

OCR Self-Assessment Guide - Student Assessment Equal Educational Opportunities for Limited English Proficient Students (ESL, Bilingual, Structured Immersion)

Instructions for Completing the Assessment Guide

The Guide is designed as a tool to assist District staff in obtaining a comprehensive overview of the District's practices and procedures with regard to equal educational opportunities for limited-English proficient students. Office for Civil Rights (OCR) staff will also review responses to the Guide as part of its Profile, Assessment, and Resolution review process. Please circle the answer under each statement that best responds to the statement, indicating in the Comments if a statement does not apply. Other comments may also provide to explain an answer.

OCR anticipates that a team of individuals in each school that OCR schedules to visit will complete the Guide. Team members should be individuals who are most knowledgeable of the District's policies and procedures relative to the issue being reviewed by OCR. This would include administrators, teachers, and paraprofessionals. The schools that OCR will visit will be identified in follow-up telephone discussions between District officials and OCR staff. OCR may not visit every school in the District; however, each District school is welcome to complete the Guide.

The questions in the Guide should be answered as related to the particular school, not to the District as a whole, except where specifically noted. A copy of the completed Guide is to be returned to OCR, along with responses to the Profit Data Request, within the time frame agreed to between OCR and District officials.

OCR Self-Assessment - Student Assessment

School:	Date:	Completed By:
Respond to each question using the scale provided; 5 indicating "Always" to 1 indicating "Never". Use the Comments section to clarify any response, particularly those with you have a rated as a two or one.		
Question	Rating	Comment
1. Does the school assess the English language proficiency of all students identified as having a primary or home language other than English?	5 4 3 2 1	
2. Are students who have a primary or home language other than English assessed for oral language, reading, and writing proficiency, and English comprehension?	5 4 3 2 1	
3. If the school conducts proficiency assessments for students who have a primary or home language other than English, are these assessments: A. Formal assessments, e.g. tests? B. Informal assessments, e.g. teacher interviews, observations, etc.?	5 4 3 2 1 5 4 3 2 1	
4. Has the district trained the staff who administer, evaluate, and interpret the results of the assessment methods used?	5 4 3 2 1	
5. Has the school determined a specific level of English-language proficiency at which students are considered LEP and eligible for alternative language services?	5 4 3 2 1	