

MIAMI-DADE COUNTY PUBLIC SCHOOLS

Department of Exceptional Student Education

BILINGUAL/ESOL ESE PROGRAM

**CONTINUUM OF ESOL PLACEMENT TESTS
FOR EXCEPTIONAL STUDENTS**

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Continuum of ESOL Placement Tests for Exceptional Students

Table of Contents

Acknowledgements	ii
Continuum of ESOL Placement Tests for Exceptional Students	
- Rationale	1
- Description of Assessment Level A.....	2
- Description of Assessment Level B-D	3
- How to Select the Appropriate ESOL Test from the Continuum ...	4
- Placement Test Chart	4

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Rosa Acha, Speech/Language Pathologist, Kensington Park Elementary School

Josephine Bennet, ESE Teacher, Thomas Jefferson Middle School

Martha Berman, Educational Specialist, Division of Exceptional Student Education

Melina Castillo, District Supervisor, Division of Bilingual Education and World Languages

Aleida Cruz, Bilingual Assessor, Bilingual/ESOL ESE Program

Tania Fernandez, ESE Teacher, Gulfstream Elementary

Rosalia F. Gallo, Instructional Supervisor, Bilingual/ESOL ESE Program

Deborah Izquierdo, ESE Teacher, Milam K-8 Center

JoAnn Lennox, General Education Teacher, Biscayne Elementary

Catherine Orlando, Educational Specialist, Florida Inclusion Network

Damarys Paula, ESE Teacher, Milam K-8 Center

Karen Perez, ESE Teacher, Blue Lakes Elementary

Alina Rodriguez, ESE Teacher, Poinciana Park Elementary School

Gloria Rodriguez, ESE Teacher, Amelia Earhart Elementary

Zilkia Rodriguez, Bilingual Prekindergarten Specialist, Prekindergarten Programs for Students with Disabilities

Marta de la Salas, Bilingual Assessor, Bilingual/ESOL ESE Program

Continuum of English for Speakers of Other Languages (ESOL) Placement Test for Exceptional Students

RATIONALE

The Relative Language Dominance Checklist (RLDC-R) was developed in 1991, and revised in 1998, to comply with the Identification and Assessment Section of the Florida State Board of Education versus League of United Latin American Citizens (LULAC), et.al., Consent Decree.

As indicated in this section of the agreement, a language assessment must be administered to all students for whom "yes" is an answer to one of the following questions, in order to determine the need for participation in a program appropriate to their level of English proficiency:

- Is a language other than English spoken in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

Due to the diverse population of exceptional students who have a home language other than English, the Office of Exceptional Student Education, developed the Continuum of ESOL Placement Tests for Exceptional Students. The Continuum of ESOL Placement Tests for Exceptional Students was developed by a committee of educators in an attempt to identify the language dominance and ESOL level of exceptional students who have expressive language skills, limited expressive language skills and/or those who are non-verbal.

Selected assessments in the Continuum of ESOL Placement Tests for Exceptional Students elicit responses in the student's native language, in order to better address the linguistic needs of limited English proficient (LEP) exceptional students. A student who is going through the process of second language acquisition often demonstrates skills in his/her native language but not in English. When determining an ESOL level for a student who has limited expressive language skills, it is important to determine which skills the student has acquired in the home language. Skills acquired in the home language can be developed in English through the use of ESOL strategies.

DESCRIPTION OF ASSESSMENT TESTS FOR ASSESSMENT LEVELS A

ASSESSMENT LEVEL A – consists of the Miami-Dade County Public Schools Modified Oral Language Proficiency Scale-Revised (M-DCPS Modified OLPS-R)

The Modified OLPS-R is used with a student in grades K-12 who:

- retains a story with visual prompts, (if necessary)
- has acquired readiness/literacy skills
- speaks in complete sentences or phrases
- maintains a conversation
- maintains a topic
- uses language to interact with others

The M-DCPS Modified OLPS-R with accommodations, is used for new ESOL students on Modified Curriculum who will be made eligible for an Exceptional Student Education (ESE) program. The procedures for administration and scoring of the instrument are found in the M-DCPS Interview with Guidelines Teacher's Manual and the Modified OLPS-R/OLPS-R Test Response Sheet.

Students on *Modified Curriculum* who *did not* participate in the Spring administration of Alternate ACCESS for ELLs Assessments must be administered a test from the Continuum of ESOL Placement Tests for Exceptional Students to update the ESOL level and assessment date on the IEP.

Test Forms

The directions for administration and scoring of the OLPS-R are found under the appropriate grade form:

Form 5924: Pre-K thru Kindergarten, First Semester

<http://forms.dadeschools.net/webpdf/5924.pdf>

Form 6041: Kindergarten, Second Semester through Second Grade

<http://forms.dadeschools.net/webpdf/6041.pdf>

Form 6040: Third through Fifth Grade

<http://forms.dadeschools.net/webpdf/6040.pdf>

Form 5924: Sixth through Twelfth Grade

<http://forms.dadeschools.net/webpdf/6046.pdf>

DESCRIPTION OF ASSESSMENT TESTS FOR ASSESSMENT LEVELS B-D

The directions for administration and scoring of the RLDS-B-D are found under Form FM4762 through the link <http://forms.dadeschools.net/webpdf/4762.pdf>

ASSESSMENT LEVEL B – consists of the Relative Language Dominance Assessment-B (RLDA-B) a 26-item checklist and interview (Parts 1 and 2).

The RLDA-B is used with a student who:

- has acquired beginning readiness skills
- speaks in phrases and simple sentences
- communicates using gestures effectively
- identifies common objects/body parts
- responds to questions related to his/her name and school environment

ASSESSMENTS LEVEL C – consists of the Relative Language Dominance Assessment-C (RLDA-C).

The RLDS-C is used with a student who:

- uses sign language
- uses purposeful gestures
- produces non-speech sounds
- uses the Picture Exchange Communication System (PECS) and/or pictures
- follows one step directions
- responds to “look here”/” come here”
- identifies objects
- uses intelligible words
- nods “yes” or “no”

ASSESSMENTS LEVEL D – consists of the Relative Language Dominance Assessment-D (RLDA-D) a seven-item checklist and the Home Language Screening Questionnaire (HLSQ).

The RLDS-D is used with a student who:

- fixates on the speaker for period of time (e.g., three seconds)
- makes facial expressions or changes posture when spoken to
- uses different types of cries
- responds to sounds and/or name and produces non-speech sounds

HOW TO SELECT THE APPROPRIATE ESOL TEST FROM THE CONTINUUM

The teacher/examiner selects the assessment to be used based on the socio-communicative and academic language skills described on the Continuum of ESOL Placement Test for Exceptional Students Chart FM-4762 Rev. (11-05) located at the beginning of each assessment in Levels B-D. The teacher/examiner must initial and date the box of the ESOL Assessment Level selected on the Continuum of ESOL Placement Test for Exceptional Students Chart. This chart must be stapled to the assessment.

Students on *Modified Curriculum* who *did not* participate in the Spring administration of Alternate ACCESS for ELLs Assessments must be administered a test from the Continuum of ESOL Placement Tests for Exceptional Students to update the ESOL level and assessment date on the IEP.

The Continuum of ESOL Placement Test for Exceptional Students Chart (page 3 and at the beginning of each test) must be reviewed to determine the student's socio-communicative and academic language skills acquired during the school year. Based on that information a new ESOL assessment level may need to be used to test the student's current ESOL level.

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