**Oregon Language Use Survey Rubric**

The purpose of this rubric is to assist district staff in determining which students need to be administered the ELPA screener based on the responses provided to the questions on the Oregon Language Use Survey. The scenarios listed below are provided as guides for the district and may not be all inclusive of represented responses provided.

Generally, districts must administer the ELPA screener if one of more responses to questions 1-3 in the Oregon Language Use Survey includes:

* Language(s) *other than* English or American Sign Language (ASL), or
* Language(s) *in addition to* English or American Sign Language (ASL).

For student information system data coding, please code the language other than English or ASL in the language of origin field. Any additional language can be added to the additional language field. District staff are encouraged to reach out to ODE Title III staff for support or to provide additional scenario examples for consideration.

| **Scenario** | **Question 1***What language(s) are primarily used in the home?***Response includes** | **Question 2** *What was the first language that your student learned?***Response includes** | **Question 3** *What language(s) does your student use most frequently at home?***Response includes** | **Administer screener (Y/N)** | **Reason for determination** |
| --- | --- | --- | --- | --- | --- |
| 1 | English or ASL |  English or ASL  |  English or ASL  | **N** | Responses are all English or ASL. |
| 2 | English | English | *Any Language(s) other than English or ASL* | **Y** | Potential impact of a language other than English (Q3). |
| 3 | English  | *Any Language(s) other than English or ASL* | English | **Y** | Potential impact of a language other than English (Q2). |
| 4 | English | *Any language(s) other than English or ASL* | *Any language other than English or ASL* | **Y** | Potential impact of a language other than English (Q2 & Q3). |
| 5 | ASL | ASL | *Any language* *other than ASL or English* | **Y** | Potential impact of a language other than English (Q3). |
| 6 | ASL | Any language other than ASL or English | ASL | **Y** | Potential impact of a language other than English (Q2). |
| 7 | ASL | *Any language other than ASL or English* | *Any language other than ASL or English* | **Y** | Potential impact of a language other than English (Q2 & Q3). |
| 8 | *Any language other than ASL or English* | *Any language other than ASL or English* | *Any language other than ASL or English* | **Y** | Potential impact of a language other than English (Q1, Q2, & Q3). |
| 9 | *Any language other than ASL or English* |  English or ASL only  |  English or ASL only  | **N** | The language the student first learned and most frequently uses is English or ASL |
| 10 | *Any language other than ASL or English* |  English and language(s) other than ASL or English  |  English and language(s) other than ASL or English  | **Y** | Home environment where a language other than English is dominant [Q1]. Consult with parents to verify all questions were clearly understood and the responses are accurate.  |

Below is the United States Department of Education definition of an English learner.

The term “English learner,” when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas;

and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is

English; or

(iii) the opportunity to participate fully in society.

(ESEA Section 8101(20))