



FORM 1

ENGLISH LANGUAGE ACQUISITION FILE REVIEW

Date: \_\_\_\_\_

<b>Student Information</b>	Name: _____	Grade: _____	Gender: Select: _____	Birthdate: _____
	Student ID: _____	Address: _____		Select City:, OR _____ Zip Code: _____

<b>Parent Information</b>	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 include the Student Profile from Teacher Data Warehouse, and complete the sections that may be contributive to the concern. The referring teacher can go to Reports/Other Reports/Student Profile/ and export the student profile to print.

**Student Details:**

**Demographics:**

**Race:**

- |  |                                   |                                       |
|--|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Am. Ind./Alaskan Native | <input type="checkbox"/> Pac. Is. | <input type="checkbox"/> African Am   |
| <input type="checkbox"/> Hispanic                | <input type="checkbox"/> White    | <input type="checkbox"/> Multi-Racial |
| <input type="checkbox"/> Asian                   |                                   |                                       |

**Language:** \_\_\_\_\_ **ELL Status:** \_\_\_\_\_ **Homeless:** \_\_\_\_\_  
**Indian Ed:** \_\_\_\_\_ **Migrant:** \_\_\_\_\_ **AVID:** \_\_\_\_\_

**Attendance Summary:** 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 _____ % _____

**ELPA Summary:** Review the data for each of the ELPA strands (printing the graph in color is very helpful.)

- Number of years where *Result* (Proficiency Level) stayed the same or regressed from one year to the next \_\_\_\_\_
- Date of most recent ELPA: \_\_\_\_\_
- Current *Composite* (Proficiency Level):  
 Beginning     Early Intermediate     Intermediate     Early Advanced     Advanced
- An analysis of ELPA strand data indicates (strengths, weaknesses, trajectory, trends): \_\_\_\_\_

**ENROLLMENT HISTORY**

Please mark all that apply:

- Enrolled in district less than 2 years     Mobility-More than 1 school transfer or re-enter in less than 3 years

**SPECIAL POPULATIONS**

Number of years in ELL program: \_\_\_\_\_    Number of years on Disclaimer: \_\_\_\_\_  
 Number of years in Transition (Please note that ELL P (Past) category is also included in Transition): \_\_\_\_\_

**ASSESSMENTS**

**OAKS**

Please list any recent results that were *Very Low, Low, or Nearly Meets*.

Test Date	Test Name	Score	Result

Please review the DRA/EDL report on the Teacher Data Warehouse, and list any results that indicate that the student might be considered “Intensive” or, in the case of Lit 2, is failing to lie within the biliteracy zone.

Test Date	DRA Reading Level	EDL Reading Level

**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 any 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) English-Spanish
		Picture Vocabulary	
		Verbal Analogies	
		Letter Word Identification	
		Dictation	

PREVIOUS WMLS-R Information

Date of Testing	Grade	Test/CLUSTER	SS (68% Band) English-Spanish
		Picture Vocabulary	
		Verbal Analogies	
		Letter Word Identification	
		Dictation	

FORM 1

Please refer to page 4 for additional information about interpreting the WMLS-R.

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**.

Below average performance on **Verbal Analogies** usually indicates poor ability to draw **verbal inferences**; **OR**, lack of **vocabulary knowledge** may also be a factor.

Below average performance 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**.

Below average performance on **Dictation** indicates difficulty with spelling words that have regular grapheme-phoneme correspondence and those that require the memorization of visual features.

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. \_\_\_\_\_
- Reversals of whole words, vowels, consonants, or syllables, e.g. \_\_\_\_\_
- Consonant or vowel directionality, e.g. \_\_\_\_\_
- Incorrect associations of sounds with letters, e.g. \_\_\_\_\_
- Phonetic spellings of non-phonetic words, e.g. \_\_\_\_\_

**RISK FACTORS:** (Check all that apply and briefly explain)

- Economic:** Low household income, unemployment \_\_\_\_\_
- Language:** Inconsistent ELL program placement \_\_\_\_\_
- Cultural:** Values/beliefs differ from dominant culture, limited experience in the dominant culture \_\_\_\_\_
- Health:** Vision, speech, hearing deficits, motor problems, attention deficit disorder, attention deficit/hyperactivity disorder, autism, Asperger's syndrome, chronic diseases such as asthma, diabetes, and others \_\_\_\_\_
- Emotional:** Self or family related conditions, present or past such as divorce \_\_\_\_\_
- Environmental:** Transience, excessive absences due to childcare at home or needing to help support the family \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

Person completing this form: \_\_\_\_\_

Date: \_\_\_\_\_

**Interpreting the WMLS-R****Classification of Standard Score and Percentile Rank Ranges**

<b>Standard Score Range</b>	<b>Percentile Rank Range</b>	<b>WMLS-R Classification</b>
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

**Ranking Oral Language Tests by Level of Complexity**

**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. *Subjects who perform poorly on Picture Vocabulary may lack such stimulation or may experience word retrieval difficulties.*

**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.*

**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.*

**Test /CLUSTER: Dictation** measures knowledge of prewriting skills, punctuation, capitalization, spelling, and word usage. The task requires the subject to produce written responses to oral prompts.

*Poor performance on the prewriting items in Test 4 may be related to handwriting readiness. If a subject is unable to complete Items 1 through 8, he or she may not have developed the muscular control or visual-motor skills needed for beginning handwriting.*

An analysis of the error pattern of word usage, punctuation, and capitalization items provide information on areas requiring further instruction. *Word usage items in the English version include the correct use of the superlative form and regular and irregular plurals. Word usage items in the Spanish version include the correct use of different verb tenses and plurals.*

Analysis of the spelling items on Test 4 may help examiners differentiate between phonetically accurate and phonetically inaccurate spellers. *A difference can be determined in the subject's ability to spell words that have regular grapheme-phoneme correspondence and those that require the memorization of visual features. In addition, the following specific error patterns often can be found in the subject's misspellings:*

- a) addition of unnecessary letters*
- b) omission of needed letters*
- c) mispronunciations or dialectal speech patterns*
- d) reversals of whole words, vowels, consonants, or syllables*
- e) consonant or vowel directionality*
- f) incorrect associations of sounds with letters*
- g) phonetic spellings of non-phonetic words*