



**Provisional Identification and Placement Procedures for Nevada English Learners
During Periods of Extended School Closures Due to COVID-19
Grades: K-12**

Provisional Identification and Placement Procedures for Nevada English Learners¹ During Periods of Extended School Closures Due to COVID-19 Grades K-12

This procedure provides a means of provisionally identifying English learners (ELs) during the time that schools are closed for normal operations due to COVID-19 and face-to-face screening is not possible.² This process may not replace the formal identification process when face-to-face screening is possible, and formal screening must take place as soon as possible once school resumes normal operations for any student who has been given a provisional status³

Step 1: Administer the home language survey (HLS) to all newly enrolling students.

Step 2: Conduct an interview remotely with the parent and the student (phone, Skype, Zoom, etc.) when the answer to any of the questions on the HLS is a language other than English. Follow the procedures below and complete the speaking, listening and interaction rubrics in Appendix A and see parent/caregiver interview questions in Appendix B.

Step 3: Determine whether the student might be an EL using parent/caregiver interview and student interview with speaking and listening rubrics to make a provisional placement decision.

NOTE: *If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement and supports (see Appendix C).*

Step 4: Notify parents and/or legal guardians of screening test results and provisional placement decision.

Step 5: DO NOT code the student as an EL in Infinite Campus before you administer a language proficiency screening test.

¹ Enrollment of students should not be delayed due to any delays in screening for EL services, to the extent consistent with health and welfare directives from the relevant governmental entities.

² On March 12, 2020, Governor Sisolak issued a Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic; and on March 15, 2020, Governor Sisolak directed that "... [a]ll kindergarten through 12th grade schools will close to students effective March 16, 2020... "and" ... may reopen no earlier than April 6, 2020, and only upon the approval of the Chief Medical Officer of the State of Nevada after a review of the risk of transmissions within the geographic areas defined by the Chief Medical Officer"; and on April 1, 2020, Governor Sisolak extended closure of non-essential businesses, gaming and schools through April 30, 2020.

³ The Nevada Department of Education is seeking additional guidance from the United States Department of Education (USED). This document may be updated to include guidance from USED.

Step 1: Administer the [Home Language Survey \(HLS\)](#) to all newly enrolling students.

The primary purpose of a home language survey (HLS) is to find out whether there is a language other than English spoken at home, in which case the student should be assessed for English language proficiency. The HLS and parent/caregiver interview questions (Appendix B) present an opportunity to collect other useful information about the student that will help district personnel understand the student's personal and educational history in order to plan an appropriate educational program.

Step 2: Conduct an interview remotely with the parent and the student (phone, Skype, Zoom, etc.) when the answer to any of the questions on the HLS is a language other than English. Follow the procedures below and complete the speaking, listening and interaction rubrics in Appendix A and see parent/caregiver interview questions in Appendix B.

Districts must conduct an interview remotely with all students whose HLSs indicate that there is a language other than English spoken at home with the following limited exceptions:

- students who were previously classified as ELs and were then reclassified as Former English Learners (FELs) in their former districts;
- students who transferred from another district within Nevada or another [WIDA state](#) and who did not qualify as ELs on the English proficiency screening test administered in their former districts or state; and
- students who transferred from another district within Nevada or another [WIDA state](#) with ACCESS results from the **last calendar year**.

The interview should consist of questions at varying levels of difficulty that are meant to elicit interaction between the interviewer and the student that will make it possible to determine the student's ability in listening, speaking, and interaction. Interviewers must have strategies in place to ensure students who do not have experience interacting with someone through a screen are comfortable during the interview that is being conducted remotely.

Below are *examples* of questions at various levels of difficulty, but interviewers must tailor the interaction as necessary based on the apparent proficiency of the student and their age.

- Start with questions at low levels of difficulty and progress in difficulty from there.
 - Examples of Low-level questions: “What is your name?” “How old are you?” and “What do you like to do?”

- Examples of Moderate-level questions: “What do you like at school?,” “What kind of food do you like?,” “Tell me about your favorite (sports team, video game, toy, or hobby)?,” “What would you like to do when you graduate from high school/grow up?”
- Examples High-level questions: “What is your favorite subject in school and why?” “Pretend you are trying to convince me why I should like your favorite (sports team, video game, toy, or hobby).” “Describe your favorite teacher/friend/family member for me.” “Describe a job that you think is useful for society and why.”
- Stop at the level where a student has difficulty responding.
- If the student has difficulty responding at a particular level, then ask a question or two from the previous level to end on a positive note.
- Complete the speaking, listening and interaction domains rubrics in the Appendix A.

NOTE: If a student is unable to complete the interview process (e.g., because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, then the student should be provisionally identified as an EL until screening can be completed.

Generally, a student who easily communicates at a “High Level” is NOT likely to qualify for EL status.

ATTENTION:

1. Regardless of whether a student is provisionally identified as an EL or not, **the formal identification process, including face-to-face screening, must be completed within two weeks once school resumes.** This includes students who were not provisionally identified.
2. The district must ensure that students who are given a provisional status assignment (identified as EL or non-EL) are tracked by some means (e.g. a special code in the local student management system) so that once school resumes, they are screened according to the full procedure.
3. **Students are not coded as ELs in Infinite Campus** before they are screened according to the full procedure.

Step 3: Determine whether the student might be an EL using parent/caregiver interview and student interview with speaking and listening rubrics to make a provisional placement decision.

.....

Districts must make a **provisional** determination about the most appropriate academic placement and supports based on the student’s English language proficiency information and the district’s chosen method of instructional delivery to address students’ English proficiency and to give them the opportunity to participate meaningfully and equally in the district’s educational program. Consistent with federal and state civil rights laws, if LEAs are providing services to the general student population during this emergency closure of school buildings (outside of periods already designated for spring

break), the LEA will need to consider ways to deliver services to ELs to meet their English language development and academic achievement needs.

NOTE: *If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement and supports (see Appendix C).*

Step 4: Notify parents and/or legal guardians of screening test results and provisional placement decision.



Districts must provide the parent with a description of the **provisional** placement and English learner services that will be made available for their children.

Once schools have reopened for normal operations, districts will send the information that needs to be communicated to all EL parents after a student is identified as an EL based on the results of a face-to-face administration of an English Language Proficiency Screener.

Step 5: DO NOT code the student as an EL in before you administer a language proficiency screening test.



As noted earlier, students should **NOT** be coded as ELs in Infinite Campus before they are formally screened.

Appendix A

Listening and Speaking Rubrics

Grade: Kindergarten

Rubric 1 - Interaction, Listening, and Speaking Language Use Inventory

Student's Name: _____

SSUID: _____

Evaluator's Name: _____

Interview Date(s): _____

Domain: _____

	LOW (0)		MODERATE (.3)		HIGH (.5)		Value
Interaction	Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	<input type="checkbox"/>	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	<input type="checkbox"/>	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	<input type="checkbox"/>	
Listening	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	<input type="checkbox"/>	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	<input type="checkbox"/>	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	<input type="checkbox"/>	
Speaking	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	<input type="checkbox"/>	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	<input type="checkbox"/>	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	<input type="checkbox"/>	

TOTAL:

Grade: 1

Rubric 1 - Interaction, Listening, and Speaking Language Use Inventory

Student's Name: _____

SSUID: _____

Evaluator's Name: _____

Interview Date(s): _____

Domain: _____

	LOW (0)		MODERATE (.3)		HIGH (.5)		Value
Interaction	Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	<input type="checkbox"/>	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	<input type="checkbox"/>	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	<input type="checkbox"/>	
Listening	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	<input type="checkbox"/>	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	<input type="checkbox"/>	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	<input type="checkbox"/>	
Speaking	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	<input type="checkbox"/>	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	<input type="checkbox"/>	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.	<input type="checkbox"/>	

TOTAL:

Grades 2-3

Rubric 1 - Interaction, Listening, and Speaking Language Use Inventory

Student's Name: _____

SSUID: _____

Evaluator's Name: _____

Interview Date(s): _____

Domain: _____

	LOW (0)		MODERATE (.3)		HIGH (.5)		Value
Interaction	Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	<input type="checkbox"/>	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	<input type="checkbox"/>	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	<input type="checkbox"/>	
Listening	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	<input type="checkbox"/>	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	<input type="checkbox"/>	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	<input type="checkbox"/>	
Speaking	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	<input type="checkbox"/>	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	<input type="checkbox"/>	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.	<input type="checkbox"/>	

TOTAL:

Grades: 4-12

Rubric 1 - Interaction, Listening, and Speaking Language Use Inventory

Student's Name: _____

SSUID: _____

Evaluator's Name: _____

Interview Date(s): _____

Domain: _____

	LOW (0)		MODERATE (.3)		HIGH (.5)		Value
Interaction	Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	<input type="checkbox"/>	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	<input type="checkbox"/>	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	<input type="checkbox"/>	
Listening	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	<input type="checkbox"/>	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	<input type="checkbox"/>	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	<input type="checkbox"/>	
Speaking	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	<input type="checkbox"/>	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	<input type="checkbox"/>	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.	<input type="checkbox"/>	

TOTAL:

Appendix B

Parent or Caregiver Interview Questions

The following parent/caregiver interview (adapted from many sources) must be conducted in the parent's native language, if possible. Parents and caregivers need to feel they are in a safe environment and that the information will be used to help their child's education. Parents/caregivers may be reluctant to answer honestly because of prior experiences in the education systems in their native countries or in not understanding the U.S. school system.

Interview Introduction: In order to provide your child with the best education possible, we need to know about the child's language and education background. There are no right or wrong answers to the following questions, and your answers are only used to help us educate your child in the best way possible. Your honesty and thoughtfulness in answering these questions is greatly appreciated and will directly benefit your child's education.

About your child:

If there is more than one language spoken in your home, please feel free to include them all in your answers.

When your child was a baby:

1. What language did you speak to your child when he/she was a baby or young child?
2. In what language did your child speak as a baby or young child?
3. What language did other people in your home (other caregivers, babysitters, siblings, relatives) speak to your child when he/she was a baby or young child?
4. What language did you use to sing and/or read to your child when he/she was a baby or young child?

At the present time:

1. What language is spoken in the child's home or residence most of the time?
2. What language do you mostly use to speak to your child now?
3. What language does your child mostly speak to you?
4. What language does your child prefer to speak to others (siblings, caregivers, babysitters, relatives)?

Preschool Experience

1. Did your child attend preschool?
No _____ Yes _____
2. If yes, what was the language used by the teachers?

For students entering school in a grade other than kindergarten:

1. Does your child know how to read?
No _____ Yes _____ If yes, in which languages?
2. Does your child know how to write?
No _____ Yes _____ If yes, in which languages?
3. Is this the first time the child has attended a school in the United States?
No _____ Yes _____
4. If no, where did he/she go to school previously?
5. What language was used for instruction?
6. Was there interruption in your child's education?
No _____ Yes _____
7. What was the length of the school day?
8. Did your child attend school daily/consistently?
9. In what month did the school year begin?
10. In what month did the school year end?
11. Has your child ever received special services (teachers) to help him/her learning?
No _____ Yes _____ if yes, please explain
12. Is there anything more you would like to tell us about your child's prior school or learning experiences?

Parent/Care giver Questions:

1. In what language would you like to receive written information from the school?
2. In what language would you prefer to communicate orally with school staff?

Appendix C

Students who have or are suspected of having a disability

If a student enrolls with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this EL provisional identification procedure.

If the student arrives with an IEP:

This EL provisional identification procedure must be completed with appropriate accommodations and the results must be interpreted in consultation with Special Education personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing this EL provisional identification procedure:

This procedure must be completed with any administrative considerations or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate academic program based on the information available at the conclusion of the procedure.

In the implementation of this provisional requirement, for students identified as potential English learners through the EL provisional identification procedure, the students will be re-screened within two weeks when schools resume.