

Data-Based Decision Making: Reference Sheets and Templates

Presentation:

Child Find and English Learners: Helping School Teams Make Appropriate Special Education Evaluation Referrals

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State English Language Learners Alliance Conference, 2014

Red Zone Checklist for English Language Learners

Student: _____

Grade: _____

Teacher: _____

- 1. Coordinator of intervention process: _____
- 2. Reason for concern: _____

- 3. Comprehensive Review of Academic Records: (Appendix A)
- 4. Parent Notification (Date: _____)
- 5. Collect Language, Acculturation, and Developmental History: (Appendix B)
- 6. Interview reviewed by SLP (Date: _____)
- 7. Document Intervention(s) and Monitor Progress (complete form in specific areas of concern only)
 - Reading (Appendix C)
 - Math (Appendix D)
 - Behavior (Appendix E)
- 8. Data-Based Decision Making (use gathered data to make decisions)
 - FADE intervention (student is at or near benchmark/grade level)
 - CONTINUE intervention (student is making the expected progress, but is not is at or near benchmark/grade level)
 - MODIFY intervention (student is not making the expected progress, consider modifying the intervention or referring for a special education evaluation)

Appendix A

Sample Comprehensive Review of Academic Records

Student: _____ Grade: _____ Date: ____/____/____ Teacher: _____

Grade	Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	H.S.
School Year										
School Attended										
Days Absent										

	Date of Last Screening	Please Circle	
Vision Screening		Pass	Fail
Hearing Screening		Pass	Fail

Have you worked with your school's ELD (English Language Development) Teacher or the District ELD support specialist to develop strategies (samples are available in *Reference Sheet 1*) to help the student be successful in the classroom?

No-Please contact an ELD specialist for support

Yes- Please list the strategies that you are using: _____

Please complete with your ELD teacher or the ELL Support Specialist.

	Kinder	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th
Minutes per week of ELD										
Please Check all that apply: ELD Pullout Content ELD Dual Immersion										
Current CALP (Cognitive Academic Language Proficiency) Level, please see <i>Reference Sheet 3</i>										
ELPA										
IPT										
WMLS										
SOLOM										

Has the student made expected growth? ***½ to 1 Level of growth is expected each year***

___ YES ___ NO

Do you think the current CALP Level is accurate (Please see *Reference Sheet 4*)?

___ YES ___ NO

Are oral and/or written language difficulties in the classroom related to language transfer issues (See *Reference 5, 6, 7*)?

___ YES ___ NO

If the student is not making the expected growth or you have other concerns about his/her English language acquisition, please meet with your ELD Teacher or ELL Support Specialist to develop additional strategies to help the student be successful in your classroom (samples are available in Reference Sheet 1). If the student is receiving other interventions (ex. reading), consider adding strategies to help ELLs to the intervention (Please see Reference Sheet 2).

Appendix B
Sample Language, Acculturation, and Developmental History

Person interviewed/relationship to student	Interviewer	Language Used	Date
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Acculturation:

Country of family origin: _____
Number of Years in the U.S./Canada: ____
Number of Years in School/District: ____
Do you read to your child in their native language? _____

Language Development:

What language was your child first exposed to? _____
What language did your child first speak? _____
When did your child start talking? _____

Does your child having trouble understanding or expressing themselves in their native language? (i.e. slow to respond, baby talk, poor pronunciation, etc...)

Does your child understand questions?

Native language: Yes/No
English: Yes/No

Does your child understand directions?

Native language: Yes/No
English: Yes/No

Do other adults understand your child when they talk?

Almost never
Some of the time
Most of the time

Does your child get frustrated by their ability to communicate? _____

What language does the child speak with the following and how often:

-Mother _____
-Father _____
-Siblings _____
-Extended Family _____
-Peers _____

Is the child noticeably different from siblings or peers in his/her rate of learning at home?

General Medical History:

Is there any child or family medical history that may be related to your child's concerns?

Allergies Frequent colds Ear infections Ear tubes Hearing problems take any medication

Accident Head injury High fevers Seizures Fainting Experienced any traumatic events

Vision problems Glasses Coordination problems Wetting/Night Wetting/Day Soiled pants

Other: _____

Is there anything I haven't asked you about that you think is important for me to know?

Appendix C

Sample Documentation: Concerns with Reading

History:

	1 st Grade		2 nd Grade			3 rd Grade			4 th Grade			5 th Grade		
	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Oral Reading Fluency														
Avg growth per wk														
<i>Expected growth</i>	2 word/min		1.5 words/minute			1 word/minute			0.85 word/minute			0.5 word/min		
State Assessments	N/A		N/A											
Other:														
Other:														

English Language Independent Reading Level: _____ Spanish Language Independent Reading Level: _____

Current:

Core Instruction: _____ (____/minutes per day)	
Intervention #1	Classroom____ Title I ____ ELL ____ Other ____
Start Date _____	End Date: _____
<i>Curriculum or Intervention Name:</i> _____	
Measurable Goal: _____	
Group Size:	Individual: ____ 2-5: ____ 6-15: ____ 15-30: ____ Class: _____
Frequency:	One/wk ____ Two/wk ____ Three/wk ____ Four/wk ____ Daily ____
Duration:	15 min: ____ 20 min: ____ 30 min: ____ 45 min: ____ 60 min: ____ Other: ____
<i>Intervention Teacher</i>	Cert. GenEd ____ Cert. SpEd ____ SEA ____ Volunteer ____ Other: ____
Intervention #2	Classroom____ Title I ____ ELL ____ Other ____
Start Date _____	End Date: _____
<i>Curriculum or Intervention Name:</i> _____	
Measurable Goal: _____	
Group Size:	Individual: ____ 2-5: ____ 6-15: ____ 15-30: ____ Class: _____
Frequency:	One/wk ____ Two/wk ____ Three/wk ____ Four/wk ____ Daily ____
Duration:	15 min: ____ 20 min: ____ 30 min: ____ 45 min: ____ 60 min: ____ Other: ____
<i>Intervention Teacher</i>	Cert. GenEd ____ Cert. SpEd ____ SEA ____ Volunteer ____ Other: ____

Date									
Score									

Did student make expected growth? _____ - _____ = _____ ÷ _____ =
 (last probe) (1st probe) total growth total growth #weeks avg. weekly growth

If student is not making expected growth (See Reference Sheet 8) with good reading interventions, consider a referral for an assessment for a special education evaluation (unless other factors are the primary cause of the student's academic difficulties).

Appendix D

Sample Documentation: Concerns with Math

History:

	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
State Assessments	N/A	N/A				
Other:						
Other:						

Current:

Core Instruction: _____ (____/minutes per day)	
Intervention #1 Classroom ___ Title I ___ ELL ___ Other ___	
Start Date _____ End Date: _____	
Curriculum or Intervention Name: _____	
Measurable Goal: _____	
Group Size:	Individual: ___ 2-5: ___ 6-15: ___ 15-30: ___ Class: _____
Frequency:	One/wk ___ Two/wk ___ Three/wk ___ Four/wk ___ Daily ___
Duration:	15 min: ___ 20 min: ___ 30 min: ___ 45 min: ___ 60 min: ___ Other: ___
Intervention Teacher	Cert. GenEd ___ Cert. SpEd ___ SEA ___ Volunteer ___ Other: ___
Intervention #2 Classroom ___ Title I ___ ELL ___ Other ___	
Start Date _____ End Date: _____	
Curriculum or Intervention Name: _____	
Measurable Goal: _____	
Group Size:	Individual: ___ 2-5: ___ 6-15: ___ 15-30: ___ Class: _____
Frequency:	One/wk ___ Two/wk ___ Three/wk ___ Four/wk ___ Daily ___
Duration:	15 min: ___ 20 min: ___ 30 min: ___ 45 min: ___ 60 min: ___ Other: ___
Intervention Teacher	Cert. GenEd ___ Cert. SpEd ___ SEA ___ Volunteer ___ Other: ___

Date									
Score									

Did student make expected growth?

If using progress Monitoring: _____ - _____ = _____ ÷ _____ =
 (last probe) (1st probe) total growth total growth #weeks avg. weekly growth

If student is not making expected growth (See Reference Sheet 8) with good math interventions, consider a referral for an assessment for a special education evaluation (unless other factors are the primary cause of the student's academic difficulties).

Appendix E
Concerns with Behavior

Is the behavior difficulty impacted by the student being an English Language Learner (Please see *Reference 9*)? ___ YES ___ NO

Sample Behavior Referral to School Behavior Team

Student Name:	Date:
School:	Case Manager:
DOB:	Grade:
SpEd: No or Yes	504: No or Yes

Student strengths/interests:

Presenting concerns (please be specific when describing the behavior):

Academic levels:

- Reading: _____
- Math: _____
- Writing: _____

Interventions/strategies that have been tried:	Outcome:
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Other considerations (eg. slow processing speed, etc):

Goal Behavior(s):

Additional Resources

- ✓ Reference Sheet 1 – Teaching Strategies according to CALP Level
- ✓ Reference Sheet 2 – Specific (Additional) Interventions for ELLs
- ✓ Reference Sheet 3 – English Language Proficiency Levels/Assessment Scores
- ✓ Reference Sheet 4 – Cognitive Academic Language Proficiency
- ✓ Reference Sheet 5 – Language Transfer Issues
- ✓ Reference Sheet 6 – Ages of Speech Sound Acquisition
- ✓ Reference Sheet 7 – Normal Processes and Phenomena of Second-Language Acquisition
- ✓ Reference Sheet 8 – Expected Rates of Growth
- ✓ Reference Sheet 9 – Common ELL Behavioral Manifestations that Mimic other Disorders/Deficits
- ✓ Reference Sheet 10 – Determining if a student has a Specific Learning Disability

Reference Sheet 1
Teaching Strategies for each CALP level

Official Name	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Teaching Strategies	<ul style="list-style-type: none"> ·Use manipulatives, visuals, realia, games · Create a climate that supports acculturation · Use cooperative learning groups. ·Require physical response to check comprehension ·Display print to support oral language ·Model activities for students ·Use hands-on activities ·Use bilingual peer helpers ·Adjust rate of speech to enhance comprehension ·Ask yes/no questions ·Ask students to show/point/draw 	<ul style="list-style-type: none"> Continue earlier strategies PLUS: ·Simplify language, not content ·Design lessons to motivate students to talk ·Ask students questions that require one/two responses: who? what? which one? how many? ·Design lessons to expand vocabulary ·List and review instructions step by step ·Teach content area vocabulary/terminology. 	<ul style="list-style-type: none"> Continue earlier strategies PLUS: ·Build on students' prior knowledge ·Incorporate more reading and writing ·Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, and using graphs/charts/diagrams. 	<ul style="list-style-type: none"> Continue earlier strategies PLUS: ·Have students brainstorm list, web, and use graphic organizers ·Ask questions soliciting opinions, judgment, explanation (more why and how questions) ·Introduce figurative language ·Develop more academic language (oral and written). 	<ul style="list-style-type: none"> Continue earlier strategies PLUS: ·Incorporate note-taking skills, study skills, and test-taking skills ·Demonstrate how to verify answers (oral and written) ·Expand figurative language (idioms)

Organized by Stacey Lee

Reference Sheet 2

Specific (Additional) Interventions for ELLs

PLUSS Framework

Sanford, A., Esparza Brown, J., Turner, M. (2013). Enhancing Instruction for English Learners in Response to Intervention Systems: The PLUSS Model. *Multiple Voices for Ethnically Diverse Learners*, 13 (1), 56-70.

The thought behind this is that there are limited intervention programs that include English Learners in their research base, so Sanford, Brown, and Turner reviewed the literature and identified evidence based practices for English Learners in order to put them in a framework that teachers can use to improve the interventions that they already have/are using. There needs to be at least a 10 minute oracy (speaking and listening) component to all interventions.

Pre-teaching Vocabulary in 7 Steps

Calderón, M. (2011). *Teaching Reading & Comprehension to English Learners K-5*. Bloomington, IN: Solution Tree Press, 16-17.

The idea behind this is that systematic vocabulary instruction is needed to close the gap between English learners and native English peers. The average native English speaker enters kindergarten with 5,000 words. ELLs enter with a wide range of English vocabulary, but are usually significantly behind their fluent classmates. Social English is learned quickly, but academic English needs to develop rapidly as well. Teaching and learning of academic English (Tier 2 and 3 words) must happen in the classroom, as it will occur nowhere else. ELLs will not learn pronunciation from writing vocabulary words and silent reading. Calderon's seven steps is one routine for pre-teaching vocabulary that includes oracy components and use of the L1. Focus on oral activities first, supporting with examples of the words used in context.

Vocabulary Notebook

Kinsella, K. (2012). *Accelerating Long-Term English Learner Achievement*. Santa Barbara, CA.

Students learning English have difficulty discerning the meaning of unknown vocabulary in context. Having students look up the meaning in a dictionary does not help much as a stand-alone strategy. Modeling or demonstrating academic word usage and requiring verbal and written participation (with scaffolds) can greatly improve comprehension. Long-term EL expert, Kate Kinsella, has a very structured routine for high-utility vocabulary instruction that includes both sentence frames and stems. The teacher models correct word usage and students participate both orally and in writing. This routine could be integrated into current interventions used or consider purchasing Kinsella's *Academic Vocabulary Toolkit* or the Scholastic curriculum *English 3D*, also authored by Kinsella and specifically created for long-term English language learners.

Reference Sheet 3
English Language Proficiency Levels/Assessment Scores

	BEGINNING 1	EARLY INTERMEDIATE 2	INTERMEDIATE 3	EARLY ADVANCED 4	ADVANCED 5
Pre-Kinder	IPT: A WMLS: Negligible	IPT: B WMLS: Very Limited	IPT: C WMLS: Limited	IPT: D WMLS: Fluent	IPT: E WMLS: Advanced
Fall Kinder	IPT: A WMLS: Negligible	IPT: B* WMLS: Very Limited	IPT: B* WMLS: Limited	IPT: C WMLS: Fluent	IPT: D, E, F WMLS: Advanced
Spring Kinder	IPT: A ELPA: WMLS: Negligible	IPT: B ELPA: 481 WMLS: Very Limited	IPT: C ELPA: 491 WMLS: Limited	IPT: D ELPA: 497 WMLS: Fluent	IPT: E, F ELPA: 505 WMLS: Advanced
Grade 1	IPT: A ELPA: WMLS: Negligible	IPT: B ELPA: 491 WMLS: Very Limited	IPT: C ELPA: 503 WMLS: Limited	IPT: D ELPA: 512 WMLS: Fluent	IPT: E, F ELPA: 522 WMLS: Advanced
Grade 2	IPT: A, B ELPA: WMLS: Negligible	IPT: C ELPA: 492 WMLS: Very Limited	IPT: D ELPA: 504 WMLS: Limited	IPT: E ELPA: 514 WMLS: Fluent	IPT: F ELPA: 521 WMLS: Advanced
Grade 3	IPT: A, B ELPA: WMLS: Negligible	IPT: C ELPA: 500 WMLS: Very Limited	IPT: D ELPA: 511 WMLS: Limited	IPT: E ELPA: 521 WMLS: Fluent	IPT: F ELPA: 526 WMLS: Advanced
Grade 4	IPT: A, B ELPA: WMLS: Negligible	IPT: C ELPA: 494 WMLS: Very Limited	IPT: D ELPA: 504 WMLS: Limited	IPT: E ELPA: 514 WMLS: Fluent	IPT: F ELPA: 522 WMLS: Advanced
Grade 5	IPT: A, B ELPA: WMLS: Negligible	IPT: C ELPA: 496 WMLS: Very Limited	IPT: D ELPA: 508 WMLS: Limited	IPT: E ELPA: 515 WMLS: Fluent	IPT: F ELPA: 524 WMLS: Advanced
Grade 6	IPT: A, B ELPA: WMLS: Negligible	IPT: C ELPA: 493 WMLS: Very Limited	IPT: D ELPA: 504 WMLS: Limited	IPT: E ELPA: 516 WMLS: Fluent	IPT: F ELPA: 522 WMLS: Advanced

*****½ to 1 Level of growth is expected each year*****

ELPA=English Language Proficiency Assessment (from Cut Scores Adopted in 2013)

IPT=IDEA Proficiency Test

WMLS=Woodcock Muñoz Language Survey

Reference Sheet 4

Cognitive Academic Language Proficiency

Basic Interpersonal Communication Skills (BICS) is the everyday language that most children acquire through interacting with family members and other children. ELLs acquire this in a few short years in English settings. It is often called “playground language.”

Cognitive Academic Language Proficiency (CALP) is the language children need to be successful in the classroom. They will not learn CALP on the playground and on average can take anywhere between 5-7 years to develop. CALP is not just the highlighted vocabulary in a textbook that the publishing company suggests students pay special attention to. It includes the academic words and sentence structures that we assume most native English speakers know, even though they never use them outside the classroom. Other things to watch out for include idioms, acronyms, homophones, homographs, and homonyms.

What is expected at each CALP level

Official Name	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Definition	Students demonstrate minimal comprehension of general meaning. Students follow basic instructions, respond nonverbally or in single words and phrases, and demonstrate different sounds.	Students demonstrate increased comprehension of general meaning and some specific meaning through participation using key words and familiar phrases in face-to-face interactions.	Students demonstrate good comprehension of general meaning and increased comprehension of specific meaning by responding orally and in written form (charts, graphs, diagrams).	Students demonstrate consistent comprehension of general meaning and good understanding of implied meaning, orally and in writing, in both context-embedded and context-reduced situations.	Students comprehend general and implied meaning, including idiomatic and figurative language. Comprehension is demonstrated in decontextualized situations, orally and in writing.
Production Examples	early: points to the bear later: <i>brown, bear</i>	<i>The bear is brown. He is eating.</i>	<i>The brown bear lived with his family in the forest.</i>	<i>Can bears live in the forest if they find food there?</i>	<i>Would you like me to bring pictures of the bear that I saw last summer?</i>
Oral Language Skills	repeat; identify people, object, place; answer yes/no, who, what, where	recite familiar songs and poems; ask and answer simple questions; role-play; retell; summarize	compare/contrast; identify main points of a story; explain; describe; define using content-related vocabulary	present, report; identify main idea and supporting details; solicit information; analyze, hypothesize; identify antonyms and synonyms; use affixes; infer word meaning	debate, evaluate, persuade, justify; explain common antonyms and synonyms; recognize multiple meanings in text of familiar topic; understand, create jokes
Reading Skills	use sound/symbol relationships in known words and read high frequency words	read high frequency words, contextualized vocabulary and language structures in texts that are in familiar, patterned, and predictable	read high frequency words, contextualized vocabulary and language structures in familiar text; read more complex text from language experience	read grade-level text with English language development (vocabulary & structure) support through pre-teaching	read grade-level text with English language development (vocabulary and structure) support through pre-teaching
Writing Skills	draw, circle, label, match; write simple sentences with frames	write from own experience using frames or simple vignettes and word banks	write using frames or simple vignettes from experience with word banks and other supports	compose with scaffolds (formats, vocabulary webs)	compose more complex writing using conventions
Typical Timeline	0-6 months in U.S. school	6 mo.-1 yr. in U.S. school	1-3 years in U.S. school	3-5 years in U.S. school	5-7 years in U.S. school

Please note individual progress depends on several factors, including previous schooling, acculturation, and motivation. Students with no prior school will take longer to progress through these stages

Adapted by Stacey Lee from ODE's "Oregon English Language Proficiency Standards" 2004

Reference Sheet 5

Language Transfer Issues

English	Spanish
Phonemes	<p>Phonemes in English not present in Spanish: /ng/, /v/, /th/, voiced-/th/, /z/, /sh/, /j/, /h/, /ch/,</p> <p>Common consonant sound substitutions: Sebra/zebra , share/chair, dat/that, tief/thief, faver/father, sin/thin, wish/with, Yoe/Joe, fush/fudge, berry/very; estop/stop</p> <p>Common vowel sound substitutions: Cheap/chip, call/coal</p>
Word Order	<p>Verb precedes subject (<i>Good grades got everybody.</i>)</p> <p>Subject pronoun can be omitted (<i>Is cloudy.</i>)</p>
Verbs	<p>No <i>-ing</i> (<i>I enjoy to play video games.</i>)</p> <p><i>that</i> clause is uses instead of an infinitive (<i>I want that you help me.</i>)</p> <p>Present tense can be used in place of future and present perfect tense (<i>I turn it in tomorrow.</i>)</p> <p><i>have</i> is used to express states of being (<i>I have thirst.</i>)</p>
Nouns	<p><i>-es</i> is added to form a plural when the word ends in a consonant (<i>We need to paint the walles.</i>)</p>
Pronouns	<p>No distinction between subject and object pronouns (<i>I gave the pencil to she.</i>)</p> <p>Definite articles are used for parts of the body, instead of possessive pronouns (<i>Marta broke the arm.</i>)</p>
Articles	<p>Definite article used before proper noun (<i>The Professor Smith teaches in Florida.</i>)</p> <p>Indefinite article is not used before a profession (<i>He is teacher.</i>)</p>
Adjectives	<p>Can reflect number and gender (<i>I have smart's friends.</i>)</p>
Negatives	<p>Double negatives are used frequently (<i>They don't know nothing.</i>)</p> <p>Negative marker goes before the verb phrase (<i>Mark not has paid the bill.</i>)</p>

Reference Sheet 6

Ages of Speech Sound Acquisition

Spanish Developmental Articulation Norms

“By the age of ____, 90% of children have mastered the ____sound(s) in conversation.”

3 - /m/, /b/, /p/

4 - /k/, /l/, /w/, /f/, /y/, /t/, /n/

5 - /ch/, /ñ/, /d/, /g/, /r/

6 - /x/, /s/

7 - /rr/

Based on Acevedo, M.A. (1993) & Jimenez, B.C. (1987)

English Developmental Articulation Norms

“By the age of ____, 85-90% of children have mastered the ____sound(s) in conversation.”

3 - /p/, /m/, /h/, /n/, /w/, /b/, /k/, /g/, /t/,

4 - /d/, /f/,

5 - /l/, /s/, /ch/, /sh/, /ng/, /y/, /j/

6 - /r/, /v/

7 - /z/, voiceless-/th/, voiced-/th/

Speech sounds norms taken from the Goldman Fristoe Test of Articulation – 2 (2000).

Reference Sheet 7

Normal Processes and Phenomena of Second-Language Acquisition

Interference

- ELLs may manifest **interference** or **transfer** from their first language (L1) to English (L2).
- This means that a child may make an English error due to the direct influence of an L1 structure
 - For example, in Spanish, "esta casa es mas grande" means "this house is bigger." However, a literal translation would be "this house is more bigger." A Spanish-speaking child who said "this house is more bigger" would be manifesting transfer from Spanish to English.
- *This is a normal phenomenon-a sign of a language difference, not a language disorder.*

Silent Period

- Children may also manifest a common second-language acquisition phenomenon called the **silent period**
- When children are first exposed to a second language, frequently they focus on listening and comprehension.
- These children are often very quiet, speaking little as they focus on understanding the new language
- The younger the child, the longer the silent period tends to last.
 - *Older children may remain in the silent period for a few weeks or a few months, whereas preschoolers may be relatively silent for a year or more.*

Codeswitching

- Many ELLs also engage in a behavior known as **codeswitching**.
- This involves changing languages over phrases or sentences
- For example, a Spanish speaker might say, "Quiero ir a los movies." ("I want to go to the movies).
- *Again, this is a normal phenomenon engaged in by many fluent bilingual speakers worldwide.*

Language Loss

- Some children who are ELLs undergo the phenomenon of **language loss**.
- As they learn English, they lose skills and fluency in L1 if their L1 is not reinforced and maintained
 - This is called **subtractive bilingualism**, and it can be cognitively and linguistically very detrimental to children's learning and to their family lives (especially if the parents speak only the L1 and no English)
 - Ideally, children should experience **additive bilingualism**, where they learn English while their first language and culture are maintained and reinforced.

Roseberry-McKibbin, C. & Brice, A. (n.d.) *Acquiring English as a Second Language: What's "Normal," What's not*. Retrieved from <http://www.asha.org/public/speech/development/easl.htm>

Reference Sheet 8

Expected Rates of Growth per Week

	K	1	2	3	4	5	6	7	8	HS
AIMSweb Phoneme Seg. Fluency	0.8	0.4								
easyCBM Phoneme Seg. Fluency	1.2	0.5								
AIMSweb Letter Sound Fluency	0.9	0.6								
easyCBM Letter Sound Fluency	1.0	0.5								
AIMSweb Nonsense Word Fluency	0.9	0.9								
Generic Nonsense Word Fluency	0.8-1.3	0.87-1.18								
AIMSweb Oral Reading Fluency		1.4	1.2	1.1	0.8	0.9	0.7	0.6	0.4	***
Generic Oral Reading Fluency		2-3	1.2-2	1-1.5	0.85-1.1	0.5-1	0.3-0.8	0.7	0.6	
Generic MAZE/Daze		0.4-0.85	0.4-0.85	0.4-0.85	0.4 -0.85	0.4-0.85	0.4 -0.85			
AIMSweb MAZE		0.2	0.3	0.1	0.2	0.2	0.2	0.2	0.1	***
easyCBM Reading Comprehension			0.1	0.1	0.03	0	0.03	0	0	***
Generic Digit Fluency-Math Comp		0.3-0.5	0.3-0.5	0.3-0.5	0.75-1.2	0.75-1.2				
DIBELS Math Computation*		0.25	0.20	0.50	0.75	0.75				
AIMSweb Math Concepts & App.			0.4	0.2	0.1	0.1	0.1	0.2	0.1	***
easyCBM Math Benchmark	0.3	0.4	0.3	0.3	0.2	0.3	0.2	0.1	0.2	***
easyCBM CCSS Math							0.1	0.1	0.1	***
easyCBM Math Prog Monitoring**	0.1-0.2	0.1-0.2	0.1-0.2	0.1-0.2	0.1-0.2	0.1-0.2	0.1-0.2	0.1-0.2	0.1-0.2	***
MBSP Math Computation		1.5	0.40	0.40	0.70	0.70	0.70			
MBSP Math Concepts/App.		0.40	0.40	0.70	0.70	0.70	0.70			
STAR Reading and Math	Use Goal Setting Wizard (Growth rate achieved by 50% of the students with a similar percentile rank)									
STAR Reading	Please see chart on Reference Sheet 6b									
Scholastic Reading Inventory	Please see chart on Reference Sheet 6b									

Overall concepts and generic growth rates from: Fuchs, Fuchs, Hamlett, Watz, & German (1993), Hasbrouck & Tindal Oral Reading Fluency Data (2005), IntensiveIntervention.org

*Based on DIBELS Math Benchmarks and 32 weeks of intervention per year

AIMSweb information is from the AIMSweb growth table Rate of Improvement (ROI) which is the Spring Score minus Fall Score divided by 36 weeks. The 50thile ROI was used for this table.

easyCBM growth rates were calculated using the Norm Calculations from “2012-2013 Interpreting the easyCBM Progress Monitoring Test Results.” The growth rate was calculated by using the 50thile Spring score minus the 50thile Fall score divided by 32 weeks.

**easyCBM has different Math Progress Monitoring Measures at each grade. All of the measures ranged from 0-0.2 growth using the above method.

*** Both easyCBM and AIMSweb programs state you can use their measures for high school students who are at the Tier 3/Intensive level. It is best to measure student growth on measures that the student scores between the 10th and 50th percentile.

Expected Rates of Growth per Week

Scholastic Reading Inventory/Read180 “Growth Expectations: Setting Achievable Goals” Kimberly A. Knutson, Ed.D., Scholastic Research. Average Annual Growth

Fall Lexile Zone	Grade							
	3	4	5	6	7	8	9	10
BR	329L	336L	318L	304L	336L	350L	329L	364L
100L-190L	268L	277L	268L	240L	262L	276L	258L	287L
200L-290L	216L	226L	222L	185L	199L	215L	198L	223L
300L-390L	174L	183L	185L	142L	152L	167L	150L	170L
400L-490L	143L	150L	155L	112L	117L	130L	115L	130L
500L-590L	117L	122L	128L	88L	90L	102L	87L	102L
600L-690L	96L	99L	106L	72L	72L	81L	68L	82L
700L-790L	79L	80L	87L	60L	60L	67L	55L	69L
800L-890L	65L	65L	70L	51L	52L	58L	47L	60L
900L-990L	50L	50L	54L	43L	46L	50L	41L	55L
1000L-1090L	33L	35L	38L	34L	40L	43L	36L	50L
1100L-1190L	12L	20L	21L	23L	32L	35L	30L	44L

“Getting the Most Out of STAR Reading” 2010 Renaissance Learning

Grade-Equivalent Score	Suggested ZPD	60 Min. Daily Practice			30 Min. Daily Practice			20 Min. Daily Practice		
		Points per Week	Points per 6 Weeks	Points per 9 Weeks	Points per Week	Points per 6 Weeks	Points per 9 Weeks	Points per Week	Points per 6 Weeks	Points per 9 Weeks
1.0	1.0 – 2.0	1.7	10	15	0.9	5.0	7.5	0.6	3.3	5.0
1.5	1.5 – 2.5	1.9	11	17	1.0	5.5	8.5	0.6	3.7	5.7
2.0	2.0 – 3.0	2.1	13	19	1.1	6.5	9.5	0.7	4.3	6.3
2.5	2.3 – 3.3	2.3	14	21	1.2	7.0	10.5	0.8	4.7	7.0
3.0	2.6 – 3.6	2.5	15	23	1.3	7.5	11.5	0.8	5.0	7.7
3.5	2.8 – 4.0	2.7	16	24	1.4	8.0	12.0	0.9	5.3	8.0
4.0	3.0 – 4.5	2.8	17	25	1.4	8.5	12.5	0.9	5.7	8.3
4.5	3.2 – 5.0	3.2	19	29	1.6	9.5	14.5	1.0	6.3	9.7
5.0	3.4 – 5.4	3.5	21	32	1.8	10.5	16.0	1.2	7.0	10.7
5.5	3.7 – 5.7	3.9	23	35	2.0	11.5	17.5	1.3	7.7	11.7
6.0	4.0 – 6.1	4.2	25	39	2.1	12.5	19.5	1.4	8.3	13.0
6.5	4.2 – 6.5	4.6	28	41	2.3	14	20.5	1.5	9.3	13.7
7.0	4.3 – 7.0	4.9	29	44	2.5	14.5	22.0	1.6	9.7	14.7
7.5	4.4 – 7.5	5.3	32	48	2.7	16.0	24.0	1.8	10.7	16.0
8.0	4.5 – 8.0	5.6	34	50	2.8	17.0	25.0	1.9	11.3	16.7
9.0	4.6 – 9.0	6.3	38	57	3.2	19.0	28.5	2.1	12.7	19.0
10.0	4.7 – 10.0	6.9	41	62	3.5	20.5	31.0	2.3	13.7	20.7
11.0	4.8 – 11.0	7.6	46	68	3.8	23.0	34.0	2.5	15.3	22.7
12.0	4.9 – 12.0	8.3	50	75	4.2	25.0	37.5	2.8	16.7	25.0

Reference Sheet 9

Common ELL Behavior Manifestations that Mimic Other Disorders/Deficits

Classroom Behavior and Performance	
Behaviors associated with learning problems	Manifestations in ELLs
Slow to begin tasks	<ul style="list-style-type: none"> • ELLs have limited comprehension of classroom language so they may not always clearly understand instructions on how to properly begin or complete tasks
Slow to finish tasks	<ul style="list-style-type: none"> • ELLs may have to translate material between English and their native language, which extends the time needed to complete tasks
Forgetful	<ul style="list-style-type: none"> • Due to limited English proficiency and comprehension, what appears to be forgetfulness may be a limited ability to fully encode information into memory
Inattentive/Distractible	<ul style="list-style-type: none"> • ELLs may not fully understand the language used in the classroom and therefore will move their attention to whatever they can comprehend or may not know exactly what they should be paying attention to
Hyperactive/Impulsive	<ul style="list-style-type: none"> • Due to a lack of awareness or cultural differences related to situation-specific behavioral norms, classroom rules, and other rules of social behavior, ELLs may appear hyperactive or impulsive
Disruptive	<ul style="list-style-type: none"> • Disruptive behavior or excessive talking may often be related to the process of figuring out what is expected or frustration about not knowing what to do or how to do it
Disorganized	<ul style="list-style-type: none"> • ELLs may not be comprehending the instructions on how to organize or arrange materials and may never have been taught efficient learning and problem solving strategies

Ortiz., S. (2008). Best practices in nondiscriminatory assessment. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 666–678). Bethesda, MD: National Association of School Psychologists.

Reference Sheet 10

Determining if a student has a Specific Learning Disability

REMEMBER: Gathering information prior to the referral is essential! Standardized testing can only show so much.

- Spanish language cognitive assessments are not always appropriate
 - Many students only receive instruction in English
- Comparing scores on an English cognitive assessment to students who speak English at home is also not appropriate
- We use the **Culture-Language Interpretive Matrix** to determine if our cognitive assessments are valid measures of their cognitive ability or if the scores are just measuring their language skills and knowledge of US culture.

Degree of cultural loading

These subtests require more knowledge/experience with U.S. culture

Degree of linguistic demand

These subtests require more language skills

Tests can be grouped according to their level of cultural loading and linguistic demand. *Typically, scores of English Language Learners gradually decrease in value as the linguistic demand and cultural loading increase (from the top-left to the bottom-right of this chart).*

		Degree of Linguistic Demand		
		LOW	MEDIUM	HIGH
Degree of Cultural Loading	LOW	Fluid Reasoning A 74 Fluid Reasoning B 74 Visual Processing A 97 AVERAGE= 82	Short-term Memory A 94 Processing Speed A 100 Processing Speed B 100 AVERAGE= 98	Short-term Memory C 74 AVERAGE= 74
	MEDIUM	Long-term Memory A 85 Long-term Memory B 97 Visual Processing B 88 AVERAGE = 90	Long-term Memory C 87 Short-term Memory B 74 AVERAGE= 81	
	HIGH			Comprehension/Knowledge A(Eng) 88 Comprehension/Knowledge B(Eng) 80 Comprehension/Knowledge C(Eng) 71 AVERAGE= 80

Our **PSW** (Patterns of Strengths and Weaknesses) evaluations look at the 7 broad areas of *Cognitive Ability* that make up “IQ” to see if there is a research-based link between the area(s) of academic underachievement and the area(s) of cognitive weakness. *Your district may use a different method.*

Cognitive Ability	Reading	Math	Writing
Fluid Reasoning: Problem solving with novel information. Recognize and understand relationships and patterns; inductive/deductive reasoning.	<i>Moderate</i>	STRONG	<i>Moderate</i>
Comprehension/Knowledge: Breadth and depth of acquired knowledge. Primarily verbal, language-based knowledge.	STRONG	STRONG	STRONG
Short-Term/Working Memory: Immediate recall of a sequence. Remember and reorganize information; requires divided attention.	STRONG	STRONG	STRONG
Visual Processing: Ability to analyze/synthesize visual stimuli. Visual memory, discrimination, and visual-spatial abilities.	<i>Moderate</i>	<i>Moderate</i>	
Phonological/Auditory Processing: Ability to analyze/ synthesize auditory stimuli, and discriminate sounds.	STRONG		<i>Moderate</i>
Long-Term Memory and Retrieval: Ability to store information in long-term memory, and fluently retrieve new or acquired information.	STRONG		<i>Moderate</i>
Processing Speed: Mental quickness. Ability to fluently/automatically perform cognitive tasks, especially under pressure to maintain concentration.	STRONG	STRONG	STRONG