

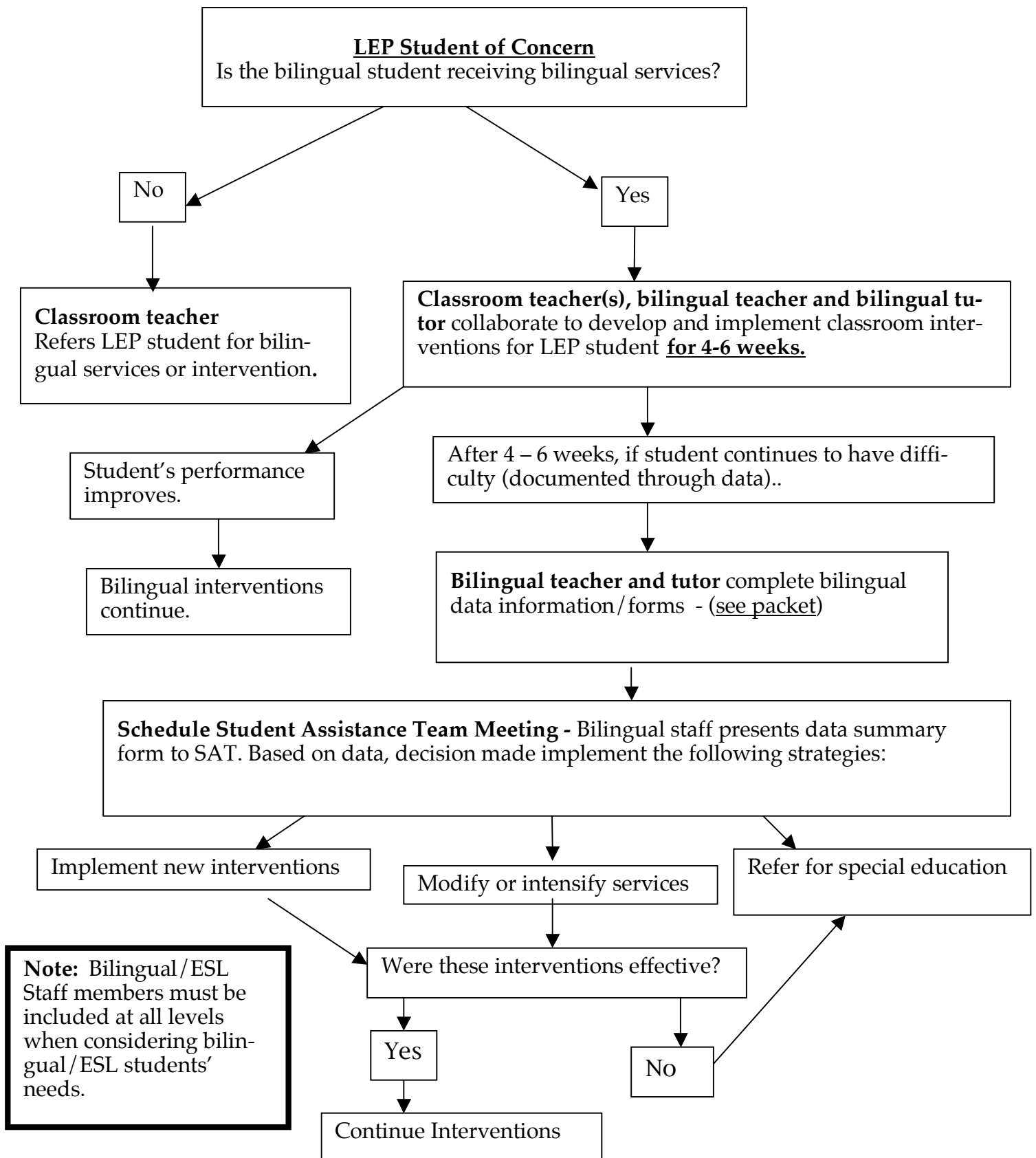
***SCREENING,
INTERVENTIONS
AND
PRE-REFERRAL PROCEDURES
FOR
LIMITED ENGLISH PROFICIENT (LEP)
STUDENTS***

An interdepartmental collaboration project between:
Bilingual Multicultural Education
Elementary Special Education
Middle School Special Education
Related Services

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS	2
SCREENING, INTERVENTIONS AND PRE-REFERRAL PROCEDURES FOR LEP STUDENTS	3
Flow Chart	
Introduction	
Second Language Acquisition	
Bilingual Staff & Contacts	
RESPONSE TO INTERVENTION	5
Assessment	
Assessing First and Second Language Proficiency	
Interpreters for Interviews and Assessments	
Permission	
PRE-REFERRAL PROCEDURES FOR LIMITED ENGLISH PROFICIENT STUDENTS	
Classroom Interventions for LEP Students	5
Documenting the problem	
Suggested Instructional Strategies	
Investigation of Bilingual Experiences	6
Data Collection	
Documentation	
Filing Documents	
SAT/Eligibility (sec.) Meeting	7
Bilingual Data Review	
Language Category Concerns	
Student Assistance Team Members	
Scheduling Meetings with Bilingual Staff	
Special Education Referral Process	8
Evaluation Planning/Eligibility/IEP meeting	
References	9
TEACHER RESOURCES	10-23
CLASSROOM INTERVENTION PACKET	24-36
BILINGUAL TEACHER/TUTOR LANGUAGE DATA COLLECTION PACKET	33-47

SCREENING, INTERVENTIONS AND PRE-REFERRAL PROCEDURES FOR LEP STUDENTS



SCREENING AND INTERVENTIONS FOR LEP STUDENTS

Introduction

The purpose of this intervention and pre-referral procedure manual is to address the issues and concerns surrounding the eligibility of limited-English-proficient (LEP) students in ASD for special education and related services.

This manual is a collaborative effort between the bilingual, special education, speech and psychology programs to articulate specific procedures necessary to more accurately identify and assess English language proficiency and acculturation of LEP students prior to considering a special education referral.

Following are areas to consider when addressing the unique educational needs of LEP students.

Second Language Acquisition:

The Student Assistance Teams should take into account that a student needs to be exposed to academic/school language for 5 to 7 years before they will have mastery of academic language. This is called **CALP** - Cognitive/Academic Language Proficiency or "classroom language". A child may sound fluent in English at a social conversational level within a year or two. This is called **BICS** - Basic Interpersonal Communication Skills or "conversational language". A student would not be expected to perform well on standardized language tests until his/her CALP is more fully developed. (See chart next page)

The process of second language acquisition should be taken into account when educating and evaluating LEP students. This is important information to share with regular classroom teachers. Even though a student was born in the USA does not mean a student has been exposed to English since birth. For many LEP students, exposure to English only begins when the student starts school.

Bilingual Staff and Contacts

When requesting information from the Bilingual Multicultural Education Program (BMEP) concerning the child's acquisition of language and related cultural and educational issues, you must contact the bilingual/ESL tutor who works with the student in question and one of the following individuals:

- Elementary Bilingual Resource Teacher
- Secondary ESL Teacher,
- ESL Counselor and/or
- ESL/Multicultural Specialist

These staff members are trained in second language acquisition and education of second language learners. They, along with the bilingual/ESL tutor, will assist in addressing the team's questions and concerns regarding LEP (Limited English Proficient) students. The time frame for data collection is approximately two (2) weeks.

RESPONSE TO INTERVENTION

ASSESSMENT

Assessing First and Second Language Proficiency

The Bilingual/Multicultural Education Program can screen for language dominance in a limited number of languages. The Student Assistance Team needs to ask the Bilingual/ESL Staff members to help determine the student's English and, when possible, first language proficiency. (See **Assessment Measures, p.23**, for available tests.)

- ❑ At the **elementary level** we can use the Marysville to assess for Spanish, Filipino, Japanese, Korean, Samoan, Tagalog, Yup'ik, and Lao dominance.
- ❑ At the **middle/high school level** we can assess Spanish dominance, only, using the Woodcock Munoz language dominance battery
- ❑ For **K-12**, the Bilingual Department currently uses the IDEA English Language Proficiency Test (IPT -English) to determine English oral language, reading and writing proficiency.

Interpreters for Interviews and Assessments

There are a limited number of bilingual interpreters to help with assessment LEP students. Special Education and the Bilingual Program need to work together when using translators for assessment and meetings. If a translator is needed, you must contact a Bilingual/ESL staff member to assist you.

When requesting an interpreter, please provide the BEP at least **two weeks** lead time to facilitate to coordinate finding an interpreter.

Permission

If a student is registered as an LEP student in the district database, permission is automatically granted for language assessments.

For any other formal academic and cognitive SPED assessment, parent/guardian consent for evaluation must be signed.

PRE-REFERRAL PROCEDURES FOR LEP STUDENTS

CLASSROOM INTERVENTIONS FOR LEP STUDENTS

Documenting the Problem

To begin with, the classroom teacher and the bilingual staff member document the academic and/or behavioral problem and attempt to resolve the difficulty using the **BMEP Pre-Referral Interventions Checklist**. These forms must be completed by the referring teacher(s). The referring teacher(s)/team must document the implementation of appropriate interventions used prior to the SAT (Student Assistance Team) meeting. The Bilingual/ESL staff serve as resources for additional instructional strategies.

Classroom Interventions and Teacher Resources

Effective instructional practices focus on second language acquisition in the classroom. The referring teacher(s)/team is expected to document the use of any of these methods, or others, as determined useful (see **Teacher Resources**) using the instruments in the **Classroom Intervention Packet**.

In addition you may want to:

- Provide bilingual/ESL assistance, consider increase of hours
- Refer to other programs and services, such as: Migrant Ed, Indian Ed, ANMC, or community service organization

For more information concerning specific language and social characteristics of the student's culture as well as available instructional resources, please contact the BMEP Specialists at the Boniface BMEP Curriculum Offices 742-4452.

As interventions are being implemented in the student's classroom, the bilingual/ESL staff coordinates the collection of data for the **Investigation of Bilingual Experiences**

INVESTIGATION OF BILINGUAL EXPERIENCES

Data Collection

The bilingual/ESL staff member(s) at your school will coordinate the collection of the following data prior to the Student Intervention Team meeting (Student Assistant Team). When referring a LEP student, the SAT Team **must** include the school's bilingual/ESL staff. This includes the bilingual/ESL tutor who works with the student.

The Special Education staff and the BMEP tutor are to notify the BMEP Resource Teacher/Specialist or, at the middle and high level, the ESL counselor and/or ESL teacher regarding the referral.

The bilingual team must have the opportunity to gather the following information to determine the impact of the student's first language and culture **prior** to the SAT meeting.

Documentation:

This documentation must be completed for any LEP student being considered for referral.

PLEASE allow 2 weeks lead time for bilingual staff to collect this data.

- **Language Proficiency Assessment.** If the student is in the Bilingual Program, **determine English Language Proficiency** (using test instruments such as the IPT oral, reading and writing measures and any informal measures deemed useful.)
- The Bilingual staff member will arrange for a speaker of the child's first language to conduct an informal **assessment of the student's first language** - the Marysville language dominance assessment can be used at the elementary level for certain languages, as well as the PPVT in Spanish.
- **Authentic assessment** such as work samples, portfolios, etc. are provided by the classroom teacher, bilingual resource/ESL teacher and tutor, and others as appropriate. **The Classroom Intervention documents must be completed before a referral is made.**
- Classroom teachers, BMEP staff and other staff who work with the student complete the **FLOSEM** matrix in English as well as the student's first language (when possible) to help identify the student's oral proficiency in both languages. (Data should be gathered from the class-

room teacher, parents, tutor and others who have worked with the student.) **Three English samples and at least one native language sample are preferred for better inter-rater reliability.**

- The classroom/language arts teacher completes the **Language Observation Checklist A (LOC A)**. **The LOCA needs to be re-administered if the original is older than 2 years.**
- The concerned teacher(s) / team completes the **Classroom Language Interaction Checklist (CLIC)** with assistance from the BEP tutor, if needed) - in English and, if possible, the student's first language.
- BMEP tutor or staff member completes the **Bilingual Experiences Interview and Student Language Use Interview** with parents or guardians to determine the language background and cultural considerations of the student.
- BMEP tutor or staff member completes the **Bilingual Data Summary forms** by examining the student's bilingual records (PQ, LOC A, IPT [O,R,W], ELPA Terra Nova, and Benchmark scores), cum folder, and data gathered from the information, observations, interviews and assessments listed in this section.
- The concerned teacher / team completes the **Sociocultural Checklist** in concert with the **Classroom Interventions and Referral Form**.

Filing documents

Assign one of the following: Bilingual Resource teacher/ BMEP specialist/ ESL counselor or referring classroom teacher - to place the original, legible set of LEP pre-referral documents in the students general cum folder. A copy is to be kept by the Bilingual /ESL staff involved in the referral. Copies are to be given to the Special Education staff and other selected participants, as requested.

SAT/SIT MEETING

Bilingual Data Review

The Student Assistance Team (including the bilingual resource teacher and tutor) reviews all data gathered at the classroom screening, intervention and investigation stages including **all first and second language data** as well as all the **Classroom Intervention documents**.

The SAT decides to either continue with the intervention strategies that seem to be working for the student, try new interventions, or refer the child into the special education evaluation process.

Language Category Concerns

Regardless of their language proficiency category (FEP, LEP, NEP), a student may be referred for special education assessment after going through the pre-referral process described above. An investigative process will be used to determine when to assess a student. Informal observation of and conversation with the student, the FLOSEM chart, pre-referral parent questionnaire, data sheets, and portfolio assessment **must** be completed **prior** to the SAT meeting and/or the special education referral meeting. The decision to refer for a Special Education evaluation is made at the SAT/SIT meeting. NEP students new to the U.S. or English must be treated very cautiously when considering learning disabilities.

Student Assistance Team Members

The Student Assistance Team **must include** participation from a Bilingual Department staff member, preferably the Bilingual Resource Teacher, ESL Counselor, ESL teacher or Bilingual Quality Assurance Specialist, as appropriate.

The same staff member should also be contacted if the team has concerns regarding a second language even if the child is not enrolled in the Bilingual/ESL Program.

Scheduling Meetings with Bilingual Staff

Student Assistant Team/SIT meetings, evaluation planning conferences, Eligibility Determination meetings and IEP meetings regarding LEP students need to be scheduled **at least two weeks in advance** of the meeting. This is in order for the BEP/ESL staff member(s) to make accommodations in their schedule(s) to attend the meeting.

Secondary teams/departments need to coordinate with the building ESL staff. This includes the building ESL counselor or the counseling department chair along with related ESL staff (teachers/tutors). The special education staff, psychologists and/or counselors are responsible for coordinating the SAT/SIT meetings when a LEP student is being referred. BMEP staff will help communicate with parents/guardian upon request.

SPECIAL EDUCATION REFERRAL PROCESS

Evaluation Planning/ Eligibility/ IEP Meeting

The IEP team - which includes the parents, the bilingual/ESL staff member(s), special education resource teacher, district representative, speech language pathologist, school psychologist, classroom teacher and others, as needed, e.g., the gifted teacher - meets to review ALL information and assessment data. Determining whether a student should be evaluated for consideration of special education eligibility is done on a case-by-case basis. *Native and English language proficiency does not prevent a student from being referred after going through the above process* when such a referral is warranted.

NOTE: Bilingual staff members must continue to be included and/or consulted in all special education meetings involving LEP students including the IEP meetings at Phase IV.

Adapted from Alba Ortiz and S. Garcia, *Preventing Inappropriate Referrals of Language Minority Students to special Education.* AND

Gonzalez, V., Brusca-Vega, R. & Yawkey, T. (1997) *Assessment and Instruction of culturally and linguistically diverse students with or at-risk of learning problems.* Boston: Allyn & Bacon.

REFERENCES

Resources used to develop BICS/CALP checklist:

Erickson, J. and Omark D. (1981) *Communication Assessment of the Bilingual-Bicultural Child*, Baltimore: University Park Press

Developed by : Berhard, B. and Loera, B. Published in *Word of Mouth Newsletter*, PO Box 13716, San Antonio, Texas 78213. September 1992

Krashen, S. and Terrel, T. (1983). *The Natural Approach*. California: The Alemany Press. *Schooling and Language Minority Students: A Theoretical Framework*. (1981). Office of Bilingual-Bicultural Education, Dept. of Education, Calif

Resources used to develop bilingual experiences/language interview

Collier, C. (2002) *Separating Difference from Disability: Assessing Diverse Learners, Second Ed.* CrossCultural Developmental Education Services, Ferndale, WA.

Kayser, H. (1989) *Speech and language assessment of Spanish-English speaking children*. *Language, Speech and Hearing Services in the Schools*. v. 20 n.3 pp. 226-241

Mattes, LJ. and Omark, D.R. (1984). *Speech and language assessment for the bilingual handicapped*. San Diego: College-Hill Press

Other resources

Alba Ortiz and S. Garcia, *Preventing Inappropriate Referrals of Language Minority Students to special Education*.

Baca, L, & Cervantes H. (1989). *The Bilingual Special Education Interface, Second Edition* Merrill Publishing, Columbus, OH.

Collier, C. (2002) *Separating Difference from Disability: Assessing Diverse Learners, Second Ed.* CrossCultural Developmental Education Services, Ferndale, WA.

Echevarria, J., & Graves, A. (2003). *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*. Boston, MA: Allyn and Bacon.

Echevarria, J, Vogt, ME, Short, D. (2004) *Making Content Comprehensible for English Language Learners*. Pearson Education, Inc. Boston.

Fradd, S, & McGee P. (1994) *Instructional Assessment: An integrative approach to evaluating student Performance*. Addison Wesley, Menlo Park, CA.

Gonzalez, V., Brusca-Vega, R. & Yawkey, T. (1997) *Assessment and Instruction of culturally and linguistically diverse students with or at-risk of learning problems*. Boston: Allyn & Bacon.

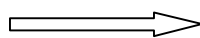
McKibbin-Roseberry, C.(2002) *Multicultural Students with Special Language Needs Second Ed.* Academic Communication Associates (pp. 221 & 222).

TEACHER RESOURCES

Causes of Confusion in Assessing Students with Language Differences and/or Language Learning Disabilities

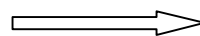
Language Differences

Language performance is similar to other students who have had comparable cultural and linguistic experiences.



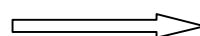
Language patterns are unique to the student and unlike others in the student's cultural community.

Limited Vocabulary in the native language is due to lack of opportunity to use and hear the native language.



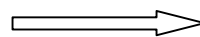
Student demonstrates limited vocabulary even when there are rich language opportunities in the native language.

Student shifts from one language to another within an utterance.



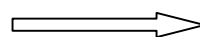
Word finding problems are evident and student substitutes with another language.

Communication may be impeded by an accent or dialect.



Student exhibits deficits in expressive and receptive language, which impede communication.

Pragmatic Skills such as interpreting facial expressions, appropriate physical proximity, and use and interpretation of gestures are age appropriate.



Student demonstrates difficulty using and interpreting nonverbal language, often leading to social problems.

POSSIBLE INDICATORS OF LANGUAGE-LEARNING DISABILITY

Culturally and linguistically diverse students with language-learning disabilities demonstrate problems in **both** (emphasis added) the primary language and English. These problems may be observed in the following areas:

1. Difficulty in learning language at a normal rate, even with special assistance in both languages.
2. Deficits in vocabulary
3. Short mean length of utterance
4. Communication difficulties at home.
5. Communication difficulties when interacting with peers from a similar background
6. Auditory processing problems (e.g., poor memory, poor comprehension)
7. Lack of organization, structure, and sequence in spoken and written language; difficulty conveying thoughts
8. Slow academic achievement despite adequate academic English proficiency
9. Family history of special education/ learning difficulties
10. Slower development than siblings (as per parent report)
11. Reliance on gestures rather than speech to communicate
12. Inordinate slowness in responding to questions
13. General disorganization and confusion
14. Difficulty paying attention
15. Need for frequent repetition and prompts during instruction
16. Need for a program of instruction that is more structured than that used with most other students
17. Difficulties affecting grammar and sentence structure
18. Difficulties in the use of precise vocabulary and overuse of words such as *stuff, things, you know*, etc.
19. Inappropriate social use of language (e.g, interrupts frequently, digresses from topic, is insensitive to the needs or communication goals of conversational partners, cannot stay on the topic of discussion, cannot take turns in conversation)
20. Poor sequencing skills. Communication is disorganized, incoherent, and leaves listener confused
21. Overall communication skills that are substantially poorer than those of peers.

From: McKibbin-Roseberry, Celeste (2002) Multicultural Students with Special Language Needs (2nd ed). Academic communication Associates (pp. 221 & 222).

STAGES OF SECOND LANGUAGE ACQUISITION *

Advanced Fluency
 (approx. 3-7 years)

Stage 4 – Intermediate Fluency (approx 2-3 years)

Student:

- Asks questions
- Creates with language providing his/her personal information
- Speaks in sentences on a variety of familiar topics
- Reads and writes in full sentences and makes fewer errors in speech.

Teacher:

- Continues to provide comprehensible input when introducing new vocabulary and gradually increases level of difficulty
- Must integrate language and content
- Plans lessons which provide students with opportunities to develop language fluency and demonstrate their second language productive skills (speaking and writing)

Stage 3 – Speech Emergence (approx 1-2 years)

Student:

- Speaks in 2 – 3 word sentences
- Begins naturally to recognize grammatical elements in sentences
- Requires extensive vocabulary development to improve second language skills

Teacher:

- Asks questions of student which elicit longer responses
- Uses simple comparisons, descriptions, and sequencing of events
- Encourages the child to produce simple sentences
- Uses the *Language Experience Approach* to begin reading and writing
- Uses dictation as a strategy for listening, comprehension, and grammatical correctness
- Reads short narratives while the child follows along.
- Provides opportunities for student dramatization

Stage 2 – Early Production (approx 6 mo. - 1 year)

Student:

- Gives one word responses such as “dog”, “come”, “Yes,” or short phrases
- Omits articles (a, an, the) prepositions (to, on, over) and other words with abstract meanings
- Says words that have been heard and understood many times
- Continues to add new words

Teacher:

- Asks yes/no questions
- Asks choice questions
- Asks completion questions
- Uses real objects when possible, as well as pictures and other visuals to represent key vocabulary

Stage 1 – Pre-Production (approx 0 to 6 months)

Student:

- Associates sound with meaning
- Develops listening strategies and comprehension
- Does not communicate verbally
- Indicates understanding non-verbally
- Relies on contextual clues
- Gradually acquires ability to understand key words.

Teacher:

- Uses *Total Physical Response*
- Tells / reads lots of stories with props
- Uses real objects when possible, as well as pictures and other visuals to represent key vocabulary
- Uses real situations to model authentic natural language

Language Proficiency Misdiagnosis Model

BICS (Basic Interpersonal Communication Skills) **Social language**

BICS takes approximately 2 years to develop to a native-like level under optimal conditions.

The child can:

- Use English phrases, chunks
- Carry on intelligible conversations about context-embedded, cognitively undemanding topics (e.g., TV, classroom activities, friends, family)
- Interact with English-speaking peers
- Pass simple, "BICS-oriented" language proficiency tests.

CALP (Cognitive Academic Language Proficiency) **Classroom Language**

CALP takes between 5 and 7 years to develop to a native-like level under optimal conditions.

The child with developing CALP may have difficulty:

- Performing well on standardized tests of academic skills (state school tests)
- Performing well on standardized IQ, academic, and language tests that would be administered by psychologists, speech pathologists, resource specialists
- Performing adequately in context-reduced, cognitively demanding classroom activities such as writing, reading, spelling, test-taking.

A Limited English Proficient child may be mistaken for having learning difficulties as they are developing their Academic Language. Information must be collected and interpreted in the context of the students' home and learning environments.

NOTE: Remember that an LEP student can be considered for a referral at any time, if there is warranted concern. (See pages 7 & 8)

From: McKibbin-Roseberry, Celeste (2002) *Multicultural Students with Special Language Needs* (2nd ed). Academic communication Associates (pp. 209).

SUGGESTED INTERVENTIONS FOR BILINGUAL/ESL STUDENTS

Referring teacher(s) are encouraged to use the following Accommodations, Strategies and Assessment charts in providing interventions for Bilingual/ESL students.

ACCOMMODATIONS for ELLs	STRATEGIES for ELLs
<p>Instructional</p> <ul style="list-style-type: none"> <input type="checkbox"/> Alternative text <input type="checkbox"/> Books on tape <input type="checkbox"/> Check for understanding <input type="checkbox"/> Demonstrate learning through multiple modalities (e.g. VAK) <input type="checkbox"/> Highlighting <input type="checkbox"/> Modified text <input type="checkbox"/> More frequent checks for understanding <input type="checkbox"/> Oral directions <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Quiet work area <input type="checkbox"/> Reading aloud <input type="checkbox"/> Reduced assignment quantity <input type="checkbox"/> Restating directions <input type="checkbox"/> Scribing/dictation <input type="checkbox"/> Simplified directions <input type="checkbox"/> Simplified instructions <input type="checkbox"/> Small group <input type="checkbox"/> Use of calculator <input type="checkbox"/> Use of computer <input type="checkbox"/> Use of dictionary <input type="checkbox"/> Use of hi-lighter <input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Word to word dictionary <input type="checkbox"/> Word/picture book(personal) paired with instruction <p>PHYSICAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Extended time <input type="checkbox"/> Special seating <input type="checkbox"/> Study carrel <input type="checkbox"/> Frequent breaks 	<p>For Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visuals (pictures, charts, graphs, drawings) <input type="checkbox"/> Language Master <input type="checkbox"/> Books on Tape <input type="checkbox"/> Journal writing <input type="checkbox"/> Order of operations – math <input type="checkbox"/> Writing: voice, process, 6 Traits, COPS, RAP <input type="checkbox"/> CALLA strategies (see below) <input type="checkbox"/> Specific skills: e.g., highlighting, note-taking, scanning <input type="checkbox"/> PQ3R <p>For Teachers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visuals <input type="checkbox"/> Modeling <input type="checkbox"/> SIOP features (see below) <input type="checkbox"/> Small group instruction <input type="checkbox"/> Guided reading <input type="checkbox"/> Repeated reading <input type="checkbox"/> Echo reading <input type="checkbox"/> Access prior knowledge: <input type="checkbox"/> Games <input type="checkbox"/> Cooperative learning structures <input type="checkbox"/> Simplify instruction <input type="checkbox"/> Checking for understanding <input type="checkbox"/> Identify learning styles <input type="checkbox"/> Direct/structure instruction <input type="checkbox"/> TPR (Total Physical Response) <input type="checkbox"/> Brain Breaks <input type="checkbox"/> Non-verbal response <input type="checkbox"/> Webbing, mapping <input type="checkbox"/> Mnemonics <input type="checkbox"/> Reader's theater <input type="checkbox"/> Increase ESL instruction/Staff <input type="checkbox"/> Yoga techniques

SIOP and CALLA STRATEGIES for ELLs

SHELTERED Instruction Strategies (SIOP)

Lesson Preparation

- Content objectives
- Language objectives
- Supplementary materials
- Adaptation of content
- Meaningful activities

Building Background

- Concepts explicitly linked w/ background experiences
- Links explicitly made between past and new learning
- Key vocabulary emphasized

Comprehensible Input

- Speech appropriate
- Clear explanation of academic tasks
- Use a variety of techniques

Strategies

- Ample opportunities to use strategies
- Consistent use of scaffolding
- Varied question types/ high order thinking skills

Interaction

- Frequent opportunities for interaction
- Grouping configurations support objectives
- Sufficient wait time
- Opportunities to clarify in L1

Practice Application

- Hands on materials
- Activities that apply language and content knowledge
- Integrate language skills (L, R, W, S, C)

Lesson Delivery

- Content objectives supported
- Language objectives supported
- Students engaged 90% - 100%
- Pacing appropriate to students level

Review Assessment

- Comprehensive review of key vocabulary
- Comprehensive review of key content concepts
- Regularly provide feedback to students
- Regular assessment of student comprehension

CALLA Strategies

(Cognitive Academic Language Learning Approach)

Metacognitive Strategies

Planning

- Advance organizers - Preview/Skim/Gist
- Organization Planning - Plan what to do
- Selective Attention - Listen or read selectively/scan/find specific information
- Self-Management – Plan when, where, and how to study.

Monitoring

- Monitoring Comprehension – Think while listening/Think while reading)
- Monitoring Production – Think while speaking/Think while writing

Evaluation

- Self-assessment – Check back/Keep a learning log/ reflect on what you learned

Cognitive Strategies

- Summarizing – Say or write the main idea
- Deduction/Induction – Use a rule/Make a rule
- Imagery – Visualize/Make a picture
- Auditory Representation – Use your mental tape recorder/Hear it again
- Making Inferences – Use context clues/Guess from context/ Predict

Social/Affective Strategies

- Questioning for Clarification – Ask Questions
- Cooperation – cooperate/Work with classmates/Coach each other
- Self-Talk – Think Positive

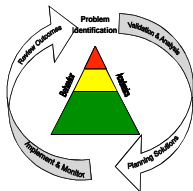
**MEASURABLE GROWTH for ELLs – ways to assess pre-post
growth/improvement in areas of concern**

Formal/ Summative

Attendance
 DIBELS (reading)
 Durrell Reading
 Gates McGinnitie (secondary)
 IPT Oral (Reading and Writing)
 Participation/Time on Task tallies
 San Diego Quick
 Standards Based Assessments
 OTHER _____

Informal/ Formative/Diagnostic

6 Traits of Writing Rubrics
 Criterion Based Measures
 Developmental Reading Assessment (DRA)
 Houghton Mifflin Assessments
 Miscue analysis
 Phonics/Phonemic awareness assessments
 Reading fluency measures
 Running records
 Spelling tests
 Vocabulary tests
 Writing portfolios
 Grades
 OTHER _____



Anchorage School District Intervention Team Student Plan

Student: _____	Date Initiated: _____
Grade: _____	School: _____
Teacher: _____	Goal Area(s): _____

Team Signatures:

Strengths/Contributions:

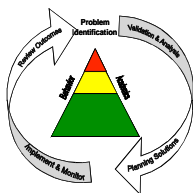
Motivators/Likes:

Statement of the Problem: *(Difference between what is expected and student performance)*

Goal Statement:

Measurement Plan:

Evaluation Procedure	Evaluation Schedule	Decision Rule	Person(s) Responsible



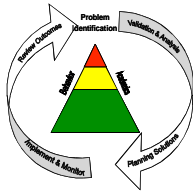
Anchorage School District Intervention Team Student Plan

Student: _____	Date Initiated: _____
Grade: _____	School: _____
Teacher: _____	Goal Area(s): _____

Intervention Plan

Date	Skill	Instructional Strategies	Materials	Arrangements (Who? Where? When?)

Follow-Up Date(s): _____



Anchorage School District Intervention Team Student Plan

Student: _____	Date Initiated: _____
Grade: _____	School: _____
Teacher: _____	Goal Area(s): _____

Reviewing Outcomes

Statement of the problem after the intervention:

Intervention Outcome:

- _____ Goal met or exceeded (*Continue or reduce/eliminate intervention*)
- _____ Goal not met but performance improved (*Continue or modify intervention*)
- _____ Goal not met and performance not improved/worse (*Modify intervention*)
- _____ Data not available

Additional Notes/Comments:

GLOSSARY OF BILINGUAL/ESL EDUCATION TERMS & ACRONYMS

AQS	Acculturation Quick Screen
BICS	Basic Interpersonal Communication Skills (social language)
CALP	Cognitive/Academic Language Proficiency (academic language skills)
CLIC	Classroom Language Interaction Checklist
Code Switching	The use of two languages interchangeably in speech and in writing often due to lack of fluency in L1 or L2, or in both languages
ELL	English Language Learner
English Proficiency Designation Categories:	
	NEP Non-English Proficient
	LEP Limited English Proficient
	FEP Fluent English Proficient
ESL	English-as-a-second-language
FLOSEM	Foreign Language Oral Skills Evaluation Matrix
IPT	IDEA Language Proficiency Test (Oral, Reading, Writing)
L1	First language/home language; first language learned by a student
L2	Second language learned by a student (in our case, usually English)
Language Dominance	The language spoken most proficiently by the student.
Language Proficiency	The level of skill (R, W, L, S) in the use of a particular language.
LAU Category Codes	Language proficiency designations A, B, C, D & E for students coming from language backgrounds other than English:
	A - monolingual, speaker of a language other than English
	B - predominantly speaker of language other than English
	C - bilingual; equal proficiency in two languages
	D -predominantly English proficient with some language other than English
	E - speaker of English only, but has a language background other than English
Locus of Control (sociocultural checklist)	How a person attributes responsibility for events and actions... Am I the one to cause (internal) or is something or someone else (external) that is causing something to happen to me?
LOC	Language Observation Checklist
LOC A	Language Observation Checklist completed by English-speaking teacher.
LOC B	Language Observation Checklist (completed by bilingual speaker of a student's home language - other than English)
Mixed Language (Code Switching)	- When a person combines English and the native language as they speak; not separating or distinguishing one language from the other in speech.
PHLOTE	Primary Home Language Other Than English
Primary Language	The language the student learned first and used most frequently in the early stages of language development.
PQ	Parent Questionnaire (to be completed by parents/guardians of student)
SAT	Student Assistance Team
SIT	Student Intervention Team
SOLOM	Student Oral Language Observation Matrix

LANGUAGE AND ACADEMIC ASSESSMENT MEASURES THAT ARE AVAILABLE OR CAN BE ADMINISTERED IN OTHER LANGUAGES

ADD/ADHD

Early Childhood Attention Deficit Disorder Evaluation Scale (English – any language)

Autism

CARS Comprehensive Autism Rating Scale (English - any language)

Behavior

BASC Behavioral Rating scale (parent) for emotionally disturbed (Spanish)

VINELAND Vineland Adaptive Behavior Scales (Spanish)

Cognitive (IQ)

UNIT Universal Non-Verbal Intelligence Test

Cognitive and Academic

Woodcock Muñoz Revised (Psychoeducational Battery- Cognitive and Academic)
(Spanish)

Language

BICS

BVAT Bilingual Verbal Abilities Test - (18 languages)

BSM Bilingual Verbal Syntax Measure (oral – English & Spanish)

TVIP (PPVT) Test de Vocabulario en Imágenes Peabody (English/Spanish)

SOLOM Student Oral Language Observation checklist (any language)

FLOSEM Foreign Language Oral Skills Evaluation Matrix (any language)

LOC B Language Observation Checklist – B (Student's home language)

Marysville Test of Language Dominance (9 languages – Spanish, Korean, Yupik, Samoan, Lao, Japanese, Tagalog, Samoan, English)

CALP

Woodcock Language Proficiency Battery-Revised (Spanish)

Woodcock Muñoz Language Survey (Spanish/English)

IPT Idea Language Proficiency Test (O, R, W) BICS/CALP (English/Spanish)

Speech/Language

BVAT Bilingual Verbal Abilities Test (18 languages)

Expressive One-Word Picture Vocabulary Test (English/Spanish)

PLS-3 Pre -School Language Scale (English/Spanish)

Receptive One-Word Picture Vocabulary Test (English/Spanish)

SAM-R Spanish Articulation Measures - R

SPELT III Structured Photographic Expressive Language Test (Primary) (English/Spanish)

SPELT-P Structured Photographic Expressive Language Test (Pre School)
(Spanish)

TOLD Test of Oral Language Development (English/Spanish)

CLASSROOM INTERVENTION PACKET

INTERVENTION TIMELINE CHECKLIST

[To be completed by Referring Teacher and ESL staff, in collaboration]

When a Limited-English-Proficient (LEP) student is having problems in the classroom, the first step is for the classroom/referring teacher to contact the bilingual staff member at the building and to implement classroom interventions for the LEP student.

Name of Student: _____ **ASD ID#:** _____

Name of Concerned Teacher: _____

Name of BMEP Staff member(s): _____

Date(s) of contact with BMEP Staff member(s): _____

Sociocultural Checklist (date) _____ Area(s) of concern _____

LOC A (score) _____

CLIC checklist score _____

English FLOSEMs (3 individuals who work with student) _____

COMPLETED CLASSROOM INTERVENTION AND REFERRAL FORM: Description and documentation of interventions and assessments implemented attached.

CRITICAL CONSIDERATIONS WHEN REVIEWING WORK SAMPLES OR OBSERVATIONS OF PARTICIPATION,

- What is the task measuring? (i.e., English syntax, vocabulary, grammar, etc.)
- Does the task require receptive and/or expressive language? Can the task be divided into two identifiable modes – expressive and/or receptive?
- What are the student's English language proficiency levels in reading, writing, listening and speaking?
- Is the background knowledge and opportunity required to complete this task typical of home and/ or school?
- Does the task provide the student the opportunity to succeed?
- What type of knowledge and experience is the student expected to have in order to succeed on the assignment?
- Do the requirements for this assignment conflict with this child's culture?
- What have I done to make the assignment and material comprehensible?



LANGUAGE OBSERVATION CHECKLIST PART A

This form must be completed by English speaking teacher(s) in collaboration with program staff familiar with the student.

Student Name: _____
(Last Name, First Name)

ASD Student ID #: _____

Alaska Student ID#: _____

School: _____

Grade: _____

Language: _____
(home language other than English)

Compared to *Standard English-speaking* students of the same age, does the student consistently exhibit any of the following characteristics when listening, speaking, reading or writing?

CHARACTERISTICS	Oral		Written	
	Yes	No	Yes	No
a. Uses pronouns, genders correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses tenses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses singular & plural forms correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses prepositions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands teacher directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses appropriate sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses developmentally appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

READING – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Reader (not reading) <input type="checkbox"/> Developing Reader (reading below grade level) <input type="checkbox"/> Fluent (at or above grade level)	_____ _____ _____
WRITING – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Writer (not writing) <input type="checkbox"/> Developing writer (writing below grade level) <input type="checkbox"/> Fluent (at or above grade level)	_____ _____ _____
ORAL – PLEASE CHECK ONE:	COMMENTS:
<input type="checkbox"/> Non-Speaker (non-English speaker) <input type="checkbox"/> Developing speaker (speaks below grade level) <input type="checkbox"/> Fluent (at or above grade level)	_____ _____ _____

Date (Month/Day/Year) Printed Name Signature Position

Printed Name Signature Position

CLIC

Classroom Language Interaction Inventory

To be completed by referring teacher(s).

Social Language Interactions	Native Language	English
1. Follows general directions.	_____	_____
2. Acts out common school activities.	_____	_____
3. Points, draws, or gesture responses	_____	_____
4. Verbalizes key words	_____	_____
5. Gives commands to peers.	_____	_____
6. Exchanges common greetings.	_____	_____
7. Uses limited vocabulary	_____	_____
8. Describes objects; describes people.	_____	_____
9. Retells a familiar story.	_____	_____
10. Initiates and responds to a conversation.	_____	_____
11. Appears to attend to what is going on.	_____	_____
12. Appropriately answers basic questions.	_____	_____
13. Participates in sharing time.	_____	_____
14. Narrates a simple story.	_____	_____
15. Between 1000-6000 receptive vocabulary.	_____	_____
Total classroom social language interactions used:	15	15
Total possible classroom social language interactions:		
Academic Language Interactions		
16. Follows specific directions for academic task.	_____	_____
17. Follows along during oral reading.	_____	_____
18. Understands teacher's discussion.	_____	_____
19. Uses sound/symbol association.	_____	_____
20. Decodes words.	_____	_____
21. Generates simple sentences.	_____	_____
22. Completes simple unfinished sentences.	_____	_____
23. Makes some pronunciation & basic grammatical errors but is understood	_____	_____
24. Asks for clarification during academic tasks.	_____	_____
25. Asks/answers specific questions regarding topic.	_____	_____
26. Actively participates in class discussions; volunteers to answer questions.	_____	_____
27. Responds orally and in written form	_____	_____
28. Can explain simple instructional tasks to peers.	_____	_____
29. Adds an appropriate ending after listening to a story.	_____	_____

30. Initiates conversation and questions		
31. Demonstrates an interest in reading.		
32. Understands and uses temporal and spatial concepts.		
33. Distinguishes main ideas from supporting details.		
34. Understands rules of punctuation and capitalization for reading.		
35. Engage in and produce connected narrative		
36. Can communicate thoughts		
37. Makes complex grammatical errors		
38. Writes from dictation.		
39. Understands and uses academic vocabulary appropriately.		
40. Reads for comprehension.		
41. Can discuss vocabulary.		
42. Uses glossary, index, appendix, etc.		
43. Uses expanded vocabulary		
44. Functions on academic level with peers		
45. Maintains two-way conversation		
46. Writes short paragraphs.		
47. Writes in cursive.		
48. Uses correct punctuation, capitalization, paragraphing, margins.		
49. Demonstrates an interest in writing.		
50. Can discuss aspects of language/ grammar.		
51. Initiates writing activities.		
52. Composes and edits over one page papers.		
53. Can explain complex instructional tasks to others.		
54. Demonstrates decontextualized comprehension.		
55. Beyond 12,000 word vocabulary		
Total academic language interactions used:	40	40
Total possible academic language interactions:		
<i>Total classroom interactions used</i>	55	55
<i>.....</i>		
Total possible classroom interactions used		

Scoring the CLIC

Pre-Production	0-4
Early Production	5-10
Speech Emergence	11-17
Intermediate Fluency	18-32
Advance Intermediate Fluency	33-44
Advanced Fluency	45-55

Suggested Questions for FLOSEM (English)

To be completed separately by three different teachers, including the Language Arts teacher, who work with the student.

1. What is your name? _____
2. How old are you? _____
3. Where do you live? _____
4. Who do you live with? _____
5. What will you do after school today? _____

6. What do you like to do on Saturdays and Sundays when you are not at school?
7. What do you like to watch on TV? _____

8. What do you like to play on PlayStation? _____

9. What would you do if you were at home and there was a fire in your house? _____

10. Would you rather be a child or a grownup? Why? _____

11. You are tired because you have been playing all day. What should you do? _____

12. Tell me all the things you do when you get ready for school. First you get out of bed, then you....
(could use "brush your teeth" or "cook rice", etc., as a prompt.) _____

13. Name four animals. _____
14. Name four things you wear. _____
15. Name four things you eat. _____

Items for grades 3 and up (choose 2 sets)

- 1a. How is a banana different from an orange? _____
- 1b. How is a banana like an orange? _____
- 2a. How is a car different from a bicycle? _____
- 2b. How is a car the same as a bicycle? _____
- 3a. How is a stereo different from a TV? _____
- 3b. How is a stereo the same as a TV? _____
- 4a. How is a shoe different from a hat? _____
- 4b. How is a shoe like a hat? _____

BLANK FOR FLOSEM English

BLANK FOR FLOSEM ENGLISH SCORING

SOCIOCULTURAL CHECKLIST

To be completed by referring teacher(s).

Student/ID#:	Date:	Age:	Teacher:
Sociocultural Factors	Selected Cross-Cultural Adaptation Risk Factors		
Acculturation Level	<input type="checkbox"/>	Recent immigrant, refugee, migrant, or resides on reservation	
	<input type="checkbox"/>	Does not interact much with majority culture peers or majority cultural group.	
	<input type="checkbox"/>	Displays confusion in locus of control.	
	<input type="checkbox"/>	Displays heightened stress or anxiety in cross-cultural interactions.	
	<input type="checkbox"/>	Oral expression contains considerable code switching.	
	<input type="checkbox"/>	Expresses or displays sense of isolation or alienation in cross-cultural interactions	
% Checked:	Out of 6 total =		
Cognitive Learning Style	<input type="checkbox"/>	Few cognitive learning strategies appropriate to classroom/school.	
	<input type="checkbox"/>	Cognitive learning style different or inappropriate in relation to teacher's instructional style	
	<input type="checkbox"/>	Easily frustrated or low perseverance in completing tasks.	
	<input type="checkbox"/>	Retains learning strategies that are no longer appropriate.	
	<input type="checkbox"/>	Displays difficulty with task analysis.	
	<input type="checkbox"/>	Displays difficulty with understanding and applying cause and effect.	
% Checked:	Out of 6 total =		
Culture and Language	<input type="checkbox"/>	Comes from non-English speaking home.	
	<input type="checkbox"/>	Comes from a culture or ethnic group different from mainstream America.	
	<input type="checkbox"/>	Family emphasis support of family or community/group over individual effort.	
	<input type="checkbox"/>	Comes from non-English speaking geographic area.	
	<input type="checkbox"/>	Has culturally appropriate behaviors that are different from expectations of mainstream.	
	<input type="checkbox"/>	There is no support in the home for bilingual and bicultural development.	
% Checked:	Out of 6 total =		
Experiential Background	<input type="checkbox"/>	High family mobility.	
	<input type="checkbox"/>	Limited or sporadic school attendance.	
	<input type="checkbox"/>	Low socioeconomic status.	
	<input type="checkbox"/>	Little exposure to subject or content or not familiar with material.	
	<input type="checkbox"/>	Disrupted early childhood development.	
	<input type="checkbox"/>	Few readiness skills.	
	<input type="checkbox"/>	Does not know how to behave in classroom.	
	<input type="checkbox"/>	Different terms/concepts for subject areas or materials and content.	
	<input type="checkbox"/>	Uses survival strategies that are not appropriate in the classroom.	
% Checked:	Out of 9 total =		
Sociolinguistic Development	<input type="checkbox"/>	Does not speak English	
	<input type="checkbox"/>	Limited academic language in native language.	
	<input type="checkbox"/>	Limited social language in English.	
	<input type="checkbox"/>	Rarely speaks in class.	
	<input type="checkbox"/>	Speaks only to cultural peers.	
	<input type="checkbox"/>	Limited academic language in English.	
	<input type="checkbox"/>	Asks a peer for assistance in understanding.	
	<input type="checkbox"/>	Appears to know English but cannot follow English directions in class.	
% Checked	Out of 8 total =		

Percentile Table for Sociocultural Checklist (Collier, 2002)

<p><u>Acculturation Level</u> 1 out of 6 = 17% 4 out of 6 = 67% 2 out of 6 = 33% 5 out of 6 = 83% 3 out of 6 = 50% 6 out of 6 = 100%</p>	<p><u>Cognitive Learning Style</u> 1 out of 6 = 17% 4 out of 6 = 67% 2 out of 6 = 33% 5 out of 6 = 83% 3 out of 6 = 50% 6 out of 6 = 100%</p>
<p><u>Culture and Language</u> 1 out of 6 = 17% 4 out of 6 = 67% 2 out of 6 = 33% 5 out of 6 = 83% 3 out of 6 = 50% 6 out of 6 = 100%</p>	<p><u>Sociolinguistic Development</u> 1 out of 8 = 13% 5 out of 8 = 63% 2 out of 8 = 33% 6 out of 8 = 75% 3 out of 8 = 38% 7 out of 8 = 89% 4 out of 8 = 50% 8 out of 8 = 100%</p>
<p><u>Experiential Background</u> 1 out of 9 = 11% 5 out of 9 = 55% 2 out of 9 = 22% 6 out of 9 = 66% 3 out of 9 = 33% 7 out of 9 = 77% 4 out of 9 = 44% 8 out of 9 = 88% 9 out of 9 = 100%</p>	<p><u>Area(s) of Concern (>40%)</u> <input type="checkbox"/> Acculturation Level <input type="checkbox"/> Cognitive Learning Style <input type="checkbox"/> Culture & Language <input type="checkbox"/> Experiential Background <input type="checkbox"/> Sociolinguistic Development</p>

If you have checked more than 40% of the items in any of the five areas, it indicates that the student needs intervention in this area. You can now target this specific area for early intervention and intensive monitoring. You and your team can make better instructional decisions for this student based upon his or her responses to these interventions and adaptations in instruction. (p. 246)

**Anchorage School District
Intervention Documentation &
Referral to Intervention Team**

PART A: CLASSROOM INTERVENTION DOCUMENTATION

Student: _____	ID #: _____
DOB / Age: _____	Teacher / Grade: _____
Parent / Guardian: _____	School: _____

Teacher Checklist:

- _____ Review cum folder and check with previous teacher
- _____ Collect work samples (if applicable)
- _____ Print out discipline record (if applicable)
- _____ Contact/consult with bilingual teacher (if appropriate)
- _____ Print test data from district data-base (i.e., SBA, DRA, Math Inventory, 6-Traits Writing, English Language Proficiency Assessment [ELPA])
- _____ Other assessment data (e.g., DIBELS, CBM)

Parent Feedback

Has the student's parents / guardians been contacted? _____ Date(s): _____
What was their reply or response to the concerns? Parent identified student strengths and likes/motivators?

Background Information

Year	School	Grade	Days Absent	Days Tardy	Retained?

Current Services

- | | |
|---------------------------|-------------------------|
| _____ Indian Education | _____ Special Education |
| _____ School Counseling | _____ Speech / Language |
| _____ CIT | _____ CSF |
| _____ Bilingual Education | |
- Primary Language of Student: _____
 Primary Language of Home: _____

Medical/Health

Vision: _____
 Hearing: _____
 Medical Diagnosis: _____
 Medication(s): _____
 Nurse Comments: _____

(OVER)

Intervention Documentation
(Attach additional page if needed)

Dates	Area of Concern (Reading, Math, Writing, Behavior, Oral Language, Socio-cultural)	Intervention Strategy	Results (Attach Data)

PART B: REFERRAL TO INTERVENTION TEAM

Referral Date: _____ Referred By: _____

1. Student strengths and motivators:

2. What is the problem? Describe what the student is currently doing (be specific and use data):

3. Describe what you would like the student to be able to do in class/school:

Please Invite (circle all that apply): Principal Bilingual Teacher/Tutor Nurse Counselor
 Special Education Teacher School Psychologist Reading Coach/Specialist Parent
 Previous Teacher (Name: _____) Other: _____

CHECK !

Before moving to Phase III, Intervention Team meeting:

- 1) Complete the Pre-referral Interventions Timeline Checklist. (see page 25)
 (circle) Yes No

- 2) Contact the bilingual/ESL staff member about data collection *at least 2 weeks* prior to scheduling the Student Intervention Team Meeting.
 (circle) Yes No date of contact

- 3) Collect the language acquisition data.
 (circle) Yes No date completed

- 4) Complete the Classroom Intervention Documentation Forms
 (circle) Yes No date completed

If you marked "No" on any item, do not proceed to SAT/SIT meeting, until you have given adequate time for bilingual staff to collect bilingual student language data and you have completed the items in the **Classroom Intervention Packet**.

Name(s) of BMEP staff member(s) collecting data:

Name(s) of BMEP staff members notified:

BILINGUAL TEACHER/ TUTOR

Language Data
Collection

BILINGUAL DATA SUMMARY CHECKLIST (p. 1 of 2)

Form Completed By (BMEP staff member (s)): _____ Date _____				
Student Name: _____ Student ID #: _____				
EVALUATION TOOL	RESULT	SCORING CATEGORIES		
Intervention Checklist complete	Yes No			
Bilingual Parent Questionnaire (PQ) (Completed by parents/guardians) Circle most appropriate score indicating usage of L1 and L2 outside of school Date: _____ Redo if 2+ years old.	L1 > L2 L1 = L2 L1 < L2	<u>Original home language use:</u> mostly L1 (L1>L2), some of both (L1=L2) or mostly English (L1<L2)		
Language Observation Checklist – Part A (LOC-A) (Completed by LEP Student’s language arts teacher) Date: _____ Redo if 2+ years old.	Oral ____/7 Written ____/7 Read. _____ Write. _____ Oral _____	<u>Mark category as:</u> In English: Grammar - # of “Yes’s” NON-- Non (reader, writer, speaker) EMERG.-- Emergent (reader, writer, speaker) DEV-- Developing (reader, writer, speaker) FL-- Fluent (reader, writer, speaker)		
IPT results Date of tests _____	<u>Oral Read Write</u> NES NER NEW LES LER LEW FES FER FEW	Non = N Speaker (oral) = S Limited = L Reader = R Fluent = F Writer = W Proficient = P		
ELPA Scores Year of assessment _____ Grade level of assessment _____	<u>Score/proficiency level</u> _____ / _____ _____ / _____ _____ / _____ _____ / _____ _____ / _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; vertical-align: top;"> Listening Speaking Reading Writing Comprehension Overall </td> <td style="width: 40%; vertical-align: top;"> <u>Proficiency Level</u> BL- Beginner Low BH - Beginner High IL - Intermediate Low IH - Intermediate High P - Proficient AP - Advanced Proficient </td> </tr> </table>	Listening Speaking Reading Writing Comprehension Overall	<u>Proficiency Level</u> BL- Beginner Low BH - Beginner High IL - Intermediate Low IH - Intermediate High P - Proficient AP - Advanced Proficient
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Terra Nova /SAT Year of assessment _____ Grade level of assessment _____	_____ %ile	Reading Comprehension		
SBA Year of assessment _____ Grade level of assessment _____	<u>Proficiency Level</u> NP FBP BP P AP NP FBP BP P AP NP FBP BP P AP	Reading Writing Math		
Socio-cultural Checklist (Completed by referring teacher and BMEP staff) Date: _____	_____ % <u>Acc</u> _____ % <u>Cog</u> _____ % <u>Cul/Lan</u> _____ % <u>Exp</u> _____ % <u>Soc-ling</u>	<u>Area(s) of concern (check):</u> <input type="checkbox"/> Acculturation level <input type="checkbox"/> Cognitive learning style <input type="checkbox"/> Culture and language <input type="checkbox"/> Experiential background <input type="checkbox"/> Sociolinguistic development		

<p>English FLOSEM (Foreign Language Oral Skills Evaluation Matrix)</p> <p>Date: _____</p>	<p><u>Language Level Scores</u></p> <p>Rater:</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<p>RATED BY 3 RATERS MINIMUM.</p> <table border="1" data-bbox="976 233 1455 506"> <tr> <td colspan="2">LANGUAGE LEVEL:</td> </tr> <tr> <td>Pre-production</td> <td>0/1 - 5</td> </tr> <tr> <td>Early Production</td> <td>6 - 10</td> </tr> <tr> <td>Speech Emergence</td> <td>11 - 15</td> </tr> <tr> <td>Intermediate (low)</td> <td>16 - 20</td> </tr> <tr> <td>Intermediate (high)</td> <td>21 - 25</td> </tr> <tr> <td>Advanced</td> <td>26 - 30</td> </tr> </table>	LANGUAGE LEVEL:		Pre-production	0/1 - 5	Early Production	6 - 10	Speech Emergence	11 - 15	Intermediate (low)	16 - 20	Intermediate (high)	21 - 25	Advanced	26 - 30
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<p>First Language (L1) FLOSEM (Foreign Language Oral Skills Evaluation Matrix)</p> <p>Enter scores 1= minimal oral skills to 5=fluent speaker</p> <p>Language observed: _____</p> <p>Date: _____</p>	<p><u>Language Level Scores</u></p> <p>Rater:</p> <p>1 _____</p> <p>2 _____</p>	<p>RATED BY SPEAKER OF L1</p> <table border="1" data-bbox="967 600 1446 852"> <tr> <td colspan="2">LANGUAGE LEVEL:</td> </tr> <tr> <td>Pre-production</td> <td>0/1 - 5</td> </tr> <tr> <td>Early Production</td> <td>6 - 10</td> </tr> <tr> <td>Speech Emergence</td> <td>11 - 15</td> </tr> <tr> <td>Intermediate (low)</td> <td>16 - 20</td> </tr> <tr> <td>Intermediate (high)</td> <td>21 - 25</td> </tr> <tr> <td>Advanced</td> <td>26 - 30</td> </tr> </table>	LANGUAGE LEVEL:		Pre-production	0/1 - 5	Early Production	6 - 10	Speech Emergence	11 - 15	Intermediate (low)	16 - 20	Intermediate (high)	21 - 25	Advanced	26 - 30
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<p>CLIC Rubric---refer to rubric form.</p> <p>Language (L1) _____</p> <p>Date: _____</p>	<p><u>Language Level Scores</u></p> <p>Social: (L1) _____</p> <p>Social: (Engl.) _____</p> <p>Academic (L1): _____</p> <p>Academic (Engl.): _____</p>	<table border="1" data-bbox="967 894 1446 1157"> <tr> <td colspan="2">LANGUAGE LEVEL:</td> </tr> <tr> <td>Pre-production</td> <td>0-4</td> </tr> <tr> <td>Early Production</td> <td>5-10</td> </tr> <tr> <td>Speech Emergence</td> <td>11 - 17</td> </tr> <tr> <td>Intermediate Fluency</td> <td>18-32</td> </tr> <tr> <td>Adv. Intermed. Fluency</td> <td>33 - 44</td> </tr> <tr> <td>Advanced Fluency</td> <td>45-55</td> </tr> </table>	LANGUAGE LEVEL:		Pre-production	0-4	Early Production	5-10	Speech Emergence	11 - 17	Intermediate Fluency	18-32	Adv. Intermed. Fluency	33 - 44	Advanced Fluency	45-55
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Advanced Fluency	45-55															
<p>Bilingual Experiences and Student Language Interviews</p> <p>Circle most appropriate score indicating L1 and L2 use outside of school</p> <p>Date: _____</p>	<p>L1 > L2</p> <p>L1 = L2</p> <p>L1 < L2</p>	<p><u>Out side of school, the child uses:</u></p> <p>mostly L1 (L1>L2)</p> <p>both languages (L1=L2)</p> <p>mostly English (L1<L2)</p>														
<p>Marysville test (upon request) (English, Korean, Spanish, Tagalog, Japanese, Samoan, Laotian, & Yup'ik)</p> <p>(Elementary only)</p> <p>Date: _____</p>	<p>Scores</p> <p>L1 Pri-___/20</p> <p>L2 Pri-___/20</p> <p>L1 Int-___/40</p> <p>L2 Int-___/40</p>	<p>L2 = Higher score = better English skills</p> <p>L1 = Higher score = better L1 skills</p> <p>L1 = first language</p> <p>L2 = English</p> <p>Pri. = primary (K-1)</p> <p>Int. = Intermediate (2-6)</p>														
<p>LANGUAGE ACQUISITION GRID</p>	<p>Level of Language Acquisition</p> <p>L1 _____</p> <p>ENGLISH _____</p>	<p>PP- Pre-production</p> <p>EP - Early Production</p> <p>SE - Speech Emergence</p> <p>IF - Intermediate Fluency</p> <p>AIF – Advanced Intermediate Fluency</p> <p>AF - Advanced Fluency</p>														
<p>Other assessments (identify here):</p>																

BLANK for Oral Language Acquisition Grid

BILINGUAL EXPERIENCES INTERVIEW

Introduce yourself: Hello, my name is _____ I work as a bilingual Resource Teacher/tutor in the ASD.-- [VISIT with family member]-- We feel that your child is very fortunate to speak two languages. The better your child speaks _____ (L1), the more easily he/she will learn English. We need to know more about your child's first language in order to give them the best educational program at school. Do you have a few minutes to provide us some information about your child's education and language experiences?

Today's Date: _____
 Student's Name: _____
 Date of birth: _____ Age : _____
 School: _____ Grade _____ Teacher: _____

Child's age of arrival in the U.S.: _____ Date _____
 Child's country and city of origin: _____
 Child was introduced to English (date) _____ at age _____

Previous schooling *outside* U.S. Yes No

Number of years in school? _____
 Level completed? _____
 Last date of attendance?: _____
 Number of schools attended?: _____
 What was/were the language(s) of instruction? _____
 Was the student enrolled in any special programs? If yes, please describe _____

Number of years *in the U.S. schools* _____

Number of years in ESL or bilingual program?: _____
 Number of schools attended?: _____
 What was/were the language(s) of instruction? _____
 Comments about the ESL or Bilingual program _____

Was the student enrolled in any special programs (e.g. special ed., gifted, speech, Indian Ed., bilingual ed. ESL, etc.)? If yes, please describe _____

Currently in the ASD Bilingual program? yes no

Hours/week? _____
 School (s)? _____

Box to be completed by BEP staff member

Reading in the home language. Please check one:

_____ Non-Reader _____ Developing Reader _____ Fluent Reader _____ No data available

Writing in the home language. Please check one:

_____ Non-Writer _____ Developing Writer _____ Fluent Writer _____ No data available

BILINGUAL EXPERIENCE INTERVIEW QUESTIONS

1. How long have you and your family lived in Anchorage (ER/Girdwood)? _____
2. What kind of contact and how often does the family /student have with the homeland? (e.g. phone, travel, letters, etc.) _____
3. Has your child missed a lot of school? More than 20 days in a school year? Yes No
Reasons? _____
4. Has your child had any major accidents or illnesses? Yes _ No __ (If yes, describe and get developmental history from nurse) _____
5. Was your child born premature? (describe) _____
6. How old was your child when s/he learned to walk? _____
7. How old was your child when s/he started to talk so others could understand him/her? _____
8. What is the average number of words your child uses in a sentence? _____
9. Does your child use correct grammar in his/her own language? _____
10. What language is used in religious services and /or cultural activities? _____
11. Do you have any concerns about your child? _____

12. Comparable educational /language progress of siblings: _____

Comments of Bilingual Teacher /Tutor: _____

Comments of Classroom Teacher: _____

Form Completed by _____ **Date** _____

Student Name: _____ **Student ID #** _____

STUDENT LANGUAGE USE INTERVIEW

Student's Name: _____ <div style="display: flex; justify-content: space-around; width: 100%;"> (Last) (First) </div>	ASD Student ID: _____
DOB: ___/___/____	Student Age: ___yrs. ___mos.
Administered to: Parent ___ Student ___	Date: ___/___/____

	Other Language Specify:	English	About Equal	Mixed Code	Neither
Which language does your child seem to understand?					
Which Language did your child first learn to speak?					
Which language does your child speak to:					
• Father					
• Mother					
• Siblings					
• Grandmother					
• Grandfather					
• Caregiver					
• Friends/playmates					
• Other					
• Other					
Which language does your child speak when playing by her/himself?					
Which language does your child prefer when watching television/videos?					
Which language does your child prefer when listening to music?					
Which language do each of the following people speak to your child?					
• Father					
• Mother					
• Siblings					
• Grandmother					
• Grandfather					
• Caregiver					
• Friends/playmates					
• Other					
• Other					
•					

	Other Language Specify:	English	About Equal	Mixed Code	Neither
Which language(s) do each of the following people speak most often at home?					
• Father					
• Mother					
• Siblings					
• Grandmother					
• Grandfather					
• Caregiver					
• Friends/playmates					
• Other					
• Other					
In which language are most of the print materials (e.g. books, magazines, newspapers) you receive in your home?					
Does your child read at home?					
• Usually to themselves					
• To other family members?					
Does someone at home read to your child? If yes, in what language? _____					
FOR ASSESSMENT TEAM					
Based on the above information, which seems to be the dominant language of the home?					
Which seems to be the dominant language of the student?					

Interviewee: _____

Interview conducted by _____

Date ___/___/____

Suggested Questions for FLOSEM (Native Language and English)

To be completed by speaker of student's native language

- 1) What is your name? _____
- 2) How old are you? _____
- 3) Where do you live? _____
- 4) Who do you live with? _____
- 5) What will you do after school today? _____

- 6) What do you like to do on Saturdays and Sundays when you are not at school?
- 7) What do you like to watch on TV? _____

- 8) What do you like to play on PlayStation? _____

- 9) What would you do if you were at home and there was a fire in your house? _____

- 10) Would you rather be a child or a grownup? Why? _____

- 11) You are tired because you have been playing all day. What should you do? _____

- 12) Tell me all the things you do when you get ready for school. First you get out of bed, then you....
(could use "brush your teeth" or "cook rice", etc., as a prompt.) _____

- 13) Name four animals. _____
- 14) Name four things you wear. _____
- 15) Name four things you eat. _____

Items for grades 3 and up (choose 2 sets)

- 1a. How is a banana different from an orange? _____
- 1b. How is a banana like an orange? _____
- 2a. How is a car different from a bicycle? _____
- 2b. How is a car the same as a bicycle? _____
- 3a. How is a stereo different from a TV? _____
- 3b. How is a stereo the same as a TV? _____
- 4a. How is a shoe different from a hat? _____

BLANK FOR FLOSEM Native Language

BLANK FOR FLOSEM SCORING native language