Guidance for English Language Proficiency (ELP) Band Committees

I) **Student Eligibility Requirements:**
It is important to recall that an English Language Proficiency (ELP) band committee should be convened only for English learners who meet **all** of the following criteria:
   1) Student is in 3rd grade or above (3rd-12th grades). Students in kindergarten-2nd grade are not eligible for ELP band committees.
   2) If ACCESS for ELLs 2.0 was taken, student has scored 4.3-4.7 on their Overall score. If Alternate ACCESS for ELLs was taken, student has scored A3-P1 or above on their Overall score for two consecutive years of testing.
   3) Student has scored *Basic* or above on his or her most current OSTP ELA, or has made progress at the Essential Elements level on his or her OAAP ELA test.
   4) Student has met the minimum number of criteria as set forth by the appropriate ELP band rubric. Students who have not met the minimum criteria should not go to an ELP band committee even if they have met the appropriate ACCESS score requirements, and are not eligible for reclassification as English proficient and exit from EL services.

II) **Purpose of ELP Band Committee:**
If an English learner has met all of the above criteria, he or she should have an ELP band committee formed to:
   1) Evaluate the available data, and
   2) Make a decision as to whether the EL should be reclassified as English proficient and exited from EL services.

III) **ELP Band Committee Requirements:**
At minimum, the ELP band committee **must** include the following district staff:
   1) **A district EL representative.** The person who serves in this role is up to district discretion, but whenever possible, this role should be filled by an EL Coordinator or EL

teacher who has worked closely with the EL and is most familiar with the student's English language development.

2) **A classroom teacher who works with the EL.** The person who serves in this role is up to district discretion, but whenever possible, this role should be filled by a teacher who has worked closely with the EL in a capacity that has allowed the teacher to regularly observe the student's English language development and evaluate his or her academic performance.

3) **An administrator or counselor.** The person who serves in this role is up to district discretion, but whenever possible, this role should be filled by a counselor or administrator that is most familiar with the student.

If the EL is dually identified and served on an IEP or 504, the ELP band committee **must** also include the following district staff:

4) **The SpEd teacher** most familiar with the student's academic performance and English language development.

IV) **Mandatory Evaluation Criteria:**

Districts must use the OSDE-created ELP band rubrics as the centerpiece of their decision making process. OSDE also encourages districts to gather and evaluate any additional information they believe to be useful and relevant in making decisions regarding whether a given student should be declared English proficient and exited from EL services. However, additional information beyond that required by the appropriate ELP band rubric is not required. Please see **V) Suggested Evaluation Criteria** below for examples of additional data that districts may choose to include in the decision making process at their discretion.

V) **Suggested Evaluation Criteria:**

In addition to the mandatory criteria set forth by the appropriate rubric, districts who wish to maintain best practices in making programming decisions for ELs who have scored within the ELP band should consider gathering and examining the following:

1) **Student writing samples.** Writing samples should ideally:
   a. Include work from throughout the school year, thereby providing ELP band committee members with examples highlighting the student's English language development in the school year leading up to him or her scoring within the ELP band on his or her most recent ACCESS test.
   b. Include work that shows all elements leading up to the student's production of a longer work; i.e., note cards, outline, rough drafts, and a final draft of a student paper or project.
   c. Include multiple works. Since the length and complexity of writing assignments varies by grade level, elementary level ELP band committees may wish to examine 4-5 writing samples, while secondary level ELP band committees may only wish to examine 2-3 longer samples.
   d. Include writing samples of works from multiple content area courses, including ELA, math, and science.

2) **Language inventory or inventories.** Ideally, language inventories:

a. Should be completed by **both** an EL Coordinator or EL teacher, **and** by at least one classroom teacher, though it is even more meaningful if multiple content area teachers can participate in observing the student's language use.
b. Should be completed over an extended period of at least 2-4 months. This allows observers to gather information about the student's language use and development over time, and in a variety of situations in multiple content area courses.
c. Should be conducted for both the student's use of English and the student's use of his or her native language(s) whenever possible.
3) **Videos or notes recorded during student language use in the classroom.** Ideally, the videos or notes would record instances of the student using English in a variety of situations. Here are some examples of such situations:
a. Oral presentations (individual and/or group presentations)
b. Discussions with other students during group work
c. Participation in labs or other hands-on activities that require communication with others to complete
4) **Portfolio of student work samples.** Portfolios should ideally:
a. Include work from throughout the school year, thereby providing ELP band committee members with examples highlighting the student's English language development in the school year leading up to him or her scoring within the ELP band on his or her most recent ACCESS test.
b. Include examples of work from all core content areas, and at minimum, examples of work in the areas of math, science, and ELA.
c. Include examples of work that demonstrates students' use and interpretation of both social, informal language, and use and interpretation of formal, academic language and technical terms.