



Urbandale English Language Learner Service Descriptors

	Student ESL Status In Program (PS-1)			Student ESL Status Exited (PS-4)	Student ESL Status Waived (PS-2)
English Language Proficiency Level	Beginning English Speaker/ Emerging <ul style="list-style-type: none"> ● ELPA21 <ul style="list-style-type: none"> ○ Proficiency Levels Mostly 1 & limited 2 	Intermediate English Speaker/ Emerging or Progressing <ul style="list-style-type: none"> ● ELPA21 <ul style="list-style-type: none"> ○ Proficiency Levels Mostly 2 & 3 	Advanced English Speaker/ Progressing <ul style="list-style-type: none"> ● ELPA21 <ul style="list-style-type: none"> ○ Proficiency Levels 3, 4, & 5 	English Language Assessment <ul style="list-style-type: none"> ● ELPA21 <ul style="list-style-type: none"> ○ Proficiency Levels All are a 4 or 5	Beginning to Advanced English Speaker <ul style="list-style-type: none"> ● ELPA21 Proficiency Levels 1-5 (not yet exited)
Instructional Services	May receive /participate in: <ul style="list-style-type: none"> ● Newcomer Program ● Sheltered Instruction ● English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) ● Differentiated General Education Instruction 	May receive /participate in: <ul style="list-style-type: none"> ● Sheltered Instruction ● English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) ● Differentiated General Education Instruction 	May receive /participate in: <ul style="list-style-type: none"> ● English as a Second Language (pullout ESL class, ESL resource, push-in, co-teaching, content area support) ● Differentiated General Education Instruction 	No LIEP. <ul style="list-style-type: none"> ● State exit criteria has been met ● Student is no longer classified as an English Learner ● Student does not take the ELPA21 	May receive /participate in: <ul style="list-style-type: none"> ● Differentiated General Education Instruction NOTE: At this stage there is flexibility for entry into LIEP at anytime.
General Achievement Level	Performance in content areas is below grade level.	Performance in content areas may range in levels.	Performance in content areas may be near or at grade level.	Performance in content areas is at grade level.	Performance in content areas may range in levels.
Accommodations	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments, accommodations in assessment and delivery of instruction are made on an individual basis and must be documented.	Participation in district –wide assessments WITHOUT accommodations except as required by IEP or 504.	Participation in district –wide assessments WITHOUT accommodations except as required by IEP or 504.
Contact Points	2	1	.5 - 1	0	0
Time Allotment Guidelines	Elementary <ul style="list-style-type: none"> ● LIEP, 6+ times per 6 day cycle Secondary <ul style="list-style-type: none"> ● LIEP 2 - 3 times daily 	Elementary <ul style="list-style-type: none"> ● LIEP, 3-6 times per 6 day cycle Secondary <ul style="list-style-type: none"> ● LIEP 1-2 times daily 	Elementary <ul style="list-style-type: none"> ● LIEP, 1-3 times per 6 day cycle Secondary <ul style="list-style-type: none"> ● LIEP 1 times daily – every other day 	Students are monitored for 2 years. Re-entry is possible during the 2 year period if academic success is not maintained due to a language barrier.	None