

# MAHONING VALLEY COMMUNITY SCHOOL



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## Mahoning Valley Community School

### Plan for the Identification and Service of Students who are English Language Learners

#### **Overview:**

The Mahoning Valley Community School serves English Learners through tutoring services, computer based instruction, and differentiated classroom instruction. Support is provided through collaboration between the general education teachers and a tutor to support English Learners.

#### **Board Policy:**

Policy No. 3692 English Learners

The School will identify students in grades kindergarten through twelve as English learners using Ohio's standardized procedures for the identification of students who are English learners, which include Ohio's language usage survey questions and the Ohio English language proficiency screener.

#### **Procedures for Identifying English Learner Students:**

1. A Home Language Survey is completed as part of the registration packet for each student.
2. If the Home Language Survey indicates a language other than English is spoken at home, that student is assessed in his/her ability to read, write, speak, listen and comprehend in English, through designated assessments.
3. If a student scores proficient in all areas, he/she is not considered to be an English Learner. If a student scores below proficient in any area, eligibility will be further determined.
4. If a student is found eligible, the school will notify the parents and seek permission from the parents for the student to participate in EL services.
5. The school will determine how the services will be delivered through collaboration with the general education teacher(s) and the EL tutor.
6. The school will determine if students who are EL are eligible for accommodations on statewide assessments, according to state law.
7. Students who are identified as EL must participate in a statewide test of English Learners (OELPA).

#### **English Proficiency Levels of LEP Students:**

<p><b>Pre-functional</b></p>	<p><b>Beginning</b></p>
<p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May understand some isolated words.</li> <li><input type="checkbox"/> May understand some high-frequency conventions, directions, commands, and questions.</li> <li><input type="checkbox"/> Rely on nonverbal cues and gestures and facial expressions.</li> <li><input type="checkbox"/> May be able to provide basic responses.</li> <li><input type="checkbox"/> May be able to ask one or two word questions.</li> <li><input type="checkbox"/> May understand concepts of print and distinguish and copy some letters.</li> <li><input type="checkbox"/> May imitate the act of writing, however, it does not transmit a message.</li> </ul>	<p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May imitate the verbalizations of others by using single words or simple phrases.</li> <li><input type="checkbox"/> Gradually construct more meaning from the words themselves, but the construction is often incomplete.</li> <li><input type="checkbox"/> May generate simple texts that reflect their knowledge level of syntax, however they may have a significant amount of non-conventional features such as invented spelling, grammatical inaccuracies, or other patterns of the native language.</li> </ul>
<p><b>Intermediate</b></p>	<p><b>Advanced</b></p>
<p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> May understand more complex speech, but still require more repetition.</li> <li><input type="checkbox"/> Acquire a vocabulary stock of words and phrases.</li> <li><input type="checkbox"/> Speak in simple sentences, which are comprehensible and appropriate, but marked by grammatical errors.</li> <li><input type="checkbox"/> May have some trouble comprehending and producing complex structures and academic language.</li> </ul>	<p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Typically have language skills that are adequate for most day-to-day communication, with occasional structural and lexical errors.</li> <li><input type="checkbox"/> May have difficulty understanding and using some idioms, figures of speech, and words with multiple meanings.</li> <li><input type="checkbox"/> May read with considerable fluency and are able to locate and identify specific facts in the text.</li> <li><input type="checkbox"/> May be able to read independently, but may have occasional comprehension problems.</li> </ul>
<p><b>Proficient</b></p>	<p><b>Proficient (continued)</b></p>
<p>Students at this level:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Can usually participate in academic conversations without difficulty.</li> <li><input type="checkbox"/> Can usually follow complex and multi-level directions without assistance.</li> <li><input type="checkbox"/> Generally read and understand factual information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can write short papers and clearly express statements of positions, points of view and arguments.</li> <li><input type="checkbox"/> Can typically show control of varied sentence structures, spelling and vocabulary, expressing well-developed thoughts.</li> </ul>