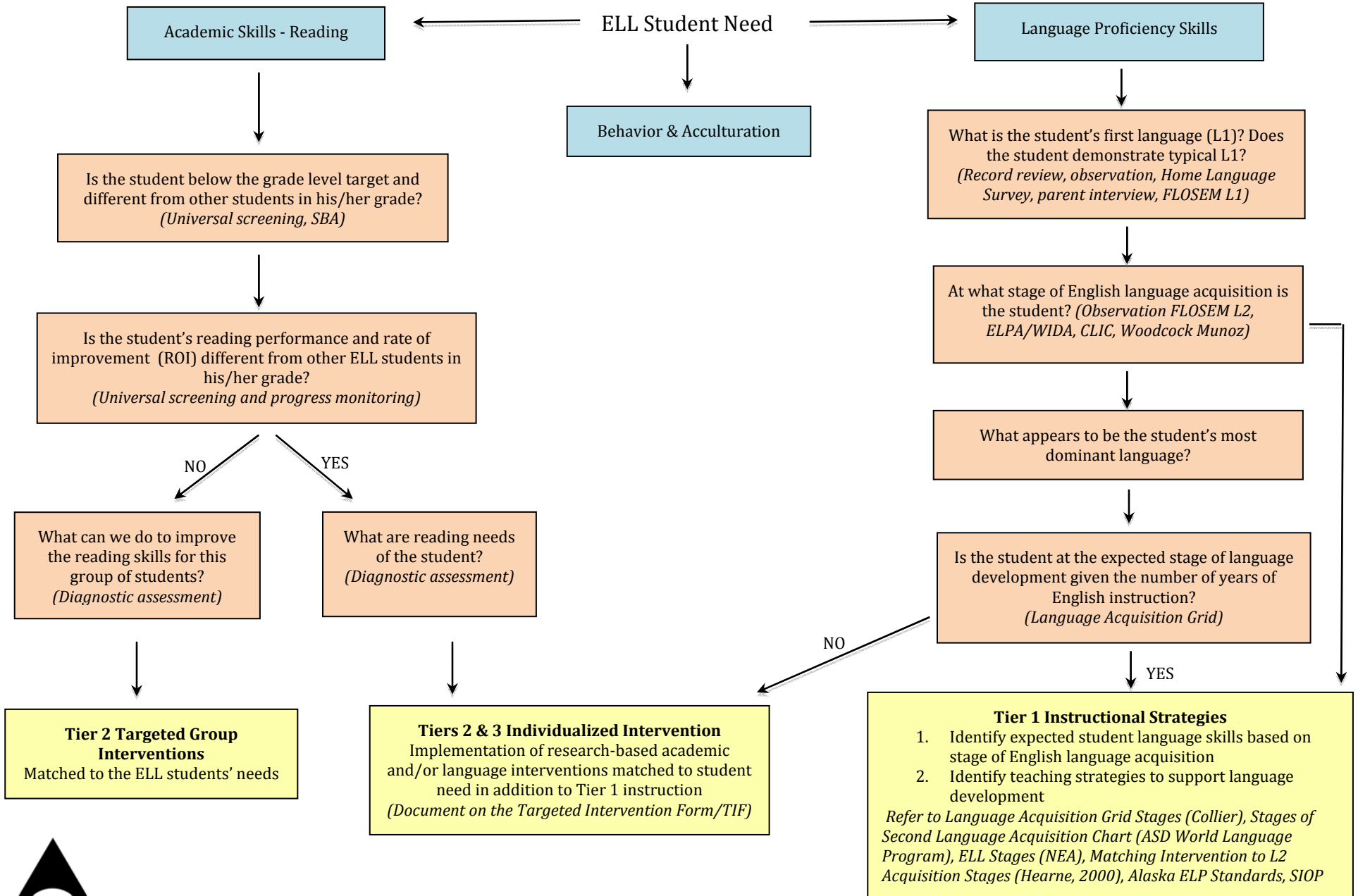


# English Language Learner (ELL) RTI Intervention Assistance Process Problem Solving Framework



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**Problem Solving Summary**

Step	Guiding Question	Summary Statements
<b>Step 1 (L1)</b>	<p><b>What is the student's first language (L1)? Describe the student's L1 skills?</b> Information to consider when answering this question:</p> <ul style="list-style-type: none"> <li>• Record review (<i>Home Language Survey, cumulative records</i>)</li> <li>• Parent interview</li> <li>• Observations</li> <li>• FLOSEM L1</li> <li>• <i>Optional - QUICK L1, Woodcock Munoz</i></li> </ul>	
<b>Step 2 (L2)</b>	<p><b>At what stage of English language development is the student?</b> Information to consider when answering this question:</p> <ul style="list-style-type: none"> <li>• FLOSEM L2</li> <li>• ELPA/WIDA</li> <li>• CLIC</li> <li>• Observations</li> <li>• <i>Optional – QUICK L2, Woodcock Munoz</i></li> </ul>	<p><b>BICS (Basic Interpersonal Communication Skills) -</b></p> <p><b>CALP (Cognitive Academic Language Proficiency) -</b></p>
<b>Step 3</b>	<p><b>What appears to be the student's most dominant language (expressive &amp; receptive)?</b> Information to consider when answering this question:</p> <ul style="list-style-type: none"> <li>• Record review</li> <li>• Interview</li> <li>• Observation</li> <li>• Tests – FLOSEM, ELPA/WIDA, CLIC</li> </ul>	
<b>Step 4</b>	<p><b>Is the student at the expected stage of language acquisition given the number of years of English instruction (BICS &amp; CALP)?</b></p> <ul style="list-style-type: none"> <li>• Refer to Language Acquisition Grid</li> </ul> <p><i>If yes, provide research-based Tier 1 ELL strategies as outlined in Step #5. If no, provide Tier 1 strategies and continue to Step #6.</i></p>	

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Step	Guiding Question	Summary Statement	
<b>Step 5 (Tier 1)</b>	<p><b>Based on the student’s stage of English language acquisition...</b></p> <ol style="list-style-type: none"> <li><b>1. What language skills would you expect to see from the student in the classroom (student behavior)?</b></li> <li><b>2. What should classroom instructional language look like to support the needs of the learner (teacher strategies)?</b></li> </ol> <p>*Refer to Language Acquisition Grid Stages (Collier), Stages of Second Language Acquisition Chart (ASD World Language Program), ELL Stages (NEA), or Matching Intervention to L2 Acquisition Stages (Hearne, 2000), AK ELP Standards, SIOP</p>	Student Language Skills	Teacher Strategies Matched to Skills
<b>Step 6 (Tier 2 &amp; Tier 3)</b>	<p><b>Implement research-based ELL interventions matched to language need in addition to Tier 1 instructional strategies</b></p> <ul style="list-style-type: none"> <li>• Document interventions and progress on the ASD Targeted Intervention Form (TIF)</li> </ul>		
<p><b>Also examine the student’s academic performance data (e.g., universal screening, SBA) compared to same grade peers, other ELL students, and students with similar levels of English language proficiency to determine whether the instructional need is similar to other ELL students or is an individual need. Provide targeted academic interventions in addition to language interventions based on student need.</b></p>			

**Language Profile Summary:**

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**Summary of Tests**

<b>First Language (L1) FLOSEM</b> (Foreign Language Oral Skills Evaluation Matrix)  Language observed: _____  Date: _____	<b>Language Level Scores</b> 2 Raters: 1 _____  2 _____	<b>Scoring Key</b> Pre-production            0/1 - 5 Early Production        6 - 10 Speech Emergence        11 - 15 Intermediate (low)        16 - 20 Intermediate (high)      21 - 25 Advanced                    26 - 30				
<b>English FLOSEM</b> (Foreign Language Oral Skills Evaluation Matrix)  Date: _____	<b>Language Level Scores</b> 3 Raters: 1 _____  2 _____  3 _____	<b>Scoring Key</b> Pre-production            0/1 - 5 Early Production        6 - 10 Speech Emergence        11 - 15 Intermediate (low)        16 - 20 Intermediate (high)      21 - 25 Advanced                    26 - 30				
<b>CLIC</b> (Classroom Language Interaction Inventory)  Date: _____	Total Academic Language Interactions Used: L1: ____/44 L2: ____/44  Total Classroom Interactions Used: L1: ____/55 L2: ____/55	<b>Scoring Key</b> Pre-production            0-4 Early Production        5-10 Speech Emergence        11-17 Intermediate Fluency     18-32 Adv. Intermediate Fl.    33-44 Advanced Fluency        45-55				
<b>ELPA History</b>	<b>Score/Proficiency Level</b> (BL-Beginner Low; BH-Beginner High; IL-Intermediate Low; IH-Intermediate High; P-Proficient; AP-Advanced Proficient)					
<b>Grade</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comp.</b>	<b>Overall</b>
K						
1						
2						
3						
4						
5						
6						
<b>***Optional***</b>						
<b>Woodcock Munoz</b>  Date: _____						
<b>QUICK</b>  Date: _____						

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**Language Acquisition Grid**

BICS		CALP			
Pre-Production	Early Production	Speech Emergent	Intermediate Fluency	Adv. Intermediate Fluency	Advanced Fluency
0-6 months	6 months-1year	1-2 years	2-3 years	3-5 years	5-7 years
<ul style="list-style-type: none"> <li>Associates sound to meaning</li> <li>Develops listening strategies</li> <li>Depends on context</li> <li>Has minimal receptive vocabulary</li> <li>Comprehends key words only</li> <li>Points, draws, or gesture responses</li> <li>May not produce speech</li> <li>Adjusting to U.S. culture</li> <li>0-500 receptive word vocabulary</li> <li>Able to observe, locate, label, match, show, classify, sort</li> </ul>	<ul style="list-style-type: none"> <li>Speech is so halting and fragmentary as to make conversation virtually impossible</li> <li>Depends heavily on context</li> <li>Produces words in isolation</li> <li>Verbalizes key words</li> <li>Responds with one/two word answer or short phrases</li> <li>Points, draws, or gesture responses</li> <li>Mispronunciation</li> <li>Grammar errors</li> <li>500-1000 receptive word vocabulary</li> <li>Able to name, recall, draw, record, point out, underline, categorize, list</li> <li>Uses simple words, gestures, and drawings</li> <li>Beginning sound symbol understanding</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation problems necessitate concentration on the part of the listener; occasionally may be misunderstood</li> <li>Short phrases</li> <li>Many mistakes in grammar</li> <li>Makes frequent errors of grammar and word order which occasionally obscure meaning</li> <li>Hears smaller elements of speech</li> <li>Functions on social level</li> <li>Uses limited vocabulary</li> <li>Between 1000-6000 receptive vocabulary</li> <li>Able to share, retell, follow, associate, organize, compare, restate, role-play</li> <li>Reads and writes basic sight words</li> </ul>	<ul style="list-style-type: none"> <li>Simple sentences</li> <li>Produces whole sentences</li> <li>Makes some pronunciation and basic grammatical errors but is understood</li> <li>Responds orally and in written form</li> <li>Uses limited vocabulary</li> <li>Initiates conversation and questions</li> <li>Shows good comprehension</li> <li>Up to 7000 receptive word vocabulary</li> <li>Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions</li> <li>Uses short sentences to inform and explain</li> <li>Reads and writes simple words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Can communicate thoughts</li> <li>Engage in and produce connected narrative</li> <li>Shows good comprehension</li> <li>Uses expanded vocabulary</li> <li>Makes complex grammatical errors</li> <li>Functions somewhat on an academic level</li> <li>Up to 12,000 receptive and active word vocabulary</li> <li>Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model</li> <li>Uses descriptive sentences and initiates conversations</li> <li>Produces text independently for academic &amp; social purposes</li> <li>Reads and writes descriptive sentences</li> </ul>	<ul style="list-style-type: none"> <li>Functions on academic level with peers</li> <li>Maintains 2-way conversation</li> <li>Demonstrates decontextualized comprehension</li> <li>Uses enriched vocabulary</li> <li>Beyond 12,000 word vocabulary</li> <li>Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge</li> <li>Native-like proficiency with social conversations</li> <li>Demonstrates comprehension in decontextualized literacy situations</li> </ul>
Beginning L2 (second language) sound symbol understanding if literate in L1 (first language)	Reads and writes basic sight words in L2 if literate in L1	Reads and writes simple words/sentences in L2 if literate in L1	Reads and writes descriptive sentences in L2 if literate in L1	Reads and writes complex sentences in L2 if literate in L1	Reads and writes complex sentences in L2 or in both languages if literate in L1
ELPA 1 (BL)		ELPA 2 (BH)	ELPA 3 (IL)	ELPA 4 (IH)	ELPA 5 (P)
WIDA ACCESS Level 1 Entering		WIDA Level 2 Beginning	WIDA Level 3 Developing	WIDA Level 4 Expanding	WIDA Level 5 Bridging
CLIC 0-4	CLIC 5-10	CLIC 11-17	CLIC 18-32	CLIC 33-44	CLIC 44-55
WM 0-1	WM 1	WM 2	WM 3	WM 4	WM 5
FLOSEM (0-5)	FLOSEM (6-10)	FLOSEM (11-15)	FLOSEM (16-20)	FLOSEM (21-25)	FLOSEM (26-30)

*Adapted from Dr. Catherine Collier (2010) with permission*