



Provisional K-12 English Learner Identification Procedure During Periods of Extended School Closure

The following procedure provides a means of provisionally identifying English learners (ELs) when continuity of education services are being provided virtually and face-to-face screening is not possible due to extended school closures.

This process may not replace the formal identification process when face-to-face screening is possible. A formal screening must be conducted as soon as possible once school resumes for any student who has been given a provisional status. No part of the formal process already completed must be repeated once school resumes.

Provisional Procedure

☐ **STEP 1: Review the Home Language Survey (HLS).**

If the HLS indicates a language other than English for **any** question, **proceed to STEP 2**.

If the HLS indicates a language other than English **for all questions**, the family interview is optional, and you may **skip to STEP 4**.

NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.

☐ **STEP 2: Conduct a family interview to determine if the student is potentially an English Learner (EL).**

See Appendix A: Family Interview Survey. Use an interpreter if necessary.

Based on the answers to the family interview questions, determine if the second language exposure/use is significant or superficial in nature. If the student's development of English may have been impacted by exposure to another language in any way, **proceed to STEP 3**.

☐ **STEP 3: If the student has an Individualized Education Plan (IEP) or is suspected of having a disability (e.g. the parent states that the student has a disability), see Appendix B before proceeding.**

☐ **STEP 4: Conduct a review of the student's academic records from previous schooling if available.**

Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples.

If the academic records are not available or they do not contain robust evidence of English proficiency, **proceed to STEP 5**.

A student who has an overall composite proficiency level ACCESS score from the previous school year that does not meet or exceed the threshold for reclassification does not need to be re-screened. In this case, **skip to STEP 6**.

If a student has an overall composite proficiency level ACCESS score from the previous school year that meets or exceeds the threshold for reclassification, then the student may be reclassified based on the state reclassification procedure.

- **STEP 5: Conduct a virtual meeting with the student (phone, Skype, Zoom, etc.) and complete the Interacting, Listening, Speaking, and Reading Inventory rubrics and Writing Rubric.**

Interacting, Listening, Speaking, and Reading (See Appendix C and D.)

The interview should consist of questions at varying levels of difficulty that are meant to elicit interaction between the interviewer and the student that will make it possible to determine the student's ability in listening, speaking, and interacting.

Below are *examples* of questions at various levels of difficulty. Interviewers should tailor the interaction as necessary based on the age and apparent proficiency of the student.

- Start with questions at low levels of difficulty and progress in difficulty from there.
 - Examples of low level questions: "What is your name?" "How old are you?," "Where are you from?," "Tell me about your family.," "What do you like to do?"
 - Examples of moderate level questions: "What do you like at school?," "What kinds of food do you like?," "Tell me about your favorite (sports team, video game, toy, or hobby).," "What would you like to do when you graduate from high school/grow up?"
 - Examples high level questions: "What is your favorite subject in school and why?," "Let's pretend that I am a friend. Tell me why I should like your favorite (sports team, video game, toy, or hobby).," "Describe your favorite teacher/friend/family member for me." "Describe a job that you think is useful for society and why."
- Stop at the level where student has difficulty responding.
- If the student has difficulty responding at a particular level, then ask a question or two from a previous level to end on a positive note.

Next, assign the student a short book or passage written in English. The book/passage should be made available electronically and be appropriate for the developmental level (age) of the student. Using the information gathered from the student interview, the passage should also be within the range of apparent English proficiency of the student. In other words, if a student appears to be in the beginning levels of English proficiency based on the interview (levels 1-2), then a reading passage at or near that proficiency level should be assigned so that the student can complete writing prompts about it. The same is true for middle and high English proficiency levels.

Ask the student to read the passage and complete the reading portion of the rubric. If the student is unable to read the passage at all, then switch to an easier passage or end the reading portion of the interview.

Writing (*student may complete on their own*) (See Appendix E)

Next, ask the student to respond in writing to some prompts about the book/passage that you assigned them. If the student was unable to complete the reading portion of the interview, then use prompts that are not tied to the passage in order to illicit a writing response. Begin with a simple prompt and increase in complexity. Below are some examples to demonstrate the kinds of questions that may be asked and the increase in complexity, but the interviewer is free to choose different questions as the situation dictates.

1. Who is the main character(s) in this reading?
2. What is this reading about?
3. What did you like or dislike about the reading?
4. If you could be one of the characters in this book, which one would you be and why?
5. Would you recommend this reading to a friend? Why or why not?

You may allow the student to complete this portion of the evaluation on their own and submit it by e-mail the same or next day. When the student submits the responses, use the writing rubrics in Appendix E to determine the level. For young students (K-1), this step is optional. However, if the district chooses to complete it, it may be necessary to conduct the writing evaluations live (Skype, Zoom, etc.) rather than assigning the work.

Review all of the ratings from listening, speaking, interacting, reading, and writing to determine an overall level. The reviewer must exercise some judgement in making an overall determination based on the interview and writing sample.

Generally, a student who appears to have overall proficiency at a “High Level” (has “High” scores for most or all domains) is not likely to qualify for EL status and should not be provisionally identified as an EL.

If a student has “Mid” or “Low” scores in all, many, or even one or two domains, then serious consideration should be given to identifying the student provisionally as an EL unless other compelling evidence suggests that the student is proficient in English.

The interviewer should consider:

- Under-identification: students who are not English proficient but *seem* to be (false positives). In this case, set the bar high.
- Over-identification: students who are English proficient but don’t *seem* to be (false negatives). In this case, do not set the bar high.

Regardless of whether a student is provisionally identified as an EL or not, the formal identification process must be completed once school resumes and face-to-face screening is possible. This includes students who were not provisionally identified.

The district MUST ensure that students who are given a provisional status assignment (identified as EL or non-EL) be tracked by some means (e.g. a special

code in the local student information system) so that once school resumes, they can be screened according to the full procedure.

If a student is unable to complete the interview process (e.g. because of a disability or refusal), the determination of EL status must be made based on the remaining available evidence gathered from the HLS, family interview, and academic records review.

If reasonable evidence of English proficiency cannot be established based on those sources along with the incomplete screener results, if any, the student should be provisionally identified as an EL until screening can be completed.

In the event that a teacher cannot distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubrics, the extension rubric in Appendix D can be used to assist.

- ☐ **STEP 6: Determine the most appropriate academic placement and supports based on the student's English language proficiency information and the district's chosen method of instructional delivery.**

The language needs of ELs **MUST** be met in a virtual environment.

If the student has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement and supports.

- ☐ **STEP 7: Provide the parent with a detailed description of the academic placement and supports that will be made available. Information should be shared in a language the parent understands.**
- ☐ **STEP 8: Notify the receiving teachers of student's identification and placement.**
- ☐ **STEP 9: Initiate an active service record in the district student information system (SIS).**
- ☐ **STEP 10: Schedule the student based on program placement and English language proficiency.**

The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. *This includes general education teachers.*

- ☐ **STEP 11: The procedure is complete. Attach the HLS to this form along with the completed rubric and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.**

- **STEP 12: Upon school re-opening, complete a formal screening for all students who were provisionally screened during the extended school closure regardless whether they were identified.**

Appendix A: Family Interview Survey

The following survey must be conducted by district-trained enrollment personnel. The survey may not be mailed to or completed by a student, parent or guardian. Review of the family interview must be conducted by an ESL professional.

Name of Person Being Interviewed:

Date:

Phone:

Name of Student:

SASID:

Students Date of Birth (DOB):

Age:

Student's Date of Entry to the U.S. (if born in the U.S., then same as DOB):

Caregivers' Primary Country of Education:

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
12+			

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?
☐ Yes ☐ No
2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?
☐ Yes ☐ No

3. When at home, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
4. When at home, how often does this student speak a language other than English?
☐ Always ☐ Occasionally ☐ Never
5. When interacting with their parents or guardians, how often does this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?
☐ Always ☐ Occasionally ☐ Never
7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?
☐ Always ☐ Occasionally ☐ Never

Appendix B: Screening Students with Disabilities

Students who have or are suspected of having a disability:

If a student enrolls with an IEP or is suspected of having a disability (i.e. caregiver informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

If the student arrives with an IEP:

This procedure must be completed with appropriate accommodations and the results must be interpreted in consultation with Special Education personnel.

If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:

This procedure must be completed with any administrative considerations or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate academic program based on the information available at the conclusion of the procedure.

If, after the student is placed in the academic program, the student is determined to have a disability that may have affected the identification procedure (e.g. requires an accommodation that was not offered), then the student must be re-screened in accordance with this procedure using the appropriate accommodations. If the student does not meet the criteria for provisional identification as an EL based on this subsequent testing, then the district must contact the state to remove the EL identifier.

Appendix C: Interacting, Listening, Speaking, and Reading Language Use Inventory

Molle, D., Linqanti, R., MacDonald, R., & Cook, H. G. (2016). Discerning—and fostering— what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions. Washington DC: Council of Chief State School Officers.

Rubric 1: Interacting, Listening, Speaking, and Reading Language Use Inventory

Grade: Kindergarten

Student:

PASID:

Date:

Evaluator's name:

Evaluation Date:

Interacting

LOW	MODERATE	HIGH
Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	MODERATE	HIGH
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.

Speaking

LOW	MODERATE	HIGH
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.

Reading

LOW	MODERATE	HIGH
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support.	Can apply grade-level phonics and word analysis skills in decoding.

Rubric 1: Interacting, Listening, Speaking, and Reading Language Use Inventory

Grade: 1

Student:

PASID:

Date:

Evaluator's name:

Evaluation Date:

Interacting

LOW	MODERATE	HIGH
Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	MODERATE	HIGH
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.

Speaking

LOW	MODERATE	HIGH
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using some content-specific vocabulary.

Reading

LOW	MODERATE	HIGH
Can apply grade-level phonics and word analysis skills in decoding with substantial support or inability.	Can apply grade-level phonics and word analysis skills in decoding with limited prompting and support. Read grade level text with support for purpose and understanding.	Can apply grade-level phonics and word analysis skills in decoding. Read grade-level text with purpose and understanding.

Rubric 1: Interacting, Listening, Speaking, and Reading Language Use Inventory

Grades 2-3

Student:

PASID:

Date:

Evaluator's name:

Evaluation date:

Interacting

LOW	MODERATE	HIGH
Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	MODERATE	HIGH
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.

Speaking

LOW	MODERATE	HIGH
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics with little to no content-specific vocabulary.	Can use a series of connected phrases and short, simple sentences to talk in simple terms and some content-specific vocabulary about familiar and academic topics.	Can present clear, expanded discourse about a familiar or academic topic using content-specific vocabulary.

Reading

LOW	MODERATE	HIGH
Can read very short, simple texts and find specific, predictable information with illustrations. Limited understanding of words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics with some support. Use grade-level phonics and word analysis skills in decoding. Begins to understand words/phrases with multiple meanings.	Can understand grade-level fiction and non-fiction texts on unfamiliar topics. Use grade-level phonics and word analysis skills in decoding. Begins to understand idiomatic expressions and words/phrases with multiple meanings.

Rubric 1: Interacting, Listening, Speaking, and Reading Language Use Inventory

Grades: 4-12

Student:

PASID:

Date:

Evaluator's name:

Evaluation date:

Interacting

LOW	MODERATE	HIGH
Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	MODERATE	HIGH
Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.

Speaking

LOW	MODERATE	HIGH
Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions of complex subjects integrating subthemes, developing particular points, and finishing with an appropriate conclusion.

Reading

LOW	MODERATE	HIGH
Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/phrases with multiple meanings.	Can understand long and complex fiction and non-fiction texts on unfamiliar topics, appreciating distinctions of style.

Appendix D: Extension Rubric

In the event that a teacher cannot distinguish between two levels in the Interaction, Listening, Speaking, and Reading Inventory rubrics, this extension rubric can be used to assist.

Grades: 4-12

The student's command of language indicates to most audiences that he/she:

Interacting

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help formulate what the learner is trying to say. Can ask and answer simple questions in areas of immediate need or on very familiar topics.	Can engage in very short social exchanges and sustain the conversation with substantial support. Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, possibly using provided language frames or structures.	Can function in most social situations in the classroom. Can enter unprepared in conversation on topics that are familiar, of personal interest, or connected to everyday life. Can use provided language frames or structures as models for original expression.	Can interact with a degree of fluency and spontaneity (without relying on provided language frames or structures) that makes regular interaction with others possible. Can take an active part in academic discussions in familiar contexts and on familiar topics, accounting for and sustaining his/her views.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.	Can use language spontaneously, flexibly, and effectively for social and academic purposes. Can formulate ideas and opinions with precision and relate contributions skillfully to those of other speakers.

Listening

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can recognize familiar words and basic phrases on familiar topics when people speak slowly and clearly.	Can understand the main point in simple messages in slow and clear standard speech. Can understand phrases and high frequency vocabulary related to familiar topics.	Can understand the main points in slow and clear standard speech on familiar topics in discussions, presentations, and educational videos.	Can understand extended speech and lectures, presentations, and videos and follow even complex lines of argument provided the topic is reasonably familiar.	Can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly.	Has no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast speed.

Speaking

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can use simple phrases and sentences to describe familiar topics.	Can use a series of connected phrases and short, simple sentences to talk in simple terms about familiar topics.	Can connect phrases to talk about familiar topics using simple sentences. Can briefly give reasons and explanations for reactions, opinions, and plans.	Can present clear, detailed descriptions on a wide range of familiar subjects. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	Can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points, and finishing with an appropriate conclusion.	Can present clear, smoothly flowing description or argument in a style appropriate to the context and with an effective structure, which helps the recipient notice significant points.

Reading

LOW	LOW+	MODERATE	MODERATE+	HIGH	HIGH+
Can understand familiar names, words, and very simple sentences, for example on visual representations with little text (such as in posters and ads).	Can read very short, simple texts and find specific, predictable information in everyday materials (such as advertisements, letters, schedules, and menus).	Can understand texts with a familiar organization that include high frequency content-specific language. Begins to understand some idiomatic expressions and words/ phrases with multiple meanings.	Can understand non-fiction texts on unfamiliar topics in which the writer adopts a particular attitude or viewpoint. Can identify relevant details in contemporary fiction.	Can understand long and complex fiction and nonfiction texts on unfamiliar topics, appreciating distinctions of style.	Can read with ease virtually all forms of written language, including structurally or linguistically complex texts.

SOURCE: Molle, D., Linqanti, R., MacDonald, R., & Cook, H. G. (2016). Discerning—and fostering— what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions. Washington DC: Council of Chief State School Officers.

Appendix E: Writing Language Use Inventory

SOURCE: Molle, D., Liguanti, R., MacDonald, R., & Cook, H. G. (2016). Discerning—and fostering— what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions. Washington DC: Council of Chief State School Officers.

Writing Language Use Inventory: Kindergarten (*OPTIONAL*)

Student:

PASID:

Date:

Evaluator's Name:

Evaluation Date:

Expansion of Repertoires: Cohesion

LOW	MODERATE	HIGH
Can use drawings and/or labels to link some or most details in a story.	Can use drawings OR words to link details in a story.	Can use drawings, words AND simple phrases to link details in a story.

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can sequence some letters needed to produce frequently used sight words, but with significant errors that hinders readability. Not able to be to produce phrases or sentences.	Can sequence most letters needed to produce recognizable frequently used/sight words. May include inventive spelling. Can produce phrases and some simple sentences.	Can sequence most letters needed to produce recognizable words. May include inventive spelling following recognizable conventions. Can produce simple sentences.

Accuracy: Grammar/ Sentence

LOW	MODERATE	HIGH
Consistent errors that may hinder the meaning of the writing regarding grammar.	Regularly contains some grammatical inaccuracy in either capitalization of "I" and beginning of sentence, people names, ending punctuation.	Maintains some grammatical accuracy in capitalization of "I" and beginning of sentence, people names, ending punctuation.

Writing Language Use Inventory: Grade 1 (*OPTIONAL*)

Student:

PASID:

Date:

Evaluator's Name:

Evaluation Date:

Expansion of Repertoires: Cohesion

LOW	MODERATE	HIGH
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce sentences with limited structure. Shows limited use of organizational patterns, and simple connectors like "and" and "because".	Can produce clear, structured sentences, showing some use of a range of organizational patterns, and connectors.

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.

Accuracy: Grammar/ Sentence

LOW	MODERATE	HIGH
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization of "I", beginning of sentence, people names/places, ending punctuation, simple tenses. May use a variety of sentence structures.

Writing Language Use Inventory: Grade 2-3

Student:

PASID:

Date:

Evaluator's Name:

Evaluation Date:

Expansion of Repertoires: Cohesion

LOW	MODERATE	HIGH
Can produce groups of words with little to no structure and little to no use of organizational patterns.	Can produce linear sequence of sentences in writing with limited structure. Shows some use of organizational patterns, and simple connectors like "and", "but", and "because".	Can produce clear, structured language, showing some use of a range of organizational patterns, connectors, and cohesive devices (such as causal, sequential or comparative).

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulate in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions.	Can select language to express him/ herself clearly using content-specific vocabulary.

Accuracy: Grammar/ Sentence

LOW	MODERATE	HIGH
Frequent grammatical errors that may hinder the meaning of the writing.	May produce errors in grammar that do not hinder the meaning of the writing. Mostly writes frequently used grammatical patterns (S-V-O or "I ...").	Maintains a high degree of grammatical accuracy (capitalization, punctuation, simple tenses, and simple subject-verb agreement). May use a variety of sentence structures.

Writing Language Use Inventory: Grade 4-12

Student:

PASID:

Date:

Evaluator's Name:

Evaluation Date:

Expansion of Repertoires: Cohesion

LOW	MODERATE	HIGH
Can link groups of words with simple connectors like "and," "but," and "because."	Can link simple and discrete elements into a connected, linear sequence of points. Uses similar language to describe different relationships between ideas (such as additive, causal, sequential, comparative, or conditional).	Can produce clear, smoothly flowing, well-structured speech, showing controlled use of a range of organizational patterns, connectors, and cohesive devices.

Accuracy: Word/ Phrase

LOW	MODERATE	HIGH
Can use basic sentence patterns with memorized phrases, groups of a few words, and formulae in order to communicate limited information in familiar situations.	Can use more varied vocabulary that extends beyond the everyday to include some content-specific vocabulary. Can express him/ herself with some hesitation and circumlocutions on familiar topics.	Can strategically select language to express him/ herself clearly in an appropriate style on a wide range of academic topics without having to restrict what he/she wants to say.

Accuracy: Grammar/ Sentence

LOW	MODERATE	HIGH
Can employ some simple structures with minimal or partial consistency. Formulates short, simple sentences with a predictable structure.	Uses reasonably accurately a repertoire of frequently used grammatical patterns associated with predictable situations. Uses mostly simple sentences.	Maintains a high degree of grammatical accuracy; errors are rare, difficult to spot, and generally corrected when they occur. Uses a variety of sentence structures.