

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2; W.Va. Code §18-2-5 and §18-9A-22 and
Public Law 107-110, No Child Left Behind Act of 2001

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 15

TITLE OF RULE BEING AMENDED: Programs of Study for Limited English
Proficient Student (2417)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS April 12, 2004.



Steven L. Paine
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY

WEST VIRGINIA DEPARTMENT OF EDUCATION

Policy Number and Title: Policy 2417, Programs of Study for Limited English Proficient (LEP) Students

Background:

In accordance with Title III of the *No Child Left Behind Act of 2001*, limited English proficient students must be provided full educational parity with their peers. West Virginia made progress toward this goal in May 2003 with the adoption of Standards for English Language Proficiency (Policy 2417). The next step, as required by both Title I and Title III, is the implementation of an annual assessment of English Language Development for LEP students. West Virginia is currently part of a multi-state consortium developing this assessment.

Proposals: Revisions to Policy 2417 are being recommended so that the first annual, standards-based assessment of LEP students can be implemented statewide. In order to promote successful achievement results, appropriate instructional and programmatic support requirements are also being recommended. In addition, based on teacher feedback, a committee has reviewed the standards and indicators, previously approved under Policy 2417, and recommended minor revisions.

Impact: The proposed revisions will align West Virginia policy with federal policy and fulfill the requirements submitted in the state's Consolidated State Application. Most of the counties currently serving LEP students already meet the majority of proposed requirements. These revisions will strengthen those programs and provide a consistent framework for all counties that serve LEP students. No comments were received in response to this policy.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

FILED

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SERIES 15

Programs of Study for Limited English Proficient Students (2417) VIRGINIA
OFFICE OF THE SECRETARY OF STATE

§126-15-1. General.

1.1. Scope. – This legislative rule defines the expectations for programs of study for improving the English language proficiency of students with limited English proficiency.

1.2. Authority. – W.Va. Constitution, Article XII, §2; W.Va. Code §18-2-5 and §18-9A-22 and Public Law 107-110, *No Child Left Behind Act of 2001*.

1.3. Filing Date. – March 12, 2004.

1.4. Effective Date. – April 12, 2004.

1.5. Repeal of Former Rule. – This legislative rule amends W.Va. 126CSR15 “Programs of Study for Limited English Proficient Students” filed May 19, 2003 and effective June 18, 2003.

§126-15-2. Definitions.

2.1. A limited English proficient (LEP) student in the State of West Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*. An LEP student is classified as one:

2.1.1. who is aged 3 through 21; and

2.1.2. who is enrolled or preparing to enroll in an elementary school or secondary school; and

2.1.3. who was not born in the United States or whose native language is a language other than English; or

a. who is a Native American or Alaska Native, or a native resident of outlying areas; and

A. who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

b. who is migratory, whose native language is a language other than English,

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and who comes from an environment where a language other than English is dominant;
and

2.1.4. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –

a. the ability to meet the West Virginia Department of Education (hereinafter referred to as the “WVDE”) proficiency level of achievement on state assessments;

b. the ability to achieve successfully in classrooms where the language of instruction is English; or

c. the opportunity to participate fully in society.

2.2. English Language Proficiency (ELP). The criteria for ELP (exit LEP status) are:

2.2.1. student no longer meets the definition of LEP; and

2.2.2. student no longer participates in alternative language programs nor receives monitoring services; and

2.2.3. student scores above level five on the West Virginia Test of English Language Learning (WESTELL) for two consecutive years or tests proficient for two consecutive years on the Alternate Assessment; and

2.2.4. student scores at mastery level or above on the West Virginia Educational Standards Test (WESTEST), Reading Language Arts Assessment (grades 3-8 and 10) or Reading Language Arts end of course exams (grades 9 and 11); or

2.2.5. student scores at mastery level or above on the Alternate Assessment.

2.3. Follow content standard (FCS) signifies that students should follow the content standards and objectives for Reading and English Language Arts as a guideline, implementing the ELP standard when appropriate for their grade level.

§126-15-3. Regulations.

3.1. Each county shall identify LEP students within 30 days of enrollment based on criteria established by the WVDE and available through the Office of English as a Second Language (ESL)/West Virginia International Schools.

3.2. Each county shall use the ELP standards as a framework for providing a scientifically research-based alternative language program. The purpose of the program is to facilitate the student's achievement of English proficiency and the academic content standards as set forth in W.Va. 126CSR44A through 440, West Virginia Board of Education Policies 2520.1 through 15, Content Standards and

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Objectives for West Virginia Schools.

3.3. Each county shall seek highly qualified teachers to deliver the alternative language program and shall provide on-going, sustained, annual opportunities for professional development.

3.4. Each county shall annually address classroom and assessment accommodations through an LEP committee for each LEP student participating in the alternative language program.

3.5. All public school students identified as LEP shall participate in the West Virginia Measures of Academic Progress (WVMAP) as set forth in W.Va. 126CSR14, West Virginia Board of Education Policy 2340 entitled West Virginia Measures Of Academic Progress (hereinafter referred to as Policy 2340), as determined by the LEP committee. Using the LEP Assessment Participation Form, the committee will annually determine the appropriate accommodations.

3.6. Each county shall conduct an annual assessment of LEP students' English language proficiency using the WESTELL during the testing window established by the WVDE.

3.7. Each county Title III director shall be responsible for the collection and maintenance of LEP student data using the West Virginia Education Information System (WVEIS).

3.8. When the LEP student is a student with an exceptionality, as identified under W.Va. 126CSR16, West Virginia Board of Education Policy 2419, Regulations for the Education of Exceptional Students and/or Section 504 of The Rehabilitation Act of 1973, Public Law 93-112, the respective IEP Team/LEP committee or Section 504 committee/LEP committee shall determine the student's appropriate WVMAP assessment participation as set forth in Policy 2340.

3.9. Each county shall promote the involvement of parents of LEP students in the educational program of their children.

3.10. Each county shall exit LEP students from the alternative language program based on criteria established by the WVDE and available through the Office of ESL/West Virginia International Schools.

§126-15-4. Incorporation by Reference.

4.1. A copy of the English Language Proficiency Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of Secretary of State and in the West Virginia Department of Education, Office of ESL/West Virginia International Schools.

§126-15-5. Summary of the Standards.

5.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The performance standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The performance standards document includes performance standards for ELP, an explanation of terms, and objectives that reflect a rigorous and challenging curriculum.

§126-15-6. Severability.

6.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

**English Language Proficiency
Standards and Objectives for West Virginia Schools**

Explanation of Terms

LEP Student Profile

LEP students, like the general population, are a diverse group. Their abilities range on a continuum from being gifted to having special needs. Additionally, LEP students range from having a high level of proficiency in all skill areas in their native language to being illiterate or minimally literate. Some LEP students have had prior formal schooling outside of the United States in their native language while others have had limited formal schooling.

Performance Standards

English Language Proficiency (ELP) Standards are distinct because they explicitly focus on the learning needs of the wide range of LEP students from pre-kindergarten through twelfth grade who come from widely diverse cultural, linguistic, and educational backgrounds and are at different stages of English language acquisition. The cultural component is embedded throughout the standards, in that it is impossible to isolate discreet cultural elements from the teaching of language. Unlike other content standards, they take into account the critical role of language learning in the achievement of content and specially focus on the learning styles and instructional needs of LEP students. ELP Standards represent a bridge for LEP students to gain access to content instruction in English.

The ELP Standards are not content standards. It is not their intent to describe what students should know and be able to do. Instead, they gauge the degree to which the content standards have been attained. These performance standards represent the degrees of proficiency in the English language that an LEP student will master upon completion of each level.

Objectives

Objectives are incremental steps toward proficiency of the standards. Objectives are listed by proficiency level. Although the objectives have been developed separately for each standard (Oral, Reading, Writing) they are integrated in classroom instruction.

Proficiency Levels

Regardless of their grade level, all LEP students can be classified in one of five levels of English proficiency. These levels are:

- Level 1: Negligible
- Level 2: Very Limited
- Level 3: Limited
- Level 4: Intermediate
- Level 5: Fluent

Numbering of Standards

The number for each content standard is composed of three parts, each part is separated by a period:

- The content area code (e.g., ELP for English Language Proficiency)
- The letter S, for Standard; and
- The standard number.

Illustration: ELP.S.1. refers to English Language Proficiency standard #1.

Numbering of Objectives

The number for each objective is composed of three parts, each part is separated by a period:

- The proficiency level (e.g., ELP1 for English Language Proficiency Level One)
- The number of the standard addressed; and
- The objective number.

Illustration: ELP1.2.3. refers to a Level One English Language Proficiency objective that addresses standard two (reading), and that is the third objective listed under that standard.

***Follow Content Standards**

Some objectives may not be developmentally appropriate for lower grade levels (e.g., kindergarten). In these instances, the objectives are marked FCS. FCS signifies that students should follow the Content Standards for Reading and English Language Arts as a guideline, implementing the ELP standard when appropriate for their grade level.

Abbreviations

LEP Limited English Proficiency
ELP English Language Proficiency
FCS Follow Content Standard

Other Abbreviations

PL Proficiency Levels
S Standard

**PROGRAMS OF STUDY FOR LIMITED ENGLISH LANGUAGE PROFICIENT
STUDENTS - OVERVIEW - POLICY 2417**

Program of Study

The West Virginia Programs of Study for Limited English Language Proficient (LEP) Students set forth the expectations for English language proficiency for all West Virginia LEP students in elementary, middle, junior high and high schools. The curriculum is designed to address the needs of all LEP students studying to acquire English language proficiency regardless of their native language or the grade level or proficiency level at which they study.

Standards

The goal of the English Language Proficiency (ELP) Standards is to provide the foundation that will enable LEP students to be successful in the English Content Standards and across the curriculum. This foundation is essential because LEP students are learning English as another language. They are designed to provide guidance for the development of district ELP curricula, the selection of instructional materials, the evaluation of students' learning, and inservice and preservice professional development programs. Teachers at local schools are responsible for developing a scope and sequence and for selecting the specific content and learning activities that will lead students to a high level of language proficiency. It is imperative, therefore, that the material presented at each proficiency level is controlled for both age and proficiency level in English.

The Reading and English Language Arts Content Standards (W.Va. 126CSR44A, West Virginia Board of Education Policy 2520.1: Reading and English Language Arts Content Standards and Objectives for West Virginia Schools) support the English language development of K-12 LEP students. In some cases, the descriptor for Policy 2520.1 and the ELP standards are the same, but the indicators beneath the descriptor differ. This difference reflects the skills that the LEP student can accomplish at that proficiency level. Another difference between the ELP Standards and Policy 2520.1 is that the ELP Standards are not grade level specific. LEP students will proceed through these levels at their own pace depending in part on their level of proficiency in their native language, the age when they entered school in the United States, and their ability to learn another language.

Five levels of English proficiency have been defined for the state's LEP population. These levels are Level 1: Negligible, Level 2: Very Limited, Level 3: Limited, Level 4: Intermediate, and Level 5: Fluent. An individual student may progress at varying levels within the standards. Within each of these levels, objectives have been developed for:

- ELP.S.1. Oral language (listening and speaking)
- ELP.S.2. Reading
- ELP.S.3. Writing

Proficiency in listening, speaking, reading, and writing as outlined in these standards will

allow LEP students to make a successful transition in order to meet the requirement of Policy 2520.1. A concerted effort should be made to relate required reading selections to other core subjects including mathematics, science, and history and social science.

Progression Timeline

LEP students enter schools with a wide range of skills and abilities in their native language and/or English that determine the rate at which they acquire proficiency in the English language. Research indicates that it may take five to seven years, on the average, for a student to become fully proficient in English. The goal for the education of LEP students is to provide intensive instruction so that LEP students can develop English proficiency as quickly as possible in order to reach full educational parity with their peers.

English Proficiency Level 1 (Negligible)

Below are general descriptions for each of the skill areas for students achieving at proficiency level 1.

ELP.S.1. Oral (Listening/Speaking): Students completing proficiency level 1 can comprehend simple statements and questions with additional visuals and gestures. They have a limited understanding of the general idea of basic messages. Additionally, students at proficiency level 1 can comprehend some limited face-to-face conversations.

Understand and use oral language

Students will:

- ELP1.1.1. Understand a few words and phrases
- ELP1.1.2. Speak with a few words and phrases
- ELP1.1.3. Ask one-word questions
- ELP1.1.4. Answer simple questions with one- and two-word responses
- ELP1.1.5. Respond to simple directions nonverbally with additional visual or gestural cues

Oral communication skills

Students will:

- ELP1.1.6. Communicate basic needs and wants
- ELP1.1.7. Use common social greetings and simple repetitive phrases
- ELP1.1.8. Respond to factual questions about present environmental information

ELP.S.2. Reading: Students completing proficiency level 1 are beginning to understand some basic material. Students at proficiency level 1 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple phrases containing high frequency vocabulary.

Understand how print is organized and read

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Students will:

- ELP1.2.1. Hold print materials in the correct position * FCS
- ELP1.2.2. Identify the front and back covers * FCS
- ELP1.2.3. Track from left to right and top to bottom on a page * FCS

Understand meaning from print and signs

Students will:

- ELP1.2.4. Identify common signs and logos
- ELP1.2.5. Begin to explain own writings and drawings
- ELP1.2.6. Use pictures to gain meaning
- ELP1.2.7. Begin to use a picture dictionary

ELP.S.3. Writing: Students completing proficiency level 1 are beginning to express basic personal needs. They are able to copy from a model simple English letters and words. They are beginning to use prewriting strategies and available technology.

Write to communicate ideas

Students will:

- ELP1.3.1. Trace, copy and draw from a model
- ELP1.3.2. Use prewriting strategies * FCS
- ELP1.3.3. Use available technology
- ELP1.3.4. Trace and copy uppercase and lowercase letters of the alphabet and numbers

English Proficiency Level 2 (Very Limited)

Below are general descriptions for each of the skill areas for students achieving at proficiency level 2.

ELP.S.1. Oral (Listening/Speaking): Students completing proficiency level 2 can comprehend simple statements and questions. They can understand the general idea of basic messages and conversations. Additionally, students at proficiency level 2 will comprehend language consisting of basic vocabulary and grammatical structures in face-to-face conversations. Students at proficiency level 2 will initiate and respond to basic statements and engage in basic face-to-face conversations with more fluent speakers.

Understand and use oral language

Students will:

- ELP2.1.1. Understand a few words, phrases and/or sentences with basic English grammatical forms
- ELP2.1.2. Speak with a few words, phrases, and/or sentences with basic English grammatical forms
- ELP2.1.3. Answer simple questions with simple responses
- ELP2.1.4. Ask and answer questions using simple sentences or phrases

ELP2.1.5. Respond to simple directions both verbally and nonverbally

Oral communication skills

Students will:

- ELP2.1.6. Demonstrate comprehension of basic oral presentations and instructions
- ELP2.1.7. Retell familiar stories and participate in short conversations
- ELP2.1.8. Communicate needs and wants
- ELP2.1.9. Use appropriate social greetings and phrases
- ELP2.1.10. Respond to factual questions about texts read aloud

ELP.S.2. Reading: Students completing proficiency level 2 can understand basic material. They can understand the general message of basic reading passages that contain simple language structures and syntax. Students at proficiency level 2 rely on visual cues and prior knowledge or experience with the topic. Comprehension is limited to simple language containing high frequency vocabulary and predictable grammatical patterns. Students at proficiency level 2 are beginning to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and text context.

Understand how print is organized and read

Students will:

- ELP2.2.1. Identify the front cover, back cover, index and glossary, and title page of a book * FCS
- ELP2.2.2. Follow words from left to right and top to bottom on a page * FCS
- ELP2.2.3. Use a text to match voice with print, to associate word, and basic phrases with their written forms

Understand meaning from print and signs

Students will:

- ELP2.2.4. Read and explain own writings and drawings
- ELP2.2.5. Use pictures to make predictions about text
- ELP2.2.6. Apply background knowledge to text
- ELP2.2.7. Use prior knowledge to interpret pictures
- ELP2.2.8. Begin to self-correct * FCS

Demonstrate comprehension of fiction/nonfiction

Students will:

- ELP2.2.9. Answer factual, simple questions about what is read
- ELP2.2.10. Create artwork or a written response that shows comprehension of a selection
- ELP2.2.11. Name characters and identify setting in stories
- ELP2.2.12. Recognize beginning and end of narratives
- ELP2.2.13. Recognize middle of narratives * FCS
- ELP2.2.14. Recognize the difference between poetry versus prose * FCS

ELP.S.3. Writing: Students completing proficiency level 2 can express basic personal needs and compose short passages on familiar topics. Basic vocabulary and structures in simple sentences and phrases are characteristic of student writing at this level. Errors in spelling and grammar are frequent and characteristic of language production at this stage.

Write to communicate ideas

Students will:

- ELP2.3.1. Print uppercase and lowercase letters of the alphabet
- ELP2.3.2. Copy several simple sentences on a topic. * FCS
- ELP2.3.3. Use various prewriting strategies * FCS
- ELP2.3.4. Use available technology

Use English grammar, punctuation, and spelling conventions

Students will:

- ELP2.3.5. Capitalize words at the beginning of sentences * FCS
- ELP2.3.6. Use periods and question marks at the end of sentences or questions * FCS
- ELP2.3.7. Use phonetic spelling
- ELP2.3.8. Identify basic grammatical constructions in simple sentences. * FCS

Limited English Proficiency Level 3 (Limited)

Below are general descriptions for each of the skill areas for students achieving at proficiency level 3.

ELP.S.1. Oral (Listening/Speaking): Upon completion of proficiency level 3, students can comprehend short conversations on simple topics. They can understand frequently used verb tenses and word-order patterns in simple sentences. They demonstrate a detailed understanding of short conversations and messages but only have a general understanding of longer conversations and messages. Students at proficiency level 3 can initiate and sustain a conversation although they often speak with hesitation and rely on known vocabulary. They typically use the more common verb tense forms (present, past, and future), but make numerous errors in tense formation and proper selection of verbs. They can express some details and nuances by using appropriate modifiers. They can use word order accurately in simple sentences, but make errors when using complex patterns. Extended communication is typically a series of short, familiar structures. Students at proficiency level 3 often have to repeat themselves to be understood. They rely on familiar structures and utterances. They use repetition, gestures, and other nonverbal cues to sustain conversation.

Understand and use oral language

Students will:

- ELP3.1.1. Attempt to use standard English and is understood when speaking

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- ELP3.1.2. Restate and execute one-step oral directions
- ELP3.1.3. Ask and answer questions with appropriate responses * FCS

Oral communication skills

Students will:

- ELP3.1.4. Converse on simple topics
- ELP3.1.5. Participate in social conversations on familiar topics by asking and answering questions and soliciting information
- ELP3.1.6. Recite rhymes, songs, and simple stories
- ELP3.1.7. Talk about experiences using expanded vocabulary, descriptive words, and paraphrasing
- ELP3.1.8. Retell stories and participate in conversations
- ELP3.1.9. Orally identify the main points of simple conversations and stories that are read aloud
- ELP3.1.10. Restate in simple form the main idea of oral presentations using subject matter content.

ELP.S.2. Reading: Students completing proficiency level 3 can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meanings of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.

Understand how print is organized and read

Students will:

- ELP3.2.1. Read from left to right and top to bottom * FCS
- ELP3.2.2. Identify letters, words, and sentences * FCS

Read, comprehend, and analyze fiction and nonfiction

Students will:

- ELP3.2.3. Answer simple, factual questions about what is read
- ELP3.2.4. Create artwork or a written response that shows comprehension of a selection
- ELP3.2.5. Use knowledge of the story and topic to read words
- ELP3.2.6. Name characters and tell about the setting of a story
- ELP3.2.7. Recognize the format of poetry versus prose

Begin to apply phonetic principles

Students will:

- ELP3.2.8. Use knowledge of consonants and consonant blends in words
- ELP3.2.9. Use vowel sounds in decoding single syllable words
- ELP3.2.10. Use basic word patterns

Use meaning clues and language structure to expand vocabulary when reading

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Students will:

- ELP3.2.11. Use pictures
- ELP3.2.12. Use knowledge of the story and topic to read words
- ELP3.2.13. Use knowledge of sentence structure
- ELP3.2.14. Reread and self-correct

Locate information in reference materials

Students will:

- ELP3.2.15. Use a table of contents * FCS
- ELP3.2.16. Use pictures and charts * FCS
- ELP3.2.17. Use dictionaries and indices * FCS
- ELP3.2.18. Use available technology * FCS

Use simple reference materials

Students will:

- ELP3.2.19. Use knowledge of alphabetical order
- ELP3.2.20. Use traditional and nontraditional reference materials
- ELP3.2.21. Locate and select appropriate reference material
- ELP3.2.22. Access available technology to find information

ELP.S.3. Writing: Students completing proficiency level 3 can write simple notes, make brief journal entries, and write short reports using basic vocabulary and common language structures. They can express ideas in the present, future, and past tenses. Frequent errors are characteristic of this level especially when the students try to express thoughts that require more complex language structures.

Write to communicate ideas

Students will:

- ELP3.3.1. Write multiple sentences around a topic
- ELP3.3.2. Use descriptive vocabulary
- ELP3.3.3. Use prewriting and planning strategies to organize information before writing * FCS
- ELP3.3.4. Edit and revise writing * FCS
- ELP3.3.5. Use available technology

Use English grammar, punctuation, and spelling conventions

Students will:

- ELP3.3.6. Capitalize first words in sentences and proper nouns
- ELP3.3.7. Use appropriate punctuation
- ELP3.3.8. Use apostrophe for known contractions and possessive nouns
- ELP3.3.9. Use basic grammatical construction in basic sentences

Write legibly

Students will:

- ELP3.3.10. Print correct letter and number formation in sentences

- ELP3.3.11. Space words and sentences appropriately * FCS
- ELP3.3.12. Begin writing in cursive uppercase and lowercase letters of alphabet

Limited English Proficiency Level 4 (Intermediate)

Below are general descriptions for each of the skill areas for students achieving at proficiency level 4.

ELP.S.1. Oral (Listening/Speaking): Students completing proficiency level 4 can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at proficiency level 4 are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most situations. They may have difficulty producing complex sentence structure, using verb tenses correctly, and discussing academic topics in-depth without prior preparation. They can engage in extended conversations on a broad range of topics. They have mastered basic sentence structure and verb tenses.

Understand and use oral language

Students will:

- ELP4.1.1. Ask and answer instructional questions
- ELP4.1.2. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content * FCS
- ELP4.1.3. Restate and execute multistep oral directions * FCS

Oral communication skills

Students will:

- ELP4.1.4. Participate in classroom discussions
- ELP4.1.5. Retell increasingly complex stories
- ELP4.1.6. Prepare and deliver short oral presentations * FCS

Present and listen to brief oral reports

Students will:

- ELP4.1.7. Organize ideas appropriate for the topic and purpose * FCS
- ELP4.1.8. Use subject-related information and vocabulary
- ELP4.1.9. Listen to and record selected information * FCS
- ELP4.1.10. Speak understandably although speech may contain some errors that interfere with meaning
- ELP4.1.11. Listen to stories/information and identify key details and concepts
- ELP4.1.12. Identify the topic and supporting details of oral presentations, familiar literature and key concepts of subject matter content

ELP.S.2. Reading: Students completing proficiency level 4 can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can begin to analyze reading passages written at a level appropriate for the general public. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of text.

Read and demonstrate comprehension of familiar literature as a result of classroom instruction

Students will:

- ELP4.2.1. Use pictures to make predictions about stories and informational text
- ELP4.2.2. Retell familiar reading selections including beginning, middle, and end
- ELP4.2.3. Participate in discussions about the characters, setting, and events
- ELP4.2.4. Identify the characters, setting, and events in fictional selections * FCS
- ELP4.2.5. Identify the topic or main idea * FCS
- ELP4.2.6. Write about what is read * FCS

Understand basic phonetic principles

Students will:

- ELP4.2.7. Demonstrate knowledge of taught consonants and consonant blends to determine the meanings of words
- ELP4.2.8. Demonstrate knowledge of taught short and long vowel patterns to determine the meanings of words

Expand vocabulary and concept development

Students will:

- ELP4.2.9. Use context to comprehend unfamiliar words * FCS
- ELP4.2.10. Use prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words * FCS

Use strategies to read a variety of narrative materials, poetry, and informational text

Students will:

- ELP4.2.11. Demonstrate knowledge of prefixes, suffixes, antonyms and synonyms.
- ELP4.2.12. Preview the selection by using pictures, diagrams, and titles
- ELP4.2.13. Make predictions about content
- ELP4.2.14. Ask questions while reading

Use information resources to research a topic

Students will:

- ELP4.2.15. Identify relevant questions * FCS
- ELP4.2.16. Collect information using media resources * FCS
- ELP4.2.17. Organize information for presentation * FCS

ELP.S.3. Writing: Students completing proficiency level 4 can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammatical structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures including the full range of verb tenses.

Write to communicate ideas

Students will:

- ELP4.3.1. Write one to three paragraphs around a central idea * FCS
- ELP4.3.2. Use descriptive details * FCS
- ELP4.3.3. Use a variety of sentences * FCS

Write stories, letters, simple explanations, and short reports across all content areas

Students will:

- ELP4.3.4. Use a planning strategy to organize information before writing * FCS
- ELP4.3.5. Use available technology * FCS

Write legibly

Students will:

- ELP 4.3.6. Write legibly in cursive sentences

Use appropriate English mechanics and usages

- ELP 4.3.7. Use correct spelling for majority of words
- ELP 4.3.8. Use subject verb agreement
- ELP 4.3.9. Use adjectives correctly
- ELP 4.3.10. Use pronoun referents correctly

Limited English Proficiency Level 5 (Fluent)

Below are general descriptions for each of the skill areas for a student achieving at proficiency level 5.

ELP.S.1. Oral (Listening/Speaking): Students completing proficiency level 5 can understand most standard speech. They can understand and identify the main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. Proficiency level 5 students are able to understand the nuances in meaning represented by variations in stress, intonation, pace, and rhythm. They can engage in most communicative situations with minimal errors. They have a high degree of fluency and accuracy when speaking although they may make errors with some language forms that do not interfere with meaning and lack the content area vocabulary possessed by their native English-speaking peers.

Use effective oral communication skills in a variety of settings

Students will:

- ELP5.1.1. Vary speech according to purpose, audience, and subject matter
- ELP5.1.2. Retell stories including character, setting, plot, summary and analysis
* FCS
- ELP5.1.3. Summarize literary pieces including character, setting, and plot
- ELP5.1.4. Respond to messages by asking questions or challenging statements
- ELP5.1.5. Use simple figurative language and idiomatic expressions

Use effective nonverbal communication skills

Students will:

- ELP5.1.6. Maintain eye contact with listeners
- ELP5.1.7. Use gestures for emphasis

Make and listen to planned oral presentations

Students will:

- ELP5.1.8. Prepare and deliver a presentation that follows a process of organization * FCS
- ELP5.1.9. Use a variety of sources to prepare oral presentations * FCS
- ELP5.1.10. Speak understandably using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation although speech may contain some errors that do not interfere with meaning
- ELP5.1.11. Use appropriate content-related information and vocabulary
- ELP5.1.12. Listen to and record information * FCS

ELP.S.2. Reading: Upon completion of proficiency level 5, students understand and obtain meaning from a wide range of texts. They use the same reading strategies as their native English-speaking peers to derive meaning from text. They are approaching grade-level mastery of the language structures and vocabulary necessary for understanding academic content subject area texts. * All reading objectives at this level should FCS.

Read and demonstrate comprehension of fiction and non-fiction

Students will:

- ELP5.2.1. Retell reading selections including beginning, middle, and end
- ELP5.2.2. Identify main idea of reading selections
- ELP5.2.3. Summarize informational or narrative selections
- ELP5.2.4. Compare and contrast characters, setting, and events in fictional selections
- ELP5.2.5. Summarize what is read

Use meaning clues and language structure to read words

Students will:

- ELP5.2.6. Demonstrate knowledge of story structure and sequence
- ELP5.2.7. Demonstrate knowledge of taught contractions and singular

- possessives
ELP5.2.8. Use reference materials including glossary, dictionary, and thesaurus

Use strategies to read a variety of materials, fiction and non-fiction

Students will:

- ELP5.2.9. Make connections between previous knowledge and/or experiences and what is read
ELP5.2.10. Make and confirm predictions
ELP5.2.11. Ask and answer complex questions about reading materials

Use information resources to research a topic

Students will:

- ELP5.2.12. Develop questions about a topic
ELP5.2.13. Collect information from multiple resources using the resource center
ELP5.2.14. Organize, evaluate, and condense information for use in a presentation or writing

ELP.S.3. Writing: Upon completion of proficiency level 5, students are approaching fluency in writing in the content areas. They are able to use the language structures and content vocabulary required for each academic subject although they may make errors. They begin to use the subtleties of written language and can write for different audiences and purposes. *All writing objectives at this level should FCS.

Write narratives, explanations and short reports across all content areas

Students will:

- ELP5.3.1. Use planning strategies before writing
ELP5.3.2. Write three to five paragraphs on the same topic
ELP5.3.3. Support a central idea with relevant details
ELP5.3.4. Use closely related sentences and transitions
ELP5.3.5. Use voice, tone, sentence variation, and word choice
ELP5.3.6. Use available technology

Use appropriate English mechanics and usage

Students will:

- ELP5.3.7. Use elements of style including voice and tone
ELP5.3.8. Use a variety of appropriate grammatical structures within compound and complex sentences

**POLICY 2417
SERIES 15
PROGRAMS OF STUDY FOR LIMITED ENGLISH PROFICIENT STUDENTS**

Comment Period Ends: February 19, 2004

NO COMMENTS AS OF FEBRUARY 25, 2004

Please use this form when commenting on proposed Policy 2417. You may attach additional sheets if necessary.

Individual/Organization: _____

Title: _____

Street Address: _____

City/State/Zip: _____

§126-15-1. General.

§126-15-2. Definitions.

§126-15-3. Regulations.

§126-15-4. Incorporation by Reference.

§126-15-5. Summary of the Standards.

§126-15-6. Severability.

Please return comments to:

**Amelia Courts
Executive Director
ESL/WV International School
Building 6, Room 318
1900 Kanawha Boulevard, West Virginia 25305-0330
FAX: (304) 558-6268
EMAIL: aadavis@access.k12.wv.us**

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Programs of Study for Limited English Proficient Students FUND N/A

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) N/A

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) N/A

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. ESTIMATED TOTAL REVENUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE
12/16/03

AGENCY
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE

