

**Oakland Schools Guidance:
Big Ideas When Considering a Special
Education Evaluation of a
Student Learning English as a Second Language**

Updated Spring 2015

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PURPOSE:

There are currently over 130 languages used in Oakland County, and the percentage of Oakland County students who identify themselves as English Learners has increased steadily over the last five years. English Learners (ELs) are both under-identified and over-identified as having disabilities in schools. General education, Title I, ESL, and special education professionals must work together to safeguard the educational opportunities of students who are learning English as a second language as well as non-discriminatory evaluation practices of school teams. With these responsibilities in mind, this document is intended to assist educators in developing an understanding of the big ideas that teams should consider prior to completing a special education evaluation for students learning English as a second language.

The aim of this guidance is to support districts in developing their own process for determining whether the learning difficulties of an English Learner are the result of the influence of primary language-learning differences or a true, pervasive, disability present in all languages of the child that interferes with the child's ability to access or progress in the general curriculum and requires specially designed instruction. A secondary purpose is to assist districts in making a long-term plan for reshaping identification practices using non-discriminatory evaluations. This guidance document does not offer a comprehensive, step-by-step process for a special education evaluation of students learning English as a second language. Rather, the big ideas contained herein may be embedded into any local school or district's own processes and procedures as appropriate.

AUDIENCE:

This document is intended for educators (i.e., ESL/ Bilingual educators, general education teachers, Title I teachers, special education and resource room teachers, speech-language pathologists, school psychologists, school social workers, and administrators), who are new to the profession or are newly encountering students learning English as a second language who experience academic difficulties. Given the uniqueness of each evaluation of an English Learner, it is important that the school team has a unified view and understanding of best practices.

OAKLAND SCHOOLS GENERAL EDUCATION - SPECIAL EDUCATION WORKGROUP MEMBERS:

This document was first published in the 2009-10 school year and has been updated across time to reflect current practices and tools in use with English Learners in Michigan schools.

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PART I: Key Terms and Legal Requirements

Definition of English Learners (ELs)

A Limited English Proficient (LEP) student is described according to the federal government definition used in No Child Left Behind (NCLB) below. In Michigan LEP students are referred to as English Learners (ELs).

An EL is a student age 3-21, who is enrolled (or about to enroll), in a U.S. elementary or secondary school and meets these two requirements:

- 1. Belongs to one of the following categories:**
 - Was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;
 - Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where language other than English has had a significant impact in the individual's level of English language proficiency; or
 - Is migratory, speaks a native language other than English, and comes from an environment where language other than English is dominant.

- 2. May be unable, because of difficulties in speaking, reading, writing, or understanding the English language, to:**
 - Score at the proficient level on state assessments of academic achievement;
 - Learn successfully in classrooms that have language of instruction in English; or
 - Participate fully in society

English Learner Programs and Services

When students are enrolled in school in Michigan, parents are required to complete a Home Language Survey. This survey involves answering two questions: "Is your child's native tongue a language other than English?" and "Is the primary language used in your child's home/ environment a language other than English?" If either condition is true for a student, the local school district's Title III Program eligibility process is initiated.

In Michigan, every local school district with ELs is required to have a Title III Program Evaluation Report or Title III Handbook that describes the district's English Learner Program or English as a Second Language (ESL) services. To access ESL services, an EL student's English language proficiency must be determined and described according to six (6) levels of English language development. Descriptions of the six (6) levels are found in the [World Class Instructional Design and Assessment](#) (WIDA) English Language Development Standards (see Appendix B in this document).

The English language proficiency level of an EL student is determined by the student's performance on the *WIDA-Assessment Placement Test Screener* ([WIDA-APT](#)) given at enrollment, the [WIDA ACCESS](#) assessment given every Spring, and performance on multiple indicators throughout the school year designated by a local school district and documented in their Title III Program Evaluation Report or Title III Handbook. Districts are required to use the Michigan Department of Education's, [English Learner Program: Entrance and Exit Protocol](#) to operationalize the entry and exit criteria for ESL services in their schools. For EL students with significant cognitive impairments that prevent them from meaningfully participating in the *WIDA ACCESS*, the [WIDA Alternate ACCESS](#) assessment is an option.

IDEA Federal Regulations

The Individuals with Disabilities Education Act (IDEA) of 2004, passed by Congress, is the statute or law that is the basis of special education in the United States. The Office of Special Education and Rehabilitative Services in the Department of Education is the agency that promulgates the federal regulations needed to implement the IDEA. These regulations are referred to herein as the Federal Regulations (2006).

The Federal Regulations (2006) are very clear that a student should not be found as a student with a disability if the determinant factor is limited English Proficiency (§ 300.306). This means that a team must rule out that the **primary cause** of the student's inadequate achievement is not a student's limited English proficiency. Furthermore, the Federal Regulations (2006) require that during any assessment of an EL, the Multidisciplinary Education Team (MET) must consider the child's cultural and language differences. Assessment tools must be non-discriminatory with respect to race and culture (see § 300.304 in sidebar). If the MET is attempting to determine the EL's proficiency in the primary language, assessments must be administered in the EL's primary language, or in a form that best estimates the child's abilities.

§ 300.304 Evaluation procedures

(c) Other evaluation procedures. Each public agency must ensure that—

(1) Assessments and other evaluation materials used to assess a child under this part—

(i) Are selected and administered so as not to be discriminatory on a racial or cultural basis;

(ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

(iii) Are used for the purposes for which the assessments or measures are valid and reliable;

(iv) Are administered by trained and knowledgeable personnel; and

(v) Are administered in accordance with any instructions provided by the producer of the assessments.

PART II: BIG IDEAS WHEN CONSIDERING A SPECIAL EDUCATION EVALUATION

For ELs attending English-speaking schools, second language acquisition is a lengthy, developmental, highly-individualized process, whereby students acquire English listening, speaking, reading, and writing skills at the same time they are learning classroom academic content. Appropriate instruction should focus on both teaching the English language and providing access to and participation in all content area instruction at the EL's grade level (Office of Civil Rights, Title VI: Lau v. Nichols). Even with the best instruction, there may be cases of students who are lacking progress and educators might wonder if the student might have a disability. The following are big ideas to consider when working with students who are learning English and are suspected of having severe academic difficulties.

Big Idea #1: Language Learning Differences Are Not Disabilities

Nationally, ELs have been both over-represented and under-identified as students with disabilities in the past. It is important to understand that describing a student as an "EL" or "LEP student" is not synonymous with "a student with a disability." ELs are learning English differently than their peers who are enrolled in English schools and have been learning only English throughout their entire lives. Monolingual English speakers attending English school can focus solely on the academic and social content taught during the school day. ELs, however, must focus on learning academic and social content in school, and also simultaneously learning the English language. This difference does **not** constitute a disability. However, just as educationally-handicapping disabilities occur in students with English as their primary language, an EL student may also have a disability **in addition to** learning English as a second language.

Big Idea #2: A Team Approach is Required from the Start

When working with an EL student, it is imperative that a team approach is used. There are a variety of disciplines that interact with an EL student, and together, can develop a more accurate picture of the student than any one person can do separately. No one person owns all of the EL knowledge, skills, and experiences, and no one person is solely responsible for successful school outcomes for EL students; supporting ELs requires an "all hands on deck" team approach. The team may include the following staff members, each of whom has a unique body of professional knowledge that contributes to the overall understanding of all aspects of a child:

- Administrator
- General education teacher
- ESL/Bilingual teacher/specialist
- ESL/Bilingual paraprofessional
- Bilingual/bicultural interpreter in the language and culture of the child/family
- Speech-language pathologist
- School psychologist
- Special education teacher
- Social worker

Schools that have intentionally built in school-wide infrastructures for regularly meeting, communicating, analyzing school-wide student data, and setting instructional goals for all students at a grade-level find that the teaming required to support EL students who may be struggling academically is already built into their system of support.

Big Idea # 3: Meaningful Data Collection and Analysis Must Occur Prior to Any Special Education Referral

When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's level of English proficiency, the student might typically be referred to the school's Child Study Team for problem-solving and intervention strategies. One of the first tasks the team needs to do is to conduct a parent interview (See Appendix A) in order to obtain information about the student's native language development, language experience at home, and any prior literacy and school experience. Conducting a parent interview to understand more about the EL's medical, developmental, and language-learning history should not be seen as a delay in making a referral for special education evaluation; rather, it is an important first-step in developing the lens through which an EL's individual history, language-learning experiences, and current learning can be viewed. This information will help guide the team in uncovering any established medical or developmental conditions present from birth for the student that may indicate an immediate need for a special education evaluation. The information will also help the team determine the focus and the intensity of any needed intervention prior to a special education referral. For example, if the team discovers that a fourth-grade student has been exposed to English for less than six months and has never had prior schooling experience, the academic differences the team is noticing may not appear as unexpected compared to a student who has been exposed to English for less than six months but has had five years of schooling in his native language. A thorough parent interview conducted face-to-face and with an independent, educated native speaker of the parents' primary language will yield the most accurate description of the student's history and best inform the team's next steps.

In addition to a parent interview, the Child Study Team needs to review both core classroom instruction and core Title III: ESL/Bilingual support services that the student has been receiving. Classroom observations and teacher interviews are helpful in determining the amount and appropriateness of classroom instruction given the student's level of English proficiency and academic background. A review of the data illustrating the student's progress in the classroom as well as with the English Language Development (WIDA-ELD) standards that have been taught (see Appendices B and C for resources) is crucial prior to the development of intervention strategies or a special education evaluation.

When intervention strategies are developed for an EL, progress monitoring data should be collected across time and regularly reviewed by the Child Study Team to determine the student's response to these intervention strategies. This means that observable and measureable data is collected so that the team can determine if there is positive/adequate, questionable or insufficient response to the intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. These intervention strategies must be utilized to determine what further strategies may be necessary. These intervention strategies must also be utilized to ensure that a student is not referred for a formal special education evaluation when the lack of academic progress is primarily related to language-learning background or a need for more Title III: ESL/Bilingual support services. See Appendix E for an instructional variables checklist that can be used to review classroom instruction and intervention strategies for students.

In the event that the various strategies are not successful after being delivered with sufficient intensity, fidelity, and a reasonable amount of time, the student may be referred for a special education evaluation. Students with identified medical or developmental conditions present from birth may also be referred for a special education evaluation at any time. When these documented medical or developmental conditions exist, a lack of response to intervention is not a prerequisite for a special education evaluation. Similarly, proficiency in English is not a prerequisite for a special education evaluation, no matter how long the

student has attended English-speaking schools. The student will likely require an evaluation that uses an instrument designed to be administered in the student's native language.

Since individual districts establish procedures for referring students for special education evaluation, it is important that districts don't engage in practices and policies that avoid or make it almost impossible to evaluate ELs in a timely manner because of their EL status. Policies and practices related to this stance are hard to defend from a compliance standpoint. At no point should an evaluation of a student suspected of having a disability be denied an evaluation for the sake of gathering more information or delaying the process. As with any special education evaluation, once a student is suspected of having a disability, a referral and consent should be initiated.

Big Idea #4: Understanding Second Language Acquisition is Crucial For Accurate Data Interpretation.

As students acquire English as a second language, they develop both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in English (Cummins, 1984). BICS represent the day-to-day vocabulary, grammar, and conversational skills that students use to engage in social interactions and meet their basic wants and needs. BICS are usually attained within the first two - three years of exposure to a second language. CALP represents more advanced, higher-level knowledge of the academic vocabulary, sentence structures, and classroom discourse that enable students to comprehend and express classroom academic knowledge. CALP develops over a longer period of time and make take from five to seven years or longer for ELs to master. According to Cummins, in order for ELs to be successful in U.S. schools, their attainment of CALP in English is paramount. Educators cannot assume that ELs who demonstrate mastery of BICS have also mastered CALP. CALP is a complex process that is impacted by previous schooling, age, cultural values, and background experiences. Students who have two to three years of schooling in their primary language may require five to seven years to master CALP in English, while students who have never received schooling in their primary language may take seven to ten years to become proficient. In general, EL students who have acquired solid literacy skills in their primary language (i.e., possess primary language CALP) are more likely to master English CALP within the five to seven year period. Conversely, younger ELs who have not had an opportunity to fully develop CALP in their primary language will generally take longer to develop English CALP.

Basic Interpersonal Communication Skills (BICS):

The type of language proficiency typically utilized in social and informal settings to carry a conversation with another person.

Cognitive Academic Language Proficiency (CALP):

The type of language proficiency required to complete schoolwork and progress in academic situations.
(Cummins, 1984)

Another consideration for ELs is the timing and order of primary and secondary language learning. Children may be learning English after learning a primary language at home (referred to as "sequential language learners"), or they may be learning English at the same time as another language in homes where both English and another language are spoken (referred to as "simultaneous language learners"). For sequential language learners who have a solid primary language foundation prior to being introduced to English, often times they experience a regression of some of the primary language skills. This "language loss" may result from either a lack of continued exposure to more complex concepts in the primary language or the introduction of a second language before the primary language is fully developed, or both. When language loss occurs, there may appear to be a lack of proficiency not only in English, but also in the primary language for a period of time. It is important to remember that this

language loss is typical during second language acquisition because concepts are developing in two languages rather than just one. As ELs continue to be exposed to their primary language at home and English at school, they typically overcome this temporary loss and gain proficiency in both languages.

For simultaneous language learners who are learning English and another language at the same time, their language development in each of the languages available to them is likely to be slower and more protracted across time. This is typical and expected. For these students, gauging overall language ability requires teams to take into account language understanding and usage across all languages of the child. To put it another way, language development for learners progresses at about the same rate as language development for monolingual speakers, but that progress is spread out across two (or more) languages. To obtain this full, comprehensive picture, teams need to look at the levels of development in each language and sum them to get the full picture of the student's overall language development. Language development in any one of the languages available to the child may seem protracted compared to monolingual speakers; however it is the sum of language development in all languages that is important and should approximate the child's chronological age and learning rate. For example, a typically developing two-year-old monolingual child has over 200 words in their expressive vocabulary. For a typically developing two-year-old child learning Chinese and English simultaneously, expect at least 200 words in the child's expressive vocabulary of Chinese and English taken together (i.e., he may have 70 expressive words in English and 150 in Chinese at this stage of development; overall the parent can document 220 expressive words total). If, however, despite an uninterrupted, consistent, safe language-learning history, this child expresses only 20 words total in English and Chinese combined, the team should have concerns for language development. Waiting for the student to develop solid English proficiency prior to implementing an intervention or assess language development in all languages available to the child is an inefficient strategy that is not supported by the current research base (Geva and Farnia, 2011).

Oftentimes, parents of ELs attending English schools will cease communication in the home language in an attempt to increase exposure to English at home. Unfortunately, what happens in these cases is the parents begin to model limited English that lacks the cognitive-academic concepts and depth needed for overall language development and success in school. For both simultaneous and sequential language learners, best practice recommendations for families include continued exposure to and experience with the language of the home when the child is at home with family. Caregivers can develop the complex concepts, word structure, grammar, and literacy skills of the primary language by "going deep" in the language they know best. At school, EL students learn to map English concepts onto those concepts they have already learned at home, learn the nuances of these meanings across both languages, and extend those concepts to the cognitive-academic concepts that are introduced in school.

In determining individual student characteristics and language-learning experiences prior to any referral for a special education evaluation, refer to Appendices A, B, C, and D for tools to help describe each of the following:

- Student background and developmental history
- Language proficiency in primary language/ L1 (language learned first)
- Language proficiency in English/ L2 (language learned second)
- Prior schooling and academic background in L1
- Level of language that is being presented during instruction in English reading, writing and math
- Degree of language loss that is occurring while learning a new language
- The student's progress with core classroom instruction, including a description of the amount and appropriateness of the instruction given the student's level of English proficiency

- The student's progress with the WIDA-ELD standards as a result of core Title III: ESL/Bilingual support services

Big Idea #5: Determining "Adequate Progress" for EL Students is a Multifaceted Process

One of the challenges teams face prior to determining whether an evaluation of an EL is warranted is to decide whether the student is making reasonable or adequate progress in both learning English and learning core academic content. Evaluating the progress of ELs is accomplished by determining individual progress, not progress against grade-level standards or national norms. Current research illustrates that often times a proficiency gap exists between the performance of typically developing (non-disabled) ELs and typically developing monolingual language learners on tasks of comprehension and vocabulary, even though the growth trajectories of these ELs matches those of monolinguals. Therefore, it is essential to establish a baseline of linguistic proficiency (speaking and listening) and academic performance (reading, writing, and math) in both L1 and L2 and track these performances across time. Merely identifying a performance gap between ELs and English-speaking peers does not necessarily indicate a true disability for an EL (Farnia & Geva, 2011). The current research base indicates that while some performance gaps are typical for ELs (especially in the areas of comprehension and vocabulary), the learning trajectories of ELs without disabilities mirrors the trajectories of monolingual English speakers (Farnia & Geva, 2011; Geva, 2014). Identifying a performance gap that increases across time and/or a growth trajectory that is significantly flatter than that of monolingual peers may be evidence of a true disability however. It is important to collect data across time to establish these learning/ growth trajectories.

Measuring Progress of English Language Proficiency: WIDA ACCESS

The WIDA Assessing Comprehension and Communication in English State to State for English Learners (WIDA ACCESS) is required for all English Learners in Michigan. The WIDA ACCESS is administered annually to ELs receiving ESL/ Bilingual services. It monitors and serves as an important source of documentation of an EL's English language proficiency in listening, speaking, reading, and writing across time and serves as an important criterion to aid in understanding when an EL student has attained full language proficiency compared to their English speaking peers. For students without disabilities, there should be movement across the proficiency levels in listening, speaking, reading and writing as the student learns more English. For students with language, cognitive or specific learning disabilities, their progress may be negatively impacted as their disability may impact their overall English language proficiency. In students suspected of a disability it is vital to understand their overall English proficiency skills as an important context to understand their academic skills.

The WIDA English Language Development Standards, upon which the WIDA ACCESS is based, set critical context for gauging reasonable and expected progress for ELs in English schools. In using the WIDA ACCESS, there should be yearly growth that can be compared, although a typically developing student may spend more than one year at a specific proficiency level. Typically, students start at Level 1 (Entering) and move quickly to Level 2 (Emerging); however, they may remain in Level 2 (Emerging) for two or more years. The same pattern can happen within Level 3 (Developing), where the student may remain for several years. Often times teams see a phenomenon that has come to be known as the "Lower is faster, higher is slower" principle (Cook, Boals, Wilmes, & Santos (2008). In these cases, "the language growth of students at lower grade levels or proficiency levels is faster than the language growth of students at higher grade levels or proficiency levels. The breadth and depth of academic language students are expected to comprehend and produce increases as they advance in proficiency level. Specifically the language students need to demonstrate in terms of linguistic complexity, forms and

conventions, and vocabulary usage is greater and more complex at higher levels of proficiency” (WIDA ACCESS Growth Reports User Guide).

The WIDA ACCESS annual assessment yields raw scores, scale scores, and English Proficiency Level ratings for a student. As a general guideline, teams should use the WIDA scale scores (not proficiency levels) to monitor growth over time within each language domain and across grade clusters (WIDA ACCESS Growth Reports User Guide). Each language domain has its own scale, so only same-domain comparisons can be made across time (i.e., compare Listening scale score to Listening scale score across time for one student; do not compare Listening scale score to Speaking scale score). The WIDA ACCESS helps teams answer the question,

- “Does this student have English proficiency comparable to that of their English-proficient peers?”






Once an English Language Proficiency level is identified for a student, it is important that the team understand what the student can typically do with their English skills as it applies to speaking, listening and academic subjects. Teams should review the **CAN DO Descriptors** for the levels of English Language Proficiency to gain better insight on how the student’s English skills could be impacting the development of academic skills in the classroom (See Table 5, pgs. 21-23 from the WIDA Interpretive Guide for Score Reports, Spring 2015.)

Measuring Progress of English Language Proficiency: WIDA ACCESS for EL’s Growth Reports

Another interpretive report that can help teams understand the language proficiency of EL students is reviewing the WIDA ACCESS Growth Reports- Student Lists report that are now available in the Spring of 2015. Teams can see how much growth groups of EL students are making. The WIDA ACCESS Growth reports answer questions like,

- “How is our school’s language programming and instruction impacting students’ growth on the WIDA ACCESS?”
- “Are our EL’s making similar gains to other students in the WIDA Consortium taking the test?”
- “How good is this growth compared to the growth of other students who started taking WIDA ACCESS at the same English Language Proficiency level in the same year in our school?”

Percentile Growth Ranges for each student taking the assessment in a given year are offered in the Growth Report (see below).

Percentile Growth Ranges	
There are five WIDA-wide Percentile Growth Ranges used in the growth charts (Figure 1).	
Figure 1.	
WIDA-wide Percentile Growth Ranges	Descriptors
 ≥ 75th	Above the 60th percentile indicates above average growth compared to all students who took the test at that grade cluster and starting ELP level.
 ≥ 60th & < 75th	
 ≥ 40th & < 60th	Between the 40th and 60th percentiles indicates average growth compared to all students who took the test at that grade cluster and starting ELP level.
 ≥ 25th & < 40th	Below the 40th percentile indicates below average growth compared to all students who took the test at that grade cluster and starting ELP level.
 < 25th	

The data obtained by the WIDA ACCESS is specifically designed for district interpretation at grade levels, across domains and helpful in determining initial English language proficiency. Because of the diverse linguistic backgrounds and learning pathways of EL students, the WIDA ACCESS does caution against using the Growth Report as the only source of data for individual progress monitoring (WIDA ACCESS Growth Reports User Guide, Spring, 2013). The growth percentile can be used as an indicator if further assessment or concern is warranted and will give some indication of the effectiveness of the general education supports for EL students in a school. The WIDA ACCESS Growth reports can enable schools to examine national and local context, including student progress at a specific grade level and level of English proficiency. These charts do not predict how much growth is expected for a student; they only provide a comparison to all other students in the WIDA Consortium who are at the same grade cluster and who started at the same level of English proficiency. In general WIDA ACCESS Percentile Growth Ranges below the 25thile for the student, as documented by the WIDA Growth Report across 2 or more years of data collection may warrant further investigation.

Measuring Progress of English Language Proficiency: ELPA

Prior to the adoption of WIDA in Michigan in 2013, the English Language Proficiency Assessment (ELPA) was required by the Michigan Department of Education for any English Learner. This means that a student that is suspected of having a disability today may have a history of taking the ELPA for many years prior to the adoption of WIDA ACCESS. As a general guideline, when attempting to understand the progress of a student's language proficiency, teams may have access to ELPA scores. As a point of reference, teams should examine the ELP on the ELPA and also examine a student's movement through the ELP and bands using the scaled score. As a general rule, consider 1/3 to 1/2 level of growth per year as typical on ELPA. Less than 1/3 to 1/2 level of growth per year as signal to investigate further.

Measuring Progress of Academic Skills

One strategy to assess reasonable progress is gathering repeated assessments of student academic performance over time on similar tasks. This allows a school team to study a student's individual growth rate or learning trajectory.

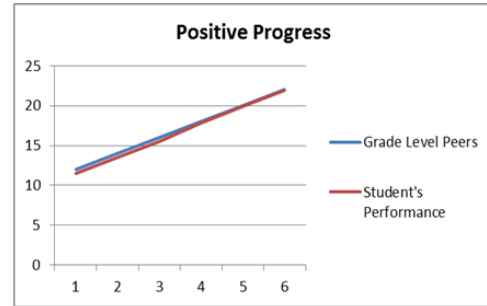
With access to instruction that is matched to an EL student's level of English language proficiency in reading, writing, or math, an EL student's growth rate should approximate that of English speaking peers—typically 6 months to 18 months growth for one academic year of instruction (MDE; Farnia & Geva, 2011). If instruction and academic content are being provided far above the level of the student's English language proficiency in reading, writing, or math, it is inappropriate to expect the same rate of progress for EL students as for monolingual, native English speakers. In these cases, typically developing EL students may make less than 6 months to 18 months of growth for one academic year of instruction.

The following table is intended to guide thinking that is necessary when determining adequate progress in academic skill acquisition (not language proficiency). The focus is on the student's learning trajectory (learning rate) and performance gap.

Positive response to instruction

As a result of instruction and intervention supports, the student has an acceptable level of achievement, evidenced by being at, near or above age or State-approved grade level standards. The student is making one or more years of progress per grade level as the student learns both the English language and academic skills in English. There is little to no gap between monolingual English peers and the student. The student is demonstrating learning at a rate that is equal to or greater than grade level peers. The student is responding positively to the current system of supports through general education

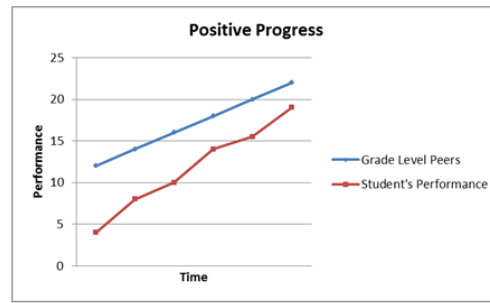
Decision Point: *This evidence does not suggest making a referral for a special education evaluation.*



Positive response to instruction

A performance gap exist (may not be on grade level), but there is acceleration in slope of learning or progress across grade levels in English reading, writing, or math skills early on, and/ or as the student becomes more proficient in English. The performance gaps shrink slightly across time. The student responds to and benefits from current general education instruction.

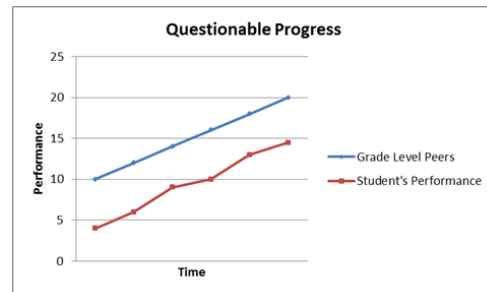
Decision Point: *This evidence does not suggest making a referral for a special education evaluation.*



Questionable response to instruction

Minimal (½ or more years) of progress per grade level as a student learns both the English language and academic skills in English. This means that the student's learning slope may be parallel to their peers, but there is a performance gap that is stable or increasing slightly. This student may not be proficient compared to State-approved grade-level standards, but the student's learning rate is about equal to peers. The student is responding positively to the current system of supports through general education

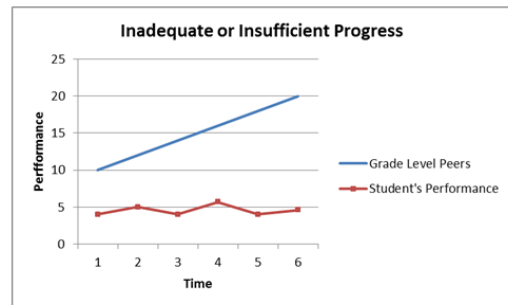
Decision Point: *This evidence does not suggest making a referral for a special education evaluation. It does require further problem-solving to determine if there are strategies to increase the rate of progress to close the achievement gap.*



Insufficient response to instruction

Less than a ½ year of growth per grade level in English reading, writing or math skills despite instruction matched to the student's level of English proficiency. This student's learning slope is not parallel to peers and the performance gap is getting *significantly* larger each year. It appears that the student benefits little from current general education instruction. The student's lack of progress is seems rare and uncommon compared to the diversity of learners in the classroom.

Decision Point: This evidence suggests that further consideration is warranted to understand the possible barriers to learning. A referral for a special education evaluation may be warranted.



Big Idea #6: Be Aware of the Major Methodological Issues When Using Standardized Tests for EL Students

Some MET teams are tempted to use standardized, norm-referenced tests when attempting to answer the questions above. Assessment of culturally and linguistic diverse students using standardized tests is fraught with validity and reliability issues for three major reasons: 1) lack of representation in the norm sample, 2) cultural loading in any given test, and 3) linguistic demands required by the test.

- *Lack of Representation in the Norm Group during Test Construction.* Norming samples used in standardized tests developed in the United States do not typically represent the background, cultural values, language, and experiences of ELs and therefore, are rarely applicable to the majority of culturally and linguistically-diverse students being assessed. If norms from these assessments are used as a comparison for performance, the results are likely invalid and lead to over-identification of culturally and linguistically-diverse students.

As a strategy, examiners are tempted to employ or utilize an interpreter to administer the assessment to overcome issues of bias or linguistic demands of the test. Direct translation of standardized, norm-referenced tests does not circumvent the fundamental norming issues and is psychometrically defenseless. Norm-referenced tests must always be administered in the standardized way when standardized scores are going to be reported and therefore cannot be translated. Informal assessments administered in the EL's primary language should be used to gauge proficiency in the primary language.

- *Cultural Loading.* While tests try to eliminate cultural bias, all tests are influenced by culture. This means that all tests have some degree of cultural bias. For example, basing a test on what a 10 year-old English-speaking student in US schools is expected to have learned (either formally or informally) is only valid when the student has had 10 years of exposure to the US culture. In contrast, an EL student who is the same age and has not had the same cultural experiences cannot be expected to demonstrate the same cultural knowledge. The EL's score will undoubtedly be lower and may lead to erroneous assumptions about what a student does or does not know. Therefore, when a student's background experiences are different than the normative sample on which the test was based, the use of the test is inappropriate.
- *Linguistic Demands.* Nonverbal assessments are often sought as a way to circumvent the linguistic demands of typical standardized tests. Nonverbal assessments tend to tout no cultural

or language bias. This is an illusion when evaluating EL students. Nonverbal tests do not eliminate the issue of lack of norm sample representation and cultural bias previously discussed. Most importantly, closer examination of these tests reveals that while the expressive language demands decrease with the use of nonverbal assessments, the receptive language requirements remain the same. Thinking is mediated by language and nonverbal tests that use physical gestures, facial nuances and subtle body movements to convey directions are using forms of communication that still are culturally bound. Examiners need to be aware of the limits of using a nonverbal assessment approach for measuring a student's skills.

Collecting information about what the student knows and can learn using non-discriminatory assessment practices is the goal. In this light, educators should be comfortable in using assessment tools and techniques that provide information about a student's learning. Traditional norm-referenced assessments standardized on monolingual language learners are static in nature and compare what an EL can currently express in English to what monolingual English peers can express; these norms cannot be applied to ELs. Big Idea #8 addresses more dynamic assessment techniques.

Big Idea #7: Reporting Norm-Referenced Standard Scores May Be Unethical

As indicated above, reporting statistical scores from standardized, norm-referenced tests is inappropriate when a student does not share the same characteristics as the normative sample used to develop the test. However, when local or state policy dictates use of a standardized test for the determination of special education eligibility, be cautious. Think carefully about how to administer and report the results. Student performance and findings should be interpreted in comparison with other, typically developing children from the same background. Measures of an EL student's current functioning should be considered qualitatively and not be considered as necessarily predicative of any future achievement. Norm-referenced test of this nature may be helpful to provide a structured observation about what a student currently knows and can do. Assessments such as narrow-band norm-referenced assessments, criterion-referenced assessments, classroom rankings and ranking changes across time can be particularly useful in obtaining an understanding of which academic skills the student does and does not have. If necessary, standardized, norm-referenced tests should be used with extreme caution and only with a skilled examiner who understands both the linguistic and cultural load of the test.

Some districts still require norm-referenced assessments despite the cautions discussed above. To minimize these cautions, use assessments that have been standardized and normed on students with similar language-learning backgrounds as the EL in question. If no such assessment is available and the team must use norm-referenced standard scores, percentile ranks, or age-equivalents (from a norm-referenced test whose normative sample is different from the EL student) provide baseline information about a student's skills, the scores should not be used as the sole indicator of the EL's skills or used to gauge how discrepant the student's performance is from the average of his/her peers. Commonly used but monolingually based classification systems tend to accentuate misconceptions regarding the true meaning of a norm-referenced type of score (S. Ortiz, 2005).

Alternatives to reporting norm-referenced scores would be to report student accuracy rates for specific skills and tasks, describe performance relative to a criterion or rubric, or use an alternative, less culturally-bound description of performance when standardized, norm-referenced tests are used as part of an evaluation of an EL. In doing so, the team is looking at repeated assessment of student progress as well as understanding the intensity of instruction to facilitate progress. Therefore, it is important to understand how a student is performing in reading, what the student's strengths and weaknesses are in reading, and how much effort it takes for the student to learn as their English is growing. For example, given attendance in English schools for 3 or more consecutive years, the learning trajectories for English phonological awareness, basic decoding, word reading, and rapid naming skills mirror those of monolingual English speakers, and performance gaps are much smaller in these areas than in areas of vocabulary and comprehension (Adelson, Geva, & Fraser, 2014). A child that is an EL and has a reading disability "will face persistent difficulties in developing accurate and fluent word recognition, decoding, and spelling skills, regardless of how fluent they become in spoken English" (Geva and Farnia, 2012; p. 2). A

student suspected of a disability may have learning trajectories for English phonological awareness, basic decoding, word reading, and rapid naming skills are much flatter than those of monolingual English speakers, and performance gaps are large and increasing for these areas (Adelson, Geva, & Fraser, 2014). Learning seems to be problematic across skills, not only skills expected due to differences in prior knowledge or vocabulary.

For example, consider the performance of an EL, whose first language is Spanish, who was found to have an English proficiency level of 4 (Expanding) in reading in first grade. A year later however, as an ending second grade student, he still did not know all of his letters of the English alphabet. He has been in the country since birth and attended preschool through second grade in the same school. The interventionist in the second grade provided a 5-part, intensive, tightly scripted intervention to enable the student to recognize his letters. After 70 lessons over the course of 6 weeks, the student did not improve in his letter knowledge from pretest measures despite the intensity and alignment of instruction. This evidence suggests that this student may have more than learning a second language as a reason for his slow progress in letter identification.

Over the years, many have questioned used school-wide screeners for EL students. For example, if reading instruction is in another language, then typical academic screeners used in schools (i.e., DIBELS, AIMSWEB) are not appropriate tools. If a student does not have enough English language proficiency to benefit from reading instruction in English, then these types of tests would be inappropriate. This is the case for English Learners who score at WIDA level 1 (Entering). When a student's oral language progress indicates that reading instruction provided in English is possible, then formative assessments such as these may be used. If reading instruction is in English, and students can understand the directions, then teachers are recommended to assess English Learners with formative measures used in schools. The results should be used to understand the student's progress not necessarily used to compare the student's performance with their peers.

Big Idea #8: Consider the English Learner's Potential to Learn

One promising piece of evidence useful in distinguishing between difference and disability is using a Dynamic Assessment procedure referred to as test-teach-test (Moore-Brown, et.al, 2006). This is similar to a more commonly known and widely accepted practice of Response to Intervention (RTI) for eligibility determination. Test-teach-test differs in the sense that intervention cycle is much shorter in duration (within a week) as opposed to longer cycles commonly used in buildings implementing RTI (8-12 weeks).

Dynamic assessment procedures attempt to measure a student's potential for learning new information. Using a test-teach-retest method, teams can obtain evidence for what a student can currently do as well as how easily that student can learn something new as a result of instruction matched to the student's level of English proficiency. Student learning is measured through repeated sampling of student performance before, during and after teaching within a single testing session or across 2-3 teaching sessions. This teaching is referred to as "interactive teaching" or "mediated learning" because it often follows a script and allows the teacher to apply scaffolds as needed to determine what helps and what hinders a student's learning (Moore-Brown, et. al, 2006). When pre-to-post student growth data is triangulated with a judgment of the student's "modifiability" (responsiveness to instruction) and a judgment of the amount of effort the examiner had to put forth to cause the change, identification of true learning disabilities are reliably uncovered (Pena, et. al, 2006). Because dynamic

Dynamic assessment is based on Vygotsky's ideas about the zone of proximal development (ZPD). Vygotsky (1978) proposed that the ZPD was the distance between the level of functioning that children could demonstrate independently, and the higher level at which they could function with adult help and support. (in Dynamic Assessment and Intervention, Miller, Gillam & Pena).

assessment provides information on how well a student can learn something new (rather than how much he currently knows), the assessment process is much less confounded by factors that often preclude clear interpretation of assessment results (Gutierrez-Ciellen & Pena, 2001; Pena, Iglesias & Lidz, 2001). The procedure is also helpful in situations where ELs have not previously been exposed to language or academic concepts because it offers a glimpse into what the EL can learn given solid instruction.

Research to date has shown that for ELs who have been regularly exposed to English for 20% or more of their day/week and living in the US for three or more years, the test-teach-retest procedure administered in English for a language or academic task (reading, mathematics, or writing) can yield reliable data about an EL's learning potential for that task. Examiners must look at all three aspects of the learning task to yield the most reliable conclusions and classification accuracy: 1) the student's pre-to-post test change in performance, 2) the responsiveness of the student, and 3) the amount of effort or scaffold required by the examiner to facilitate the change in student performance. ELs who demonstrate accuracy and ease with learning new language or academic concepts as a result of mediated teaching via a dynamic assessment procedure are less likely to demonstrate a true language or specific learning disability. Research on dynamic assessment has reported very high accuracy at differentiating language difference from language disorder, and it has great potential to reduce cultural and linguistic bias. Dynamic assessment tasks may also be administered to ELs in the primary language with an interpreter if the team is working with an EL who has been living in the US for less than three years or has had very limited English exposure or is very young and learning two languages simultaneously. Refer to Appendix G for examples of student modifiability rating scales and teacher effort scales that have been used in recent research studies.

Big Idea #9: Interpret Student Performance Within Their Individual Language-Learning Background and Experiences

Depending on the student's areas of identified needs, teams collect information about that student's language, literacy and math skills, ideally in all languages available to the student. The challenge for teams is to differentiate speech, language, reading, writing and/or mathematical errors that result from primary language influences and those that are indicative of a true language or specific learning disability. Many times primary language influences mimic signs of language or learning disability, which makes it impossible to apply the same analysis or rules to bilingual students that we use for monolingual students. (Bilingualism, 2014). It is important to analyze error patterns and consider if these are reflective of the home language.

One strategy for managing this dilemma is for teams to understand the different sound systems (phonology), language components (grammatical features, semantic features), social norms (pragmatic features), literacy components (orthographic features), and mathematical characteristics of the student's primary language and then interpret the student's performance in English with these primary characteristics in mind. For example, if sounds, structures, or orthographic features exist in both languages available to the student, then typical language learners should not encounter much difficulty with those features as he or she acquires English. In this case, errors in English or large gaps between L1 and L2 performance would indicate more evidence of a true disability. If the sounds, structures or orthographic features differ among the primary language and English, then errors in English or large gaps in L1 and L2 performance are expected and indicate more evidence of a language difference (not disability).

Here are two examples to illustrate this big idea:

Speech Sound Production Difficulties - If a bilingual Spanish-English middle school student is struggling with accurately producing the /s/ sound in Spanish and English, and /s/ is a speech sound that is present in both languages, then this student's difficulty is likely due to a true sound-production disability present in both languages. However, if a middle school student is struggling with accurately producing the /th/ sound in English, and /th/ is not present in the Spanish language, then the difficulty is likely due to the influence of the primary language, not a true disability.

Reading Decoding Difficulties – If a bilingual Vietnamese-English middle school student is struggling with reading aloud a passage and demonstrating errors such as omission of past tense –ed endings, plural –s endings, and articles (i.e., the, a), and these specific grammatical markers are often omitted in the Vietnamese language, then these errors may be more indicative of primary language influence, not a true disability. While students who have a true specific learning disability may also have choppy, highly inaccurate reading, their reading errors likely follow a different pattern. A hallmark of a reading disability would be errors decoding content words (in isolation and in connected text) because the student fails to apply knowledge of sound-symbol relationships. In this student's case, she could decode many content words in isolation. Her specific errors seem to follow a predictable pattern that reflects linguistic patterns in her first language. She is likely attempting to make meaning or think in Vietnamese while she is decoding in English.

Understanding the speech and language patterns of the primary language for linguistically-diverse students allows examiners to better interpret formal and informal assessments. Teams must analyze error patterns and consider whether these errors reflect the influence of the primary language, or whether they are more pervasive, persistent, and present in all languages of the child. Baseline data collection and frequent progress monitoring of the areas of concern can then be used to establish a learning trajectory and determine if the student is making adequate progress given his or her language-learning background and experience.

The following resources may be helpful in understanding typical language patterns compared to English:

- Michigan Speech-Language Guidelines (2006), Culturally and Linguistically Diverse Populations section - highlights some phonological and grammatical features of commonly-spoken languages in Michigan schools; see PDF pgs.22, 124, 134, 135 of: <http://www.misd.net/SEconsult/MichiganSpeechLanguageGuidelinesRevised12-06.pdf> .
- Wikipedia.com – provides detailed phonological, morphological, grammatical and orthographic information on specific languages
- Bilingualistics – resource book that outlines expected errors and unexpected errors for native speakers from 12 different languages who are now learning English: <http://bilingualistics.com/catalog/products/difference-vs-disorder-understanding-speech-and-language-patterns/>

Please refer to Appendix H for an example of interpreting reading CBM benchmark passages using culturally and linguistically-sensitive analysis and scoring.

Big Idea #10: Be Aware of IDEA 2004 Requirements

A student's communication and learning difficulties must not be solely due to cultural factors or limited English proficiency to be eligible for special education services under Federal Law (IDEA 2004, Sec. 614.(5),(C)) and State of Michigan Rules and Regulations (2012, R. 340.1713). Therefore, essential components must be addressed in the special education evaluation process for students learning English as a second language:

- Socio-Cultural History- Parent interview should occur in the parent's primary language using an independent educated native speaker as an interpreter; this should include any relevant cultural influences that impact the student's performance in an academic or social setting.
- Student's proficiency in their primary language (L1); this may require the use of an independent educated native speaker if the evaluator is not highly proficient in the student's primary language.
- Student's proficiency in their secondary language (L2); this may include the use of standardized English assessments (without norms being reported), criterion-referenced assessments, classroom work samples, dynamic assessment, classroom observations, teacher interviews and progress monitoring tools.
- Student's history of core classroom instruction and ESL/Bilingual instruction in school (English-speaking schools and native language schools).

To determine eligibility for special education, the following student characteristics must be considered. Keep in mind that a student's history of core Title III: ESL/Bilingual support services must be considered as part of an evaluation, but **cannot** be used as sole criteria for determining the presence or absence of a disability. In other words, a lack of access to or participation in core Title III: ESL/Bilingual support services cannot be used to prevent special education certification when a true educationally-handicapping disability present in each of the student's languages from birth/ early on is suspected.

Student Characteristics	Special Education Recommendation
<ul style="list-style-type: none"> ○ Difficulties only in English (L2) that are typical of students learning English as a second language or expected given the primary language of the student. 	<p>Not eligible as a student with a disability</p>
<ul style="list-style-type: none"> ○ Difficulties in both English (L2) and the student's primary language (L1), with no history of L1 concerns prior to beginning English schooling. ○ "Language Loss" in the primary language (L1) that results from the process of learning English and a lack of sustained academic literacy support in L1. 	<p>Not eligible as a student with a disability</p>
<ul style="list-style-type: none"> ○ Difficulties in both English (L2) and the student's primary language (L1). ○ Difficulties in the primary language (L1) are explained by a true language disability present from early on and either atypical of students learning English as a second language or atypical of students with the same primary language-learning background as the EL. 	<p>Eligible as a student with a Speech and Language Impairment;</p> <p>Possibly eligible as a student with a Specific Learning Disability depending on the impact of the language impairment on reading and writing acquisition</p>
<ul style="list-style-type: none"> ○ Even with access to English reading, writing and/or math instruction matched to the student's level of English proficiency, <ul style="list-style-type: none"> ○ PSW Option: A pattern of strengths and weaknesses in achievement exists that is significantly discrepant from grade-level standards, follows known patterns of specific learning disabilities, and is atypical of students learning English as a second language. ○ RTI Option: Academic difficulties that are severely discrepant from grade-level standards and learning trajectories, and demonstrate insufficient progress when given high-quality, tightly-aligned instruction. ○ Academic difficulties cannot be attributed to specific differences associated with a culture or its language. ○ Academic performance patterns are atypical of students with the same primary language-learning background and schooling exposure as the EL. 	<p>Eligible as a student with a Specific Learning Disability</p> <p><i>* Please refer to the 2011 Oakland Schools SLD Guidance Document for further information on SLD identification (see Appendix F).</i></p>
<ul style="list-style-type: none"> ○ Documented medical condition or developmental delay (i.e., hearing loss, visual impairment, Down's Syndrome, ...) that has been present from birth, interferes with access to and/or progress in the general curriculum, and requires specially-designed instruction for the student to access and/or progress in the general curriculum. ○ Documented generalized cognitive delays across social, academic and adaptive functioning that have been present from birth and are atypical of students learning English as a second language. 	<p>Eligible as a student with a disability</p>

CONCLUSION

This document addresses many big ideas to consider when intervening with an EL who is suspected of having an educationally-handicapping disability. The big ideas represent common misunderstandings that frequently occur when teams consider a special education evaluation of an EL.

If you have further questions, feel free to contact any one of us for more information:

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APPENDIX A.1

Socio-Cultural History Example 1

I. General Information

Name (Last, First, Middle) Entry Date

Home Address

City State Zip Code

Home Phone Cell Phone

Birth Date Birth Place

Last School Grade Completed School Year Male Female

Father's Name (Last, First, Middle)

Mother's Name (Last, First, Middle)

Person's Name and Phone Number School can contact: Name Phone

Please list names of brother(s), sister(s), age(s), and indicate whether Male or Female:

Name Age M or F Name Age M or F

Name Age M or F Name Age M or F

Other relatives living in home: Yes No How long has family been in the U.S.? _____

Has family lived in the home: Yes No

If so, name the country(ies): _____

What are the student's special interests? (i.e., sports, music, arts, etc.)

II. Education Record

Where has the student attended school? _____

How many years of schooling has the student received in a language other than English? _____

In what language has the student been educated? _____

Does the student: a) attend another school? Yes No

If so, name the school: _____

b) attend community or other programs? Yes No

If so, name the programs: _____

c) received help from a tutor? Yes No

If so, name the tutor: _____

III. Language Background

What language(s) is/are spoken in the home?

Adult to Adult: _____

Adult to Child: _____

Child to Adult: _____

Sibling to Sibling: _____

What language(s) is/are written in the home? _____

Is the student read to at home? Yes No If yes, what language? _____

In what language(s) are parents able to help the student at home with schoolwork?

Mother:

Father:

IV. Media in the Home

Does the student read newspapers, magazines, and/or library books in the home? Yes No

In what language(s) are these materials written? _____

Does the student watch television and/or listen to the radio in the home? Yes No

In what language(s) are these stations/programs? _____

V. Additional Information

APPENDIX A.2

Socio-Cultural History Example 2

DEMOGRAPHIC INFORMATION

Who lives at home with the student?

Name	Age	Birth Place	Native Language	Years in Native Country	Places lived in US	Schooling (public, private, highest grade)	Languages Of Literacy

Do parents work? Where? How long have they maintained this job?

Has either parent had any formal English classes?

Who takes care of the student after school? What language is spoken?

How much contact does the family have with their native country? (trips, letters, telephone contact, ...)

Has the child ever lived away from the parents?

Does either parent have any history of learning problems?

What do the child's family members think about her difficulties?

LANGUAGE SURVEY MATRIX

To get a sense of the student's personal linguistic context and experience in the home, determine who speaks what languages to whom, and how often. On the matrix below, list the names of all the people living in the home across the top (listing the student last) and then down the side of the matrix in the same order (again, listing the student last).

		Listeners: ... to whom?						
Talkers: This person speaks (name language) ...								

1. Note any communication mismatches (e.g.: interactions where communication exchanges use hampered because 2 communication partners don't share the same language)
2. Note the percentage of receptive language experience in each language available to the student
3. Note the percentage of expressive language experience in each language available to the student

Does the student show any language preference?

Does the student ever help interpret for other family members?

BIRTH HISTORY

Tell me about your pregnancy with your child? (prenatal care, full term, complications with delivery, ...)

What was your child's weight at birth?

How long did you have to stay in the hospital?

Were any follow-up visits to the hospital/ doctor's office recommended?

	Home/ Other Language	English	About Equal	Code Switching/ Mixed Code	Neither
What language does your child seem to understand?					
What language is your child able to hold a conversation in?					
Which language did your child first learn to speak?					
At what age did your child first speak in native language?					
At what age did your child first hear and speak English?					
Which language does your child speak when playing by him/herself?					
Which language does your child prefer when watching television?					
Which language does your child prefer when listening to the radio?					
Which language do you use when disciplining your child?					
Which language do you use when helping your child with homework?					
In what language does your child speak when he/she is hurt or upset?					
In which language are most of the print materials (books, magazines, newspapers) you receive in your home?					
Does anyone read to your child at home? If yes, in what language?					
Based on the above information, which seems to be the dominant language in your home?					
Which seems to be the dominant language of your child?					

DEVELOPMENTAL HISTORY

How old was your child when he/she first began to crawl?

Walk?

Talk?

Speak in complete sentences?

How does he/she compare to other children in your family?

Did anything about your child's development surprise you?

Does your child usually do things quickly or slowly?

Would he/she rather watch or participate in activities?

What concerns did you have as he/she was growing up?

Did your child have any major illnesses, injuries, lost consciousness, high fevers, ear infections, operations growing up?

Is he/she taking any medication now? In the past?

Has your child had his/her vision and hearing checked recently?

BEHAVIORAL SURVEY

How would you describe your child's behavior as an infant, toddler, young child, and now?

Is he/she able to follow household rules?

What responsibilities does he/she have at home?

What seems to motivate him/her?

What does he/she complain about most often?

What does he/she prefer to do in his/her free time?

How well does he/she sleep at night?

Does your child have any friends at school? At home?

PRIMARY (L1) LANGUAGE DEVELOPMENT

When did your child first learn to talk?

Were you ever concerned about your child's primary language development?

Did people have a hard time understanding your child before age 4?

Is the child's primary language development any different from your other children? How?

Describe the quality of your child's primary language...

- Does he/she speak in full sentences, or is speech short and choppy?

- Did he/she learn letters and numbers in your primary language?
- Do you clearly understand your child's primary language?
- Does your child understand you when you speak in your primary language?
- Does your child avoid talking in your primary language?

EDUCATIONAL SURVEY

Did the child go to preschool or Head Start? Where?

What schools has he/she attended?

Has his/her attendance been regular or irregular? Were there any gaps in educational experience or prolonged absences?

Does he/she need extra help with his/her schoolwork? Who provides this help?

What does he/she seem to enjoy most about school?

What is the most frustrating thing about school for him/her?

What is your child best at? (In school...at home...)

What does he/she struggle with the most?

What are you most proud of about your child?

What concerns you the most?

What are your hopes and dreams for him/her?

What do you think needs to be done at school to help him/her?

Is there anything else that we didn't ask that you think is important for us to know about your child?

Interviewer:

Date of Interview:

APPENDIX A.3

COMPLETED LANGUAGE SURVEY MATRIX

To get a sense of the student’s personal linguistic context and experience in the home, determine who speaks what languages to whom, and how often. On the matrix below, list the names of all the people living in the home across the top (listing the student last) and then down the side of the matrix in the same order (again, listing the student last).

Listeners:
... to whom?

Talkers:							
This person speaks (name language) ...							

Given this EL’s home language-learning context, the team would expect to see stronger receptive and expressive skills in Chinese and weaker skills in English. This pattern would likely constitute “typical” language development for this EL. A pattern that violates that expectation derived from this context (i.e., minimal Chinese and minimal English skills, with Chinese skills weaker than English) would be more indicative of a true language-learning disability.

LANGUAGE SURVEY

To get a sense of the student’s linguistic context and experience in the home, determine who speaks what languages to whom, and how often. On the matrix below, list the names of all the people living in the home across the top (listing the student last) and then down the side of the matrix in the same order (again, listing the student last).

Listeners

speaks to →		Mark (dad)	Gao Qi (mom)	Lao Lao (grandma)	Niu Niu (cousin)	River		
Mark (dad)			English	English	English	English 90% Chinese 10%		
Gao Qi (mom)	English			Chinese	Chinese	English 40% Chinese 60%		
Lao Lao (grandma)	Chinese	Chinese			Chinese	Chinese		
Niu Niu (cousin)	English	Chinese	Chinese			Chinese		
River	English	English 40% Chinese 60%	Chinese	Chinese				
							Receptive	Expressive
				Chinese	10 / 16	3 / 4		
				English	6 / 16	1 / 4		

RIVER
240 Simultaneous Bilingual Chinese + English

1. Note any communication mismatches (e.g.: interactions where communication exchanges use hampered because partners don’t share the same language)
2. Note the percentage of receptive language experience in each language available to the student
3. Note the percentage of expressive language experience in each language available to the student

English Language Development (WIDA-ELD) Standards

WIDS English Language Development Standards

<http://www.wida.us/standards/eld.aspx>

ELs arrive in classrooms with varying levels of proficiency in their home/primary language. Whenever possible, assessment in primary language should be given. However, it is often not possible to assess the home/primary language level of ELs because of lack of educated native language resources and diagnostic assessments. Districts begin to gather information about prior schooling by completing the home language survey, the student background survey, and the formal schooling inventory. Review of any available documentation of educational participation from the home country provides valuable information for the team. In addition, an interview of the parents to provide social history is also a valuable tool to assess discrepancies in L1 development between siblings.

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

To meet the instructional needs of English Learners (ELs) in Michigan, six (6) levels of English language development are used to more accurately describe student developmental level in listening, speaking, reading, and writing skills. Included in the table below is a general description of the characteristics of ELs at each level of development.

The English language development (ELD) level of a student is determined by using the scores from the former ELPA, W-APT Screener or WIDA-ACCESS as well as multiple indicators identified by the local school district in the Title III Evaluation Report or Title III Handbook. Entrance and Exit Protocol used by a local district to determine eligibility of an EL student for entrance into and exit from Alternative Language Program services. http://www.michigan.gov/documents/mde/Entrance_and_Exit_Protocol_10.30.12_402532_7.pdf

Chart C.1 provides a definition of the levels of English Language Development for ELs

Chart C.2 provides Performance Definitions for each language development level

Chart C.3 provides Performance Definitions in Listening and Reading

Chart C.4 provides Performance Definitions in Speaking and Writing

English Language Development (ELD) Levels

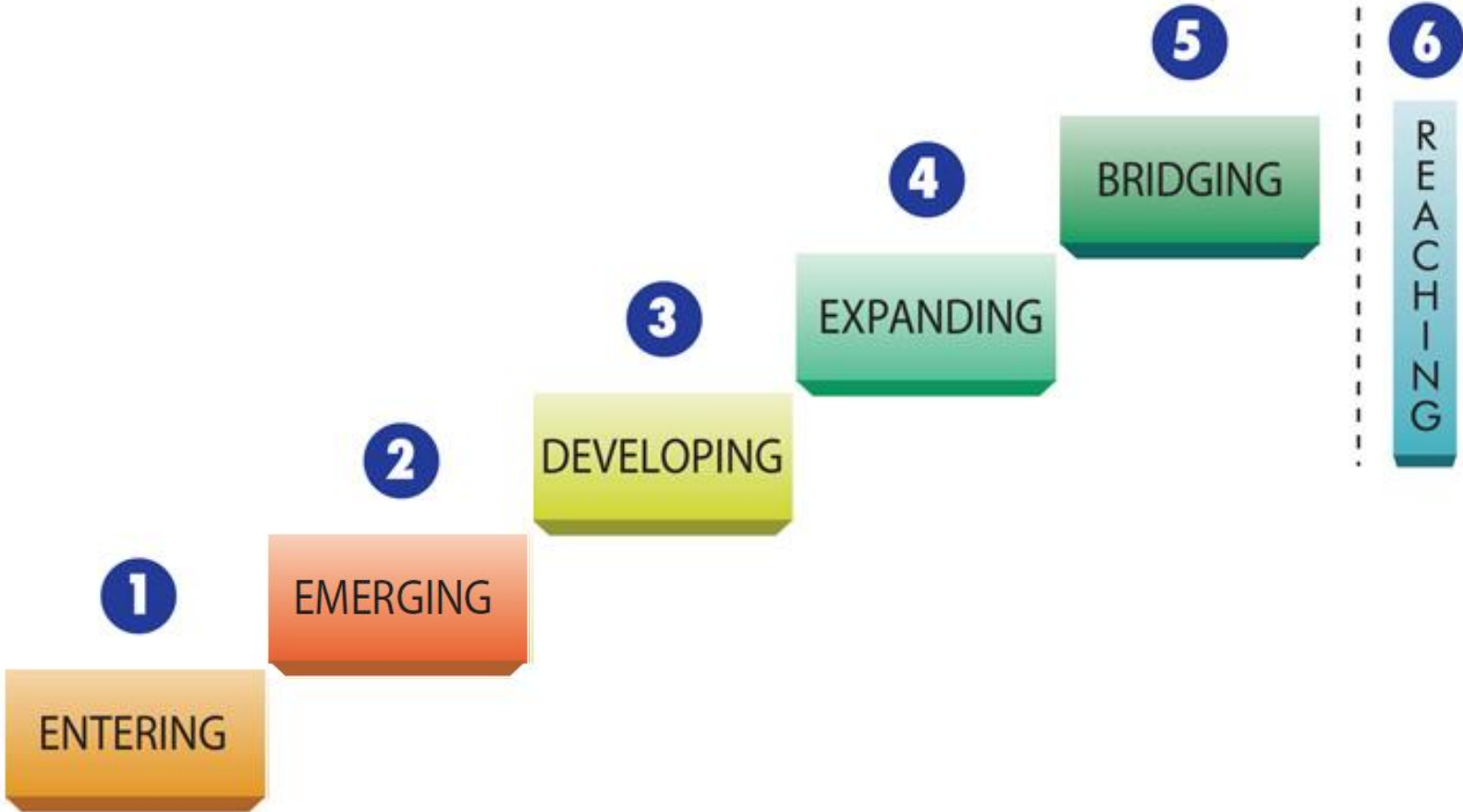


CHART C.2

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

WIDA Performance Definitions - Listening and Reading Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

APPENDIX D.1

New Student Enrollment: Summary of Previous School Education

Student's Name _____ Date of Interview: _____

Age	School Year	Grade Level	School / Location	Notes
Date of Birth				
1 year old				
2 years old				
3 years old				
4 years old				
5 years old				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				

The school year in _____ is from _____ to _____.
country starting month ending month

Transcripts available: none 9th grade 10th grade 11th grade 12th grade

Date of entry in U.S school _____

Likely grade level placement for academic year 20__/20__

Developed by: Sandra Hagman, Walled Lake Schools

Team Approach to Grade Placement of ELs from Foreign Countries

PART A: General Categories of ELs from Foreign Countries		
Check (√) one		
	1. No interruptions in formal schooling, similar school calendar to Michigan schools	
	2. Formal schooling, but different school calendar than Michigan schools and/or different age of school entry	
	3. Interrupted schooling	
	4. No formal schooling	
PART B: Information to consider in decision-making, on a CASE-BY-CASE basis		
Complete	Needed	
		1. Information from parents
		2. Home Language Survey (in your school office, 5 languages)
		3. Chronological History (new form, see attached)
		4. W-APT (within 10 school days)
		5. Writing sample in home language
		6. EL Math Test
		7. Consultation with Bilingual/ESL staff
		8. Age of the student
		9. Appropriate articulation to grade in home country
		10. Amount of interrupted schooling
		11. Trauma, war, orphanage (possible Post Traumatic Stress Disorder)
		12. ESL/Bilingual support and/or other school support available
		13. Level of education in home
PART C: Resources needed		
Needed		
	1. Additional translation support (for enrollment and initial evaluation)	
	2. Refugee resources	
	3. Community resources (Health Department, FIA, Social Security)	
	4. Other (please specify)	

Developed by: Walled Lake Schools, Title III Program

Instructional Variables Checklist

Variables to Consider When Evaluating Response to Instruction		Yes	No	Not Sure
Instructional Focus & Goal	Is the instructional focus clear? <ul style="list-style-type: none"> • Does the intervention have a clear goal and purpose? • Does the intervention align with and support progress in the general curriculum? 			
	How will I know if the intervention is making a difference? <ul style="list-style-type: none"> • Is the present level of performance referenced to a standard or benchmark? • Does the goal close the gap between the present and expected levels of performance? • Does the goal set an appropriate level of difficulty, measurable criterion for performance, and a timeframe to achieve it? • Has a progress monitoring schedule been set? 			
Instructional Match	Does the intervention match the student(s) instructional need and level? <ul style="list-style-type: none"> • Do the instructional focus, strategies and materials match the student need and level? • Does the intervention have a purposeful scope and sequence? • Is the intervention being implemented with integrity? • Are the students grouped homogenously based on matched instructional needs? 			
Time & Intensity	Are adequate time, intensity and duration allocated to achieve the desired results? <ul style="list-style-type: none"> • Do the group size and intensity of the instruction match the student need for direct modeling, guidance, and feedback? • Is the instructional time allocated sufficient to accelerate learning? • Is the instructional time delivered equal to the instruction time that is allocated? • Is student attendance sufficient to meet goals? 			
Teacher - Student – Task Interactions	Is the student(s) motivated to respond to the instructional intervention? <ul style="list-style-type: none"> • Is the student actively engaged in and motivated by instructional tasks and materials? • Does the student require tangible/external reinforcement to actively engage in planned learning activities? If so, Is this reinforcement effective and consistently delivered? 			
	Has the student had enough help (explicit, direct instruction) to perform the task? <ul style="list-style-type: none"> • Are expectations explicit and direct enough for the student to understand? • Are modeling, prompting and feedback sufficient to elicit active / accurate responding? • Are sufficient opportunities for student responding provided? • Does the student display good accuracy in the target skills? • Do the materials provided actually help the student practice the skill correctly? • Are students responding correctly, but for the wrong reason (worksheet design)? • Does the student have ample time for guided and independent practice of new skills? • Does the student display good fluency in the target skills? 			
	Does the student generalize the use of the skill to other settings / contexts? <ul style="list-style-type: none"> • Are expectations clear as to when, where and how the skill will be used in new settings? • Is there a coordinated strategy to prompt / cue the student to transfer the skill? • Do the tasks and materials used promote transfer of the skill to new settings? • Have sufficient examples and non-examples of skill application been provided? 			
	Is the level of challenge correctly matched to student skills? Is it too hard? Is it too easy? <ul style="list-style-type: none"> • Are materials matched to the student's instructional level? • Are tasks matched to the student's instructional level? • Is the instruction at the right pace for the student to master skills before moving on? 			

Koceski, Katakowski, & Barley (2009)

Instructional Variables Checklist

Instructional Variables	Strategies to Improve Student Response to Instruction
<p>Is the instructional focus clear? Is the goal measurable? Is monitoring sensitive to growth?</p>	<ul style="list-style-type: none"> • Specify, prioritize needs, collaborate with classroom teachers. • Set a measurable goal and an appropriate progress monitoring plan. • Graph progress and review with students. • Schedule periodic reviews.
<p>Does the intervention match the student's instructional need?</p>	<ul style="list-style-type: none"> • Analyze the intervention to be clear on the instructional targets. • Use flexible groups-reformulate group membership with like instructional needs • Review data collection strategies to assure sensitivity to student needs and progress.
<p>Are adequate time, intensity and duration allocated to achieve the desired results?</p>	<ul style="list-style-type: none"> • Reduce group size • Increase instructional time spent on task • Observe intervention and provide feedback to instructor • Track time spent in the intervention and track student attendance • Provide supplemental time to either pre-teach or re-teach objectives • Increase frequency of sessions per week or length of session • Use similar language to the core instruction
<p>Is the student actively engaged and responsive during the instructional intervention?</p>	<ul style="list-style-type: none"> • Set clear purpose and expectations for intervention. Review connections to core curriculum. • Increase opportunities to respond; Increase guided practice • Provide feedback on accuracy of responses "That was right, you really get this!" • Provide reinforcement plans (i.e., stickers, charts, graphs). • Provide some choice of activities or choice of order of activities. • Student's motivation is influenced by your personal enthusiasm- positive comments and body language (nods, smiles) as well as communicating that the small group "activities will help them become stronger in _____ " (Link to classroom) • Use partner responding, whisper to partner to control impulsive responding.. • Use time (how fast can you, rapid fire by pointing to students in random order) • Use group responding (Everybody say it together, (give gesture and count).... • Error correction strategies, everyone repeat the correct answer (increases correct practice). • Teach with a "perky pace". • Increase appeal of materials and link to student interest to make more relevant.
<p>Has the student had enough help (explicit, direct instruction) to perform the task both accurately and fluently?</p>	<ul style="list-style-type: none"> • Set clear and explicit expectations. • Activate prior knowledge and link new information to known information. • Provide good ratio of known/unknown items (more known, less unknown or new) • Increase demonstration and modeling of skills. • Increase cueing and prompting • Provide more feedback, guided practice and independent practice.
<p>Is the student having difficulty transferring the skill to new settings?</p>	<ul style="list-style-type: none"> • Analyze the task, specify the objective and identify activities that promote use of the skill in the context that it is generally used. • Coordinate with other teachers in target settings where the skill will be applied.
<p>Is the level of difficulty of tasks and materials the right fit for the student? Too hard? Too easy?</p>	<ul style="list-style-type: none"> • Use better matched instructional materials • Complete further assessment to identify appropriate instructional level and use materials that promote a high rate of accurate responding. Review materials; be sure that there is a ratio of more known to unknown items.

Koceski, Katakowski, & Barley (2009)

APPENDIX F

Limited English Proficiency Key Decision Points

Question	Tool or Data Source	Evidence of Inadequate Achievement Supporting SLD Eligibility <i>(LEP Ruled Out- difficulty accessing or learning English is not the primary cause of Inadequate Achievement)</i>	Evidence of Inadequate Achievement Not Supporting SLD <i>(LEP Ruled In- difficulty accessing or learning English is the primary cause of Inadequate Achievement)</i>
What is the EL's primary language? What language is spoken at home? By whom and to whom?	MDE Home Language Survey* Parent Interview Form*	The student's primary language is English. Student has a history of difficulty learning the primary language (speaking, listening, reading, or writing) compared to siblings or peers, even before English was introduced.	Student has no history of difficulty learning his primary language (compared to siblings or peers).
What is the EL's proficiency in the primary language (consider speaking, listening, reading and writing)? Have cognitive academic language skills (CALP) in the primary language been established?	Parent Interview Form* Oral Language Samples Written Language Samples Bilingual language assessment (speaking, listening, reading, writing)	Student participated in schooling in primary language and struggled, even before English was introduced. CALP in the primary language has not been established as a result of difficulties with schooling in the primary language.	Student participated in schooling in primary language and did not struggle. CALP is established in the primary language. CALP in the primary language has not been established because the student did not participate in schooling in the primary language.
What is the EL's schooling history? Has any education taken place in the primary language? How formal and consistent has this schooling been?	Parent Interview Form* Formal Schooling Inventory*	Student participated in schooling in primary language, and struggled even before English was introduced. Although schooling was consistent in the primary language, CALP in the primary language has not been established as a result of learning difficulties in the primary language.	Student participated in schooling in primary language and did not struggle. CALP is established in the primary language. CALP in the primary language has not been established because the student did not participate in schooling in the primary language, or because schooling was inconsistent.
What is the EL's level of English language proficiency (consider speaking, listening, reading and writing)?	WIDA-APT and/or WIDA ACCESS Results Oral Language Samples Written Language Samples Classroom Observations Bilingual language assessment (speaking, listening, reading, writing)	Student's English proficiency is judged to be at an English Language Development Level 5 (Bridging) or above (Reaching). Student's English proficiency falls in Levels 1-4, however English proficiency is not the primary cause of inadequate achievement. Student is showing negative growth or plateauing of proficiency levels over time on the WIDA-APT and/or WIDA ACCESS.	Student's English proficiency falls in Levels 1-4, and appears to the primary cause of inadequate achievement. Student is showing positive growth in proficiency levels over time on the WIDA-APT and/or WIDA ACCESS.
What has been the extent of primary language "language loss" experienced while learning English as a second language?	Parent Interview Form*	"Language loss" is occurring at an unexpected rate.	"Language loss" is occurring at an expected rate (i.e., as English learning increases and exposure to primary language remains constant or decreases, the student's proficiency with the primary language may decrease temporarily).
Has the EL been provided with instruction to foster English language learning?	Teacher Interview Classroom Observations WIDA English Language Development Standards	Student has not been provided with instruction to foster English language learning; however student has a history of difficulty learning his primary language (speaking, listening, reading, writing) compared to siblings or peers, even before English was introduced. Student has been provided with instruction to foster English language learning; however the student has a history of difficulty learning his primary language (speaking, listening, reading, writing) compared to siblings or peers, even before English was introduced.	Student has not been provided with instruction to foster English language learning, however there is no history of difficulty learning the primary language. Student has been provided with instruction to foster English language learning, and appears to be learning well.

*Note: See Michigan Department of Education Home Language Survey, Oakland Schools Formal Schooling Inventory, and Oakland Schools Parent Interview Form at www.oakland.k12.mi.us/SLD.

APPENDIX F

Limited English Proficiency Key Decision Points

Question (continued)	Tool or Data Source	Evidence of Inadequate Achievement Supporting SLD Eligibility <i>(LEP Ruled Out- difficulty accessing or learning English is not the primary cause of Inadequate Achievement)</i>	Evidence of Inadequate Achievement Not Supporting SLD <i>(LEP Ruled In- difficulty accessing or learning English is the primary cause of Inadequate Achievement)</i>
Has the EL been provided with instruction to foster access to and progress in the classroom academic content?	Teacher Interview Classroom Observations WIDA English Language Development Standards	Student has not been provided with instruction to foster progress in classroom academic content; however student has a history of difficulty learning his primary language (speaking, listening, reading, or writing) compared to siblings or peers, even before English was introduced. Student has been provided with instruction to foster progress in classroom academic content; however, the student has a history of difficulty learning his primary language (speaking, listening, reading, or writing) compared to siblings or peers, even before English was introduced.	Student has not been provided with instruction to foster progress in classroom academic content; however there is no history of difficulty learning the primary language. Student has been provided with instruction to foster progress in classroom academic content, and appears to be learning well.
What has the EL's response been to both English language instruction and classroom academic instruction?	Oral Language Samples Written Language Samples Classroom Observations State Assessment Results and WIDA ACCESS Results District-wide Assessment Results Progress Monitoring Data Specific Indicators from Title III Program Evaluation Report or Title III Handbook Single Case Design Study WIDA English Language Development Standards	Student has been provided with instruction to foster English language learning and progress in classroom academic content, and his rate of response is below what is expected for students with similar language-learning and schooling backgrounds. For reading, student is making less than 6 months of growth in decoding per grade-level with no acceleration of skills occurring as the student gains English proficiency. Student is not meeting criteria specified in the district's Title III Program Evaluation Report or Title III Handbook.	Student has been provided with instruction to foster English language learning and progress in classroom academic content, and his rate of response is expected for students with similar language-learning and schooling backgrounds. For reading, student is making gains of at least 6 -18 months growth in decoding per grade-level, with acceleration of skills occurring as the student gains English proficiency. Student is meeting criteria specified in the district's Title III Program Evaluation Report or Title III Handbook.
How does the EL respond when provided with effective instruction, implemented with treatment integrity, for a sufficient length of time?	WIDA ACCESS Results WIDA English Language Development Standards Classroom Observations Specific Indicators from Title III Program Evaluation Report or Title III Handbook	Student is demonstrating negative growth or plateauing with WIDA English Language Development Standards.	Student is demonstrating positive growth with WIDA English Language Development Standards.
Is the EL's response to English instruction and classroom academic instruction similar to or different from the response of the majority of the ELs with similar language-learning and schooling backgrounds?	Oral Language Samples Written Language Samples Classroom Observations State Assessment Results WIDA ACCESS Results WIDA English Language Development Standards District-wide Assessment Results Progress Monitoring Data Specific Indicators from Title III Program Evaluation Report or Title III Handbook	Student's response to adequate instruction is very different from the response of other ELs with similar language-learning and schooling backgrounds. Inadequate achievement is not a result of difficulty accessing or learning the English language.	Student's response to adequate instruction is very similar to the response of other ELs with similar language-learning and schooling backgrounds. The primary reason for academic delays is related to acquiring English.

APPENDIX G

Sample Scales for Assessing Student Modifiability and Teacher Effort During Dynamic Assessment

The following information is adapted from Dr. Elizabeth Peña's Presentation, Using Dynamic Assessment Procedures with ELLs, at Oakland Schools on 10/8/14, and an experimental investigation documented in Peña et. al., 2006.

Child Responsiveness:

Rate the child's interaction during each teaching session/ Mediated Learning Experience (MLE). Notice any changes across time.

Interpretation: Lower scores or a decrease in scores across 2 MLEs indicate better language-learning ability and are less evidence of a language-learning disability.

Internal Social-Emotional					
	1	2	3	4	5
<i>Anxiety</i>	Calm, little to no soothing required	Fidgety, but can be soothed	Uncomfortable, breaks needed to sooth	Distressed, much soothing required	Distraught, crying, cannot be soothed
<i>Motivation</i>	Enthusiastic, engages in tasks readily	Curious, shows interest	Ambivalent, unsure about tasks	Guarded, seems fearful of tasks	Avoidant, does not want to engage
<i>Non-verbal persistence</i>	Persistent, wants to continue despite difficulty	Indicates difficulty non-verbally, but continues	Tentative, appears unsure about continuing	Demonstrates non-verbal frustration, continues under protest	Non-verbal rejecting, cannot continue

Cognitive Arousal					
	1	2	3	4	5
<i>Task orientation</i>	Completely understands tasks	Mostly understands tasks (75%)	Understands tasks some of the time (50%)	Often does not understand tasks (25% of the time)	Doesn't understand tasks
<i>Meta-cognition</i>	Aware of all errors	Aware of most errors (75%)	Aware of some errors (50%)	Unaware of most errors (25%)	Unaware of any errors
<i>Non-verbal self reward</i>	Positive response to task regardless of difficulty	Positive response related to task difficulty	Demonstrates insecurity, positive & negative responses related to difficulty	Negative response related to task difficulty	Negative response regardless of task difficulty

Cognitive Elaboration					
	1	2	3	4	5
<i>Problem-solving</i>	Systematic and efficient, used forethought, reflection	Organized, but somewhat inefficient, (less than 25% off task)	Sketchy plan, trail & error	Disorganized, haphazard plan	No plan; unsystematic guessing
<i>Verbal mediation</i>	Elaborates plan clearly	Talks through problem	Talks occasionally	1-2 word utterances only	No verbal mediation
<i>Flexibility</i>	Uses multiple strategies readily	Has preferred strategies, but can change when necessary	Some evidence of more than one strategy and occasionally utilizes them	Recognizes limitations of strategy, but cannot see alternatives	Persists with one strategy, regardless of outcome

External Social-Emotional					
	1	2	3	4	5
<i>Responsive-ness to feedback</i>	Very positive, maintains enthusiasm	Positive, but hesitant; requires some feedback	No response to feedback	Negative, disheartened; requires much feedback	Very negative, rejects feedback
<i>Attention</i>	Attentive and focused	Focused, but distractible at times	Distractible, but can be refocused, needs prompting	Distracted, and difficult to refocus	Distracted and off task
<i>Compliance</i>	Cooperative	Insecure	Hesitant	Uncooperative	Refusing

Teacher Effort:

Circle the types of supports the examiner included in the teaching session/ Mediated Learning Experience and note the # of times each support was given.

Interpretation: Fewer supports, or a decrease in the number and type of supports required by the student in a MLE across time, indicate better language-learning ability and are less evidence of a language-learning disability.

Medicated Learning Experience (MLE) 1	Medicated Learning Experience (MLE) 2
<p>Extent of scaffolding</p> <ul style="list-style-type: none">◦ Gave shorter directions:◦ Helped the child work through examples:◦ Gave extra time for solving problems/ completing task:◦ Gave cues/ visuals/ objects to facilitate the child's response:◦ Ask elaboration questions:◦ Ask the child to restate the learning goal:	<p>Extent of scaffolding</p> <ul style="list-style-type: none">◦ Gave shorter directions:◦ Helped the child work through examples:◦ Gave extra time for solving problems/ completing task:◦ Gave cues/ visuals/ objects to facilitate the child's response:◦ Ask elaboration questions:◦ Ask the child to restate the learning goal:
<p>Repetition</p> <ul style="list-style-type: none">◦ Provided models:◦ Provided concrete explanations / used drawings or manipulatives:◦ Restated the task:	<p>Repetition</p> <ul style="list-style-type: none">◦ Provided models:◦ Provided concrete explanations / used drawings or manipulatives:◦ Restated the task:
<p>Redirection</p> <ul style="list-style-type: none">◦ Reminded the child what to do:	<p>Redirection</p> <ul style="list-style-type: none">◦ Reminded the child what to do:

APPENDIX H

Example of Applying Culturally and Linguistically-Sensitive Analysis to Reading CBM

This data was obtained from a bilingual Vietnamese-English 5th grade student who spoke Vietnamese at home with her family and attended English school for the past 3 years. The student did not know how to read or write Vietnamese, however was learning to read and write English at school. The student's oral reading accuracy and fluency was assessed with reading curriculum-based measures administered in English. Her accuracy was scored two different ways:

- 1) According to the standardized procedure outlined in the measure, and
- 2) Taking into account the grammatical features of Vietnamese

When the grammatical characteristics of her primary language of Vietnamese were taken into account by the team, her word recognition performance was significantly affected.

CURRICULUM BASED ASSESSMENT-READING					
AIMSWEB Benchmark Passages	Grade Level of Passage	Word Recognition percent accurate*	Cultural and Linguistic Sensitivity in Word Recognition	Correct Words per minute read aloud	50 th percentile Goal
Dad and Rob...	2	91%*	97%	96	79
Billy was sitting...	3	91%*	95%	92	98
Charlie Clark...	4	84%*	92%	56	114

*these scores likely underestimate the student's word recognition rate as they are not sensitive to cultural or linguistic differences in language.

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