

EL Community of Practice-Session 2 FAQ

The following is a compilation of questions that were asked during session 2 of the EL Community of Practice series. If you have questions beyond those listed here, please reach out to alice.garcia@la.gov.

Question	Answer
Do we have to have our accommodations for EL students 30 calendar days or 30 school days before the testing window opens?	30 calendar days
What kinds of assignments should we give to fairly new students?	Look at their ELPS/ELPT results and the ELPT Performance Level Descriptors to better understand what they should be able to do based on their proficiency levels. Next, try to modify the assignment to meet both their content and language development needs.
What do we do with classes/assessments that can't be modified for new ELs?	All class work and teacher created assessments can be modified to some degree. Those modifications may be as basic as reducing the amount of work or providing extra time.
How do we accommodate ELs when they make-up nearly half of a non-ELA class?	This is a great model for co-teaching, if possible. If not, this might be a good place for a specialist to "push-in" as often as possible. If this is still not applicable, then the EL specialist will want to work more with this content teacher to determine how best to differentiate the work to accommodate the unique needs of the ELs in the class.
A new student enrolls in mid-February. Does the student take both ELPS and ELPT although they will only a few weeks apart?	You have 30 days to complete the screening process. If this can be done logically before the ELPT testing window closes, then yes.
Do ELs have to take the ACT in 11th grade?	Yes, but newly arrived students are eligible for code 81, which would exclude the score from the SPS.
How do high schools find the time to frontload or reteach students when they have only 50 minutes in class?	How is the high school addressing this same issue (particularly re-teaching) with non-ELs? Is there a time for RTI, if so, this is a good

	<p>time to do these things. If not, maybe having an EL study skills or EL elective class for this purpose might be beneficial. Other options include after school tutoring, lunch tutoring or before school tutoring.</p>
<p>How do we code EL dropouts?</p>	<p>There is no special code for EL dropouts.</p>
<p>Can you be selective with a 2-way immersion program? Ex: only teach the ELs, not English speakers to be bilingual</p>	<p>No. To follow a true Two Way Immersion model, you need the 2 populations being immersed in their non-native language. If you want to do another model that teacher the ELs in their native language exclusively, then transitions to English, this is a transitional bilingual program, or another type of ESL/EL program.</p>