

Placement Chart for English Learners
 Grades 1-8
 1st semester August 2016 - December 2017

ALL Students with 2016 ACCESS scores from within or out of district					
Overall Composite	Literacy Composite	Reading Composite	Writing Composite	Placement	
1.0-2.9				NC* (or TR or TP**)	TR= Literacy composite less than 3.9
	1.0-3.9			TR/TP**	
	4.0-6.0			ES***/TP**	ES= Literacy composite of at least 4.0
5.0-6.0		4.2-6.0	4.2-6.0	GE	GE= a Overall Composite of at least 5.0 and reading & writing scores of at least 4.2 each
*Newcomers (NC)		**TP		***ES exceptions:	
3 rd -8 th grade students that were born outside the USA and its territories, and have been in the country less than 3 full school years.		Students are identified as any English Language Learner whose home language is not Spanish . They are automatically placed in an ES setting unless they score in GE.		Native Language Proficiency: A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home. (Evident by an answer of “no” on the 2 nd question of the HLS and a Spanish IPT test level of “non-Spanish speaker”, “non-Spanish reader” and “non-Spanish writer”) Academic Performance in Subjects Taught in English: Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English. Students with Disabilities: Any student with a disability who’s Individualized Education Program identifies a part-time transitional bilingual education program as the least restrictive environment for the student.	

1 st grade students new to district without ACCESS scores must be given all four domains of the MODEL		
Overall Composite	Literacy Composite	Placement
1.0-4.9	1.0-3.9	TR/TP**
1.0-4.9	4.0-6.0	ES/TP**
5.0-6.0	4.2-6.0	GE
2 nd – 8 th grade students with an ACCESS score more than one year old (2015 or previous) or with no previous ACCESS scores must be screened with the W-APT****		
Overall Composite	Literacy Composite	Placement
1.0-2.9		NC* (or TR or TP**)
1.0-4.9	1.0-3.9	TR/TP**
1.0-4.9	4.0-6.0	ES/TP**
5.0-6.0	4.2-6.0	GE
****Exception to screening: If a student resides in a home where a language other than English is spoken, and has not been screened or identified as an English learner, and has been enrolled in the general program of instruction in the school he or she has previously attended, and has been performing at or above grade level as evidenced by having met or exceeded the Illinois Learning Standards in reading and math on the student's most recent State assessment administered or, for students for whom State assessment scores are not available, a nationally normed standardized test, provided that either assessment was not administered with accommodations for English learners. This provision applies only to a student who had been enrolled in any of the grades in which the State assessment is required to be administered.		

Parents have the right to request a change of placement (different level of service or no service) at any time. A change of placement requires a meeting to sign the Change of Placement form.

Students previously placed in an ES placement should not be moved to a TR placement based on new test scores or criteria unless a parent requests this placement. If a student meets ACCESS exit criteria prior to three full years in the program (not counting kindergarten), parental consent is required for withdrawal. If a student remains in the EL program beyond three years, parental consent is also required.

Placement Chart for English Learners
 Grades 1-8
 2nd semester January 2017- June 2017

ALL Students with 2016 ACCESS scores from within or out of district					
Overall Composite	Literacy Composite	Reading Composite	Writing Composite	Placement	
1.0-2.9				NC*(or TR or TP**)	TR= a Literacy composite less than 3.9
	1.0-3.9			TR/TP**	
	4.0-6.0			ES***/TP**	ES= a literacy composite at least 4.0
5.0-6.0		4.2-6.0	4.2-6.0	GE	GE= a Overall Composite of at least 5.0 and reading & writing scores of at least 4.2 each
*Newcomers (NC)		**TP		***ES exceptions:	
3 rd -8 th grade students that were born outside the USA and its territories, and have been in the country less than 3 full school years.		Students are identified as any English Language Learner whose home language is not Spanish . They are automatically placed in an ES setting unless they score in GE.		Native Language Proficiency: A native language proficiency test documents that the student has minimal or no proficiency in the home language and a parent provides written confirmation that English is the primary language spoken in the home. (Evident by an answer of “no” on the 2 nd question of the HLS and a Spanish IPT test level of “non-Spanish speaker”, “non-Spanish reader” and “non-Spanish writer”) Academic Performance in Subjects Taught in English: Any student whose student grades, teacher recommendations and State or local assessment results in the previous school year indicate that the student has performed at or above grade level in one or more core subject areas (i.e., reading, English language arts, mathematics, physical sciences, social sciences) that were taught exclusively in English. Students with Disabilities: Any student with a disability who’s Individualized Education Program identifies a part-time transitional bilingual education program as the least restrictive environment for the student.	

1 st -8 th grade students new to district students with an ACCESS score more than one year old (2015 or previous) or with no previous ACCESS scores must be screened with the W-APT****		
Overall Composite	Literacy Composite	Placement
1.0-2.9		NC* (or TR or TP**)
1.0-4.9	1.0-3.9	TR/TP**
1.0-4.9	4.0-6.0	ES/TP**
5.0-6.0	4.2-6.0	GE
****Exception to screening: If a student resides in a home where a language other than English is spoken, and has not been screened or identified as an English learner, and has been enrolled in the general program of instruction in the school he or she has previously attended, and has been performing at or above grade level as evidenced by having met or exceeded the Illinois Learning Standards in reading and math on the student's most recent State assessment administered or, for students for whom State assessment scores are not available, a nationally normed standardized test, provided that either assessment was not administered with accommodations for English learners. This provision applies only to a student who had been enrolled in any of the grades in which the State assessment is required to be administered.		

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