# Language Observation Checklist (LOC-A)

# Interpretation Guidance

The Language Observation Checklist (LOC-A) is a recommended, optional tool for use during English learner (EL) identification and re-identification. It is recommended to be used to help determine whether it is appropriate to administer an approved English language proficiency (ELP) screener (WIDA MODEL, WIDA Screener, WIDA Screener for KG).

**Remember:** The LOC-A, on its own, cannot be used to identify a student as an EL. The LOC-A can only be used as a tool to help determine whether administering an approved screener is appropriate. To be identified as an EL, a student ***must*** complete an approved screener and receive a qualifying score on that English language proficiency screener. See [DEED’s EL Identification, Assessment, and Data Reporting Guide](https://education.alaska.gov/ESEA/TitleIII-A/docs/EL_Identification.docx) for more information.

Language observation checklists are typically used in the following situations:

1. A family indicates a language other than English on their home language survey (HLS) and the school/district wants to determine whether that language is likely to be having a significant impact on the student’s English language development. Administering a LOC-A can be helpful in deciding whether an ELP screener is appropriate.
2. A family indicates only English on the HLS, but school/district staff have reason to believe that another language is used in the home and impacting the student’s English language development. Administering a LOC-A can be helpful in deciding whether an ELP screener is appropriate.
3. A potential EL in kindergarten is administered the Speaking and Listening portions of the WIDA Screener for Kindergarten prior to March 1 receives an Oral Composite score of 5.0 or higher. After March 31 of the same year, a LOC-A ***may*** be completed to determine if administering the full screener is appropriate. **Note:** Administering a LOC-A after March 31 is not required – a district can proceed directly to the full screener without a LOC-A.
4. A former EL in monitoring status continues to struggle academically and it is suspected that a language barrier may still exist. In this situation, it is recommended that the LOC-A be administered to help determine the appropriateness of administering an approved screener for re-identification purposes.

## LOC-A

This form must be completed by at least two staff - an English-speaking teacher(s) in collaboration with program staff familiar with the student. Staff do not have to complete separate forms. Complete all fields at the top of the form (Name, Student ID (AKSID preferred), School, Grade, and Language). All staff involved in the language observation must sign the bottom of the form.

Staff should observe the student’s English language use over a period of time to make an accurate assessment of the student’s use of English. Completion of this form should not be based on a single observation.

In Table 1 (Characteristics) indicate whether the student consistently exhibits characteristics A – F in their use of English by selecting “Yes” or “No” for each characteristic. Do this for both the student’s oral and written language use. If there are five (5) or more “No” selections, then administer an approved screener to determine if a student qualifies as an English learner.

In Table 2, provide an assessment of the student’s English fluency in each of the following areas: Reading, Writing, and Oral language. Provide comments justifying your assessment, based on observations of the student. If the student is not considered fluent in English in any of the three areas of language use, administer an approved screener to determine if a student qualifies as an English learner.