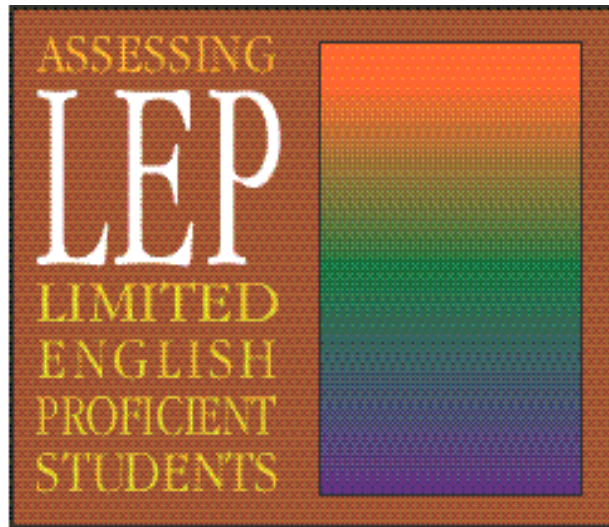


SUMMARY OF STATE RESPONSES TO INFORMAL SURVEY



State Collaborative on Assessment and Student Standards

STATE DEVELOPMENT OF ENGLISH LANGUAGE DEVELOPMENT
STANDARDS
AND
ALIGNED ELD ASSESSMENT

DRAFT

Council of Chief State School Officers



Last Revision 12/10/01

Council of Chief State School Officers

The Council of Chief State School Officers (CCSSO) is a nation wide non profit organization of the public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. CCSSO seeks its members' consensus on major educational issues and expresses their view to civic and professional organizations, federal agencies, Congress, and the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents the chief education administrators, it has access to the educational and governmental establishment in each state and to the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

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Executive Director

CCSSO State Education Assessment Center

The Council's State Education Assessment Center was established to provide an information base on education in the United States, especially from a state perspective. The Center works to improve the breadth, quality, and comparability of education data, including state-by-state achievement data; descriptive data; indicators of quality in areas such as math and science; and performance assessment of students, teachers, and education leaders.

In collaboration with state education agencies, the federal government, and national and international organizations, the Center contributes to a set of useful and valid measures of education geared, when appropriate, to education standards. The Center also supports efforts by states to use standards to improve instruction through collaborative activities of states and others within the education field.

The State Collaborative on Assessment and Student Standards (SCASS) is a project of the Assessment Center created in October 1991 to encourage and assist states in working collaboratively on assessment design and development in a variety of subject areas. A total of 46 states and 2 extra-state jurisdictions participated in 10 projects during this project year of July 1999-June 2000.

States gain most from the primary products of the SCASS projects. All products are determined and designed by the participating states based on their particular needs. Some SCASS projects pool their resources to conduct cutting-edge research, while others commission papers or write reports to define, clarify, or interpret assessment-related issues. Some projects develop guides for helping educators understand and use assessments or build training programs for creating and using portfolios. Other projects have developed CD ROMs to package large quantities of assessment items and materials in order to provide them to state personnel, teachers, and other educators in a user-friendly way.

CCSSO's Resource Center on Educational Equity

The CCSSO Resource Center on Educational Equity was established by chief state school officers to provide services designed to ensure equitable, high-quality, and developmentally appropriate education for all students, especially minorities, females, students with disabilities, limited English proficient students, and low-income students. The Resource Center conducts research and policy formulation, develops reports and other materials, operates grant and other action programs, provides capacity-building technical assistance to state education agencies, holds working conferences, and monitors federal and state civil rights and education programs that focus on disadvantaged students.

The SCASS Limited English Proficient Consortium

The State Collaborative on Assessment and Student Standards (SCASS) for Limited English Proficiency (LEP) develops procedures and materials for more appropriate

assessment of English language learning (ELL) students, including research on effective programs for English language learners, resource guides, and training materials. Staff from the Council's Resource Center on Educational Equity and the State Education Assessment Center jointly administer the project.

Products of the SCASS LEP Collaborative

Guide to Scoring LEP Student Responses to Open-ended Mathematics Items (1997) and *Guide to Scoring LEP Students Responses to Open-ended Science Items*, (1999). Both publications are tools for training scorers of LEP students' responses to open-ended mathematics and science items. It is expected that the guidance contained in the publications will increase the accuracy with which scorers evaluate work completed by ELL students. In addition, classroom teachers can use these to evaluate students' work. The guides contain linguistic training guidelines, examples of students' work, a discussion of issues related to the accurate development of assessments appropriately geared toward English language learners, and a glossary of terms.

Ensuring Accuracy in Testing for LEP Students: A Practical Guide for Assessment Development is available through the Council's publication's office and as a PDF file on the CCSSO website. This document specifies strategies to increase the validity of new and established tests for LEP students in terms of development, administration, and scoring and reporting. The guide provides explicit recommendations and examples of processes, procedures, and materials that can be utilized as states develop assessment systems. It is intended for classroom teachers, test developers, and vendors.

Testing English Language Learners: A Sampler of Student Responses to Science and Mathematics Items has recently been released and is available through the Council's publications office. The *Sampler* provides a means for state assessment specialists to review samplers of work produced by LEP students at various levels of performance in mathematics and science, and at one grade level (4th).

Assessment of LEP Students Training Materials (2000, 2001). Project staff and consultants have delivered in-depth, full-day sessions on assessment of LEP students at national meetings and at the state level. The training materials used to conduct the workshops are available by contacting the SCASS LEP coordinators (see below).

Coordinators

Julia Lara (202) 336-7042
John Olson (202) 336-7075

PREFACE

This document is intended to provide state- and district-level practitioners with background information on state-level practices related to the development of English language development (ELD) standards and assessments aligned to those standards. Council staff gathered this information to facilitate exchange of ideas/resources among states interested in the development of such standards. This information is timely since under both the House and Senate bills for reauthorization of Title I, there is language requiring states to annually measure LEP student progress in becoming English proficient. Most language proficiency tests used at the local level were not designed to measure annual progress, nor are they aligned to ELD standards. Therefore, new instruments might need to be developed to measure ELD development (or progress).

The information reported here was gathered through an informal survey of state directors of ESL/bilingual education during the latter half of 2000 and the beginning of 2001. Council staff asked state officials the following questions: Has the state developed English language development standards to assess English language development of ELL students? If so, is there an assessment instrument alignment to those standards? If not, does the state plan to develop such standards and assessments?

This document reflects the progress of states since the spring of 2001 or fall of 2001 (depending on the state). It is anticipated that changes have occurred since this time and therefore this document may not reflect the most recent development in a given state. Thus, it is a work “in progress.” In addition, states that did not respond may have subsequently developed plans for the development of ELD standards or adoption of standards from other states or national professional organizations.

Council staff received a broad range of responses to the questions posed above. Readers will note that in many instances state respondents did not address the issue of ELD standards development, but instead, pointed to the use of language assessment instruments such as the LAS, IPT, IDEA, or WMLS. For a long time, educators have used these instruments as a measure for determining English language proficiency. These and other measures are used to make decisions about placement in and exiting from language assistance programs (ESL, bilingual, etc.). Responses that identify these instruments as measures of ELD development, may indicate that states had not yet begun the process of developing ELD standards and assessments.

Council staff intends to revise this document as information becomes available from the states. We urge state directors of ESL bilingual programs and assessment directors to submit changes via e-mail to Julia Lara at JuliaL@ccsso.org.

Acknowledgment

Gitanjali Pande and Ayeola Fortune compiled this document, under the direction of Julia Lara, Acting Director RCEE. All questions regarding this document should be directed to Julia Lara at the e-mail address cited above.

**Summary of English Language Development (ELD) Standards and Assessment
at the State Level, April 2001**

STATE NAME	ELD/ESL STANDARDS	METHOD OF ASSESSMENT
<p>*Alaska Contact: Ms. Cindy Daw Bilingual Education Program Dept. of Education 801 West 10th, Suite 20 Juneau, AK 99801-1894 Ph: 907-465-2825 Fax: 907-465-3396 Email: cdaw@edu.state.ak.us</p>	<ul style="list-style-type: none"> Information is not available. 	<ul style="list-style-type: none"> Information is not available.
<p>Arizona Contact: Ms. Elaine McDonald Education Prog. Dir. English Acquisition Unit Arizona Dept. of Education Bilingual Office 1535 West Jefferson Phoenix, AZ 85007 Ph: 602-542-7464 Fax: 602-542-5377 Email: emcdona@mail1.ade.state.az.us</p>	<ul style="list-style-type: none"> Information is not available. 	<ul style="list-style-type: none"> Information about assessment based on specific ESL standards is not available. Arizona school districts use IDEA Proficiency Test (IPT), Language Assessment Scale (LAS), Woodcock-Munoz Language Survey (WMLS) or Woodcock Language Proficiency Battery-Revised (WLPB-R), to assess English Proficiency for LEP/ELL students.
<p>*Alabama Contact: Ms. Maggie Rivers Migrant/ESL Ed. Specialist Dept. of Education 5348 Gordon Persons Bldg. 50 North Ripley Street - Rm 5348 Montgomery, AL 36130-3901 Ph: 334-242-8199 Fax: 334-242-0496 Email: mrivers@alsde.edu</p>	<ul style="list-style-type: none"> Do not currently have state ESL/ELD standards. 	<ul style="list-style-type: none"> No state assessment based on established ESL/ELD standards. LEP/ELL students are assessed using the LAS or the IPT tests, and districts choose which test to administer. The LAS and IPT proficiency tests determine both entry & exit in ESL programs.
<p>*Arkansas Contact: Dr. Andre Guerrero Director, Title VII State Dept. of Education Education Bldg., R-405-B 4 Capitol Mall Little Rock, AR 72201 Ph: 501-682-5014 Fax: 501-682-5177 Email: aguerrero@arkedu.k12.ar.us</p>	<ul style="list-style-type: none"> Information is not available. 	<ul style="list-style-type: none"> Information is not available.
<p>California Contact: Ms. Jeanette Spencer Education Programs Consultant Standards and Assessment Div. Dept. of Education 721 Capitol Mall, 6th Floor Sacramento, CA 95814 Ph: 916-657-5367 Fax: 916-657-4964 Email: jspencer@cde.ca.gov</p>	<ul style="list-style-type: none"> The California English Language Development (ELD) standards delineate the proficiency levels required to move through the levels of English language development: beginner, early intermediate, intermediate, early advanced, and advanced. 	<ul style="list-style-type: none"> The first administration of the new California English Language Development Test (CELDT) will begin in May 2001. The purpose of the mandated test is threefold:

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	<ul style="list-style-type: none"> · They are designed to supplement the ELA standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA standards. <p>The ELD standards:</p> <ul style="list-style-type: none"> · Are designed to move all students into the mainstream English language arts curriculum by providing clear benchmarks of student progress through the proficiency levels. · Explicitly state what skills English learners need as they learn English and move toward mastery of the California English language arts standards. · Are grouped by components that include: Listening and Speaking, Writing, and Reading. · Are organized in grade spans: (K-2), (3-5), (6-8), and (9-12). · Are designed for students in grades 3-12 who are literate in their primary language. For students not literate in their primary language, the ELD standards for earlier grades, including those related to phonemic awareness, concepts of print, and decoding skills, must be taught. 	<ol style="list-style-type: none"> 1. To identify newly enrolled students with a home language other than English on the Home Language Survey as English Learners (EL); 2. To monitor the annual progress of EL students in acquiring English proficiency in the four areas of listening, speaking, reading and writing; 3. To be used as one of the criteria in the reclassification of students from EL to fluent English proficient. <p>Characteristics of the CELDT:</p> <ul style="list-style-type: none"> · The test is appropriate for students in kindergarten through grade twelve. · The test is aligned with the SBE adopted ELD Standards. · The test assesses listening, speaking, reading, and writing. · The CELDT will replace ELD assessment instruments currently used by Districts in California.
<p>Colorado Contact: Ms. Siri Vongthieries ELPA Dept. of Education Special Projects Unit 201 East Colfax Denver, CO 80203-1704 Ph: 303-866-6784 Fax: 303-866-6836 Email: vongthieries_s@cde.state.co.us</p>	<ul style="list-style-type: none"> · No ESL/ELD standards. However, there are plans to develop them by the fall of 2001. 	<ul style="list-style-type: none"> · No assessment based on ESL/ELD standards.

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<p>Connecticut Contact: Mr. George de George Bilingual/ESL Education Consultant Dept. of Ed. Office of Urban and Priority Schools 165 Capitol Avenue Hardford, CT 06145 Ph: 860-566-2169 Fax: 860-566-5623 Email:george.degeorge@po.state.ct.us</p>	<ul style="list-style-type: none"> · No state ESL/ELD standards, but have organized a committee for the purpose of developing an ESL curriculum framework. · The committee was created with the help of the executive boards of three organizations: the Bilingual Education Directors' Organization, the ESL Administrators' Organization, and Connecticut TESOL Organization. · These executive boards were asked to nominate 10 candidates each, preferably with ESL and teaching experience, to serve on the ESL Frameworks Committee. · The committee primarily is composed of ESL teachers but also includes school administrators and individuals who specialize in professional development. · The first committee meeting will take place in March 2001 and will focus on organizing work groups to initiate the developmental work. · The committee will use the national TESOL standards as a starting point for their curriculum but also plan to consider the CMT (Connecticut Mastery Test), the curriculum frameworks already established for core subjects and the particular needs of LEP students in the state of Connecticut. · The committee will then prepare a draft which they anticipate will be finished in June 2001. · The draft for the ESL curriculum will mirror the Connecticut Framework K-12 Curricular Goals and Standards, (curriculum frameworks), which is used for core subjects, (i.e. math, social studies, etc.). The draft will consist of three components: (1) Program Goals, (these are broad goals/objectives that students should have reached by the time they complete their senior year), (2) K-12 Content Standards, which will consist of more specific content objectives, and (3) K-12 Performance Standards, which will be grouped in grade clusters, (K-4, 5-8, 9-12) and will 	<ul style="list-style-type: none"> · There are no ESL/ELD assessment tests linked to specific standards. · Once the ESL Curriculum Framework is finished and has been approved, the performance indicators can be used by teachers to determine individual student progress in learning English. · LEP/ELL students are currently exempt from the statewide standardized tests, (Connecticut Mastery Test, and the Connecticut Academic Performance Test) if they have been in a bilingual education or ESL program for 30 months or less. · The LAS test is one of the indicators used to determine entry into required programs of bilingual education; it is also one of the tests that is administered as part of the annual assessment of progress for students in bilingual education programs; for annual assessment purposes, the LAS is administered in the spring; students in grades K-3 are administered the oral section of the test; students in grade 3 take both the oral and reading and writing sections of the test and students in grade 4-12 take the reading and writing section of the test. · Since there is no statute for an ESL-only program in Connecticut, there are no assessment requirements; nevertheless, many ESL-only programs in the state employ the LAS for identification, progress and exit purposes.

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	<p>will be grouped in grade clusters, (K-4, 5-8, 9-12) and will be explicitly linked to the content standards.</p> <ul style="list-style-type: none"> • The finished draft will then be circulated within the Connecticut Department of Education for review by language arts and world language consultants. • Once the ESL Curriculum Frameworks are approved internally, it will then be added to the current curriculum frameworks and circulated to the Connecticut school districts. • The ESL Framework is to be used by school districts to update, modify, and develop their own district standards and curriculum so that they are aligned with the state standards (i.e. ESL Curriculum Frameworks). 	
<p>Delaware Contact: Margaret M. Loveland Education Specialist ESL/Bilingual/Migrant Progs. Dept. of Education P.O. Box 1402 Dover, DE 19903 Ph: 302-739-2770 Fax: 302-739-4483 Email: mloveland@state.de.us</p>	<ul style="list-style-type: none"> • Currently have no specific ESL/ELD standards. 	<ul style="list-style-type: none"> • No ESL/ELD assessments currently in place. • Currently developing an alternative assessment program, LEP Pilot Portfolio Project, which will be specifically linked to state core curriculum standards in the subject area of English Language Arts. It will be used for LEP students exempt from the state assessment. An advisory committee will make recommendations to DE DOE.
<p>District of Columbia Contact: Ms. Lola Johnson-Singletary Dir., Bilingual State Office D.C Public Schools Categorical Programs and Development Union Square, Room 0033 825 North Capitol St., N. E. Washington, D. C. 20002-4210 Ph: 202-442-5570 Fax: 202-442-5534 Email: lola.johnson-singletary@k12.dc.us</p>	<ul style="list-style-type: none"> • English/Language Arts Benchmarks (Grades 3, 5, 8, and 11) have been adopted for Non and LEP students, paralleling the system's benchmarks for the general population. 	<ul style="list-style-type: none"> • The NEP/LEP Student Assessment Matrix parallels the system benchmarks for ELLs. • The LAS is used to determine students' English language proficiency levels • For the 2000-2001 school year, exit from Bilingual/ESL programs is based on LAS scores. In the 2001-2002 school year, exit criteria will include performance on the NEP/ELL Student Assessment Matrix (a portfolio/rubric system) and SAT-9 data. • DCPS uses the NEP/LEP Student Assessment Matrix at grades Pre-K-1, 2-3, 4-5, 6-8, and 9-12 to assess academic progress in reading, math and technology. • ELLs may be exempt from taking

STATE NAME	ELD/ESL STANDARDS	METHOD OF ASSESSMENT
		SAT-9 based on English language proficiency. No student who has received 3 or more years of instruction in English is exempt.
<p>*Florida Contact: Ms. Lisa Saaved Program Dir., Dept. of Education Office of Multicultural Student Language Education Florida Education Center/Ste-544 Tallahassee, FL 32399 Ph: 850-487-8534 Fax: 850-921-8310 Email: SaavedL@mail.doe.state.fl.us</p>	<ul style="list-style-type: none"> • No ESL/ELD state standards. 	<ul style="list-style-type: none"> • For students in LEP/ELL Programs, scores on the Florida state achievement test do not count for first two years.
<p>Georgia Contact: Ms. Mary Beth Heyer ESOL Dept. of Education 1852 Twin Towers East Atlanta, GA 30334-5040 Ph: 404-656-4995 Fax: 404-651-8079 Email: mbheyer@doe.k12.state.us</p>	<ul style="list-style-type: none"> • Have Quality Core Curriculum standards for ESOL students that are intended for use as a practical guide to promote uniformity and consistency within the state. • Classify students based on incremental levels of proficiency: (1) emergent literacy/limited formal schooling, (2) beginning proficiency, (3) intermediate proficiency, and (4) advanced proficiency. • Standards are grouped into identical strands: (1) emergent literacy, (limited formal schooling), (2) beginning, (3) intermediate, and (4) advanced. • Standards/concepts are also grouped according to what students should be expected to learn within the following topics: (1) listening/speaking, (k-12); (2) reading/writing, (k-12); (3) American culture, (k-12); (4) Beyond the classroom, (6-12); (5) Links to Content Areas, (6-12). 	<ul style="list-style-type: none"> • No specific assessment linked to Quality Core Curriculum standards. • Use LAB scores to determine entry/exit in ESL/ELD programs for LEP/ELL students. • LEP/ELL students who score at or above the 25th percentile on the LAB and at or above the 40th percentile on a norm-referenced reading/reading comprehension test are exited from the ESOL program and mainstreamed with monitoring. • Language Assessment Conferences are held for students who score at or above the 25th percentile on the LAB test but below the 40th percentile on the norm-referenced reading/reading comprehension test to determine if they should enter, continue, or exit the ESOL program. • Students whose native/home/first language is other than English are eligible to receive ESOL services when they have an English-language proficiency score below the 25th percentile on the LAB.

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<p>*Hawaii Contact: Ms. Josephine Pablo Dir., Title VII, ESEA Dept. of Education Special Programs Management Section 3430 Leahl Ave., Bldg. D. Honolulu, HI 96815 Ph: 808-733-4493 Fax: 808-733-4492 Email: josephine_pablo@notes.k12.hi</p>	<ul style="list-style-type: none"> Information is not available. 	<ul style="list-style-type: none"> Information is not available.
<p>Idaho Contact: Ms. Molly Jo Fuentealba Specialist, LEP, Refugee & Emergency Immigrant Programs Dept. of Education 650 West State Street Boise, ID 83720 Ph: 208-332-6973 Fax: 202-334-4664 Email: Mfuente@sde.state.id.us</p>	<ul style="list-style-type: none"> Idaho currently has no state ESL/ELD standards The Idaho legislature has recently put into “reference” benchmarks for 4th and 8th grades in core subject areas and are in the process of approving benchmarks that will also include the 11th grade. The committee that worked on these benchmarks consists of members of the State Board of Education, the Department of Education, Idaho patrons and the State legislature. The Title VII consultant with the Idaho Department of Education is initiating talks with committee members regarding the possibility of implementing ESL standards. The person who helped to coordinate the new core subject standards, is a member of the Task Force of Hispanic Education and will also consult with the committee regarding the development of ESL standards. 	<ul style="list-style-type: none"> No assessment program based on specific ESL/ELD standards.
<p>Illinois Contact: Ms. Xavier E. Botana Div. Administrator Middle Level Education State Bd. of Ed. State of Illinois Center Bilingual Education Dept. 100 West Randolph Suite 14-300 Chicago, IL 60601 Ph: 312-814-3850 Fax: 312-814-2282 Email: xbotana@isbe.net</p>	<ul style="list-style-type: none"> No state ESL/ELD standards. 	<ul style="list-style-type: none"> No assessment program based on specific ESL/ELD standards. LEP/ELL students are required to participate in the Illinois Accountability system. For the first 3 years of participation in a state approved Bilingual/ESL program, they can either take the regular tests (Illinois State Achievement Test--ISAT) or the Illinois Measure of Annual Growth in English (IMAGE), at the district’s discretion. A committee of bilingual educators has set performance standards for

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		<p>the IMAGE test. These performance standards, in four performance definitions, are equated to the test takers' likelihood of succeeding on the ISAT (state standardized test); scores are grouped into the following Performance Definitions: (1) beginning, (2) strengthening, (3) expanding and (4) transitioning, at the following grade levels: 3, 4-5, 6-8 and 9-11. This helps educators monitor student progress in reading and writing by drawing attention to milestones along the path to success on the ISAT.</p> <ul style="list-style-type: none"> To comply with federal assessment requirements the state is in the process of developing accommodations for LEP students to participate in the state math accountability assessment.
<p>Indiana Contact: Darlene Slaby Dir., Div. of Language Minority/Migrant Program Dept. of Public Instruction Room 229, State House Indianapolis, IN 46204 Ph: 317-232-0555 Fax: 317-232-9121 Email: dslaby@doe.state.in.us</p>	<ul style="list-style-type: none"> No ESL/ELD state standards. No assessment based on specific ESL/ELD standards. LEP/ELL students are assessed across content areas based on proficiency level: (1) pre-production, (2) early production, (3) speech emergence, (4) intermediate fluency and (5) fluent English proficient. 	
<p>Iowa Contact: Ms. Carmen Sosa Bilingual Coordinator Dept. of Education Grimes State Office Bldg. Des Moines, IA 50319 Ph: 515-281-3805 Fax: 515-242-6025 Email: carmen.sosa@ed.state.ia.us</p>	<ul style="list-style-type: none"> No ESL/ELD STATE standards. 	<ul style="list-style-type: none"> No assessment based on specific ESL/ELD standards. Districts can choose which instrument they will use to assess English proficiency.
<p>Kansas Contact: Mr. Christopher Renner State Dept. of Education 120 East 10th Street Topeka, KS 66612 Ph: 785-296-7929 Fax: 785-296-5867 Email: crenner@ksbe.state.ks.us</p>	<ul style="list-style-type: none"> Kansas is in the process of adapting TESOL standards. TESOL standards will be integrated into the state's current core curriculum standards, yet will be modified so that they include more specific instructional strategies and examples for teachers. 	<ul style="list-style-type: none"> Currently there is no assessment based on specific ESL/ELD standards. Use the LAS and the IPT to determine English proficiency.

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<p>*Kentucky Contact: Ms. Nancy La Count Branch Manager Instructional Strategies Dept. of Education Division of Professional Development 7th Floor, Capital Plaza Tower Frankfort, KY 40601 Ph: 502-564-2672 Fax: 502-564-6952 Email: nlacount@kde.state.ky.us</p>	<ul style="list-style-type: none"> Information is not available. 	<ul style="list-style-type: none"> Information is not available.
<p>Louisiana Contact: Ms. Diane Sewell Educ. Prog. Manager Dept. of Education Div. of Standards, Accountability and Assistance P.O. Box 94064 Baton Rouge, LA 70804 Ph: 225-342-1190 Fax: 225-342-5880 Email: Dsewell@mail.doe.state.la.us</p>	<ul style="list-style-type: none"> Currently have no ESL/ELD state standards but are in the process of aligning TESOL standards with Louisiana state standards for core curriculum. Are working on a resource guide (with a consultant) that will assist all teachers in teaching LEP students. 	<ul style="list-style-type: none"> Currently have no state assessment based on specific ESL/ELD standards
<p>Maine Contact: Dr. Barney Berube Director, Title VII Maine Department of Education State House Station #23 Augusta, ME 21210 Ph: 207-624-6787 or 624-6788 Fax: 207-624-6789 Email: barney.berube@state.me.us</p>	<ul style="list-style-type: none"> A document titled, <i>An ESL/Learning Results Toolkit</i>, has been developed by ESL practitioners and is posted at www.state.me.us/education/ESL.htm 	<ul style="list-style-type: none"> Beginning next year, LEP/ELL students will no longer be excluded from the standardized test (Maine Educational Assessment). The state does allow for some modifications for LEP/ELL students when taking the standardized test, and the Department of Education is currently working on developing alternative assessments for LEP/ELL students. Maine uses the IPT and LAS tests to determine the proficiency level of LEP/ELL students. The Maine Department of Education continues to prepare tools for school districts in providing alternate assessments for LEP students whom accommodations alone are not sufficient. Additional accommodations for LEP students are presently under consideration.

STATE NAME	ELD/ESL STANDARDS	METHOD OF ASSESSMENT
<p>*Maryland Contact: Mr. Frank Edgerton Specialist in Foreign/Second Language Learning Dept. of Education Division of Instruction - 5th Floor 200 W. Baltimore Street Baltimore, MD 21201 Ph: 410-333-0344 Fax: 410-333-2379 Email: fedgerton@state.md.us</p>	<ul style="list-style-type: none"> • Informally adopted TESOL standards. • ESL content standards are currently under development and expected to be in place for the 2002-2003 school year. • ESL content standards will be aligned with the statewide ELA content standards. 	<ul style="list-style-type: none"> • The state uses the IPT to determine eligibility for statewide assessments. • Students scoring Limited English in two of the three categories (Oral, Reading, and Writing) must take all statewide assessments regarding less of how long they have been resident in Maryland. • Students who have had two or more years of instruction in English, regardless of where that took place, must take all statewide assessments irrespective of their scores on the IPT.
<p>Massachusetts Contact: Ms. Kathryn Riley Accountability and Targeted Assistance Dept. of Education 350 Main Street Malden, MA 02148-5023 Ph: 781-338-3522 Email: kriley@doe.mass.edu</p>	<ul style="list-style-type: none"> • Currently have draft state ESL/ELD standards for LEP/ELL students. Will be finalized in 2001. 	<ul style="list-style-type: none"> • State assessment will be developed based on standards approved in 2001. • Assessment due to be piloted in 2002.
<p>Michigan Contact: Mr. Mazin Henderson Bilingual Education Office Dept. of Education P. O. Box 30008 Lansing, MI 48909 Ph: 517-373-3921 Fax: 517-335-5822 Email: hendersonm@state.mi.us</p>	<ul style="list-style-type: none"> • No state ESL/ELD standards for LEP/ELL students. • Voluntary state bilingual education program, but all schools must provide appropriate education for all students. There is, however, no prescribed method. When a school district gets bilingual education funds, it must test (using standardized English language or English reading test) using an objective measure. Balancing both languages is up to the school district and generally depends on needs of the student. • Has a Bilingual Board as well as ESL endorsement that is part of teacher certification . 	<ul style="list-style-type: none"> • No assessment linked to specific ELD/ESL standards. • LEP/ELL students tested on state student performance test (Michigan Educational Assessment Program - MEAP). • Parents may exempt their children from MEAP. • Scores of students who are in the country for less than two years may be excluded from the school and district summary reports.
<p>Mississippi Contact: Ms. Peggy Buras Director, Title VII/ESL Dept. of Education Central H. S. Bldg, Suite 162 359 North West Street Jackson, MS 39205 Ph: 601-359-2586 Fax: 601-359-2587 Email: pburas@mde.k12.ms.us</p>	<ul style="list-style-type: none"> • No state ESL/ELD standards for LEP/ELL students. • Have benchmarks for each grade modified for LEP/ELL students. • Are in the process of editing their handbook; the Southeastern Comprehensive Assistance Center has provided funding and a consultant. 	<ul style="list-style-type: none"> • No assessment linked to specific ESL/ELD standards. • LEP/ELL students do not have to meet state curriculum standards as measured by the standardized tests for first two years in school. • LEP/ELL students are graded on improvement using the Functional Literacy Exam.

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<p>Missouri Contact: Mr. Craig Rector Dir., Federal Discretionary Grants Dept. of Elementary and Secondary Education P. O. Box 480 Jefferson City, MO 65102 Ph: 573-526-1594 Fax: 573-526-6698 Email: crector@mail.dese.state.mo.us</p>	<ul style="list-style-type: none"> No state ESL/ELD standards for LEP/ELL students. 	<ul style="list-style-type: none"> No assessment linked to standards. LEP/ELL students exempt for one year after entering school from taking the Missouri Assessment Program (MAP) standardized test; students take the test in their 2nd and 3rd years but their scores are not aggregated into the school scores; after their 4th year student scores are included in the school total.
<p>*Minnesota Contact: Ms Mary Ann Saurino Consultant, Title VII Capital Square Building Dept. of Education 550 Cedar Street St. Paul, MN 55101 Ph: 651-582-8449 Email: maryann.saurino@state.mn.us</p>	<ul style="list-style-type: none"> Information is not available. 	<ul style="list-style-type: none"> Information is not available.
<p>Montana Contact: Ms. Lynn Hinch Bilingual Specialist, Title VII Office of Public Instruction State Capitol Helena, MT 59620 Ph: 406-444-3482 Fax: 406-444-3924 Email: lhinch@state.mt.us</p>	<p>Do not have separate standards for ESL/ELD.</p>	<ul style="list-style-type: none"> LEP students are included in statewide assessment program.
<p>Nebraska Contact: Ms. Nancy Rowch Dir., Equal Educational Opportunity Dept. of Education 301 Centennial Mall P. O. Box 94987 Ph: 402-471-2477 Fax: 402-471-0117 Email: nrowch@nde.state.ne.us</p>	<ul style="list-style-type: none"> No specific ESL/ELD state standards. 	<ul style="list-style-type: none"> No assessment linked to ESL/ELD standards. School districts determine which proficiency assessment tests to use to measure level of proficiency and progress. LAS, IPT and Woodcock-Munoz Language Survey are the most commonly employed tests at the district level.
<p>Nevada Contact: Mr. Chopin Kiang Consultant, Educational Equity Dept. of Education, Southern Office Address: 1820 E. Sahara Ave., #208 Las Vegas, NV 89104 Ph: 702-486-6421 Fax: 702-486-6474 Email: ckiang@nsn.k12.nv.us</p>	<ul style="list-style-type: none"> No separate or specific ESL/ELD state standards. 	<ul style="list-style-type: none"> LEP students are included in statewide assessments. Limited exemptions may be allowed only on norm-referenced tests (NRTs) based upon level of English proficiency as determined by LAS. No assessment linked to ESL/ELD standards.

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<p>New Hampshire Contact: Ms. Christine Noon Consultant, NH ESOL Program Dept. of Education 101 Pleasant Street Concord, NH 03301 Ph: 603-271-3887 Fax: 603-271-1953 Email: cnoon@ed.state.nh.us</p>	<ul style="list-style-type: none"> • Informally adopted TESOL standards . • Currently attempting to align TESOL standards with New Hampshire Curriculum Frameworks. 	<ul style="list-style-type: none"> • No assessment linked to ESL/ELD standards . • Students enrolled in the district for less than one year can have a one-time exemption from NHEIAP (New Hampshire Educational Improvement and Assessment Program) tests. It has to be decided on a case-by-case basis and with LEP team's decision, not by an individual administrator. • Use IPT, LAS, LAB, LAIS and LPT tests to determine English proficiency and progress. • Districts maintain student portfolios, which monitor writing proficiency by 3rd grade. • Districts also utilize teacher observation to determine student progress.
<p>New Jersey Contact: Mr. Arturo Lopez Director Bureau of Bilingual Education Dept. of Education CN 500, 225 W. State Street Trenton, NJ 08625-0500 Ph: 609-292-8777 Fax: 609-292-1211 Email: arturo.lopez@doe.state.nj.us</p>	<ul style="list-style-type: none"> • New Jersey has formally adopted TESOL standards. • High school graduates must meet ELA standards but new students in their junior or senior years can meet ELA standards in their own language. • New Jersey has developed a document that aligns the ESL standards to the ELA state standards. 	<ul style="list-style-type: none"> • The state uses LAB and MAC tests to determine proficiency and progress but are revising the MAC test. • Phasing in use of IPT, MACII and LAS tests.
<p>New Mexico Contact: Ms. Angelina Kollasch Title VII Coordinator Dept. of Ed. Instructional Services Div., Education Bldg. Santa Fe, NM 87501 Ph: 505-827-6667 Fax: 505-827-6696 Email: akollasch@sde.state.nm.us</p>	<ul style="list-style-type: none"> • Do not have state ESL/ELD standards. 	<ul style="list-style-type: none"> • No assessments that are linked to ESL/ELD standards . • Districts are currently allowed to select one of three tests to assess language proficiency. These are: Woodcock Munoz, IPT or LAS. • Are currently in the process of attempting to move the districts toward one language proficiency test for the state.
<p>New York (& New York City) Contact: Ms. Carmen Perez-Hogan Coordinator, Office of Bilingual Ed. State Education Dept. 367 Education Bldg. Annex, 89 Washington Avenue Albany, NY 12234 Phone: 518-474-8775</p>	<ul style="list-style-type: none"> • State ELA standards are the standards for ESL and native language arts instruction. • ESL standards are currently under development in preparation for the proposed State Assessment of ESL. • Developed and disseminated resource guide for teaching LEP students language arts (native 	<ul style="list-style-type: none"> • The New York State Education Department (NYSED) is currently developing a state assessment of English as a second language, which will be aligned with the State ELA standards and the proposed ESL standards. • All LEP/ELL students who score at or above the 30th percentile on an

STATE NAME	ELD/ESL STANDARDS	METHOD OF ASSESSMENT
Fax: 518-473-4678 Email: cperezho@mail.nysed.gov	language arts, ESL and ELA): <i>The Teaching of Language Arts to LEP/ELL: A Resource Guide for all Teachers.</i>	English reading test must take the New York State English Language Arts assessments in grades 4 and 8. <ul style="list-style-type: none"> • Currently, all LEP/ELLs who score below the 30th percentile must meet specific English language performance standards required in state regulations governing services to LEP/ELLs (CR Part 54). • All LEP/ELLs who are speakers of Chinese, Haitian Creole, Russian and Spanish must take the state mathematics, social studies, and science assessments in grades 4 and 8 in either the native language version or in English. • LEP/ELLs for whom a native language version of the state mathematics, social studies and science assessments is not available are not required to take these assessments until they score at or above the 30th percentile on an English reading test. • All LEP/ELLs must take the Comprehensive Regents Examination in English in grade 11 in order to receive a NYS diploma. • All LEP/ELLs must take Regents examinations in mathematics, United States history and government, and global history in order to receive a NYS diploma (a Regents examination in science is yet to be phased in). LEP/ELLs who are speakers of Chinese, Haitian Creole, Korean, Russian and Spanish must take these Regents examinations in their native language or in English. Various accommodations are available to speakers of other languages. • LEAs in New York use the Language Assessment Scales (LAS), the Language Assessment Battery (LAB) and/or the Basic Inventory of Natural Language (BINL) to assess LEP/ELL proficiency in listening, speaking, reading, and writing English. The NYSED is collaborating with the New York City Board of Education and with the authors of the LAB test to revise this instrument for the purpose of using it as the required

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		English language assessment in the state.
<p>North Carolina Contact: Mr. L. Gerard Toussaint ESL Consultant Education Building, Room 6174 301 North Wilmington Street Raleigh, NC 27601-2825 Ph: 919-807-3867 Fax: 919-807-3823 Email: jtoussai@dpi.state.nc.us</p>	<ul style="list-style-type: none"> • North Carolina has developed ESL/ELD standards at the state level. • These standards can be found in <i>A Guide to the Standard Course of Study for Limited English Proficient Students/Grades K-5</i> published by the North Carolina Board of Education. • The guide was developed as part of a two-year collaborative effort involving ESL teachers, LEP program coordinators, and regular classroom teachers. • Draft copies of the guide were then distributed to elementary, middle and high school teachers for their comments. • Subject area consultants from the Division of Instructional Services also reviewed the draft to ensure that the curriculum content was addressed appropriately and accurately. • The ESL/ELD standards in the guide are grouped according to proficiency level: (1) novice (low & high), (2) intermediate (low & high), (3) advanced, and (4) superior on the four scales: (1) listening, (2) speaking, (3) reading and (4) writing. • Standards are also organized by grade level and by subject. • For each subject (math science, social studies, and English language arts) there are specific competency goals and content objectives. • Students are given a content task that is linked to the content objectives. • Expectations/assessment of the LEP/ELL students is based on their proficiency level (novice, intermediate and advanced). 	<ul style="list-style-type: none"> • North Carolina's assessment tests are based on their ESL/ELD standards.
<p>North Dakota Contact: Ms. Mari Rasmussen Bilingual and Second Language Program Dept. of Public Instruction</p>	<ul style="list-style-type: none"> • Do not have ESL/ELD standards, but are currently developing a companion document to state standards for ELA that will provide guidance for teachers of LEP in 	<ul style="list-style-type: none"> • No assessments linked to ESL/ELD standards. • LEP/ELL students must meet same standards as all students on the basic skills test (TERRANOVA-

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<p>600 East Boulevard Bismark, ND 58505 Ph: 701-328-2958 Fax: 701-328-4770 Email: mgrassmuss@mail.dpi.state.nd.us</p>	<p>getting their students to meet ELA requirements.</p> <ul style="list-style-type: none"> Once this process is complete for English language arts, similar guides will be developed for the other core subject areas. 	<p>Comprehensive Test of Basic Skills).</p>
<p>Ohio Contact: Mr. Abdinur Mohamud Administrator Dept. of Education 106 North High Street 2nd Floor - Room 218 Columbus, OH 43266 Ph: 614-466-4109 Fax: 614-466-4109 Email: abdinur.mohamud@ode.state.oh.us</p>	<ul style="list-style-type: none"> Ohio is in the process of developing academic content standards for what all Ohio students should know and be able to do throughout their educational experience from elementary through high school. Ohio has no separate state academic content standards for ESL/ELL students. Ohio has published a draft document entitled <i>Ohio ESL Instructional Guide for LEP Students in Grades Pre-K-12</i>. This document recommends learning goals for LEP/ELL students. It also addresses how LEP/ELL students can work toward core curriculum standards given their limited English proficiency. The document <i>ESL Standards for Pre-K-12 Students</i> published by TESOL Inc. was used as a resource in developing Ohio's instructional guide. 	<ul style="list-style-type: none"> Currently there are no mandated assessments based on ESL/ELD standards. Ohio issues guidelines for all school districts and teachers regarding the assessment of LEP/ELL students. Currently these guidelines are not mandated by the state. Ohio uses a variety of instruments to assess LEP/ELL students, including tests (LAB, LAS, IPT, etc.), writing samples, report cards, and teacher observations. Ohio is in the process of revising policies and procedures to assure that LEP students are assessed on state academic content standards to the extent practical in the language and form most likely to yield valid results and/or participation in the regular assessment with appropriate accommodations as needed.
<p>Oklahoma Contact: Ms. Van Anderson Bilingual Dir. Dept of Ed., Bilingual Ed. and National Origin Section 2500 N. Lincoln Blvd. Oklahoma City, OK 73105 Ph: 405-521-3196 Fax: 405-521-6205 Email: van_anderson@mail.sde.state.ok.us</p>	<ul style="list-style-type: none"> Do not have ESL/ELD standards. 	<ul style="list-style-type: none"> No assessment based on ESL/ELD standards.

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<p>*Oregon Contact: Ms. Gloria Muniz Coordinator - Title VII Dept. of Education Division of General Education 255 Capitol Street, NE Salem, OR 97310 Ph: 503-378-3606 (ext. 676) Fax: 503-373-7968 Email: gloria.muniz@state.or.us</p>	<ul style="list-style-type: none"> • Oregon is in the process of developing ESL standards. These are aligned to state standards, but are appropriate for ELLs at different stages of language and cognitive development. 	<ul style="list-style-type: none"> • The state is negotiating with another state to purchase a Reading Proficiency test for ELLs. This test is aligned with Oregon standards and is well designed psychometrically, allowing for the measurement of student growth. • Side-by-side Spanish/English and Russian/English versions of mathematics and math problem solving tests are available. • A Spanish/English science test and a Plain English Mathematics test (for ELLs who do not read Spanish or Russian) are being piloted this year. • Prompts and topics for the State of Oregon Writing Assessment are presented in English, Spanish/English, and Russian/English formats. Students who respond in a language other than English receive a rating of their work. These tests are treated like modified versions of the writing assessment. • The goal is to offer assessments of Oregon content standards to all students who have been enrolled at least 12 months. The overall plan is to develop side-by-side bilingual tests and Plain English assessments in all of the content areas. In language arts, assessments that give meaningful information about ELLs and are aligned to language arts content will be developed or acquired. • Districts decide which English proficiency instrument to use for compliance with Lau and Castaneda rules. Most use the Woodcock-Munoz, the LAS or
<p>Pennsylvania Contact: Ms. Myrna Delgado, Coordinator Bilingual Education/ESL Advisor Div. of Arts, Sciences, Communications and Mathematics Dept. of Education 333 Market Street Harrisburg, PA 17126 Ph: 717-783-6649 Fax: 717-783-3946 Email: mdelgado@state.pa.us</p>	<ul style="list-style-type: none"> • Have aligned TESOL Standards to the state standards for reading, writing, listening and speaking. 	<ul style="list-style-type: none"> • No assessment based on specific ESL/ELD standards. • Students who have been in U.S. schools for less than 1 year have the option of taking the PSSA test (PA System of School Assessment) but are not required to.

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<p>Rhode Island Contact: Ms. Maria Lindia Assessment Specialist Office of Student Assessment Dept. of Elementary and Secondary Education, Rm. 307 255 Westminster Street Shepard Building Providence, RI 02903 Ph: 401-222-4600 (extn. 2103) Fax: 401-222-6667 Email: mflindia@ride.ri.net</p>	<ul style="list-style-type: none"> • No established ESL/ELD standards but recommend TESOL to districts that serve LEP/ELL students. 	<ul style="list-style-type: none"> • LEP/ELL students at English Language Intermediate or Advanced proficiency level must participate in the regular state assessments. • Some students at the very early stage of learning English may be exempted from the State Assessment Program if they meet <i>both</i> the following criteria: • Students whose English language proficiency is assessed using the LAS are exempt if they have a combined reading/writing score equal to 1 and a combined listening/speaking score equal to 2. For districts using assessments other than LAS, there are no definitive cutpoints to identify beginning levels. Therefore, if the most recent language proficiency assessment indicates that the child is functioning at the Beginning level of English proficiency he/she will meet this criterion. • Students are also exempt if they have been in the district for less than one academic year.
<p>South Carolina Contact: Ms. Ruta Couet ESOL Consultant Dept. of Education 429 Senate Street Rutledge Bldg - Rm. 513 Columbia, SC 29201 Ph: 803-734-8383 Fax: 803-734-4605 Email: rcouet@sde.state.sc.us</p>	<ul style="list-style-type: none"> • Are currently in the process of editing their standards, entitled <i>Transitional Language Arts Standards for New English-Language Learners</i>, which will be ready in 2001. • The process of developing the new ESOL standards began with ESCORT consultants who fielded questions from ESOL teachers and provided some guidelines. The standards were then written by ESOL master teachers in the state of South Carolina who worked on the standards for approximately one year. • The standards are organized by level of proficiency: (1) beginner, (2) intermediate and (3) advanced along the 4-scales or components: (1) speaking, (2) listening, (3) writing and (4) reading. • The standards are also grouped by grade level, (primary, elementary and secondary). • ESOL standards are directly linked to the ELA curriculum; thus any 	<ul style="list-style-type: none"> • Currently there is no specific assessment based on the newly created standards. • LEP/ELL students are given a 3-year reprieve before they are required to take standardized tests in the state. • Which proficiency tests are used to determine exit-entry into ESOL/ELD and other bilingual programs are determined at the district level.

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	<p>upcoming changes in South Carolina's ELA curriculum will result in changes to the ESOL curriculum.</p>	
<p>South Dakota Contact: Jerry Meendering Dir., Migrant Ed./Title VII Office of Technical Assistance Dept. of Education Div. of Elementary and Secondary Education 700 Governors Drive Pierre, SD 57501 Ph: 605-773-4437 Fax: 605-773-3782 Email: jerry.meendering@state.sd.us</p>	<ul style="list-style-type: none"> • No established ESL/ELD standards. 	<ul style="list-style-type: none"> • No current assessment based on specific ESL/ELD standards. • Use language proficiency tests to determine entry/exit into ESL/ELD programs.
<p>Tennessee Contact: Ms. Carol Irwin Dir., ESL/Bilingual Ed. Consultant Dept. of Education Curriculum and Instruction 5th Floor - Gateway Plaza 710 James Robertson Parkway Nashville, TN 37243-0379 Ph: 615-741-3262 Fax: 615-532-8536 Email: cirwin2@mail.state.tn.us</p>	<ul style="list-style-type: none"> • The Tennessee Board of Education has adopted TESOL standards. • There are performance indicators established according to grade level (k-2, 3-5, 6-8 and 9-12). 	<ul style="list-style-type: none"> • No current assessment based on specific ESL/ELD standards. • Use IPT, LAS, LAB, Maculaitis and Woodcock-Munoz to test for language proficiency.
<p>Texas Contact: Ms. Maria Medina- Seidner Director Texas Education Agency Div. of Bilingual Ed. and Special Language Instruction 1701 North Congress Ave. Austin, TX 78701 Ph: 512-475-3555 Fax: 512-475-3667 Email: mseidner@mail.tea.state.tx.us</p>	<ul style="list-style-type: none"> • Have specific SLA and ESL/ELD standards for LEP/ELL students that are aligned with the ELA curriculum and presented in the same document. • Standards include five language components: (1) listening, (2) speaking, (3) reading, (4) writing, and (5) viewing/representing. Second language acquisition is an additional component in the ESL strand. • LEP/ELL students enrolled in SLA and/or ESL/ELD programs are expected to learn the same knowledge and skills for their grade level but students in SLA learn through their native language, and students in ESL/ELD programs learn at their proficiency level in English. The proficiency levels are not grade specific and are termed beginner, intermediate, and advanced. 	<ul style="list-style-type: none"> • Reading Proficiency Tests in English (RPTE) administered to students in grades 3–12. • The RPTE is used along with the English and Spanish versions of TAAS (Texas Assessment of Academic Skills) to provide a comprehensive assessment system for LEP/ELL students. Spanish versions of TAAS are not available after grade 6. • The RPTE test is given annually to all LEP students until they achieve a rating of advanced. Most LEP students also take TAAS in English or Spanish because state regulations allow a TAAS exemption only for recent unschooled immigrants enrolled in U.S. schools for less than one year. • The RPTE is designed to measure annual growth in the English proficiency levels that precede the level of reading ability measured on TAAS. • Other language proficiency and standardized achievement tests are

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		used to comply with student identification requirements for LEP students. A list of state-approved tests is compiled annually.
<p>Utah Contact: Ms. Nancy Giraldo Director, SEAA Office of Education Education Equity Section 250 East 500 South Salt Lake City, UT 84111 Ph: 801-538-7709 Fax: 801-538-7521 Email: ngiraldo@usoe.k12.ut.us</p>	<ul style="list-style-type: none"> • No current standards but they are in the process of developing them. • Have drafted a document on specific guidelines for accommodations for statewide testing for ELLs based on English proficiency levels. • State will use TESOL standards as a baseline but will take into account the particular needs of Utah school districts. 	<ul style="list-style-type: none"> • Currently Utah has no assessment linked to a specific set of ESL/ELD standards. • The IPT test is used statewide to determine proficiency. • In the process of providing ELD infusing ESL strategies and promising practices into the core curriculum; providing sound accommodations for statewide testing based on research and other states' accommodations; will be piloting this set of accommodations in May 2001.
<p>*Vermont Contact: Mr. Jim McCobb Director, Title VII Dept. of Education UVM Office of Rural Education 88 University Heights P. O. Box 50988 Burlington, VT 05405-0988 Ph: 802-828-0185 Fax: 802-828-0573 Email: jmcobb@zoo.uvm.edu</p>	<ul style="list-style-type: none"> • Information is not available. 	<ul style="list-style-type: none"> • Information is not available.
<p>Virginia Contact: Ms. Roberta Schlicher ESL Specialist Virginia Department of Education P.O. Box 2120 Richmond, Virginia 23218-2120</p>	<ul style="list-style-type: none"> • Virginia does not have separate state standards for ELD/ESL students. • LEP students follow the Standards (SOL) curriculum in Language Arts, Mathematics, Science, and History and Social Science as required by the Virginia Department of Education for all students. 	<p># LEP students participate in the state SOL assessments for grades 3, 5, 8, and the end-of-course assessments for specific high school courses. LEP students are eligible or a one-time exemption per subject area from SOL assessments at grade levels 3,5,and 8.</p>
<p>Washington Contact: Ms. Helen Malagon Coordinator, ESL Programs Office of Superintendent of Public Instruction P. O. Box 47200 Olympia, WA 98504 Ph: 360-153-2573 Fax: 360-753-1953 Email: hmalagon@ospi.wednet.edu</p>	<p># No current ESL/ELD standards but in the process of development.</p>	<p># Criteria for program eligibility and exit: use of state-approved assessments to determine English proficiency.</p> <p># Students exit the state program at or above the 35th percentile in reading and language arts on a standardized test.</p> <p># Exemption from statewide testing: the student has spent one school year or less in a school where English is the language of</p>

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		instruction; the student is not proficient in English and scores at the lowest level on a state-approved language proficiency test (e.g. LAS-Oral, Level 1; Woodcock Munoz, Level 1) administered within the current school year.
<p>West Virginia Contact: Ms. Amelia Davis Coordinator, Second Language Learning State Dept. of Education Building 6 - Capitol Complex Room 318 Charleston, WV 25305-0330 Ph: 304-558-2691 Fax: 304-558-0048 Email: aadavis@access.k12.wv.us</p>	<ul style="list-style-type: none"> # Have informally adopted TESOL standards. # School districts are at liberty to develop more specific ESL standards. # Local school boards that offer ESL/ELD at the secondary level for credit are required by state law to approve specific IGOS (Instructional Goals and Objectives). # At the elementary and middle-school level West Virginia school districts have implemented content-based ESL/ELD, and schools use the core curriculum to teach ESL/ELD. 	<ul style="list-style-type: none"> # Assessment is linked to IGOS (Instructional Goals and Objectives), for those school districts that offer ESL/ELD. # LEP/ELL students who have limited English proficiency are required to take standardized tests under standard conditions or with modifications unless (a) they have been in the school system for less than 3 years, <u>and</u> (b) their language proficiency is documented to be limited to the degree to prevent them from attempting the test.
<p>Wisconsin Contact: Mr. Timothy Boals Consultant, Bilingual/ESL Education Program Dept. of Public Instruction and Instructional Services P. O. Box 7841 125 South Webster Street Madison, WI 53707 Ph: 608-266-5469 Fax: 608-267-1052 Email: timothy.boals@dpi.state.wi.us</p>	<ul style="list-style-type: none"> # Do not currently have any specific ESL/ELD standards. 	<ul style="list-style-type: none"> # Wisconsin has developed Alternative Performance Indicators (APIs) for LEP/ELL students at proficiency levels 1-3, which represent observable and measurable indicators of the progress toward the attainment of the academic standards all students must meet, the <i>Wisconsin Model Academic Standards</i>. # Wisconsin's APIs have been developed in four curriculum areas--English language arts, social studies, math and science--and are part of a larger body of work in this area entitled <i>Wisconsin's Framework for Standards-Based Assessment of Limited-English Proficient Students</i>, written with assistance from the Alternate Assessment Taskforce, the Bilingual and Special Education Workgroup and the Wisconsin Department of Public Instruction. # To assess the English language development of LEP students, the Wisconsin Department of Public Instruction uses MECCA (Measuring Essential

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		<p>Communication in the Content Areas), a rubric that measures LEP/ELL students' mastery of the core curriculum, (math, reading, science, language arts and social studies) across 4 scales: (1) vocabulary, (2) language use, (3) conceptual development, and (4) problem solving.</p> <p># This rubric allows for LEP/ELL students to be assessed in terms of how well they are meeting articulated core curriculum standards given their current level of English proficiency.</p> <p># Students can score between 4-20 on the rubric and then are classified as follows: novice=4, apprentice=5-8, intern=9-12, tutor=13-16 and mentor=17-20.</p>
<p>Wyoming Contact: Ms. Annette Bohling NCA State Dir. And Dir. of Standards Dept. of Education General Program Unit 2300 Capitol Ave. - 2nd Floor Hathaway Building Cheyenne, WY 82002-0050 Ph: 307-777-3499 Fax: 307-777-6234 Email: abohli@educ.state.wy.us</p>	<p># Wyoming has developed specific ESL/ELD standards that are embedded in the foreign languages curriculum.</p>	<p># Wyoming uses a rubric that measures students' progress in mastering the English language based on proficiency levels within the 4 scales (reading, writing, speaking and listening).</p> <p># LEP/ELL students in Wyoming are exempt for one year from standardized testing.</p> <p># Wyoming school districts select which of the instruments to use to measure English proficiency and progress.</p>

* States that have not been able to confirm or update their ELD standards and assessment information as of April 26, 2001.