

Strengthening Policies and Practices for the
Initial Classification of English Learners:
Insights from a National Working Session

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The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of 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 U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public.

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NOTE: Although this report highlights and develops several ideas from a national working session of educators with expertise on English learner issues, it reflects the views of the authors, and not necessarily those of the working session participants or observers. The authors thank the working session participants for their commitment, engagement, and thoughtful discussion. They also thank Fen Chou, Scott Norton, and several outside reviewers for providing feedback on earlier drafts of this document.

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Introduction

This report summarizes and further develops ideas discussed at a national working session held on May 23, 2014 to examine issues and options associated with initially classifying English learners (ELs).¹ It is the third in a series of guidance papers intended to support states in large-scale assessment consortia that are expected to move toward a common definition of English learner as part of their assessment grant requirements. Linqunti & Cook (2013) provide a framework (p.6) for this undertaking, delineated in four stages: 1) identifying potential ELs; 2) establishing initial EL classification; 3) defining an “English proficient” performance standard; and 4) reclassifying ELs. This report focuses specifically on Stage 2, establishing initial English learner classification.

Federal education law entitles ELs to specialized instructional services that support both English language proficiency (ELP) development and content proficiency attainment (NCLB, s. 3102, 3111, 3115). This entitlement flows from federal civil rights statutes and case law (Linqunti & Cook, 2013; Hakuta, 2011). However, methods of identifying and initially classifying ELs have varied among states and even among districts within states. A key challenge facing states that are part of content or ELP assessment consortia is establishing a consistent set of policies and practices to define ELs “in a manner that is uniform across member states and consistent with section 9101 (25)”(USED, 2010, p. 20). Creating a uniform set of policies, practices, and methods for initial EL classification is extremely challenging across states, and even within states that permit local control.

A National Research Council panel convened to examine the comparability of EL definitional processes across states concluded with respect to initial EL classification that

Because of the differing state policies, practices, and criteria for initially identifying students as linguistic minority and for classifying them as an English language learner (ELL), individuals who are classified as ELL students in one state may not be classified as ELL students in another. In states that permit local control, students classified as ELL in

¹ The meeting was sponsored by the Council of Chief State School Officers (CCSSO) and funded, in part, by the Carnegie Corporation of New York. Working session participants and observers, and the organizations they represented, are found in Appendix A.

one district may not be classified as ELL in another district in that state. (NRC, 2011, p.86)

As indicated in these NRC report findings and detailed in the above-referenced CCSSO guidance, students are classified as EL in two closely-related stages: Students must first be identified as potential EL (“linguistic minority”) and then initially assessed in their English language proficiency to determine if they are to be classified as EL. An earlier CCSSO report in this series (Linquanti & Bailey, 2014) summarizes a national working session addressing issues and options related to identifying potential ELs through home language surveys. Strengthening the design and use of home language surveys can help to more precisely identify the population of potential ELs that require initial ELP assessment. This paper focuses on guidance for a rigorous initial classification process to confirm (or disconfirm) EL status of potential ELs and shares recommendations for strengthening EL classification policies, practices, and tools.

Issues in Current EL Classification Policies

Table 1 lists initial EL classification assessments (by number and type) and authority for defining the EL classification decision process across the 50 states and District of Columbia. As seen in Table 1, there is great variability within and across states in how ELs are initially classified. For example, seven states permit LEAs to choose from among multiple initial ELP assessment instruments (labeled “Multiple Commercial Screeners” in the table).² Such instruments often conceptualize the ELP construct differently, are normed on different groups of students, and weight language domains (listening, speaking, reading, and writing) differently in deriving an overall ELP composite score. Even within the WIDA Consortium, a long-established state consortium that shares common ELP standards and uses a common ELP annual summative assessment, half of its member states allow LEAs to choose between a brief consortium screener assessment and an expanded screener assessment commercially available to the consortium for initial classification assessment purposes.³ In addition to the variability in screening instruments, local educational agencies (LEAs) in 39 states do not have state initial EL

² An initial ELP assessment may be relatively brief (often referred to as a “screener”), or may be the state’s annual ELP assessment used to fulfill ESEA Title III assessment requirements.

³ The W-APT and MODEL, respectively. States with this choice are categorized in the table as having “Multiple Consortium Screeners”.

classification guidelines and are solely responsible for determining their initial EL classification process. The remaining 12 states and the District of Columbia provide state-defined parameters for LEAs to follow in their initial EL classification decision-making, typically via guidelines, checklists, or specified procedures. With such variation in instrumentation and process, establishing comparability in how ELs are initially classified across states, and often across districts within states, is very difficult. The scant empirical research that is available on these issues⁴ suggests that such variations can substantially affect the EL populations defined, rendering comparisons made under current conditions of questionable meaning and value. There is also emerging evidence that inconsistent classification practices leading to misclassifications can occur even within a given district or school (Okhremtchouk, 2014) and that misclassifying students, especially those very near the cutpoint for initial fluent English proficiency, could lead to long-term negative academic outcomes (Umansky, 2014).

Table 1. State EL Classification Assessments and Locus of Authority (as of May 2014, includes District of Columbia)⁵

ELP Assessment Used for Initial EL Classification (Type and Number)	Authority for Defining EL Classification Process		Total
	LEA Alone	LEA, with SEA Guidelines	
State Summative ELP Test	2	3	5
Single State-developed Screener	1	0	1
Single Commercial Screener	5	1	6
Multiple Commercial Screeners	6	1	7
Single Consortium Screener	14	2	16
Multiple Consortium Screeners	11	5	16
Total	39	12	51

CCSSO National Working Session on Initial Classification of English Learners

In order to foster a more common understanding of key issues and develop guidance for strengthening policies and practices related to initial EL classification, CCSSO convened state and consortia ELP assessment representatives, district EL experts, and EL researchers for structured, facilitated discussions. Group discussions focused on the following three areas:

⁴ See, for example, Abedi, 2008; Carroll & Bailey, 2013; and Linqunti, 2008.

⁵ Complete data for 50 states and District of Columbia is displayed in table in Appendix B.

1. Guidelines for initial EL classification;
2. Strategies to address EL misclassification; and
3. Approaches to support comparability of initial EL classification criteria and procedures both within and across states and consortia.

The goal of these discussions was to identify common issues; share promising policies, tools, or practices; and suggest meaningful guidelines for procedures that could be used by schools, districts, and states to more consistently classify ELs. Working session participants described a wide variability in how ELs are classified across schools, districts, and states, and expressed support for implementing policies and practices that foster greater standardization and consistency. The next section distills the group's conversations and suggested guidelines related to the three areas listed above, which the authors have further elaborated and developed for consideration by state and consortium stakeholders and policymakers.

Guidelines for Initial EL Classification

1. States and districts should provide common guidance on purposes, policies, and practices related to the initial EL classification process.

Participants agreed that while EL classification is a locally administered process and a local decision, its rigor and consistency within a state is critical and will help to strengthen comparability across states within a consortium. Common guidance could include:

- a. Clear statement of purpose (confirming or disconfirming the status of potential ELs, and providing appropriate specialized language support services to students classified ELs, as entitled under federal law);
- b. Flowchart and checklist of the classification process, including clear procedures for detecting and correcting misclassifications (see below);
- c. Timeframe specifying when students identified as potential ELs (via the home language survey, or HLS) are to be initially assessed ("screened") for English language proficiency and, if needed, placed in a program offering appropriate language instructional services;
- d. Initial classification assessment instrument(s) allowed, including guidelines for scoring and interpreting scores;

- e. Evidence standards and protocols that can be used by educators to detect and evaluate suspected misclassifications and to document and correct confirmed misclassifications; and
- f. Qualifications and training required of those carrying out the initial classification process.

2. States and districts should ensure the initial EL classification process is appropriately and consistently implemented.

Appropriate and consistent implementation of the initial classification process involves at least the following:

- a. Identify individuals with sufficient preparation and experience working with language minority students, whose job responsibilities will include conducting the initial EL classification process;
- b. Provide training on classification instruments, procedures and practices, that is designed to support a variety of educational contexts (e.g., schools and districts with small vs. large numbers of ELs), delivered by qualified personnel, and available as needed (e.g., annually as well as on-demand);
- c. Collect and electronically store HLS responses and determinations (potential EL / not potential EL), classification instrument score results for potential ELs, classification determinations, and any misclassification corrections made; and
- d. Audit and/or monitor the initial EL classification process (at school and district levels) to assure integrity of the process and to identify training or resource needs that schools or districts may have.

Strategies to Address Initial EL Misclassification

Throughout the working session, participants identified and discussed strategies to prevent or address EL misclassification. Participants focused particularly on students who receive initial ELP assessment scores at or near the English-proficient cutpoint and on language minority students who have a subsequently recognized language-related learning disability. The

following recommendations focus on a provisional classification period and on validation or standardization procedures.

3. States and districts should consider establishing a "provisional classification" period for students initially classified as EL, in order to allow for correction of misclassification errors.

Any assessment instrument, no matter how reliable, has measurement error, particularly near an operative cut point. In initially assessing potential ELs, this can lead to classifying students as English learners who are in fact English fluent, or vice versa. One district representative estimated her district's EL misclassification rate to be between one and five percent. Many participants noted that there is no formal procedure in their state or district to correct misclassifications, which contributes to a strong reluctance to acknowledge and address this issue. Participants also expressed concern about language minority students with a language-related learning disability being mistakenly classified as EL rather than as an EL with a disability or even English-fluent student with a disability.⁶

Given the high-stakes consequences of classification decisions made from the initial ELP assessment, participants voiced support for a procedure and a limited time frame to detect and correct erroneous classifications (either as EL or as initially fluent English proficient). This "provisional period" would allow educators to provide services appropriate to the students' initial classification, observe students' language use in the classroom, and detect and address any confirmed misclassifications. The provisional classification time frame should be long enough to detect and correct misclassifications but short enough to avoid being educationally disruptive to the student.

A range of time frames from 45 to 90 days was proposed, and no specific timeline is recommended here. However, participants suggested that the current federally legislated time frame for notifying parents of a student's EL classification and placement (i.e., within 30 days of the beginning of the school year, per NCLB, s.3302.a) was insufficient for detecting and

⁶ It is important to note that EL students are generally underrepresented in special education in the early elementary grades, but tend to be overrepresented in special education at the upper elementary and secondary levels. See, for example, Artiles et al., (2005), and Samson & Lesaux (2009).

correcting misclassifications. Some noted there may be far fewer than 30 days available for this latter purpose, depending upon when students are initially registered, determined through home language survey results to be potential ELs, and administered the initial classification assessment. They also noted that students initially enrolled *during* the school year must be identified as potential ELs, properly classified through initial assessment, and placed in the appropriate instructional program setting within two weeks of initial school entry (per NCLB, s.3302.d).

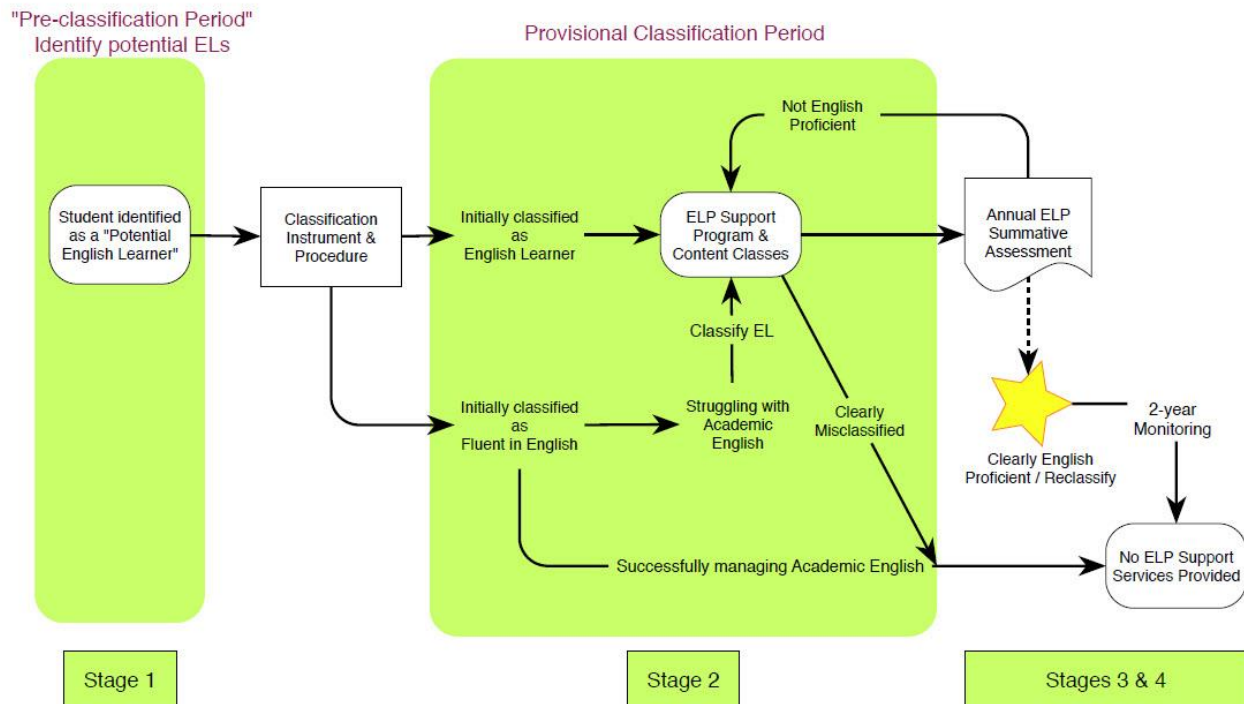
Figure 1 depicts one model for enacting a provisional initial EL classification period. Students are identified as potential English learners during the “pre-classification” stage (left side of the figure, analogous to the “identify potential EL” stage in the Linqunti & Cook framework). Once students are identified as potential English learners, they are given the initial ELP assessment. If students score below the proficient cut point on this initial assessment, they are classified as English learners and placed into an appropriate language instruction educational program. Students obtaining scores above the proficient cut point are classified as initially fluent English proficient students and do not receive specialized language development services.

Research has documented that misclassification errors occur in both the pre-classification as well as initial classification stages.⁷ In fact, the issue has been recently reported in the popular press.⁸ During a designated time frame (e.g., 45 days), classification errors can be detected, changes made to a student’s classification status, and instructional services adjusted accordingly.

⁷ See Abedi, 2008; Goldenberg & Rutherford-Quach, 2010; Stokes-Guinan & Goldenberg, 2011; Carroll & Bailey, 2013; and California Department of Education, 2011.

⁸ See Taxin, A. (2014).

Figure 1: Flowchart depicting potential EL identification and provisional initial classification



During this provisional period, educators would be allowed (indeed, expected) to identify and gather evidence about the small number of students they believe have been misclassified.⁹ Based on working session discussions, we specify six possible initial classifications that in principle could be confirmed or corrected during the provisional classification period. These classifications, depicted in Table 2, reflect permutations of students' language classification (English learner, Initially English fluent/native bilingual speaker, or monolingual English speaker), and disability status (special-education-identified, or not). The provisional classification period could be used to help determine whether students in any of these categories are more appropriately classified in any of the others.

⁹ A larger proportion of students appearing to be misclassified would trigger a system-level review to detect large-scale problems with initial EL classification criteria, procedures or tools.

Table 2. Permutations of language classification and special education status

Language Classification	Not Special Ed-identified	Special Ed-identified
English Learner	I	II
Non-EL linguistic-minority (Initially English fluent / native bilingual)	III	IV
Monolingual English (“English Only”)	V	VI

Researchers and practitioners have documented the complexities of, and offered procedures for disentangling, second language development features from language-related learning disabilities in English learners.¹⁰ Clearly, language related learning disabilities could manifest at any age/grade, so it is quite possible that an EL student may be referred for evaluation and identified for special education services long after the provisional period.¹¹ While the provisional classification period cannot possibly serve to address every potential misclassification, it can provide a recognized time frame and process for detecting and addressing some of the many ways in which students might be misclassified in each of the six classifications designated in Table 2.

For example, working session participants offered three scenarios from their experiences that this process could help to address:

- a) A student initially classified as fluent English proficient (Table 2, Cell III) might be found to struggle in comprehending and using English for learning academic content or engaging in content practices in the classroom. Through a specified protocol that includes consultation with administrators, parents, and a teacher or a team of educators, a student might be reassessed and determined from evidence to be more

¹⁰ See for example Artiles et al. (2005); Ortiz et al. (2011); and Klingner et al. (2008). For an example of a district-developed, comprehensive evaluation and special-education referral process for English learners, see Gaviria & Tipton, 2012.

¹¹ Indeed, determining exactly *when* EL students are identified for special education services is important in exploring why “long-term ELs” are diagnosed with language-related disabilities at substantially higher rates relative to the general population. See, for example, Artiles et al., (2005), and Samson & Lesaux (2009).

appropriately classified as EL (Table 2, Cell I) and provided with language instructional services and carefully scaffolded content instruction she is entitled to receive.

- b) A student initially classified as an EL (Table 2, Cell I) exhibits language use in grade-level content practices in the classroom that clearly suggests she has been misclassified. After formal review of evidence of the student's language use through a protocol involving a teacher, parent, and administrator, educators may conclude the student should be classified as initially fluent English proficient (Table 2, Cell III) and may discontinue the supplemental services designated for EL students.
- c) An initially classified EL student (Table 2, Cell I) is subsequently diagnosed within the 30-45 day provisional classification period as having a language-related learning disability. After discussion with parents, and evaluation by a team with sufficient expertise, the student is reassessed and determined to be a language minority student (e.g., initially English fluent) whose language-related disability was mistaken as insufficient English language proficiency. The educator team designs a program of specialized instructional services that addresses the identified language-related disability but concludes that an English language instructional program is not needed, and the student is not classified EL but rather as an initially English-fluent student with a disability (Table 2, Cell IV). However, another initially classified EL student (Table 2, Cell I) is discovered to also have a language-related learning disability and so qualifies for services related both to their English language proficiency and their learning disability (Table 2, Cell II).

The provisional classification period as described here, which might exceed 30 days, does *not* imply that instructional services and parental notifications would be delayed until after this period concluded. Instructional services based on initial classification would be provided immediately, and parental notifications would occur within federally required time frames. Rather, the provisional classification period provides an opportunity for educators to correct misclassification errors such as those described above. And, as noted, any correction and associated change in instructional services should also involve the parent directly.

4. States and districts should differentiate initial EL classification procedures and tools for early elementary students (Kindergarten and grade 1) from later-grade students, yet take steps to ensure optimal classification decisions.

Several states' initial EL classification procedures for students in early grades (i.e., Kindergarten and grade 1) either assess only oral language domains (i.e., speaking and listening) or assess all four language domains (oral language and literacy skills) but significantly underweight literacy skills (e.g., overall proficiency composite score is 90% oral, 10% literacy). This approach reflects a reasonable concern that literacy skills in young children may not reflect English language proficiency so much as prior literacy experiences (e.g., at home or in preschool) and may lead to greater EL misclassifications.

However, language minority students classified as initially fluent English proficient based solely or largely on oral language skills may experience difficulty in developing foundational literacy skills.¹² This in turn may influence these students' later literacy development. Determining the appropriate level of assessment of English literacy skills in young children is a tension point and should be approached carefully to optimize initial classification decisions. This will involve ongoing monitoring and validation of classification procedures and decisions for early elementary language-minority students in particular.

5. The initial classification assessment used to screen potential ELs should be aligned to the state's ELP standards and strongly predict performance on the state's annual ELP summative assessment.

It is important to ensure a strong relationship in both measured constructs and outcomes between the initial classification assessment and the annual ELP assessment. A two-step process is proposed for consideration. First, the state can conduct an alignment study between the state's/district's classification instrument and the state's English language proficiency

¹² This concerns whether high oral-language scores on ELP assessments are sufficiently predictive of foundational literacy skills for students who are potential ELs. The degree to which these scores are not predictive contributes to student misclassification and potentially to not providing language instructional services to students that warrant and are entitled to them.

standards.¹³ For states or districts using relatively brief initial “screeener” instruments, the alignment will not be as extensive as with the annual summative assessment. This is to be expected given that screeners are shorter tests. Nonetheless, the alignment study’s findings on match, depth and breadth of coverage of the initial classification screener to the state ELP standards should be proportionately comparable to that of the annual summative ELP assessment. Alternatively, the state might conduct a study comparing the test blueprints and test maps of the classification screener and annual summative ELP assessment. The goal of this comparison would be analogous to an alignment study (i.e., to determine sufficient proportionality in coverage and design).

Second, a formal study can be undertaken to determine the predictive relationship between classifications based on the initial classification assessment and those of the annual summative assessment. There should be evidence of a strong relationship. This relationship could be examined through correlation and/or regression analyses. For example, the study could administer the initial classification assessment to already confirmed ELs and within a short period of time (e.g., a few days) give the annual summative ELP assessment to the same students.¹⁴ There should be strong relationships between initial and annual test scores and proficiency categorizations for these students. Moderate to low associations (e.g., correlations) would suggest that the assessments are measuring different aspects of English language proficiency and are not yielding comparable classification decisions.

6. States and districts should examine the validity of instruments and procedures used in the initial EL classification process.

States and districts should regularly examine the frequency, types, and causes of misclassification errors. It is especially important to monitor the classification accuracy of migrant students, students with interrupted formal education, Native American and Alaska Native students, and students with disabilities since these students may be more prone to

¹³ For one example of such an alignment study, see Cook, 2005.

¹⁴ The timeframe should be short enough that the student's English language proficiency should not be measurably better as a result of instructional services provided during that timeframe.

experiencing classification errors. Careful review of misclassifications may lead to changes in the initial classification instrument's interpretation and use, and/or in classification procedures.

7. States and districts should identify and share policies, practices, and tools demonstrated to reduce initial EL misclassifications.

Virtually all participants expressed concern about the inconsistency in how schools and districts initially classify ELs. This inconsistency has the potential to increase misclassifications, which occur for a variety of reasons. Three commonly discussed reasons for inconsistencies leading to misclassification were lack of guidance, lack of training, and lack of expertise. Participants suggested several possible strategies to reduce misclassifications, which could be utilized within the provisional classification period discussed above. Examples include:

- a) District-wide experts train school staffs in the initial classification process using a range of scenarios/cases of potential EL students in order to develop understanding and to help resolve challenging classification decisions;
- b) Educators engage in informal interviews with parents regarding those students with more complex "linguistic histories" as captured on the HLS prior to and/or after the initial classification instrument has been administered in order to better understand observed performance on the classification assessment;
- c) A school or district-based EL classification committee, staffed with appropriately qualified and trained educators, reviews potential misclassifications and appropriately involves parents in deliberations and decisions; and
- d) Educators with appropriate EL expertise examine ambiguous EL classification results and support classification decision-making in consultation with parents.

Approaches to support comparability of initial EL classification criteria and procedures within a state and across states within an ELP consortium

Participants overwhelmingly supported efforts to increase comparability of initial EL classification criteria and procedures across districts, states, and consortia, whether they were

from a stand-alone or an ELP consortium state. Many participants from ELP consortium states expressed the desire for each consortium to provide leadership in this area by offering recommended policies, practices, and tools that member states might adopt. The following recommendations address these expectations.

8. Districts within a state, and states within an ELP consortium should use a single ELP assessment to support initial EL classification. If a state allows multiple ELP assessment instruments to be used, it should first provide compelling empirical evidence that these instruments' scores are comparable.

Participants from states allowing multiple initial classification assessments described challenges in understanding transferring ELs' English proficiency levels from districts not using the same instrument. One way to better understand a student's initial English language proficiency in states using multiple classification instruments is to provide a table of comparative scores. Practically all participants agreed that having a common initial classification assessment was preferred. Multiple classification assessments can lead to multiple understandings of English language proficiency. This is especially relevant given that many commercially available ELP assessments (commonly used for initial EL classification) measure and weight different domains of language proficiency differently.

9. ELP assessment consortia should provide guidance on recommended instrument(s), data collection and analysis protocols, and administrative policies and procedures used to support initial EL classification across member states.

While this recommendation is similar to those made above for individual states, it calls for establishing sufficient commonality to allow for aggregation across consortium member states.

10. ELP assessment consortia should conduct studies of instruments, procedures, and practices among member states to assure comparability of initial EL classification outcomes.

At a minimum, studies exploring the comparability of initial EL classification instruments, procedures, and practices across consortium member states should include:

- a. a matrix of comparable scores across initial EL classification instruments, and
- b. a description of required or recommended initial classification procedures and practices.

Conclusion

Strengthening the stage of confirming (or disconfirming) initial classification of potential ELs as English learner or fluent English proficient is both complex and crucial in moving toward a more common EL definition within and across states. Working session participants stressed the need for both standardization and local flexibility. Many of the above recommendations focus on standardization, yet EL classification is ultimately a local practice. Participants saw the need for more thoughtful, transparent, inclusive, and documented processes to be in place to appropriately classify ELs and to allow for timely correction of misclassifications. They also noted that a strengthened initial EL classification process could be successfully implemented only with proper and sustained training and monitoring. If districts, states, and consortia pursue the above recommendations, the resulting initial EL classification process would very likely lead to more accurate classifications and therefore contribute to a more common definition of English learner within and across states and consortia.

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Appendix A.
Working Session Participants/Observers and Organizations Represented

Name	Organization
Fen Chou	CCSSO
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Amy Park	California Department of Education
María Trejo	Texas/Cypress-Fairbanks
Angelica Infante	New York State Education Department
Kerri Whipple	WIDA/ South East Education Cooperative, North Dakota
Margaret Ho	ELPA21/Washington OSPI
Martha Martinez	ELPA21/Oregon Department of Education
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Bill Auty	ELPA21
Julie DeCook	Wisconsin/Janesville SD
Debra Dougherty	California/San Diego USD
Laurie Shaw	Texas/Pflugerville ISD
Chane Eplin	Florida Department of Education
Judy Diaz	NYS/Port Chester SD
Jonathan Gibson	WIDA/Nevada Department of Education

Working Session Observers

Supreet Anand	OESE/USED
Carlos Martinez	OELA/USED

Appendix B.

State EL Classification Assessments and Locus of Authority (as of May 2014, includes DC)

State	Initial EL Classification Assessment Type	Assessment Name(s)	Initial English proficient performance criterion specified by SEA	Was guidance on the process of initially classifying ELs identified on SEA website?
AL	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 4.8) & district policy of monitoring	No
AK	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0)	No
AZ	Annual Summative	AZELLA	State criteria: "Proficient" on AZELLA	Yes
AR	Commercial Screener	LAS, MACII, ELDA	State criteria (Overall Composite proficiency level 5.0) & district policy	No
CA	Annual Summative	CELDT	Overall performance level is Early Advanced or higher, and Domain scores for Listening and Speaking are Intermediate level or higher	Yes
CO	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	No
CT	Annual Summative	LAS Links	State criteria: "4" or "5" on LAS LINKS	Yes
DE	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0)	No
DC	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 4.9)	Yes
FL	Annual Summative	CELLA	State criteria: "Proficient" on CELLA	Yes
GA	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0)	Yes
HI	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	No

State	Initial EL Classification Assessment Type	Assessment Name(s)	Initial English proficient performance criterion specified by SEA	Was guidance on the process of initially classifying ELs identified on SEA website?
ID	Commercial Screener	IELA	State criteria: Score at the Early Fluent (4) or Fluent (5) Level and obtain an (EF+) on each domain	No
IL	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0/ Literacy Composite of 4.2 or greater)	Yes
IN	Commercial Screener	LAS Links	State criteria: "Fluent English Proficient" on LAS Links Placement Assessment	No
IA	Commercial Screener	LAS Links	State criteria: "Fluent English Proficient" on LAS Links Placement Assessment	No
KS	Commercial Screener	KELPA-P; LAS LINKS; LPTS; IPT	State criteria of "Fluent"	No
KY	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	No
LA	Annual Summative	ELDA-P	State criteria of Level "5" in all 4 domains	No
ME	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 6.0)	No
MD	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	No
MA	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0/4.0 or greater on reading and writing domains)	No
MI	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	Yes
MN	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0/4.0 or greater on all domains)	No
MS	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	No

State	Initial EL Classification Assessment Type	Assessment Name(s)	Initial English proficient performance criterion specified by SEA	Was guidance on the process of initially classifying ELs identified on SEA website?
MO	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	No
MT	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0/ Literacy Composite of 4.0 or greater)	No
NE	Commercial Screener	ELDA-P; LAS LINKS; IPT; TELPA; Woodcock-Munoz	State criteria of "4=Advanced Proficient" or higher	No
NV	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0/Literacy Composite of 5.0 or greater)	No
NH	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0)	No
NJ	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 4.5)	Yes
NM	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	Yes
NY	Commercial Screener	NYSITELL	State criteria "Proficient"	No
NC	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	No
ND	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0/all domains 3.5 or greater)	No
OH	Commercial Screener	BINL; BOLT; BSM; BVAT; IPT; LAB; LAS LINKS; MAC II; SLEP; Woodcock-Munoz	State criteria (Overall Composite proficiency level 5.0)	No

State	Initial EL Classification Assessment Type	Assessment Name(s)	Initial English proficient performance criterion specified by SEA	Was guidance on the process of initially classifying ELs identified on SEA website?
OK	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0/Literacy Composite of 4.5 or greater)	Yes
OR	Commercial Screener	IPT; LAS LINKS; Stanford ELPT; Woodcock-Munoz	State criteria (Overall Composite proficiency level 5.0)	No
PA	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 4.6)	No
RI	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0/Literacy Composite of 4.5 or greater)	No
SC	Commercial Screener	IPT; LAS LINKS; ELDA-P; Woodcock-Munoz	State criteria (Overall Composite proficiency level 5.0)	Yes
SD	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0)	No
TN	Commercial Screener	TELPA	State criteria: "3" or above on TELPA; "5" on English Language Development Assessment (ELDA)	No
TX	Commercial Screener	IPT; LAS LINKS; Stanford ELPT; Woodcock-Munoz; CELLA; TELPAS	State criteria: "4" or above on Woodcock-Munoz and LAS LINKS; "5" on Stanford ELPT; "Advanced High" on TELPAS; Above "E" and "F" on IPT; "Proficient" or above on CELLA	No
UT	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 5.0)	No
VT	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0/Literacy Composite of 4.0 or greater)	No

State	Initial EL Classification Assessment Type	Assessment Name(s)	Initial English proficient performance criterion specified by SEA	Was guidance on the process of initially classifying ELs identified on SEA website?
VA	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0/Literacy Composite of 5.0 or greater)	No
WA	Commercial Screener	WEPLA-P	State criteria: "4"	No
WV	Commercial Screener	Woodcock-Munoz-Language Survey	State criteria: "5"	Yes
WI	Consortium Screener	W-APT	State criteria (Overall Composite proficiency level 6.0)	No
WY	Consortium Screener	W-APT or MODEL	State criteria (Overall Composite proficiency level 5.0)	No