. If the student’s overall score in the full Form C/D is in level 1, 2, or 3, then the student is identified as an EL; if it is in level 4 or 5, the student is **not** identified as an EL. The CSDE does **not** cover the cost for use of the full Form C/D for identification purposes.

Some districts may choose to administer the full form of the LAS Links (either C or D -- whichever is not scheduled as the next summative ELP state assessment) immediately after administering a placement/pre-LAS as an additional part of the identification process. If the student’s overall score on the full Form C/D is in level 1, 2, or 3, then the student is identified as an EL; if it is in level 4 or 5, the student is **not** identified as an EL. The CSDE does **not** cover the cost for this use of the full Form C/D.

Districts may choose to make independent purchases at district expense by contacting Karen Volkers at:

KVolkers@DataRecognitionCorp.com

Please visit the [CSDE English Learners](#) webpage and the [CSDE English Language Proficiency Assessment](#) webpage for additional information. You may also contact the following staff as appropriate.

EL identification, standards and programs	Megan Alubicki Flick	860-713-6786
EL data, accountability and growth model	Michael Sabados	860-713-6856
EL assessment accommodations and purchasing	Janet Stuck	860-713-6837