Language Census by Teacher for the Principal of School Name

are also listed. If you believe one of these students is an EL, please check the HLS in the cumulative record file. If there is a language other than English listed, please send a copy (I-FEP), and Reclassified-Fluent English Proficient (R-FEP) students. Your students who had only English listed on their Home Language Survey (HLS) at the time of enrollment to the RAP Center and staff will assess the student. Attached please find the most current language census information for your class. Your list contains information on your English learners (EL), Initially-Fluent English Proficient

the latest scale score and level from the ELA CST (a score of 325, the mid-point of Basic or above is needed to be considered for reclassification), and the home language. In addition, the Fall '05 to Fall'06 CELDT Growth column indicates whether the student made adequate progress (defined as one or more levels of growth on the CELDT by comparing the Fall '05 converted score to the Fall '06 score) by a "Yes" in the growth column. Please note that 5 is the maximum score on the CELDT so you may find ELs who have a "No" in this column because they have an Overall score of 5 for the 2005/06 year and for this past Fall 2006 and have yetter be reclassified or who have no score in one or The lists include the date the student was first tested, the language proficiency status (I-FEP, EL, R-FEP), the CELDT Overall score for school year 2005 06 converted to align to the higher cut scores established for the 2006-2007 CELDT (these may be lower than the official 2005-2006 level)*, the Fall '06 CELDT results (by overall and domain), the date and overall score of the latest CELDT (this can be used to determine when the student was last trested if the student was not lested last year or during the Fall '05 administration),

Some suggestions for using these data to inform instruction for your EL\students: /

- you may want to address the needs of these students in that prostam. For ELs with ho growth on the CELDIT, the teacher should ensure appropfiate intervention strategies during ELD. Also, if your school has an extended learning program,
- Differentiate instruction based on the indicated CELDT levels
- whatever area is not yet sufficiently proficient for reclassification (e.g., small group instruction on writing) Identify ELs who have met one or more of the reclassification driteria (reclassification criteria document is attached) and provide targeted instruction to ensure they meet
- 0 Identify EL who have been snrolled for 4 or 5 years and determine if they are on track to meet reclassification criteria within the year. If not, provide targeted instruction
- 0 Identify ELs at levels 1 and 2 on the CELDT. Determine how primary language support can be provided to assist the students in accessing the core curriculum.

			or Susan Dunlap ·	If you have any questions please call either John Brooke.	If you have any questions p
Parent Consultation Parents must be told about the process of reclassification and their child's status and be asked to participate in the reclassification process.	Scale Score of 325 (midbasic) or higher.	Overall score of Early Advanced, or Advanced with no score lower than the Intermediate level.	Grade level work in all core subjects: ELD, Language Arts, math, science, social science.	Writing Sample Writing sample must show Grade level work in all grade level writing. Grade level writing. Language Arts, math, science, social science.	"SOLOM" score of 20 or more from the classroom teacher. Includes teacher comments about skills in listening, speaking, reading, and writing.
		Elementary English Learner Reclassification Criteria	ementary English Learneı	9	

CELDT Levels: I = Beginner, 2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced <math>S = Advanced

CELDT Overall score for school year 2005-06 converted to align to the higher cut scores established for the 2006-2007 CELDT (these may be lower than the official 2005-2006 level *

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Alpha Language Census for School Name

						:	2000	5-2007	
ame:	ID	EL/FEP	Initial Asse date and O		Grade	Teacher	CELDT Overall	CST-ELA Scale Scores	Primary Language
student 1	XXX	EL	11/1/2006	1	01	Tomczak	1		Spanish
student 2	XXX	I-FEP	9/19/2005		02	Woolard			AllOther
Student 3	KXX	EL	11/1/2006	1	01	Lopez Tello	1		Spanish
		I-FEP	5/28/2003	5	04	Vasquez		233	Spanish
faro arti l'air a tri.	1/2	EL	11/1/2006	1	05	Weems	1		Spanish
de de Yai dan	þ.	EL	11/1/2006	1	05	Weems	1	279	Spanish
B. : ica	,6	EL	6/16/2003	1	04	Sak	1	286	Spanish
man Mannel	لعممين	EL	8/31/2005	1	02	Shields	1		Spanish
,	1. 4	EL	10/2/2003	3	04	Vasquez	2	302	Spanish
	j1 3	EL	11/30/2005	4	02	Duffy	2		Arabic
Var~r	٠ د	₽ L	8/29/2006	3	01	Laverty	3		Arabic
	15	<u>R</u> FEP	10/11/2002	3 .	05	Weems		399	Arabic
	31****	I-FEP	8/25/2005		02	Woolard			Spanish
	~721. ·	EL	6/2/2004	4	03	Siskin	2	362	Spanish
	107-64	EL	4/17/2003	1	04	Vasquez	1	321	Spanish
.\		EL	4/17/2003	1	04	Vasquez	1		Spanish
-42		EL \	6/16/2004	1	03	Chatterje e	1	247	Spanish
te\	ANAPAG	EL	6/16/2004	t	03	Chatterjee	1		Spanish
\ .	-	EL	6/2/2004	1	03	Chatterjee	1	278	Spanish
		EL.	672/2004	1	03	Chatterjee	1		Spanish
		EL	7/9/ 2001	2	06	Ramirez	2	260	Spanish
π.		R-FEP	3/31/2006	4	06	Koch		316	Spanish
\	-313110	-EL	- 9/29/200 5	2	05	Sanchez Alcantar	3	310	Spanish
	. 3	EL	8/20/2002	4	06	Rentschler	4	338	Spanish
,	-+ 61(16 2	EL	4/15/2002	4	05	Sanchez Alcantar	3	355	Spanish
	j e		11/1/2006	2	01	Orozco	2		Spanish
	17723	EL	9/7/2006	71	01	Orozco	1		Spanish
	3	I-FEP	6/2/2004	À	03	Siskin		430	Spanish
	10	Et\ /	11/1/2006	1	02	Pinedo	1		Spanish
	18	EL	11/1/2006	1	01	Orozco	1		Spanish
	76	EL	7/26/2005)1 \	02	Shields	1		Spanish
	\	EL	2/3/2006	1 /	02	Shields	1		Spanish
V		R-FEP	9/4/2003		06	Rentschler		369	Spanish
	•	EL	6/2/2004	1	03	Chatterjee	2		Spanish
		EL	6/2/2004	1	03	Chatterjee	2	285	Spanish

CELDT Levels: 1=Beginner, 2=Early Intermediate, 3=Intermediate, 4=Early Advanced and 5=Advanced

Language Census by Teacher for School Name

Teacher: Name

Attached please find the most current language census information for your class. Your list contains information on your English learners (EL), Initially-Fluent English Proficient (I-FEP), and Reclassified-Fluent English Proficient (R-FEP) students. Your students who had only English listed on their Home Language Survey (HLS) at the time of enrollment are also listed. If you believe one of these students is an EL, please check the HLS in the cumulative record file. If there is a language other than English listed, please send a copy to the RAP Center and staff will assess the student.

comparing the Fall '05 converted score to the Fall '06 score) by a "Yes" in the growth column Please note that 5 is the maximum score bathe CELDT so you may find ELs who have a "No" in this column because they have an Overall score of 5 for the 2005/06 year and for this past Fall 2006 and have yet to be reclassified or who have no score in one or the other years. addition, the Fall '05 to Fall'06 CELDT Growth column indicates whether the student made adequate progress (defined as one or more levels of growth on the CELDT by the latest scale score and level from the ELA CST (2-score of 325, the mid-phint of Hasic, br above is needed to be donsidered for replaysification), and the home language. and overall score of the latest CELDT (this can be used to determine when the student was last rested if the student was not tested last year or during the Fal The lists include the date the student was first tested, the language proficiency status (I-FEP EL R-FEP), the CELDT Overall score for school year 2005-06 converted to align to the higher cut scores established for the 2006-2007 CELDT (these pay be lower than the official 2005-2006 lever). the Fall '06 CELDT results (by overall and domain), the date | 1 05 administration),

Some suggestions for psing these vata to inform instruction for your EL shudents

- For ELs with ho growth on the CELIST, the teacher should ensure appropriate intervention strategies during ELD. Also, if your school has an extended learning program, you may want to address the needs of these students in that pregral
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- whatever area is not yet sufficiently proficient for reclassification (e.g., small group instruction on writing) Identify ELs who have fact one of more of the reclassification criteria (reclassification criteria document is attached) and provide targeted instruction to ensure they meet
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- Identify ELs at levels 1 and 2 on the CELDT. Determine how primary language support can be provided to assist the students in accessing the core curriculum.

Elementary English Learner Reclassification Criteria

reclassification process.					
to participate in the					reading, and writing.
child's status and be asked		die illermediate level.	social science.		listening, speaking,
reclassification and their		the latermodiate lower than	science social science		comments about skills in
the process of	vasic) of Higher.	with no soors lower than	Language Arts math	1	teacher. Includes teacher
י מוכוונט ווומטו טכ וטום מטטנו	hasio or higher	Advanced or Advanced	core subjects: ELD.	grade level writing.	more from the classroom
Parente must be told about	Scale Score of 325 /mid-	Overall score of Early	Grade level work in all	writing sample must show Grade level work in all	
Parent Consultation	CS1-ELA	CELUI	Granca	W/	"SOI OM" score of 70 or
		רבו דים		1 cacuci evaluation Writing Sample Gradee	r cachel cyantation

If you have any questions please call either John Brooke at 232-8050 or Susan Dunlap at 307-4507.

CELDT Levels: l = Beginner, 2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced 5 = Advanced

CELDT Overall score for school year 2005-06 converted to align to the higher cut scores established for the 2006-2007 CELDT (these may be lower than the official 2005-2006 level: *

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Language Census by Teacher for School Name

Page 4 of S2	Page				2	Advanced	<u>ح</u>	v Advancea	4 = Early	Intermediate,	ediate, 3=1	2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced	I = Beginner, 2:	I = Be	CELDT Levels:	Ω
Spanish	Below Basic	2 299	7/24/2006	-4		2	2	N	2	no	-	•	Ĺ		40077770	8
Spanish	Below Basic	1 289	9/19/2006			N	2	->		no	`	(-	2 F		NOOCICE OF	3 1
Spanish		-	9/19/2006	-		Ν,	2	-3		no			<u>.</u> t		1/7/2005	ස :
Spanish	Proficient	362	6/2/2004										i ū i		1/7/2005	23
Spanish			7/24/2006	-	-		<u> </u>		_	no			ה ה ה דו		6/2/2004	ස
Spanish	Below Basic	1 278	7/24/2006					٠.		70		·	<u>.</u> t		MODELCIS	3
Spanish		N	9/18/2006			2	ω	N	· N	no			π t		6/2/2004	ස
Spanish	Below Basic	2 289	9/18/2006			λ)	ω	2	۰ ۸	20			<u>n</u> p		9/26/2005	ස
Spanish		N	9/18/2006		2	ω	ω	N	2	no			ם ה		9/26/2005	ස :
Spanish	Below Basic	2 267	9/18/2006	-	N	ω	ယ	N	2	75			ū þ		6/2/2004	ස :
Spanish	Basic	3 313	9/18/2006	8	N	Ch	ú	ယ	ယ	п			<u>n</u> L	-	6/2/2004	ස :
Spanish		ω	9/18/2006	8	N	5	ω	ယ	ω	70					6/23/2004	ය <i>:</i>
Spanish		-	7/24/2006		_				•			7		/	6/23/2004	ස
Spanish	Far Below Basic	1 242	7/24/2006	-	-4			د .					<u>n</u> (7/24/2006	ස
Spanish	Basic	3 327	10/4/2006	ω	N	. 4	. ω	به د		yes	7	ニノ	د. ٿ	\	7/24/2006	ස
Spanish		ω	10/4/2006	ω	8	4	ω	. u	, <u>t</u>	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	\ 		!		9/1/2005	ස
Spanish		_	7/24/2006	>		***		_	<u> </u>	70	<u>۔</u> ۔۔۔	\ \ \	֓֟֝֟֝֟֝֟֝֟֝֟֝֟֝֟֝֟֝֟֟֝֟֟֝		9/1/2005	ය :
Spanish	Far Below Basic	1 232	7/24/2006				_	-		 8			7		8/5/2005	ස
Spanish		N	7/24/2006	7	/~		ယ	- 70	N	næ,			р Д	\	8/5/2005	ස :
Spanish	Below Basic	2 285	7/24/2006		N	_	٦		- 8				ı)t		6/2/2004	3
Spanish	Below Basic	1 278	9/18/2006	7	_	3	u ک			-				,	6/2/2004	සි :
Spanish			9/18/2006			/3	(w		_ N	Off	, ,	o Langer		× }	6/2/2004	3 8
Spanish	Far Below Basic	1 247	9/18/2006	-	8	ω	ري		N	<u></u>		chilat		< >	600000	3 3
Spanish		1	9/18/2006	-	2	<u>_</u>	ω		/ ~	по	- 5	the put		c	6/16/2004	ස
Language	Level L	Score	Date and hevel	Wrtg L	Rdg	Speak	Listen	Overall L	Overall*	Growth:	+	Name	1	, i	6/16/2004	3 9
	T-ELA	2006 CST-ELA Sçale	Most Recent Overall CELDT	0	1	Fall 2006 CELDT	1 2006	Fal	05-06 onverted	\sim					Assessment Date	ģ
			\													
		-	\	1						i e de de de mes de mesen paren à se		•	Name	leacher	leac	

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CELDT Overall score for school year 2005-06 converted to align to the higher cut scores established for the 2006-2007 CELDT (these may be lower than the official 2005-2006 level)*

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