



ARIZONA DEPARTMENT OF
EDUCATION

EL Forms & Documentation Training

School Year 2023-2024

Key Terminology

Student File vs. EL File

- Documentation for EL students is maintained as **part of** the students' cumulative record
 - Student files *can* include a folder specifically for EL documentation
 - Digital files are acceptable, if they can be printed when required

LEA

- Local Education Agency (e.g., a district or charter)

Required EL Forms - At a Glance

EL Form:	Required For:
Home Language Survey	All students enrolled (EL & Non-EL)
Initial AZELLA Assessment (Rapid Report and/or EL70)	All students with a Primary Home Language Other Than English (PHLOTE) (EL & Non-ELs with an Initial Proficient Score)
Annual AZELLA Reassessment (Report and/or EL70)	All ELs (including Parent Withdrawn)
Parental Notification and Consent Form	All enrolled ELs
Parent Request for Withdrawal from an English Learner Program	Identified ELs when applicable
Notification of Reclassification	When the EL has an overall Proficient score on AZELLA Reassessment
Two-Year Monitoring Form for Fluent English Proficient Students	FEPs when applicable (first two academic years after Reclassification)
Written Individualized Compensatory Plan (WICP)	All ELs & FEPs when applicable
AZELLA Placement Test Referral form: EL to Mainstream	Any student when applicable
AZELLA Placement Test Referral form: Mainstream to EL	Any student when applicable

English Learner (EL) Forms

OELAS developed the following required forms for EL files that may not be modified. If these forms are used in a digital format requiring an electronic signature they adhere to [ADOA Policy](#).

▶ **State-Approved EL Forms (not to be modified)**

▶ **Sample EL Forms**

▶ **Guidance and Resources for EL Forms**

▶ **Form Translation Services**

AZELLA

EL Data

EL Forms

EL Monitoring

ELP Standards

OELAS Conference

Professional Learning

SEI Budget

SEI Endorsement

EL Forms Location

All EL Forms can be found on our website:
<https://www.azed.gov/oelas/forms>

► **State-Approved EL Forms for Student Files (not to be modified)**

Must be used as is without any changes/modifications

► **Sample EL Forms**

Must maintain all original form information/content.
Can be customized with LEA information (e.g. letterhead)

► **Guidance and Resources for EL Forms**

Guidance module with information on all EL forms and current published guidance documents regarding forms

Home Language Survey

Legal Reference:

The primary or home language for all new pupils who enroll in a school district or charter school shall be identified in a manner prescribed by the superintendent of public instruction.

[A.R.S. §15-756(A)]

Home Language Survey (HLS)

- Completed by a parent/guardian during initial enrollment of a student in the LEA/school
- Determines eligibility for AZELLA assessment by identifying a PHLOTE (Primary Home Language Other Than English)



Arizona Department of Education
Office of English Language Acquisition Services

Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. If you need to correct any of your responses, this must be done **before** the student takes the AZELLA Placement Test.

1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

3. What language did the student *first* speak or understand?

Student Name _____	District Student ID _____
Date of Birth _____	SSID _____
Parent/Guardian Signature _____	Date _____
District or Charter _____	
School _____	

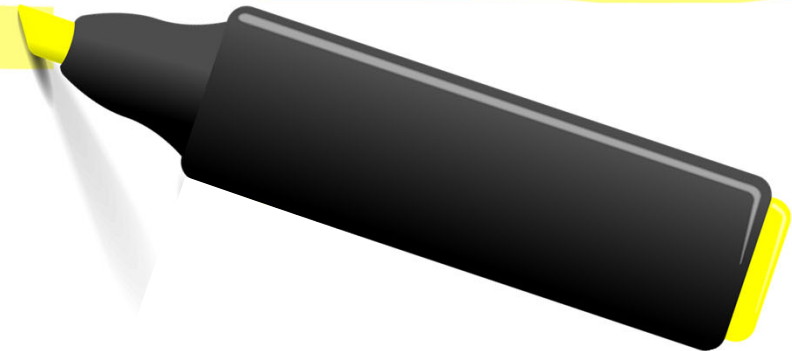
Please provide a copy of the Home Language Survey to the EL Coordinator/Main Contact on site. In AzEDS, please enter all three HLS responses.

These HLS questions are in compliance with Arizona Administrative Code (R7-2-306(B)(1),(2)(a-c)). (Revised 05-2023)

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Home Language Survey

The responses to this Home Language Survey (HLS) are used by the school to provide the most appropriate instructional programs and services for the student. **The answers below will determine if a student will take the Arizona English Language Learner Assessment (AZELLA).** Please respond to each of the three questions as accurately as possible. **If you need to correct any of your responses, this must be done before the student takes the AZELLA Placement Test.**



Step 1: Parent

1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

3. What language did the student *first* speak or understand?

Student Name _____ District Student ID _____

Date of Birth _____ SSID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Step 2: LEA

1. What language do people speak in the home *most* of the time?

2. What language does the student speak *most* of the time?

3. What language did the student *first* speak or understand?

Student Name _____

District Student ID _____

Date of Birth _____

SSID _____

Parent/Guardian Signature _____ Date _____

District or Charter _____

School _____

Preschool Guidance

- Please note that the Office of English Language Acquisition Services (OELAS) does not monitor preschools
- We do not currently have a state language assessment for preschool students
- Preschools may be using the Home Language Survey as a requirement of a grant
- If a student has two Home Language Surveys in their cumulative file (preschool and Kindergarten), utilize the HLS completed at the start of Kindergarten to determine the need to assess the student with the AZELLA

- **Completed only once**
- **Must contain legal signature & date**
- **All fields need to be completed (including SSID)**
- **Corrections to responses must be completed before the AZELLA is administered**
- **A copy must be included in all student files**

Home Language Survey

Required Components

- **Annual training for registrars**
 - Parent support
 - Checking for completion
 - Ensuring SSID is present/correct
- **Internal audits to ensure a hard copy is in each file (ELs and non-ELs) and to eliminate duplicate forms**

Home Language Survey

Considerations

EL Assessment (AZELLA)

Legal Reference:

The English language proficiency of all pupils with a primary or home language other than English shall be assessed through the administration of English language proficiency assessments in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756(B) and R7-2-306(C)(3)]

Local educational agencies, “are to create and implement standardized, statewide entrance and exit procedures” for ELs, “including an assurance that all students who may be [ELs] are assessed for such status within 30 days of enrollment in a school in the State” and within two weeks of enrollment after the start of the school year. [ESEA section 3113(b)(2)]

EL Assessment Data

AZELLA Student Reports

Two copies of the student AZELLA report will be provided each time an EL student takes a placement or reassessment AZELLA.

- One copy of all AZELLA reports are placed in the EL student's file to document AZELLA test history
- The other copy should be provided to parents

Sample AZELLA Report

<div style="border: 2px solid blue; padding: 5px; display: inline-block;"> Student Report </div>	<div style="display: flex; justify-content: space-between; align-items: center;"> <div> AZELLA Arizona English Language Learner Assessment Placement </div> <div style="text-align: right;"> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> Superintendent of Public Instruction Reporting Date: 99/99/9999 (Cycle 07) </div>																																							
How did FIRSTNA perform on the English Language Learner Assessment?																																								
<p>OVERALL PROFICIENCY LEVEL</p> <p><input type="checkbox"/> Proficient students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.</p> <p><input type="checkbox"/> Intermediate students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.</p> <div style="border: 2px solid red; padding: 5px; margin: 5px 0;"> <p><input checked="" type="checkbox"/> Basic students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text read aloud. These students have minimal ability to independently decode and comprehend text. They have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.</p> </div> <p><input type="checkbox"/> Pre-Emergent / Emergent students have an extremely limited and inconsistent understanding of social and academic English. With instructional/ environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.</p>	<p>Student: LASTNAME, FIRSTNA</p> <p>SAIS ID#: 12345678</p> <p>Birth Date: 99/99/9999</p> <p>Test Date: 99/99/9999</p> <p>Grade: 99</p> <p>Dist-Sch #: 999999 - 999999</p> <p>School Name: Sample Elementary School</p> <p>District Name: Sample Unified School</p>																																							
Score Report																																								
<small>*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.</small>																																								
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EL Assessment Data

EL70 Report

- An EL70 report should be pulled to check for current AZELLA history
- If the EL70 shows an AZELLA history, place a copy in the EL student's file

Sample EL70 Report

Fiscal Year:

EL70 — AZELLA Student Test History Report

Report Date:

School Year:

Last Refresh Date:

Student Demographics

SSID	Last Name	First Name	Middle Name	DOB	Enrolled Grade	Home Language Survey	Gender
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An AZELLA Assessment History and/or EL Program Transactions **supersedes**, or takes the place of, a Home Language Survey with only English and American Sign Language(ASL) responses.

Assessment History

Date	AZELLA Test ¹	Tested Grade ²	Overall Proficiency Level ³	Eligibility Status	District Name	District Entity ID	School Name	School Entity ID
01/11	P	6	Intermediate	Eligible for EL Services				

Assessment Details

Date	Kindergarten Placement Test		Total Combined		Reading		Writing		Listening		Speaking		Oral	
	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵	SS ⁴	Proficiency ⁵
01/11			2480	I	237	I	243	I	260	P	244	I	251	P

Most Recent EL Program Transactions

Date	EL Program	Description
01/11		

Parent Notification and Consent

Legal Reference:

Each local educational agency using federal funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program. [ESEA section 1112(e)(3)(A)]

For those children who have not been identified as English learners prior to the beginning of the school year, but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program. [ESEA section 1112(e)(3)(B)]

Parental Notification and Consent Form (PNC)

- Used to notify parents their student has qualified for EL services and will be placed in an EL program
- Informs parents of the EL program and who is providing services
- Informs parents of their right to refuse services



Arizona Department of Education Office of English Language Acquisition Services

20__ - 20__ Parental Notification and Consent Form For Student Placement in an English Learner Program

To the Parent/Guardian of _____
Last Name First Name M.I.

SSID District Student ID School Grade

The English language proficiency of your student has been measured using the Arizona English Language Learner Assessment (AZELLA). The results of this assessment show that your student achieved an overall proficiency level of less than proficient, and therefore, qualifies for placement in an English learner program.

English learner (EL) programs adjust instruction to the student's strengths and needs. Instructional strategies, practices, and methods to help each student learn English and meet age-appropriate academic standards are based upon scientific research. The expectations set for ELs are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as mainstream students. The teachers of special education ELs will meet with the special education personnel to ensure that the objectives of the Individualized Education Program (IEP) are incorporated into classroom instruction.

The status of your student's academic achievement is: (check one, if applicable)
_____ below grade level _____ at grade level _____ above grade level

Student's Overall Proficiency Level on the _____ (Preliminary) Placement Test or _____ Spring Reassessment (check one) is:
_____ Pre-Emergent/Emergent _____ Basic _____ Basic/Intermediate _____ Intermediate

Your student has been placed into the following English learner program (see the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753):

_____ Structured English Immersion (SEI) Pull-Out Model
_____ Structured English Immersion (SEI) Two-Hour Model
_____ Structured English Immersion (SEI) Newcomer Model
_____ Bilingual with Waiver 1, 2, or 3 (Bilingual Parental Waiver Request Application is required)

For a student to be considered proficient on the AZELLA, he/she must obtain the minimum total proficiency scale score as set by the Arizona Department of Education and perform at the intermediate level or above on each of the four domains.

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher Date

Signature of Parent/Guardian Date

The Parental Notification and Consent Form must be provided no later than 30 calendar days after the beginning of each school year or within the first two weeks of placement in an EL program for students who enroll after the start of the school year. ESSA § 1112(e)(3)(A)(B) This form should be placed in the student's cumulative folder. (Revised 07-2023)

- **Completed annually within 30 calendar days of the first day of school or 2 weeks for students who enroll thereafter**
- **All fields must be completed:**
 - ✓ **Academic achievement**
 - ✓ **Proficiency Level**
 - ✓ **Mark the correct SEI Model**
 - ✓ **Teacher signs and dates prior to form being sent home**
 - ✓ **Parent signs and dates on the LEA documents 3 attempts**
- **Attach Program Description**

Parental Notification and Consent Form

Required Components

- **Procedure to ensure the form is completed** correctly, in its entirety, and signed by the teacher prior to being sent home to the parent
- **Procedure for documenting 3 attempts**
 - Annotate (notes, stamp, label) on the original form
 - First attempt must be sent home within the required timeframe; additional attempts must be within a reasonable timeframe
 - Additional attempts can be meetings, calls, emails, etc.

Parental Notification and Consent Form

Considerations

Bilingual Parental Waiver Request Application

Legal Reference:

Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available. [ESEA section 1112(e)(3)(A) (vii)]

Bilingual Parental Waiver Request Application

Used by parents to request an alternative to English Language Education as specified in A.R.S. 15-753.



Arizona Department of Education Office of English Language Acquisition Services

Bilingual Parental Waiver Request Application

This application is used by parents to request an alternative to English Language Education as specified in A.R.S. §15-753. Parent/Guardian of an English learner must complete this application annually per A.R.S. §15-752.

District Name	School Name	SSID
Parent/Guardian Last Name	First Name	
Student's Last Name	First Name	Middle Initial
Address		
City	State Arizona	Zip Code
Native Language of Student	School year for which the waiver is requested	Grade

- I have personally visited my child's school.
- I have been provided with a full description of the educational materials to be used in the different educational program choices and all the educational opportunities available to my child.
- I am applying for a waiver to remove my child from an English language or Structured English Immersion classroom placement.

Reason for waiver request (to be verified by school district): The student has met at least one (1) of the three (3) circumstances for which a parental exception waiver may be applied (A.R.S. §15-753).

At least one of the following circumstances must be checked:

- ☐ **Waiver 1** (A.R.S. §15-753B.1) **My child already knows English:** the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower; or,
- ☐ **Waiver 2** (A.R.S. §15-753B.2) **My child is 10 years or older:** it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills as documented by the analysis of individual student needs; or,
- ☐ **Waiver 3** (A.R.S. §15-753B.3) **My child has special individual needs:** the child already has been placed for a period of not less than thirty calendar days during this school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the student's lack of English proficiency, that an alternate course of educational study would be better suited to the student's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

I understand that I must apply for this waiver on an annual basis.

Signature of Parent/Guardian _____ Date _____

Signature of School Principal _____ Date _____

Signature of Superintendent (Required Only for Waiver 3) _____ Date _____

<input type="checkbox"/> Application Granted
<input type="checkbox"/> Application Rejected

The signed and completed application with test results or basis for determination shall be kept on file by the LEA. (Revised 05-2023)

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- **Completed annually, in entirety, by a parent/guardian**
- **Parent/guardian marks the qualifying waiver**
- **All signatures and dates required; principal marks “granted” or “rejected”**
- **Evidence attached**
- **Kept in EL and/or cumulative file**

Bilingual Parental Waiver Request Application

Requirements

- **Procedure for determination of eligibility**
- **Plan in place for EL students who do not qualify**

Note that a Parent Request for Withdrawal form is not an option for placing ELs in a bilingual program.

Bilingual Parental Waiver Request Application

Considerations

Parent Request for Withdrawal

Legal Reference:

Parents of a limited English proficient student have the right to information pertaining to parental rights that includes written guidance (I) detailing the right that parents have to have their child immediately removed from such program upon their request; and (II) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available. [ESEA section 1112(e)(3)(A) (vii)]

Your student has been placed into the following English learner program (see the attached LEA program description as defined by A.R.S. § 15-751 through § 15-753):

- _____ Structured English Immersion (SEI) Pull-Out Model
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For a student to be considered proficient on the AZELLA, he/she must obtain the minimum total proficiency scale score as set by the Arizona Department of Education **and** perform at the intermediate level or above on each of the four domains.

Parents have the right to decline their student's placement in an EL program or to have their student withdrawn from an EL program at any time after a consultation. If you would like more information about instruction, the various programs, or need assistance in selecting a program, please contact your student's school administrator.

Signature of Classroom Teacher/Language Arts Teacher

Date

Parent Request for Student Withdrawal (PW)

Used to document students who have been withdrawn from EL services due to parent/guardian request.



Arizona Department of Education Office of English Language Acquisition Services

Parent Request for Student Withdrawal from an English Learner Program

Student Name _____
Last Name First Name M.I.

SSID District Student ID School Grade

As the parent/guardian of the student named above, I am exercising my right to request that my student be removed from his/her designated English learner program (Structured English Immersion or Bilingual with Waiver). I have discussed any alternative educational options with my student's teacher and/or principal, and I am requesting that the student be placed in a mainstream, non-English learner classroom. It is my belief that this course of instruction is better suited for my student's needs and therefore, I consent to a mainstream classroom placement. While I have withdrawn my student from English learner services, I understand that his/her progress in English language acquisition will continue to be monitored and assessed with the Arizona English Language Learner Assessment (AZELLA) until an Overall Proficiency Level of "Proficient" is attained.

Signature of Parent/Guardian _____ Date _____

ESSA § 1112(e)(3)(A)

FOR OFFICE USE ONLY

Current Arizona English Language Learner Assessment (AZELLA) Proficiency Levels:

Reading _____ Writing _____ Listening _____

Speaking _____ Total Proficiency Scale Score _____

By signing, I acknowledge that I have discussed the alternative educational options with the parent/guardian, and I agree to place the student according to the parent/guardian's wishes.

Signature of Principal _____ Date _____

This form should be placed in the student's cumulative folder. (Revised 07-2023)

- **A parent/guardian must initiate a request for withdrawal from an EL program** *(if not, this could be an issue with the Office of Civil Rights)*
- **The parent/guardian and the EL student's teacher and/or principal must discuss educational options for the student prior to signing the form**
- **EL students withdrawn by parent/guardian request must continue to take the annual AZELLA reassessment until they achieve an Overall Proficient level**
- **The school is still obligated to provide academic and language supports**
- **Parents may opt back in to EL services for their student at any time**

Parent Request for Student Withdrawal from EL Services

Requirements

What if a PW student moves?

If the EL student

- moves from elementary to secondary
- moves to a school implementing a different EL program
- moves to a new LEA

...a consultation **must** occur to inform the parent and allow for them to make an informed decision. If the parent decides to continue withdrawal from EL services, a new PW form must be completed and filed to document the consultation and decision.

Notice of Reclassification

Legal Reference:

Local educational agencies in the State will provide for an annual assessment of English proficiency of all English learners. [ESEA section 1111 (2)(G)(i)]

The process of reassessment of English language learners for the purpose of determining English language proficiency shall be conducted at least annually at the end of each school year in a manner prescribed by the superintendent of public instruction. [A.R.S. §15-756.05(A)]

A pupil who scores at or above the test publisher's designated score for English proficiency shall be considered English proficient. The pupil shall no longer be classified as an English language learner and shall be reclassified as English proficient. [A.R.S. §15-756.05(B)]

LEAs shall notify the parents or legal guardians in writing that their child has been reclassified as FEP when the student meets the criteria for such reclassification. [R7-2-306(G)(5)]

Notice of Reclassification

Used to inform parents their student has obtained an overall score of proficient on the AZELLA.



Arizona Department of Education
Office of English Language Acquisition Services

Notification of Reclassification

Dear Parent/Guardian:

(Student Name) _____

was reassessed with the Arizona English Language Learner Assessment (AZELLA) on

(Date) _____

He/She has obtained an "Overall Proficiency Level of Proficient" on the AZELLA. This means that he/she no longer needs EL program services. While your child has attained fluent English proficient status, his/her academic progress will be monitored for the next two years.

If you have any questions or concerns, please contact:

District/School Representative @ Phone

EL Coordinator / Assessment Administrator Signature

Date

Copy: Student's cumulative file. (Revised 05-2023)

SAMPLE OELAS FORM

- **Completed by the EL Coordinator or Assessment Administrator**
- **Does not require a parent/guardian signature**
- **Sent/mailed at the end of the school year when proficiency was obtained or the beginning of the following school year**
- **Maintain a copy of the letter in the student's cumulative and/or EL file**

Notice of Reclassification

Requirements

Two-year Monitoring of Fluent English Proficient Students

Legal Reference:

The LEA shall monitor exited students based on criteria provided in this Section during each of the two years after being reclassified as FEP to determine whether these students are performing satisfactorily in achieving the Arizona Academic Standards adopted by the Board. Such students will be monitored in reading, writing and mathematics skills and mastery of academic content areas, including science and social studies. [R7-2-306(I)(1)]

Two-Year Monitoring Form for Fluent English (FEP) Students

- Used to monitor FEP students' academic progress in reading, writing, mathematics skills and academic content areas, including science and social studies for two academic years following proficiency



Arizona Department of Education
Office of English Language Acquisition Services

Two-Year Monitoring Form for Fluent English Proficient Students

Student Name _____

SSID Number _____

Date Reclassified _____

Assessment data used to monitor progress of Fluent English Proficient (FEP) students

		Year 1		Year 2	
	Test Name	Test Date	Test Score	Test Date	Test Score
State-wide					
District-wide, School-wide					
		Year 1		Year 2	
Other criteria used for monitoring the FEP student. Classroom teacher comments.					

Student is eligible for Compensatory Instruction _____ Year 1 _____ Year 2

Signature - Year 1 _____ Date _____

Monitor's Signature - Year 2 _____ Date _____

(Revised 05-2023)

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SAMPLE OELAS FORM

- Documentation *begins the school year after* the year the student was reclassified as FEP
- Must be completed by the end of the first and second school years following the reclassification year
- Must be signed and dated by the monitor
- Includes data that demonstrates academic achievement

Two-Year Monitoring Form

Requirements

- Include a variety of formative and classroom assessment in addition to summative assessments
- Ensure the person/people completing the form have the greatest knowledge of student data and performance records

Two-Year Monitoring Form

Considerations

Written Individual Compensatory Plan

Legal Reference:

ELs who are not progressing toward achieving proficiency of the Arizona Academic Standards adopted by the Board, as evidenced by the failure to improve scores on the statewide assessment, shall be provided compensatory instruction to assist them in achieving those Arizona Academic Standards. A WICP describing the compensatory instruction provided shall be kept in the student's academic file.

[R7-2-306(E)(4)]

Written Individualized Compensatory Plan (WICP)

A WICP is required for all ELs
and FEP students participating in
a compensatory instruction
program that takes place outside
of the regular school hours

SAMPLE OELAS FORM

ELL Compensatory Instruction for English Language Development Written Individualized Compensatory Plan (WICP)

Student Name (Last, First): _____ Date: _____

School: _____ School Year: _____

Grade: _____ SSID Number: _____ Primary Home Language: _____

Student's overall AZELLA proficiency level upon entry into compensatory instruction program: (circle one)

Pre-Emergent Emergent Basic Intermediate Proficient

Teacher(s) providing compensatory instruction: _____

Types of Compensatory Instruction to be provided to this EL or recent FEP student and related dates:

Extended day classes	_____	Date started: _____	Date ended: _____
Summer school	_____	Date started: _____	Date ended: _____
Intersession	_____	Date started: _____	Date ended: _____
Individual instruction	_____	Date started: _____	Date ended: _____
Small group instruction	_____	Date started: _____	Date ended: _____
Other programs	_____	Date started: _____	Date ended: _____

Measurable annual goal(s): _____

Instructional objectives targeted to improve English proficiency:

1. _____
2. _____
3. _____

Assessments used in Compensatory Instruction program to measure progress:

1. _____
2. _____
3. _____

Teacher providing Compensatory Instruction _____ Date _____

Parent _____ Date _____ Principal _____ Date _____

Note: A WICP form is required for each student participating in a Compensatory Instruction Program. This form must be kept in the student's cumulative file. (R7-2-306(F)(4))

- **Signed and dated by the teacher, parent/guardian, and principal**
- **All fields must be completed**

WICP Form

Requirements

- Have parents annotate and sign when they choose **not** to have their student attend
- File completed forms for students who did **not** attend to document LEA efforts to provide additional support

WICP Form

Considerations

AZELLA Placement Test Referrals

AZELLA Forms and Reports

- ▶ AZELLA Test Security Agreement Forms
- ▶ AZELLA Test Security/Test Admin Incident Reports
- ▶ AZELLA EL Reports
- ▶ AZELLA Test Administration Observation Forms
- ▶ AZELLA Student Testing Logs
- ▶ AZELLA Student Data File (SDF) Layouts for Student Information Systems
- ▶ Other AZELLA Test Administration Forms
- ▶ AZELLA Test Referral Forms

AZELLA Test Referral Forms Location

The following forms are on AZELLA's DTC website:
<https://www.azed.gov/assessment/azella-dtcs>

AZELLA Placement Test Referral Form – English Learner Status Undetermined or Missed Prior Reassessment Test

- Should be used for an English learner (EL) student whose most recent AZELLA test was administered during the prior Fiscal Year and has an Eligibility Status of EL Status Undetermined or the student was scheduled to be administered the Spring 2022 Reassessment Test but was unable to be tested
- Must be appropriately signed & dated



ASSESSMENTS

AZELLA Placement Test Referral Form English Learner Status Undetermined or Missed Prior Year Reassessment Test

This form should be used for an English learner (EL) student whose most recent AZELLA test was administered during the prior Fiscal Year and has an Eligibility Status of **EL Status Undetermined** or the student was **scheduled to be administered the Spring 2023 Reassessment Test but was unable to be tested**. A new AZELLA Placement Test must be re-administered within the **first two calendar weeks** of the student's 2023-2024 school enrollment date to determine if this student is Eligible for EL Services. Parental permission/notification before re-administering the AZELLA Placement Test in this circumstance is **not** required.

A Kindergarten student repeating Kindergarten MAY NOT be administered the KPT again. The student's last completed AZELLA test record must be used for EL Services Eligibility for the current school year. If this Kindergarten student does not have any AZELLA records, please contact ADE's Assessment AZELLA Team at AZELLA@azed.gov.

Date _____ Student's Name _____

SSID _____ Current Grade _____

District _____ School _____

☐ Undetermined AZELLA Test Date _____ OR

☐ Was scheduled to complete the SPR2023 Reassessment Test but was not administered the Reassessment Test

New AZELLA Placement Test Results:

Test Date _____

Overall Proficiency Level:

☐ Pre-Emergent/Emergent ☐ Basic ☐ Intermediate ☐ Proficient

Classroom Placement: ☐ Mainstream ☐ SEI ☐ DLI ☐ Bilingual with Waiver

If the student attained an Overall Proficiency Level of **Proficient** on this new AZELLA Placement Test, the student shall be Reclassified Fluent English Proficient (RFEP) and transferred to a mainstream classroom at the first appropriate opportunity. This exit from EL services must be entered into your Student Information System and synchronized with AzEDS.

Signature of AZELLA District Test Coordinator _____ Date _____

For questions regarding this form, please contact the AZELLA Team at the Arizona Department of Education. AZELLA@azed.gov. This referral form must be made available to ADE upon request.

Place this completed form in the student's cumulative file.

Moving from EL Services to Mainstream

- Required for administering a mid-year AZELLA assessment
- Intention for demonstrating proficiency and moving an EL into a mainstream classroom
- Must be appropriately signed & dated

**See form for specific details*



ASSESSMENTS

AZELLA Placement Test Referral Form Moving from EL Program Services to Mainstream – Start of School Year

This form should be used for a student (Grades 1–12 current enrollment) whose most recent AZELLA test was administered during the prior school year, has an Overall Proficiency Level of Intermediate, and qualifies for re-administration of the AZELLA Placement Test with the **intention of demonstrating proficiency** and moving into a mainstream classroom at the Start of the School Year. Parental permission/notification before administering the AZELLA Placement Test in this circumstance is **not** required.

This referral form must be sent to the Arizona Department of Education's **Assessments AZELLA Team** at AZELLA@azed.gov within the first two calendar weeks from the student's school enrollment date. If approved by ADE, the student must be administered the AZELLA Placement Test within one calendar week from ADE's approval date.

A student who is enrolled in EL Program Services as a Parent Withdrawn EL is **Not Eligible** for this retesting opportunity because the student is already placed in a mainstream classroom.

Date _____ SSID _____ Current Grade _____
District _____ School _____

Start of the School Year AZELLA Placement Testing

The re-administration of a new AZELLA Placement Test at the start of the school year must occur no later than two (2) calendar weeks from the student's school enrollment date for the current school year. The student should have performed comparably to his/her English-only peers during a summer school language arts/reading course/class.

☐ Student performed comparably to English-only peers for the summer school language arts/reading course/class.

Summer School Course/Class _____

Teacher _____ Date(s) of Course/Class _____

Student's Most Recent AZELLA Test Record Results from the Prior School Year

Test Date _____ (must be the most recent AZELLA test record dated from the prior school year)

Overall Proficiency Level (OPL) must be **Intermediate**.

The **proficiency levels** for the domains listed below must be either Intermediate or Proficient and the **scaled scores must be 247 and higher**.

Reading:	Writing:	Listening:	Speaking:
<input type="checkbox"/> Intermediate	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Intermediate
<input type="checkbox"/> Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Proficient	<input type="checkbox"/> Proficient
Scaled Score _____	Scaled Score _____	Scaled Score _____	Scaled Score _____

Moving from Mainstream to EL Services

- Used when student is being referred for AZELLA testing outside of the annual reassessment window
- Required for teacher referrals
- Must be appropriately signed & dated
- Referrals for students in Special Education must also be signed by the Special Education teacher

**See form for specific details*



ASSESSMENTS

AZELLA Placement Test Referral Form Moving from Mainstream to EL Program Services

This form should be used for a Grade 1–12 student whose current academic placement is in a mainstream classroom and *Not Eligible for EL Program Services*. The student being referred for EL Program Services has never been tested with an AZELLA Test due to an all-English or American Sign Language (ASL) Home Language Survey, or the student has already demonstrated an Overall Proficiency Level of Proficient on an AZELLA Test, or the student was previously enrolled in EL Program Services and Withdrawn due to SPED Criteria by the student's IEP Team during Fiscal Year 2019 and earlier.

A parent conference and permission to administer an AZELLA Placement Test **is required**. If the parent(s) agree to their student being administered an AZELLA Placement Test, they **must also agree** to their student being placed into EL Program Services, SEI or DLI, if their student scores an Overall Proficiency Level of less than Proficient. The *Parent Request for Student Withdrawal from an English Learner Program* is not appropriate.

Date _____ Student's Name _____
SSID _____ Current Grade _____
District _____ School _____
Parent Conference Date _____

Check one:

- ☐ Student has all English or ASL responses (no other languages listed) on the Home Language Survey.
- ☐ Student was Reclassified Fluent English Proficient with his/her most recent AZELLA Test dated _____.
- ☐ Student was Withdrawn due to SPED Criteria on _____.

Provide evidence that the student is having difficulties in the classroom based on a lack of English language proficiency that cannot be adequately addressed with appropriate differentiated instruction in a mainstream classroom and/or other language support such as tutoring, before/after school compensatory instruction, etc. Such evidence should include **assessment information demonstrating** performance below the student's English-only peers **using** classroom, school-wide, district-wide, and state-wide English Language Arts (ELA) and Reading tests, and/or documentation of interrupted schooling. For FEP students who are currently within their required 2 years of monitoring, the student's 2-year monitoring form must be attached to this referral.

Prior School Year Statewide Results: ELA _____ Reading _____

Prior School Year (for start of school year) or Current School Year (if after the first quarter grades):

End-of-year Student's School Report Card Grades: ELA _____ Reading _____

End-of-year (last quarter) District ELA and Reading assessment data:

Date: _____ Result: _____ District ELA Test _____

Date: _____ Result: _____ District Reading Test _____

Internal File Review



OELAS recommends that LEAs regularly conduct internal checks to ensure student files are complete and meet the requirements of Federal and State laws.



Ensure proper record-keeping.

Keep the signed copy OR the original with documentation of three attempts in the EL file.

Digital files are accepted, if they can be accessed easily when requested.

All ADOA requirements for electronic signatures must be met.





Ensure proper record-keeping.

According to the AZ State Library, Archives and Public Records, EL records fall under **All Other Non-Permanent Student Records**, with a retention period of **4 years** after year of last attendance.

21206	Student Records: Non-permanent, All Other	4 Years	After fiscal year of last attendance.
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For additional assistance on required documents for EL files or other EL programming needs, please visit our website at <https://www.azed.gov/oelas> or reach out to an OELAS Specialist:

602-542-0753

OELAS@azed.gov