



# South Carolina Department of Education (SCDE) Title III/Multilingual Learner and Immigrant Student Program



## Proficiency Codes for the Multilingual Learner Program (MLP)

Proficiency Level (PL)	English Language Proficiency (ELP) Assessment Score Criteria	ELP Annual Assessment Required
<b>1 – Entering</b> and PL Progression .0-.9	Student scored <b>1.0-1.9 (Entering)</b> on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K-12).	<b>Y</b>
<b>2 – Emerging</b> and PL Progression .0-.9	Student scored <b>2.0-2.9 (Emerging)</b> on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K-12).	<b>Y</b>
<b>3 – Developing</b> and PL Progression .0-.9	Student scored <b>3.0-3.9 (Developing)</b> on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K-12).	<b>Y</b>
<b>4 – Expanding</b> and PL Progression .0-.3	Student scored <b>4.0-4.3 (Expanding)</b> on WIDA ACCESS, WIDA MODEL, or WIDA Screener (K-12).	<b>Y</b>
<b>4.4-6.0 – Expanding/Bridging/Reaching</b>	Most students scoring 4.4-6.0 will have met the English proficiency criteria (see M1 - 1st Year Monitor). However, there are a <u>few exceptions</u> where a student may score a 4.4-6.0 and remain in the Multilingual Learner Program (MLP). Please see the <u>example scenarios</u> where this coding may be applicable.	<b>Y</b>
<b>AL1 – Entering</b>	Student scored <b>1 (Entering)</b> on WIDA Alternate ACCESS.	<b>Y</b>
<b>AL2 – Emerging</b>	Student scored <b>2 (Emerging)</b> on WIDA Alternate ACCESS.	<b>Y</b>

Proficiency Coding	Post-Reclassification/Proficiency Monitoring & Additional Coding	ELP Annual Assessment Required
<b>M1 – 1<sup>st</sup> Year Monitor</b>	Student scored an Overall score of $\geq 4.4$ on WIDA ACCESS.	<b>N</b>
<b>M1 – 1<sup>st</sup> Year Monitor</b>	Student scored 3 (Developing), 4 (Expanding), or 5 (Bridging) on WIDA Alternate ACCESS.	<b>N</b>
<b>M1 – 1<sup>st</sup> Year Monitor</b>	Student scored Oral Language score of $\geq 4.4$ on the K Screener in <b>first-semester</b> kindergarten.	<b>N</b>
<b>M2 – 2<sup>nd</sup> Year Monitor</b>	This is the 2 <sup>nd</sup> year of monitoring.	<b>N</b>
<b>M3 – 3<sup>rd</sup> Year Monitor</b>	This is the 3 <sup>rd</sup> year of monitoring.	<b>N</b>
<b>M4 – 4<sup>th</sup> Year Monitor</b>	This is the 4 <sup>th</sup> year of monitoring.	<b>N</b>
<b>8 – English Speaker – Former ML</b>	The student successfully completed four years of monitoring after meeting reclassification/proficiency criteria as defined by the state.	<b>N</b>
<b>8 – English Speaker – Never ML</b>	Student scored Oral Language score of $\geq 4.4$ on WIDA Screener for Kindergarten (administered during the first semester of kindergarten only). <b>This coding is only applied after the student has successfully completed four years of monitoring and was never brought into the MLP.</b>	<b>N</b>
<b>8 – English Speaker – Never ML</b>	Student scored an Overall score of $\geq 4.4$ on WIDA Screener (second semester K-12) or WIDA MODEL.	<b>N</b>
<b>9 – Native Speaker</b>	The student is a native English speaker with an initial Home Language Survey (HLS), in which English was the only language noted. <b>Special circumstances may arise with students who transfer from out-of-state. (review records closely).</b>	<b>N</b>
<b>10 – 3K ML Status Pending</b>	Enrolling 3K students with a language other than English listed on the HLS. The student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	<b>N</b>
<b>11 – 4K ML Status Pending</b>	Enrolling 4K students with a language other than English listed on the HLS. The student does not participate in identification screening until the end of their 4K year or the beginning of kindergarten but may or may not receive provisional Pre-K MLP support depending on district program guidelines.	<b>N</b>
<b>AW – Awaiting</b> <b>*A temporary proficiency level coding status.</b>	The student has not yet participated in ELP identification screening, or the ELP assessment window ended/the student missed one or more domains of the ELP assessment, in which case a Composite score must be obtained through the WIDA Screener or WIDA MODEL. The PL should then be updated to reflect that score.	<b>ELP Assessment status is determined after ELP's initial assessment is completed.</b>
<b>AW – Awaiting</b> <b>*A temporary proficiency level coding status.</b>	English proficiency level 11 changes to AW at the end of each school year to indicate that identification screening must occur when a district initializes PowerSchool data.	<b>ELP Assessment status is determined after ELP's initial assessment is completed.</b>
<b>SSI – Supplemental Support Identification</b>	“SSI - Supplemental Support Identification” is an added option in the “Proficiency Levels (PL)” field on the SC Student Information page in PowerSchool. This option should be selected for children who are attending private school, homeschool, adult education, Department of Defense (DOD), or are too young to be enrolled in a SC public school.	<b>N</b>