

# Initial Identification of English Learners

## Primary Language Determination

California *EC* Section 52164.1 requires LEAs to make a primary language determination for all students in K–12 upon first enrollment in a California public school. A student's primary language is identified in a home language survey, which is completed by the parents or guardians at the time the student is registered. Once determined, the primary language need not be re-determined unless the results are disputed by a parent or guardian.

A sample home language survey is available on the CDE English Learner Forms Web page at <http://www.cde.ca.gov/ta/cr/el/forms.asp>. The SBE approved the following guidelines for interpreting the sample survey.

If a language other than English\* is indicated on:

- Any of the first three questions, student should be tested with the CELDT.
- The fourth question, student may be tested at the LEA's discretion.

## Assessment of English Language Proficiency

### Kindergarten and Grade One

Students in K–1 are considered to have met the CELDT criterion for English proficiency when:

- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening and Speaking are at the Intermediate level or higher.

For K–1, if the above criterion is met, the domain scores for Reading and Writing are not required to be at the Intermediate level for an IFEP designation.

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\* American sign language, in and of itself, is not considered a "language other than English" for purposes of CELDT testing.

**Grades Two through Twelve**

Students in grades 2–12 are considered to have met the CELDT criterion for English proficiency when:

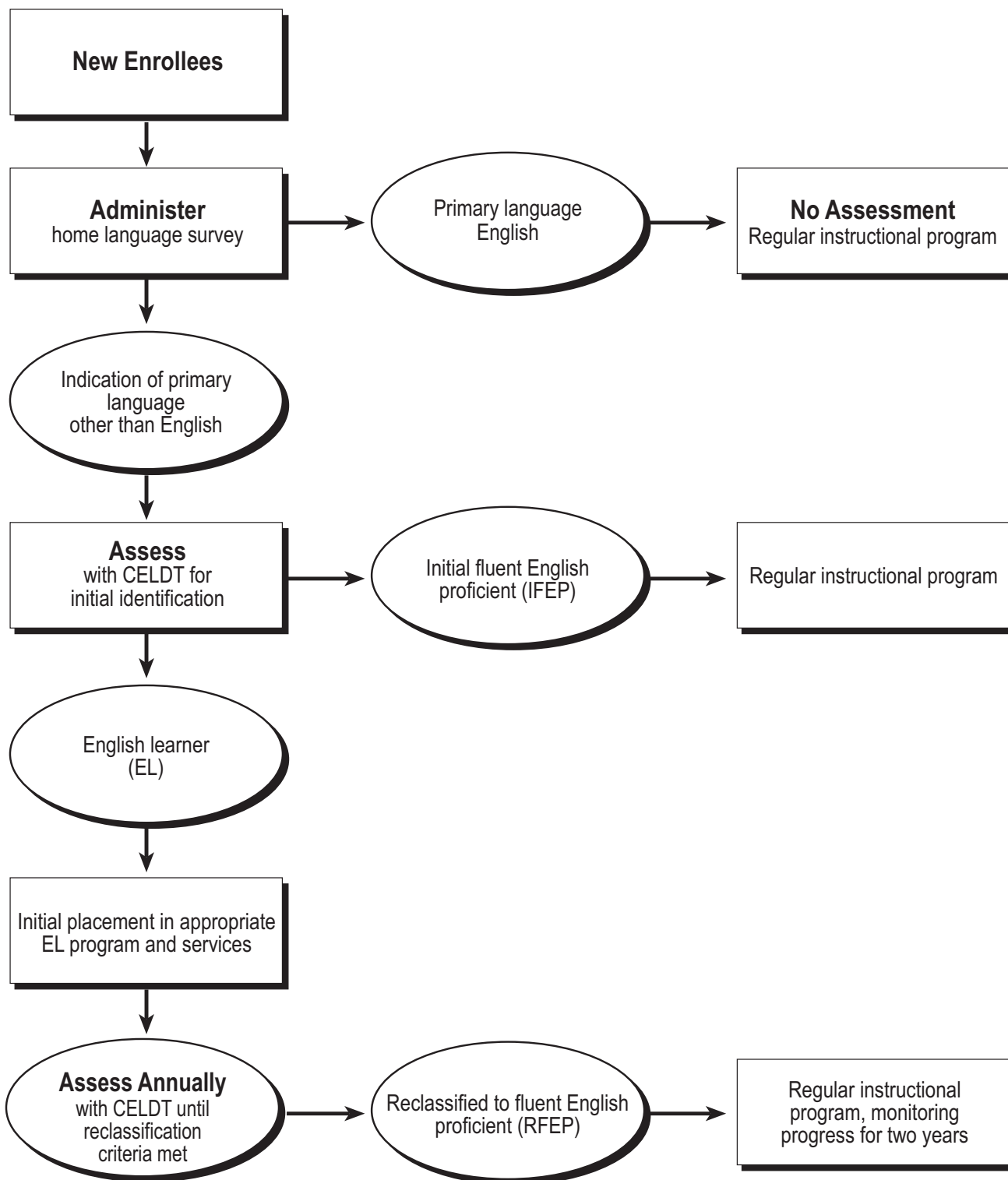
- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher.

The above criterion for students in grades 2–12 should be met for an IFEP designation.

LEAs may refer to the Decision Guide for Placement of English Learners (found in Section 1 on page 9) when making decisions about initial identification and program placement of English learners.

# Decision Guide for Placement of English Learners

(Education Code sections 313 and 60810[d])



# Guidelines for Reclassification

Under current state law (*EC* Section 313[d]), identified students who are English learners must participate in the annual administration of the CELDT until they are reclassified as RFEP. The LEAs are to establish reclassification policy and procedures based on the four criteria below:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the ELD test pursuant to *EC* Section 60810 (i.e., the CELDT);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Student performance on a statewide assessment of basic skills in English.

Clarification for applying the four criteria to local reclassification decisions is provided in the guidelines approved by the SBE that follow.

## Reclassification for Students with Disabilities

Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, local individualized education program (IEP) teams may determine appropriate measures of English language proficiency and performance in basic skills, in accordance with local and SBE approved reclassification guidelines. Additional information about assessing students with disabilities is available in Section 1 on pages 13–15.

## Assessment of English Language Proficiency

Utilize CELDT as the primary criterion. Consider for reclassification those students whose overall performance level is Early Advanced or higher and:

- Listening is Intermediate or higher,
- Speaking is Intermediate or higher,
- Reading is Intermediate or higher, and
- Writing is Intermediate or higher.

Those students whose overall performance level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.