

# REGULATION

## MONTGOMERY COUNTY PUBLIC SCHOOLS

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**Related Entries:** IOD, IKA, IKA-RA

**Office:** Associate Superintendent for Special and Alternative Education

### Placement for Limited English Proficient Students

#### I. PURPOSE

To establish procedures for students with limited proficiency in English for assessment and placement, instruction and appropriate assistance, evaluating and reporting student progress, and awarding credit (Carnegie Units) in Grades 9-12 toward meeting the requirements for high school graduation

#### II. DEFINITION

Limited English Proficient (LEP) -- An individual whose native language is a language other than English and whose English language skills of listening, speaking, reading, or writing are such that reduced benefit is derived from regular school instruction.

#### III. BACKGROUND

The purpose of the ESOL program is to effect the transition of students with limited English proficiency into the regular school program, instructionally and culturally. English work for these students, pursued through ESOL classes, is guided by the objectives of the regular English courses, but with materials adapted to the level of the student's proficiency.

#### IV. PROCEDURES

##### A. Identification Process:

Before a student can be placed in an ESOL program, the student must be referred for testing.

1. The student can be referred to the Division of ESOL/Bilingual Programs by the International Student Admissions Office, an administrator, one of the student's

classroom teachers, a counselor, the parent(s) or guardian(s) of the student, the ESOL teacher, or by the student himself/herself.

2. An ESOL program staff member then administers the battery of entrance tests to assess the student's English proficiency.
3. If it is determined that the student is eligible for ESOL services, the ESOL staff arranges for the appropriate placement.
4. In secondary schools, appropriate programs for ESOL students should be worked out jointly by the counselor and the ESOL teacher. Students should be advised by the counselor, ESOL teacher, and/or subject matter teacher to postpone certain courses until such time as the student's proficiency in English has increased to the point where it is likely that the student will have success.
5. LEP students should not be placed in classes for low achievers merely because they are not yet proficient in English.

B. Evaluating and Reporting Student Progress

1. Student Progress

- a) The LEP student is evaluated and graded in the ESOL classes, as well as in mainstream classes, according to the criteria contained in MCPS Regulation IKA-RA: *Grading and Reporting Student Progress*.
- b) When it is determined that more time is needed to evaluate the student's mastery of the course objectives, the assignment of a letter grade for a secondary LEP student in regular classes may be deferred and a temporary "Incomplete" (I) assigned until the end of the semester.
- c) If this occurs, at the end of each grading period, the teacher is expected to meet with the student and, if possible, the parents, to discuss the student's progress.
- d) Upon the parent's request, a written evaluation of the student's progress will be sent to the parents, and a copy will be retained in the student's folder.

- e) At the end of the semester, the mark "I" must be changed to a letter grade in Grades 9-12.
- f) At the beginning of a course to which the credit-no credit option applies, the teacher or the counselor should explain the option to ESOL students. (It is important that ESOL students understand this option and every effort should be made to insure this understanding.) See Regulation IKA-RA: *Grading and Reporting Student Progress*.

## 2. Final Examinations

In accordance with MCPS Senior High School Policy (Policy IED), whether ESOL students should take a final examination in their classes is determined by the level of the student's English language instruction. Students are tested periodically to determine when their placement in the next level is indicated.

- a) Beginning students (i.e., ESOL students in ESOL Levels 1 or 2) are exempt from all final examinations in mainstream classes.
- b) Intermediate students (i.e., ESOL students in ESOL Level 3) should take the final exams if both the ESOL teacher and the subject matter teacher agree that the final exam will accurately reflect the student's knowledge of the subject; if students are still too weak in English to permit an accurate assessment of their knowledge of the course content, then they are exempt from the final exam. Intermediate ESOL students should, however, be allowed to take final exams for practice purposes, and their scores should not be entered in their records.
- c) All high intermediate and advanced (Levels 4 and 5) ESOL students are required to take the final exams.

## 3. Awarding Credit

- a) In secondary ESOL courses, Carnegie Units are awarded for English under the following conditions:
  - (1) A student enrolled in ESOL for one semester earns one-half English credit.

- (2) ESOL credits are specified on the permanent record card and on transcripts in the following manner: e.g., General English Skills (ESOL), Oral Communication (ESOL).
  - (3) Credit for ESOL may be earned either in summer school or during the regular school year.
  - (4) Upon the recommendation of the ESOL teacher, the counselor, and/or the teacher specialist of the ESOL/Bilingual Division, the student may be enrolled in two ESOL classes for credit during the same semester. If the student meets the objectives of both courses, the student gets credit for both courses.
  - (5) While an ESOL student is at the High Intermediate Level (4) or Advanced Level (5), the student may audit a regular English class.
  - (6) All of the Carnegie Units necessary to fulfill the English requirements for high school graduation in the Montgomery County Public Schools may be earned in the ESOL program.
- b) Grades for limited English proficient students in both ESOL and non-ESOL courses are reported on the regular MCPS Form according to MCPS Regulation IKA-RA: *Grading and Reporting Student Progress*.
  - c) LEP students who are in danger of failing or of dropping more than one letter grade in an ESOL course or in a mainstream course, should receive an Interim Progress Report (MCPS Form 355-24) in accordance with MCPS Regulation IKA-RA: *Grading and Reporting Student Progress*.

#### C. Exit from the ESOL Program

Before exiting from the ESOL program, the ESOL student must be tested by an ESOL program staff member. The student can be referred to the ESOL program staff member for testing by a classroom teacher, an administrator, a counselor, the parent(s) or guardian(s) of the student, or by the student himself/herself. The result of the proficiency assessment battery yields a qualifying score which determines whether the student still needs ESOL service(s) or not.

D. Placement in Non-ESOL English Classes

When it has been determined, according to the ESOL Exit Criteria, that a student no longer needs ESOL instruction, ESOL staff members will coordinate with the counselor in placing the student in an appropriate English class.

- V. Additional information regarding the ESOL program, placement criteria, and the use of specific forms can be found in the *ESOL Manual* available from the Division of ESOL/Bilingual Programs.

*Administrative History:* Formerly Regulation 310-11, revised November 1982, (directory information updated, October 1986.)