

WEST VIRGINIA  
SECRETARY OF STATE

JOE MANCHIN, III

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In This Box

FILED

2003 MAY 19 P 3:28

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 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 \_\_\_\_\_

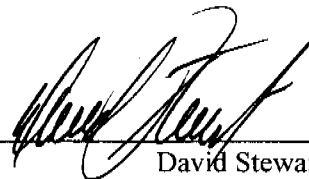
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 15

TITLE OF RULE BEING AMENDED: Programs of Study for Limited English  
Proficient Students (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 June 18, 2003.



David Stewart  
State Superintendent of Schools

**EXECUTIVE SUMMARY**  
**POLICY 2417**  
**PROGRAMS OF STUDY FOR LIMITED ENGLISH PROFICIENT STUDENTS**

**BACKGROUND:**

Limited English proficient (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. Currently, school systems in West Virginia have identified almost 2,000 students with LEP. Although these numbers represent only a fraction of the total student population, the West Virginia data follows a national trend of rapid growth. In fact, in direct contrast to the shrinking enrollment of the general school population, the number of LEP students in West Virginia has increased 300% during the past four years.

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. An important step toward achieving this goal is the development of English Language Proficiency (ELP) standards. 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. 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.

**PURPOSE:**

The goal for programs of study for limited English proficient (LEP) students is to provide intensive instruction, based on high quality standards, so that LEP students can develop English proficiency as quickly as possible in order to reach full educational parity with their peers. This policy defines the proficiency standards and objectives for the program of study for LEP students.

**IMPACT:**

Policy 2417 **Programs of Study for Limited English Proficiency Students** outlines proficiency standards that provide the foundation for enabling LEP students to be successful in the Content Standards (W.Va. 126CSR1 through 13, West Virginia Board of Education Policies 2520.1 through 13, Content Standards and Objectives for West Virginia Schools) and across the curriculum.

**COMMENT SUMMARY:** On February 20, 2003 the State Board unanimously placed Policy 2417 on public comment until March 25, 2003. No comments were received.

FILED

126CSR15

FILED

2003 MAY 19 P 3: 28

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

2003 MAY 19 P 3: 28

OFFICE WEST VIRGINIA  
SECRETARY OF STATE

SERIES 15

Programs of Study for Limited English Proficient Students (2417)

**§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 Public Law 107-110, *No Child Left Behind Act of 2001*.

1.3. Filing Date. – May 19, 2003.

1.4. Effective Date. – June 18, 2003.

1.5. Repeal of Former Rule. – This legislative rule repeals and replaces W.Va. 126CSR15 “Policy Statement on Bilingual Education” filed December 27, 1982 and effective December 27, 1982.

**§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

## 126CSR15

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, 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 State's 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. ELP. English Language Proficiency

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

### §126-15-3. Guidelines.

3.1. Every school district shall provide a program for each student who is LEP for the purpose of facilitating the student's achievement of English proficiency (W.Va. 126CSR15, West Virginia Board of Education Policy 2417, Programs of Study for Limited English Proficient Students) and the academic content standards (W.Va. 126CSR1 through 14, West Virginia Board of Education Policies 2520.1 through 14, Content Standards and Objectives for West Virginia Schools).

3.2. Every school district shall use the ELP standards as a framework for developing programs designed to meet the needs of LEP students.

3.3 All public school students identified as LEP shall participate in the WESTEST as determined by the LEP Committee. Using the LEP Inclusion Documentation Form, the committee will determine the appropriate accommodations and/or modifications as needed (W.Va. 126CSR14, West Virginia Board of Education Policy 2340, The West Virginia Measures of Academic Progress).

## 126CSR15

3.4 When the LEP student is a student with an exceptionality as identified under Policy 2419 (W.Va. 126CSR16, West Virginia Board of Education Policy 2419, Regulations for the Education of Exceptional Students) or Section 504 of The Rehabilitation Act of 1973), P. L. 93-112, the respective IEP Team or Section 504 Committee will determine the student's appropriate assessment participation (W.Va. 126CSR14, West Virginia Board of Education Policy 2340, The West Virginia Measures of Academic Progress).

### **§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 Instructional Services.

### **§126-15-5. Summary of the Content 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 content 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 content standards document includes content 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 circumstances is held invalid, such invalidity shall not affect other provisions or applications of this rule.

## **Explanation of Terms**

### **LEP Student Profile**

Limited English proficient 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.

### **Proficiency 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. 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 performance standards. It is not their intent to describe how well students should be able to demonstrate their knowledge. These proficiency 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/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

## **Explanation of Terms**

### **LEP Student Profile**

Limited English proficient 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.

### **Proficiency 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. 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 performance standards. It is not their intent to describe how well students should be able to demonstrate their knowledge. These proficiency 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/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 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 English Language Proficiency 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/English Language Arts Content Standards (W. Va. 126CSR7, West Virginia Board of Education Policies 2520.1: Reading/English Language Arts Content Standards and Objectives for West Virginia Schools) support the English language development of K-12

Limited English Proficient (LEP) students. In some cases, the descriptor for the Reading/English Language Arts Content Standards and the ELP standards are the same, but the indicators beneath the descriptor differ. This difference reflects the skills that the Limited English Proficient student can accomplish at that proficiency level. Another difference between the ELP Standards and the Reading/English Language Arts Content Standards 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 Limited English Proficient (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 Reading/English Language Arts Content Standards. 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**

Limited English Proficient 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 Limited English Proficient (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.

#### **Understanding and use of 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 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 current 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.

#### **Understanding how print is organized and read**

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

#### **Understanding 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 Draw or copy from a model.
- ELP1.3.2 Use prewriting strategies. \* FCS
- ELP1.3.3 Use available technology
- ELP1.3.4 Copy uppercase and lowercase letters of the alphabet

**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.

**Understanding and use of 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.
- ELP2.1.6 Retell familiar stories and participate in short conversations.
- ELP2.1.7 Demonstrate comprehension of basic oral presentations and instructions.

**Oral communication skills**

Students will:

- 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.

#### **Understanding how print is organized and read**

Students will:

- ELP2.2.1 Identify the front cover, back cover, 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.

#### **Understanding 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

#### **Read and 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 format of 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 Draw or copy from a model.
- ELP2.3.3 Produce several simple sentences on a topic. \* FCS
- ELP2.3.4 Use prewriting strategies. \* FCS
- ELP2.3.5 Use available technology.

### **Use English grammatical constructions**

Students will:

- ELP2.3.6 Use basic grammatical constructions in simple sentences. \* FCS

### **Use English punctuation and spelling conventions**

Students will:

- ELP2.3.7 Capitalize words at the beginning of sentences. \* FCS
- ELP2.3.8 Use periods and question marks at the end of sentences or questions. \* FCS
- ELP2.3.9 Use phonetic spelling.

## **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 Use standard English inconsistently but generally understandable.
- ELP3.1.2 Restate and execute one-step oral directions.
- ELP3.1.3 Restate and execute multistep oral directions. \* FCS

### **Oral communication skills**

Students will:

- ELP3.1.4 Converse on simple topics.
- ELP3.1.5 Participate in classroom discussions.
- ELP3.1.6 Recite rhymes, songs, and simple stories.
- ELP3.1.7 Prepare and deliver short oral presentations. \* FCS
- ELP3.1.8 Retell stories and participate in short 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.

**Knowledge of how print is organized and read**

Students will:

- ELP3.2.1 Read from left to right and top to bottom. \* FCS
- ELP3.2.2 Match spoken words with print. \* FCS
- ELP3.2.3 Identify letters, words, and sentences. \* FCS

**Read, comprehend, and analyze fiction and nonfiction**

Students will:

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

**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**

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 by first letter.
- ELP3.2.20 Use a picture dictionary.
- ELP3.2.21 Use 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.

**Print legibly**

Students will:

ELP3.3.1 Form letters.

ELP3.3.2 Space words and sentences appropriately. \* FCS

**Use English punctuation and spelling conventions**

Students will:

ELP3.3.3 Use end punctuation.

ELP3.3.4 Capitalize first words in sentences and proper nouns.

ELP3.3.5 Use apostrophe for known contractions and possessive nouns.

**Write to communicate ideas**

Students will:

ELP3.3.6 Write multiple sentences around a topic.

ELP3.3.7 Use descriptive vocabulary.

ELP3.3.8 Use prewriting and planning strategies to organize information before writing. \* FCS

ELP3.3.9 Edit and revise writing. \* FCS

ELP3.3.10 Use available technology.

**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 structure**

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

### **Oral communication skills**

Students will:

- ELP4.1.3 Participate in social conversations on familiar topics by asking and answering questions and soliciting information.
- ELP4.1.4 Retell stories.
- ELP4.1.5 Talk about experiences using expanded vocabulary, descriptive words, and paraphrasing.

### **Present and listen to brief oral reports**

Students will:

- ELP4.1.6 Organize ideas appropriate for the topic and purpose. \* FCS
- ELP4.1.7 Use subject-related information and vocabulary.
- ELP4.1.8 Listen to and record selected information. \* FCS
- ELP4.1.9 Speak understandably although speech may contain some errors that interfere with meaning.
- ELP4.1.10 Listen to stories/information and identify key details and concepts.
- ELP4.1.11 Identify the topic and some 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

### **Demonstrate an understanding of 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.

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

Students will:

- ELP4.2.9 Preview the selection by using pictures, diagrams, and titles.
- ELP4.2.10 Make predictions about content.
- ELP4.2.11 Ask questions while reading.
- ELP4.2.12 Begin to reread and self-correct. \* FCS

### **Expand vocabulary and concept development**

Students will:

- ELP4.2.13 Use context to read unfamiliar words. \* FCS
- ELP4.2.14 Use knowledge of prefixes, suffixes, antonyms, and synonyms, to read unfamiliar words. \* FCS

### **Use information resources to research a topic**

Students will:

- ELP4.2.15 Identify appropriate questions. \* FCS
- ELP4.2.16 Collect information using the resources of the media center. \* 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 planning strategies and organize information before writing. \* FCS
- ELP4.3.5 Edit and revise writing. \* FCS
- ELP4.3.6 Use available technology. \* FCS
- ELP4.3.7 Write in cursive the uppercase and lowercase letters of the alphabet. \* FCS

## **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 as this level should be 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 prefixes and suffixes.
- ELP5.2.7 Demonstrate knowledge of story structure and sequence.
- ELP5.2.8 Demonstrate knowledge of taught contractions and singular possessives.
- ELP5.2.9 Use reference materials including glossary, dictionary, and thesaurus.

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

Students will:

- ELP5.2.10 Make connections between previous knowledge and/or experiences and what is read.
- ELP5.2.11 Make and confirm predictions.
- ELP5.2.12 Ask and answer questions.

### **Use information resources to research a topic**

Students will:

- ELP5.2.13 Develop questions about a topic.
- ELP5.2.14 Collect information from multiple resources using the media center.
- ELP5.2.15 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 be FCS.

### **Write narratives, explanations and short reports across all content areas**

Students will:

- ELP5.3.1 Use a planning strategy 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 correct spelling for majority of words.
- ELP5.3.8 Use elements of style including voice and tone.
- ELP5.3.9 Use subject verb agreement.
- ELP5.3.10 Use adjectives correctly.
- ELP5.3.11 Use pronoun referents correctly.

**FISCAL NOTE WORKSHEET**  
(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Programs of Study for LEP Students FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

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

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

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	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

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

There is no fiscal expenditure required for this policy.

DATE

2-20-03

AGENCY

Education

AUTHORIZED REPRESENTATIVE

*Anna R. Paine*  
csc psc