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| EED Logo - HiRes | PLAN OF SERVICE**for Limited English Proficient Students****Due Annually on April 15th** |
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| Name of School District: |  |
| Superintendent/Authorized Rep  |  |
| Email: |  | Phone: |  |
| Program Coordinator: |  |
| Email: |  | Phone: |  |

The district hereby assures the Alaska Department of Education & Early Development that:

1. The school district will choose an educational approach to ensure that LEP students acquire English language proficiency in order to effectively participate in district academic programs. The district will provide a program of services and an instructional model for effective participation of LEP students consistent with the district’s obligation to provide equal educational opportunity to LEP students. If the district receives Title III-A funds, the Plan provides research-based program and instructional methods that are effective for LEP students.
2. The district will use appropriate methods such as a Parent Language Questionnaire, Language Observation Checklists, and the State approved English language proficiency screener assessment to screen and identify students who are limited English proficient.
3. The district will assess the educational progress of LEP students using the state academic content assessments in grades 3-10 and will annually assess English language acquisition using the state English language proficiency test in grades K-12.
4. The district will provide an appropriate number of qualified instructional staff consistent with the district student-staff ratio and resources necessary to provide services to LEP students.
5. The district will monitor the progress of LEP students to determine when an LEP student has achieved sufficient proficiency in English under 4 AAC 34.055(d) to be transitioned into a classroom where instruction is not tailored for LEP students.
6. The district will monitor the LEP student’s academic success in the district’s regular program.
7. The district will rely upon Alaska Regulation 4 AAC 34.055, the Elementary and Secondary Education Act, and Title VI of the Civil Rights Act of 1964 in the development of the plan of service, evaluation, and any modifications for the provision of services to LEP students.
8. The district will ensure that it is not in violation of any state or federal law regarding the education of LEP students.
9. The Plan of Service may be in effect for up to five years. The district assures that it will annually review the plan and update as needed to reflect current information.

CERTIFICATION: I certify that, to the best of my knowledge and belief, the information in this Plan of Service is true and correct, and that the district will comply with the above assurances.

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| Signature of Superintendent/Authorized Representative |  | Date |
|  |  |  |
| Title |  | Expiration Date of Plan |

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| **INSTRUCTIONS** |

Each school district with a school that is attended by at least eight LEP pupils is required to file a Plan of Service. The Plan of Service requirements are based on Alaska Regulation 4AAC 34.055, Title VI of the Civil Rights Act of 1964, and the No Child Left Behind Act of 2001. Districts receiving Title III-A funds will address those requirements in this plan. While developing their programs to serve Limited English Proficient (LEP) students, districts are encouraged to refer to the resources at these sites:

* Office for Civil Rights Programs for English Language Learners: Resource Materials for Planning and Self-Assessments at <http://www.ed.gov/about/offices/list/ocr/ell/index.html>
* The National Clearinghouse for English Language Acquisition at <http://www.ncela.gwu.edu/>

While establishing the educational theory and program approach, each district should take its individual circumstances into account.

*Note: The Elementary & Secondary Education Act, amended as the No Child Left Behind Act, and the Alaska regulations use the term “limited English proficient” or LEP students. Other terms that are considered synonymous with this term are English learners (ELs), English language learners (ELLs), and English as a second language learners (ESLs). The term limited English proficient or LEP will be used in this document.*

**How to submit plan**: Please send electronically to debrah.riddle@alaska.gov

*Required cover page with signature pages may be scanned and emailed or faxed to 465-2989 or mailed to:*

Alaska Department of Education & Early Development

ATTN: English Language Learner/ Title III-A Program

P.O. Box 110500, Juneau, AK 99811-0500

**Instructions**

***Enter the information directly after each element, or submit a separate document that includes these required elements. Attach the signed cover page and assurances.***

1. Enter the plan’s expiration date on the cover page. The Plan of Service (POS) is due on April 15, and may be valid for up to 5 years, provided that all elements are up to date. The POS must be reviewed annually and revised as appropriate to reflect any changes or updated elements. The Plan becomes effective in the school year following the adoption of the plan.
2. Describe the district’s educational goals for limited English proficient (LEP) students. These goals must address both English language development and strategies for academic success.

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1. Describe the district’s procedures for identifying students with limited English proficiency, in accordance with the Guidance for Limited English Proficient (LEP) Student Identification and Assessment (Revised December 2013), available at the following link: <http://education.alaska.gov/nclb/KeyComponentsNCLB.html>. Include a description of how the district uses forms such as the Parent Language Questionnaire, the Language Observation Checklist, andthe state-approved assessment for identification of English language proficiency (W-APT or MODEL). See Appendix A for the definition of a limited English proficient student.

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1. Describe the district’s procedures for annual parent notification and submit a sample of the letter with this Plan of Service. Notification must include information about the child’s identification as LEP, ELP assessment results, the benefits of the program being offered, other program options available, parents’ rights to visit the program, and parents’ rights to withdraw the student from the program. For districts receiving Title III-A funds or using Title I-A funds for language instruction programs for LEP students, please see Appendix C for timelines and notification requirements.

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1. Describe the district’s curriculum, program of services, instructional model(s) and activities for LEP students and how the services will ensure English language acquisition and academic content achievement. Include a description of the amount and percentage of time academic instruction is provided in English and in the student’s native language, if applicable. See Appendix B for the descriptions of language programs instructional model(s).

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1. Briefly describe the district’s plan to meet the requirement that all LEP students be assessed annually in all domains (listening, speaking, reading and writing) using the approved State of Alaska English Language Proficiency assessment (ACCESS for ELLs). Describe the district’s procedure for annually assessing the academic content achievement of LEP students.

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1. Describe the professional development provided for teachers and paraprofessionals that serve LEP students. Note that providing professional development to instructors of LEP students is a requirement of Title III-A funds.

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1. State the number of teachers and paraprofessionals who provide English language acquisition programs to LEP students, including the qualifications and certifications of any who have ESL endorsements or credentials. If Title III-A funds are received in the district, describe how the district determines that teachers are fluent, having both written and oral communication skills in English and any other language used for instruction.

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1. Describe the district’s plan for monitoring the academic progress of former LEP students for two years after they are no longer identified as LEP. Former LEP students in grades 3-10 must be monitored *at least* on the state Standards Based Assessments. The district must establish local criteria for monitoring the academic progress of former LEP students in grades not tested on the SBAs (K, 1, 2, 11 and 12).

An LEP student remains identified as an LEP student until, as a result of testing on the annual assessment of English language proficiency (ACCESS for ELLs), (s)he has met the following criteria:

1. a composite score of 5.0 or higher; and
2. a score of 4.0 or higher in each tested domain – reading, writing, speaking, and listening.

(Students in grades 1-12 must take Tier B or Tier C. There is no tier designation for Kindergarten students.)

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1. Describe the district’s procedures to ensure equal access for LEP students to the full range of district programs, including special education, Title I, gifted and talented programs, and nonacademic and extracurricular activities.

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1. Describe how the district will annually evaluate the effectiveness of the program in meeting students' English-language development needs, in achieving student academic progress goals, and reflecting any identified need for program modification.

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1. Describe how the district provides for parent and community involvement. Include the district’s means of outreach to parents of LEP students informing them they can be involved in the education of their children.

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1. **For Title III-A Districts only**: If your district receives Title III-A funds, include a description of the district’s plan to meet the Alaska Annual Measurable Achievement Objectives (AMAO’s) for English Language Proficiency. Please refer to the following link for information on the Alaska AMAOs: <http://education.alaska.gov/nclb/pdf/Title_III_Objectives_AMAOs.pdf>.

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1. **For Title III-A Districts only:** Districts receiving Title III-A funds who failed to meet AMAOs for two consecutive years must complete an improvement plan which addresses strategies for achieving targets not met including contributing factors for each target not met. The district has been separately notified of which targets were not met (making progress in learning English, attaining proficiency in English, or meeting the AMO targets in reading, writing, math and graduation rate for the LEP subgroup).

If the district has been notified that it has failed to meet the AMAOs for two consecutive years, please describe the factors that contributed to the district not meeting the AMAO targets and include strategies in this Plan of Service for meeting those targets as applicable.

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1. **For Title III-A Districts only:** For districts that have failed to meet AMAO targets for 4 years in a row, federal law requires EED to provide technical assistance to those districts. It also requires EED to choose one of the following options [3122(b)(4)]:

### Require the district to modify the curriculum, program, and method of instruction; or

### Determine whether the district will continue to receive Title III funds and require that the district replace educational personnel relevant to its failure to meet the AMAOs.

If the district has been notified by EED that it has failed to meet the AMAO targets for 4 years in a row, following the technical assistance provided by EED, outline the modifications to the curriculum, program, and method of instruction that are being made to address the AMAO targets not met.

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| **APPENDIX A: DEFINITIONS** |

**Limited English proficient student [4AAC 34.090, NCLB 9101(25)]**

In order to be identified as an LEP student, a student must meet all parts (A-D) of the following definition of an LEP student.

The term “limited English proficient”, when used with respect to an individual, means an individual –

1. who is between 3 and 21 years old;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
3. who falls into one or more of the following categories of individuals:
4. an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or a native resident of the outlying areas (Virgin Islands, Guam, American Samoa, or Northern Mariana Islands) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; *and*

D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing;

(ii) ability to successfully achieve in classrooms where the language of instruction is English; or

1. the opportunity to participate fully in society.

**Immigrant Children and Youth [NCLB 3301(6)]**

The term immigrant children and youth' means individuals who —

(A) are aged 3 through 21;

(B) were not born in any State; and

(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Note that immigrant children and youth may or may not be identified as LEP students. It is not a requirement to be an LEP student to qualify as an immigrant student.

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| **APPENDIX B: DEFINITION of LANGUAGE INSTRUCTION PROGRAMS** |

The definitions below are from the National Clearinghouse of English Language Acquisition website at <http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf>. L1 represents the student’s home or primary language of influence. L2 represents the language the student is trying to learn, or English. If you are using a program other than one listed below, provide a description of the program and *include information indicating how research shows that it is proven to be effective for LEP students.*

***Sheltered English instruction:*** The goal is increasing proficiency in English while learning content in an all-English classroom instructional setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students’ proficiency in English, and is supported by visual aids and L1 support as available.

***Sheltered Instruction Observational Protocol*** (SIOP) is a fully developed prototype of this program. Sheltered English instruction is not in itself a complete language acquisition program, and should be used in conjunction with specific language acquisition support for LEP students.

***Structured English* immersion *(SEI):*** The goal is fluency in English, usually serving only English language learners in the classroom. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible. Teachers should have some receptive skills in the students’ home language(s) and generally use sheltered instructional techniques.

***Specially Designed* Academic *Instruction in English* (SDAIE):** A specific prototype of Sheltered English Instruction (see above).

***Content-based English as a second language (ESL) program (or Push-in ESL):*** The goal is fluency in English. Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed. The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

***Pull-out English as a Second Language (ESL)*** *or* ***English language development (ELD):*** The goal is to develop fluency in English. ELL students leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content. There typically is no support for students’ home languages.

***Two-way immersion program*** *or* ***Two-way bilingual program:*** The goal is to develop strong skills and proficiency in both home language (L1) and English (L2)—for this reason, may also be called ***dual language program***. Includes students from L2 background and students with L1 background. Instruction is in both languages, typically starting with a smaller proportion of instruction in L2, and gradually moving to half of the instruction in each language. Students typically stay in the program throughout elementary school.

***Heritage language program*** *or* ***Indigenous language program:*** The goal is literacy in two languages. Content taught in both languages, by teachers fluent in both languages. Typically targets non-English speakers with weak literacy skills in L1 Known by the name Indigenous Language Program particularly in American Indian educational communities, the program supports endangered languages and serves students with weak or no receptive and productive skills in the language.

***Developmental bilingual program (also known as Late exit transitional program,*** *or* ***Maintenance bilingual education program):*** The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English). Content taught in both languages, with teachers fluent in both languages. These programs may also be called *dual language programs*. Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers. The variations among programs focus on different degrees of literacy in L1, but students generally do continue to receive some degree of support in L1 after the transition to L2 classrooms.

***Transitional bilingual program (also known as Early exit bilingual program*** *or* ***Early exit transitional program):*** The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content. Instruction begins in L1, but rapidly moves to English (L2). Students typically are transitioned into mainstream classrooms with their English-speaking peers as soon as possible.

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| **APPENDIX C: TITLE III-A REQUIREMENTS** |

**Plan of Service**

The district verifies that a current Plan of Service for instructional programs for LEP students is in place and that teachers, researchers, school administrators and, if appropriate, education related community groups were involved in the development of the plan.

NCLB REFERENCE: 3116(b)(5)

The district verifies that the Title III-A Plan of Service and language instructional programs have been based on scientifically based research on teaching LEP children.

NCLB REFERENCE: 3116(d)(3)

**Standards & Assessments**

The district verifies that the district provides language instruction programs linked to the State English language proficiency standards so that all LEP students can meet the annual measurable achievement objectives (section 3122) for making progress in learning English.

NCLB REFERENCE: 3116(b)(3)(A)

The district verifies that the district annually assesses the English proficiency of all LEP children participating in Title III-A programs.

NCLB REFERENCE: 3116(d)(2)

The district verifies the district has ensured that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

NCLB REFERENCE: 3116(d)(4)

**Parent Information & Notification**

*Notification of identification as LEP and program placement:*

The district will inform parents of limited English proficient children identified for participation in a language instruction program not later than 30 days after the start of the school year, or within 2 weeks of placement in a program if the child is identified during the school year, of the following (in an understandable and uniform format and, to the extent practicable, in a language the parent can understand):

* The reasons for the identification and need for placement;
* The child’s level of English proficiency, how it was assessed and the child’s level of academic achievement;
* The method of instruction used in their child’s program and the methods of instruction used in other available programs including how such programs differ;
* How the program selected will meet the education needs of the child;
* How the program will help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation;
* The specific exit requirements of the program; the expected rate of transition from the program into classrooms not tailored for LEP students, and the expected rate of graduation from secondary school for such program (if funds are used in secondary schools);
* How the program meets the IEP objectives of a child with a disability; and
* Information pertaining to parental rights including written guidance explaining the right to have their child removed from the program upon request, the options to decline enrollment or choose another program if available, and assisting parents in choosing from available programs.

NCLB REFERENCE: 3302(a, c & d)

*Notification of failure to meet AMAOs (for Title III-A districts only):*

If a district that receives III-A funds has failed to make progress on the Alaska Annual Measurable Achievement Objectives (AMAOs), the district will, not later than 30 days after such failure occurs, inform parents of LEP children of the district’s AMAO results.

NCLB REFERENCE: 3302(b & c)

**Parent Involvement Outreach**

The district will implement an effective means of outreach to parents of limited English proficient students to inform the parents how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency and meet State academic achievement standards. The district must send notice of and provide opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of LEP students.NCLB REFERENCE: 3302(e)(1-2)

**Nondiscrimination**

Districts shall not admit or exclude any children from Title III-A programs based on a surname or language-minority status.

NCLB REFERENCE: 3302(f)

**Fluency Certification**

Districts shall certify that all teachers in any language instruction educational program funded under Title III-A are fluent in English and any other language used for instruction, including having written and oral communication skills.

NCLB REFERENCE: 3116(c)

**Required use of Funds**

The district shall use Title III-A funds to increase the English proficiency of limited English proficient children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs in increasing —

* English language proficiency; and
* student academic achievement in the core academic subjects

NCLB REFERENCE: 3115(c)(1)

The district shall use Title III-A funds to provide high-quality professional development to teachers (including classroom teachers that are not teaching language instruction education programs) and educational personnel who are involved in the instruction of LEP students.

Professional development shall be:

* designed to improve the instruction and assessment of limited English proficient children;
* designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP students;
* based on scientifically based research demonstrating effectiveness of professional development in increasing children’s English proficiency or the subject matter knowledge, teaching knowledge and teaching skills of such teachers; and
* of sufficient intensity and duration to have a positive and lasting impact on teachers’ performance (not one day or short-term workshops and conferences, unless they are one component of a professional development plan to meet the needs of the individual teacher).

NCLB REFERENCE: 3115(c)(2)

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| EED Logo - HiRes | **Parent Language Questionnaire****(Home Language Survey)** |
|  | School District |
| This form is required by state and federal law. |
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| Identification of students who may have limited proficiency in the English language enables the school to provide appropriate learning programs for the student. Please complete this form and return it to the school office as soon as possible. If you have questions or need help with the form, please contact: |
| Name: |  | Phone: |  | Email: |  |
|  |
|  |
| **Student Name:** |  | **Alaska Student ID #:** |  |
|  | (Last Name, First Name) |  |  |
| **Place of Birth:** |  | **Date of Birth:** |  | **/** |  | **/** |  |
|  |  |  | Month |  | Day |  | Year |
| **School:** |  | **Grade:** |  | **Gender:** | **□** Female **□** Male |

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| Part I: Student Language Background |
| What is the first language learned by the student? | English | Other |  |
|  |  |  | *Specify* |
| What language(s) does the student currently use in the home? | English | Other |  |
|  |  |  | *Specify* |
| Is this student participating in a student exchange program? | Yes | No |  |
| When did the student first attend a school in the United States (if known)? |  | / |  |
| Month |  | Year |
| Part II: Family Language Background (Please complete all columns) |
|  | **Mother/Guardian** | **Father/Guardian** | **Other Significant Adult\*Relationship:** |
| 1. Home community and state
 |  |  |  |
| 1. First language learned
 |  |  |  |
| 1. Language(s) spoken **to the student**
 |  |  |  |
| 1. Language(s) spoken **in the adult’s home**
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| \* Other significant adult could be a grandparent, aunt, uncle, daycare provider, etc. who has contributed to the student’s language development. |

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| Part III: Parent Verification of Language Use (Please check appropriate box) |
|  | **Non-English** | **Mostly Non-English /Some English** | **Both Equally** | **Mostly English/Some Non-English** | **English Only** |
| 1. When speaking with **family**, (s)he speaks:
 |  |  |  |  |  |
| 1. When speaking with **friends**, (s)he speaks:
 |  |  |  |  |  |
| Part IV: Parent/Guardian Signature |
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| Parent/Guardian Signature: |  | Phone Number: |
|  |  |  |
| Printed Name: |  | Date: |

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| EED Logo - HiRes | **Language Observation Checklist****Part A** |
| This form must be completed by English speaking teacher(s) in collaboration withprogram staff familiar with the student. |
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| **Student Name:** |  | **Alaska Student ID #:** |  |
|  | (Last Name, First Name) |  |  |
| **School:** |  | **Grade:** |  | **Language:** |  |
|  |  |  |  |  | (home language other than English) |

Compared to Standard English-speaking students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading or writing?

|  |  |  |
| --- | --- | --- |
| **Characteristics** | **Oral** | **Written** |
|  | Yes | No | Yes | No |
| 1. Uses pronouns, genders correctly
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Uses tenses correctly
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Uses singular & plural forms correctly
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Uses prepositions correctly
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Understands teacher directions
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Uses appropriate sentence structure.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| 1. Uses developmentally appropriate vocabulary.
 | [ ]  | [ ]  | [ ]  | [ ]  |

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| **Reading – Please check one:** | **Comments:** |
| [ ]  Non-reader (not reading) |  |  |  |
| [ ]  Developing reader (reading below grade level) |  |  |  |
| [ ]  Fluent (at or above grade level) |  |  |  |
| **Writing – Please check one:** | **Comments:** |
| [ ]  Non-writer (not writing) |  |  |  |
| [ ]  Developing writer (writing below grade level) |  |  |  |
| [ ]  Fluent (at or above grade level) |  |  |  |
| **Oral – Please check one:** | **Comments:** |
| [ ]  Non-speaker (non-English speaker) |  |  |  |
| [ ]  Developing speaker (speaks below grade level) |  |  |  |
| [ ]  Fluent (at or above grade level) |  |  |  |

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| Date (Month/Day/Year) |  | Printed Name |  | Signature |  | Position |
|  |  |  |  |  |  |  |
|  |  | Printed Name |  | Signature |  | Position |

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| EED Logo - HiRes | **Language Observation Checklist****Part B** |
| This form is only required of schools that provide dual language (immersion) or transitional programs in the student’s home language. |
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**Use this form to identify the student’s listening, speaking, reading & writing skills in the home language.**

**This form should be completed and signed by one of the following (check one):**

[ ]  a. School staff member who is proficient in the student’s home language

[ ]  b. Speaker/Parent of the student’s home language

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|  |  |  |  |
| **Student Name:** |  | **Alaska Student ID #:** |  |
|  | (Last Name, First Name) |  |  |
| **School:** |  | **Grade:** |  | **Language:** |  |
|  |  |  |  |  | (home language other than English) |

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| --- | --- | --- | --- | --- | --- |
|   | **Non-English** | **Mostly Non-English, Some English** | **Both Equally** | **Mostly English, Some Non-English** | **English Only** |
| 1. Language used by student
 | 4 | 3 | 2 | 1 | 0 |
| 1. Language used by the adults in the home.
 | 4 | 3 | 2 | 1 | 0 |
| 1. Circle the numbers to show how the language is used by the student.
 |
| * 1. Prefers to use this language with friends
 | 4 | 3 | 2 | 1 | 0 |
| * 1. Follows simple directions in this language
 | 4 | 3 | 2 | 1 | 0 |
| * 1. Understands most things in this language
 | 4 | 3 | 2 | 1 | 0 |
| * 1. Speaks in this language
 | 4 | 3 | 2 | 1 | 0 |
| * 1. Prefers to use this language in classroom activities
 | 4 | 3 | 2 | 1 | 0 |
| 1. Reading in the home language. Please check one:
 |
| [ ]  Non-reader | [ ]  Developing reader | [ ]  Fluent reader |
|  |  |  |
| 1. Writing in the home language. Please check one:
 |
| [ ]  Non-reader | [ ]  Developing reader | [ ]  Fluent reader |
|  |  |  |

**Interviewer Signature:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Signature of Interviewer |  | Printed Name of Interviewer |  | Date (Month/Day/Year) |