
Pre-referral Process for ELL Students

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COSA EL Alliance 2015

Why are we here?

- To understand the appropriate process for *evaluating and serving* culturally and linguistically diverse populations.
 - IDEA 2004 expressly requires districts must submit a plan of policies and procedures designed to *prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities.*
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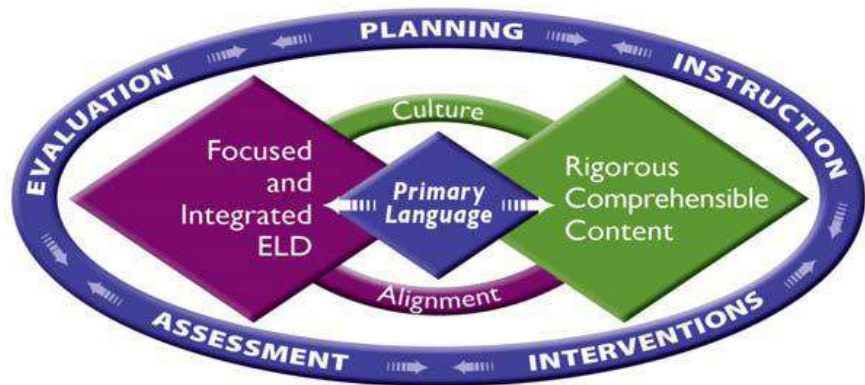
Reasons for Disproportionality

- **Varied instructional models**
 - Poor understanding of cultural and linguistic differences
 - Over emphasis on standardized tests
 - Limited data collection
 - Difficulty in interpreting data
-

Instructional Models

- Literacy Model
- English Language Acquisition Model
- Focused and Integrated ELD
- Literacy Squared K-5
- Dual Language PK-12

 **Comprehensive Program Model For**
English Language Acquisition



 **Comprehensive K-12 Literacy Model**



Adherence to a Consistent, Effective Instructional Model for ELs

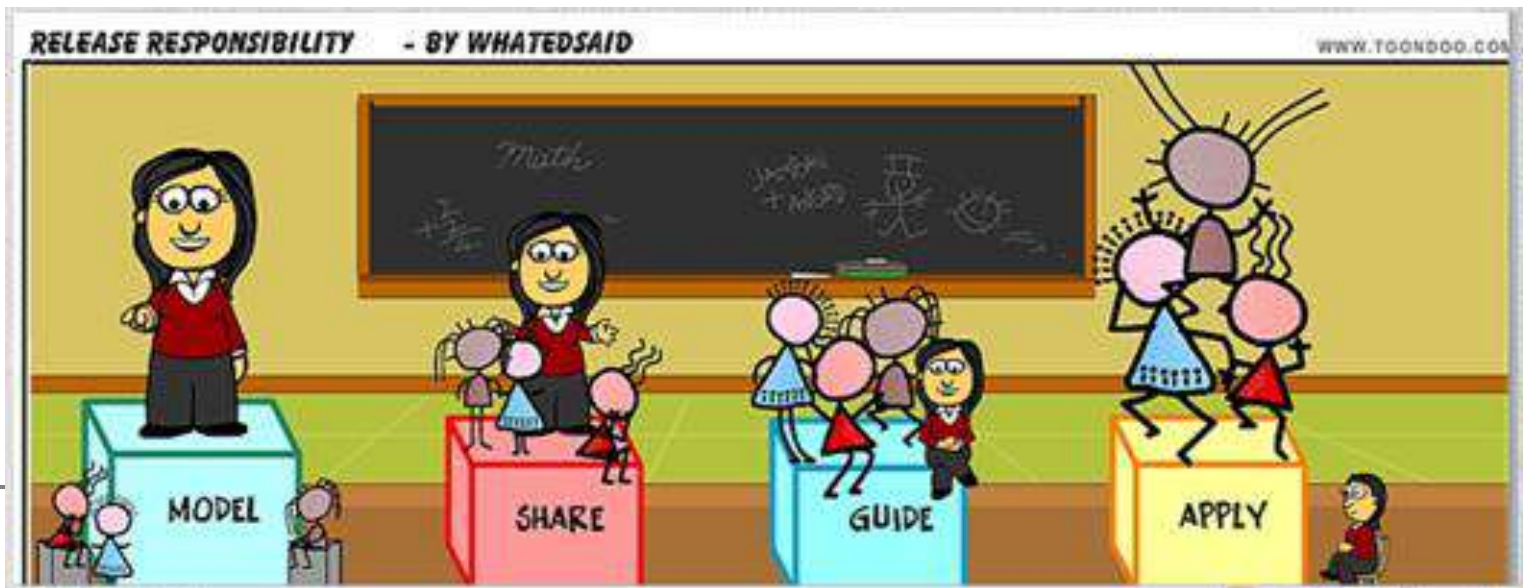
- Instructional Coaching
 - Research Based Practices
 - EL Achieve
 - Systematic ELD
 - Constructing Meaning
 - GLAD & SIOP
-

Effective Instruction for ELs

| Session 1 | Session 2 | Session 3 | Session 4 | Session 5 |
|--|---|---|---|--|
| <p>Minilesson (WHOLE GROUP) (Explicit teaching)</p> <ul style="list-style-type: none"> * Vocab building * Connections * Modeled Reading (I do) * Active Engagement (We do) * Link to reading <p>* Vocabulary Development/ Word study</p> <ul style="list-style-type: none"> - Graphic organizers - Illustrated word bank - Picture cards/realia - Pictorial input chart - Pantomimes/Gestures <p>* Academic Language Instruction and oral practice</p> <ul style="list-style-type: none"> - Familiar contexts <p>Extended Explicit Teaching (Guided groups for ELL's)</p> <ul style="list-style-type: none"> * Language Proficiency needs * Background Knowledge * Think-Pair-Share with structured lg. patterns * Structured Role Play * Choral Response * Echo-repeat <p>Partner practice of familiar skills</p> | <p>Minilesson (WHOLE GROUP) (Explicit teaching)</p> <ul style="list-style-type: none"> * Vocab building * Connections * Modeled Reading (I do) * Active Engagement (We do) * Link to reading <p>Extended Explicit Teaching (Guided groups for ELL's)</p> <ul style="list-style-type: none"> * Language Proficiency needs * Review vocab. and lg. patterns * Academic Language Instruction and oral practice * Introduce new language patterns and structures - Lg. pattern charts - Sentence stems/frames - Sentence construction charts <p>Teacher - Small Group</p> <ul style="list-style-type: none"> * Think-Pair-Share with structured lg. patterns * Structured Role Play * Choral Response * Echo-repeat <p>Collaborative Oral practice:</p> <ul style="list-style-type: none"> - Talking stick - Card games - Board games - My turn, your turn <p>Independent/Partner practice of familiar skills</p> | <p>Minilesson (WHOLE GROUP) (Explicit teaching)</p> <ul style="list-style-type: none"> * Vocab building * Connections * Modeled Reading (I do) * Active Engagement (We do) * Link to reading * Interactive student and teacher produced writing <p>Extended Explicit Teaching (Guided groups for ELL's)</p> <ul style="list-style-type: none"> * Review language patterns and structures <p>* Introduce Transformations:</p> <ul style="list-style-type: none"> - Statement to Question - singular to plural - Change tense - Nouns to pronouns - Add adjectives/adverbs <p>Oral discussion to written practice:</p> <ul style="list-style-type: none"> - Give one, get one - Clock appointments - Lines of Communication - Busy Bees - Tea Party <p>Independent/Partner practice of familiar skills</p> | <p>Minilesson (WHOLE GROUP) (Explicit teaching)</p> <ul style="list-style-type: none"> * Vocab building * Connections * Modeled Reading (I do) * Active Engagement (We do) * Link to reading * Interactive student and teacher produced writing <p>Extended Explicit Teaching (Guided groups for ELL's)</p> <ul style="list-style-type: none"> * Review language patterns and structures <p>* Introduce Transformations:</p> <ul style="list-style-type: none"> - Expand using conjunctions - Expand by phrase/clause - Synonyms/antonyms/affixes - Positive to Negative - Switch person: 1st, 2nd, 3rd <p>Collaborative Oral/Written practice:</p> <ul style="list-style-type: none"> - Collaborative Texts - Draft Texts - Genre Templates | <p>Minilesson (WHOLE GROUP) (Explicit teaching)</p> <ul style="list-style-type: none"> * Vocab building * Connections * Modeled Reading (I do) * Active Engagement (We do) * Link to reading <p>Conferring with guided ELL groups</p> <p>Collaborative Oral/Written application:</p> <ul style="list-style-type: none"> - Collaborative Texts - Draft Texts - Genre Templates <p>Sharing of work</p> |

Strategy Sort

- Sort into groups
 - Modeled (*I do, you watch*)
 - Shared (*I do, you help*)
 - Collaborative (*We do, we help each other*)
 - Guided (*You do, I help*)
 - Independent/Application (*You do, I watch*)



Reasons for Disproportionality

- Varied instructional models
 - **Poor understanding of cultural and linguistic differences**
 - Over emphasis on standardized tests
 - Limited data collection
 - Difficulty in interpreting data
-

Cultural and Linguistic Differences

Integral Factors:

1. Learning environment
 2. Personal/family factors
 3. Physical/psychological factors
 4. Previous schooling
 5. Proficiency in oral language and literacy in L1 & L2
 6. Academic achievement in L1 & L2
 7. Cross-cultural factors
-

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-

Interpreting the WMLS

- Become familiar with Standard Score Classifications
 - Review information about relative complexity of test clusters and the instructional implications of the cluster scores.
-

Looking at a WMLS printout- English

TABLE OF SCORES

| <u>Test/CLUSTER</u> | <u>Raw</u> | <u>GE</u> | <u>EASY</u> | <u>DIFF</u> | <u>RPI</u> | <u>PR</u> | <u>SS (68% Band)</u> | <u>CALP</u> |
|----------------------------|------------|-----------|-------------|-------------|--------------|-----------|----------------------|-------------|
| Picture Vocabulary | 34 | 4.8 | 3.1 | 6.9 | 98/90 | 85 | 116 (111-121) | - |
| Verbal Analogies | 15 | 2.4 | 1.3 | 3.7 | 92/90 | 57 | 103 (96-109) | - |
| Letter-Word Identification | 32 | 2.3 | 2.1 | 2.6 | 96/90 | 62 | 104 (102-107) | - |
| Dictation | 17 | K.8 | K.5 | 1.1 | 13/90 | 4 | 74 (70-79) | - |
| ORAL LANGUAGE | - | 3.4 | 2.0 | 5.2 | 96/90 | 73 | 109 (105-113) | 4.5 |
| READING-WRITING | - | 1.7 | 1.4 | 2.0 | 67/90 | 31 | 93 (90-95) | 3- |
| BROAD ENG ABIL | - | 2.0 | 1.6 | 2.5 | <u>88/90</u> | 46 | 98 (96-101) | 4 |
| WRITING | - | K.8 | K.5 | 1.1 | 13/90 | 4 | 74 (70-79) | 2- |

Going Beyond 1,2,3,4,5

- Standard Scores (SSs), like percentile ranks, are peer-comparison statements that describe an individual's standing in a group.
- The standard score scale is based on a mean of 100 and a standard deviation of 15, which allows this assessment to be related to other test scores based on the same mean and standard deviation.

Quick Read of SS Scores

| | English | |
|----------------------------|---------|---------|
| Picture Vocabulary | 77 | ORAL |
| Verbal Analogies | 88 | ORAL |
| Letter-Word Identification | 108 | READING |
| Dictation | 95 | WRITING |

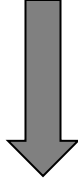
Examine the relative proficiency in the various domains. Do the instructional needs of the student revolve around reading, writing, speaking, and/or listening? How can we differentiate for the needs of this student? Identify some appropriate language scaffolds and be prepared to share.

Classification of Standard Score and Percentile Rank Ranges

| Standard Score Range | Percentile Rank Range | WMLS-R Classification |
|-----------------------------|------------------------------|------------------------------|
| 131 and above | 98 to 99.9 | Very Superior |
| 121 to 130 | 92 to 97 | Superior |
| 111 to 120 | 76 to 91 | High Average |
| 90 to 110 | 25 to 75 | Average |
| 80 to 89 | 9 to 24 | Low Average |
| 70 to 79 | 3 to 8 | Low |
| 69 and below | 0.1 to 2 | Very Low |

Looking at a WMLS printout- English

TABLE OF SCORES

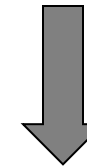


| <u>Test/CLUSTER</u> | <u>Raw</u> | <u>GE</u> | <u>EASY</u> | <u>DIFF</u> | <u>RPI</u> | <u>PR</u> | <u>SS (68% Band)</u> | <u>CALP</u> |
|----------------------------|------------|-----------|-------------|-------------|------------|-----------|----------------------|-------------|
| Picture Vocabulary | 34 | 4.8 | 3.1 | 6.9 | 98/90 | 85 | 116 (111-121) | - |
| Verbal Analogies | 15 | 2.4 | 1.3 | 3.7 | 92/90 | 57 | 103 (96-109) | - |
| Letter-Word Identification | 32 | 2.3 | 2.1 | 2.6 | 96/90 | 62 | 104 (102-107) | - |
| Dictation | 17 | K.8 | K.5 | 1.1 | 13/90 | 4 | 74 (70-79) | - |
| ORAL LANGUAGE | - | 3.4 | 2.0 | 5.2 | 96/90 | 73 | 109 (105-113) | 4.5 |
| READING-WRITING | - | 1.7 | 1.4 | 2.0 | 67/90 | 31 | 93 (90-95) | 3- |
| BROAD ENG ABIL | - | 2.0 | 1.6 | 2.5 | 88/90 | 46 | 98 (96-101) | 4 |
| WRITING | - | K.8 | K.5 | 1.1 | 13/90 | 4 | 74 (70-79) | 2- |

Examine the relative proficiency in the various domains. Do the instructional needs of the student in English revolve around reading, writing, speaking, and/or listening? How can we differentiate for the needs of this student? Identify some appropriate scaffolds and be prepared to share.

Looking at a WMLS printout- Spanish

TABLE OF SCORES (Spanish)



| <u>Test/CLUSTER</u> | <u>Raw</u> | <u>GE</u> | <u>EASY</u> | <u>DIFF</u> | <u>RPI</u> | <u>PR</u> | <u>SS (68% Band)</u> | <u>CALP</u> |
|----------------------------|------------|-----------|-------------|-------------|------------|-----------|----------------------|-------------|
| Vocabulario sobre dibujos | 27 | 1.0 | <K.0 | 2.4 | 78/90 | 31 | 92 (88-97) | - |
| Analogías verbales | 20 | 2.3 | 1.3 | 3.6 | 92/90 | 55 | 102 (96-108) | - |
| Ident de letras y palabras | 20 | 1.4 | 1.2 | 1.6 | 14/90 | 11 | 82 (78-86) | - |
| Dictado | 16 | 1.5 | 1.2 | 1.9 | 68/90 | 27 | 91 (85-96) | - |
| LENGUAJE ORAL | - | 1.7 | K.6 | 3.0 | 86/90 | 42 | 97 (93-100) | 4 |
| LECTURA-ESCRITURA | - | 1.4 | 1.2 | 1.7 | 37/90 | 18 | 86 (83-90) | 3 |
| AMP HAB ESPAÑOL | - | 1.5 | 1.1 | 1.9 | 66/90 | 22 | 88 (86-91) | 3 |
| ESCRITURA | - | 1.5 | 1.2 | 1.9 | 68/90 | 27 | 91 (85-96) | 3.5 |

The low average score in Spanish is in Letter-Word Identification. Assuming the student is in Lit 2, identify some appropriate scaffolds and be prepared to share.

Side by Side SS Scores

| | English | Spanish |
|-----------------------------------|------------|------------|
| Picture Vocabulary | 116 | 92 |
| Verbal Analogies | 103 | 102 |
| Letter-Word Identification | 104 | 82 |
| Dictation | 74 | 92 |

■ Below average performance on **Picture Vocabulary** may indicate lack of adequate language and environmental stimulation and/or prior educational experiences specific to the prevalent culture **OR** may indicate word retrieval difficulties.

Test /CLUSTER: **Picture Vocabulary** is at the least complex end of the continuum.

This is primarily an expressive language task that requires recognition and identification of objects. No understanding of the meaning or function of the object is required for successful execution of the task. This test requires active listening, as well as other task requirements.

Picture vocabulary can be influenced by mainstream cultural and environmental learning. Successful performance on this test relies heavily on adequate language and environmental stimulation and prior educational experiences specific to the prevalent culture.

English 116 Spanish 92

Comments: The student's expressive language is average in Spanish and above average in English. This indicates a strength in the domain of listening.

Test /CLUSTER: Letter-Word Identification measures basic reading skills.

A subject who performs well on sight-word recognition skills, but poorly in the oral language tests, may need to have instruction focused more on oral language learning than on reading.

Low scores on Letter-Word Identification may indicate inefficient word-identification strategies or response styles. A subject with non-automatic word-identification skills may identify several words accurately but may require more time and greater attention to phonological analysis to determine the correct response. In other cases, however, a subject may have developed some word-identification skills but may be unwilling to try, frustrated, or afraid to risk making an error.

English 104

Spanish 82

Comments: Student has been exposed to more academic English than Spanish. An emphasis on cross language connections might help bring the two scores closer.

Test /CLUSTER: Verbal Analogies is at the more complex end of the continuum.

This is a verbal reasoning task in which the subject must have full understanding of the meanings of the three stimulus words to complete the analogy with a fourth word. The subject must also infer a relationship between the first two words. Using the third word in the analogy and then applying the relationship, the subject produces a word to complete the analogy. This test involves spoken output along with other task requirements.

Verbal Analogies involves a part of cognition that reflects verbal comprehension knowledge as well as fluid reasoning. Performance on this test is influenced primarily by verbal reasoning skills and secondarily by lexical knowledge. *Low scores on Verbal Analogies usually indicate poor ability to draw verbal inferences; however, poor vocabulary knowledge can also be a factor.*

English 103 Spanish 102

Comments: Only one point difference in the two verbal analogies, indicates that the student is equally strong in comprehension and fluid reasoning in both languages.

English 74 Spanish 92

- 26. brother
- 27. one person, two persons
- 28. cloud
- 29. right
- 30. behind
- 31. Mr. Jons **Mr. Jones**
- 32. one box, two boxs **boxes**
- 33. their **there**
- 34. I saw a horse, a dog and a cow.
everthing **everything**
- 35. Mr. Lerry Becker **Larry**
- 36. hasn't
- 37. jaun **yawn**
- 38. pretty, prettier, most pretty **prettiest**
- 39. unkle Bill **Uncle**
- 40. Dulles Texas **Dallas**
- 41. edjucation **education**
- 42. edjucation **education**

An analysis of the student responses on the Dictation responses indicates the following difficulties:

- Addition of unnecessary letters, e.g.
- Omission of needed letter, e.g.
- Mispronunciations or dialectal speech patterns, e.g. **Lerry, Larry**
- Reversals of whole words, vowels, consonants, or syllables, e.g.
- Consonant or vowel directionality, e.g.
- Incorrect associations of sounds with letters, e.g. **jaun, yawn**
- Phonetic spellings of non-phonetic words, e.g. **Edjucation, education**

Identify some appropriate scaffolds and be prepared to share.

Give One, Get One

- Walk around the room and randomly select partners with whom to share information and get new information.
 - _____ shared a scenario in which _____ might be a language acquisition factor because
-
-

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 - **Limited data collection**
 - Difficulty in interpreting data
-

Data Collection and Analysis

- Attendance
 - ELPA (considering all strands)
 - Years in program, mobility
 - State Tests
 - DRA/EDL reading assessments
 - WMLS initial placement and current level (considering each test cluster)
-

Interventions

- Language Interventions vs. Reading Interventions
 - “Moje, Young, Readence, and Moore (2000) warn against narrowly defining adolescent literacy instruction as reading alone, citing the need of struggling readers to experience all facets.”
 - **“The Intersection of Accountability and Language: Can Reading Intervention Replace English Language Development?”** Rebecca M. Callahan
-

Student Writing Sample

Write about the best thing that has ever happened to you. Why was it the best thing?

The best thing that happens to
me was met my best friend.
Because she is kind, she gives,
she helps you. Next, she
shows her stuff. She is nice
because she shares and
reads. Today, she danced a lot.
Finally, she is the best
friend that a boy.

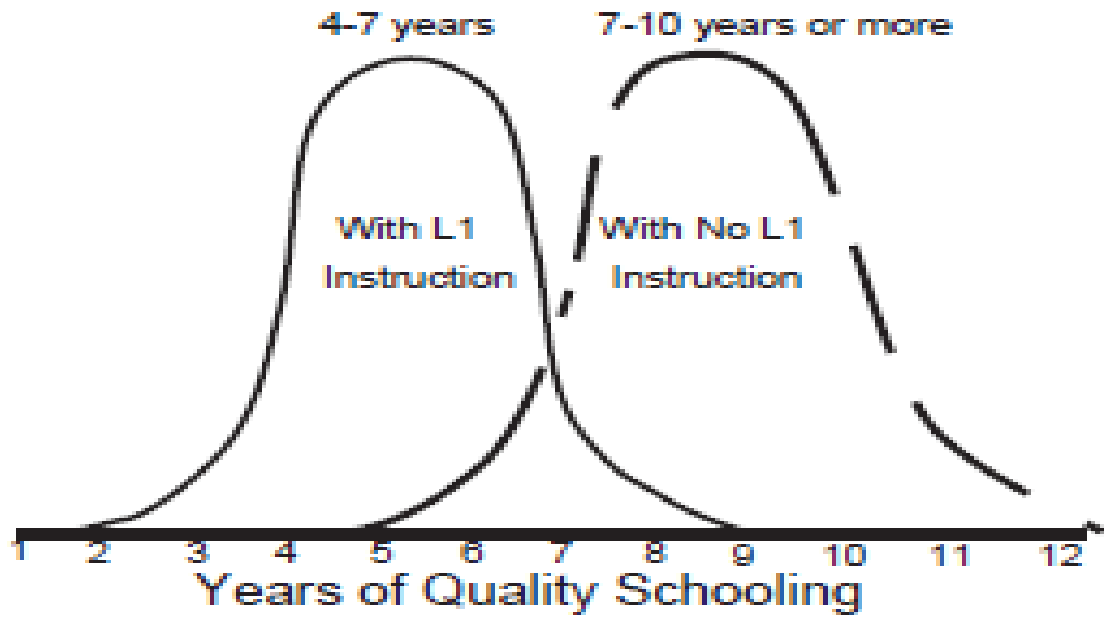
Holistic Data Collection

- Belief Systems & Mind Sets
 - What can the student do?
 - Previous schooling
 - Proficiency in oral language and literacy in L1 and L2
 - Academic achievement in both L1 and L2
 - DRA – Look at it from a bilingual lens
-

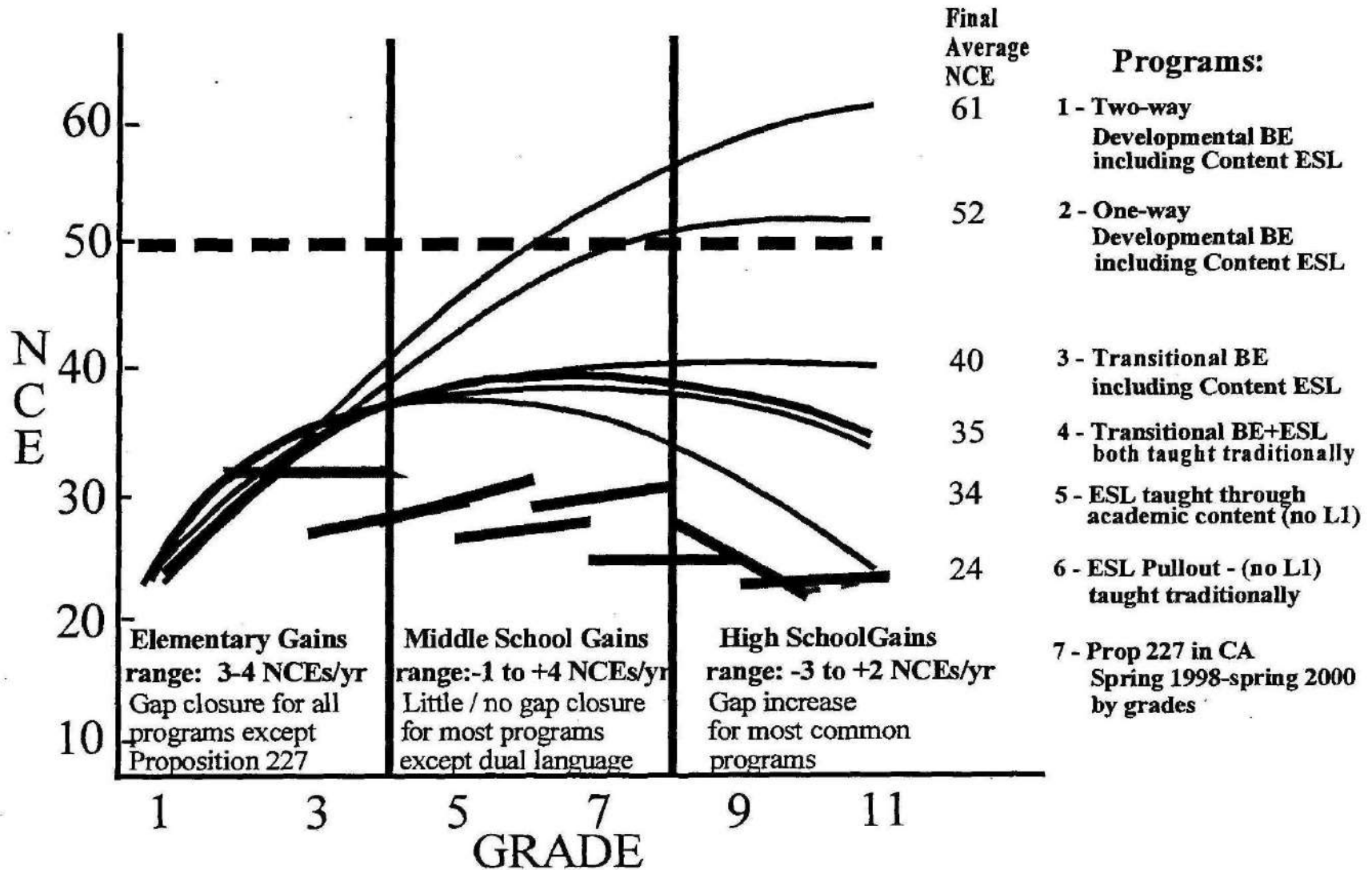
How Long?

(to reach 50th NCE on
English Reading subtest in L2
with no prior English exposure)

with L1 instruction: 4-7 years
with no L1: 7-10 years or more



Longitudinal Research v. Collier, & W. Thomas



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The Bi-literacy Zone

| | EDL | DRA | English Only |
|---|-------|-------|--------------|
| K | A-6 | A-2 | A-3 |
| 1 | 8-10 | 3-6 | 4-16 |
| 2 | 12-16 | 8-10 | 18-28 |
| 3 | 18-28 | 12-16 | 30-38 |
| 4 | 30-38 | 18-28 | 40 |
| 5 | 40 | 30-38 | 50 |
| 6 | 50-60 | 40+ | 40+ |
| | | | |

Data Interpretation

- EDL/DRA:

- is the student on the trajectory towards biliteracy?

- group students by L1, not L2 skills

- DRA

- phonological comparisons

- fluency vs. comprehension

Student Writing Sample

Write about the best thing that has ever happened to you. Why was it the best thing?

The best thing that happens to
me was met my best friend.
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reads. Today, she danced a lot.
Finally, she is the best
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Step 1: File Review



FORM 1

ENGLISH LANGUAGE ACQUISITION FILE REVIEW

| | | | | |
|-----------------------|-------------------|------------------------|-----------------------|------------------|
| + Student Information | Name: _____ | Grade: _____ | Gender: <u>Select</u> | Birthdate: _____ |
| | Student ID: _____ | | | |
| | Address: _____ | <u>Select City, OR</u> | | Zip Code: _____ |

| | | |
|--------------------|---|---|
| Parent Information | Mother's Name: _____ | Father's Name: _____ |
| | Stepmother? <input type="checkbox"/> Yes <input type="checkbox"/> No | Stepfather? <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | Adoptive Mother? <input type="checkbox"/> Yes <input type="checkbox"/> No | Adoptive Father? <input type="checkbox"/> Yes <input type="checkbox"/> No |

INDICATORS RELATED TO LANGUAGE ACQUISITION

Please review the Ad Hoc report on the Teacher Data Warehouse, and complete the sections that may be contributive to the concern.

STUDENT PROFILE

Student Demographics section:

Race:

| | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Am. Ind./Alaskan Native | <input type="checkbox"/> Asian/Pac. Is. | <input type="checkbox"/> African Am |
| <input type="checkbox"/> Hispanic | <input type="checkbox"/> White | <input type="checkbox"/> Multi-Racial |
| <input type="checkbox"/> No Response | | |

| | | |
|------------------|-------------------|-----------------|
| Language: _____ | ELL Status: _____ | Homeless: _____ |
| Indian Ed: _____ | Migrant: _____ | AVID: _____ |

Attendance Summary section: Review attendance section and list below school year(s) with *Standard Not Met* (less than 92%) and/or *Critical* attendance (less than 80% attendance).

| | | | | | | | |
|------------|---------|--|------------|---------|--|------------|---------|
| Year _____ | % _____ | | Year _____ | % _____ | | Year _____ | % _____ |
| Year _____ | % _____ | | Year _____ | % _____ | | Year _____ | % _____ |

Step 1: CUM File

STUDENT PROFILE

Please review the CUM FOLDER to complete the sections that may be contributive to the concern.

- ELL Program Model changes in his/her academic career (Refer to Progress Reports)

| School Year | Previous Program Model (ESOL, Dual, Literacy Squared) | Program Model Change (ESOL, Dual, Literacy Squared) |
|-------------|--|--|
| | | |
| | | |

- ELD grades. Please list any grades below C for secondary and AC for elementary. (Refer to Progress Reports)

| School Year | Score | | School Year | Score | | School Year | Score |
|-------------|-------|--|-------------|-------|--|-------------|-------|
| | | | | | | | |
| | | | | | | | |

- Woodcock-Muñoz Language Survey- (WMLS-R) –Refer to WMLS printout-
Please list any Standard Scores (SS) from the report that are below 90 along with the corresponding score in the other language (i.e. Verbal Analogies English 88/ Spanish 111.)

MOST CURRENT WMLS-R Information

| Date of Testing | Grade | Test/CLUSTER | SS (68% Band) EnglishSpanish | |
|-----------------|-------|--------------|---------------------------------|--|
| | | | | |
| | | | | |

PREVIOUS WMLS-R Information

| Date of Testing | Grade | Test/CLUSTER | SS (68% Band) EnglishSpanish | |
|-----------------|-------|--------------|---------------------------------|--|
| | | | | |
| | | | | |

Please refer to page 3 for additional information about interpreting the WMLS-R.

- Other indicators related to English Acquisition:

Person completing this form:

Date:



FORM 2
English Language Acquisition/Special Education SST Process
ELL Parent Interview

Date _____

STUDENT INFORMATION

Student Name _____ Student # _____ School _____
Date of Birth _____ Age _____ Grade Level _____
Interviewer's Name _____ Interpreter's Name _____
Person(s) completing form: Mother Father Stepmother Stepfather Other _____
Location of interview: _____

PARENT INFORMATION

Mother's Name _____ Stepmother? Yes No
Address _____
Home Phone _____ Work Phone _____
Occupation _____ Employer _____
Highest grade of schooling completed _____

Father's Name _____ Stepfather? Yes No
Address _____
Home Phone _____ Work Phone _____
Occupation _____ Employer _____
Highest grade of schooling completed _____

Does the child have other parents/stepparents? Yes No
Is the child adopted? Yes No
Has the child lived with other parents/stepparents? Yes No
Parents' birthplace: Mother _____ Father _____
Did the family immigrate to the U.S.? Yes No If Yes, when? _____
If yes, what changes in your family have you noticed since moving to the U.S.? _____
How long has the child lived in the current living situation? _____
Who cares for the child when parents are gone? _____
Where did your child begin school? _____ Age? _____
What was the language of instruction? _____
Was attendance consistent? Yes No If No, why not? _____
Is there a history of frequent family moves? Yes No
If Yes, did your child miss much school during these moves? Yes No
If Yes, about how much time was missed each move? _____
Have there been other periods when your child was not enrolled in school? Yes No
If Yes, how much school did he/she miss? _____

Step 2: ELL Parent Interview

Step 3: Teacher Self Assessment Checklist for ELL/ESOL Instruction

FORM 3

Teacher Self Assessment Checklist for ELL/ESOL Instruction

FORM 3

Teacher Self Assessment Checklist for ELL/ESOL Instruction

| | | |
|-----------------------------------|----------------------|-------------|
| School: _____ | Teacher: _____ | Date: _____ |
| Student Name: _____ | Student # _____ | |
| Language(s) of Instruction: _____ | Grade Level(s) _____ | |

(Yes/No/How Often) (+ = -)

| <u>Classroom Environment</u> | Attempted | Successful | <u>Self-Reflection, Observation, Recommendations and Notes</u> |
|--|-----------|------------|--|
| <input type="checkbox"/> Print rich/language functional environment | | | |
| <input type="checkbox"/> Setting where students can take risks | | | |
| <input type="checkbox"/> High expectations for success | | | |
| <input type="checkbox"/> Cooperative setting | | | |
| <input type="checkbox"/> Social skills and positive behaviors processed | | | |
| <u>Curriculum</u> | Attempted | Successful | <u>Self-Reflection, Observation, Recommendations and Notes</u> |
| <input type="checkbox"/> Language and content objectives integrated | | | |
| <input type="checkbox"/> Student tasks clearly defined | | | |
| <input type="checkbox"/> Expectation that all students are engaged | | | |
| <input type="checkbox"/> Cognitively challenging instruction | | | |
| <input type="checkbox"/> All students are able to participate and gain access to the curriculum | | | |
| <u>Reading and Writing</u> | Attempted | Successful | <u>Self-Reflection, Observation, Recommendations and Notes</u> |
| <input type="checkbox"/> Student Generate d Text <ul style="list-style-type: none"> o Share d Writing o Collaborative Text Writing | | | |
| <input type="checkbox"/> Direct Teaching of Skills in Context <ul style="list-style-type: none"> o Mini-share d reading o Word Sorts | | | |
| <input type="checkbox"/> Focus on academic language | | | |
| <input type="checkbox"/> Gradual Release of Responsibility <ul style="list-style-type: none"> o Draft Texts o Genre Templates o Cooperative Strip Paragraph o Dialectical Journal | | | |
| <u>Language Learning Strategies</u> | Attempted | Successful | <u>Self-Reflection, Observation, Recommendations and Notes</u> |
| <input type="checkbox"/> Lessons presented comprehensively | | | |
| <input type="checkbox"/> Use of Visuals, Pictures, Realia <ul style="list-style-type: none"> o File Cards o Fictional Input Chart o Illustrated Word Bank o Graphic Organizers o Process Grid o Fantomime & Gestures | | | |
| <input type="checkbox"/> Use of Clear Language and Good Modeling utilizing visuals, pictures, and realia <ul style="list-style-type: none"> o Sentence Stems & Frames o Language Pattern Charts | | | |

| o Synonyms, Antonyms | | | |
|--|-----------|------------|--|
| <input type="checkbox"/> Webbing, mind mapping, sketching | | | |
| <input type="checkbox"/> Preview, review | | | |
| <input type="checkbox"/> Opportunities for non verbal expression of understanding | | | |
| <input type="checkbox"/> Cooperative grouping for oral language practice and interaction with fluent peers <ul style="list-style-type: none"> o Echo/Repeat o Choral Response o My Turn, Your Turn o Talking Stick o Board Games o Structured Role Play o Give One, Get One o Clock Appointments o Lines of Communication | | | |
| <u>Brain Compatible Strategies</u> | Attempted | Successful | <u>Self-Reflection, Observation, Recommendations and Notes</u> |
| <input type="checkbox"/> Graphic Organizers | | | |
| <input type="checkbox"/> Metacognitive activities (problem solving, reflecting, questioning thinking) | | | |
| <input type="checkbox"/> Use of chanting, putting content into patterns | | | |
| <input type="checkbox"/> Big books (teacher and student made) | | | |
| <input type="checkbox"/> Involving multiple intelligence's | | | |
| <input type="checkbox"/> Chunking information and allow for processing time | | | |
| <input type="checkbox"/> Opportunity for learner to teach | | | |
| <input type="checkbox"/> Sketching pictures and highlighting key words | | | |
| <input type="checkbox"/> Accessing background knowledge | | | |
| <u>Personal/Cultural Respect Strategies</u> | Attempted | Successful | <u>Self-Reflection, Observation, and Notes</u> |
| <input type="checkbox"/> Validation of personal life experiences | | | |
| <input type="checkbox"/> Cross cultural themes embedded in content | | | |
| <input type="checkbox"/> Parental support | | | |
| <input type="checkbox"/> Evidence of respect for languages (books, posters, designs) | | | |
| <input type="checkbox"/> Active engagement in learning activities | | | |
| <input type="checkbox"/> Use of culturally relevant print materials | | | |
| <input type="checkbox"/> Interaction with teacher and peers | | | |
| <u>Plans for implementing additional strategies:</u> | | | |

Step 4: Collect Student Work Sample

- Area of concern
 - Choose a strategy that will support the work sample
 - Collect second work sample after 2 weeks of additional supports
-

Step 5: Classroom Observation

| Student Name: _____ | | Student # _____ | | | | |
|--|--|-----------------------------|------------------------------|-----------------------------|----------------|--------------|
| Language(s) of Instruction: _____ | | Grade Level(s) _____ | | | | |
| | | (X) | (+ = -) | (X) | (+ = -) | |
| ORAL | Picture Vocabulary WMLS Standard Score(s) _____ | 1st Round | Success | 2nd Round | Success | Notes |
| | Focus on high level vocabulary Big Books/Memor Texts Board/Card Games, I.e. Concentration Cognitive Context Dictionary Echo/Repeat File Cards I Have, Who Has Illustrated Word Bank My Turn, Your Turn Pantomime & Gestures Pictorial Input Chart | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| ORAL | Verbal Analogies WMLS Standard Score(s) _____ | 1st Round | Success | 2nd Round | Success | |
| | Focus on meaning, reasoning, and lexical knowledge Collaborative Dialogues Frayer Model Inquiry Chart Mapping (Semantic & Lexical) Narrative Input Chart Observation Charts Picture Sets Pictorial Input Chart Process Grid Sentence Strips & Frames Sentence Patterning Charts | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| ORAL | Cooperative grouping for oral language practice | 1st Round | Success | 2nd Round | Success | |
| | Click Appointments Give One, Get One Lines of Communication Numbered Heads Together Social Skills T-Chart Structured Role Play Talking Stick | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| READING | Letter-Word ID WMLS Standard Score(s) _____ | 1st Round | Success | 2nd Round | Success | Notes |
| | Direct Teaching of Skills in Context Chants/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families Word Sets | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| WRITING | Dictation WMLS Standard Score(s) _____ | 1st Round | Success | 2nd Round | Success | |
| | Student Generated Text Collaborative Text Writing Cooperative Strip Paragraph Didactical Journal Dicado Draft Text Exploration Report Interactive Journal Shared Writing | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Plans for implementing additional strategies for Round 2: | | | Results after Round 2 | | | |
| _____ | | | _____ | | | |

Step 6: Checklist of Language Skills

Checklist of Language Skills for English Language Learner Students

| Basic Interpersonal Communication Skills (BICS) | | | Cognitive Academic Language Proficiency Skills (CALPS) | | |
|---|-------------------|------------------------|--|-------------------|------------------------|
| <i>A. Listening</i> | <i>LI (+ = -)</i> | <i>English (+ = -)</i> | <i>A. Listening</i> | <i>LI (+ = -)</i> | <i>English (+ = -)</i> |
| 1. Follows classrooms directions | | | 1. Follows specific directions for academic tasks according to curriculum guide. | | |
| 2. Points to classroom items. | | | 2. Understands vocabulary for academic tasks according to curriculum guide (i.e., word meaning, word synonyms for operations). | | |
| 3. Distinguishes items according to color, shape, size, etc. | | | 3. Understands teacher's discussion and distinguishes main ideas from supportive details. | | |
| 4. Points to people (family relationships). | | | 4. Understands temporal concepts (e.g., do this first, second, last.) | | |
| 5. Distinguishes people according to physical and emotional states. | | | 5. Distinguishes sounds for reading readiness activities. | | |
| 6. Acts out common school activities. | | | 6. Listens to a movie or other audio-visual presentation with academic content. | | |
| 7. Distinguishes environmental sounds. | | | | | |

Step 7: Teacher Implements Additional Strategies for Two Weeks

FORM 5

ELD Language Monitoring Tool
Teacher _____

+ produces target language independently
 = produces target language but relies on scaffolds
 AC not producing target language

+

| | Date | | | | | | | | | | | | |
|-------------------|----------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Proficiency Level | Function | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) | Form (Language Frame) |
| | Name: | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W | <input type="radio"/> W |
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Data taken should be strictly on what students can produce orally and in writing for the language being taught. Conventions (spelling and grammar should not be considered when assessing target language production.
 Adapted from [FLAchieve](#)

Implications of Uninformed Decisions

- Special Education testing will not weed out language concerns
 - Dual identification cannot be undone
 - Graduation requirements (credit deficiency)
 - Electives (motivation)
 - Lowered expectations
-

Pre-referral Process for ELL Students

Chrissy Chapman – Elementary EL Coordinator
Leslie Stewart – Program Assistant

Salem-Keizer Public Schools
COSA EL Alliance 2015
