

Below are a few questions from teachers concerning the Read to Achieve Legislation in regard to English Language Learners. If you have further questions/concerns, please email them to Nadja Trez, [Nadja.Trez@dpi.nc.gov](mailto:Nadja.Trez@dpi.nc.gov) or Anne Evans, [Anne.Evans@dpi.nc.gov](mailto:Anne.Evans@dpi.nc.gov).

- 1. Q: What constitutes “English Language Learners who have participated in English as a Second Language (ESL) instruction for less than two years by the end of their third-grade year”?**

*A: The good cause exemption criteria are applied to ELLs who are identified as LEP for two years (24 calendar months) – Count from the First day of LEP identification, Two years = 24 months e.g. May 31, 2014 goes to May 30, 2016*

- 2. Q: Can an LEA provide Summer Camp and the 3/4 Transitional classes to LEP students meeting the Good Cause?**

*A: Funding may not be available for the Good Cause Exemption students to attend summer reading camps due to the distribution formula for camps. ELLs who are promoted for Good Cause Exemption shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level and English Language Proficiency (ELP) levels. It is recommended that schools place them in the transitional or accelerated classes.*

- 3. Q: Is it recommended that ELL students meeting the Good Cause Exemption have a 3<sup>rd</sup> Grade Reading Portfolio?**

*A: It is recommended but not required that English Language learners (ELL) and retained students being taught with the North Carolina Standard Course of Study (NCSCoS) have a portfolio even though they will qualify for a Good Cause Exemption under a separate heading.*

- 4. Q: Shouldn't the Good Cause Exemption take into account English language Proficiency levels/scores as do other state-mandated assessments?**

*A: No, the law does not address English proficiency levels.*

- 5. Q: In an LEP student's portfolio, shouldn't documentation about the student's English language development achievement and progress be included and considered when making a retention/promotion decision?**

*A: The PEP should capture this information.*

6. **Q: Component 2 of the portfolio states that there should be evidence of collaboration between teachers and students/parents. In the case of an LEP student, shouldn't evidence of collaboration with the student's ESL teacher also be demonstrated?**

*A: Yes, it would be best practice to have the ESL teacher give input and sign the LEP student's PEP.*

7. **Q: Component 3 of the portfolio asks for 36 passages to be completed and mastery should be shown on 4 of 5 questions related to these questions. Since LEP students receive instructional modifications that can and often involve reduced test item numbers and/or alternate assessment formats, what are the modifications LEP students will receive within these requirements of 36 passages and multiple choice questions?**

*A: The modifications for LEP students are listed on page 5 of the Portfolio Implementation Guide and these are not standardized tests.*