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Educating Iowa's Limited English Proficient Students

**Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa**

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**A Handbook for Administrators
and Teachers**

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Introduction

During the almost 10 years since the original publication of this handbook for Iowa districts with limited English proficient students, there have been several significant sociopolitical and educational changes.

An increasing number of languages and cultures are represented in our state and in the political arenas of the country. Countries in trouble from poverty or from wars have sent us immigrants and refugees who seek the American Dream. There are shifting balances among minority group populations with a prognosis of even greater shifts.

Educational programs have increasingly moved toward responsibility for learning, with emphasis on students acquiring competencies and retaining skills or information from the instructional process. Educators increasingly question the validity of standardized tests for any student, especially for students who do not understand the language used on the tests. All of this has taken place in an atmosphere of reform where we are using the learnings and test results in specific attempts to assess and then improve education.

In society and in our educational institutions, we have acquired a better understanding of the implications of a language and cultural difference when learners need to make use of available programs. In short, we know more now about language acquisition, about cultural change, about competencies, about testing, about effective states of the learner, about individual assessments, and about ourselves.

The changes in this handbook attempt to reflect these new understandings. We seek to give Iowa educators a picture of the unique needs of limited English proficient (LEP) students and to offer a guide to providing equal access to the quality education available in the state. The handbook will be of value primarily to those responsible for designing and implementing programs in the local school districts.

Chapter 1

The Legal and Educational Rationale

This chapter describes the legal and educational rationale for educating limited English proficient (LEP) students. An overview of the federal and state legislation and guidelines, and United States Supreme Court decisions that have had a direct impact on the education of LEP students are discussed. In addition, a series of educational and pedagogical issues related to LEP students are also presented.

A. Legal Rationale

Limited English Proficient (LEP) students are students with a home language background other than English, whose English language skills are not yet well enough developed for them to be able to participate successfully in classrooms where all academic instruction is provided in English. Numerous acts, laws, court decisions, and guidelines have been written over the years for these students. They combine to create and clarify the current legal responsibilities of all United States school districts for the education of LEP students. In this chapter, these acts, laws, and other legal references are presented, either in brief summaries or through quotes, so that school personnel will be more familiar with the school district's obligations in the education of LEP students.

1. Federal

Four documents provide the federal requirements for the education of LEP students.

a. Title VI, Civil Rights Act, 1964

"No person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity receiving federal financial assistance from the Department of Health, Education, and Welfare."

b. May 25, 1970, Memorandum, Department of Health, Education and Welfare

This memorandum interpreted the Civil Rights Act cited above. It concerns the responsibility of school districts in providing equal educational opportunity to national origin minority group students whose English language proficiency is limited. The following quotes discuss some major areas of concern with respect to compliance with Title VI and have the force of Law:

"Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

"School districts have the responsibility to adequately notify national origin minority group parents of school activities which are called to the attention of other parents. Such notice, in order to be adequate, may have to be provided in a language other than English.

"School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin minority group children access to college preparation courses on a basis directly related to the failure of the school system to inculcate English language skills.

"Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track."

c. Bilingual Education Act, 1968 (Amended in 1974 and 1978)

"The Congress declared it to be the policy of the United States, in order to establish equal educational opportunity for all children, (a) to encourage the establishment and operation, where appropriate, of educational programs using bilingual educational practices, techniques, and methods; and (b) for that purpose, to provide financial assistance to local education agencies, and to State education agencies for certain purposes, in order to enable such local educational agencies to develop and carry out such programs in elementary and secondary schools, including activities at the pre-school level, which are designed to meet the educational needs of such children; and to demonstrate effective ways of providing, for children of limited English speaking ability, instruction designed to enable them, while using their native language, to achieve competence in the English language."

d. Equal Educational Opportunity Act, 1974

"No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

U.S. Supreme Court Decisions

Three Supreme Court decisions have had a significant impact on education in general and particularly the education of LEP Students.

a. Brown vs. the Board of Education, 1954

"Today, education is . . . a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

b. Lau vs. Nichols, 1974

"It is the conclusion of the 92nd Congress Senate Select Committee on Equal Educational Opportunity that some of the most dramatic, wholesale failures of our public school systems occur among members of language minorities. . . . What these conditions add up to is a conscious policy of linguistic and cultural exclusion and alienation.

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

"Basic English Skills are at the very core of what . . . public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills, is to make a mockery of public education."

c. Plyler vs. Doe, 1982

In *Plyler vs. Doe*, the United States Supreme Court held, in a five-to-four decision, that the Texas law allowing local education agencies to deny enrollment to

children of undocumented immigrants was unconstitutional. The ruling was based on the equal protection provision of the Fourteenth Amendment to the U.S. Constitution. Of particular concern to the Court was the fact that children—rather than their parents—were involved. The Court believed that denying undocumented children access to education punished the children for their parents' behavior. Such an action, the Court noted, did not square with basic ideas of justice.

Other Litigation

a. Diana vs. State Board of Education, 1970

In this case, a class action suit was filed on behalf of nine Mexican-American public school children, ages 8-13, who had been placed in classes for the mentally retarded. It was alleged that these children had been improperly placed in classes for the mentally retarded on the basis of biased individual intelligence tests.

An out-of-court settlement was reached in the Diana case, which mandated that several significant practices were to be observed in the future. For example, children whose primary language is not English must henceforth be tested in both their primary language and English. Also, such children must be tested only with tests that do not depend upon vocabulary, information, and other discriminatory and unfair verbal questions. Further, school districts with a disproportionate number of Mexican-American pupils in their special classes were required to justify in writing the reasons for a disparity.

b. Dyricea S. vs. New York City Board of Education, 1979

A class action suit was brought on behalf of Puerto Rican and other Hispanic children in New York City who have limited English proficiency and are handicapped, and for those who require Bilingual Special Education programs for which they were not being promptly assessed and placed. On February 27, 1980, a consolidated judgment was rendered on behalf of the plaintiffs. This case marked the first major action in the United States that required the provision of bilingual Special Education for handicapped students who are more proficient in a language other than English.

2. Iowa Limited English Proficiency Legislation

Chapter 280.4, Uniform School Requirement — Iowa Code. When the student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in English as a second language or transitional bilingual instruction until

the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language. The Department of Education has monitoring and technical assistance responsibilities. (See Appendix D.)

B. Educational Rationale

The legal rationale stated in Part A of this chapter provides only part of the reason that special instructional programs for limited English proficient (LEP) students are necessary. Equally, if not more, important, is the fact that these types of programs are consistent with best educational practices. Both research and experience have proven that they provide the most valuable educational opportunities for LEP students.

In reviewing what is known about learning a second language, in this case English, it is important to keep in mind some of the following in providing service to these students.

General Considerations:

- **It is not necessary to give up or forget a first language in order to learn a second language.**

On the contrary, it has been shown that developing and maintaining skills and proficiency in the first language **enhance** acquisition of a second language. Students who are proficient in their first language will acquire English more easily and more quickly. Students who read in their first languages, will learn to read faster and more easily in English. It is, therefore, not useful or practical, and in many ways is counterproductive, to encourage parents of LEP students who do not speak English well themselves to try to speak English with their children at home. Parents can provide much support in the first language and should be encouraged to speak and read to their children in any language that is comfortable for them. The school and the parents together can plan for rich and pleasant experiences for LEP students in English, both in and out of school.

- **Lack of skill and proficiency in English does not in itself make a student eligible for Special Education services.**

An individual student who lacks English language skills is different from an individual with a language disorder. A student from another culture may have learning styles and concepts of appropriate school and classroom behavior that, while they may differ from the American mainstream perception of the same, may be appropriate to that student's cultural background and experiences.

In the course of normal second language acquisition, a student may not be able to perceive or to pronounce certain sounds that do not exist in his/her first language or are not used in the same position. Normal sound patterns and interference from the

first language may lead students to not discriminate sounds in the second language. This is not a learning, speech, or hearing disorder. A student may acquire oral and written skills in English at different rates. Oral fluency in English may not be an indication of the overall English language skills necessary for academic achievement.

Therefore, before a student can be served in Special Education, a student should be assessed in the first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. It can be assumed that a suspected speech disorder, for example, that does not appear in the first language, is then a natural characteristic of second language acquisition and that the student should be referred for English as a Second Language instruction.

- **It may take a long time to learn English well enough to participate fully in an all-English language mainstream classroom.**

Researchers have recently concluded that it may take from three to up to ten years to master the sophisticated English in the four skill areas (listening, speaking, reading, writing) that is required to fully participate and learn in an academic setting. This may vary with each individual student's background, age, experience and first language literacy, as well as with the amount of support from school and parents. It is important to note that the language needed for basic oral survival, while acquired relatively quickly (1 to 3 years) is not sufficient for students to perform well in the classroom. Early acquisition of basic, predictable oral language, or even slang, may lead mainstream teachers to believe that an LEP student knows more English than he or she actually knows, when actually the student does not know enough English to fully participate academically in an English language mainstream classroom.

A description of these two categories of English language proficiency, as described by Dr. James Cummins, a prominent linguist and researcher, are given in the chart on page 8. The information may assist administrators and teachers in better identifying the English language needs and performance levels in the classroom and understanding the need for comprehensive and sometimes lengthy English language instruction.

CATEGORIES OF ENGLISH PROFICIENCY

BICS - Basic Interpersonal Communicative Skills

Time to Master:

1 to 3 years

Characteristics:

- Repetitive
- Predictable
- Usually oral
- Can often be pointed at or acted out
- Present tense, verb stem
- Basic "survival" English
- Single sentences, simple phrases and questions

CALP - Cognitive Academic Language Proficiency

Time to Master:

3 to 10 years

Characteristics:

- Original, not repetitive
- Not predictable
- Oral and written
- Not necessarily in immediate surroundings
- Language of past, present, future, condition
- Opinions and feelings expressed
- Conjecture
- Extended speech and reading
- Complex phrases, sentences and questions

While the acquisition of BICS is an important first step in learning English, it is not sufficient to be able to take advantage of the educational opportunities offered in the all-English mainstream classroom. First language content instruction, as well as English as a Second Language (ESL) instruction, will provide both academic and linguistic support for the LEP student until CALP can be reached and the student is able to actively and fully achieve academic success.

References:

Biagini, J., M. Díaz, and B. Phommasouvanh (1991): Guidelines for Serving Students With Limited English Proficiency. St. Paul: Minnesota Department of Education.

Iowa Department of Education Bureau of Compensatory and Equity Education (1988): Educating Iowa's Limited English Proficient Students. Des Moines: Iowa Department of Education

Malakoff, M., and K. Hakuta (1990): History of Language Minority Education in the United States. In Padilla, M., H. Fairchild, and C. Valadez (Eds.), Bilingual Education. Newberry Park, CA: Sage Publications.

Chapter 2

Funding Sources

Inherent in a school district's obligation to take "appropriate action to overcome language barriers that impede equal participation by its students" (Equal Educational Opportunity Act of 1974) is the obligation to finance these programs. State funds are allocated to school districts on the basis of enrollment. Thus, a district is given the same funds for the education of an LEP student as for a native speaker of English. The Iowa Department of Education's Bureau of Instructional Services attempts to keep schools informed about available funds from other sources as well as through letters, phone calls, personal visits and the ESL Newsletter.

Federal Funds

Bilingual Education: Title VII of the Improving America's Schools Act (IASA) provides federal money to school districts to implement programs for language minority students. This money usually goes to pay the salaries of bilingual education program administrators, teachers and teacher aides, to purchase or develop appropriate materials, to offer training for staff and to pay for special services and activities for parents. The Bureau of Instructional Services provides assistance to school districts planning to write the proposal required for these funds. The competition is based on the merits of the proposals. Announcements regarding deadlines, regulations and requirements are published in the Federal Register and are also communicated to local school districts by the Bureau. For more information, contact the Bureau of Instructional Services. (See Appendix B.)

Emergency Immigrant Education: This program provides financial assistance to state educational agencies for supplementary educational services and costs for immigrant children enrolled in elementary and secondary schools. "Immigrant children" means children who were not born in this country and who have been attending schools in one or more states for less than three complete academic years. In order to qualify for the funds, a district must have at least 500 immigrant children or 3 percent of its total school population. For more information, contact the Bureau of Instructional Services. (See Appendix B.)

Migrant Education: This program provides migratory children with appropriate educational services that address their special needs. It seeks to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit their ability to do well in school.

A "migratory child" is a child who is, or whose parent, spouse or guardian is, a migratory agricultural worker, and who, in the preceding 36 months, in order to obtain temporary or seasonal employment in agricultural work, has moved from one school district to another.

The state education agency is directly responsible for administering the state's migrant education program. Any school district that has ten or more eligible children enrolled in an attendance center can receive funds. For additional information, contact the Office of Educational Services for Children, Families, and Communities. (See Appendix B.)

Title I of the IASA, Part A provides that LEP students are eligible for Title I services on the same basis as other children selected to receive services. In schools operating schoolwide programs, where the goal is to upgrade the instructional program in the entire school, all children, including LEP students, are intended to benefit from the program and the needs of all students are to be taken into account in the program design. In targeted assistance schools (schools not operating schoolwide programs), LEP students are to be selected for services on the same basis as other children — on the basis of multiple, education related, objective criteria for determining which children are failing or most at risk of failing to meet the state's student performance standards. No longer does a local educational agency need to demonstrate that the needs of LEP students stem from educational deprivation and not solely from their limited English proficiency.

Through an application process, the grant monies are awarded to the local education agencies. Each agency provides assurances that the monies will be used to provide supplementary educational services to eligible children, prekindergarten through high school. For additional information, contact the Office of Educational Services for Children, Families and Communities or the Bureau of Instructional Services. (See Appendix B.)

Local Funds

The primary responsibility in meeting the needs of LEP students lies with the local school district. LEP students have urgent language and educational needs. Appropriate services should be provided by the school district to meet these needs. To receive appropriate services, LEP students should have access to district programs that are considered beneficial to them, just as other students do.

School districts must first use local resources to provide these programs to LEP students in order to comply with legal requirements (see Chapter 1). Federal and state resources are intended to supplement, not supplant, local resources in meeting the needs of LEP students. When other sources of funding are not available or sufficient, the district must assume the responsibility for providing appropriate services to LEP students.

State Funds

LEP Student Funding: The Iowa state Legislature has approved funding for "the excess costs of instruction of limited English proficient students." The school district may apply to the school budget review committee for funds to provide English as a second language instruction, a transitional bilingual or other special instruction program when support for the program from other federal, state or local sources is unavailable or inadequate.

The Department of Education shall review all applications for funding and make recommendations to the school budget review committee regarding their disposition. The school budget review committee shall not grant funds to a public school for instruction in English as a second language, a transitional bilingual or other special instruction program unless the program is also available to nonpublic school students in the district.

References:

- Biagini, J., M. Díaz, and B. Phommasouvanh (1991). Guidelines for Serving Students With Limited English Proficiency. St. Paul: Minnesota Department of Education.
- 103rd Congress 2d session (1994). Improving America's Schools Act. Washington, DC: United States Printing Office.
- Iowa Department of Education Bureau of Compensatory and Equity Education (1988). Educating Iowa's Limited English Proficient Students. Des Moines: Iowa Department of Education.

Chapter 3

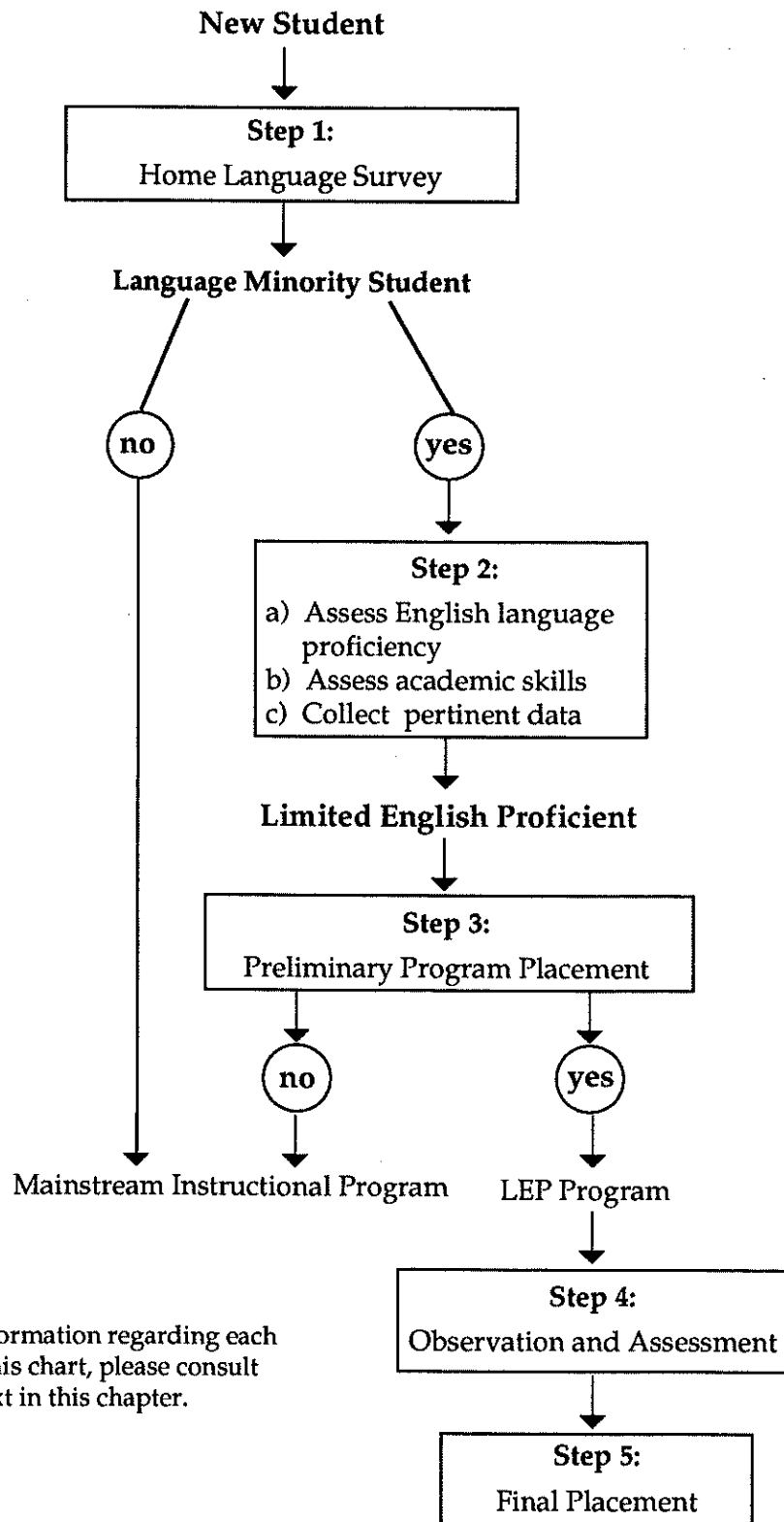
Entrance, Exit and Assessment Procedures

Identifying language minority students and assessing their skills are critical steps in providing them with quality education. This chapter provides educators with specific guidelines and suggestions for identifying language-minority students (students who have a primary language other than English) and for assessing their skills in English to determine whether or not the student is limited in their English proficiency.

Chapter 280, Section 280.4 of the Iowa Code, defines **Limited English Proficient**: "A student's background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background." Thus, it is imperative that educators assess the language minority student appropriately in order to ensure appropriate placement.

There are five basic steps for districts to follow in identifying LEP students (see Table I). These steps will assist districts in meeting the criteria identified in Chapter 280, Section 280.4 of the Iowa Code.

Table I
Identifying LEP Students



For more detailed information regarding each step represented in this chart, please consult the corresponding text in this chapter.

STEP 1 - The Home Language Survey

A Home Language Survey developed by the Iowa Department of Education is available in a number of languages to help districts determine whether a student meets the first criterion of the definition. A master copy of the survey is included in Appendix E. This survey should be completed by the parents or guardians of **all** new students in the district, including kindergarten, transfer, refugee, immigrant, and any other new students. The information from the Home Language Survey becomes part of the student's permanent records and should be available to the student's teachers. Note that a positive response to an item on this survey does **not** identify a student as limited English proficient; it merely helps to identify students who potentially should be considered to be LEP students. If a response on the Home Language Survey indicates a language other than English is evident in the student's background, then some form of assessment is needed to determine whether a language minority student is limited in English proficiency. Responses on the Home Language Survey must be used along with other indicators to identify LEP students.

It is important to note that some parents may be reluctant to share the information when English is not their home language. Many times this reluctance is related to fear of negative consequences for their children or themselves. School personnel should make every effort to clearly explain the purpose of the questionnaire and to elicit accurate information. Parents may need to be assured that the information requested is used to help make the best programmatic decisions possible for their children.

STEP 2 - Assessment

a) Assessment of English Language Proficiency

The skill areas of listening, speaking, reading, and writing should be assessed, as proficiency in all four skills is necessary for successful academic performance. The level of proficiency in different skill areas may vary. English language assessment may include several instruments, both standardized and locally developed. Examples might include an oral interview; an oral proficiency test; an English language reading test; a writing sample; and/or a standardized English language proficiency test. "These assessments shall be conducted by utilizing state, local or nationally recognized tests, as well as teacher observations and recommendations [Iowa Code Chapter 281-60.3(3)]." Suggested assessment instruments are listed in Appendix A.

b) Assessment of Academic Skills

LEP students' academic experiences may vary greatly, partly dependent on their opportunities to participate in any language in academic endeavors. Academic skills may be more appropriately assessed in the student's first language. If academic skills are assessed in English, it is important to remember that lack of English skills may influence the performance in content area testing.

c) Collection of other pertinent information from students, parents, and other sources

Information regarding such topics as family and academic background, language experience, health, length of time in the U.S., cultural and developmental information, and other relevant material should be collected to provide a comprehensive overview of the student's past and present life and school experiences. This information will help teachers and administrators provide the most appropriate educational program for each LEP student.

STEP 3 - Preliminary Program Placement

a) In the LEP Program: Due to the often quick and general nature of the initial assessment, the initial placement of an LEP student in a particular level of ESL/Bilingual Education instruction may be tentative. Placement tests may provide only a general grouping of students, not a detailed profile of an individual student's English language skills. Therefore, it is important to have an observation or trial period to determine whether an initial placement is actually appropriate. The LEP teacher in a classroom setting will be able to better judge a student's strengths and weaknesses. A procedure should be developed by which teachers can move and "fine tune" placements when the skill levels of the students are better known after a period of classroom contact.

b) In the Mainstream: LEP students should be placed in, or as close as possible to the grade in which other students of their age are placed. It is important that LEP students interact with same-age peers because these interactions encourage the use of oral language in English, and because they assist with faster social and cultural adjustment. Below grade placement has several detrimental effects. Students placed below grade level often show signs of maturation before their classmates, frequently resulting in embarrassment for the student and reduced social interaction that continues throughout their school years. Students who are placed in lower grades because they do not speak English, continue to not speak English in the lower grade. In addition, they often feel isolated and/or uncomfortable in a classroom with younger classmates.

If a language minority student was initially assessed as fully English proficient, but upon further observation the student appears to be experiencing difficulty, then additional assessment of English language and academic skills is needed. Formal and informal assessment techniques, as well as teacher observations, should be used to ensure the appropriate placement of the student.

STEP 4 - Observation and Assessment

It is sometimes difficult to obtain standardized test data at the time that a decision must be made regarding the identification and placement of a student in an LEP program. For example, some districts do not test students at all grade levels, and

test dates often do not coincide with the dates on which an LEP decision must be made. In these and similar situations, other information can be collected to get an indication of need until the district standardized test scores are available.

After the initial preliminary program placement, time and opportunity need to be given to observing the student in the preliminary placement environments, as well as taking the opportunity to assess and evaluate actual student performance.

STEP 5 - Final Placement

Based upon the previously described assessment, observation and information gathering, a decision is made regarding the student's placement in both the mainstream and the LEP program. This decision should be made using a team approach. The team may include, but is not limited to, the student, mainstream teachers, bilingual teacher, ESL teacher, instructional assistant, counselor, parent and administrators. The team should analyze the student performance data in both academic and language skills to determine the appropriate placement of the student. However, NO placement should be considered permanent. Student's progress should be frequently evaluated and appropriate program change made as soon as need is determined.

Exit Procedure and Transition to the Mainstream

The exiting of a student from an LEP program should be considered tentative. It is important that a periodic review and follow-up of the progress of the exited student be made. A process for the re-entry of the student into the LEP program should be established if it is found that the student is not able to perform as well as anticipated in an all-English mainstream environment. It usually is wise not to transfer a student out of the building as soon as he or she is exited from the LEP program. Should that student need to re-enter the program, the multiple moves involved generally are very difficult for the student and for district personnel.

The Iowa Code addresses exit from an LEP program as follows: "An individual student may exit from an ESL or Transitional Bilingual Education (TBE) program after an assessment has shown both that the student can function in English (in speaking, listening, reading, and writing) at a level commensurate with the student's grade or age peers and that the student can function academically at the same level as the English speaking grade level peers. These assessment shall be conducted by utilizing state, local or nationally recognized tests as well as teacher observations and recommendations."

Exit Checklist

The decision to exit a student from an ESL or Bilingual Education program should be based upon the following factors:

- Student's reading level equivalent to the mainstream
- Results of English proficiency test
- Scores on districtwide achievement tests
- Recommendations of ESL, bilingual education and mainstream staff
- Opinion of parents

Additional Considerations on the Assessment of LEP Students

In this section, three areas are discussed. Additional information regarding the assessment of the LEP student's English and native language proficiency and academic achievement is provided. Information related to assessing LEP students for exceptionalities is also included.

Assessing English and non-English Language Proficiency

Under Chapter 60, Section 281-60.2(280) Definitions, Fully English proficient "refers to a student who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. The four language skills contributing to proficiency include reading, listening, writing and speaking." Given this definition, one must strive to ensure that the English language assessments used for decision making are linked to the linguistic capabilities inherent to this definition.

Unfortunately, commercially available English language proficiency tests do not directly generate all of the kinds of linguistic information called for under this definition. Consequently, additional sources of information must be made available. In other words, school personnel responsible for the education of LEP students, including regular classroom teachers, should develop alternative types of language measures (e.g., checklists, rating scales, anecdotal records) that are closely linked to

the kinds of language uses described in this definition of a fully English proficient student.

For example, if neither the commercially available language proficiency reading subtest nor the standardized test of reading achievement subtest uses actual science, social studies, and other reading texts encountered in the mainstream classroom, an effort should be made to include a measure of the student's ability to read such texts. Such measures need not be complicated or time consuming. It is well within the reach of educators to judge the student's ability to read a grade level science passage, to create a cloze passage from a social studies text, or to conduct a Miscue Analysis using children's literature.

Much the same case can be made for speaking, listening and writing. Again, and regardless of whether the issue is identification, placement, or exiting, it is critical that those responsible for providing for the LEP student's educational experiences also base their language judgments on language measures linked to common instructional practices and materials forming part of the actual teaching and learning environment.

With regard to the assessment of the student's native language proficiency, it is also important to keep in mind that a student that is literate in his/her native language will need an instructional program that is different from the student who is not literate in his/her native language. In other words, placement decisions that also include information about the student's native language abilities, especially literacy skills, are likely to yield the best placement results. Again, and because of the limitations of commercially available non-English proficiency measures, alternative measures should be developed. Educators that are proficient in the student's native language could easily develop the kinds of classroom based measures mentioned above. At the very least, and as mentioned in Chapter 3, an interview should be conducted with the parent or guardian in order to obtain information bearing on the student's previous educational experiences.

Assessing Academic Achievement

Assessing the academic growth of limited English proficient students is clearly one of the most challenging tasks for educators. This is because teachers must make an additional effort to determine whether or not the LEP student has grasped the content or concept of a lesson but may be unable to articulate their comprehension through the English language. For example, it is possible that an LEP student will understand the concept of metamorphosis, conservation, gravity, etc., but be unable to discuss the topic in English in a manner comparable to his English proficient peers.

The point is that the teacher must make an effort to focus assessments on the content and not on the LEP student's use of the English language. In addition, the teacher must also make an effort to design alternative forms of assessment that will allow the student to demonstrate his or her learning in a manner that downplays the role of English language use. For example, it is possible to assess an LEP student's

written responses to content related questions without penalizing the student for lack of mastery of written conventions. Similarly, an LEP student may be able to demonstrate his or her comprehension of a concept pictorially, through a group effort, with some English language assistance, or through the native language.

The most critical point is that the teacher should not lower learning standards for limited English proficient students. Similarly, teachers must ensure that the content delivered to LEP students be grade appropriate and related to the requirements needed for grade promotion.

Students With Special Needs

In the absence of bilingual education, bilingual diagnosticians, and assessments available in nonEnglish languages, it is not surprising that in most school districts there tends to be an overrepresentation of LEP students in the area of learning disabilities and an underrepresentation of LEP students in gifted and talented programs.

It is possible that the LEP student suspected of experiencing difficulty in learning does not actually have a learning disability, but is going through a period of social, psychological and/or linguistic adjustment. Cultural differences in learning styles and strategies, as well as social and cultural interaction patterns with peers and teachers, do not constitute a learning disability.

One approach to assist in making appropriate referrals of LEP students when a teacher suspects a learning disability is through the establishment of a pre-referral process. This approach is not foolproof, but through the careful collection, examination, and weighing of a variety of information, distinguishing between a learning disability and the normal process of acculturation should prove less problematic.

Giftedness is a human quality that is equally distributed among all cultures of the world. Unfortunately, the tools used to determine giftedness (e.g., intelligence tests, standardized tests of academic achievement) are primarily available in English and accommodate American mainstream learning, teaching, and assessment styles. Thus, alternative approaches must be devised in order to accommodate for the limitations of existing, conventional identification procedures. The strategy for identifying gifted LEP students is much the same as the strategy for avoiding inappropriate referrals for learning disabilities, collect, examine and weigh a variety of information about the student.

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Chapter 4

Educational Programs

Two major educational programs have been proven successful, together with understanding and knowledgeable mainstream instruction, in meeting the educational needs of limited English proficient (LEP) students. The more comprehensive types are English as a Second Language (ESL) and Bilingual Education programs. This chapter describes these programs, their goals and how they can be implemented.

General Guidelines

In developing both types of programs for LEP students, some general guidelines should be kept in mind:

- Students should be grouped by age **and** by English proficiency level for ESL classes. If a Bilingual Education model is used, group assignments should take into account the language background of the students **as well as** the level of their academic skills.
- The size of the instructional groups should not be very large.
- Both LEP (ESL and Bilingual Education) staff, as well as mainstream staff, should be included in planning and developing the program.
- Scheduling issues can be very important to the success of a program. Time should be provided for LEP staff to meet with mainstream staff. Good communication is critical in the development and maintenance of consistent service delivery to LEP students.

In planning programs for an individual district or school site, it is also important to consider the following factors that may prove significant in designing a program model:

- Total number of LEP students
- Distribution of LEP students by:
 - Grade placement
 - School site
 - English language proficiency
 - Native language
- Number of teachers
- Type and number of support staff

- Travel time between sites
- Busing schedules
- Dollars available for the program

1. English as a Second Language (ESL)

English as a Second Language refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write and listen to English language at the age- and grade-appropriate level.

A. Program Goals

The major goal of ESL instruction is to develop the English language skills of LEP students so that they can function well in an English language academic setting as well as in society at a level comparable to their native English-speaking peers. This includes developing an awareness of the social and cultural implications of English in American society. The goals of the program include:

1. providing LEP students with sufficient English language skills in listening, speaking, reading and writing for academic purposes appropriate to their grade level as efficiently and effectively as possible;
2. providing access to meaningful academic instruction;
3. providing a nurturing school environment in which LEP students can attain academic success to the best of their ability, regardless of linguistic, cultural, racial or religious backgrounds and experiences.

B. Program Models

ESL classes can be (a) ESL pullout class for the LEP student (b) inclusion (c) content area instruction in English ("sheltered English").

1. **ESL Models** There are several ways in which ESL instruction can be provided. While the goal -- to increase English language proficiency in the areas of listening, speaking, reading, and writing -- is the same for all program models, the student's needs, resources, staff, and other considerations may produce different programs for different circumstances. Two broadly described models are as follows:
 - a. ESL Pullout Model is usually formed in such a way that LEP students accompany an ESL teacher to another classroom for a portion of the day, away from the mainstream English-only classroom. While in the ESL class, students usually receive instruction in English, with a focus on literacy development and not academic development.
 - b. Inclusion Model brings the ESL teacher into the mainstream classroom to provide support and instruction in ESL within the confines and context of the mainstream classroom, coordinating with the

mainstream instruction and curriculum when possible.

- c. "Sheltered English" Content Area Instruction presents challenging academic material and concepts in simplified English and also attempts to develop English proficiency for academic purposes. This program does not focus on the English language as much as the content area material that serves as the natural setting for teaching language and content simultaneously.

2. Supplementary Instruction:

- a. Instruction in the Mainstream Classroom is very important. Experiential and cooperative learning experiences facilitated by the mainstream teacher provide valuable language and content area learning experiences. Peer contact and language development in the mainstream is essential.
- b. Paraprofessionals/Instructional Assistants. Paraprofessionals should be encouraged and allowed to assist the classroom teacher in the instruction of LEP students. Paraprofessionals can be included in the development of lessons, instructional materials and student assessment. Bilingual paraprofessionals can be instrumental in the promotion and development of students' first and second languages. Paraprofessionals should not be limited to only clerical responsibilities since these activities reduce their effectiveness as instructional assistants.

C. Instructional Strategies

ESL teachers can choose from and mix a variety of instructional approaches. The following are listed as some of the appropriate approaches for meeting the English language needs of the students (Ulibarri, 1985). Each approach has features that take into account the language learning process and can be used in an ESL program to develop language skills.

1. *The Communicative Approach*: The major goal of the various communicative approaches is to develop interpersonal communication skills. The emphasis is on teaching students conventional relationships between the forms and structures of the new language and their social-functional meanings. Teaching activities are organized around communicative functions such as making requests and asking permission, etc. These functions are important aspects of classroom interaction that may not be stated as classroom objectives in the mainstream classes. However, they are expected behaviors and need to be specifically taught to linguistically and culturally different learners.

2. *The Cognitive Approach*: Cognitive approaches develop the student's ability to use language through a more active use of the student's information processing capabilities. Cognitive approaches focus on developing higher-order mental processes as these processes apply to the acquisition of academic language skills that underlie reading comprehension and other content areas.

An example of a cognitive technique is guiding students to listen carefully for the meaning of a particular English statement and determine what, if anything, is incorrect in the language of the statement. Even though all students may not be able to verbalize their answers, all students must be mentally involved in the exercise (Celce-Murcia and McIntosh, 1979).

Cognitive approaches are particularly effective with students who may not have developed the necessary cognitive skills in their first language to transfer concepts to the second language.

3. *Content-based Approach* The language learned in a content-based approach is the academic language, both oral and written, needed to meet the instructional goals set for the mainstream curriculum. The theory underlying content-based approaches is that language is best learned by using it for a functional purpose. Content-based approaches focus on the subject matter to be learned without direct language instruction; language acquisition emerges as a result of the need to communicate while performing academic activities. Content-based approaches offer an excellent opportunity to match English language acquisition goals with the curriculum objectives of the mainstream classroom (Ulibarri, 1985).

In a content-based lesson, the teacher focuses on discussion and task-oriented activities related to a school subject such as history or science. The subject matter is modified so that it is comprehensible to the limited English proficient students. (It is also effective to use the native language.)

When choosing an instructional approach, teachers should choose an approach that will articulate into a long-range teaching strategy. This long-range strategy is best developed in collaboration with the long-range objectives of the mainstream program. Teachers should also consider the variables that affect language learning and instruction: age, grade placement, personality, educational background, socioeconomic level, level of English proficiency, level of proficiency in the native language, parental support, academic needs of the students and the resources available.

2. Bilingual Education

A *Bilingual Education Program*, in addition to English language instruction provides instruction in the academic areas through the primary or native language of the student. As the student's level of English proficiency increases, instruction through the native language may decrease, and academic content may be eventually obtained through English in the mainstream classroom. With first language instruction an LEP student may pursue necessary academic instruction immediately, rather than needing to wait for English language skills to develop to the point that such instruction can take place effectively in English. The emphasis can be on the academic content itself rather than the language in which it is presented. Social and cultural information regarding the first and second cultures, and the value of both, is often included.

A. Program Goals

The primary goals of bilingual education programs are:

1. help students learn English (ESL);
2. provide LEP students access to the school curriculum through use of the native language;
3. provide support and encouragement to non-native speakers and access to understanding the culture of the United States;
4. provide native English students with an awareness of other languages and cultures.

B. Program Types

Bilingual programs have two defining characteristics (Fillmore and Valadez, 1986):

1. Instruction is provided in two languages; in the United States this means English and the home language of the student.
2. Instruction in the language of the school is given in a way that permits students to learn it as a second language.

Programs vary in the extent to which each of these components is emphasized in the objectives and the activities.

There are three major types of bilingual programs:

1. *Transitional Bilingual Instruction* refers to a program of instruction in English and the native language of the student until the student demonstrates a functional ability to speak, read, write and listen to the English language at the age- and grade-appropriate level.
2. *Developmental Bilingual Education (DBE)*, also referred to as "maintenance bilingual education," is a program that attempts to develop a student's proficiency in English but also "maintain" the student's native language and strengthen the student's sense of cultural identity.
3. *Two-Way Bilingual Education* is designed for both limited English proficient students and monolingual English proficient students. Instruction is provided in both English and another language with the goal of biliteracy for all students.

C. Program Features

As previously stated, the use of two languages in classroom instruction is a defining characteristic of bilingual programs. Maintaining a balance in the use of the two languages is an important factor in achieving the goals of bilingual instruction. There must be enough of the first language (L1) instruction to allow LEP students to make expected progress in content and concept learning and enough second language (L2) instruction to allow them to learn English.

What subjects to teach in each language, or how the two languages can be used

effectively, are issues to be discussed in planning the bilingual approach of each individual program. However, programs can be designed to facilitate a balanced use of the two languages. Tables II and III give estimates of time allocations that can be used in planning the programs.

The key features of these programs presented here are only an introduction to the types, methods, and strategies necessary to assist the learners. Time spent providing and obtaining specific training in these methods will also have a positive effect on the efficiency and the efficacy of the program.

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Table II

Transitional Bilingual Program

| Amount of Time | Language | Content Areas |
|----------------|---|--|
| 30% | Primary language (Spanish, Lao, Thai Dam, Vietnamese, Meskwaki) | Language arts in primary language, social studies, fine arts, culture and folklore |
| 50% | English | English as a second language, social studies, fine arts, culture and folklore |
| 20% | English | Mathematics, science |

Table III

Developmental Bilingual Program

| Amount of Time | Language | Content Areas |
|----------------|---|--|
| 50% | Primary Language (Spanish, Lao, Thai Dam, Vietnamese, Meskwaki) | Language arts, primary language as a second language, reading in primary language, social studies, culture and folklore, fine arts, science, mathematics |
| 50% | English | Language arts, English as a second language, reading in English, social studies, culture and folklore, fine arts, science, mathematics |

Chapter 5

Involving Parents and Community

Aside from the issues of school restructuring and children at risk, one of the most discussed topics in educational circles today is that of parent involvement. Although these topics are not always seen as being related, the increased interest in parent involvement is directly related to the demand for changes in the environment and structure of American schools to accommodate the needs of minority and majority student populations. As the students in our classrooms become more diverse in terms of their cultures, languages, living styles, and socioeconomic status, teachers and administrators are increasingly eager to find more effective ways to work with students and their parents to combat the low achievement and high dropout rates that plague our schools today.

Realizing the importance of parent involvement in education, many schools recruit and encourage parents to become partners in learning.

Parents and Schools: Partners for Equity

Parents can be a valuable educational resource to the schools. However, this resource is rarely used and when it is used, it is often used improperly. Schools want parents to participate in schools in nonacademic areas, as room mothers (and fathers) or as chaperones on field trips, etc. Schools think parents should provide helping hands but should stay out of the academic arenas. After all, parents are not likely to be objective about the intellectual and academic potential of their children. Schools often view parents as a necessary evil but rarely as an integral part of the educational team.

Parents, on the other hand, too often accept the roles prescribed to them by the schools and view teachers as the only persons qualified to impart school-type knowledge to their children. As a result of these perceptions, parents may see schools as entirely out of their realm of expertise.

There is an important role for parents in the schools and in the educational process of their children, however. No one spends more time with school-aged students than their parents. They know the most about their children and what they can and cannot do. While parents are often viewed by the schools as people who see their children through rose-colored glasses, parents often see what is really there that is not being perceived either by the children themselves or by the school. Parents who are poor or are members of a minority group are sometimes thought of as being uncaring and uninterested in their children. We know that this is not true. These

parents have the same hopes and dreams for their children as mainstream parents and families. Their frustration comes from not being able to find ways of assisting their children and from being discouraged by the schools when they try to do so. The truth of the matter is they simply don't know what to do. We need parents who are comfortable in schools and knowledgeable about the process of schooling. We must empower parents to take their rightful place along with teachers and administrators in providing a meaningful education for their children.

Factors That Affect Parental Involvement

In designing appropriate support systems for parents in general, the experiences and resources of language minority parents should be acknowledged and respected. After all, these factors will have a strong influence on their initial and later involvement. Although every family entering the school system is unique, some generalizations can be helpful. Differences in levels of involvement may be influenced by the factors described below:

1. **Length of residence in the United States.** Newcomers to this country will most likely need considerable orientation and support in order to understand what their child's school expects in the way of participation and involvement. Native language communication, cultural orientation sessions, and support of others who have been newcomers can be extremely helpful to newly arrived families during what may be a stressful period of adjustment.
2. **English language proficiency.** Parents whose English proficiency is limited may find it difficult or intimidating to communicate with school staff or to help in school activities without bilingual support from someone in the school or community. These parents can, of course, participate successfully and can help their child at home, so care must be taken to see that they receive information in the native language and that their efforts are welcomed and encouraged.
3. **Availability of support groups and bilingual staff.** Native language parent groups and bilingual school personnel can make a crucial difference in fostering involvement among parents. Bilingual community liaisons can also translate the information provided to parents. These services not only ensure that information is understood, they also demonstrate to parents that the school wants to involve them actively in the life of the school and their children's academic development.
4. **Prior experiences.** Language minority families differ widely in the extent to which they are familiar and comfortable with the concept of parental involvement in schools. Some newcomers may have been actively involved in their children's education in the home country, while others may come from cultures where the parents' role in education is understood in very different terms. Parents whose families have resided in this country for generations may feel unwelcome or uncomfortable in their child's school and may need encouragement and support in their efforts to participate. Many may need only some specific suggestions on how to "help" in order to participate more actively in education at home and at school, and also to support the native language use at home.

An Overview of Parent Involvement Activities

Parent involvement means, essentially, parents and schools working together for the benefit of children. Parent involvement programs can improve student achievement, improve attendance and prevent dropouts, and create a positive school climate.

Research tells us how important parent involvement is to the achievement of our educational goals for students. In addition, parent involvement benefits parents and teachers as well as students. Parents feel good about their involvement and about themselves. They socialize with other parents. They are often motivated to continue their own education. Teachers find that their lives are easier because of parental help and support.

Almost any parent involvement activity has the potential for increasing student achievement and positively affecting school climate. Just having a few parents in the school on a daily basis has been shown to improve school safety.

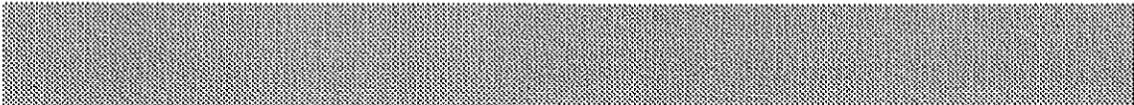
We must remember that many parents do not feel comfortable participating in parent involvement activities for a variety of reasons (e.g., poverty, language, lack of education, insecurity). Often, parents from other cultures are not familiar with our school system or the importance we place on such parent involvement activities as parent/teacher conferences. However, by being sensitive to these issues we can develop outreach activities that can inform, encourage, and support these parents. Here are some types of parent involvement activities to consider.

- **Parents as Teachers.** In this activity parents provide their children with educational and developmental activities in the home and enrichment activities in the community. These may include teaching the child a special skill, supervising homework, or taking the child to the library. In our increasingly complex world, some parents need help in developing relevant learning experiences for their children.
- **Parent/Teacher Conferences.** This activity involves parents and teachers meeting at regular intervals to jointly assess the child's needs and strengths, plan the child's educational program, and monitor the child's progress. Close to one-third of parents do not participate in this activity, and many more participate only passively. Parent perceptions of the high status and education of teachers in relation to their own can interfere with active parent participation in parent teacher conferences.
- **Social Activities for the Family.** These activities are fun filled special occasions such as ice cream socials, pot lucks, ethnic festivals, and game nights. These may be schoolwide or classroom based. Often these occasions are annual events and require planning committees and volunteer workers. Social activities make the school a familiar and relaxing place for parents who find the school otherwise formidable and strange.
- **School Support.** In these activities parents can help support the educational program of the school by serving as room parents, helping with fundraising, participating in paint up/fix up activities, as well as attending student perfor-

mances and athletic events. The PTO/PTA is primarily a school support organization.

- **Volunteering the Classroom.** Volunteering in the classroom to assist the teacher in an educational activity or to share some particular expertise with the class often requires a level of comfort many parents do not possess. Parents can be a valuable educational resource for the teacher in terms of culture, language, history, career and work options. However, parents may need strong encouragement to volunteer for this activity and understanding if they choose not to.
- **Parent Training Workshops.** These workshops provide information on such things as child development and educational options, help parents create educational toys and games for their children through "make and take" workshops, and teach parenting skills. The goal of these workshops is to provide parents with information and skills for working effectively with their own children.
- **Adult Education.** These workshops are designed to appeal to adult interests and are not focused on parenting concerns. Included are such things as General Educational Development (GED) programs, arts and crafts classes, weight loss programs, team sports, English as a second language (ESL) classes, and teaching assertiveness skills and decision-making skills for daily life. These workshops, like social activities, serve to make the school a familiar and welcoming place.
- **Referral for Community Services.** This might be seen as a service to parents and families rather than as a parent involvement activity, but for some families, introduction to these services can be a springboard that links them with the schools.
- **Member of Advisory Council.** Parent members of advisory councils participate in program planning, operation and evaluation, help develop educational goals and objectives for the school, help develop school policy, and are directly involved in decision-making. New advisory council members need training in order to participate more effectively.
- **Advocate.** Advocacy means speaking up for oneself or on another person's behalf, without infringing on the rights of others. Advocacy is a skill people need in order to take care of themselves. Parents will not always agree with school personnel on the education of their children. They must be able to state their opinions clearly in order to actively participate in the educational decision-making process. If active parent involvement is the school's goal, advocacy must be accepted as a part of the parent involvement program.

Note About Interpreters. It is not appropriate or effective to use children (offspring, siblings, family members, friends) as interpreters except in social or nonacademic situations. Children lack the maturity and understanding of situations and confidentiality to be given the responsibility and power to inform and negotiate communication between home and school. School and parents need to communicate as adults through a capable adult interpreter.



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Chapter 6

Program Evaluation

Each of the different program types (i.e., English as a second language programs, transitional bilingual education programs) mentioned in previous chapters of this handbook have one common goal: helping limited English proficient students develop age- and grade-appropriate English language and academic skills as quickly as possible. This being the case, and in order for a program evaluation findings to be valid, one must be able to answer the following three questions:

- What constitutes age- and grade-appropriate English language proficiency?
- What constitutes age- and grade-appropriate academic achievement?
- What constitute valid exit criteria?

Using English Language Proficiency as an Indicator of Program Effectiveness

It makes good sense to gauge program effectiveness through the careful monitoring of the progress made by students in terms of their English language proficiency. However, if program effectiveness is going to be measured, in part, by students' progress in acquiring English, as determined by their performance on a commercially available English language proficiency test (e.g., Idea Proficiency Test, Language Assessment Scales), it is important to bear in mind the limitations of these type of data. Some of the limitations of using commercially available English language proficiency tests for ascertaining program effectiveness are the following:

- The type of language processing that these tests elicit does not readily match the kind of language processing students generally engage in within the context of a classroom. For example, a commercially available language proficiency test may require that a student answer a question in a complete sentence in order to be correct. This is generally not the case in the actual context of a classroom.
- The type of language content and functions measured by such tests does not readily match the kinds of language content and functions students must engage in within the context of a classroom. For example, a commercially available language proficiency test may require that a student read a short text and then answer some multiple choice questions. However, in the classroom, learners are required to read a variety of texts (e.g., instructions, stories, math problems, science texts) for a range of purposes (e.g., pleasure, gathering needed information, to retell).

- Unfortunately, different language proficiency tests can produce different language classifications for the same student. This fact makes comparing the effectiveness of two similar programs that use different language proficiency tests difficult.

In short, if students in a pull-out English as a second language program are making gains in their English language proficiency development based solely on data from commercially available tests, **interpret the effectiveness of the program with caution**. Remember, it is difficult to ascertain whether or not a student is performing at grade or age level when the yardstick being used does not readily measure the kind of language used in the classroom. Again, one way of enhancing the validity of this kind of finding is to supplement the student's language profile with alternative, contextualized measures of language proficiency.

Finally, and in using both commercially available and alternative language assessments, it is critical to keep the following points in mind. Make sure that:

- the tests used are the most valid for the purpose;
- the tests are administered by individuals who have been trained to administer them;
- the tests have in fact been administered in a uniform and consistent manner;
- the tests have been scored by trained scorers, and results reliably reported;
- all students receive essentially the same instructional program and come from similar backgrounds.

In sum, when using English language proficiency measures as evidence of program effectiveness, ensure that the tests measure what they purport to and are administered and scored in a reliable manner. Bear in mind, a Fully English Proficient student means "a student who is able to read, understand, write, and speak the English language and to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom (Code of Iowa, Chapter 280, Section 280.4). This is your English language proficiency benchmark for determining program effectiveness.

Using Achievement Test Data as an Indicator of Program Effectiveness

In Iowa, the objective of an English as a second language program or transitional bilingual education program is also to assist program students in performing on par-academically-with their English speaking grade level peers. Moreover, measures of academic achievement (e.g., test scores, grades, holistic ratings) provide substantive evidence of program effectiveness. For example, if students are receiving instruction through a transitional bilingual education program and perform well on particular content area tasks, one can assume that the program design is appropriate for the students.

The use of standardized academic achievement test data for gauging program

effectiveness merits particular comment. There is a national propensity to use this kind of test information for making judgments about the effectiveness of ESL and/or bilingual programs. Unfortunately, standardized achievement tests (e.g., Iowa Test of Basic Skills) were not designed for limited English proficient students; these tests were designed for fully English proficient students. Consequently, **any interpretation about the effectiveness of an ESL or transitional bilingual education program that is based on standardized achievement test data must also be interpreted with caution.** Only students who have developed an age- and grade-appropriate level of English language proficiency (as defined above) should be taking these types of tests.

Again, an argument can be made for including alternative or local kinds of measures for evaluating program effectiveness. Teachers, schools or districts can design measures closely linked to the kinds of instructional activities and content the students encounter through participation in the program. However, these activities and content must also be aligned with the instructional activities and content mainstream classroom students are expected to perform and learn. Most importantly, the standards to which English learners must be held must not be lower than those they are expected to achieve once in the mainstream classroom.

In other words, if mainstream students engage in a writing process (i.e., brainstorming, prewriting, editing, and publishing) and some type of holistic rating scale has been designed to measure their writing development, parallel instructional and assessment procedures should be developed for the English learners. Similarly, in the area of science, English learners should be held to the same content and instructional activities as mainstream students. Clearly, the instructional approaches may vary and the assessment procedure should not penalize English learners for their lack of English proficiency; the focus should be on measuring the English learners' knowledge of science, not English.

In short, if these precautions are not adhered to, trying to determine the effectiveness of the program becomes futile. An ESL or transitional bilingual program can only be effective if achievement data on which this judgment is based are aligned with similar or parallel mainstream instructional activities, course content, and standards. To reiterate, one of the primary objectives of ESL and transitional programs in Iowa is to assist English learners in their efforts to acquire comparable content knowledge as their mainstream English speaking peers.

Using Exit Criteria as an Indicator of Program Effectiveness

Some program administrators are inclined to use the number or percentage of students exited from the program as a measure of program effectiveness. An ESL or transitional bilingual education program is deemed effective if students are readily or quickly exited from the program into the mainstream classroom. This position is defensible providing the following three conditions have been met:

- there is valid evidence that an exited student has achieved age- and grade-appropriate English language proficiency;

- there is valid evidence that an exited student has achieved age- and grade-appropriate knowledge of content; and,
- there is valid evidence that an exited student continues to perform on par with his or her peers.

In addition, if exit criteria will be used as an indicator of program effectiveness, the following questions must be raised with respect to the Exit Checklist (Chapter 3, page 17).

- Do the reading level exit criteria match the reading activities, content and standards characteristic of a mainstream classroom the exited student may enter?
- What do the staff recommendations consist of and how valid are these recommendations for the purposes of exiting the student?
- What do parent opinions consist of and how valid are these opinions for the purposes of exiting students?
- How valid are the criteria underlying the judgment regarding the confidence and maturity level of the student and how consistently are these criteria adhered to?

In sum, it is desirable to be able to demonstrate that an English as a second language program or transitional bilingual education program readily exits its students and that these students continue to succeed in the mainstream classroom. The continued success of exited students will be determined, in large part, by how closely the English language proficiency and academic achievement exit criteria established by the program staff align with the demands of the mainstream classroom.

References:

Iowa's 75th General Assembly (1993 Session). Chapter 280, Section 280.4 as amended by House File 457, Code of Iowa. Des Moines: 75th General Assembly.

Appendix A

Bibliography of Language Tests for LEP Students

The following language proficiency tests represent the most widely used placement tests (Council of Chief State School Officers, 1992), with the exception of the Woodcock-Munoz language proficiency tests which was published in 1993. For a more extensive listing and critique of English language proficiency tests, consult the *Reviews of English Language Proficiency Tests*, edited by J. C. Alderson et al. (1987) published by Teachers of English to Speakers of Other Languages (TESOL). The IA SED also encourages consulting test critique sources such as *Test Critiques* edited by D. J. Keyser and R. C. Sweetland, as well as *Mental Measurements Yearbook* edited by J. C. Conoley and J. J. Kramer.

| Assessment Instrument | General Description |
|--|---|
| Basic Inventory of Natural Language (BINL) CHECpoint Systems, Inc. 1520 North Waterman Ave. San Bernadino CA 92404 1-800-635-1235 | This test is primarily used to generate a measure of the K-12 student's oral language proficiency. The test must be administered individually and uses large photographs to elicit unstructured, spontaneous language samples from the student which must be tape-recorded for scoring purposes. The student's language sample is scored based on fluency, level of complexity and average sentence length. The test can be used for more than 32 different languages. |
| Bilingual Syntax Measure (BSM) I and II Psychological Corporation PO Box 839954 San Antonio TX 78283 1-800-228-0752 | The BSM I (1975) is designed to generate a measure of the K-2 student's oral language proficiency and BSM II (1978) is designed for grades 3 through 12. The oral language sample is elicited using cartoon drawings with specific questions asked by the examiner. The student's score is based on whether or not the student produces the desired grammatical structure in their responses. Both the BSM I and BSM II are available in Spanish and English. |
| Idea Proficiency Tests (IPT) Ballard & Tighe Publishers 480 Atlas Street Brea, CA 92621 1-800-321-4332 | The various forms of the IPT (developed between 1978 and 1994) are designed to generate measures of oral proficiency and reading and writing ability for students in grades K-12. The oral measure must be individually administered but the reading and writing tests can be administered in small groups. In general, the tests can be described as discrete-point measuring content such as vocabulary, syntax, and reading for understanding. All of the different forms of the IPT are available in Spanish and English. |
| Language Assessment Scales (LAS) CTB Macmillan McGraw-Hill 2500 Garden Road Monterey, CA 93940 1-800-538-9547 | The various forms of the LAS (developed between 1978 and 1991) are designed to generate measures of oral proficiency and reading and writing ability for students in grades K-12. The oral measure must be individually administered but the reading and writing tests can be administered in small groups. In general, the tests can be described as discrete-point and holistic measuring content such as vocabulary, minimal pairs, listening comprehension and story retelling. All of the different forms of the LAS are available in Spanish and English. |
| Woodcock-Munoz Language Survey Riverside Publishing Co. 8420 Bryn Mawr Avenue Chicago IL 50531 1-800-323-9540 | The Language Survey (developed in 1993) is designed to generate measures of cognitive aspects of language proficiency for oral language as well as reading and writing for individuals 48 months and older. All parts of this test must be individually administered. The test is discrete-point in nature and measures content such as vocabulary, verbal analogies, and letter-word identification. The Language Survey is available in Spanish and English. |

The following represent more recently developed standardized academic achievement tests for Spanish speaking students.

| Assessment Instrument | General Description |
|--|--|
| <p> Aprenda: La prueba de logros en español Psychological Corporation PO Box 839954 San Antonio, TX 78283 1-800-228-0752 </p> | <p> The Aprenda (1990) academic achievement tests represent a series of norm-referenced tests for grades K-8. The purpose of the tests is to assess primary educational objectives at each grade level within programs using Spanish as the primary language of instruction. The subject areas measured include vocabulary, reading comprehension, math, language (spelling, mechanics, and expression), study skills, listening comprehension and thinking skills. Aprenda was constructed to match the objectives measured by the Stanford Achievement Test Series, Eighth Edition. Tests may be either hand or machine scored. </p> |
| <p> La prueba Riverside de realización en español Riverside Publishing Co. 8420 Bryn Mawr Avenue Chicago IL 60631 1-800-323-9540 </p> | <p> La Prueba (1984) academic tests represent a series of norm-referenced tests for grades K-8. The purposes of the tests are to determine the degree to which students are literate in Spanish and to assess achievement of students whose primary language is Spanish. The subject areas measured include reading and math (K-2); science and social studies (grade 2); reading language (mechanics), mathematics, social studies and science (Grades 3-8). La Prueba is the Spanish language edition (i.e., translation) of The 3-R's Test (Form A). Tests may be machine scored. </p> |
| <p> Spanish Assessment of Basic Education CTB/McGraw-Hill 2500 Garden Road Monterey, CA 93940 1-800-538-9547 </p> | <p> The SABE (1987) academic tests represent a series of norm-referenced tests for grades 1-8. The purpose of the tests is to measure achievement in programs using Spanish as the language of instruction. The subject areas measured include word attack, vocabulary, reading comprehension, mathematics computation and mathematics concepts and applications. The SABE shares statistical links with the Comprehensive Tests of Basic Skills and the California Achievement Test which allow for possible comparisons. Tests may be either hand or machine scored. </p> |

In addition, it may also be helpful to keep up to date on testing issues which affect culturally and linguistically diverse children. Consider contacting:

FairTest
The National Center for Fair and Open Testing
 342 Broadway
 Cambridge, MA 02139-1802
 (617) 864-4810

If access to INTERNET is available, a variety of test information is also accessible through the U.S. Government Gopher and specifically the **ERIC Clearinghouse on Assessment and Evaluation**.

Appendix B

Resource List

A number of agencies, centers and organizations at the state level or private levels are available with personnel who can assist people in establishing or implementing a special program for Limited English Proficient (LEP) students. Feel free to contact them directly. These resources include:

State Resources

Iowa Department of Education
Bureau of Instructional Services
Grimes State Office Building
Des Moines, IA 50319
Contact person: Dan Chávez
Ph. 515/281-3805

Types of assistance offered: provides technical assistance for districts receiving Title VII funds; administers flow-through funds to districts under the Transition Program for Refugee Children and the Emergency Immigrant Education Assistance Program; disseminates materials and provides information; assist in the development of materials; assist with development and implementation of state development of materials; assist with development and implementation of state and federal compliance plans; conducts conference, workshops and seminars.

Iowa Department of Education
Migrant Education
Office of Educational Services for Children, Families and Communities
Grimes State Office Building
Des Moines, Iowa 50319-0146
Contact person: Paul Cahill
Ph. 515-281-3944

This program provides migratory children with appropriate educational services that address their special needs. It seeks to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school.

Iowa Department of Education
Title I
Office of Educational Services for Children, Families and Communities
Grimes State Office Building
Des Moines, Iowa 50319-0146
Contact person: Paul Cahill
Ph. 515-281-3944

Title I is a federally funded program that has the goal of improving the educational opportunities of educationally deprived students. Staff work toward this goal by help-

ing students succeed in the regular school program, attain grade level proficiency, and improve achievement in basic and more advanced skills. School districts may use Title I resources for LEP students who are receiving services in LEP programs and who have needs stemming from educational deprivation rather than solely from their limited English proficiency. These students must be determined to be eligible for Title I service on the basis of the same criteria as other students.

Iowa Department of Human Services

Bureau of Refugee Services

City View Plaza - Suite D

1200 University

Des Moines, IA 50314

Contact person: Wayne Johnson

Ph. 1-800-362-2780 or 515/283-7999

The primary purposes are: to help all refugees reach economic self-sufficiency; to aid refugees with any problems, interests and concerns they may have; to help all refugees assimilate smoothly into the American society, thus developing a happy and prosperous new life; to serve as a central clearinghouse in order to refer refugees to any resource necessary and available to them; to work with all other agencies, committees, organizations, etc., who also have a responsibility to or an interest in serving the refugee community. Provides refugees with a full range of counseling, referral and follow-up services. Some of these areas are employment, education, health (medical, dental, mental), language, interpreter service, social services (counseling, housing, registrations and applications). Bilingual publications are available at no charge.

Iowa Department of Human Rights

Commission on Latino Affairs

Lucas State Office Building

Des Moines, IA 50319

Contact Person: Sylvia Tijerina

Ph. 515/281-4070

Federal Resources

Center for Applied Linguistics (CAL)

1118 22nd Street NW

Washington, DC 20037

Contact person: Donna Christian

Ph. 202/429-9392

Types of assistance offered: provides solutions to language-related problems by conducting research and disseminating information on language teaching; providing training and technical assistance; sponsoring conferences, developing teaching and testing materials, and designing programs for the teaching of foreign language and ESL. Also, provides national and international leadership on issues in the public interest.

**The University of Wisconsin-Madison
Comprehensive Regional Assistance Center in Region VI (CC-VI)**
1025 West Johnson Street
Madison, WI 53706
Contact Person: Minerva Coyne
Ph. 608-263-4220
Fax 608/263-3976

The CC-VI is one of fifteen regional technical assistance and training centers funded by the U.S. Department of Education. The Center serves the states of Iowa, Michigan, Minnesota, North Dakota, South Dakota and Wisconsin. The Center's objectives are derived from the broad goals established by Title XIII of the Elementary and Secondary Education Act. The Center's training and technical assistance will be consumer driven and based on the latest research and proven practices. Incorporating the National Education Goals, the training and technical assistance will revolve around the core areas of: quality instruction, curricula, assessment; effective schoolwide programs; needs of children served under IASA; professional development; bilingual/multicultural education; safe and drug free schools; parent involvement; school reform; program evaluation; educational technology; urban and rural education; and Native American education.

The Midwest Desegregation Assistance Center
College of Education
Kansas State University
Manhattan, KS 66506
Contact person: Dr. Charles I. Rankin
Ph. 913/532-6408

The Midwest Desegregation Assistance Center, first established in 1978, is one of ten regional desegregation assistance centers in the country. These centers are funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. They provide assistance in the areas of race, sex, and national origin to public school districts to promote equal educational opportunities.

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd Street NW
Washington, DC 20037
Contact person: Dr. Joel Gomez
Ph. 1-800-321-6223 or 202/467-0867

The NCBE, funded by the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA), compiles and disseminates information on materials, programs, and research related to the education of linguistically diverse students. Through NCBE's Computerized Information System (CIS), clients can access databases of bibliographic citations and directory listings as well as a bulletin board system that features electronic mail, discussion groups (conferences), a files library of full-text documents, and an on-line question-answer service (ASKNCBE). NCBE also offers reference and referral services and produces several kinds of publications pertaining to the education of linguistically diverse students.

North Central Regional Education Laboratory (NCREL)

1900 Spring Road, Suite 300

Oak Brook, IL 60521

Contact person: Jeri Nowakowski

Ph. 708/571-4700

NCREL covers seven midwestern states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. Founded in 1984, NCREL's primary funding source is the U.S. Department of Education. NCREL is part of a national collaborative network of laboratories and research and development centers. NCREL places emphasis into six areas: curriculum, instruction, and assessment; early childhood and family education; urban education; rural education; professional development; and policy services.

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

Mary E. Switzer Building, Room 5086

400 Maryland Avenue SW

Washington, DC 20202

Contact person: Delia Pompa

Ph. 202/732-5063

OBEMLA was created by Title VII of the Elementary and Secondary Education Act to oversee the education of the nation's language minority population. OBEMLA currently funds competitive grants to local education agencies, universities, etc., the MRCs, the EACs, and the NCBE. In addition, OBEMLA sponsors the annual OBEMLA Management Institute.

Appendix C

PUBLISHERS OF BILINGUAL/ESL MATERIALS

Academic Learning Systems
454 W. Rand Road
Mt. Prospect, IL 60056
(708) 577-6601

Addison-Wesley
1843 Hicks Road
Rolling Meadows, IL 60008
(800) 535-4391

ALM, Div. of McDougal Littel & Co.
339 W. Old Plum Grove Road
Palatine, IL 60067
(708) 397-4213

AMSCO
718 Claremont Drive
Downers Grove, IL 60516
(708) 964-9128

Anderson's Books, Inc.
505 E. 12th
Naperville, IL 60563
(708) 355-7247

Ballard & Tighe
P.O. Box 3084
Naperville, IL 60566
(708) 369-8826

Book Vine for Children
304 Lincoln Avenue
Fox River Grove, IL 60021
(708) 639-4220

CENTEC
108 Greenway Drive
Bloomington, IL 60108
(708) 351-0111

Chicago Tribune Educational Services
2000 York Road, Suite #109
Oak Brook, IL 60521
(708) 954-0055

Childrens Press/Goldencraft
25 W. 133 Setauket Avenue
Naperville, IL 60540
(708) 369-8159

Computer Services and Consulting
6814 W. Archer Avenue
Chicago, IL 60638
(312) 586-0428

Contemporary Books
5103 W. Pensacola
Chicago, IL 60641
(312) 685-5744

Continental Press
590 Woodcrest Court
Carol Stream, IL 60188
(708) 665-7991

Curriculum Associates
3617 Keenan Lane
Glenview, IL 60025
(708) 564-3617

Delta Systems Co., Inc.
570 Rock Road Drive
Dundee, IL 60118
(800) 323-8270

Educational Activities, Inc.
5750 S. Walnut Avenue
Downers Grove, IL
(708) 971-9444

Educational Design Inc.
1460 Glencoe Avenue
Highland Park, IL 60035
(708) 432-5654

Educational Resources
1550 Executive Drive
Elgin, IL 60123
(708) 888-8300

Educational Teaching Aids
199 Carpenter Avenue
Wheeling, IL 60090
(708) 520-2500

Fearon/Janus/Quercus
208 Scarborough Court
Valparaiso, IN
(800) 345-3933

Franklin Learning Resources
14332 Maryland
Dalton, IL 60419
(609) 261-4800

Graphic Learning
42 Baker Street
Kankakee, IL 60901
(800) 373-3880

Gray's Distributing/Learning Tree
4419 N. Ravenswood
Chicago, IL 60640
(312) 769-3737

Hampton Brown
700 Grasslake Road
Fox Lake, IL 60020
(708) 587-9675

Heinemann Righ
234 Glick
Park Ridge, IL 60068
(708) 823-6784

J/S Educational Concepts
3617 Keenan Lane
Glenview, IL 60025
(708) 564-3617

Jamestown Publishers
43 W. 730 Oakleaf Drive
Elburn, IL 60119
(708) 557-2475

Jostens Learning Corporation
2120-D St. Johns
Highland Park, IL 60035
(708) 432-3067

Lakeshore Learning Material
3501 Sunnyside
Brookfield, IL 60513
(708) 485-8769

Lectorum
P.O. Box 3084
Naperville, IL 60566
(708) 369-8826

Life Long Learning/Scott
Foresman
43 W. 730 Oakleaf Drive
Elburn, IL 60119
(708) 557-2475

Linmore Publishing
2120-D St. Johns
Highland Park, IL 60035
(708) 432-3067

Longman/Addison-Wesley
3120 Lexington Place
Highland Park, IL 60035
(708) 433-2829

Magnetic Way
3617 Keenan Lane
Glenview, IL 60025
(708) 564-3617

MGM
700 Grasslake Road
Fox Lake, IL 60020
(708) 587-9675

Modern Curriculum Press
466 Lakewood
Park Forest, IL 60466
(708) 747-1582

National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL 60646
(708) 679-5500

Naylor & Associates
223 Walnut Street
Oconomowoc, WI 53066
(800) 359-0679

NEK Enterprises, Inc
1111 W. Cedar Lane
Arlington Heights, IL 60005
(708) 394-3682

Novel Units
P.O. Box 1461
Palatine, IL 60078
(708) 541-8573

Oxford
1460 Glencoe Avenue
Highland Park, IL 60035
(708) 432-5654
Regents-Prentice Hall
8445 Freeport Parkway
Irving, TX 75063
(800) 933-4546

Scholastic, Inc.
1620 Thomas Road
Wheaton, IL 60187
(708) 653-1617

Scott Foresman
43 W. 730 Oakleaf Drive
Elburn, IL 60119
(708) 557-2475

Silver Burdett & Ginn
12100 S. Penny
Chicago, IL 60628
(312) 660-1340

SRA
339 W. Old Plum Grove Road
Palatine, IL 60067
(708) 397-4213

Steck-Vaughn Company
5736 W. Dover Road
Oak Forest, IL 60452
(708) 687-0798

Sundance Publishers
590 Woodcrest Court
Carol Stream, IL 60188
(708) 665-7991

The Psychological Corporation
1840 Ashley road
Hoffman Estates, IL 60195
(708) 490-0499

Appendix D

LIMITED ENGLISH PROFICIENCY LAWS AND RULES

Limited English Proficiency Legislation

Code of Iowa

CHAPTER 280, SECTION 280.4
as amended by House File 457
of the Seventy-Fifth General Assembly,
1993 Session

280.4 LIMITED ENGLISH PROFICIENCY — WEIGHTING.

The medium of instruction in all secular subjects taught in both public and nonpublic schools shall be the English language, except when the use of a foreign language is deemed appropriate in the teaching of any subject or when the student is limited English proficient. When the student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in English as a second language or transitional bilingual instruction until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language.

As used in this section, the following definitions apply:

Limited English proficient: means a student's language background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

Fully English proficient: means a student who is able to read, understand, write, and speak the English language and to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom.

The department of education shall adopt rules relating to the identification of limited English proficient students who require special instruction under this section and to application procedures for funds available under this section.

In order to provide funds for the excess costs of instruction of limited English proficient students above the costs of instruction of pupils in a regular curriculum, students identified as limited English proficient shall be assigned an additional weighting that shall be included in the weighted enrollment of the school district of residence for a period not exceeding three years. However, the school budget review committee may grant supplemental aid or modified allowable growth to a school district to continue funding a program for students after the expiration of the three-year period. The school budget review committee shall calculate the additional amount for the weighting to the nearest one-hundredth of one percent so that to the extent possible the moneys generated by the weighting will be equivalent to the moneys generated by the two-tenths weighting provided prior to July 1, 1991.

Code of Iowa Rules

Chapter 60 - Programs for Students of Limited English Proficiency

281—60.1(280) Scope. These rules apply to the provisions of the identification of students and provision of programs for limited English proficient students and to the application procedures for securing fiscal support.

281—60.2 (280) Definitions. As used in these rules, the following definitions will apply:

"English as a second language" refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write and listen to English language at the age- and grade-appropriate level.

"Fully English proficient" refers to a student who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. The four language skills contributing to proficiency include reading, listening, writing, and speaking.

"Limited English proficient" refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background.

"Transitional bilingual instruction" refers to a program of instruction in English and the native language of the student until the student demonstrates a functional ability to speak, read, write and listen to the English language at the age- and grade-appropriate level.

281—60.3 (280) School district responsibilities.

60.3(1) Student identification and assessment. A school shall use the following criteria in determining a student's eligibility:

a. In order to determine the necessity of conducting an English language assessment of any student, the district shall, at the time of registration, ascertain the place of birth of the student and whether there is a prominent use of any language(s) other than English in the home. In addition, for those students whose registration forms indicate the prominent use of another language in their lives, the district shall conduct a Home Language Survey on forms developed by the department of education to determine the first language acquired by the student, the languages spoken by the student and by others in the student's home. School district personnel shall be prepared to conduct oral or native language interviews with those adults in the student's home who may not have sufficient English or literacy skills to complete a survey written in English.

b. Students identified as having a language other than English in the home shall be assessed by the district. The assessment shall include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading and writing; and (2) an assessment of the student's academic skills in relation to their grade or age level. A consistent plan of evaluation which includes ongoing evaluation of student progress shall be developed and implemented by the district for the above areas for each student so identified.

60.3(2) Staffing. Teachers in an English as a Second Language (ESL) program must

possess a valid Iowa teaching license. All teachers licensed after October 1, 1988, shall have endorsement 104 (K-12 ESL) if they are teaching ESL.

All teachers licensed before October 1, 1988, have the authority to teach ESL at the level of their teaching endorsements.

Teachers in a transitional bilingual program shall possess a valid Iowa teaching license with endorsements for the area and level of their teaching assignments.

60.3(3) Limited English proficient student placement. Placement of students identified as limited English proficient shall be in accordance with the following:

a. Mainstream classes: Students will be placed in classes with chronological peers or, when absolutely necessary, within two years of the student's age.

b. Limited English proficient program placement:

(1) Students enrolled in a program for limited English proficient students shall receive language instruction with other limited English proficient students with similar language needs.

(2) When students of different age groups or educational levels are combined in the same class, the school shall ensure that the instruction given is appropriate to each student's level of educational attainment.

(3) A program of transitional bilingual instruction may include the participation of students whose native language is English.

(4) Exit from program: An individual student may exit from an ESL or Transitional Bilingual Education (TBE) program after an assessment has shown both that the student can function in English (in speaking, listening, reading and writing) at a level commensurate with the student's grade or age peers and that the student can function academically at the same level as the English speaking grade level peers. These assessments shall be conducted by utilizing state, local or nationally recognized tests as well as teacher observations and recommendations.

(5) Staff in-service. The district shall develop a program of in-service activities for all staff involved in the educational process of the limited English proficient student.

281—60.4(280) Department responsibility. The department of education shall provide technical assistance to school districts, including advising and assisting schools in planning, implementation and evaluation of programs for limited English proficient students.

60.4(1) to 60.4(3) Rescinded IAB 2/2/94, effective 3/9/94.

281—60.5 (280) Nonpublic school participation. English as a second language and transitional bilingual programs offered by a public school district shall be made available to nonpublic school students residing in the district.

281—60.6 (280) Funding. Additional weighting for students in programs provided under this chapter is available in accordance with Iowa Code section 280.4.

These rules are intended to implement Iowa Code section 280.4.

Appendix E



IOWA
DEPARTMENT OF
EDUCATION

Bureau of Instructional Services
Grimes State Office Building
Des Moines IA 50319-0146

HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE
English

DEAR PARENT OR GUARDIAN: In order to assist school districts to provide an equal opportunity for a meaningful education to all students, the state of Iowa requires that schools identify and report the primary languages of their students. "Primary Language" is defined as: the language the student learned when he or she first began to talk; the language that usually is spoken in the student's home, or, the language that the student usually speaks. Clearly, you are the person most qualified to provide this important information about your family's usual language. Please take a few minutes to answer the following questions, even if English is the only language usually spoken by members of your family. Your answers will remain confidential.

DIRECTIONS: For each of the following six questions, please mark, with an X, the box that shows which answer is the most appropriate. If the language usually spoken is not already printed next to one of the answer boxes, please check the box labeled "OTHER", and write the name of the usual language into the space provided. For example, in answer to Question 2, if your child, whose name appears at the top of this form, normally speaks Japanese at home, you would check the "OTHER" box and write "JAPANESE" in the space provided.

1. What language did your child speak when he or she first began to talk?

☐ English
☐ Other _____

2. What language does your child speak most often at home?

☐ English
☐ Other _____

3. What language does your child speak most often with his or her friends?

☐ English
☐ Other _____

4. What language do YOU use most often when speaking to your child?

☐ English
☐ Other _____

5. What language do YOU use most often when speaking to YOUR friends?

☐ English
☐ Other _____

6. What language do other family members in your home usually use when speaking to each other?

☐ English
☐ Other _____

SIGNATURE: Please sign the completed **Home Language Survey** and have your child return it to his or her teacher.

SIGNATURE

DATE



IOWA
DEPARTMENT OF
EDUCATION

Bureau of Instructional Services
Grimes State Office Building
Des Moines IA 50319-0146

HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE
French

CHER PARENT OU TUTEUR: La Loi de Iowa exige que les écoles comptent et rapportent les langues maternelles de leurs élèves pour aider les districts scolaires à donner à tous les élèves la même opportunité d'obtenir une éducation significative. "Langue maternelle" est définie comme: la langue que l'élève a appris quand il ou elle a commencé à parler; la langue qu'on parle normalement à la maison de l'élève, ou, la langue que l'élève parle normalement. Evidemment, vous êtes la personne la plus capable de fournir cette information importante au sujet de la langue habituelle de votre famille. Prenez, s'il vous plaît, quelques minutes pour répondre aux questions suivantes, même si l'anglais est la seule langue que les membres de votre famille parle normalement. Vos réponses demeureront confidentielles.

INSTRUCTIONS: Pour chacune des six questions suivantes, marquez, s'il vous plaît, le carré avec la réponse la plus appropriée. Si la langue qu'on parle normalement n'est pas déjà imprimée à côté d'une des carrés de réponse marquez, s'il vous plaît, le carré qui est désigné sous la rubrique d'"AUTRE" et écrivez le nom de la langue habituelle dans l'espace fourni. Par exemple, si votre enfant, dont le nom apparaît à la partie supérieure de ce formulaire parle normalement japonais à la maison, vous vous marqueriez le carré "AUTRE" comme la réponse à la question no. 2 et vous écririez "Japonais" dans l'espace fourni.

1. Quelle langue est-ce que votre enfant a parlé quand il ou elle a commencé à parler?

- ☐ Français
☐ Anglais
☐ Autre _____

2. Quelle langue est-ce que votre enfant parle le plus souvent chez vous?

- ☐ Français
☐ Anglais
☐ Autre _____

3. Quelle langue est-ce que votre enfant parle le plus souvent avec ses amis?

- ☐ Français
☐ Anglais
☐ Autre _____

4. Quelle langue utilisez-vous le plus souvent quand vous parlez à votre enfant?

- ☐ Français
☐ Anglais
☐ Autre _____

5. Quelle langue utilisez-vous le plus souvent quand vous parlez à vos amis?

- ☐ Français
☐ Anglais
☐ Autre _____

6. D'habitude, quelle langue est-ce que les autres membres de votre famille utilisent quand ils se parlent, l'un à l'autre?

- ☐ Français
☐ Anglais
☐ Autre _____

SIGNATURE: Signez, s'il vous plaît, la questionnaire au sujet de la langue familiale que vous avez rempli, et renvoyez-la avec votre enfant à son instituteur ou son institutrice.

SIGNATURE

DATE



IOWA
DEPARTMENT OF
EDUCATION

Bureau of Instructional Services
Grimes State Office Building
Des Moines IA 50319-0146

HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE
German

AN DIE ELTERN ODER ERZIEHUNGSBERECHTIGTEN: Um Schulbehörden zu helfen, allen Schülern/Schülerinnen einen gleichberechtigten Anlass zu einer sinnvollen Schulausbildung zu gewährleisten, ist es nach dem Gesetz (Iowa Law) notwendig, dass Schulbehörden die Hauptsprachen der Schüler/-innen zählen und berichten. Unter "Hauptsprache" ist zu verstehen: a. die Sprache, die das Kind erlernte, als es zu sprechen anfangte; b. die Sprache, die gewöhnlich zu Hause gesprochen wird, oder c. die Sprache, die der Schüler/die Schülerin gewöhnlich spricht. Selbstverständlich sind Sie am besten in der Lage, diese wichtigen Informationen über die übliche Sprache Ihrer Familie zu erteilen. Daher bitten wir Sie, diesen Fragebogen sorgfältig auszufüllen, auch wenn Englisch die einzige Sprache ist, die gewöhnlich von Familienangehörigen gesprochen wird. Ihre Antworten werden vertraulich behandelt.

ANWEISUNGEN: Kreuzen Sie bitte Ihre jeweilige Antwort zu jeder der folgenden sechs Fragen im Kästchen X an. Falls die Sprache, die gewöhnlich gesprochen wird, hinter keinem Kästchen steht, wählen Sie das Kästchen "Andere Sprache" und geben Sie dahinter die Sprache an. Zum Beispiel, wenn das Kind, dessen Name oben eingetragen ist, normalerweise zu Hause Japanisch spricht, würden Sie in Frage Nr. 2 das Kästchen "Andere Sprache" ankreuzen und das Wort "Japanisch" in die zur Verfügung stehende Lücke einfüllen.

1. Welche Sprache sprach Ihr Kind, als es zu sprechen anfangte?

- ☐ Deutsch
☐ Englisch
☐ Andere Sprache: _____

2. Welche Sprache spricht Ihr Kind meistens zu Hause?

- ☐ Deutsch
☐ Englisch
☐ Andere Sprache: _____

3. Welche Sprache verwendet Ihr Kind meistens im Kreise von Freunden?

- ☐ Deutsch
☐ Englisch
☐ Andere Sprache: _____

4. Welche Sprache gebrauchen Sie meistens, wenn Sie sich mit Ihrem Kind unterhalten?

- ☐ Deutsch
☐ Englisch
☐ Andere Sprache: _____

5. Welche Sprache sprechen Sie meistens bei einer Unterhaltung mit Ihren Freunden?

- ☐ Deutsch
☐ Englisch
☐ Andere Sprache: _____

6. Welche Sprache sprechen andere Familienangehörigen meistens unter sich zu Hause?

- ☐ Deutsch
☐ Englisch
☐ Andere Sprache: _____

UNTERSCHRIFT: Unterschreiben Sie, bitte, diesen ausgefüllten Fragebogen und bitten Sie Ihr Kind, ihn an den Klassenlehrer/die Klassenlehrerin zurückzubringen.

UNTERSCHRIFT

DATUM



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HOME LANGUAGE SURVEY

STUDENT'S NAME _____

SCHOOL DISTRICT NAME _____

PRIMARY LANGUAGE

Hmong

NYOB ZOO COV NIAM TXIV LOS PUAS TUS TSWJ: Yog yuav kom kev kawm ntawv no muaj sib txig pub rau txhua tug me nyuam kawm ntawv, raws li txoj kevcai nyob hauv Iowa tau hais tias txhua lub tsev kawm ntawv yuav tsum tau suav thiab qhia txog nws cov me nyuam kawm ntawv thawj yam lus. "Thawj yam lus" muaj xws li no: yam lus uas tus me nyam xub paub hais, yam lus uas tus me nyuam nyiam hais nyob tom tsev, los yog yam lus uas tus me nyuam yeej nyiam hais. Paub tseeb tias koj yog tug yuav-paub tebtaw cov lus tseem ceeb no, uas yog cov lus uas koj tsev neeg nyiam hais yog li thiaj thov kom koj pab nrhiav sij hawm los teb cov lus nug ntawm no, txawm yog hais tias nej hais lus as kiv xwb los siv. Nej cov lus teb yuav raug khaws tseg tsis pub lwm tus paub.

TAW KEV: Txhua nqe lus nug nram no yog nqe twg raug tshaj plaws, kom sau zoo li no X , thiaj li paub tias nqe twg nqe raug zoo tshaj. Yog tias yam lus uas koj tus me nyuam hais ntawd tsis muaj nyob hauv no kom koj sau X rau qhov tias "LUM YAM", piv xam tias koj tus me nyuam ua muaj npe nyob saum no nws nyiam hais lus zij pee nuob tom tsev, koj yuav tau sau rau lub ceeb lus nug ntawd es sau tias "ZIJ PEE" rau kab ntawd

1. Yam lus dab tsi koj tus me nyuam xub paub hais?

☐

Lus Askiv

☐

Lwm Yam lus _____

2. Yam lus dab tsi koj tus me nyuam nyiam hais tshaj nyob tom tsev?

☐

Lus Askiv

☐

Lwm Yam lus _____

3. Yam lus dab tsi koj tus me nyuam si nrog nws cov phooj ywg tham ntau tshaj?

☐

Lus Askiv

☐

Lwm Yam lus _____

4. Yam lus dab tsi koj siv nrog koj tus me nyuam tham ntau tshaj?

☐

Lus Askiv

☐

Lwm Yam lus _____

5. Yam lus dab tsi koj siv rog koj cov phooj ywg tham ntau tshaj?

☐

Lus Askiv

☐

Lwm Yam lus _____

6. Yam lus dab tsi koj tsev neeg nyiam siv sib tham?

☐

Lus Askiv

☐

Lwm Yam lus _____

SAU NPE: Sau koj lub npe rau daim ntawv uas tau teb tag los ntawm no es muab rau koj tus me nyuam xa rov gab mus rau nws tus xib hwb tom tsev kawm ntawv.

Sau npe

Hnub



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HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE

Lao

ທ່ານພໍ່ແມ່ທີ່ຜູ້ປົກຄອງມັກຮຽນທີ່ຮັກແພງ: ເພື່ອຈະຊ່ວຍຫມວດໂຮງຮຽນປະຈຳເມືອງຈັດໃຫ້ມັກຮຽນທັງຫມົດມີໂອກາດໄດ້ສຶກສາຮຽນຮູ້ສະເໝີພາບກັນໂດຍເພິ່ງພໍ່ໃຈ, ຮັຖ ໂອໂອວາ ຈຶ່ງສົ່ງໃຫ້ທາງໂຮງຮຽນແຈ້ງບອກແລະລາຍງານກ່ຽວກັບພາສາເຄົ້າຂອງພວກມັກຮຽນ. ພາສາເຄົ້າຄື: ພາສາທີ່ມັກຮຽນເລີ້ມຕົ້ນຮຽນປາກທຳອິດ; ພາສາຊຶ່ງມັກຮຽນເຄີຍປາກຢູ່ບ້ານ ຫລື ພາສາຊຶ່ງມັກຮຽນ ເຄີຍປາກເປັນປົກຕິ. ແນ່ນອນ ຕ້ອງແມ່ນທ່ານ ເທົ່ານັ້ນກ່ອນຫມູ່ທີ່ສາມາດໃຫ້ຮູ້ເຮື່ອງສຳຄັນກ່ຽວກັບພາສາທີ່ໃຊ້ປະຈຳຢູ່ບ້ານຂອງທ່ານ. ກະຊວງສະລະເວລາຈັກນ້ອຍຕອບຄຳຖາມດັ່ງຕໍ່ໄປນີ້. ເຖິງແມ່ນວ່າພາສາອັງກິດຈະເປັນພາສາດຽວທີ່ໃຊ້ຢູ່ໃນຄອບຄົວຂອງທ່ານກໍຕາມ. ຄຳຕອບຂອງທ່ານຈະຖືໄວ້ເປັນຄວາມລັບ.

ຄຳແນະນຳ: ສຳລັບແຕ່ລະຄຳຖາມໃນຫຼັກຂໍ້ຕໍ່ໄປນີ້ ຈົ່ງຫມາຍເຄື່ອງຫມາຍ X ໃສ່ໃນຮູບສີ່ຫລ່ຽມເພື່ອຊີ້ບອກວ່າຄຳຕອບນັ້ນຖືກຕ້ອງ. ຖ້າວ່າພາສາທີ່ໃຊ້ເປັນປົກຕິບໍ່ໄດ້ຂຽນຈຳກັດໃສ່ຂ້າງຮູບສີ່ຫລ່ຽມ ຈົ່ງຫມາຍໃສ່ຮູບທີ່ຂຽນວ່າ “ ພາສາອື່ນ “ ພ້ອມດ້ວຍຂຽນຊື່ພາສາໃສ່ເທິງເສັ້ນຂີດໄວ້. ຕົວຢ່າງລູກຂອງທ່ານຊຶ່ງມີຊື່ຢູ່ອ້າງບົນນີ້ເວົ້າພາສາຍີ່ປຸ່ນຢູ່ບ້ານເປັນປະຈຳ ທ່ານຄວນຫມາຍໃສ່ບ່ອນ “ ພາສາອື່ນ “ ແລະ ຂຽນຄຳ “ພາສາຍີ່ປຸ່ນ “ ໃສ່ບ່ອນວາງທີ່ຂີດໄວ້.

໑. ລູກຂອງທ່ານປາກພາສາຫຍັງເມື່ອເຂົາເລີ້ມຮຽນປາກຄັ້ງທຳອິດ?

☐

ພາສາອັງກິດ

☐

ພາສາອື່ນ _____

໒. ລູກຂອງທ່ານປາກພາສາຫຍັງເລື້ອຍຫລາຍກວ່າຫມູ່ຢູ່ບ້ານ ?

☐

ພາສາອັງກິດ

☐

ພາສາອື່ນ _____

໓. ລູກຂອງທ່ານປາກພາສາຫຍັງເລື້ອຍຫລາຍກວ່າຫມູ່ກັບຫມູ່ເພື່ອນຂອງເຂົາ ?

☐

ພາສາອັງກິດ

☐

ພາສາອື່ນ _____

໔. ທ່ານໃຊ້ພາສາຫຍັງເລື້ອຍຫລາຍກວ່າຫມູ່ເມື່ອປາກກັບລູກຂອງທ່ານ ?

☐

ພາສາອັງກິດ

☐

ພາສາອື່ນ _____

໕. ທ່ານປາກພາສາຫຍັງເລື້ອຍຫລາຍກວ່າຫມູ່ເມື່ອປາກກັບຫມູ່ເພື່ອນຂອງທ່ານ ?

☐

ພາສາອັງກິດ

☐

ພາສາອື່ນ _____

໖. ຄົນອື່ນໃນສະມາຊິກຄອບຄົວຂອງທ່ານ ປົກຕິເຄີຍໃຊ້ພາສາຫຍັງ ເມື່ອເວົ້ານຳກັນ ?

☐

ພາສາອັງກິດ

☐

ພາສາອື່ນ _____

ລາຍເຊັນ: ກະຊວງເຊັນຊີລົງໃນ "ໃບສຳຣວດການໃຊ້ພາສາໃນບ້ານ " ເມື່ອຕອບຫມົດຮຽບຮ້ອຍ ແລະ ໃຫ້ລູກຂອງທ່ານນຳສົ່ງໃຫ້ນາຍຄູຂອງເຂົາ

ລາຍເຊັນ

ວັນທີ



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HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE
Serbo-Croatian

DRAGI RODITELJU ILI STARATELJU: U namjeri da pruži jednake mogućnosti valjanog obrazovanja svim učenicima, država Iowa zahtjeva od svake škole da ustanovi kojim jezikom se učenici služe kao primarnim. "Primarni jezik" se definise kao jezik koji je učenik naučio kada je tek progovorio; jezik koji se obično govori u kući učenika, ili, jezici koji učenik obično govori. Očigledno je da ste vi osoba koja je najpozvanija da pruži važne informacije o jeziku vaše porodice. Molimo vas, odvojite malo vremena za odgovore na postavljena pitanja, čak i ako je engleski jezik jedini koji se u vašoj porodici govori. Vaši odgovori će ostati strogo povjerljivi.

UPUTSTVO: Molimo vas da stavite X u kvadrat za koji mislite da predstavlja najtačniji odgovor. Ako naziv vašeg jezika nije upisan, molimo vas da stavite X u kvadrat označen sa "DRUGI" i da upisete naziv jezika koji obično govorite. Na primjer, u odgovoru na Pitanje 2, ukoliko vaše dijete, čije ime je upisano na vrhu ovog obrasca, kod kuće obično govori japanski jezik, vi ćete upisati X u kvadrat označen sa "DRUGI" te upisati "japanski" u predviđeni prostor.

1. Koji je jezik vaše dijete govorilo kad je tek počelo da govori?

☐ Engleski

☐ Drugi _____

2. Koji jezik vaše dijete najčešće govori kod kuće?

☐ Engleski

☐ Drugi _____

3. Koji jezik vaše dijete najčešće govori kad je sa prijateljima?

☐ Engleski

☐ Drugi _____

4. Koji jezik VI najčešće govorite sa vašim djetetom?

☐ Engleski

☐ Drugi _____

5. Koji jezik VI najčešće govorite sa VASIM prijateljima?

☐ Engleski

☐ Drugi _____

6. Koji jezik najčešće međusobno govore ostali članovi vaše porodice?

☐ Engleski

☐ Drugi _____

POTPIS: Molimo vas da potpisete kompletirani Pregled jezika koji se govori u kući i date ga vašem djetetu kao bi ga ono odnijelo nastavniku.

POTPIS

DATUM



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HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE
Spanish

ESTIMADO PADRE O GUARDIAN DE FAMILIA: Para ayudar a los distritos escolares a dar a todos sus estudiantes una oportunidad igual con una educación apropiada, la ley de Iowa exige que las escuelas cuenten y reporten al Estado los idiomas primarios de los estudiantes. El "idioma primario" se define como: el primer idioma que el estudiante aprendió a hablar; el idioma que generalmente se habla en la casa del estudiante, ó, el idioma que el estudiante habla generalmente. Como usted es la persona que mejor conoce a su familia y el idioma que generalmente habla le pedimos unos minutos de su tiempo para contestar las siguientes preguntas. Las respuestas serán confidenciales.

DIRECCIONES: Para cada una de las siguientes seis preguntas, ponga una "X" en el cuadro que indica la respuesta más apropiada. Si el idioma que generalmente habla no está en uno de los cuadros, ponga una "X" en el cuadro marcado "Otro", y escriba en la línea el nombre del idioma que generalmente habla. Por ejemplo, para contestar la pregunta número dos, si su hijo ó hija habla japonés más a menudo en casa, marcaría Ud. el cuadro "Otro" y escribiría "japonés" en la línea.

1. ¿Qué idioma habló su hijo ó hija cuando primero aprendió a hablar?

- ☐ Español
☐ Inglés
☐ Otro: _____

2. Cuando está en casa, ¿qué idioma habla su hijo ó hija con más frecuencia?

- ☐ Español
☐ Inglés
☐ Otro: _____

3. ¿Qué idioma habla su hijo ó hija más a menudo cuando habla con sus amigos?

- ☐ Español
☐ Inglés
☐ Otro: _____

4. ¿Qué idioma habla usted normalmente con su hijo ó hija?

- ☐ Español
☐ Inglés
☐ Otro: _____

5. ¿En qué idioma habla usted con más frecuencia con los amigos de usted?

- ☐ Español
☐ Inglés
☐ Otro: _____

6. ¿Qué idioma hablan con más frecuencia los otros familiares de Ud. en su casa, el uno con el otro?

- ☐ Español
☐ Inglés
☐ Otro: _____

SUBSCRIPCION: Haga el favor de firmar este Censo de Idiomas cuando haya contestado las preguntas y envíelo con su hijo ó hija a la escuela.

firma

fecha



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HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE

Vietnamese

QUÍ VỊ PHỤ HUYNH HOẶC QUÍ VỊ GIÁM HỘ : Nhằm mục đích giúp đỡ các khu học chính cung ứng một nền giáo dục đồng đều và đầy đủ ý nghĩa cho tất cả các em học sinh, luật tiểu bang Iowa qui định rằng các trường học xác nhận và phúc trình những ngôn ngữ mẹ đẻ của học sinh. "Ngôn ngữ mẹ đẻ" được định nghĩa là : ngôn ngữ mà học sinh nói khi chúng bắt đầu học nói, ngôn ngữ các em thường nói ở nhà hoặc là ngôn ngữ các em thường nói nhiều nhất. Hẳn nhiên quý vị phụ huynh là người có đủ thẩm quyền nhất trong việc phổ biến ngôn ngữ thường dùng trong gia đình. Thỉnh cầu quý vị dành một ít thời giờ để trả lời những câu hỏi dưới đây, cho dù nếu Anh ngữ là ngôn ngữ duy nhất mà những người ở trong gia đình quý vị thường nói, Các câu trả lời của quý vị sẽ được giữ kín.

LỜI CHỈ DẪN : Trong sáu câu hỏi dưới đây, yêu cầu quý vị đánh dấu X vào ô trả lời thích hợp nhất. Nếu ngôn ngữ thường dùng không có ở những ô trả lời quý vị hãy đánh dấu vào ô "Ngôn Ngữ Khác" và điền tên ngôn ngữ thường dùng vào chỗ trống. Thí dụ, ở phần trả lời cho câu hỏi số 2, nếu con em quý vị, có tên ở phần trên của mẫu này, thường nói tiếng nhật ở nhà, quý vị đánh dấu vào ô "Ngôn Ngữ Khác" rồi điền vào "TIẾNG NHẬT" ở chỗ trống.

1. Ngôn ngữ nào con em quý vị nói khi chúng bắt đầu mới học nói?

☐ Anh Ngữ

☐ Ngôn Ngữ khác _____

2. Ngôn ngữ nào con em quý vị thường nói ở nhà?

☐ Anh Ngữ

☐ Ngôn Ngữ khác _____

3. Ngôn ngữ nào con em quý vị thường nói khi trò chuyện cùng bạn bè của chúng?

☐ Anh Ngữ

☐ Ngôn Ngữ khác _____

4. Ngôn ngữ nào quý vị thường nói khi trò chuyện cùng với con em quý vị?

☐ Anh Ngữ

☐ Ngôn Ngữ khác _____

5. Ngôn ngữ nào quý vị thường nói khi trò chuyện với bạn bè của quý vị?

☐ Anh Ngữ

☐ Ngôn Ngữ khác _____

6. Ngôn ngữ nào những người khác trong gia đình quý vị thường nói khi trò chuyện với nhau?

☐ Anh Ngữ

☐ Ngôn Ngữ khác _____

CHỮ KÝ: Khi hoàn tất bản THỐNG KÊ NGÔN NGỮ DÙNG Ở NHÀ, cho con em quý vị nộp lại cho các cô thầy giáo.

Chữ ký

Ngày

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