

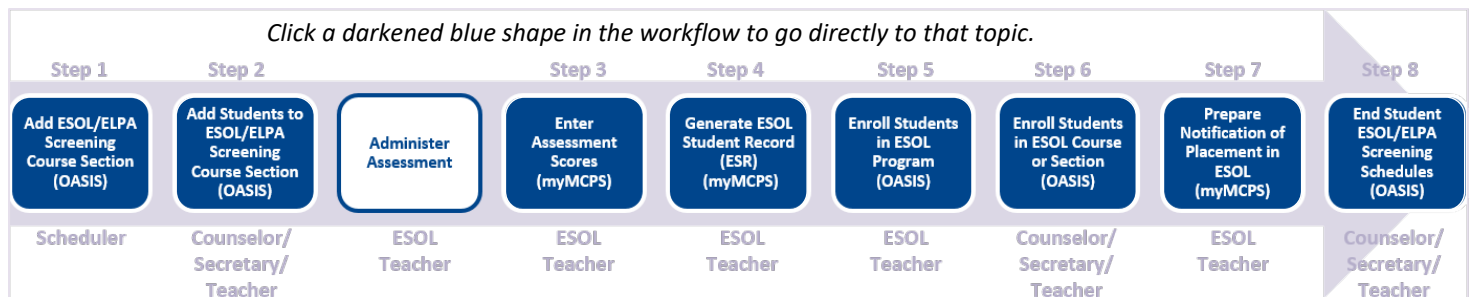


ESOL Initial Screening/Placement for School Teams



To identify English learners eligible for the English for Speakers of Other Languages (ESOL) program, an initial screening/placement English language proficiency assessment (ELPA) is administered to all students whose home language is not English at the time of initial enrollment in Montgomery County Public Schools (MCPS). The assessment includes four skill areas: listening, speaking, reading, and writing. For English learners who are not required to enroll through the International Admissions and Enrollment (IAE) office, the assessment is administered by ESOL teachers in the schools, and the assessment data are entered in myMCPS by ESOL teachers, following the procedures in this guide.

Below is a diagram showing the basic workflow for ESOL initial screening/placement for school teams, which involves working with multiple OASIS modules and in myMCPS.



Basic Workflow for ESOL Initial Screening/Placement for School Teams

Step 1: Add an ESOL/ELPA Screening Course Section (Scheduler)

Students who are being administered an ELPA are grouped by grade level into course sections to accommodate entering their assessment scores. You add these sections—but only for your school—in the OASIS Scheduling module.

These special, year-long, ESOL/ELPA screening courses are unlike other courses in that no attendance is taken and students do not receive marks. Also, these courses are not part of a student’s daily schedule and are not included in eligibility and marking period average calculations. Students are added to these course sections throughout the school year as they are enrolled and identified as requiring an initial ELPA.

For Elementary Schools: Add an ESOL screening course section

- At the top of the page in the tab bar, hover your mouse over **SCHEDULING**, and select **Elementary Subject Assignment** from the menu.
- On the **Elementary Subject Assignment** menu, select **Add New Section**.
- On the Add New Section page, add a section for each ESOL teacher in your school, keeping in mind the following:
 - For **Subject**, you must select **ES–ESOL Screening**.
 - For **Begin Date**, you must select a date within the current school year.
 - Leave **End Date** and **Comments** blank.
- To save the new section, click the **Save** button. To save and continue adding sections, click the **Save & Add Another** button.

For Secondary Schools: Add an ELPA Screening Course Section

Add a section for each ESOL teacher in your school who might screen students.

1. At the top of the page in the tab bar, hover your mouse over **SCHEDULING**, and select **Master Schedule Mnt.** from the menu.

2. On the **Master Schedule Mnt.** menu, select **Add New Class/Section.**

3. On the Class Data Entry page, enter the information requested, keeping in mind the following:

- For **Course**, you must select **0006 / English Lang Proficiency Asmt Screen/Placement.** This course is for both middle school and high school.
- For **Course Term Code**, you must select **YR.**
- For **Period**, select any period higher than your current periods.

4. To save the new section, click the **Save** button. To save and continue adding sections, click the **Save & Add Another** button.

Step 2: Add Students to an ESOL/ELPA Screening Course Section (Counselor/Secretary/Teacher)

You add students to a course section for ESOL/ELPA screening—but only for your school—in the OASIS Scheduling module. After you add students to a section, you must wait at least a day for the student names to show up in the Score Entry application, where assessment scores are entered.

For Elementary Schools: Add Students to an ESOL Screening Course Section

You can add an ESOL screening course section for an elementary school by selecting from the **Elementary Subject Assignment** menu either **View Sections By Teacher**, **Student Subject Assignment**, or **Manage Sections**. Explained below are the steps for adding an ESOL screening course section by selecting **Student Subject Assignment**.

1. At the top of the page in the tab bar, hover your mouse over **SCHEDULING**, and select **Elementary Subject Assignment** from the menu.

2. On the **Elementary Subject Assignment** menu, select **Student Subject Assignment.**

3. If you *have not* already selected a student, search for and retrieve a student's schedule using either a basic search or an advanced search.

Basic search—enter a student ID on the **Student Detail** tab on the left of the page, and click the **Go** button.

Advanced search—enter a student ID or other search criteria on the Student Search page, and click the **Search** button. If multiple student records result from your search, click a student ID to open the Student Schedule.

Student Schedule

Course	Teacher	Section No.	Begin Date	End Date		
Art-Grade 2	Monet, Claude	22	09/04/2018		Update	Delete
HOMEROOM	Browning, Elizabeth B	22	09/04/2018		Update	Delete

Add Student Schedule

School: Arcola Elementary(790)

Enrollment Date: 9/4/2018

Withdrawal Date:

Subject: --Please Select--

Course: [Please Select]

Teacher-Section: Choose a Code

Begin Date: [Calendar Icon]

End Date: [Calendar Icon]

Save Save & Add Another Reset Cancel

- On the Student Schedule, click the **New** button.
- On the Add Student Schedule page, provide the information requested, keeping in mind the following:
 - For **Subject** you must select **ES—ESOL SCREENING**.
 - For **Begin Date**, you must select a date within the current school year.
 - Leave **End Date** blank.
- To save the schedule change, click the **Save** button. To save and continue adding subjects to the student's schedule, click the **Save & Add Another** button.

For Secondary Schools: Add Students to an ELPA Screening Course Section

SCHEDULING ENROLLMENT STUDENT DEMOGRAPHICS GRADE REPORTING ASSESSMENTS SPECIAL SERVICES

Elementary Subject Assignment DISCIPLINE

Secondary Drop Add

Master Schedule Mnl.

Scheduling Reports

Secondary Drop Add

View Classes By Course

View Teacher List

Student Class Drop/Add

View Classes By Period

Manage Class Capacity

Student Cross Schedule Hold List

Student Cross Schedule List

Student Detail School Detail

No Student.

Find Another Student: Show [v]

Enter Student ID [Go]

Advanced Search

Student Search

Enter search parameters; at least one field must be entered.

Student ID: [Text Box]

State Student ID: [Text Box]

SSN: [Text Box]

Last Name: [Text Box]

First Name: [Text Box]

Status: Active Inactive Either/Don't Know

Search Clear

- At the top of the page in the tab bar, hover your mouse over **SCHEDULING**, and select **Secondary Drop Add** from the menu.
- If you *have not* already selected a student, search for and retrieve a student's schedule using either a basic search or an advanced search.

Basic search—enter a student ID on the **Student Detail** tab on the left of the page, and click the **Go** button.

Advanced search—enter a student ID or other search criteria on the Student Search page, and click the **Search** button. If multiple student records result from your search, click a student ID to open the Student Schedule.

Student Schedule

School: A. Mario Loiederman Middle (787) Enroll Date: 9/4/2018 Withdrawal Date: Grade: 7

Multi_Sort

Add New Class Show All

Term	Prd	Course	Teacher	Room	Crs #	Lvl	Sec	Begin Dt	End Date			
YR	01	Related Activity Reading	Moreno, R.	139	0325	40	01	11/08/2018		Drop/Updt	Delete	Chq Sec
YR	02	ESOL 2 Emerging MS DP	Quinn, A.	145	1262	00	01	11/08/2018		Drop/Updt	Delete	Chq Sec

Student Add Class

School: A. Mario Loiederman Middle (787)

Enrollment Date: 9/4/2018

Withdrawal Date:

Term Code: [Please Select]

Course: [Please Select]

Level / Section: Lv - Sc - Pd - Cp - Sw - Rm - TC - Teacher - Location

Begin Date: [Calendar Icon]

End Date: [Calendar Icon]

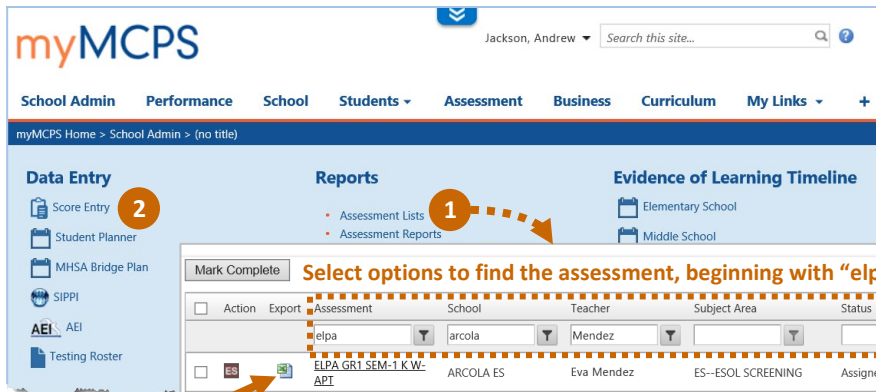
Save & Add Another Save Cancel Reset

- On the Student Schedule, click the **Add New Class** button.
- On the Student Add Class page, enter the information requested, keeping in mind the following:
 - For **Course**, you must select **0006 / English Lang Proficiency Asmt Screen/Placement**.
 - For **Level / Section**, you must select the level/section related to the selected course.
 - For **Begin Date**, you must select a date within the current school year.
 - Leave **End Date** blank.
- To save the changes, click the **Save** button. To save and continue adding students to the section, click the **Save & Add Another** button.

Step 3: Enter Assessment Scores (ESOL Teacher)

You enter scores for the ELPA in the Score Entry application, which is accessible from the myMCPS Assessment tab. You can enter scores only for course sections assigned to a teacher. After students are added to a section, you must wait at least a day for the student names to show up in the Score Entry application before you enter the scores and [generate the ESOL student record \(ESR\)](#).

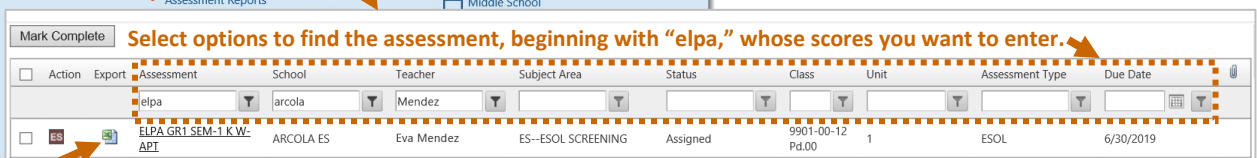
You can enter scores for the ELPA either directly in the Score Entry application or by uploading to the Score Entry application a spreadsheet containing the assessment scores. When entering scores, keep in mind that you select the MD transfers assessment only if the student transferred to MCPS from another Maryland public school system and you have already obtained the student's test scores through the ESOL Testing and Accountability Center (ETAC). Also keep in mind that the ELPA and, therefore, assessment report calculations for grade levels K, 1, 3, 6, and 9 vary by semester. For these grade levels, be sure to enter a correct semester (Sem 1 or Sem 2) for **Grade at Testing**.



1. If you are uploading to the Score Entry application a spreadsheet containing assessment scores, on the myMCPS **Assessment** tab under **Reports**, select **Assessment Lists** and enter and save the scores.

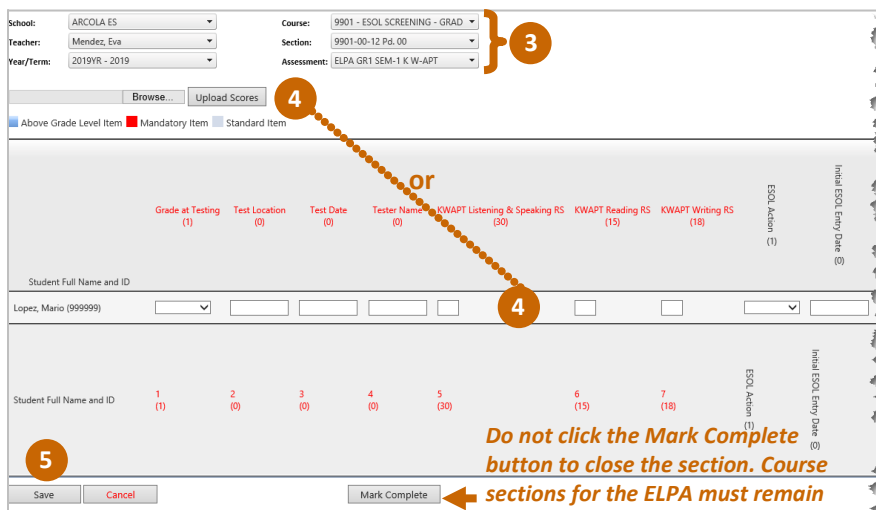
If you are entering scores directly in the Score Entry application, proceed with the next step.

Click this icon to open in Excel a spreadsheet for entering scores.



Standard	Mandatory	Above Grade Level	Above GL/Mandatory
Raw scores are provided for each item. Weights are not applied for each item in this report. Items with defined response choices will include a double column for displaying the score value and the actual response. Note: when entering response columns, the appropriate response value should be used in order for the import process to recognize the entry and assign the appropriate points for the item.			
Indicator:	ESOL	ESOL	ESOL
Possible Points:	1	30	15
Student	Grade at Testing	Test Location	Test Date
Lopez, Mario			

Enter the scores and related information, and save the spreadsheet.



2. On the myMCPS **Assessment** tab under **Data Entry**, select **Score Entry**.
3. At the top of the Score Entry application, select options to find the assessment whose scores you want to enter or upload.
4. Enter scores by doing one of the following:
 - Enter the scores directly in the scoring grid that is displayed on the page based on your selected options.
 - Upload scores from the spreadsheet that you saved in step 1 by clicking the **Browse** button to find the spreadsheet then clicking the **Upload Scores** button.
5. To save the changes, click the **Save** button.

Do not click the **Mark Complete** button to close the section. Course sections for the ELPA must remain open the entire school year.

Step 4: Generate the ESOL Student Record (ESR) (ESOL Teacher)

After you enter scores for the ELPA, generate and export for printing and distribution a record of each student's assessment results. Samples of the ESR are shown in this guide beginning on page [10](#).

The screenshot shows the myMCPS Assessment Reports interface. The 'Reports' section is highlighted, with 'Assessment Reports' selected. Under 'ESOL', 'ELPA Screening' is selected. The 'View Report' button is clicked, displaying a report for student 'Lopez, Mario (999999)' at 'Arcola Elementary'. The report shows 'ELPA GRI SEM-1 K W-APT' scores. The toolbar includes navigation, search, and export options. The export menu is open, showing options like PDF, Excel, and Word.

1. On the myMCPS **Assessment** tab under **Reports**, select **Assessment Reports**.
2. Under **ESOL**, select **ELPA Screening**.
3. Select options to choose one or more student records to generate.
4. Click the **View Report** button to display the ESR for the selected student(s).
5. Use the toolbar to navigate through the records, resize the page, search the records, and export the records to a PDF file for printing and distributing.

Step 5: Enroll Students in the ESOL Program (ESOL Teacher)

After you generate the ESR for each student, enroll the students in the ESOL program by entering a pending record using the OASIS ESOL Survey module. Then, within 5 school days, submit the students' completed ESR to your school's assigned testing assessor in the ETAC.

The screenshot shows the OASIS ESOL Survey interface. The 'STUDENT DEMOGRAPHICS' menu is open, and 'ESOL Survey' is selected. The 'Student Search' page is displayed, showing a search form with fields for Student ID, State Student ID, SSN, Last Name, and First Name. The 'Go' button is highlighted, and the 'Advanced search' option is selected.

1. On the OASIS **STUDENT DEMOGRAPHICS** menu, select **ESOL Survey**.
2. If you *have not* already selected a student, search for and retrieve a student's record using either a basic search or an advanced search.
Basic search—enter a student ID on the **Student Detail** tab on the left of the page, and click the **Go** button.

Advanced search—enter a student ID or other search criteria on the Student Search page, and click the **Search** button. If multiple student records result from your search, click a student ID to open the Student Data page.

Student Data

Student has no ESOL History

ESOL Student Demographic Data

Address: 11111 MAIN ST 222, SILVER SPRING, MD 20902
Home School: Arcola Elementary (790)

Current Enroll Date: 09/04/2018

Withdrawal Date:

ESOL Entry Date:

ESOL Exit Date:

ESOL Exit Code:

Special ED: N

Language

Interrupt Indicator:

METS Indicator:

METS Start Date:

METS End Date:

Update **3**

- On the Student Data page in the ESOL Student Demographic Data section, click the **Update** link.
- On the Update Demographics page, do the following:
 - Language**—Select the student’s home language.
 - Interrupt Indicator**—If a student’s formal schooling has been interrupted 6 months or more, select this check box.
- Click the **Save** button.
- On the Student Data page, click the **New** button.

ESOL Enrollment History

Update	Sch No	Action Date	Supporting Documents	ESOL Level	Exit Date	Exit Code	ESOL Status	Record Status	Comments	Create Date	Created By
No Records Found.											

Update Demographics

[Provide a description for this page]

Language: Please Select

Interrupt Indicator:

Cancel Save **5**

Add New Transaction **7**

Enter data for this ESOL record. The information on this record must match the corresponding supporting document. For exit records, enter the ESOL level at the time of exit.

Action Date: Please Select **ESOL Instructional Level:** Please Select

Record Status: Pending **ESOL Status:** Active

ESOL Exit Date: Please Select **ESOL Exit Code:** Please Select

Supporting Documents: ESOL Student Record

* The document used to enroll, edit/update, or exit a student enrolled in the ESOL program or an English Language Learner (ELL) who is no longer recommended to receive ESOL services.

Please scan/email supporting documents to the ESOL Testing Center at Rocking Horse Road Center.

Comments: None

Add New Comment:

Cancel Save **8**

- On the Add New Transaction page, do the following:
 - Action Date**—Enter the effective date of the transaction. Valid choices are dates from the first day of the school year to the current date but must be on a day when school is in session for both students and teachers.
 - ESOL Instructional Level**—Select the level the student was assigned based on the results of the most recent ELPA.
 - ESOL Student Record**—Select this check box.
 - Add New Comment**—Enter any comments about the transaction.
- Click the **Save** button.

A pending transaction is added to the Student Data page. For pending ESOL transactions to be approved, you must e-mail supporting documentation to your school’s assigned testing assessor in the ETAC. When approved, the transaction is added to the **ESOL Enrollment History** section of the Student Data page.

Pending Transaction

Sch. No	Action Date	Supporting Documents	ESOL Inst. Lvl	Exit Date	Exit Code	ESOL Status	Record Status	Comments	Create Date	Created By
790	11/28/2018	ESOL Student Record	1			Active	Pending	View	3/4/2019	poeedgar

ESOL Enrollment History

Update	Sch No	Action Date	Supporting Documents	ESOL Level	Exit Date	Exit Code	ESOL Status	Record Status	Comments	Create Date	Created By
N/A	790	03/11/2019	ESOL Student Record	1			Active	Approved	View	03/11/2019	smithjon

Step 6: Enroll Students in an ESOL Course or Section (Counselor/Secretary/Teacher)

After students who are eligible for ESOL services have been enrolled in the ESOL program, enroll them in an ESOL level group (section) or course.

For Elementary Schools: Enroll Students in an ESOL Course or Section

Follow the steps in the [Add Students to an ESOL/ELPA Screening Course Section \(Counselor/Secretary/Teacher\)](#) section of this guide, except add students to an ESOL course instead of to an ESOL screening course.

For Secondary Schools: Enroll Students in an ELPA Course or Section

Follow the steps in the [Add Students to an ESOL/ELPA Screening Course Section \(Counselor/Secretary/Teacher\)](#) section of this guide, except add students to an ELPA course instead of to an ELPA screening course.

Step 7: Prepare the Notification of Placement in ESOL Letter (ESOL Teacher)

If a student is eligible for placement in an ESOL program, the ESOL teacher sends a notification letter (see pages [12](#) and [13](#) of this guide) to the student's parents or legal guardians. The letter includes the student's overall English proficiency and the method of instruction recommended in the ESOL program. The parents or legal guardians sign and return the letter to the ESOL teacher to approve the student's participation in the ESOL program.

The screenshot shows the myMCPS Assessment tab. The 'Reports' section is highlighted with a red circle 1, containing 'Assessment Lists', 'Assessment Reports', 'Monthly Instructional Reading Reports', and 'UCARE Report'. The 'ESOL' section is highlighted with a red circle 2, containing 'ELPA Screening', 'ESOL Placement Letter', and 'ESOL Accommodations'. The 'View Report' button is highlighted with a red circle 4. The toolbar at the bottom is highlighted with a red circle 5, with arrows pointing to 'Navigate', 'Resize', 'Search', and 'Export' options. The 'Export' dropdown menu is open, showing options: XML file with report data, CSV (comma delimited), PDF, MHTML (web archive), Excel, TIFF file, and Word.

1. On the myMCPS **Assessment** tab under **Reports**, select **Assessment Reports**.
2. Under **ESOL**, select **ESOL Placement Letter**.
3. Select the one or more students for whom you want to generate notification letters.
4. Click the **View Report** button to display the letter(s).
5. Use the toolbar to navigate through the letters, resize the page, search the letters, and export the letters to a PDF file for printing.

After printing the letters, manually select or enter information on the first page of the letter where indicated on page [12](#) of this guide.

Step 8: End Student ESOL/ELPA Screening Schedules (Counselor/Secretary/Teacher)

After scores for the ELPA have been entered and a notification letter has been sent to the student's parents or legal guardians indicating the outcome of the assessment, you must end the student schedules for ESOL/ELPA screening using the OASIS Scheduling module. You can update student schedules only after the first 5 days of the school year.

For Elementary Schools: End Student Schedules for ESOL Screening

1. At the top of the page in the tab bar, hover your mouse over **SCHEDULING**, and select **Elementary Subject Assignment** from the menu.

2. On the **Elementary Subject Assignment** menu, select **Student Subject Assignment**.

3. If you *have not* already selected a student, search for and retrieve a student's schedule using either a basic search or an advanced search.

Basic search—enter a student ID on the **Student Detail** tab on the left of the page, and click the **Go** button.

Advanced search—enter a student ID or other search criteria on the Student Search page, and click the **Search** button. If multiple student records result from your search, click a student ID to open the Student Schedule.

Course	Teacher	Section No.	Begin Date	End Date		
Art-Grade 2	Monet, Claude	20	09/04/2018		Update	Delete
ESOL E03	Alba, Jessica	22	09/04/2018	11/28/2018	Update	Delete
ESOL E03	Alba, Jessica	20	11/29/2018		Update	Delete
ESOL SCREENING - GRADE 2	Doe, John	20	09/24/2018		Update	Delete
ESOL-Grade 2	Alba, Jessica	20	09/04/2018	11/28/2018	Update	Delete

4. On the Student Schedule, click the **Update** link for the ESOL screening course section.

Update Student Schedule

School: Arcola Elementary(790) Enrollment Date: 9/4/2018 Withdrawal Date: Teacher: Doe, John

Course: ESOL SCREENING - GRADE 2

Section: 20 Section Begin Dt.: 9/4/2018 Section End Dt.:

Student Begin Dt.: 09/24/2018 Student End Dt.:

5. On the Update Student Schedule page, for **Student End Dt.**, enter the date the course section will end in the student's schedule.

6. To save the change, click the **Save** button.

For Secondary Schools: End Student Schedules for ELPA Screening

1. At the top of the page in the tab bar, hover your mouse over **SCHEDULING**, and select **Secondary Drop Add** from the menu.

2. If you *have not* already selected a student, search for and retrieve a student's schedule using either a basic search or an advanced search.

Basic search—enter a student ID on the **Student Detail** tab on the left of the page, and click the **Go** button.

Advanced search—enter a student ID or other search criteria on the Student Search page, and click the **Search** button. If multiple student records result from your search, click a student ID to open the Student Schedule.

Student Schedule

School: A. Mario Loiederman Middle (787) Enrollment Date: 9/4/2018 Withdraw Date: Grade: 7

Multi Sort											Add New Class		Show All	
Term	Prd	Course	Teacher	Room	Crs. #	Lvl	Sec	Begin Dt	End Date					
YR	01	MATH 7 (MATH B)	Descartes, R.	142	3017	95	01	09/04/2018		Drop/Updt	Delete	Chg Sec		
Q3	02	PHYS ED GRADE 7	Durant, K.	GYM 1	7601	32	01	01/29/2019		Drop/Updt	Delete	Chg Sec		
Q4	02	PHYS ED GRADE 7	Vonn, L.	GYM 1	7601	33	01	04/04/2019		Drop/Updt	Delete	Chg Sec		
YR	10	English Lang Proficiency Asmt Screen/Placement	Lopez, J.	148	0006	00	01	01/17/2019		Drop/Updt	Delete	Chg Sec		
YR	98	COUNSELOR	Freud, S.	160										
YR	99	HOMEROOM	Descartes, R.	239										

- On the Student Schedule, click the **Drop/Updt** link for course number 0006.
The link becomes active only after the first 5 days of the school year.
- On the Student Drop Class page, for **Student End Date**, enter the date the course section will end in the student's schedule.
- To save the change, click the **Save** button.

Student Drop Class

School: A. Mario Loiederman Middle (787)

Enrollment Date: 9/4/2018

Withdrawal Date:

Teacher: Lopez, J.

Course: 0006

Level/Section: 00/01

Term Code: YR

Period: 10

Section Begin Date: 9/4/2018

Section End Date:

Student Begin Date: 01/17/2019

4 Student End Date: 05/20/2019

Withdrawal Grade: Please Select

Eligibility YN: N - Do not count against Eligibility

5 Save Cancel Reset

Division of ESOL/Bilingual Program MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, MD 20852		Pre-K ESOL Student Record (ESR) for Initial Screening/Placement					
Directions: This record is used to document the screening assessment results of English learners (ELs) upon entry to MCPS pre-kindergarten or Head Start.							
PART I: STUDENT IDENTIFICATION INFORMATION							
Student Name	Last	First	MI	Gender	DOB (mm/dd/yy)	Student ID	
School			Grade		Language		
PART II: ENGLISH LANGUAGE PROFICIENCY SCREENING/PLACEMENT TEST RESULTS				PART III: MCPS ESOL ACTION			
Enter the number correct for each section of the preLAS Oral Language Test. Multiply the number correct by the multiplier for that section and write the result in the Total cell for that section. Add up the total points and record it in the Oral Language Total cell. Write in the date on which testing began and the first and last name of the MCPS tester.				A. Write in the assessment level (1-5) based on the preLAS Cut-Off Levels Table for the Oral Language Component. B. Check Entry if the student's proficiency level is 1-3 and the EL committee agrees with the student's enrollment in the ESOL program. If the No Entry box is checked, leave C and D blank. If the Entry box is checked, complete C and D.			
preLAS Oral Language Test	# Correct	Simon Says	Art Show	Say What	Human Body	Story #1	Story #2
	Multiply By	x 2	x 1	x 2	x 1	x 4	x 4
	Total	/20	/10	/20	/10	/20	/20
Test Date	mm/dd/yy	Tester Name	Last, First			Oral Language	/100
				A. preLAS Proficiency Level			
				B. MCPS ESOL Action (Check one.) <input type="checkbox"/> Entry <input type="checkbox"/> No Entry			
				C. Initial ESOL Level Placement (OASIS ESOL Level)			
				D. Initial MCPS ESOL Entry Date (The first day of ESOL services) mm/dd/yy			
PART IV: COMMENTS							
PART V: ENGLISH LEARNER (EL) COMMITTEE INFORMATION (A minimum of one ESOL and one non-ESOL signature is required.)							
EL Committee Members		Name		Title		Signature	
ESOL Teacher/Representative		_____		_____		_____	
Non ESOL Teacher/Representative		_____		_____		_____	
Other Participants		_____		_____		_____	
DISTRIBUTION: 1) STUDENT CUMULATIVE FOLDER 2) STUDENT ESOL FOLDER 3) ESOL TESTING ASSESSOR							

ESOL Student Record (ESR) for Initial Screening/Placement
Pre-K

Division of ESOL/Bilingual Program MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, MD 20852		K (Semesters 1 and 2) – Grade 1 (Semester 1 only) ESOL Student Record (ESR) for Initial Screening/Placement					
Directions: This record is used to document the screening assessment results of potential English learners (ELs) upon entry in MCPS.							
PART I: STUDENT IDENTIFICATION INFORMATION							
Student Name	Last	First	MI	Gender	DOB (mm/dd/yy)	Student ID	
School			Grade		Language		
PART II: SCREENING/PLACEMENT ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) SUMMARY				PART III: MCPS ESOL ACTION			
Refer to the student's Scoring Sheets to record the raw scores, Oral Proficiency Level, and Skills Description information. Record the date on which testing began and the full name of the test examiner.				A. The English Language Proficiency Level (ELPL) will be automatically calculated and entered from Part II. B. Check Entry if the student's ELPL is 1-5 and the EL committee agrees with the student's enrollment in the ESOL program. If the No Entry box is checked, leave C and D blank. If the Entry box is checked, complete C and D.			
Grade at the Time of Testing		Test Location		A. English Language Proficiency Level			
Test Date		Tester Name					
Test Name and Domain		Raw Score		Oral Proficiency Score		B. MCPS ESOL Action (Check one.) <input type="checkbox"/> Entry <input type="checkbox"/> No Entry	
K W-APT Listening & Speaking							
Only for K in Semester 2 and Grade 1 in Semester 1							
Test Name and Domain		Raw Score		Skills Description			
K W-APT Reading							
K W-APT Writing							
				C. Initial ESOL Level Placement (OASIS ESOL Level)			
				D. Initial MCPS ESOL Entry Date (The first day of ESOL services) mm/dd/yy			
PART IV: COMMENTS							
PART V: ENGLISH LEARNER (EL) COMMITTEE INFORMATION (A minimum of one ESOL and one non-ESOL signature is required.)							
EL Committee Members		Name		Title		Signature	
ESOL Teacher/Representative		_____		_____		_____	
Non ESOL Teacher/Representative		_____		_____		_____	
Other Participants		_____		_____		_____	
DISTRIBUTION: 1) STUDENT CUMULATIVE FOLDER 2) STUDENT ESOL FOLDER 3) ESOL TESTING ASSESSOR							

ESOL Student Record (ESR) for Initial Screening/Placement
K (Semesters 1 and 2) – Grade 1 (Semester 1 only)

Division of ESOL/Bilingual Program MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, MD 20852		Grade 1 (Semester 2 only) - Grade 12 ESOL Student Record (ESR) for Initial Screening/Placement				
Directions: This record is used to document the screening assessment results of potential English learners (ELs) upon entry in MCPS.						
PART I: STUDENT IDENTIFICATION INFORMATION						
Student Name	Last	First	MI	Gender	DOB (mm/dd/yy)	Student ID
School		Grade		Language		
PART II: SCREENING/PLACEMENT ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) SUMMARY			PART III: MCPS ESOL ACTION			
Refer to the student's WIDA Screener Score Report to record the total Proficiency Level and Composite Proficiency Level (CPL) information. Record the date on which testing began and the full name of the test examiner.			A. Record the CPL from Part II. B. Check Entry if the student's overall CPL is below 4.5 and the EL committee agrees with the student's enrollment in the ESOL program. If the No Entry box is checked, leave C and D blank. If the Entry box is checked, complete C and D.			
Grade at the Time of Testing	Test Location		Test Date		Tester Name	
			mm/dd/yy		Last, First	
Test Name and Domain		Proficiency Level (PL)	Composite Proficiency Level (CPL) Information		A. English Language Proficiency Level B. MCPS ESOL Action (Check one.) <input type="checkbox"/> Entry <input type="checkbox"/> No Entry C. Initial ESOL Level Placement (OASIS ESOL Level) D. Initial MCPS ESOL Entry Date (The first day of ESOL services) mm/dd/yy	
WIDA Screener Speaking			Oral Language			
WIDA Screener Listening			Literacy			
WIDA Screener Reading			Overall			
WIDA Screener Writing						
PART IV: COMMENTS						
PART V: ENGLISH LEARNER (EL) COMMITTEE INFORMATION (A minimum of one ESOL and one non-ESOL signature is required.)						
EL Committee Members		Name	Title	Signature	Meeting Date	
ESOL Teacher/Representative						
Non ESOL Teacher/Representative						
Other Participants						
DISTRIBUTION: 1) STUDENT CUMULATIVE FOLDER 2) STUDENT ESOL FOLDER 3) ESOL TESTING ASSESSOR						

ESOL Student Record (ESR) for Initial Screening/Placement
Grade 1 (Semester 2 only) and Grades 2 - 12 (Semesters 1 and 2)

Division of ESOL/Bilingual Program MONTGOMERY COUNTY PUBLIC SCHOOLS Rockville, MD 20852		K-12 ESOL Student Record (ESR) for Students Transferring from Maryland Public Schools						
Directions: This record is used to document the English language proficiency assessment (ELPA) results of English learners (ELs) who transferred from other Maryland public school systems upon entry to MCPS.								
PART I: STUDENT IDENTIFICATION INFORMATION								
Student Name	Last	First	MI	Gender	DOB (mm/dd/yy)	Student ID		
School		Grade		Language				
PART II: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA) SUMMARY					PART III: MCPS ESOL			
Record the most recent ELPA results below. Key: L=Listening; S=Speaking; R=Reading; W=Writing; Comp.=Comprehension; Lit.=Literacy; Instr.=Instructional; SS=Scale Score; PL=Proficiency Level; RS=Raw Score					A. English Proficiency Level (CPL or Grade Adjusted CPL)			
Grade at the Time of Testing			Test Date		B. ESOL Action (Check all that apply) <input type="checkbox"/> Entry <input type="checkbox"/> No Entry C. ESOL Level Placement (OASIS ESOL Level) D. ESOL Action Date (mm/dd/yy)			
Test Location		Test Tier – A, B or C (ACCESS for ELLs 1 – 12 Only)						
ACCESS for ELLs (K – 12)			K W-APT				WIDA Screener	
L SS	L PL	L PL K Instr.	L & S RS	L PL				
S SS	S PL	S PL K Instr.	Oral Proficiency Score	S PL				
R SS	R PL	R PL K Instr.	R RS	R PL				
W SS	W PL	W PL K Instr.	W RS	W PL				
Comp. SS	Comp. PL	Comp. PL K Instr.	Reading Skills Description	Composite PL				
Oral SS	Oral PL	Oral PL K Instr.	Writing Skills Description	Oral Language				
Lit. SS	Lit. PL	Lit. PL K Instr.		Literacy				
Composite (Overall) SS	Composite (Overall) PL	Composite (Overall) PL K Instr.		Overall				
PART IV: COMMENTS								
PART V: ENGLISH LEARNER (EL) COMMITTEE INFORMATION (A minimum of one ESOL and one non-ESOL signature is required.)								
EL Committee Members		Name	Title	Signature	Meeting Date			
ESOL Teacher/Representative								
Non ESOL Teacher/Representative								
Other Participants								
DISTRIBUTION: 1) STUDENT CUMULATIVE FOLDER 2) STUDENT ESOL FOLDER 3) ESOL TESTING ASSESSOR								

K-12 ESOL Student Record (ESR) for Students Transferring from Maryland Public Schools

**NOTIFICATION OF PLACEMENT IN
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM**

Date: _____	<input type="checkbox"/> Initial Placement		<input type="checkbox"/> Continuing Placement	
_____	_____	_____	_____	_____
Last Name	First Name	M.I.	Student ID	
_____	_____	_____	_____	
School	Grade			

Dear Parent/Legal Guardian:

We are pleased to inform you that your child is eligible to receive instruction in our ESOL program for the 2019 school year. Students are identified as needing services based upon your response to the Maryland's Home Language Survey and a test of English proficiency.

Overall English Proficiency Level

Initiating A1	Exploring A2	Engaging A3	Entering 1	Emerging 2	Developing 3	Expanding 4	
MCPS OASIS ESOL LEVEL			1 (1.0-1.7)	2 (1.8-2.4)	3 (2.5-3.1)	4 (3.2-3.8)	5 (3.9-4.4)

The method of instruction used in your child's ESOL program will be as indicated below:

- EL Bilingual:** Students gain proficiency in both their native language and English with some instruction in the student's native language.
- Mixed Bilingual:** Equal focus is given to English and a partner language, including content instruction in the partner language in the ELs' and non-ELs' class.
- EL - Specific Transitional Instruction:** Student's native language is used to support English proficiency acquisition but proficiency in a student's native language is not a program goal in the EL only class.
- Mixed Classes with Native Language Support:** Student's native language is used to support English proficiency acquisition, but most instruction is provided in English in the ELs' and non-ELs' class.
- EL-specific English-only Instruction:** English language skills and content are the focus of instruction in the EL only class.
- Mixed Classes with English-only Support:** English language skills and content are the focus of instruction in the ELs' and non-ELs' class.

Description of Program Placement Options and Goals for English Learners (ELs)

All programs include English language development and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach English proficiency in listening, speaking, reading and writing and succeed academically in all core subjects. The expectations for ELs are that students fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and graduate from high school at the same rate as mainstream students.

Parental Rights

You have the right to request that your child be placed in a different method of instruction if available. You have the right at any time to refuse ESOL program services by contacting your child's ESOL teacher and/or the school. This process must be completed annually.

Notification of Placement in English for Speakers of Other Languages (ESOL) Program (page 1 of 2)

■ = Manually select or enter this information after printing the notification letter. Manually enter Overall English Proficiency Level scores for students who do not have scores for the annual census ELPA, the ACCESS for ELLs. Also, circle the appropriate MCPS OASIS ESOL LEVEL that corresponds to the ELPA proficiency level.

ELs with Special Needs

The student's ESOL program will support meeting the instructional objectives of the individualized education plan (IEP).

Please indicate your decision below regarding your child's ESOL placement:

- Yes, I want my child to participate in the ESOL program for the 2019 school year.**
I understand that my child will be tested annually with the English language proficiency assessment to measure progress in learning and attainment of English.

- No, I do not want my child to participate in the ESOL program for the 2019 school year.**
I understand that my child will be tested annually with the English language proficiency assessment to measure progress in learning and attainment of English even if I have refused ESOL services for my child. My child will remain an English learner until the state exit criteria is met. A conference will be scheduled to further explain the implications of refusing ESOL services for your child. Please note that with your permission, you and your child may be eligible for additional services under Title III such as after school tutoring and summer intensive English programs, parent outreach programs, and the services of an interpreter for parent-teacher conferences.

Exit Criteria

English learners will no longer be eligible for ESOL services when they meet the state exit criteria on the annual English language proficiency assessment.

Respectfully,

Name Title Phone Number

For more information about the programs of instruction or assistance in selecting a program contact:

Name Title Phone Number

Please ensure you indicated your decision regarding your child's ESOL placement above and sign your name below to confirm.

Parent/Legal Guardian's Signature Date

Return this document to:

Name Title Date