

## FAQ's: Establishing the ELL Committee and the Accommodations Documentation for English Language Learner (ELL) Students

<p><b>WHAT</b> is the ELL plan?</p>	<p>The ELL Plan is the <b>accommodations documentation</b> for all ELLs in the ESOL program (see back) in grades 2-12 for all levels of ESOL proficiency.</p>
<p><b>WHY</b> is it required for each school to have an ELL committee and an ELL plan for every ESOL student?</p>	<p>The <b>No Child Left Behind Act</b> mandates that English language learners (LEP, ESOL students) receive <b>assessment accommodations</b> based on <b>instructional accommodations</b>. These assessment accommodations should be determined after examining the differentiated instructional strategies in use consistently and pervasively throughout the student's day. Accommodations provide equity for ESOL students, enabling them to better demonstrate their knowledge and skills, participate more fully and perform better on tests normed for native speakers of English.</p>
<p><b>WHO</b> should be included when establishing the ELL committee and holding ELL committee meetings?</p>	<p>The principal or principal's designee, classroom teachers, ESOL teachers, specialists (reading and special educators, if applicable), testing coordinator, guidance counselor, and parent (if possible) should be included.</p>
<p><b>WHAT</b> is the charge of the ELL committee?</p>	<p>An ELL committee (formerly called LEP committee) should be convened at least <b>twice</b> a year. <b>First</b>, in the fall, the committee identifies instructional differentiation that is being provided for each ESOL student in the school. This information is recorded on each student's <b>Accommodations Documentation for ELL students</b>. <b>Second</b>, the ELL committee is reconvened. The ELL Accommodations Documentation is re-examined and the committee identifies the accommodations that each student should receive during assessment, as indicated by what has been provided during instruction.</p>
<p><b>WHERE</b> is the ELL committee situated to coordinate with the existing committee structures in place at the school?</p>	<p>ELL committees are convened in each individual school as a part of the <b>EMT team</b> committee using <i>CAP</i>, <i>or grade level teams</i>, <i>or secondary team/department meetings</i> with inclusion of the appropriate school-based personnel, administrators, and parents.</p>
<p><b>WHEN</b> should schools convene the ELL committees and develop the ELL plans?</p>	<p>Convene the ELL committee <b>as soon as possible, but no later than Dec. 23, 2003</b>, and again <b>before county- and state-mandated tests</b> to identify appropriate accommodations.</p>
<p><b>HOW</b> can schools access the <i>MSDE Accommodations document</i> and the <i>Accommodations Documentation for ELL Students worksheet</i>?</p>	<p>Contact the <b>Testing Unit of OSA</b> for the <b>MSDE document "Requirements for Accommodating, Excusing, and Exempting Students in Maryland Assessment Programs."</b> A copy of the <b>Accommodations Documentation for ELLs</b> is on the reverse side. Both documents are also available on the First Class ESOL conference folders.</p>