

# TENNESSEE STATE BOARD OF EDUCATION

## ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM POLICY

3.207

### POLICY SECTIONS

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#### I. Purpose.

- (1) The English as a Second Language (ESL) Program Policy provides additional details and further defines State Board Rule Chapter 0520-01-19 English as a Second Language Programs, by establishing specific assessment and scoring requirements for the Tennessee Department of Education-adopted English language proficiency assessments.

#### II. English Language Proficiency Screener.

- (1) Non-English language background students shall be screened using the assessments identified in the table below and in accordance with procedures listed in State Board Rule 0520-01-19 English as a Second Language Programs.
- (2) Students who ~~do not~~ attain the ~~necessary cut score~~ qualifying score for entry shall be classified as English learners.
- (3) If a student who has an Individualized Education Program (IEP) is also a non-English language background student, the IEP team may exempt the student from domain(s) that are inaccessible due to the student's disability.

Student Grade Level	Name of Required Screener	Domains Screened	<u>Qualifying Score for Entry</u> <del>Cut Score (i.e., scoring below this point indicates the student qualifies as an English learner)</del>
Kindergarten (first semester)	ELPA21_ <u>Dynamic Screener</u>	Reading Writing Listening Speaking	Below three (3) in any <u>non-exempt assessed</u> domain
Kindergarten (second semester) through Grade 12	ELPA21_ <u>Dynamic Screener</u>	Reading Writing Listening Speaking	Below four (4) in any <u>non-exempt assessed</u> domain

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### III. English Language Proficiency Assessment.

- (1) English learners shall be assessed using the assessment identified in the table below and in accordance with procedures listed in State Board Rules 0520-01-19 English as a Second Language Programs.
- (2) Students who attain the qualifying score for exit ~~required cut score~~ shall be exited from direct or indirect ESL services.
- (3) If a student who has an IEP is also an EL student, the IEP team may exempt the student from domain(s) that are inaccessible due to the student’s disability.
- (4) LEAs and schools may provide tailored services to students in grades 1-12 who score at least a level four (4) in ~~the three (3)~~ domains which shall include ~~of~~ reading, writing, and either listening or speaking.

Student Grade Level	Name of Required Assessment	Domains Assessed	<u>Exit-Cut Score</u> <u>Qualifying Score for Exit</u> <del>(i.e., students must achieve this score to be exited from Direct or Indirect ESL Services)</del>
Kindergarten through Grade 12	ELPA21_ <u>Summative</u>	Reading Writing Listening Speaking	<del>A</del> <u>F</u> <del>score of four (4) or above in all assessed</del> <u>non-exempt</u> domains

### IV. Alternate English Language Proficiency Screener.

- (1) Non-English language background students who are identified ~~in their IEP~~ as requiring alternate assessments shall be screened using the assessment identified in the table below and in accordance with procedures listed in State Board Rule 0520-01-19 English as a Second Language Programs.
- (2) Students who ~~do not~~ attain the ~~necessary cut score~~ qualifying score for entry shall be classified as English learners.
- (3) If a student who has an IEP is also a non-English language background student, the IEP team may exempt the student from domain(s) that are inaccessible due to the student’s disability.

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Student Grade Level	Name of Required Screener	Domains Screened	<u>Qualifying Score for Entry Cut Score</u> <del>(i.e., scoring below this point indicates the student qualifies as an English learner)</del>
Kindergarten through Grade 12	<del>ELPA21</del> <u>Alt ELPA Screener</u>	Receptive modality (combined score for reading and listening domains)  Productive modality (combined score for speaking and writing domains)	Below three (3) in any <del>assessed-non-exempt</del> modality

### V. Alternate English Language Proficiency Assessment.

- (1) English learners who are identified on their IEP as requiring alternate assessments shall be assessed using the assessments identified in the table below and in accordance with procedures listed in State Board Rule 0520-01-19 English as a Second Language Programs.
- (2) If a student who has an IEP is also an EL student, the IEP team may exempt the student from domain(s) that are inaccessible due to the student's disability.
- (3) Students who attain the ~~required cut score~~qualifying score for exit shall be exited from direct or indirect ESL services.

Student Grade Level	Name of Required <del>Screener</del> <u>Assessment</u>	Domains Assessed	<u>Qualifying Score for Exit Cut Score</u> <del>(i.e., students must achieve this score to be exited from Direct or Indirect ESL Services)</del>
Kindergarten through Grade 12	<del>ELPA21</del> <u>Alt ELPA Summative</u>	Receptive modality (combined reading and listening)  Productive modality (combined speaking and writing)	A score of <del>T</del> three (3) or above in all <del>assessed-non-exempt</del> modalities

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### VI. Seal of Biliteracy.

- (1) To qualify for the Seal of Biliteracy as described in State Board Rule 0520-01-03-.06, students who are English learners may demonstrate English proficiency by attaining a score of five (5) on the Reading and Writing domains and a score of four (4) or higher on the Listening and Speaking domains on the ELPA21 Summative.
  
- (2) Students who are English learners who attained a score of 4.5 or higher on the WIDA Access in Tennessee prior to July 1, 2024, may qualify for the Seal of Biliteracy based on that assessment score.