



Colorado Department of Education



# **2006-2007 AMAO's**

# **Policy and Procedures Manual**

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## Preface

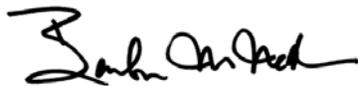
The enclosed AMAOs policy and procedures represents the Colorado Department of Education, English Language Acquisition Unit's effort to provide guidance to all LEAs accepting Title III funds in meeting the NCLB Title III statutory requirements of accountability.

AMAO targets were further developed in Spring-Summer 2007 in collaboration with the ELAU AMAO Task Force. Special thanks to the practitioners who assisted in the development of these target AMAOs.

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We appreciate your continued support of the English Language Acquisition Unit as we work with you to promote high quality instructional opportunities for Colorado's English Language Learners.

Best Regards,



Bárbara M. Medina, PhD  
State Director, CDE - English Language Acquisition Unit

## Title III AMAOs

### **No Child Left Behind (NCLB) - Section 3122 Achievement Objectives and Accountability**

*Each State must develop annual measurable achievement objectives for limited English Proficient children served under Title III that relate to such children’s development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by Section 1111(b)(1).*

*Annual Measurable Achievement Objectives shall include*

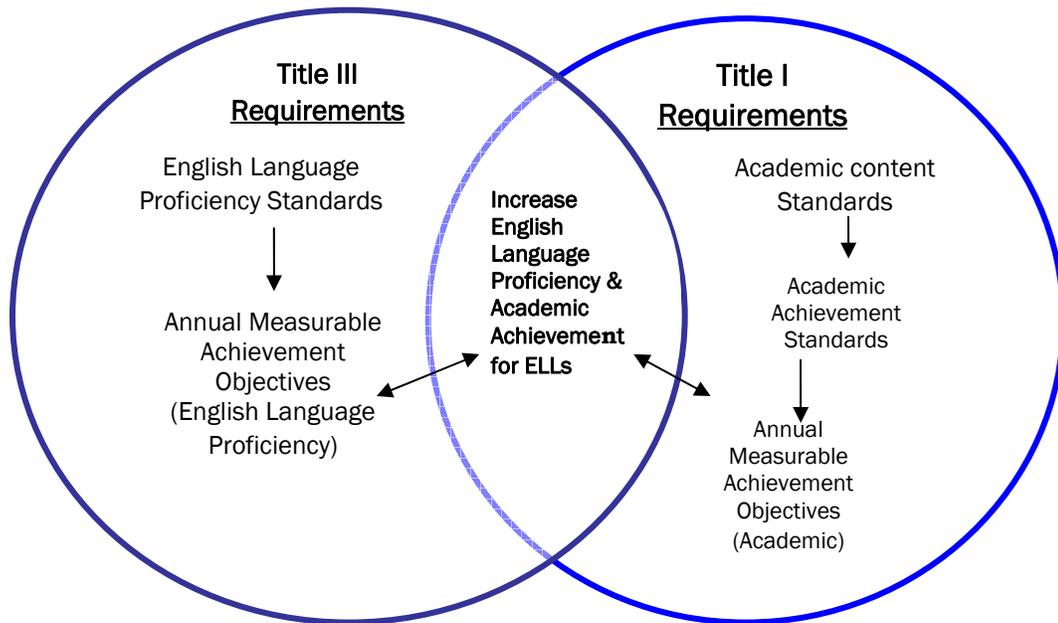
- i) at a minimum, annual increases in the number or percentage of children making progress in learning English.*
- ii) at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year*
- iii) making adequate yearly progress for limited English proficient children*

An AMAO is a performance objective, or target, for English Language Learners that LEAs who receive Title III subgrants must meet each year. All LEAs receiving a Title III subgrant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. The English language proficiency AMAOs are calculated based on data from the Colorado English Language Assessment (CELA Proficiency).

### **Title III AMAOs for English Language Learners**

<b>English Language Proficiency AMAOs</b>	<b>Assessments</b>
AMAO 1: Percent Making Annual Progress in Learning English	CELA Proficiency
AMAO 2: Percent Attaining English Proficiency	CELA Proficiency
<b>Academic Achievement AMAO</b>	
AMAO 3: Meeting AYP Requirements for the ELL Subgroup at the LEA level	CSAP CSAPA Lectura Graduation Rate

# How are Title I and Title III Accountability Systems Connected?



## **Colorado English Language Assessment (CELA) for Proficiency**

The Colorado English Language Assessment for Proficiency (CELA Proficiency) is Colorado’s test of English language proficiency. English Language Learners are required to take all sections of the CELA Pro each year during the established assessment window until they are reclassified in Monitor Status and are Fluent English Proficient (FEP), as required by NCLB – Section 3116 and Colorado State Law 22-24-106. *ALL NEP and LEP English Language Learners are required to take all sections of the CELA Pro, regardless if the District accepts Title III funds.*

The CELA Proficiency assesses all language domains including; listening, speaking, reading, writing and comprehension skills in Kindergarten – 12<sup>th</sup> grade. Students receive an overall proficiency level score and a proficiency score for each of the skill areas.

### **CELA Pro Score Types Grades K-12**

Overall Proficiency Level
Oral Proficiency Level (Speaking and Listening combined score)
Comprehension Proficiency Level (Reading and Listening combined score)
Skill Area Proficiency Level <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>

There are five proficiency levels on the CELA Pro: Levels 1-5; and six grade spans of the test (kindergarten, grade one, grade two, grades three through five, grades six through eight, and grades nine through twelve). Each grade span test includes content tailored to the students' age and grade and is aligned with the Colorado English Language Development (ELD) Standards and Colorado Model Content Standards.

CELA Pro Level 1	Beginner
CELA Pro Level 2	Early Intermediate
CELA Pro Level 3	Intermediate
CELA Pro Level 4	Proficient
CELA Pro Level 5	Advanced

**AMAO 1 – Percentage of English Language Learners (ELLs)  
Making Annual Progress in Learning English**

AMAO 1 calculates the percentage of ELLs making annual progress on the CELA Proficiency. Kindergarteners through 5th graders are expected to gain one level of proficiency from one year to the next. Sixth through Twelfth graders are expected to maintain proficiency level (for no longer than one year) or gain one level of proficiency from one year to the next.

**AMAO 1 Cohort Definition**

The AMAO 1 cohort includes those students who have taken the CELA Proficiency in the same district for two consecutive years, and have been continuously enrolled in the district.

All students who have received a label or have a test at the end of the window are included, except those students who have been withdrawn from the LEA during the School Year.

*Continuously enrolled must be applied to ALL students by the same District policy. The District must determine the amount of time a student is absent from school that renders an appropriate “withdrawal” from the district. **CDE Student October definition:** Student has been enrolled in the district since 3/12/07 for grades 3-10 or 4/25/07 for 11th grade. (All other grades may use 3/12/07.) Pre-Kindergarten and Kindergarten do NOT count towards the one year.*

**2006-2007 AMAO 1 target – 55% of students continuously enrolled in the district for one year will make progress on CELA Proficiency (as described in the two tables below).**

**K-5 Annual Growth Target on CELA Pro**

<b>Previous Year CELA Pro Overall Proficiency Score</b>	<b>Annual Growth Target</b>
<ul style="list-style-type: none"> <li>• 1</li> <li>• 2</li> <li>• 3</li> <li>• 4 (see AMAO 2)</li> </ul>	<ul style="list-style-type: none"> <li>• 2</li> <li>• 3</li> <li>• 3</li> <li>• 4.5</li> </ul>

*For Kindergarten to First Grade, the Overall Oral proficiency level will be used to determine AMAO 1.*

## 6-12 Annual Growth Target on CELA

<b>Previous Year CELA Pro overall Proficiency Score</b>	<b>1<sup>st</sup> Year Growth Target</b>	<b>2<sup>nd</sup> Year Growth Target</b>
<ul style="list-style-type: none"><li>• 1</li><li>• 2</li><li>• 3</li><li>• 4 (see AMAO 2)</li></ul>	<ul style="list-style-type: none"><li>• 1</li><li>• 2</li><li>• 3</li><li>• 4.5</li></ul>	<ul style="list-style-type: none"><li>• 2</li><li>• 3</li><li>• 4</li><li>• N/A</li></ul>

### **AMAO 1 for Districts that participate in a Consortium**

- District must be a participant for SY 05-06 and 06-07
- Data from eligible districts participating in a consortium for SY 05-06 and 06-07 will be aggregated to determine the Consortium percentage.
- Consortium “n” must = 30

## **AMAO 2 – Percent of English Language Learners Attaining English Proficiency on CELA Proficiency Assessment**

AMAO 2 calculates the percentage of ELLs attaining English Proficiency on the CELA Proficiency Assessment.

### **AMAO 2 Cohort Definition**

The AMAO 2 cohort includes those students who have taken the CELA Proficiency in the same district for two consecutive years, and have been continuously enrolled in the district.

- Those students who scored a 4.0 or higher on CELA Pro in the first year are included in this cohort.
- Also included in this cohort are those students who scored less than 4.0 on CELA Pro the first year, but scored a 4.5 or higher the second year.

*Continuously enrolled must be applied to ALL students by the same District policy. The District must determine the amount of time a student is absent from school that renders an appropriate “withdrawal” from the district. **CDE Student October definition:** Student has been enrolled in the district since 3/12/07 for grades 3-10 or 4/25/07 for 11th grade. (All other grades may use 3/12/07.) Pre-Kindergarten and Kindergarten do NOT count towards the one year.*

**2006-2007 AMAO 2 target – 25% of students who meet the above criteria will obtain English Language Proficiency as determined by CELA Proficiency – 4.5 or higher.**

### **AMAO 2 for Districts that participate in a Consortium**

- District must be a participant for SY 05-06 and 06-07
- Data from eligible districts participating in a consortium for SY 05-06 and 06-07 will be aggregated to determine the Consortium percentage.
- Consortium “n” must = 30

**AMAO 3 – Meeting Adequate Yearly Progress (AYP) Requirements for the ELL subgroup at the LEA level**

AMAO 3 holds the Title III LEAs accountable for meeting annual content proficiency targets for the ELL disaggregated group that are required of all schools and LEAs under NCLB. The academic achievement targets specify the percent of ELLs that must be proficient or above (including partially proficient, proficient or advanced on CSAP or Emerging or Above on CSAPA) in reading and mathematics. Title III accountability is for the LEA level only.

**2005-2007 Adequate Yearly Progress (AYP) Targets**

District Level	Targets		
	Participation Rate Reading and Math	Percent Proficient Reading	Percent Proficient Math
Elementary	95.0%	82.69	83.64
Middle	95.0%	80.21	69.63
High	95.0%	84.74	60.25

In order to meet AMAO 3, the LEA must meet the AYP participation rate, percent proficient targets (or Safe Harbor or Matched Safe Harbor) and the Other Indicator in reading and math for the ELL disaggregated group.

Performance rate targets will increase for the 2007-2008 school year. The new targets are posted at:

<http://www.cde.state.co.us/FedPrograms/AYP/prof.asp#table>.

For more specifics about AYP calculations, please go to:

<http://www.cde.state.co.us/FedPrograms/AYP/index.asp>.

### **AMAO 3 for Districts that participate in a Consortium**

- District must be a participant in the Consortium for SY 05-06 **AND** 06-07
- Consortium “n” must = 30

CDE will run data for Consortia in two ways. If a Consortium makes the AMAO 3 target either way, then the Consortium will make the third AMAO target.

1) If any of the member districts had a “no” in any target then the consortium did not meet the AMAO 3 target using this method. (If all districts were "NA" then the overall determination will result in making AMAO 3.)

2) CDE adds up the numerators and denominators for each district in the consortium (aggregated to the consortium level), and re-calculates the percentages, at each grade span. If overall the Consortium did not make AYP at any grade span, then the Consortium does not make the AMAO 3 target using this method.

The Consortium needs to make AMAO 3 by one of the methods above, to make AMAO 3. If the Consortium does not make it by either method, then it does not make AMAO 3 and does not make AMAOs overall.

## What if an LEA does not meet AMAOs?

If an LEA does not meet one or more of the three AMAOs in any year, it **must**

- Inform the parents of English Language Learners that the LEA has not met the AMAOs.

This notification should be provided within 30 days of the public release of the Title III AMAO Accountability Reports. A sample parent notification letter is available on the English Language Acquisition Unit, Title III Website at:

[http://www.cde.state.co.us/cde\\_english/download/TitleIII/AMAOLetter.pdf](http://www.cde.state.co.us/cde_english/download/TitleIII/AMAOLetter.pdf)

Should an LEA fail to meet AMAOs for two consecutive years, they must develop an improvement plan that will ensure that the AMAOs are met. The improvement plan **must** specifically address the factors that prevented the LEA from achieving the AMAOs.

*\*If the LEA is a consortium, the improvement plan may target specific school districts, rather than an entire LEA, should the LEA choose to do so and if data warrants this approach.*

Those LEAs that do not meet the AMAOs for two consecutive years will be notified by the Colorado Department of Education, English Language Acquisition Unit, and further information and technical assistance concerning the development of the Title III Local Education Agency (LEA) Improvement Plan will be provided. The English Language Acquisition Unit has developed guidance for developing and implementing an ELA plan to assist LEAs in implementing, assessing, and evaluating current practice and LEA English Language Acquisition (ELA) plans. This guidance can be found on the ELAU Website at

[http://www.cde.state.co.us/cde\\_english/download/TitleIII/AMAOs.pdf](http://www.cde.state.co.us/cde_english/download/TitleIII/AMAOs.pdf)

## Appeals Process

If a Title III LEA believes that there has been a calculation error in the computation of AMAOs 1 and 2

**OR**

The district or consortium

- has experienced a large increase in limited English proficient children or immigrant children and youth;
- enrolls a statistically significant number of immigrant children and youth from countries where such children and youth had little or no access to formal education; or
- has a statistically significant number of immigrant children and youth who have fled from war or natural disaster.  
(NCLB, Section 3122)

CDE will also entertain requests for Students that:

- have experienced health issues during the CELA testing window
- have experienced an accident during or before the CELA testing window which has kept the student out of school
- Parent refusals
- Students who experience death or whose family members have health issues before or during the CELA testing window.

Districts must file the “Request for AMAO Review document” with the “AMAO Appeals Excel file” within 30 days of the public release. Requests for AMAO Appeals Information can be found at

[http://www.cde.state.co.us/cde\\_english/download/TitleIII/AMAOs.pdf](http://www.cde.state.co.us/cde_english/download/TitleIII/AMAOs.pdf)

Appeals of the AYP data used to calculate AMAO 3 can only be submitted during the AYP appeals window. 2006-2007 data appeals were due August 27, 2007. No changes to district AYP data can be made at this time. More information can be found at

<http://www.cde.state.co.us/FedPrograms/ayp/index.asp>

**Submitting an AMAO appeal does not relieve an LEA of the obligation to notify parents within 30 days of the public release or to submit a Title III LEA Improvement Plan if it does not meet AMAOs for two consecutive years.**

**“Sample” Title III Accountability Report**  
**2006-2007 Title III Accountability Report**

LEA:  
 County:  
 District/BOCES Number:

The Title III Accountability Report indicates the status of each local educational agency (LEA) in meeting the three Annual Measurable Achievement Objectives (AMAOs).

**AMAO 1 – Percent of Students Making Annual Progress in Learning English**

Number of 2007 Annual CELA Pro Takers	1,775
Number/Percent with Required Prior Year CELA Scores	1,773/90%
Number in Cohort Meeting Annual Growth Target	1,432
Percent Meeting AMAO 1 in LEA	80.8%
2006-2007 Target	55%
<b>Met Target for AMAO 1</b>	<b>YES</b>

**AMAO 2 – Percent of Students Attaining Proficiency on CELA Pro**

Number of 2007 Annual CELA Pro Takers in Cohort	556
Number in Cohort Attaining English Proficient Level on CELA Pro	312
Percent Meeting AMAO 2 in LEA	56.1%
2006-2007 Target	25%
<b>Met Target for AMAO 2</b>	<b>YES</b>

**AMAO 3 – Adequate Yearly Progress for English Language Learners Subgroup at the LEA level**

**Reading**

Met Participation Rate for English Language Learners	YES
Met Performance Target for English Language Learners	YES
Met Other Indicators for English Language Learners	YES

**Mathematics**

Met Participation Rate for English Language Learners	YES
Met Performance Target for English Language Learners	YES
Met Other Indicators for English Language Learners	YES

**Met Target for AMAO 3** **YES**

**Made AMAOs Overall** **YES**

## **Explanatory Notes for the 2006-2007** **Title III Accountability Report**

This section describes what is contained in each item of the 2006-2007 Title III Accountability Report. Local Education Agencies (LEAs) that received Title III Limited English Proficient (LEP) funding in 2006-2007 will receive a Title III Accountability Report.

LEAs that received Title III services through a consortium will receive a Title III Accountability Report. However, the results for each consortium or BOCES will also be aggregated for LEA Title III accountability purposes.

### **AMAO 1 – Percent of Students Making Annual Progress in Learning English**

AMAO 1 demonstrates the percent of ELLs in an LEA who meet the annual growth target on the CELA Pro.

#### *Number of 2007 CELA Pro Takers*

This is the number of English language learners who took the annual CELA Pro assessment during the State window of January 2007 – February 2007. This number includes all students for whom labels were created from data collected in Student October 2006. This number does not include students who were coded as “withdrew” for any section of the CELA Pro.

#### *Number/Percent with Required Prior Year CELA Pro Scores*

This is the number and the percent of 2007 annual CELA Pro takers who have the required prior year CELA Pro scores needed to compute the AMAOs.

In order to calculate the AMAOs, the following data elements are needed:

- A valid prior overall scale score which can be converted to an overall proficiency level score (1-5).
- The same district code for two consecutive years on the CELA Pro.
- A valid SASID that is associated with the above elements for the two consecutive years.

#### *Number Meeting Annual Growth Target in LEA*

This is the number of English Language Learners in the AMAO 1 cohort who meet the annual growth target.

*Percent Meeting AMAO 1 in LEA*

This is the percent of English Language Learners in the AMAO 1 cohort in this LEA who meet the annual growth target.

Percent meeting AMAO 1 =  $\frac{\text{Number in cohort meeting annual growth target}}{\text{Number with required Prior Year CELA Score}}$

*2006-2007 Target*

The 2006-2007 target for AMAO 1 is 55%. This means that 55% of ELLs in AMAO1 cohort must meet or exceed the annual growth target.

*Met Target for AMAO 1*

There are three possible entries for meeting the target:

- YES – LEA met the target for AMAO 1
- NO – LEA did not meet the target for AMAO 1
- N/A - There were not 30 ELL students enrolled in the District that met the definition for inclusion in the AMAO 1 cohort

**AMAO 2 – Percent of Students Attaining English Proficiency on CELA Pro**

AMAO 2 measures the percent of ELLs in the defined cohort, who have attained English Proficiency on the CELA Pro.

*Number of 2007 Annual CELA Takers in Cohort*

The cohort of AMAO 2 contains those students who could reasonably be expected to have reached English Language Proficiency at the time of the 2007 annual CELA Pro administration.

Students in AMAO 2 Cohort:

- All ELLs who scored a level 4 on prior year CELA Pro
- All ELLS who scored below a level 4 on prior year CELA Pro but have scored a 4.5 or higher on the current year CELA Pro Assessment

*Number in Cohort Attaining English Proficient Level*

This is the number of ELLs in the AMAO 2 Cohort that reached the English Proficient level on the CELA Pro in 2007.

### *Percent Meeting AMAO 2 in LEA*

This is the percent of ELLs in the AMAO 2 Cohort for this LEA that reached the English Proficient level on the CELA Pro in 2007.

Percent Meeting AMAO 2 =  $\frac{\text{Number attaining English Proficient level}}{\text{Number of annual CELA Pro takers in the cohort}}$

### *2006-2007 Target*

The 2006-2007 target for all Title III LEAs on AMAO 2 is 25%. That means that 25% of the AMAO 2 cohort **must** meet the English Proficient level at the time the 2007 CELA Pro is administered.

### *Met Target for AMAO 2*

There are three possible values for meeting the target:

- YES – LEA met the target for AMAO 2
- NO – LEA did not meet the target for AMAO 2
- N/A - There were not 30 ELL students enrolled in the District that met the definition for inclusion in the AMAO 2 cohort

## **AMAO 3 – Adequate Yearly Progress for English Language Learner Subgroup at the LEA Level**

AMAO 3 measures whether the LEA's ELL subgroup met the 2007 AYP Participation Rate and Performance requirements required by NCLB. There is a mobility exclusion for AYP calculations. Only students who are continuously enrolled in the LEA from one year to the next are counted in the AYP calculation for the LEA. ELLs who are in their first year in a U.S. school are not included in the percent Performance calculation for the LEA because they have not been continuously enrolled for one year. However, these students are included in the Participation Rate calculation.

Please refer to the Colorado Department of Education's AYP Web site at <http://www.cde.state.co.us/FedPrograms/ayp/index.asp> for more specific information about the calculation of AYP data.

## **Reading**

### *Met AYP Participation Rate for ELL Subgroup*

There are three possible values:

- YES – LEA met the participation rate for the ELL subgroup
- NO – LEA did not meet the participation for the ELL subgroup
- N/A – There were not 30 ELL students enrolled in each district grade span (Elementary, Middle and High)

### *Met AYP Performance Target for English Language Learners*

There are three possible values:

- YES – LEA met the Performance Target for English Language Learners
- NO – LEA did not meet the Performance Target for English Language Learners
- N/A – There were not 30 ELL students enrolled in each district grade span (Elementary, Middle and High)

### *Met Other Indicators for English Language Learners*

There are three possible values:

- YES – LEA met Other Indicators for English Language Learners
- NO – LEA did not meet Other Indicators for English Language Learners
- N/A – There were not 30 ELL students enrolled in each district grade span (Elementary, Middle and High)

## **Mathematics**

### *Met AYP Participation Rate for ELL Subgroup*

There are three possible values:

- YES – LEA met the Participation Rate for English Language Learners
- NO – LEA did not meet the Participation Rate for English Language Learners
- N/A – There were not 30 ELL students enrolled in each district grade span (Elementary, Middle and High)

*Met AYP Performance Target for the English Language Learners*

There are three possible values:

- YES – LEA met the Performance Target for English Language Learners
- NO – LEA did not meet the Performance Target for English Language Learners
- N/A – There were not 30 ELL students enrolled in each district grade span (Elementary, Middle and High)

*Met Other Indicators for English Language Learners*

There are three possible values:

- YES – LEA met Other Indicators for English Language Learners
- NO – LEA did not meet Other Indicators for English Language Learners
- N/A – There were not 30 ELL students enrolled in each district grade span (Elementary, Middle and High)

*Met Target for AMAO 3*

There are three possible values:

- YES – LEA met AMAO 3 targets
- NO – LEA did not meet AMAO 3 targets
- N/A – There were not 30 ELL students enrolled in each district grade span (Elementary, Middle and High)

*Made AMAOs Overall*

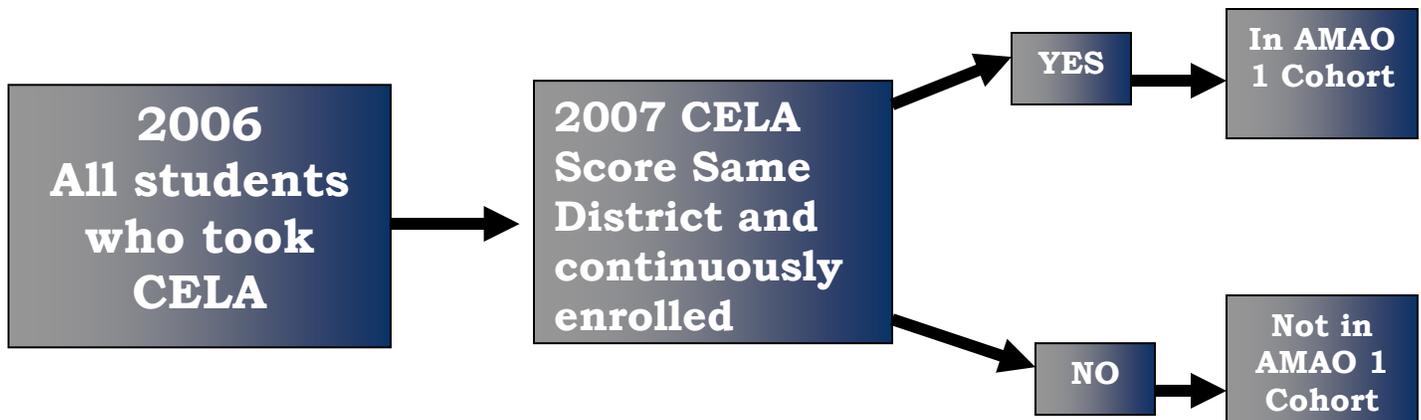
There are three possible values:

- YES – LEA met all three AMAO targets
- NO – LEA did not meet all three AMAO targets
- N/A – The LEA did not meet the minimum number required in a cohort for at least one AMAO cohort

Title III Accountability Reports will be sent to LEAs and can also be found on the CDE Web Site at

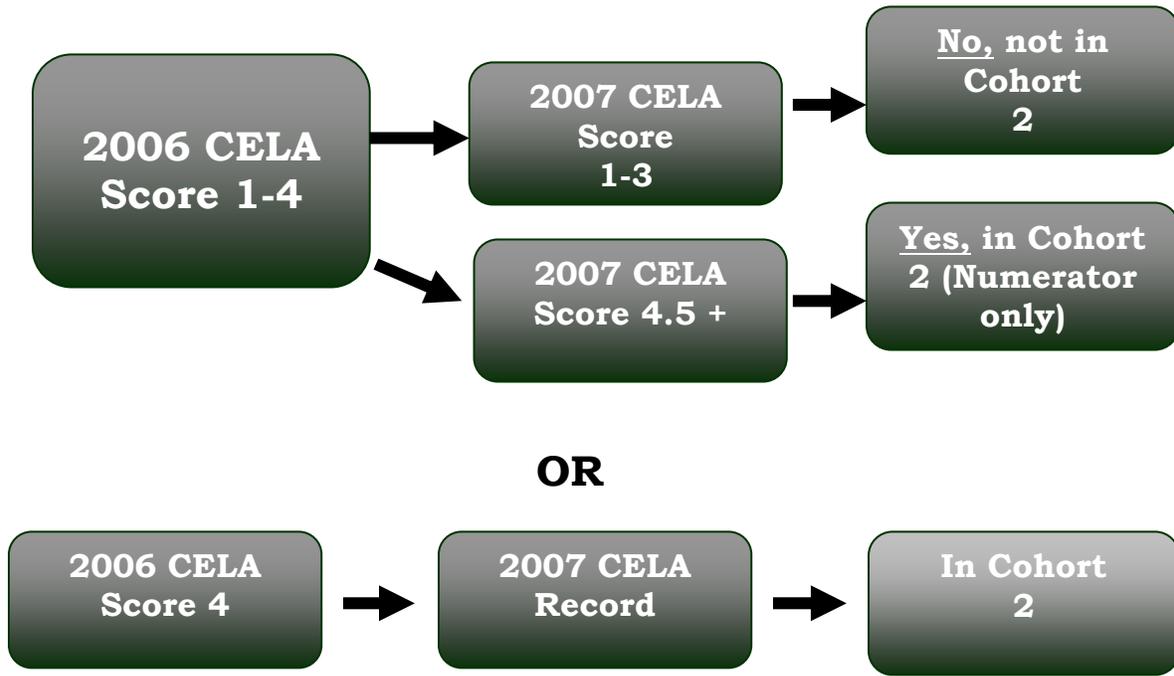
<http://www.cde.state.co.us/scripts/cfpu/NCLBProfiles0607/index.asp>

## Appendix A AMAO 1 Cohort Definition



**\* The AMAO 1 cohort includes those students who have taken the CELA Proficiency in the same district for two consecutive years, and have been continuously enrolled in the district.**

## Appendix B AMAO 2 Cohort Definition



**\* The AMAO 2 cohort includes those students who have taken the CELA Proficiency in the same district for two consecutive years, and have been continuously enrolled in the district.**

## **Appendix C** **Acronym Definitions**

### **Adequate Yearly Progress (AYP):**

Colorado's determination of incremental progress towards meeting the goal of all students being PROFICIENT in reading and math, as noted by CSAP, Lectura, or CSAPA, by 2014.

Note: For AYP purposes, Partially Proficient, Proficient and Advanced are considered PROFICIENT.

### **AMAOs:**

Annual Measurable Achievement Objectives. The NCLB, Title III Accountability measures.

### **CELA Proficiency (CELA Pro):**

Colorado English Language Assessment for Proficiency: standards based language proficiency assessment given annually to ELLs and used for Title III accountability and to calculate Title III AMAOs.

### **CSAP:**

Colorado Student Assessment Program.

### **CSAPA:**

Colorado Student Assessment Program Alternate: the standards based assessment used to measure content knowledge for students with the most significant cognitive disabilities.

### **ELD Standards:**

English Language Development Standards

### **ELLs:**

English Language Learners

### **FEP:**

Fluent English Proficient

**Lectura:**

State 3<sup>rd</sup> and 4<sup>th</sup> grade reading assessment in Spanish; similar to CSAP reading assessment. Lectura is administered to those students who receive their primary Reading instruction in Spanish.

**LEA:**

Local Educational Agency; this can be a School District, BOCES or the lead school district in a multi- school district consortium.

**LEP:**

Limited English Proficient

**NCLB:**

No Child Left Behind, 2001

**NEP:**

Non English Proficient

**Other Indicator Targets:**

For elementary and middle school levels, the target is 1.1% of students scoring advanced in reading and math. For the high school level, 57.3% of students must graduate.

**Participation Rate:**

Percentage of students in a school or district taking a state assessment, including: CSAP, CSAP-A, Lectura, or CELA\*

**Performance Targets:**

Annual targets in Reading and Math for elementary, middle and high school levels. Targets increase every 3 years to reach 100% proficiency in 2013-2014.

**SASID:**

State Assigned Student ID

**SEA:**

State Educational Agency

**Appendix D**  
**CELA English Language Proficiency Levels- Definitions**

**Table 1: CELA English language Proficiency Levels–Definitions**

<b>Colorado English Language Fluency Level</b>	<b>CELA Proficiency Level</b>	<b>Definition of Fluency for Colorado</b>
Non-English Proficient	Beginning and Early Intermediate levels (CELA Levels 1 and 2)	This level includes students who are just beginning to understand and respond to simple routine communication through those who can respond with more ease to a variety of social communication tasks.
Limited English Proficient	Covers the CELA Intermediate through mid-Proficient (CELA Level 3 and lower portion of LAS Links Level 4)	Students at this level are able to understand and be understood in many to most social communication situations. They are gaining increasing competence in the more cognitively demanding requirements of content areas; however, they are not yet ready to fully participate in academic content areas without linguistic support.
Fluent English Proficient	Covers from mid-Proficient to Above Proficient (Upper portion of CELA Level 4 and CELA Level 5)	Students at this level are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native speakers, but may still need limited linguistic support.

**Table 2: FEP Cut Score Determination**

Grade	CELA FEP Cut Score
K	503
1	508
2	534
3	539
4	564
5	566
6	573
7	574
8	575
9	588
10	589
11	590
12	592

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