

BILINGUAL DATA SUMMARY (page 1 of 2)
**Required Information to be presented at initial
Student Assistance Team Meeting**

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

Child's age of arrival in the U.S.: _____

Child's county and city of origin: _____

Child was introduced to English (date) _____ at age: _____

Previous Schooling *outside* U.S. Yes No

Number of years in school _____

What was/were the language(s) of instruction? _____

Describe where and type of school program

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

Number of years in ESL or bilingual program _____

What was/were the languages of instruction? _____

Comments about the ESL or Bilingual program

Currently in the ASD Bilingual Program? yes no Hours/week _____

Languages spoken in the home: _____

Both languages kept separate _____ language switching _____

Mark all that apply

_____ Neither parent speaks English

_____ One parent speaks English

_____ Both parents speak English

_____ Sibling(s) speak English

_____ Other adults in the home speak English

_____ No one in the home speaks English

Comparable educational/language process of siblings:

Comments of Bilingual Teacher/Tutor:

Comments of Classroom Teacher:

Form Completed by _____

Date _____

Student Name: _____ Student ID No: _____

Bilingual Data Summary (page 2 of 2)

<u>EVALUATION TOOL</u>	<u>RESULT</u>	<u>SCORING CATEGORIES</u>
BILINGUAL PARENT QUESTIONNAIRE (PQ) Circle the most appropriate score indicating Usage of L1 ad L2 outside of school. Date: _____ Comments:	L1 > L2 L1 = L2 L1 < L2	<u>Outside of school, the child uses</u> Mostly L1 (L1 > L2) Some of both (L1 = L2) Mostly English (L1 < L2)
Language Observation Checklist Part A (LOC-A) in English: Grammar - # of "No's" Reading Writing Oral Date: _____ Redo if 2+ years old.	# ____/14 R _____ W _____ O _____	<u>Mark category as:</u> NON — Non (reader,writer,speaker) EM — Emerg. (reader,writer,speaker) DEV — Devel. (reader,writer,speaker) FL — Fluent (reader,writer,speaker)
Language Observation Checklist Part B (LOC-B) Based on observation of language usage in first and second language Date: _____ Redo if 2+ years old.	FEP LEP NEP	FEP Fluent English Proficient LEP Limited English Proficient NEP Non-English Proficient
IPT test results: Date of results: _____	NES LES RES NER LER FER NEW LEW FEW	<u>Non(N), Limited (L) or Fluent (F)</u> Speaker (oral) Reader Writer
C.A.T./S.A.T. Reading Comprehension Scores Date: Benchmarks: grade level _____ Date:	_____%ile NP BP P AP	Cannot exit BEP unless 50%ile + 1 SEM or above
Marysville test results (upon request) (English, Korean, Spanish, Tagalog, Japanese, Samoan, Laotian & Yup-ik) Date:	L1 Pri-_____/20 L1 Int-_____/40 L2 Pri-_____/20 L2 Int-_____/40	L2=Higher score=better English skills L1=Higher score=better L1 skills L1 =first language L2= English Pri =primary (K-1) Int=Intermed.(2-6)
Bilingual Experience Interview Circle most appropriate score indicating L1 and L2 use outside of school Date:	L1 > L2 L1 = L2 L1 < L2	<u>Outside of school, the child uses</u> Mostly L1 (L1 > L2) Some of both (L1 = L2) <u>Mostly English (L1 < L2)</u>
English SOLOM , Oral Lang. Obs. Matrix Enter scores 1=minimal oral skills to 5 fluent speaker Date: Raw score Total scores: 5 (average)	Scores by Rater 1 2 3 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___	RATED BY WHO?: Comprehension Fluency Vocabulary Pronunciation Grammar
First Language SOLOM Oral Lang. Obs Matrix Enter scores 1=miminal oral skills to 5 fluent speaker Language Observed: _____ Date: Raw score Total scores: 5 (average)	Scores by Rater 1 2 3 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___	RATED BY WHO?: Comprehension Fluency Vocabulary Pronunciation <u>Grammar</u>
BICS/CALP Rubric ---refer to rubric form		

Form Completed by _____ Date _____
 Student Name: _____ Student ID No: _____