Pre-referral Process for ELL Students

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Salem-Keizer Public Schools 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.

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







Adherence to a Consistent, Effective Instructional Model for ELs

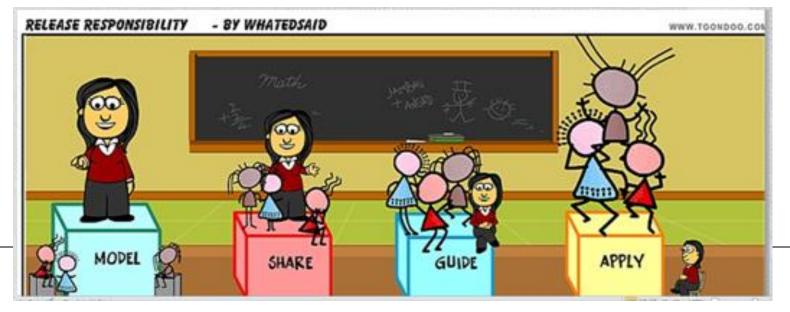
- Instructional Coaching
- Research Based Practices
 - EL Achieve
 - Systematic ELD
 - Constructing Meaning
 - GLAD & SIOP

Effective Instruction for ELs

Session 1	Session 2	Session 3	Session 4	Session 5
Minilesson (WHOLE GROUP) (Explicit teaching) * Vocab building * Connections * Modeled Reading (I do) * Active Engagement (We do) * Link to reading * Vocabulary Development/ Word study - Graphic organizers - Illustrated word bank - Picture cards/realia - Pictorial input chart - Pantomimes/Gestures * Academic Language Instruction and oral practice - Familiar contexts Extended Explicit Teaching (Guided groups for ELL's) * Language Proficiency needs * Background Knowledge * Think-Pair-Share with structured Ig. patterns * Structured Role Play * Choral Response * Echo-repeat	* Structured Role Play * Choral Response * Echo-repeat	* Interactive student and teacher produced writing Extended Explicit Teaching (Guided groups for ELL's) * Review language patterns and structures * Introduce Transformations: • Statement to Question • Statement to Question	Grouplinde	- Genre Templates
skills	of familiar akilla	Independent/Partner practice of familiar skills		Sharing of work

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

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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

Reasons for Disproportionality

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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

Test/CLUSTER	Raw	GE	EASY	DIFF	RPI	PR	SS (68% Band)	CALP
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 -

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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									
Test/CLUSTER	<u>Raw</u>	<u>GE</u>	EASY	DIFF	RPI	PR	<u>SS ((</u>	38% Band)	CALP
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)

Test/CLUSTER	Raw	GE	EASY	DIFF	RP	PR	SS (68% Band)	<u>CALP</u>
Vocabulario sobre dibujos	27	1.0	<k.0< td=""><td>2.4</td><td>78/90</td><td>31</td><td>92 (88-97)</td><td></td></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)	-
ldent 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 Identificatio n	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 nonautomatic 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 wordidentification 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.

26. brother	English 74 Spanish 92
27. one person, two persons	An analysis of the student responses on the Dictation responses indicates the following difficultion
28. cloud	
29. right	Addition of unnecessary letters, e.g.
30behind	Omission of needed letter, e.g.
31. Mr. Jons Mr. Jones	Mispronunciations or dialectal speech patterns, e.g. <u>Lerry</u> , Larry
32. one box, two <u>boxs</u> boxes 33. their there	 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
 I saw a horse, a dog and a cow. everthing everything 	Phonetic spellings of non-phonetic words, e.g. Edjucation, education
36. Mr. Lerry Becker Larry	
37. hasn't	
38. jaun <mark>yawn</mark>	
39. pretty, prettier, most pretty	prettiest
40. unkle Bill Uncle	
41. Dulles Texas Dallas	Identify some appropriate scaffolds and
42 edjucation education	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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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? best rhing The hut happen to60 fue max e 3 She Recause A.S. KC Di can She 00. T ρ hei NO.CP O ۷, ecal Shed Carro P. 68St

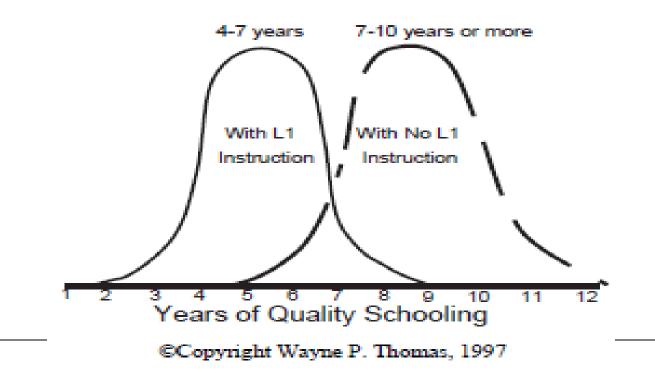
Third grade writing sample of student in bilingual classroom

Holistic Data Collection

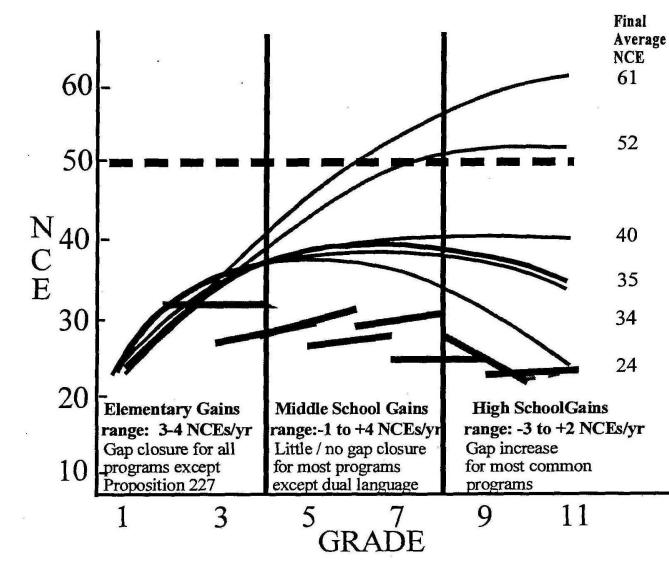
- Belief Systems & Mind Sets
- What can the student do?
- Previous schooling
- Proficiency in oral language and literacy in L1 and L2
- Academic achievement in both L1 and L2
- DRA Look at it from a bilingual lens

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



- Programs: 1 - Two-way Developmental BE including Content ESL 2 - One-way
 - Developmental BE including Content ESL
- 3 Transitional BE including Content ESL
 - 4 Transitional BE+ESL both taught traditionally
- 5 ESL taught through academic content (no L1)
- 6 ESL Pullout (no L1) taught traditionally
- 7 Prop 227 in CA Spring 1998-spring 2000 by grades

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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? best rhing The hut happen to60 fue max e 3 She Recause A.S. KC Di can She 00. T ρ hei NO.CP O ۷, ecal Shed Carro P. 68St

Third grade writing sample of student in bilingual classroom

Step 1:

File Review



FORM 1 ENGLISH LANGUAGE ACQUISITION FILE REVIEW

F					
	Student	Name:	Grade:	Gender: Select:	Birthdate:
	Information	Student ID:			
		Address:		Select City:, OR	Zip Code:

Parent	Mother's Name:	Father's Name:
Information	Stepmother? 🔲 Yes 🔲 No	Stepfather? 🔲 Yes 🔲 No
	Adoptive Mother? 🔲 Yes 🛄 No	Adoptive Father ? 🔲 Yes 🔲 No

INDICATORS RELATED TO LANGUAGE ACQUISITION

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

STUDENT PROFILE

Student Demographics section:

Kace:		
Am. Ind./Alaskan Native	🔲 Asian/Pac. Is.	📙 African Am
📙 Hispanic	U White	🔟 Multi-Racial
🔟 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.

• FELL Program Model changes in his/her academic career (Refer to Progress Reports)

(ESOL, Dual, Literacy Squared)	(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

	STU	DENT INFORMATION								
	Student Name	Student #	School							
	Date of Birth A	ige Gra	ide Level							
	Interviewer's Name	Interpreter's	s Name							
	Person(s) completing form: 🗖 Mother 🗖 Father		er 🗖 Other							
\sim	Location of interview:									
Step 2:										
$OUP \Delta$.	Mother's Name	RENT INFORMATION								
L										
	Address		-							
	Home Phone		<u> </u>							
	Occupation									
	Highest grade of schooling completed									
	- 4 4 4									
	Eather's Name		Steptather: 🖬 Yes 🖬 No							
Parent	Address									
	Home Phone		2							
	Occupation									
— •	Highest grade of schooling completed									
Interview										
IIICIVICW	Does the child have other parents/stepparents?	Yes No								
	Is the child adopted?	Yes No								
	Has the child lived with other parents/stepparents									
	Parents' birthplace: Mother									
	Did the family immigrate to the US.?	🔲 Yes 🔲 No 🛛 If Yes, v	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 s									
	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 🗖 Ng., If No	, why not?								
	Is there a history of frequent family moves?	🔲 Yes 🔲 No								
	If Xes, did your child miss much school du	ring these moves? 🔲 Yes	No No							
	If Xes, about how much time was missed	each move?								
	Have there been other periods when your child wa	as not enrolled in school?	🗆 Yes 🗖 No							

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:			о Бунонуть, Ангонуть			I
Student Name :	Student	4		Webbing, mind mapping, sketching			
				Weeveng, nand napping, sketching Preview, review			
Language(s) of Instruction:	Grade La						
	Attempted	(+ = -) Successful	Self-Reflection, Observation,	Opportunities for non verbal expression of understanding			
Print rich/language functional environment			Recommendations and Notes	Cooperative grouping for oral language practice and			
Setting where students can take risks				interaction with fluent peers			
High expectations for success				o Echo/Repeat			
Cooperative setting				o Choral Response o My Turn, Your Turn,			
Social skills and positive behaviors processed				o Talking Stick			
Curriculum	Attempted	Successful	Self-Reflection, Observation,	o Board Games			
Language and content objectives integrated			Recommendations and Notes	o Structured Role Play o Give One, Get One			
Student tasks clearly define d				o Clock Appaintments			
Expectation that all students are engaged				o Lines of Communication			
Cognitively challenging instruction				Brain Compatible Strategies	Attempted	Successful	Self-Reflection, Observation,
All students are able to participate and gain access to				Graphic Organizers			Recommendations and Notes
the curiculum				Metacognitive activities (problem solving, reflecting,			
Reading and Writing	Attempted	Successful	Self-Reflection, Observation,	questioning thinking)			
Student Generated Text Shared Writing			<u>Recommendations and Notes</u>	Use of chanting, putting content into patterns			
 Collaborative Text Writing 				Big books (teacher and student made)			
 Direct Teaching of Skills in Context Mini-shard reading 				 Involving multiple intelligence's 			
o Word State							
📮 Focus on academic language				Chunking information and allow for processing time			
 Gradual Release of Responsibility Draft Texts 				Opportunity for learner to teach			
o Genre Templates				Sketching pictures and highlighting key words			
o Cooperative Strip Paragraph o Dialectical Journal				Accessing background knowledge			
Language Learning Strategies	Attempted	Successful	Self-Reflection, Observation,	Fersonal/Cultural Respect Strategies	Attempted	Successful	Self-Reflection, Observation, and Notes
Lessons presented comprehensively			Recommendations and Notes				Constant Constant, And Street
Use of Visuals, Pictures, Realia				 Validation of personal life experiences Cross cultural themes embedded in content 			
o File Cards							
 Pictorial LiputChart Mustrated Word Bank 				Parental support			
o Graphic Organizers				Evidence of respect for languages (books, posters,			
o Process Grid				designs)			
 Pantonime & Gestures Use of Char Language and Coold Modeline utilizing 				Active engagement in learning activities			
 Use of Clear Language and Good Modeling utilizing visuals, pictures, and realia 				Use of culturally relevant print materials			
o Sentence Stems & Frames				Interaction with teacher and peers			1
 Language Pattern Charts 				Flans for implementing additional strategies:		1	1
		•					

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

FORM 5 (Pilot) Classroom Observation Tool for ELL/ESOL Instruction

Student #

Language(s) of Instruction:								
	Grade Level(s)							
	(×)	(* = -)	(×) (+ = -)				
Picture Vocabulary WMLS Standard Score(s)	1ª Round		2 nd Round	Succes	Notes			
Focus on high level vocabulary		CETTER		L'EUUU	Anones			
Focus on high level vocabulary								
Big Books/Mentur Texts								
Board/Card Games, i.e. Concentration	H							
Cognitive Content Dictionary								
Echo/Repeat								
File Cards								
TECho/Repeat File Cards 1 Have, Who Has Illustrated Word Back								
 Illustrated Word Bank 								
My Turn, Your Turn								
Pintomime & Gestures								
Pictorial Input Chart								
Verbal Analogies WMLS Standard Score(s)	1º Round	Success	2 nd Round	Success				
Focus on meaning, reasoning, and lexical knowledg								
	90 H		H					
Collaborative Dialogue			H					
Fraper Model	님		H					
Inquiry Chart								
Mapping (Semantic & Lexical)								
Narrative Input Chart Observation Charts Picture Sorts Pictorial Insut Chart	1 8		8					
S Observation Charts			H					
Picture Sorts			H					
Process Grid	1							
Sentence Stens & Frames		-						
Sentence Patterning Charts					2 C C C C C C C C C C C C C C C C C C C			
Cooperative grouping for oral language practice	1º Round	Success	2 nd Round	Success	1			
Clock Appointments					1			
Give One, Get One		1		1.00				
Lines of Communication		1.00						
Y Lines of Communication Numbered Heads Together Social Skills T-Chart Streamured Belle Play				_				
Social Skills T-Chart		_	L H					
 Structured Role Play 								
Talking Stick								
			2 rd Round					
Letter-Word ID WMLS Standard Score(s)	1* Round	Success						
			2 - Horana	Success	Notes			
Direct Teaching of Skills in Context	_		2 - Johning	Success	Trotes			
Direct Teaching of Skills in Context								
Direct Teaching of Skills in Context	8							
Direct Teaching of Skills in Context								
Direct Teaching of Skills in Context								
Direct Teaching of Skills in Context Chants/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families								
Direct Teaching of Skills in Context Chans/Songs/Poetry Choral Reading Found Poetry Mini-shared reading								
Direct Teaching of Skills in Context Chans/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Pamilies Wood Sorts	P Round							
Direct Teaching of Skills in Context Chans/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Pamilies Wood Sorts Dictation WMLS Standard Score(s)								
Direct Teaching of Skills in Context Chants/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families Word Sorts Dictation WMLS Standard Score(s) Student Generated Text	1º Round							
Direct Teaching of Skills in Context Chants/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing	1º Round	 Success						
Direct Teaching of Skills in Context Chants/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing	1º Round			 				
Direct Teaching of Skills in Context Chants/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing	1º Round	 Success						
Direct Teaching of Skills in Context Chants/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing	1º Round	 Success		 				
Direct Teaching of Skills in Context Chants/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing	1º Round	 Success		Success				
Direct Teaching of Skills in Context Charts/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Families Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing Cooperative Strip Paragraph Dialectical Journal Dicudo Draft Text Exploration Report	1º Round	 Success		 				
Direct Teaching of Skills in Context Chans/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Pamilies Word Sorts Dictation WMLS Standard Score(s) Dictation WMLS Standard Score(s) Dialectical Journal Dictado Draft Text Exploration Report Intersective Journal	1º Round	 Success		Success				
Direct Teaching of Skills in Context Chans/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Pamilies Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing Cooperative Strip Paragraph Dialectical Journal Dictado Draft Text Exploration Report Interactive Journal Stared Writing	P* Roand	Success	2** Round	Success				
Direct Teaching of Skills in Context Chans/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Pamilies Word Sorts Dictation WMLS Standard Score(s) Dictation WMLS Standard Score(s) Dialectical Journal Dictado Draft Text Exploration Report Intersective Journal	P* Roand			Success				
Direct Teaching of Skills in Context Chans/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Pamilies Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing Cooperative Strip Paragraph Dialectical Journal Dictado Draft Text Exploration Report Interactive Journal Stared Writing	P* Roand		2** Round	Success				
Direct Teaching of Skills in Context Chans/Songs/Poetry Choral Reading Found Poetry Mini-shared reading Word Pamilies Word Sorts Dictation WMLS Standard Score(s) Student Generated Text Collaborative Text Writing Cooperative Strip Paragraph Dialectical Journal Dictado Draft Text Exploration Report Interactive Journal Stared Writing	P* Roand		2** Round	Success				

Step 5: Classroom Observation Student Name:

Step 6: Checklist of Language Skills

Checklist of Language Skills for English Language Learner Students

Basic Interpers	onal Commu (BICS)	inication Skills	Cognitive Academic Language Proficiency Skills (CALPS)
A. Listening	L1 (+ = -)	English $(+ = -)$	A. Listening L1 (+ = -) English (+ = -)
1. Follows classrooms directions			 Follows specific directions for academic tasks according to curriculum guide.
 Points to classroom items. 			 Understands vocabulary for academic tasks according to curriculum guide (i.e., word meaning, word synonyms for operations).
 Distinguishes items according to color, shape, size, etc. 			 Understands teacher's discussion and distinguishes main ideas from supportive details.
 Points to people (family relationships). 			 Understands temporal concepts (e.g., do this first, second, last.)
 Distinguishes people according to physical and emotional states. 			 Distinguishes sounds for reading readiness activities.
 Acts out common school activities. 			 Listens to a movie or other audio-visual presentation with academic content.
 Distinguishes environmental sounds. 			

Step 7: Teacher Implements Additional Strategies for Two Weeks

	LD Language M acher	Ionitori	ing To	ol	FO	RM 5		= produ	ices target ices target producing t	language b		
	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):	Forn (Language Frame):	Form (Language Frame):
	Name:	o w	o w	o w	o w	o w	o w	o w	o w	o w	οw	o w

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