SPECIAL EDUCATION AND THE ENGLISH LEARNER STUDENT RESOURCE HANDBOOK

A Guide to Assessment, Identification, and Educational Planning for the EL Student

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Acknowledgments

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Introduction

This resource handbook is intended as a tool to assist both regular and special educators to meet the needs of students who are identified as English learners (EL) and may possibly need to be identified or are currently identified for special education. Topics covered in this introductory section are: background information, intended audience, effective educational leadership practices to ensure success for English learners with disabilities, an overview of second language acquisition theory, and a review of laws and regulations governing instructions for ELs.

Background Information

English learners are the fastest growing subgroup of children in the public school population with an annual increase of about 10% and a 72% increase overall between 1992 and 2002. Limited English Proficient (LEP) students represent about 8.4% of all public school students and they are enrolled in about half of public schools nationwide. Local education agencies (LEAs) reported that 77% of all LEP students have Spanish as their native language. The next two largest native language groups among LEP students are Vietnamese (2.4%) and Hmong (1.8%) (Data Quest).

California has one of the most diverse EL populations. ELs in California come from many ethnic groups and speak a variety of languages and dialects and enter school with varying levels of English proficiency. In 2007-08, there were 630,638 California students in kindergarten through grade twelve in special education. Of that number, 185,404 (or 29.3 percent) were English learners. This is an increase of 6.3 percent over the prior year (Data Quest, 2009). There seems to be an increase in the percentage of English learners who are identified for special education each year.

Some studies indicate that there is disproportional representation of some categories of special education disabilities in California. Based on a sample of 11 urban school districts in California, Artiles et al. (2005) found that ELs were overrepresented in mental retardation, learning disabilities, and speech & language impairment categories in the upper elementary and secondary grades. ELs with limited language proficiency in both their native language and English were overrepresented in special education across all grade levels. Also, ELs with less native language support in their educational programs were overrepresented. Further investigation must occur to help understand the many factors that may be contributing this disproportional trend of English learners being identified for special education (Data Quest, 2009).

In a survey conducted by Keller-Allen, 2006, of LEAs, which included all disability categories, findings indicated that 9% of all EL students were eligible for special education services compared to 13.5% of all students. Nationally, EL students are underrepresented in special education; but there is great variability by jurisdiction and the national average masks pockets of both overrepresentation and underrepresentation. For example, "districts with smaller EL student populations (99 or fewer LEP students) identify on average 15.8% of their EL students for special education services, while districts with 100 or more LEP students identify on average 9.1% of their LEP students for special education"(Keller-Allen, 2006). The disproportionate representation of children from diverse racial and ethnic backgrounds in special education is a longstanding national issue and continues to concern the public.

It is imperative that LEAs focus on the underrepresentation or "missed representation" of ELs in special education. In their book Special Considerations for English Language Learners, Hamayan, Marler, Sanchez-Lopez & Damico (2007) indicate that it is a dangerous practice for schools to wait until students are English proficient before examining a possible need for special education services. They feel it is a practice that may result in unnecessarily denying service to students in need of special assistance.

Some students who are English learners are misdiagnosed as having a disability, including a learning disability, while others are not properly identified as having a disability and thus do not receive the special
education services to which they are entitled (Chamberlain, 2005; Warger & Burnette, 2000). The literature identifies four challenges that contribute to disproportionate patterns in the identification of learning disabilities among students who are English learners: professionals' lack of knowledge of second language development and disabilities, inappropriate instructional practices, lack of intervention strategies, and limited appropriate assessment tools (Sanchez et al., 2010).

**Intended Audience**

Districts/local educational agencies (LEA5) are required by state and federal laws to implement programs and services to ensure that all English learners, including those with disabilities, become fluent in English and achieve academically in school. This resource book is intended to assist general and special education administrators and teachers, other special education staff, and English language support staff in fully understanding the needs of K-12 English learners who may have disabilities. This resource book provides information that may help to a) prevent premature and/or inappropriate identification as students with disabilities; b) identify English learners who do have disabilities requiring special education services; c) implement the IEP process for these students; and d) monitor each student's progress as they move toward meeting the linguistically appropriate goals established by their IEP team.

Since each child's language proficiency and academic needs differ so widely, it is inappropriate to create a single structure to guide districts in assessing these students and determining how to meet their specific academic and language needs. Only when special education, general education, and English learner program staff are working closely together can the needs of English learners with disabilities be effectively supported in an education environment. This resource manual provides an overview of the key issues and a general process for effectively addressing their needs as learners.
SECTION I

Initial Identification, Assessment and Placement
Initial Identification, Assessment and Placement

This guide to assessment, identification and educational planning for English Learners provides the structure for program implementation and evaluation for all students with varied language backgrounds. All English Learners will receive an education based on high and challenging standards. Objectives for English Learners are to develop proficiency in English as rapidly and effectively as possible and to maintain academic progress equal to that of their native English-speaking peers.

Initial Identification and Assessment

All English Learners will be properly identified, and assessed. Identification includes the completion of the state-mandated Home Language Survey (HLS, appendix C). When parents or guardians first register their child for school, they complete a HLS that indicates what language is spoken in the home. If completed, fulfills the school district’s obligation required by Education Code Section 52164.1 (CA Code of Regulations, Title 5, Chapter 11, Subchapter 7.55). If only line 4 on the HLS lists a language other than English, the student is categorized as English only and no further language assessment is needed. If on line 1, 2, or 3, there is a language other than English listed, and there is no evidence that the student has been previously assessed for English language fluency using the California English Language Development Test (CELDT. Appendix E), the student must be tested within 30 school days of initial enrollment and the primary language will be assessed within 90 calendar days of initial enrollment. Note that a Local Education Agency (LEA) should assess the English language proficiency of any student that education professionals have a valid reason to believe many have a primary language other than English.

The HLS is kept in the student’s permanent record file. Referring districts of students whose HLS or referral indicate EL are contacted for recent assessments in English and the primary language. If referring districts do not forward the information within seven days, an English language assessment (CELDT) is administered. A copy of the score sheet (CELDT) is placed in the student file and provided to the student’s teacher for instructional planning.

Assessment of English Learners (ELs) in California

The measure used with ELs is the CELDT, unless the EL student needs an alternative assessment due to cognitive limitations.

CELDT

State law (California Education Code sections 313 and 60810(3)) and federal law (Title III of the No Child Left Behind Act of 2001) require that school districts administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English and, (2) ELs as an annual assessment. For California public school students, this test is the California English Language Development Test (CELDT). California Education Code Section 52164.1(a) requires all students (kindergarten through grade twelve) whose primary language is not English, based on the Home Language Survey (HLS), to take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English Learners.
Alternate Assessment to CELDT

Some ELs with an IEP may need to take an alternate assessment to CELDT for initial or follow-up annual language proficiency testing. If the IEP team determines that the student's disability would preclude him or her from taking any or all domains of the CELDT (with or without variations, accommodations, and/or modifications), they must determine which alternate assessment(s) may needed for the domain(s) of the CELDT that the student is unable to take. The IEP team must also note how the student's disability precludes the student from taking any or all sections of the CELDT.

The chart shows possible alternate assessments to CELDT. In determining an appropriate alternate assessment tool for a student who is unable to take CELDT even with accommodations or modifications, the IEP team must ensure that the alternate assessment assesses English proficiency in all four domains of listening, speaking, reading, and writing. This may mean assessing these skills in a functional context.

### Possible Alternate Assessments to Measure English Language Proficiency

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Skills Assessed</th>
<th>Publisher</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Language Proficiency Instrument (ALPI)</td>
<td>Listening Speaking</td>
<td>Orange County Dept. of Education</td>
<td>714-966-4120</td>
</tr>
<tr>
<td>Student Annual Needs Determination Inventory (SANDI)</td>
<td>Listening, Speaking Reading, Writing</td>
<td>Riverside COE-Special Ed.</td>
<td><a href="http://www.rcoe.ki2.ca.us/materials/SANDI_Riverside.pdf">http://www.rcoe.ki2.ca.us/materials/SANDI_Riverside.pdf</a></td>
</tr>
<tr>
<td>Basic Inventory of Natural Language (BINL)</td>
<td>Listening Speaking in 30 different languages</td>
<td>CHECpoint Systems, Inc.</td>
<td>(800)635-1235</td>
</tr>
<tr>
<td>Brigance I ED II (B-7yrs)</td>
<td>Listening &amp; Speaking Reading &amp; Writing literacy</td>
<td>Curriculum &amp; Associates</td>
<td><a href="http://www.curriculumassociates.com">http://www.curriculumassociates.com</a></td>
</tr>
<tr>
<td>Brigance CIBS II (PreK-9)</td>
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</table>
INITIAL IDENTIFICATION AND PLACEMENT

New Enrollees
(no records of primary and English language levels)

Parents complete Home Language Survey (HLS) as part of registration packet

HLS indicates primary language other than English

Assess student within 30 school days with CELDT or Alt. Assess. as appropriate

Initially Fluent
English Proficient
I-FEP

English Learner
◊ “less than reasonably fluent”
◊ “reasonably fluent”

Assess Student in primary language:

Within 90 calendar days

Parent notification of assessment and possible placement

Appropriate EL Program

Placement determined by department guidelines
Parent Notification

Parents are notified in writing of initial results in the English and primary language tests within 30 calendar days upon completion.

Note: Parents are not notified of testing results when parental education rights have been removed.

Identification of English Learners (ELs)

An EL is a K-12 student who, based on an objective assessment (CELDT), has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. Students are initially identified as an EL if they score below the early advanced performance level overall with any domain below the intermediate performance level on the CELDT (CELDT: Understanding and Using 2009-10 Individual Results).

Instructional Programs for English Learners

An English language classroom is the placement for all ELs in California, unless a parental exception waiver (Appendix J, K) is granted for an alternate program (Appendix L). In addition, it is required that all ELs, regardless of the program they are being served in, be provided with English Language Development (ELD) and Specially Designed Academic Instruction (SDAIE). A description of each is provided below:

**English Language Development (ELD)**

Instruction of English designed to promote the effective and efficient acquisition of listening, speaking, reading, and writing skills of the EL student. All ELs, regardless of placement, must receive ELD appropriate to their proficiency level (CTC, 2007). During the regular day, differentiated ELD instruction appropriate to the English proficiency level of each EL must be provided by an authorized teacher until the student is reclassified. Districts are to provide ELs with instruction using whatever materials are deemed appropriate that are specifically designed to enable students to acquire academic English rapidly, efficiently, and effectively. LEAs must provide EL students at the secondary level a prescriptive English language program for not less than one full period a day or its equivalent (see E.C. 52163).

**Specially Designed Academic Instruction in English (SDAIE)**

An instructional approach designed to increase the level of comprehensibility of the English language in the content area of the class. Prior to 1994, the term sheltered English instruction strategies was used to describe this type of instruction (CTC, 2007). All EL students should receive SDAIE, and, if necessary and reasonably possible, primary language support. School districts are required to continue to provide additional and appropriate educational services to ELs until they have met reclassification criteria. This means that ELs must be provided with ELD and SDAIE as needed, until they are reclassified as fluent English proficient (RFEP).

The two mandated program options (unless a parental exception waiver is granted) for EL students in the State of California are:

1) **Structured English Immersion (SEI)**

SEI is to be provided to ELs who have not yet acquired reasonable fluency in English (as defined by the LEA) - usually scoring at the Beginning or Early Intermediate level on the CELDT). SEI is an intensive ELD program. This program can be administered in a variety of settings such as in a regular classroom or as a pull out program. A student may be transferred from an SEI program when he or she...
has acquired a reasonable level of proficiency (usually scoring at the Intermediate to Advanced level on the CELDT or as determined by the LEA). Classroom instruction is "overwhelmingly in English" and should include access to the core content through provision of SDAIE and primary language support as needed. For more information go to http://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp

2) English Language Mainstream (ELM)

ELM is to be provided to students who have attained reasonable fluency (as defined by the LEA - usually scoring at the Intermediate to Advanced level on CELDT)“. ELM is a less intensive ELD program of instruction than SEI. Classroom instruction is "overwhelmingly provided in English" and should include access to the core curriculum through provision of SDAIE, and primary language support as needed.

If a parental exception waiver is granted, students may receive their core curriculum instruction in their primary language and in English. In addition to receiving instruction in the primary language, the student also receives ELD and primary language support for other areas of instruction. For ELs who are also receiving special education services, a parental exception waiver is not required for the student to receive instruction in an alternate primary language program if the IEP team determines this is the appropriate type of program for the student.

Responsibility for Monitoring & Reclassification of English Learners (ELs)

It is the responsibility of the district/local education agency (LEA) to designate the persons or team responsible for making the decisions about when to reclassify a student from EL to Reclassified Fluent English Proficient (RFEP) and to invite the parents to participate in the reclassification process. Only the district/LEA designated persons or team may make this decision based on the California State Board Adopted Guidelines for Reclassification. Districts/LEA’s receiving Title III funds are required under No Child Left Behind (NCLB) to monitor students for two years after reclassification. Districts determine what person or team of persons shall be responsible for monitoring students after they have been reclassified.

Curriculum and Instruction for English Learners (ELs)

ELs must be provided standards-aligned instructional materials. These are state-adopted instructional materials in mathematics, science, reading/language arts, and history/social science that are consistent with the content and cycles of the curriculum frameworks and include universal access features that address the needs of ELs (see Appendix A1, A2, A3, & A4 for lists of curricular materials appropriate for EL students).

The State of California English-language Development (ELD) Standards are designed to supplement the English-language arts content standards and help ensure that ELs develop proficiency in both the English language and the concepts and skills contained in the English language arts content standards. The ELD standards are aligned to CELDT and can be downloaded at http://www.cde.ca.gov/ta/tg/el/admin.asp.
Governance and Administration

There are state guidelines for forming the English Learner Advisory Committee (ELAC) at sites where 21 EL students are enrolled as well as the District English Learner Advisory Committee (DELAC). Alternative education programs that serve students whose parent rights have been removed are not subject to the parent advisory committee requirements.

Qualified Staff

State and Federal laws require that all teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services including English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), and primary language support/instruction.

The proper authorization depending on the instructional setting will be a Cross-Cultural Language and Academic Development Certification (CLAD/LDS), Bilingual Cross-Cultural Language and Academic Development Certification (BCLAD/BCC), California Teacher of English Learners (CTEL), SB1969, SB395 or AB 2913. Teachers who have not yet received their full authorization will be considered teachers-in-training and will have up to two years to complete their authorization. Teachers in training will be enrolled in a program leading to authorization and must provide evidence annually of progress towards authorization until they have successfully completed their authorization. For teachers who need to obtain appropriate certification they may participate in training through the district or local colleges or universities.

Professional Development

Staff development will be provided to improve the quality of instruction for EL students. All teachers will receive on-going training opportunities that include, but are not limited to, the following:

- Implementing the EL Master Plan
- Using California English Language Development Test (CELDT) / Alternate Language Proficiency Instrument (ALPI) scores to differentiate ELD
- Using ALPI scores to determine language proficiency classification
- Strategies to assist students in the development of a positive self image
- Cross-cultural understanding
- English Language Development teaching methodology (ELD)
- Specially Designed Academic Instruction in English (SDAIE)
- Bilingual Cross-Cultural Language Academic Development methodology
- Working with ELD Standards
- Setting goals and meeting benchmarks for EL students
- Assessments aligned to ELD Standards
- Developing linguistically appropriate IEP goals and objectives

Each program is responsible for ensuring that teachers attend professional development activities that have been designed to better meet the needs of the EL students that we serve in our programs.
Funding

Because the EL program is a district responsibility, adequate and basic resources are provided from the general fund budget. In addition, supplementary funds are used to support the instructional programs serving English Learners.

Monitoring and Evaluation of Programs

Monitoring and coordinating the EL program is critical to the successful implementation of a high quality instructional program designed for EL students. The implementation, monitoring and evaluation of the master plan and will be the responsibility of the Instructional Services Coordinator for EL services. Each department is responsible for monitoring the EL program being implemented at the site level and an EL program administrator has been designated for both programs.

The evaluation component of the master plan provides accountability to ensure the academic success of EL students. Each program will review the data along with the EL Coordinator and provide an annual evaluation report to the Assistant Superintendents of the respective departments, the Superintendent and the parent advisory committees at the site and district level. The report will focus on aggregated and disaggregated data for the EL program. These reports will be used to make adjustments and modifications to the EL program based upon student achievement. The annual report will include:

- Summary reports on the California State Test CST or the California Alternate Performance Assessment (CAPA) or the (Spanish Assessment of Basic Education) SABE, focusing specifically on the gains by EL students according to ELD standards and established benchmarks
- CELDT/ALPI Analysis - student scores, annual gains
- Reclassification rate and length of time receiving EL services before reclassification
- Number of qualified teachers
Migrant Students with Disabilities

Migrant Education is a national program that provides educational and support services to eligible migrant children each year. These services help children of migrant workers overcome the disadvantages they face including disruption to their education.

The Migrant Education Program grew out of the Title 1 program of Public Law 89-10, passed in 1965, to help all disadvantaged children. The Migrant Education Program was established separately by an amendment to Title 1 in 1966 to provide additional services over and above Title 1. The law to continue the Migrant Education Program has been reauthorized every five years since that time. The latest reauthorization was in 2001 under Part C of Title 1 of "No Child Left Behind".

The purpose of Migrant Education Region 3 Program is to provide supplementary instructional and supportive services during both regular year and summer/intersession to enable migrant children to obtain a quality education. These services are offered, as instructional support assistance to meet the unique needs known to accompany migrancy. Interruptions in schooling, coupled with factors such as low socio-economic status and linguistic/cultural differences, put migrant children in a vulnerable position for achieving academic success.

Collaboration with school districts and a multitude of support agencies is done to provide migrant students with the best opportunities for educational success. Links among schools, migrant families and communities are at the heart of Migrant Education services.

The Migrant Education program has strong parent involvement programs that consist of parent advisory committees that guide the type of services that are offered in the districts and region. Parent committees meet a minimum of six times per year.

Currently, Region 3 has a cumulative count of 16,935 students (ages 3-21) in the three counties of Merced, Madera, and Stanislaus.

Student Eligibility

To qualify for the Migrant Education Program, a migrant child must have moved within the past three years across state or school district lines with a migrant parent or guardian or on his/her own to enable the child, the child's guardian or on his/her own to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or food processing activity. The child may be from 3 up to 21 years of age, if he/she has not graduated.

Migrant children can be either interstate or intrastate. An interstate migrant child is one who has moved within the past three years from one state to another with his/her family or on his/her own to find qualifying work. An intrastate migrant child is one who has moved within the past three years to another school district, but from within the same state. While many migrant families consider California to be their home base, others come from other states and bordering countries such as Texas, Arizona, Washington and Mexico.

Migrant Program Support

Migrant Education Region III operates under the auspices of the Merced County Office of Education. The Region is divided into three administrative offices located in Merced, Madera, and Stanislaus counties. Staff in these offices provide support for services in each county.
The program identifies over 19,000 migrant students. Over two-thirds of the children receive supplemental health and instructional services. These services are provided through agreements with 36 districts in the three counties. Students who need special education services are referred to their district. Formal assessment and placement process is done by their district.

**Services to Migrant Students**

The purpose of the Migrant Education Region III Program is to provide supplementary instructional and supportive services during both the regular year and summer/intersession to enable migrant children to obtain a quality education.

Region III provides supplemental services during the regular school year by funding migrant certificated and paraprofessional staff to supplement the schools' base programs through individual and small group instruction to identified migrant students. Migrant Secondary Counselor Assistants/Tutors work with district counselors to provide academic and career guidance and leadership opportunities to secondary migrant students.

During the summer, Migrant Education provides additional instructional services by jointly funding summer schools at the elementary level and additional staff to tutor secondary migrant students for district proficiency examinations and credit accrual. An outreach home based instructional program is also available for Migrant students not attending site programs.

**Some of the services available through the Migrant Education Region III Program:**

Services may vary from one district to another, depending upon the numbers of students identified and their needs.

- Identification and Recruitment
- Emergency Social Services
- Preschool Programs
- First 5
- Individual and Small Group Tutorial Services
- Extended Day Programs
- Academic, Career, and Personal Counseling
- Leadership and Higher Education Activities
- Supplemental Summer and Intersession Instruction
- Supportive Health Services
- Parent Advisory Councils (PAC)
- Parent Involvement and Training
- Family-School-Community Partnerships
- Professional Growth and Development
- Alternative Programs for Out-of-School Youth
- Environmental/Outdoor Education Programs
- Early Literacy Programs
- Reading is Fundamental (RIF)
- PASS (Portable Assisted Sequence Study)
Health Services

Migrant students suffer from a disproportionate number of health problems because they are uninsured or underinsured and because they have a high rate of mobility. Because of the mobility and the varying services provided in different communities, they often need assistance in identifying local resources and accessing them. Supplemental health services are provided to identified migrant students who are attending school and who suffer from health problems that interfere with their ability to learn.

Types of Services

Assistance with:

- making medical and dental appointments
- transportation and translation when no other exists
- finding and utilizing community resources such as CCS, CHDP, Shriners, Lions
- understanding and using private insurance, Healthy Families Ins., or Medi-Cal
- interpreting health information from schools or community agencies

Migrant Education advocates with agencies and providers for fair and culturally sensitive treatment. We also contract for reduced rate services with our local care providers. When no community resource exists and a family does not have the means to pay for health services, Region III has emergency treatment funds for this purpose. Prior authorization to use these funds must be obtained from the Health & Family Services Specialist through your local Health & Support Services Liaison.

Migrant Education does not insure migrant students against accidents and does not pay for ambulance or emergency room services.
SECTION II

Pre-referral Screening and Second Language Acquisition Theory and Development

Merced County Office of Education
Steven E. Gomes, Ed.D. Superintendent
Susan Coston, Assistant Superintendent
Overview of
Second Language Acquisition Theory

An understanding of second language acquisition can improve the ability of classroom teachers to serve the culturally and linguistically diverse students in their classrooms (Fillmore & Snow, 2002; Hamayan, 1990). While significant professional development is necessary to gain a full understanding of second language acquisition theory, some key concepts can be quickly understood and applied in the classroom.

Current theories of second language acquisition are based on years of research in a wide variety of fields, including linguistics, psychology, sociology, anthropology, and neurolinguistics (Freeman & Freeman, 2001).

One concept endorsed by most current theorists is that of a continuum of learning—that is, predictable and sequential stages of language development, in which the learner progresses from no knowledge of the new language to a level of competency closely resembling that of a native speaker. These theories have resulted in the identification of several distinct stages of second language development. These stages are most often identified as:

**Stage I: The Silent/Receptive or Preproduction Stage**

This stage can last from 10 hours to six months. Students often have up to 500 "receptive" words (words they can understand, but may not be comfortable using) and can understand new words that are made comprehensible to them. This stage often involves a "silent period" during which students may not speak, but can respond using a variety of strategies including pointing to an object, picture, or person; performing an act, such as standing up or closing a door; gesturing or nodding; or responding with a simple "yes" or "no." Teachers should not force students to speak until they are ready to do so.

**Stage II: The Early Production Stage**

The early production stage can last an additional six months after the initial stage. Students have usually developed close to 1,000 receptive/active words (that is, words they are able to understand and use). During this stage students can usually speak in one- or two-word phrases, and can demonstrate comprehension of new material by giving short answers to simple yes/no, either/or, or who/what/where questions.

**Stage III: The Speech Emergence Stage**

This stage can last up to another year. Students have usually developed approximately 3,000 words and can use short phrases and simple sentences to communicate. Students begin to use dialogue and can ask simple questions, such as "Can I go to the restroom?" and are also able to answer simple questions. Students may produce longer sentences, but often with grammatical errors that can interfere with their communication.

**Stage IV: The Intermediate Language Proficiency Stage**

Intermediate proficiency may take up to another year after speech emergence. Students have typically developed close to 6,000 words and are beginning to make complex statements, state opinions, ask for clarification, share their thoughts, and speak at greater length.
Stage V: The Advanced Language Proficiency Stage

Gaining advanced proficiency in a second language can typically take from five to seven years. By this stage students have developed some specialized content-area vocabulary and can participate fully in grade-level classroom activities if given occasional extra support. Students can speak English using grammar and vocabulary comparable to that of same-age native speakers.

Understanding that students are going through a predictable and sequential series of developmental stages helps teachers predict and accept a student’s current stage, while modifying their instruction to encourage progression to the next stage.

A concept endorsed by most language acquisition theorists is Stephen Krashen’s "comprehensible input" hypothesis, which suggests that learners acquire language by "intaking" and understanding language that is a "little beyond" their current level of competence (Krashen, 1981, p. 103). For instance, a preschool child already understands the phrase "Get your crayon." By slightly altering the phrase to "Get my crayons," the teacher can provide an appropriate linguistic and cognitive challenge— offering new information that builds off prior knowledge and is therefore comprehensible (Sowers, 2000). Providing consistent, comprehensible input requires a constant familiarity with the ability level of students in order to provide a level of "input" that is just beyond their current level.

Research by Merrill Swain and others has extended this concept to include "comprehensible output." According to several studies, providing learners with opportunities to use the language and skills they have acquired, at a level in which they are competent, is almost as important as giving students the appropriate level of input (Pica et al., 1989, 1996; Swain & Lapkin, 1995).

Krashen’s Affective Filter Hypothesis is another concept that has found wide acceptance with both researchers and EL instructors (Krashen, 1981; Krashen & Terrell, 1983). This theory suggests that an individual’s emotions can directly interfere or assist in the learning of a new language. According to Krashen, learning a new language is different from learning other subjects because it requires public practice. Speaking out in a new language can result in anxiety, embarrassment, or anger. These negative emotions can create a kind of filter that blocks the learner’s ability to process new or difficult words. Classrooms that are fully engaging, nonthreatening, and affirming of a child’s native language and cultural heritage can have a direct effect on the student’s ability to learn by increasing motivation and encouraging risk taking.

Another theory that has directly influenced classroom instruction is Jim Cummins’s distinction between two types of language: basic interpersonal communications skills (BICS) and cognitive academic language proficiency (CALP). Research has shown that the average student can develop conversational fluency within two to five years, but that developing fluency in more technical, academic language can take from four to seven years depending on many variables such as language proficiency level, age and time of arrival at school, level of academic proficiency in the native language, and the degree of support for achieving academic proficiency (Cummins, 1981, 1996; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 1997).

Later, Cummins expanded this concept to include two distinct types of communication, depending on the context in which it occurs:
Context-embedded communication provides several communicative supports to the listener or reader, such as objects, gestures, or vocal inflections, which help make the information comprehensible. Examples are a one-to-one social conversation with physical gestures, or storytelling activities that include visual props.

Context-reduced communication provides fewer communicative clues to support understanding. Examples are a phone conversation, which provides no visual clues, or a note left on a refrigerator.

Similarly, Cummins distinguished between the different cognitive demands that communication can place on the learner:

Cognitively undemanding communication requires a minimal amount of abstract or critical thinking. Examples are a conversation on the playground, or simple yes/no questions in the classroom.

Cognitively demanding communication, which requires a learner to analyze and synthesize information quickly and contains abstract or specialized concepts. Examples are academic content lessons, such as a social studies lecture, a math lesson, or a multiple-choice test.

Understanding these theories can help teachers develop appropriate instructional strategies and assessments that guide students along a continuum of language development, from cognitively undemanding, context-embedded curricula, to cognitively demanding, context-reduced curricula (Robson, 1995).

A basic knowledge of language acquisition theories is extremely useful for classroom teachers and directly influences their ability to provide appropriate content-area instruction to EL students. It is especially important in those schools or districts where limited resources result in little or no instructional support in a student’s native language. In these "sink-or-swim" situations, a committed mainstream teacher with a clear understanding of language acquisition can make all the difference.

Explaining Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Judie Haynes)

Classroom teachers need to understand the difference between social language and academic language acquisition. Here is a simple description of BICS and CALP as theorized by Jim Cummins.

Basic Interpersonal Communication Skills

Experts such as Jim Cummins differentiate between social and academic language acquisition. Basic Interpersonal Communication Skills (BICS) are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English learners employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the U.S. Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.
Cognitive Academic Language Proficiency

CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELs to catch up to their peers.

Academic language acquisition isn't just the understanding of content area vocabulary. It includes skills such as comparing, classifying, synthesizing, evaluating, and inferring. Academic language tasks are context reduced. Information is read from a textbook or presented by the teacher. As a student gets older the context of academic tasks becomes more and more reduced. The language also becomes more cognitively demanding. New ideas, concepts and language are presented to the students at the same time.

Jim Cummins also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language.
Contextual Factors in Second Language Acquisition

While many discussions about learning a second language focus on teaching methodologies, little emphasis is given to the contextual factors -- individual, social, and societal -- that affect students' learning. These contextual factors can be considered from the perspective of the language, the learner, and the learning process. This digest discusses these perspectives as they relate to learning any second language, with a particular focus on how they affect adolescent learners of English as a second language.

Language

Several factors related to students' first and second languages shape their second language learning. These factors include the linguistic distance between the two languages, students' level of proficiency in the native language and their knowledge of the second language, the dialect of the native language spoken by the students (i.e., whether it is standard or nonstandard), the relative status of the students' language in the community, and societal attitudes toward the students' native language.

Language Distance

Specific languages can be more or less difficult to learn, depending on how different from or similar they are to the languages the learner already knows. At the Defense Language Institute in Monterey, California, for example, languages are placed in four categories depending on their average learning difficulty from the perspective of a native English speaker. The basic intensive language course, which brings a student to an intermediate level, can be as short as 24 weeks for languages such as Dutch or Spanish, which are Indo European languages and use the same writing system as English, or as long as 65 weeks for languages such as Arabic, Korean, or Vietnamese, which are members of other language families and use different writing systems.

Native Language Proficiency

The student's level of proficiency in the native language -- including not only oral language and literacy, but also metalinguistic development, training in formal and academic features of language use, and knowledge of rhetorical patterns and variations in genre and style -- affects acquisition of a second language. The more academically sophisticated the student's native language knowledge and abilities, the easier it will be for that student to learn a second language. This helps explain why foreign exchange students tend to be successful in American high school classes: They already have high school level proficiency in their native language.

Knowledge of the Second Language

Students' prior knowledge of the second language is of course a significant factor in their current learning. High school students learning English as a second language in a U.S. classroom may possess skills ranging from conversational fluency acquired from contacts with the English-speaking world to formal knowledge obtained in English as a foreign language classes in their countries of origin. The extent and type of prior knowledge is an essential consideration in planning instruction. For example, a student with informal conversational English skills may have little understanding of English grammatical systems and may need specific instruction in English grammar.
Dialect and Register

Learners may need to learn a dialect and a formal register in school that are different from those they encounter in their daily lives. This involves acquiring speech patterns that may differ significantly from those they are familiar with and value as members of a particular social group or speech community.

Language Status

Consideration of dialects and registers of a language and of the relationships between two languages includes the relative prestige of different languages and dialects and of the cultures and ethnic groups associated with them. Students whose first language has a low status vis a vis the second may lose their first language, perhaps feeling they have to give up their own linguistic and cultural background to join the more prestigious society associated with the target language.

Language Attitudes

Language attitudes in the learner, the peer group, the school, the neighborhood, and society at large can have an enormous effect on the second language learning process, both positive and negative. It is vital that teachers and students examine and understand these attitudes. In particular, they need to understand that learning a second language does not mean giving up one's first language or dialect. Rather, it involves adding a new language or dialect to one's repertoire.

This is true even for students engaged in formal study of their first language. For example, students in Spanish for native speakers classes may feel bad when teachers tell them that the ways they speak Spanish are not right. Clearly, this is an issue of dialect difference. School (in this case, classroom Spanish) requires formal registers and standard dialects, while conversation with friends and relatives may call for informal registers and nonstandard dialects. If their ways of talking outside of school are valued when used in appropriate contexts, students are more likely to be open to learning a new language or dialect, knowing that the new discourses will expand their communicative repertoires rather than displace their familiar ways of communicating.

The Learner

Students come from diverse backgrounds and have diverse needs and goals. With adolescent language learners, factors such as peer pressure, the presence of role models, and the level of home support can strongly affect the desire and ability to learn a second language.

Diverse Needs

A basic educational principle is that new learning should be based on prior experiences and existing skills. Although this principle is known and generally agreed upon by educators, in practice it is often overshadowed by the administrative convenience of the linear curriculum and the single textbook. Homogeneous curricula and materials are problematic enough if all learners are from a single language and cultural background, but they are indefensible given the great diversity in today's classrooms. Such diversity requires a different conception of curricula and a different approach to materials. Differentiation and individualization are not a luxury in this context: They are a necessity.
Diverse Goals

Learners' goals may determine how they use the language being learned, how native-like their pronunciation will be, how lexically elaborate and grammatically accurate their utterances will be, and how much energy they will expend to understand messages in the target language. Learners' goals can vary from wholly integrative -- the desire to assimilate and become a full member of the English-speaking world -- to primarily instrumental -- oriented toward specific goals such as academic or professional success (Gardner, 1989). Educators working with English language learners must also consider whether the communities in which their students live, work, and study accept them, support their efforts, and offer them genuine English-learning opportunities.

Peer Groups

Teenagers tend to be heavily influenced by their peer groups. In second language learning, peer pressure often undermines the goals set by parents and teachers. Peer pressure often reduces the desire of the student to work toward native pronunciation, because the sounds of the target language may be regarded as strange. For learners of English as a second language, speaking like a native speaker may unconsciously be regarded as a sign of no longer belonging to their native-language peer group. In working with secondary school students, it is important to keep these peer influences in mind and to foster a positive image for proficiency in a second language.

Role Models

Students need to have positive and realistic role models who demonstrate the value of being proficient in more than one language. It is also helpful for students to read literature about the personal experiences of people from diverse language and dialect backgrounds. Through discussions of the challenges experienced by others, students can develop a better understanding of their own challenges.

Home Support

Support from home is very important for successful second language learning. Some educators believe that parents of English language learners should speak only English in the home (see, e.g., recommendations made in Rodriguez, 1982). However, far more important than speaking English is that parents value both the native language and English, communicate with their children in whichever language is most comfortable, and show support for and interest in their children's progress.

The Learning Process

When we think of second language development as a learning process, we need to remember that different students have different learning styles, that intrinsic motivation aids learning, and that the quality of classroom interaction matters a great deal.
Learning Styles

Research has shown that individuals vary greatly in the ways they learn a second language (Skehan, 1989). Some learners are more analytically oriented and thrive on picking apart words and sentences. Others are more globally oriented, needing to experience overall patterns of language in meaningful contexts before making sense of the linguistic parts and forms. Some learners are more visually oriented, others more geared to sounds.

Motivation

According to Deci and Ryan (1985), intrinsic motivation is related to basic human needs for competence, autonomy, and relatedness. Intrinsically motivated activities are those that the learner engages in for their own sake because of their value, interest, and challenge. Such activities present the best possible opportunities for learning.

Classroom Interaction

Language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language. Therefore, lecturing and recitation are not the most appropriate modes of language use in the second language classroom. Teachers need to move toward more richly interactive language use, such as that found in instructional conversations (Tharp & Gallimore, 1988) and collaborative classroom work (Adger, Kalyanpur, Peterson, & Bridger, 1995).

Conclusion

While this digest has focused on the second language acquisition process from the perspective of the language, the learner, and the learning process, it is important to point out that the larger social and cultural contexts of second language development have a tremendous impact on second language learning, especially for immigrant students. The status of students' ethnic groups in relation to the larger culture can help or hinder the acquisition of the language of mainstream society.

This digest is drawn from Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools, by Aida Walqui, the fourth volume in the Topics in Immigrant Education series.

References


SECTION III

Instructional Interventions / Strategies and Possible Accommodations / Modifications for the Classroom
Introduction

This section incorporates instructional interventions within regular and special education classrooms that support EL students. The law requires us to exhaust all regular education interventions and options before we refer a child to a Student Study Team (SST) or special education assessment. State and Federal laws require that all teaching personnel assigned to provide instruction to English Learners are qualified to provide the appropriate instructional services for these students as well.

This section discusses key principles that are important for teaching EL students based on language acquisition theories. These principles include comprehensibility, interaction, thinking/study skills, and incorporating a student’s native language in instructional practices. Sample teaching strategies and approaches are included and proven beneficial for students learning English as a second language through evidence-based sources. Language acquisition stages are charted, communication abilities are noted, and suggested instructional strategies are listed for each individual stage. It is important to be knowledgeable of the student’s language abilities in order to differentiate instruction to meet the needs of the student.

Students who are identified as having learning or information processing difficulties may need specific classroom accommodations and modifications to support identified weaknesses. Some of the weaknesses in this section include; Visual Motor Integration difficulties, Language, Auditory, and Visual Processing problems, and Memory, Organization and Attention problems. In addition, this section includes accommodations and modifications by content area that include; Reading, Written Language, Mathematics, and English Language Development. General classroom accommodations and modifications are listed as well and include; Adapting and Modifying presentation of material, classroom environment, time demands and test and grading practices that can be incorporated for EL students in need of extra support. These accommodations and modifications are to be implemented as part of a Response to Intervention (RTI) for struggling EL students.
General Principles for Teaching EL Students

Language acquisition theories have highlighted four key principles that can be directly applied to the mainstream classroom. These principles are important for all students, but are of particular importance to English language learners (Jameson, 1998).

**Increase Comprehensibility**: Drawing from Krashen’s theory of comprehensible input, this principle involves the ways in which teachers can make content more understandable to their students. With early to intermediate language learners, these include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques.

**Increase Interaction**: Drawing from Swain’s emphasis on comprehensible output, a number of strategies have been developed that increase students’ opportunities to use their language skills in direct communication and for the purpose of "negotiating meaning" in real-life situations. These include cooperative learning, study buddies, project-based learning, and one-to-one teacher/student interactions.

**Increase Thinking/Study Skills**: Drawing from Cummins’s theories of academic language and cognitively demanding communication, these strategies suggest ways to develop more advanced, higher order thinking skills as a student’s competency increases. Chamot and O’Malley (1994) developed the Cognitive Academic Language Learning Approach (CALLA) mentioned above to bridge the gap between Cummins’s theories and actual classroom strategies. These include asking students higher order thinking questions (e.g., what would happen if…?), modeling "thinking language" by thinking aloud, explicitly teaching and reinforcing study skills and test-taking skills, and holding high expectations for all students.

**Use a Student’s Native Language to Increase Comprehensibility**: Drawing from several different theories, including Krashen and Cummins, this principle also draws on a wealth of current research that has shown the advantage of incorporating a student’s native language into their instruction (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Lucas and Katz, 1994; Pease-Alvarez, Garcia & Espinosa, 1991; Thomas & Collier 1997). Thomas and Collier, for example, in their study of school effectiveness for language minority students, note that first-language support "explains the most variance in student achievement and is the most powerful influence on [ELL] students’ long term academic success" (p. 64). As mentioned in our section on instructional methods and models, using a student’s native language as a support can be seen as both a general method or as any of a number of specific strategies. Many of the strategies we list below include, implicitly or explicitly, the use of a student’s native language to increase his or her understanding.
A Sampling of Teaching Strategies

Below we list some strategies and approaches that numerous evidence-based sources suggest may be beneficial for students learning English as a second language. We advise the reader, however, that researchers have not found conclusive evidence that individual strategies will lead to higher student achievement or increased English proficiency. Although evidence-based research exists, methods of collecting the evidence vary. Much of the current research is based on surveys, case studies, correlational studies, and a few control-group studies. In educational settings, it has been difficult, if not impossible, to conduct random assignment studies.

With little conclusive evidence to go by, the research does suggest that some approaches may be more fruitful than others (August & Hakuta, 1997; Berman, et al.; Costantino, 1999; Derrick-Mescua, Grognet, Rodriguez, Tran, & Wrigley, 1998; Thomas & Collier, 2002, 1997; Wrigley, 2001). These strategies are rarely used in isolation, and some are more appropriate for certain age levels or language proficiency stages. This list is by no means comprehensive or exclusive. Our purpose in sharing this list is to give mainstream teachers a starting point for incorporating strategies to use with their English language learners.

**Total Physical Response (TPR).** Developed by James J. Asher in the 1960s, TPR is a language-learning tool based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity to increase meaningful learning opportunities and language retention. A TPR lesson involves a detailed series of consecutive actions accompanied by a series of commands or instructions given by the teacher. Students respond by listening and performing the appropriate actions (Asher, 2000a). Asher emphasizes that TPR can be the major focus of a language program or an extremely effective supplement, but that in order for it to be truly effective, training should include "a special course along with hands-on experience monitored by a senior instructor who is also skilled in the intricate applications of TPR" (par. 11). *(For a detailed review of the research validating this approach, as well as sample lesson plans and examples of how to use it in the classroom, see Asher, 2000b.)*

**Cooperative Learning.** Robert E. Slavin (1995) has shown cooperative learning can be effective for students at all academic levels and learning styles. Other research indicates that cooperative learning can be an "effective vehicle for learning content and learning in a second language" (Calderon, 2001; Cohen, Lotan, Scarloss, & Arellano, 1999; McGroarty, 1989, as cited in Calderon, 2001, p. 280). Cooperative learning involves student participation in small-group learning activities that promote positive interactions. As Cochran (1989) notes, "Cooperative learning makes sense for teachers who have LEP pupils in their classes because all students are given frequent opportunities to speak and because a spirit of cooperation and friendship is fostered among classmates." Through a shared learning activity, students benefit from observing learning strategies used by their peers. ELL students can benefit from face-to-face verbal interactions, which promote communication that is natural and meaningful (Johnson, Johnson & Holubec, 1994; Kagan, 1994). Calderon suggests that "cooperative learning is effective when students have an interesting well-structured task such as a set of discussion questions around a story they just read, producing a cognitive map of the story, or inventing a puppet show to highlight character traits" (2001, p. 280).

**Language Experience Approach** (also known as Dictated Stories). This approach uses students’ words to create a text that becomes material for a reading lesson (Carrasquillo & Rodriguez, 2002). Students describe orally a personal experience to a teacher or peer. The teacher or another student writes down the story, using the student’s words verbatim. The teacher/student then reads the story back as it was written, while the student follows along. Then the student reads the story aloud or silently. Other follow-up activities can be done with this approach. In this way, students learn how their language is encoded as they watch it written down, building sight word knowledge and fluency as they use their own familiar language. This approach allows students to bring their personal experiences into the classroom—
especially important for culturally diverse students (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000).

**Dialogue Journals** (Also known as Interactive Journals). This approach is a way for teachers to engage students in writing. Students write in a journal, and the teacher writes back regularly, responding to questions, asking questions, making comments, or introducing new topics. Here the teacher does not evaluate what is written, but models correct language and provides a nonthreatening opportunity for ELL students to communicate in writing with someone proficient in English, and to receive some feedback (Peyton, 2000; Reid, 1997). Reid’s literature review and her action research project show dialogue journaling with a teacher to be beneficial in improving spelling and fluency.

**Academic Language Scaffolding.** The term "scaffolding" is used to describe the step-by-step process of building students’ ability to complete tasks on their own (Gibbons, 2002). Academic language scaffolding draws on Cummins’s research into Cognitive Academic Language Proficiency that we described above (Chamot & O’Malley, 1994; Cummins, 1981). Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language. These strategies are a central part of sheltered instruction methods, but can be used in any classroom context. (See Gibbons [2002] for specific scaffolding strategies.)

**Native Language Support.** Whenever possible, ELL students should be provided with academic support in their native language (Thomas & Collier, 2002). Even in English-only classrooms, and even when an instructor is not fluent in a student's language, this can still be done in a number of ways. According to Lucas and Katz (1994), a student’s native language serves several important functions: it gives students "access to academic content, to classroom activities, and to their own knowledge and experience" (paragraph 5). In addition, they found that it also "gave teachers a way to show their respect and value for students’ languages and cultures; acted as a medium for social interaction and establishment of rapport; fostered family involvement, and fostered students’ development of, knowledge of, and pride in their native languages and cultures" (paragraph 24).

Teachers can use texts that are bilingual or that involve a student’s native culture, can decorate the classroom with posters and objects that reflect the students’ diversity of language and culture, can organize entire lessons around cultural content, and can encourage students to use words from their native language when they cannot find the appropriate word in English (Freeman & Freeman, 2001).

**Accessing Prior Knowledge.** As mentioned in the previous strategy, using a student’s native language can be an important way to access his or her previous knowledge (Marzano, Gaddy, & Dean, 2000). All students, regardless of their proficiency in English, come to school with a valuable background of experience and knowledge on which teachers can capitalize. One example when teaching a new concept, is to ask students what they already know about a subject. Creating a visual, such as "semantic webs," with the topic in the center and students’ knowledge surrounding it, is a good way to engage students in the topic and to find out what they already know. Another simple technique is to ask them what they want to learn about a topic. As Savaria-Shore and Garcia (1995) note: "Students are more likely to be interested in researching a topic when they begin with their own real questions" (p. 55). This is another example of a strategy that works equally well with native English speakers and English language learners.

**Culture Studies.** The importance of including a student’s home culture in the classroom is a well-documented, fundamental concept in the instruction of English language learners (Doherty, Hilberg, Pinal, & Tharp, 2003). Culture study, in this context, is a project in which students do research and share information about their own cultural history. This often involves interviewing parents and/or grandparents as well as others who share the student’s cultural background. Culture studies can be appropriate at any grade level and can incorporate many skills, including reading, writing, speaking, giving presentations, and creating visuals. Culture studies can be combined with other strategies such as project-based learning,
cooperative learning, and accessing a student’s prior knowledge. They can also be effective as part of an alternative assessment process (Freeman & Freeman, 1994).

**Other Strategies for Including Culture.** As many researchers and practitioners have noted, incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry (Derrick-Mescua, et al., 1998).

**Realia Strategies.** "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances (chopsticks, a tortilla press, a tea set, and a wok) can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example (Herrell, 2000).

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# Language Acquisition Stages and Suggested Instructional Strategies

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<th>Language Acquisition Stages</th>
<th>Communication Skills</th>
<th>Suggested Instructional Strategies</th>
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<td><strong>BEGINNING</strong></td>
<td>Emphasis is on listening comprehension activities designed to teach students to recognize the meaning of words used in communicative context. Students may respond by: ✓ Performing an act ✓ Pointing to an item or picture or by writing a letter corresponding to a picture ✓ Gesturing or nodding ✓ Saying yes or no ✓ Naming objects or pictures</td>
<td>· Always use visual aids, pictures or gestures. · Modify speech to aid comprehension speak slowly, emphasize key words, simplify vocabulary and grammar, use related ideas. · For literate older students attention is focused on key vocabulary notebook. · Begin vocabulary recognition for all content areas. · Connect listening and speaking to reading and writing activities.</td>
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<td><strong>EARLY INTERMEDIATE</strong></td>
<td>Students access and produce linguistic units in the following ways in early production: ✓ List of words ✓ Yes/no answers ✓ One word answers from either/or questions ✓ One word answers from general questions ✓ Two word strings and short phrases ✓ Simple sentences</td>
<td>· Pairs and small groups practice: Open dialog Open-ended sentences Guided interviews Yes/no questions: Is Jimmy wearing a sweater today? Choice questions: Is this pencil or an eraser? Question which can be answered with a simple word: What does the woman have in her hand? Where? When? Who? Open sentences with pause for student response: Mike is wearing a blue shirt but Ron is wearing / has a … · For literate older students expand the vocabulary notebook to include a structures and functions section to record class dialogs and grammatical structures. · Continue to develop content area vocabulary and concepts. · Use Venn diagrams, simple webs and charts to organize</td>
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<td>Communication Skills</td>
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<td><strong>INTERMEDIATE</strong></td>
<td>Students use a wider range of vocabulary and the sentences they produce become longer and more complex. Students response may include: ✓ Short phrases ✓ Longer phrases ✓ Complete sentences where appropriate since native speech is not always made up of complete sentences ✓ Narration</td>
<td>✓ Daily ELD writing ✓ Problem-solving, using charts, tables, graphs, maps. ✓ Content-based lessons: Science, math, social science, music. ✓ Language experience activities</td>
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<td><strong>EARLY ADVANCED</strong></td>
<td>The students often know what he or she wants to say but searches for acceptable language patterns. ✓ Makes complex statements ✓ States opinions ✓ Report an event ✓ Gives instructions ✓ Participates in extended discourse</td>
<td>✓ Extensive daily reading and writing using excerpts from novels, short stories, poetry, plays, biographies, speeches ✓ Outlining/mapping ✓ Oral discussion in pairs, groups, panels</td>
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<td><strong>ADVANCED</strong></td>
<td>The student comprehends most conversation and academic discourse but sometimes requires repetition. Meaning is usually clear, but vocabulary and structures are used inappropriately at times. The student reads and writes, with some difficulty, materials that are commensurate with his or her cognitive development but demonstrates some problems in grasping intended meaning.</td>
<td>✓ Prioritize instructional objectives ✓ Add contextual support: Visual aids, clustering, mapping, semantic webbing. ✓ Identify/teach key content area terms: webbing, word banks ✓ Design schema-building activities: preview – review, brainstorm, cluster, anticipation guides ✓ Scaffold content-area reading and writing: use graphic organizer, guided note-taking</td>
</tr>
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*Students acquire language at differing rates depending on age and primary language literacy. Preliterate students who lack literacy skills in their primary language, or who speak a language with a non-Roman alphabet are considered to be at a Newcomer level. They receive intensive literacy and language instruction in order to progress through these levels.*
Specific Classroom Accommodations and Modifications

NOTE: Before making a referral to SST, identify the student’s (1) Learning Style Preference(s) and (2) Learning or Information Processing Weakness(es). Use the student’s strengths/preferences to support and improve the student’s area(s) of weakness; then choose accommodations or modifications from the list(s) below that support the identified weakness(es).

FOR: VISUAL MOTOR INTEGRATION AND WRITTEN EXPRESSION PROBLEMS

Children with problems in these areas may find it difficult to:

- Write neatly or stay within the margins or on the lines of a page.
- Use scissors, rulers, crayons, or other writing instruments.
- Move around without bumping into things.
- Find their way from one place to another, even in familiar surroundings.
- Place objects on surfaces so that they are not in danger of falling off.
- Participate in sports that require well-timed and precise movements in space.

Possible Interventions, Accommodations, and Modifications

<table>
<thead>
<tr>
<th>Possible Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow for spelling errors or other mechanical errors (when that is not the specific focus of the assignment).</td>
</tr>
<tr>
<td>Set realistic and mutually agreed upon expectations for neatness. Do not penalize for poor penmanship or spelling errors.</td>
</tr>
<tr>
<td>Let student type, tape record, or give answers orally instead of in writing.</td>
</tr>
<tr>
<td>Avoid pressures of speed and accuracy. Reduce the number of problems student needs to complete.</td>
</tr>
<tr>
<td>For upper grades, provide copies of notes and/or chapter outlines.</td>
</tr>
<tr>
<td>Reduce the amount of copying from text and from the board.</td>
</tr>
<tr>
<td>Accept key word responses (or an outline or short notes) instead of complete sentences.</td>
</tr>
<tr>
<td>Provide adaptive materials: a pencil grip, slant board, dark-lined paper, or graph paper (or lined notebook paper turned sideways).</td>
</tr>
<tr>
<td>Have student dictate work/answers to someone else and then recopy their dictation.</td>
</tr>
<tr>
<td>Tape an alphabet or number line on the student’s desk for easy referral.</td>
</tr>
<tr>
<td>Use webs, diagrams, charts, outlines, and other graphic organizers to help student plan or respond to open-ended or essay questions and writing assignments (to help student plan or as the final written product/answer).</td>
</tr>
<tr>
<td>Use alternate test formats that require less writing – multiple choice, matching, fill-in-the-blanks, and true/false questions.</td>
</tr>
<tr>
<td>Allow student to use a spell-checker or grammar-checker to improve mechanics.</td>
</tr>
<tr>
<td>Let student give alternate demonstrations of knowledge and skills using oral explanations, role playing, interviewing, or an audio or video tape.</td>
</tr>
</tbody>
</table>

For additional accommodations, check the following pages in the Pre-Referral Intervention Manual (PRIM): 125-152.
### Specific Classroom Accommodations and Modifications

**FOR: VISUAL PROCESSING AND SEQUENCING PROBLEMS**

Children with problems in these areas may find it difficult to:
- Recall what has just been seen (sight words, numbers, and pictures).
- Quickly recognize sight words (they may be able to sound out words, but have trouble reading sight words).
- Discriminate differences in size, shape, color, and perspective.
- Reproduce letters, words, designs, etc. (copying is difficult).
- Remember the spelling of a familiar but irregularly spelled word.
- Maintain their place (they will frequently lose their place copying or reading).
- Use a calculator, typewriter, or computer keyboard; and also cut, paste, draw, or color.

### Possible Interventions, Accommodations, and Modifications

<table>
<thead>
<tr>
<th>Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlight or color-code information to be learned. Place dot in the upper left side of the paper to help student remember where to start writing.</td>
</tr>
<tr>
<td>Keep written assignments and workspace free from extraneous and/or irrelevant distracters.</td>
</tr>
<tr>
<td>Provide a big-button calculator, or keyboard with extra-large keys.</td>
</tr>
<tr>
<td>Provide clear and well-defined worksheets. Avoid purple dittos.</td>
</tr>
<tr>
<td>Provide masks or frames or other devices to cover up extraneous material on a page, to help student only concentrate on one portion at a time.</td>
</tr>
<tr>
<td>Go over visual task with student and make sure student has a clear understanding of all parts of the assignment from the beginning.</td>
</tr>
<tr>
<td>Avoid having student copy from the board. Provide copy on student’s desk (if student must do the writing) or assign a student note taker.</td>
</tr>
<tr>
<td>Have student verbalize instructions before beginning task. Teach student to sub-vocalize to review instructions or directions.</td>
</tr>
<tr>
<td>Reduce visual stimuli by: blocking (block out part of the assignment), cutting (cut worksheets into sections), folding (fold worksheets into sections), or highlighting, color coding or underlining.</td>
</tr>
<tr>
<td>Provide a study carrel or other area free of visual distractions.</td>
</tr>
<tr>
<td>Assign a peer helper to read important directions and essential information.</td>
</tr>
<tr>
<td>If student is having trouble tracking while reading and/or developing adequate reading skills, provide books on tape.</td>
</tr>
<tr>
<td>Provide auditory (oral) information to support all information received visually—e.g., read instructions and test questions to student.</td>
</tr>
<tr>
<td>When writing on the board, change the color of marker for every other question, problem, or important piece of information.</td>
</tr>
<tr>
<td>Use wide margins and large fonts on worksheets, plus double- or triple-space between lines. Provide extra-large space for answers.</td>
</tr>
</tbody>
</table>

For additional accommodations, check the following pages in the Pre-Referral Intervention Manual (PRIM): 28, 42, 53, 99, 111, 112.
Specific Classroom Accommodations and Modifications

FOR: LANGUAGE OR AUDITORY PROCESSING PROBLEMS

Children with problems in this area may find it difficult to:

- Understand spoken language, follow directions (especially multi-step spoken directions), and remember details.
- Discriminate differences between similar sounds.
- Associate sounds with their symbols.
- Separate meaningful sounds from background noise.
- Remember people's names or memorize/recall phone numbers or other information.
- Recall stories they have been told or remember lines from songs.
- Stay focused on the auditory information that is needed to successfully complete the task at hand.

### Possible Interventions, Accommodations, and Modifications

<table>
<thead>
<tr>
<th>Possible Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide written directions and appropriate gestures to supplement verbal directions.</td>
</tr>
<tr>
<td>Slow the rate of presentation and keep sentence structures simple. Keep statements short and to the point. Give one direction at a time. Avoid use of abstract language such as metaphors, idioms, and puns.</td>
</tr>
<tr>
<td>Paraphrase information or directions and quietly repeat them to the student.</td>
</tr>
<tr>
<td>Have student verbalize instructions before beginning task. Teach student to sub-vocalize to review directions.</td>
</tr>
<tr>
<td>Assign a peer helper to check understanding of directions or to read important directions and essential information.</td>
</tr>
<tr>
<td>Familiarize student with any new vocabulary before beginning the lesson.</td>
</tr>
<tr>
<td>Reduce the amount of extraneous noise such as conversation, radio, TV, outside noises, etc.</td>
</tr>
<tr>
<td>Get student's attention before expressing key points. Be sure to write key points on the board or on a handout.</td>
</tr>
<tr>
<td>Tell the student what to listen for before delivering auditory information; provide the student with an outline or notes.</td>
</tr>
<tr>
<td>Utilize visual aids such as charts and graphs; and use manipulative, hands-on activities whenever possible.</td>
</tr>
<tr>
<td>Always demonstrate how new material relates to previously learned information.</td>
</tr>
<tr>
<td>Alert student that the next question will be for him/her, and give the student “wait time” to answer questions.</td>
</tr>
<tr>
<td>Allow student to use earplugs or earphones to block out distracting noise.</td>
</tr>
<tr>
<td>Highlight or color code important instructions or information (encourage student to begin to do this independently).</td>
</tr>
<tr>
<td>Encourage use of tape recorder so student can listen to information (or stories) multiple times.</td>
</tr>
<tr>
<td>Utilize cooperative learning strategies when appropriate to increase involvement and “rehearsal” of information, and improve communication/language skills.</td>
</tr>
<tr>
<td>Use partner activities like Think-Pair-Share or Jigsaw for student review and rehearsal.</td>
</tr>
<tr>
<td>Teach the student to “chunk” verbal information or use mnemonic devices; e.g., combine numbers into 2- or 3-digit numbers instead of learning a long string of unrelated numbers.</td>
</tr>
</tbody>
</table>

For additional accommodations, check the following pages in the Pre-Referral Intervention Manual (PRIM): 26, 30, 51, 53, 55-69.
Specific Classroom Accommodations and Modifications

FOR: ADD/ADHD, MEMORY, ORGANIZATION, AND ATTENTION PROBLEMS

Children with problems in this area may find it difficult to:

- Give close attention to details (they may make careless errors).
- Follow through on instructions or assignments (they may “forget” to turn in homework or complete other duties/assignments in the classroom).
- Engage in tasks or activities they do not like or that require sustained attention or mental effort.
- Remain still or in his/her seat for prolonged periods of time.
- Wait his/her turn or wait to be called on to answer a question.
- Shift easily/quickly from one activity to another.

Possible Interventions, Accommodations, and Modifications

<table>
<thead>
<tr>
<th>Provide an established daily routine. Use consistent routines to start lessons, change classes, complete an activity, go to lunch, move around school, and be sure to post a daily schedule.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide clear rules and consistently enforce them.</td>
</tr>
<tr>
<td>Make your expectations explicit. Model, or have other students role play, expected behavior, and be sure to describe key components.</td>
</tr>
<tr>
<td>Always get the student’s attention (be sure you have eye contact) before giving directions. Ask student to repeat the directions.</td>
</tr>
<tr>
<td>Contract with student and use rewards for completion of contract.</td>
</tr>
<tr>
<td>Check the student's notebook to insure the use of dividers, assignment sheet, and calendar. Help student keep notebook neat and organized. Periodically clean it out with the student.</td>
</tr>
<tr>
<td>Provide due dates on all written assignments. Write the due date in the corner of every assignment.</td>
</tr>
<tr>
<td>Provide a specific place for turning in completed assignments.</td>
</tr>
<tr>
<td>Shape approximations of desired behavior by providing direct reinforcement such as praise or immediate feedback of correct behavior or answers.</td>
</tr>
<tr>
<td>Teach student time management, organizational, and study skills.</td>
</tr>
<tr>
<td>Make frequent checks for assignment progress and/or completion.</td>
</tr>
<tr>
<td>Give advance warning when a transition is going to take place.</td>
</tr>
<tr>
<td>Use physical proximity and touch to help student refocus. Seat student close to teacher.</td>
</tr>
<tr>
<td>Utilize cooperative learning strategies when appropriate to increase active involvement and “rehearsal” of information.</td>
</tr>
<tr>
<td>Provide a model of what you expect (good work sample, etc.). Post the model and refer to it often.</td>
</tr>
<tr>
<td>Assign a peer helper to check understanding of directions.</td>
</tr>
<tr>
<td>Have the student repeat the question before answering and/or cue the student that s/he will answer the next question.</td>
</tr>
<tr>
<td>For student with severe short-term memory deficits, allow open book tests; or allow student to use a note card with important facts, formulas, etc.</td>
</tr>
</tbody>
</table>
Avoid distracting stimuli close to student (high traffic areas, doors, windows, fans); and identify a quiet area where student can go when necessary (teacher’s choice &/OR student’s choice).

Alternate physical and mental activities. Also alternate reading and writing activities (since most students with ADD/ADHD or organizational problems have difficulty with writing assignments).

Give student legitimate chances to move around the classroom, use the restroom, get a drink of water, or run errands.

To improve memory, combine seeing, saying, writing, and doing; teach the student to sub-vocalize to improve memory.

Teach memory techniques as a study strategy (e.g., mnemonics, visualization, oral rehearsal, repetition, etc.).

Use a timer to help student focus and get work done (agree on a period of time that the student should work, set the timer, and then reward the student if s/he works for the whole time).

Reduce the total amount of work that the student must complete, selecting only those tasks needed to meet learning objectives.

Allow student to take tests or do work in another classroom with no distractions, or provide a study carrel to reduce distractions.

For additional accommodations, check the following pages in the Pre-Referral Intervention Manual (PRIM): 12, 15, 22, 24, 33, 197, 201, 208, 210, 223, 225, 236, 361, 370, 372, 411, 423, 434, 442, 444, 446, 448, 450.
**FOR: THE RELUCTANT LEARNER/SLOW STARTER**

Children with problems in this area may find it difficult to:

- Begin working without direct instruction or assistance from the teacher; or work independently at all.
- Take risks in class by volunteering to answer questions or trying something new.
- Work with a partner or in a small group.

### Possible Interventions, Accommodations, and Modifications

<table>
<thead>
<tr>
<th>Possible Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a personal cue or nonverbal signal that it is time to begin work.</td>
</tr>
<tr>
<td>Start by giving the student work in smaller units, and provide positive feedback when s/he completes the work.</td>
</tr>
<tr>
<td>Provide immediate reinforcers and feedback after student begins working or completes established amount of work.</td>
</tr>
<tr>
<td>Provide a model of what you expect (good work sample, etc.). Post the model and refer to it often.</td>
</tr>
<tr>
<td>List (and say) all the steps necessary to complete each assignment.</td>
</tr>
<tr>
<td>If the student enjoys working with a partner, arrange for a “study buddy” to help the student get started with an assignment.</td>
</tr>
<tr>
<td>Introduce the assignment in sequential steps.</td>
</tr>
<tr>
<td>Check for student understanding of instructions, and check on progress often in the first few minutes of work.</td>
</tr>
<tr>
<td>Use the wall clock or a timer and tell the student how long s/he needs to work on the assignment.</td>
</tr>
<tr>
<td>Provide a checklist for long, detailed tasks.</td>
</tr>
<tr>
<td>Allow for alternative method(s) for completing the assignment (oral presentation, taped report, visual presentation, graphs, maps, pictures, etc.).</td>
</tr>
<tr>
<td>Get in a habit of pausing 10 – 15 seconds before answering the student; or give the student a set amount of work to do before you check on him/her (in order to try to “wean” student from needing your attention so much).</td>
</tr>
</tbody>
</table>

For additional accommodations, check the following pages in the Pre-Referral Intervention Manual (PRIM): 203, 213, 219.
### FOR: INAPPROPRIATE BEHAVIOR

<table>
<thead>
<tr>
<th>Possible Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide clear and concise classroom expectations and consequences. Post a daily schedule and keep to it.</td>
</tr>
<tr>
<td>Consistently enforce rules, but avoid the use of confrontational techniques. Avoid power struggles.</td>
</tr>
<tr>
<td>Always provide student with alternatives or acceptable choices.</td>
</tr>
<tr>
<td>Designate a &quot;cooling off&quot; location within the classroom.</td>
</tr>
<tr>
<td>Assign activities that require some movement.</td>
</tr>
<tr>
<td>Ignore attention-getting behavior for a short time.</td>
</tr>
<tr>
<td>Treat the student with respect. Avoid criticizing the student.</td>
</tr>
<tr>
<td>Monitor levels of tolerance and be mindful of signs of frustration. Intervene early in order to prevent a more serious problem from occurring later.</td>
</tr>
<tr>
<td>Speak privately, without an audience. Be sure the student knows what s/he should be doing—don’t just focus on what s/he should NOT be doing.</td>
</tr>
<tr>
<td>Assign student a specific job or responsibility (that is seen as a privilege).</td>
</tr>
<tr>
<td>Model socially acceptable behavior for the student (especially if the student is having trouble interacting with peers).</td>
</tr>
<tr>
<td>Teach the student to: 1-Stop; 2-Take a deep breath; 3-Listen/Think; and then 4-Act (if it’s appropriate &amp; won’t hurt anyone).</td>
</tr>
<tr>
<td>Evaluate the appropriateness of the task or assignment: (a) Is it too difficult? and (b) Is the length of time for the task appropriate? (Do not give the student a lot of unstructured time.)</td>
</tr>
<tr>
<td>Refer student to counselor for social skills group or group/individual counseling [if available at your school].</td>
</tr>
<tr>
<td>Communicate frequently with parents.</td>
</tr>
</tbody>
</table>

For additional accommodations, check the following pages in the Pre-Referral Intervention Manual (PRIM): 243-302 & 357-470
Possible Interventions, Accommodations, and Modifications

Use multi-modal teaching. Involve all of the child’s senses.

Use listening games and activities to reinforce sound-symbol associations.

Provide students with books on tapes or audio recordings of books and give them additional experience with hearing good reading.

Teach students how to use context clues to determine meaning.

Use bookmarks and colored acetate to help students focus.

Let students use sticky notes, erasable highlighters, or highlighter tape to mark key points in text.

Teach students to blend phonemes into words. Begin by identifying just one phoneme, e.g., /m/-ilk, /s/-at, working gradually toward blending all the phonemes in words, e.g., /s/-/a/-/t/.

Once students are comfortable listening for individual phonemes, teach them to break up words, into component sounds, e.g., /m/-/oo/-/s/= "moose."

Create a sequence of segmenting and blending activities to help students develop an understanding of the relationship between sounds in words.

Provide students with varied and extensive opportunities to read. Read aloud every day to students.

Encourage the acquisition of new knowledge and vocabulary, partially through wide reading, but also through direct and explicit instruction.

Give explicit attention to assisting students in reasoning about text—teach them specific comprehension techniques.

Teach reading across the curriculum - - for example, teach students how to read science and social studies texts.

Improve auditory and reading skills by teaching students how to rhyme.

Help students develop a natural sense of "what comes next?" – help them develop their “story sense.”

Provide them with information organizers and structured study guides to improve comprehension.

Encourage students to read poetry to improve fluency.

Use literary circles or book clubs.

Post step-by-step decoding and comprehension strategies somewhere in the room for easy reference.

Use letter and word flash cards; teach sight words or high frequency words.

Use tactile letters and words to provide multi-sensory input for students who are struggling to connect sound and symbol.

Teach “visualizing and verbalizing” techniques to improve comprehension.

Create a word wall (for reading and spelling) that contains a list of all the sight words and content area vocabulary words that students are working on or expected to know.

For additional accommodations, check the following pages in the PRIM: 89-123.
### Possible Interventions, Accommodations, and Modifications

<table>
<thead>
<tr>
<th>Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use webbing and outline strategies to help students brainstorm and organize their thoughts.</td>
</tr>
<tr>
<td>Teach and encourage process-writing strategies.</td>
</tr>
<tr>
<td>Make frequent use of writing or story starters.</td>
</tr>
<tr>
<td>Provide frequent and meaningful opportunities for writing within the classroom.</td>
</tr>
<tr>
<td>Use daily oral language exercises (DOL) to teach grammar.</td>
</tr>
<tr>
<td>Let student use adaptive devices: pencil grips or holders, erasable pens, paper with raised lines, color-coded line indicators, or word processors.</td>
</tr>
<tr>
<td>Let student use peer editing or teacher help during the revision process.</td>
</tr>
<tr>
<td>Grade content and mechanics separately in assignments that require written expression; let student correct spelling or grammar errors.</td>
</tr>
<tr>
<td>Provide a sample of a written model to help students formulate their writing (of a sentence, paragraph, book report, short story, poem…).</td>
</tr>
<tr>
<td>Encourage expansion of writing by brainstorming single words, phrases, sentences, and paragraphs.</td>
</tr>
<tr>
<td>Provide a model of correct letter and number formation on students’ desks or on a wall for easy reference.</td>
</tr>
<tr>
<td>Use formats low on writing to decrease written output (e.g., multiple choice, matching, fill-in questions, and true/false)</td>
</tr>
<tr>
<td>To improve spelling, focus on sight words and vocabulary words in the content areas.</td>
</tr>
<tr>
<td>Encourage student to correct words s/he has misspelled.</td>
</tr>
<tr>
<td>Give student a chance to correct mechanical errors and rewrite his/her papers before you give a final grade.</td>
</tr>
<tr>
<td>Have student dictate words or a story (to another student or into a tape recorder) and then write it/them down on paper.</td>
</tr>
</tbody>
</table>

For additional accommodations, check the following pages in the PRIM: 125-164.
FOR: MATHEMATICS

**Possible Interventions, Accommodations, and Modifications**

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use life-sized number lines to allow students to literally move up/down the number line (to better understand +/-).</td>
<td></td>
</tr>
<tr>
<td>Whenever possible, use multi-modal or multi-sensory instruction. (Integrating art and math helps many students better understand concepts; putting math facts to music or rap improves recall).</td>
<td></td>
</tr>
<tr>
<td>Provide computational aids and facts charts. In the upper grades, let the student use a hand-held calculator during complicated problem-solving activities.</td>
<td></td>
</tr>
<tr>
<td>Use magnetic numbers and other concrete objects so student can manipulate them to create number problems.</td>
<td></td>
</tr>
<tr>
<td>Use tactile numbers/signs and TouchMath for the student who is a tactile/kinesthetic learner.</td>
<td></td>
</tr>
<tr>
<td>Provide student with graph paper (or turn notebook paper on its side) to help align numbers.</td>
<td></td>
</tr>
<tr>
<td>Color code or highlight key words in math word problems.</td>
<td></td>
</tr>
<tr>
<td>Let student use a flow chart to plan strategies for problem solving.</td>
<td></td>
</tr>
<tr>
<td>Specifically teach strategies for solving different types of word problems. Teach student key words and vocabulary.</td>
<td></td>
</tr>
<tr>
<td>Promote active student involvement using questions, small group interaction, discussion, structured responses.</td>
<td></td>
</tr>
<tr>
<td>Provide visual aids to illustrate the steps in each of the four major computation algorithms.</td>
<td></td>
</tr>
<tr>
<td>Color-code computation work so student knows where to begin working (e.g., green means go; red means stop).</td>
<td></td>
</tr>
</tbody>
</table>

For additional accommodations, check the following pages in the PRIM: 166-196.
### Possible Interventions, Accommodations, and Modifications

To improve or stimulate language, use open-ended questions (reduce yes/no questions).

Use visuals, interactive learning, and vocabulary development to make materials more comprehensible.

Select appropriate methods of instruction to enhance second-language acquisition, literacy development, and content-area knowledge.

Structure step-by-step lessons to include presentations of concepts and vocabulary and ample opportunities for guided and independent practice.

Plan for high levels of student involvement focused on both process and product of learning and the form and function of language (at the appropriate level)...

Provide integrated guided and shared reading and writing activities so the student can formulate his/her thoughts and ideas into stories and narratives.

Select activities to meet the ELD goals and objectives for the student based on formal and informal assessments of the student’s linguistic and cognitive development.

Integrate content and concept development into ELD instruction and learning activities.

Plan the curriculum around themes or “big ideas” or “essential questions” so that the student can make connections between particular lessons and a larger picture. This also provides multiple exposure to the same content.

Make input comprehensible by: teaching vocabulary, using manipulatives, building a context for problem solving, using alternate response options, using visuals and graphs, and designing cooperative and group activities

Modify and adapt textbooks and other reading materials through processes such as summarizing, paraphrasing, and outlining to use instead of, or in preparation for, work with grade level textbooks.

For additional accommodations, check the following pages in the PRIM: 55-62, and 70-85.
## General Classroom Accommodations and Modifications

### ADAPTING THE PRESENTATION OF MATERIAL

<table>
<thead>
<tr>
<th>Possible Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach using “Explicit Direct Instruction.” See Explicit Direct Instruction Lesson Plan.</td>
</tr>
<tr>
<td>Break assignments into segments of shorter tasks. Give out only one worksheet at a time (not whole packets).</td>
</tr>
<tr>
<td>Use concrete examples of concepts and manipulatives (or concrete objects) before teaching the abstract.</td>
</tr>
<tr>
<td>Relate information to the student's experiential base and to prior learning.</td>
</tr>
<tr>
<td>Monitor the rate at which material is presented; and reduce the number of concepts presented at one time.</td>
</tr>
<tr>
<td>Provide an overview of the lesson before beginning. Explain your learning objectives—what you want student to know and why it is important.</td>
</tr>
<tr>
<td>Monitor the student's comprehension of language during instruction. Preteach vocabulary.</td>
</tr>
<tr>
<td>Schedule frequent, short conferences with the student to check for comprehension.</td>
</tr>
<tr>
<td>Use personal chalkboards/white boards to give students a different medium on which to write. (This helps to maintain involvement and motivation.)</td>
</tr>
<tr>
<td>Provide consistent review of any lesson before introducing new information. Be sure to provide additional guided practice of new concepts/skills.</td>
</tr>
<tr>
<td>Use a game format whenever possible to introduce or review concepts.</td>
</tr>
<tr>
<td>Highlight important concepts to be learned in text or material. Use verbal and physical cues to alert the student to key points.</td>
</tr>
<tr>
<td>Give additional presentations by varying the methods. (Using repetition, simpler explanations, more examples, and modeling).</td>
</tr>
<tr>
<td>Require verbal responses to indicate comprehension. Use techniques like Think-Pair-Share to increase involvement.</td>
</tr>
<tr>
<td>Include a variety of activities in each lesson. Teach using multi-sensory modes of instruction. Use computer-assisted instruction.</td>
</tr>
<tr>
<td>Provide clear, concise directions and concrete examples for homework assignments.</td>
</tr>
<tr>
<td>Assign tasks at an appropriate reading level.</td>
</tr>
<tr>
<td>Use checklists and rubrics to help student know expectations.</td>
</tr>
</tbody>
</table>
General Classroom Accommodations and Modifications

ADAPTING THE ENVIRONMENT

<table>
<thead>
<tr>
<th>Possible Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce or eliminate distractions. Use study carrels and/or move desks farther apart.</td>
</tr>
<tr>
<td>Use preferential seating or allow student to select his/her seating. Seat the student next to a positive role model.</td>
</tr>
<tr>
<td>Help keep student's work area free of unnecessary materials.</td>
</tr>
<tr>
<td>Provide opportunities for movement.</td>
</tr>
<tr>
<td>Provide a variety of activities. Vary physical and mental activities.</td>
</tr>
<tr>
<td>Create a quiet place for the student to work. Allow student to go there whenever necessary.</td>
</tr>
<tr>
<td>Experiment with changing the lighting (turning off/down the lights), or playing soft music when students are working.</td>
</tr>
<tr>
<td>Arrange classroom for safe visibility, accessibility, and movement... Encourage the student to help organize the room and rearrange the furniture. Ask what arrangement would help the student learn best.</td>
</tr>
<tr>
<td>Create a group and/or individual reward system. Be sure the majority of interactions are POSITIVE.</td>
</tr>
<tr>
<td>Establish a SAFE learning environment – encourage one another, help one another, praise one another.</td>
</tr>
<tr>
<td>Be sure materials needed for a lesson are easily accessible (so time isn’t wasted looking for or organizing materials).</td>
</tr>
<tr>
<td>Provide easy access to items that the student needs to routinely use. (Be sure to teach your expectations and rules for using classroom items.)</td>
</tr>
</tbody>
</table>
ADAPTING TIME DEMANDS

<table>
<thead>
<tr>
<th>Possible Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase time allowed for completion of tests or assignments as needed.</td>
</tr>
<tr>
<td>Reduce the amount of work or length of tests.</td>
</tr>
<tr>
<td>Prioritize assignments and/or steps for the student.</td>
</tr>
<tr>
<td>Space short work periods with breaks or change of tasks.</td>
</tr>
<tr>
<td>Consistently follow a specific routine. (Be sure students have been specifically taught each routine they are expected to follow.)</td>
</tr>
<tr>
<td>Alternate quiet and active tasks.</td>
</tr>
<tr>
<td>Set time limits for specific task completion. Some students will sacrifice accuracy in order to finish within the allotted time—if this happens, increase the time or reduce the number of items that the student must complete.</td>
</tr>
<tr>
<td>Do not penalize student for late assignments or, upon request, extend due dates for big projects when student has been working on the project (primarily for students with ADD/ADHD or organizational problems).</td>
</tr>
<tr>
<td>Whenever possible, give students a choice of when they can complete assignments (e.g., before or after lunch; before or after the math worksheet)</td>
</tr>
<tr>
<td>Allow some work or assessments to be taken home (if the change in environment or additional time will improve student’s performance).</td>
</tr>
<tr>
<td>Use a timer, and only require student to work on frustrating tasks for agreed upon amount of time. Provide incentives to help student increase on-task behavior for gradually longer periods of time.</td>
</tr>
</tbody>
</table>
### ADAPTING TESTS & GRADING PRACTICES

<table>
<thead>
<tr>
<th>Possible Interventions, Accommodations, and Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simplify or clarify test directions or test questions. Read questions aloud to student when permitted.</td>
</tr>
<tr>
<td>Increase time allowed for completion of tests as needed. Give untimed tests.</td>
</tr>
<tr>
<td>Provide study guides and outline of material that will be tested.</td>
</tr>
<tr>
<td>Provide word banks or possible answers from which student may choose correct word/answer.</td>
</tr>
<tr>
<td>Allow student to take tests in another classroom with no distractions. Provide a study carrel to reduce distractions.</td>
</tr>
<tr>
<td>Allow open book tests; or let student use a note card with important facts, formulas, etc.</td>
</tr>
<tr>
<td>Give oral tests, or allow student to provide oral responses or orally supplement written responses.</td>
</tr>
<tr>
<td>Allow student to use tape recorder, spell checker, word processor, or other adaptive equipment that might be necessary to ensure student demonstrates all that s/he knows.</td>
</tr>
<tr>
<td>Use more objective items (true/false or multiple choice) and fill-in-the-blank responses versus essay questions.</td>
</tr>
<tr>
<td>Give frequent quizzes that cover specific topics instead of giving one, long unit test.</td>
</tr>
<tr>
<td>Teach test-taking and study strategies.</td>
</tr>
<tr>
<td>Provide large-print tests for students with visual processing difficulties.</td>
</tr>
<tr>
<td>Provide placeholders or tracking devices for students with visual tracking or spatial problems.</td>
</tr>
<tr>
<td>Provide a calculator or facts chart for students who are not able to memorize math facts (sue to short-term or long-term memory difficulties).</td>
</tr>
<tr>
<td>Allow student to write responses on test or on a separate sheet instead of using a scantron if student cannot correctly fill in the bubbles (because of visual-motor integration problems or similar difficulties).</td>
</tr>
<tr>
<td>Use multiple marks and anecdotal records. Be sure grade is not based on the student’s weakness or disability (e.g., homework for a student with ADD/ADHD or organizational problems).</td>
</tr>
<tr>
<td>Use modified grading for especially weak content areas (e.g., pass/fail or credit/no credit in social studies).</td>
</tr>
<tr>
<td>Allow alternate forms of assessment and demonstration of mastery (e.g., projects, oral reports, video presentations).</td>
</tr>
<tr>
<td>Encourage the student to correct errors/wrong answers on tests and submit for a revised grade or additional credit.</td>
</tr>
</tbody>
</table>
**REMEMBER:**

**ACCOMMODATIONS** are changes in the **WAY** students access instruction and/or demonstrate their understanding, while **MODIFICATIONS** are changes in **WHAT** students are expected to learn.

-----------------------------------------------

**SOURCES USED & HELPFUL INTERNET SITES:**


Accommodations and Modifications for Students, By Wayne Resa, @ [http://www.resa.net/assistive/accommodations1.htm](http://www.resa.net/assistive/accommodations1.htm).

Classroom Accommodations, created by Judy Marquette and CISC @ [http://www.eed.state.ak.us/tls/sped/Handbook02/appb.html](http://www.eed.state.ak.us/tls/sped/Handbook02/appb.html).

CLAD Teaching is Good Teaching PLUS, By Jill Kerper Mora, Ed.D., @ [http://coe.sdsu.edu/people/jmora/CLADCredential/CLADplus.htm](http://coe.sdsu.edu/people/jmora/CLADCredential/CLADplus.htm).


Alaska Special Education Website @ [http://www.eed.state.ak.us/tls/sped/Handbook02/appb.html](http://www.eed.state.ak.us/tls/sped/Handbook02/appb.html).

ESL Kidstuff @ [http://www.eslkidstuff.com/](http://www.eslkidstuff.com/).

Intervention Central @ [http://www.interventioncentral.org/](http://www.interventioncentral.org/).
SECTION IV

Response to Intervention (RTI) and the Student Study Team (SST) Referral Procedures / Definitions
Introduction

This section incorporates the components of Response to Intervention (RTI) and the factors to consider when making decisions about English Learners. The reauthorization of the Individuals with Disabilities Education Improvement Act in 2004 (IDEIA) focused national attention on a growing practice in the general education classroom - Response to Intervention (RTI) as a tool for assessing and providing high quality instruction to all struggling learners and to students at risk for academic failure. Response to Intervention has the potential to increase the accuracy of special education evaluations through scientifically researched-based interventions and instruction. Information and data gathered by a RTI process can lead to early identification of children who have true disabilities and are in need of special education services.

This section also discusses the systematic approach of a Student Study Team (SST) that provides assistance to children having academic or behavior difficulties in school. This problem-solving approach reviews student strengths and weaknesses, identifies evidence-based instructional interventions, collects data and evaluates the effectiveness of interventions implemented with the student. Lastly, this section describes the referral process and guidelines to follow when considering special education assessment for EL students.
Components of Response To Intervention (RTI)

The reauthorization of the Individuals with Disabilities Education Act in 2004 (IDEA) focused national attention on a growing practice in the general education classroom – Response to Intervention (RTI) as a tool for assessing and providing high quality instruction to all struggling learners and to students at risk for academic failure. The RTI process is a multi-tiered approach to providing interventions to students who struggle with learning at increased levels of intensity based on progress monitoring and data analysis. It is proactive and responsive system that provides intervention based on the integration of all resources and shared expertise to more completely respond to student needs. The RTI process has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy of special education evaluations. This could also reduce the number of children who have been mistakenly identified as having learning disabilities when their learning problems are actually due to cultural differences or lack of adequate instruction. Information and data gathered by an RTI process can lead to early identification of children who have true disabilities and are in need of special education services. Successful implementation of RTI requires a number of essential components that ensure high-quality instruction, careful monitoring and documenting of progress, and close collaboration between general education and special education.

Essential Components of an RTI model

1. High Quality, Research-Based Instruction
The first critical component of RTI is that it’s essential that students receive research-based classroom instruction in the general education classroom implemented by the general education teacher.

2. Universal Screening
Universal screenings are given to ALL children three times a year beginning in mid-kindergarten and are used to pinpoint early academic difficulties. Procedures must identify which students are proficient in the target skill, which students are developing the skill (strategic), and which students are deficient in the skill (intensive). It is recommended that you develop “benchmark” data norms either from national norms or from the classroom, grade level, school, and district.

3. Problem Solving Teams/Student Study Teams
A Problem-Solving Team is a school-based group composed of various school personnel, such as teachers, counselors, school psychologist, and administrators, who meet to provide assistance to children who are having academic or behavioral difficulties in school. This team is responsible for implementing a problem-solving approach to identify and intervene in response to student’s needs in the general education setting. Schools should involve parents at the earliest stages of RTI by explaining the process and providing written intervention plans and progress towards intervention goals. The nature of problem-solving involves a systematic approach that reviews student strengths and weaknesses, identifies evidence-based instructional interventions, frequently collects data to monitor student progress, and evaluates the effectiveness of interventions implemented with the student. Problem-solving is a sequence of steps starting with defining and describing a problem using screening and diagnostic assessments; developing a plan by setting goals and generating potential solutions; and implementing, monitoring, and evaluating the effectiveness of the selected intervention.

4. Assessments
Assessment is the formal or informal process of systematically observing, gathering, and recording credible information to help answer evaluation questions and make decisions. There are three primary assessments used during the RTI process: screening, diagnostic, and progress monitoring. Screening assessments identify which students are at risk of academic failure and may need additional assessment. Diagnostic assessments give more in-depth information about the student’s strengths, weaknesses, and a probable cause of the problem. By examining the results of diagnostic assessment, teachers can determine where to begin instruction and what concepts or skills to emphasize. Diagnostic assessments may include more traditional, standardized, or functional assessments. Progress monitoring assessments are conducted on a routine basis to monitor the adequacy of progress form the instructional interventions. Assessment results should be strongly related to planning interventions. Assessments can be used to help teachers make decisions about changes to instructional strategies, judgments about student progress, and to determine where further instruction is necessary for individuals or groups.

5. Outcome Oriented Research-Based Interventions

When a student’s progress indicates a difficulty, teachers should determine what scientifically, research-based interventions and instruction matches the student’s need. These interventions may include, for example, and intensive “double dose” or instruction or a different instructional method. Resources, curricula, and interventions must be available across the academic domains. Collaborative relationship between staff members is needed to develop, implement, and monitor the intervention with adequate amount of intensity and fidelity. Written intervention plans should delineate:

- A description of the specific intervention being used (scientific, research-based intervention)
- The duration of the intervention (8-12 weeks, 30 minutes/day)
- The schedule and setting of the intervention
- The people who are responsible for implementing the intervention
- Measurable outcomes which can be used to make data-based adjustments as needed during the intervention process
- A description of the skill measurement and recording techniques
- A progress monitoring schedule (e.g. once/week) and results in quantitative data

6. Ongoing Progress Monitoring and Systematic Data-Based Decision Making

Progress is monitored towards an observable, measurable, and ambitious goal for 8-12 weeks. During this time, data can be collected from multiple methods of progress monitoring, such as curriculum-based, functional, or classroom assessments. The method of collecting this data must be reliable, valid, and include sufficient alternate forms and criteria needed for judging the adequacy of progress. The data and progress are graphed and viewed regularly. Data decision rules are used to evaluate the effectiveness of interventions and determine when modifications to interventions are needed. To determine whether an intervention is effective and to make any modifications to it, teachers must frequently and continually monitor progress by collecting data. Data is regularly analyzed to make decisions regarding student progress toward measurable goals allowing for changes in strategies, methods, and interventions as needed. The data will provide a cumulative record of the student’s response to the intervention. Your district (school) can review the data to determine whether a student is responding to the intervention. If not, then the student may be referred for special education services.

For resources on response to intervention:
The RTI Guide: Developing and Implementing a Model in Your Schools, McCook, John E. 2006, LRP Publications
Student Study Team (SST)

The Student Study Team is designed to offer immediate assistance and suggestions for teachers, parents and support staff for an individual student who is not making progress or exhibiting various types of problems in the classroom and/or school. Through effective utilization of this team, many identification errors can be avoided. The Student Study Team serves as a group of professionals and parents, who will discuss pupil strengths and problems and possible interventions.

A. Team Members
Members of the team may include the following:

- At least one regular education teacher
- Bilingual personnel
- Principal or administrator
- Parent
- Special Education teacher
- School Psychologist
- School Nurse
- Counselor or specialists
- Speech/Language specialists
- Interpreters (as needed)
- Pupil (as appropriate)
- Others

B. Student Study Team Responsibilities
Referrals for special education assessment are processed through the Student Study Team. The team will review the student’s strengths, concerns, prior interventions and modifications that have been considered, and/or utilized. The results of the interventions will be documented. A plan will be developed, listing additional interventions, and the individuals responsible for implementing them with a follow-up date to review the pupil’s progress.
Flow chart of the Student Study Team

Access to SST
Person requesting access to SST:
* identifies problem
* collects data
* attempts to resolve
* requests access to SST
*Access can be made by school staff, parents and outside agencies. However, the requests must funnel through the building based teacher, administrator or his/her designee.

Pre-conference Tasks
SST Coordinator:
* Sends appropriate forms to all pertinent school staff
* Notifies personnel responsible for collecting documentation (i.e., tests, profiles, attendance, grades, discipline file, etc.)
* Determines if special emergency SST meeting is necessary beyond the regular meeting
* Notifies core team and any additional participants regarding date and time of meeting
* Notifies parents/guardians, if applicable

Student Study Team Meeting
* Appoint record keeper
* Initiator presents concerns
* Clarify problem
* Brainstorm interventions
* Summarize strategies
* Make plans to involve parents or community resources, if applicable
* Assign intervention responsibilities
* Determine follow-up

1. Access to outside community resource IMMEDIATELY
2. Implement Intervention(s)
3. Recommend for Additional Resources
   * School administration, psychologist, social worker, counselor, etc.
   * Parents/guardian
   * G/T process
   * ESL staff
   * 504 plan
   * Special Education referral
   * Juvenile Assessment Center
   * Outside agency
   * School Medicaid
   * AATAT
   * Nurses
   * Other

Follow-up Procedure and Final Disposition
SST Members:
* Send progress forms as needed or speaks informally with teachers(s)
* Evaluate intervention

Identified Area is Resolved
SST Student forms are placed in cumulative file.

Returned to SST for further review
Identification and Referral of English Learners
Suspected of Having a Disability

Special Considerations For EL Students Prior To Referral

Unless the student has a severe disability, including but not limited to severe vision and hearing impairments, severe physical impairment, severe mental retardation, autism, or severe health impairment, the student should be allowed sufficient time to acquire English proficiency and receive appropriate academic instruction in reading and math.

It is critical to differentiate between a student who is not achieving in the classroom because English is not his/her primary language and a pupil who is not achieving due to a disabling condition.

Following are some relevant sections of state and federal law that are particularly important in determining eligibility for special education services:

Education Code (EC) 56303: “A pupil shall be referred for special education services only after the resources of the regular education program have been considered, and when appropriate, utilized”

California Code of Regulations (CCR), Title 5 3023(b) “The normal process of second language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition”

Federal Code of Regulations (CFR) a 300.534: “A child may not be determined to be eligible….if (i) the determinant factor for that eligible determination is…1) lack of instruction in reading or math, or 2) limited English proficiency…and (ii) the child does not otherwise meet the eligibility criteria under 300.7”
SECTION V

Psycho-Educational Assessments
  Background
  Law / Education Code
  Interpreters
  Tests
  Eligibility
  Report Writing

Merced County Office of Education
Steven E. Gomes, Ed.D. Superintendent
Susan Coston, Assistant Superintendent
Introduction

There are various assessments to determine eligibility for special education and related services. If an English Learner is referred for special education assessment, there must be documentation of all general education interventions that have been exhausted. The EL student’s “difficulties” can’t be linked to lack of opportunity to learn, lack of English, attendance or mobility, environmental or economic disadvantage, or cultural factors. When assessing English learners, extreme caution must be practiced. An interpreter needs be present to assist in appropriate administration of assessment instruments.

This section includes a list of assessments used in various categories for English Learners. The categories include cognitive, nonverbal, speech/language, academic, and social/adaptive behavior. Criteria for selecting and using interpreters effectively are discussed in this section and guidelines for report writing documentation for EL students are outlined as well.

There are thirteen federal categories of disability to determine eligibility for special education and related services. If an EL student is determined to have a disability, program options need to include the same educational and linguistic opportunities in the least restrictive environment as nondisabled students. The Individual Educational Plan (IEP) for an English Learner must include linguistically appropriate goals and objectives which lead to the development of English language proficiency.
Learning Disability versus Language Difference (or Lack of Language Fluency)

This section provides guidance on assessment and identification of ELs for special education. Important topics associated with these processes include learning disability versus language differences, legal requirements for assessment of ELs, assessment of EL students for special education, use of interpreters for assessment, components of the assessment report for ELs, determining eligibility for special education, and frequently asked questions.

Some students who are English learners (ELs) are misidentified as having learning disabilities because of inadequate assessment tools and practices (Klingner & Artiles 2006; Garcia & Ortiz 2004; Klingner et al., 2008; Klingner et al., 2005; Rueda & Windmueller, 2006). Assessment tools for evaluating learning disabilities among students who are ELs are still in development (Baca et al., 2008; Skiba, Knesting, & Bush, 2002). One of the challenges is capturing the broad spectrum of bilingualism in assessment. This is difficult to capture with a set of assessment tools (P. Olvera, Ph. D., personal communication, May 21, 2010).

Research data indicates that there is a correlation between the decision to identify ELs for special education and grade level. Before the fifth grade students with an IEP are underrepresented among ELs, and later they are overrepresented (Fetler, 2008).

Educators face an ongoing challenge in distinguishing a learning disability from the challenges of learning a second language (Klingner & Artiles 2006; Rueda & Windmueller, 2006). When a student who is an EL fails to learn English at the expected pace, falls behind academically, or exhibits inappropriate behavior, educators must decide whether this is caused by a learning disability or by difficulty in developing second language skills (Gopaul-McNicol & Thomas-Presswood, 1998; Orozco et al., 2008). Researchers have identified issues related to the identification of disabilities among students who are English learners that lead to a disproportionate number of these students being assigned to special education services. Some students who are ELs are misdiagnosed as having a disability, including a learning disability, while others are not properly identified as having a disability and thus do not receive the special education services to which they are entitled (Chamberlain, 2005; Warger & Burnette, 2000). The literature identifies four challenges that contribute to disproportionate patterns in the identification of learning disabilities among students who are ELs: lack of professionals' knowledge of second language development and disabilities, poor instructional practices, weak intervention strategies, and inappropriate assessment tools (Sanchez et al., 2010). ELs may also manifest ADHD like symptoms of inattention and distractibility, due to language differences unrelated to a disability. This sometimes results in an inappropriate designation as SLD or OHI (E. Gomez-Cerrillo, personal communication, May 1, 2010). The process of acquiring a second language varies from child to child, and difficulties with language acquisition often appear similar to learning disabilities (Case & Taylor, 2005). Teachers observing language acquisition in a student who is an EL can confuse the symptoms of learning disabilities with the patterns of pronunciation development (Lue, 2001; Piper, 2003), development of syntax (Gopaul-McNicol & Thomas-Presswood, 1998; Kuder, 2003), or semantic development (Mercel, 1987) for second language learner. Because of the longer time required to acquire cognitive academic language proficiency, educators may incorrectly identify delays as a learning disability rather than a language development/difference issue (Cummins, 1984; Ortiz, 1997; Ruiz, 1995). Questions for the student study team and assessors to consider prior to making a referral for an EL student to special education might be:
Has the student received intensive interventions using appropriate materials and strategies designed for ELs, and have they been implemented with fidelity over time and demonstrated little or no progress?

Does the team have data regarding the rate of learning over time to support that the difficulties (academic, social-emotional, or in speech & language) are most likely due to a disability versus a language difference? If answers to the questions above are "YES," a referral to special education maybe appropriate.

Has the team consulted with the parent regarding learning patterns and language use in the home?

Are the error patterns seen in LI similar to the patterns seen in L2 (if student has sufficient primary language skills)?

Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts?

**Legal Requirements for Assessment of ELs**

Pursuant to The Code of Federal Regulations (34 CFR 300.304 (1) (i) (ii)), assessments and other evaluation materials used to assess a child under this regulation are selected and administered so as not to be discriminatory on a racial or cultural basis; and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. California Education Code further stipulates that testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.

For assessment to determine eligibility for infants and toddlers, the assessment shall "be conducted in the language of the family's choice or other mode of communication unless it is not feasible to do so".

(California Ed Code 56320, 56001(j), 56127; 17 CCR 52082(b) & 52084(d)).

Following are legal citations related to the requirements for teams to consider prior to referring EL students for special education:

1) "A pupil shall be referred for special education services only after the resources of the regular education program have been considered, and when appropriate, utilized" (California Ed Code 56303).

2) The normal process of 2nd language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a handicapping condition (CCR) Title 5 3023(b)).

3) A child may not be determined to be eligible... if the determinant factor for that eligible determination is... 1) lack of instruction in reading or math, or limited English proficiency.... (CFR 300.534 (b)).
Assessment of English Learners

After interventions have been tried and programmatic changes have occurred, some students, who have been referred to the SST will need a special education assessment. Special assessment requirements for students whose primary language is other than English are included in this section.

A. Psycho-Educational Assessments

Assessment requirements important to English learners include the following:

1. Assessments with pupils of limited English proficiency shall be administered in the child’s native language or mode of communication, unless clearly not feasible to do so (EC 56320, EC 56001)

2. Assessments shall be administered by qualified personnel who are competent in both the oral or sign language skills and written skills of the individual’s primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the pupil. If it clearly is not feasible to do so, an interpreter must be used, and the assessment report shall document this condition and note that the validity may have been affected. (CCR, Title 5: 3023)

3. Materials are selected and administered so as not to be racially, culturally or sexually discriminatory (EC 56320, EC 56001).

4. A variety of assessment tools and strategies will be used to gather relevant functional and developmental information, including information provided by the parent (EC 56320).

5. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual child (EC 56320, EC 56001).

B. Selecting Appropriate Tests

Mattes and Omark (“Speech and Language Assessment for the Bilingual Handicapped” 1984) present a test evaluation form for use in reviewing the adequacy of published test instruments for local use. The eight areas included on the test evaluation form are summarized below.

1. Purposes of the test. The test manual should be reviewed to determine the specific purposes for which the test is designed.

2. Construction of the test. The theoretical model should be examined, and the extent of the field testing prior to the standardization considered.

3. Procedures. Procedures for administration and scoring should be described in detail. Test length, and qualifications of test administrators should also be considered.

4. Linguistic appropriateness of test. Dialect differences must be considered in selection. A minimum of two native adult speakers of the language who are fluent in the local dialect should be involved in a review of test content.
5. **Cultural appropriateness of test items.** Test items and materials as well as procedures should be evaluated in terms of their cultural appropriateness.

6. **Adequacy of norms.** The manual should provide a detailed description of the criteria used in selecting children for the normative sample. If this information is not provided, the validity of the norms for local use must be questioned.

7. **Adequacy of test reliability data.** To what extent does a test consistently yield the same results. Tests with reliability coefficients below .80 should be considered inadequate.

8. **Adequacy of test validity data.** A test with high reliability is not necessarily a valid instrument. Validity refers to the extent to which a test measures what it is designed to measure.

**The assessment team may include, but is not limited to:**

1. School Psychologist
2. Interpreter
3. Language and Speech Pathologist
4. Regular Education Teacher(s)
5. Special Education Teacher
6. School Nurse
7. Bilingual Specialist
8. Principal/Vice Principal/Counselor
9. Parent

**C. Other Procedures for Gathering Information**

It is necessary to review existing procedures and their applicability for appropriate identification and instructional planning. Appropriate standardized tests are often not available in all languages. A broader variety of methods are necessary to obtain the information needed to determine if the referred EL pupil is, in fact, an individual with a disability.

Following is a brief overview of four assessment procedures.

1. **Norm-referenced Tests:** The norm-referenced test measures an individual’s performance in relation to others on the same instrument. Key words often associated with this type of testing include: reliability, validity, and standardization. When using this type of test, it is critically important that the pupil being tested comes from a background (e.g., language, socioeconomic status) similar to that of the pupils on which the norms were derived is questionable. This often is the case with EL pupils.
2. **Criterion-Referenced Tests**: The criterion referenced test breaks down an area and measures what a pupil can do on each task in that area. No comparison of one pupil’s performance with the performance of the group can be made. This type of testing gives yes/no answers to instructional questions (e.g. Can the pupil tell time by the ½ hour?) With this information, curricular suggestions can be made leading to specific goals and objectives.

3. **Systematic Observation**: This alternative assessment encourages the direct study of the referred pupil in a wide variety of settings. In systematic observation, one selects a specific behavior to observe, selects an appropriate measuring technique, depicts what is seen in the observation, and makes interpretations. Since the pupil is in his/her natural environment, it is possible to obtain a better picture of what the pupil is actually doing while using his/her own peer group as a backdrop. However, the presence of an observer may alter the environment and thus affect the validity of the behavior observed.

4. **Structured Interview**: This alternative assessment technique provides for a broad range of information collection. It is designed to incorporate the expectations and concerns of all those who are associated with the referral. Additional, interview based assessments allows for the funneling of information and expectations into the formal assessment system.

Note: Intelligence, processing, and achievement testing will begin with information interchange and hypothesis testing. Instruments, such as the Spanish Brigance, will provide grade approximations for achievement that should be cross validated with observations.

**D. Additional Assessment Guidelines**

Following are additional guidelines to consider when assessing a student with limited English proficiency:

- Assess language dominance at time of referral or evaluation by regular education personnel.
- Whenever possible use two language dominance tests to establish functioning information.
- Assess in student’s dominant language whenever possible.
- Assess using non-language measures (e.g., performance).
- Use a trained interpreter whenever needed.
- Assess achievement in both primary language and English.
- Do not accept scores on translations of tests as valid; use other, non-biased or non test based measures to support the scores. (Document!)
- Assess adaptive behavior, mindful of different cultural norms.
• When considering the presence of a language disability, consider whether primary language is deficient when compared to peers and school population. Is language generally depressed (common in low socioeconomic populations) or are there significant peaks and valleys? Is there evidence of a true language disability?

**Sample Assessments Used With EL Students**

The following bilingual test instruments are frequently used by school psychologists to evaluate EL/bilingual students:

**Cognitive Assessments**

- The Bilingual Verbal Ability Test (BVAT)
- WISC IV Spanish
- KABC (English & Spanish Response Scoring)
- Bateria Ill Woodcock-Munoz
- Spanish WISC
- Southern California Ordinal Scales of Development:
  - Development Scale of Cognition
  - Cognitive Assessment System (CAS)
- Use of an Authentic Language Sample from home and school (collaborate with speech & language specialist)

**Nonverbal Assessments**

- The Universal Nonverbal Intelligence Test (Unit)
- Bender Visual Motor Gestalt Test (visual-motor test)
- Naglieri Nonverbal Abilities Test (NNAT)
- Test of Non-verbal Intelligence (CTONI)
- Leiter
- Test of Visual Perceptual Skills (TPVS) (visual-perceptual test)

**Speech/Language**

- PPVT:3/TVIP
- EOWPVT:Bilingual
- CELF:IV Eng/Span versions
- TAPS:3 Eng/S pan versions
- Goldman-Fristoe/La Meda (articulation)
- BVAT-The *Bilingual Verbal Ability Tests*
- Language Sample- in English and native language
- ROWPVT (Spanish Bilingual Version)
- Woodcock-Munoz Language Survey (WMLS-R)
- Idea Proficiency Test (IPT - II)
- Contextual Probes of Articulation Competence - Spanish (CPAC-S)
Academic/School Readiness

- Bateria Ill Woodcock-Munoz
- Language Assessment Scales (LAS)
- Spanish Brigance (criterion-referenced)
- Use of Dibels and Curriculum based measures if available (not standardized)
- Boehm Test of Basic Concepts - Revised (BTBC-R)(1986) (K-2 Spanish)
- Aprenda: La prueba de logros en espanol, Segunda edicion (1997)
- Bracken Basic Concept Scale - Revised (1 998)(Spanish Edition) (ages 2.8 to 8 years)

Social/Adaptive Behavior

- BASC - Pearson Assessments
- Acculturation Rating Scale for Mexican Americans (ARSMA)
- Spanish Version of the Social Skills Rating System
- Vineland Adaptive Behavior Scales
- Connors Spanish
Interpreters

An acute national shortage of bilingual psychologists, speech and language pathologists and special education teachers requires reliance on interpreters. Informed participation by an interpreter will assist in appropriate administration of assessment instruments. It is imperative that interpreters be sensitive to the cultural and linguistic differences which may influence assessment decisions, enhance parental input, and contribute to educational planning.

Criteria For Selecting Interpreters

Ideally, a school district should arrange for a pool of interpreters, either using personnel with bilingual skills or hiring outside interpreters. In either case, interpreters should have qualifications other than bilingual skills. In developing a pool of interpreters, the following should be considered:

1. **Language and Dialects Spoken**
   
   Because some language have distinct dialects, it is important to ensure that your interpreters can speak the dialect of the individuals school personnel wish to communicate with.

2. **Ability to maintain confidentiality of information**
   
   Interpreters should be persons who understand the need for confidentiality. Ideally, interpreters are personnel employed by a school district who are familiar with and obligated to follow the school district’s confidentiality procedures and policies. Training in confidentiality may be needed.

3. **Familiarity with nature and purpose of meeting**
   
   Interpreters need to be briefed on topics that will be discussed. A list of terms that will be used should be provided. An inexperienced interpreter may incorrectly translate technical terms, such as “mentally retarded” as “crazy”.

4. **Professionalism**
   
   Since the interpreter will be “doing the talking for you”, it is important that the interpreter convey the proper tone and professionalism of meeting. Appropriate dress, manner of addressing parents, and sensitivity in discussing issues are also qualities which should be considered when looking for interpreters.

5. **Distinguishing opinion from interpretation**
   
   The danger of having interpreters convey the content from their own perspective should be understood. However, the interpreter should be encouraged to convey the intent when a literal word-for-word translation is impossible. When this occurs, the speaker should be informed by the interpreter.

Effective Use of an Interpreter in Assessments

1. **Before Testing** – The assessment team member and the interpreter review the following:
   a. The general purpose of the testing session.
   b. Which tests will be administered.
   c. Some information about the child.
   d. Discuss test behavior.
1. Body language of the interpreter.
2. Excessive reinforcement – type and frequency.
3. Excessive cueing or prompting the child (verbally or with gestures).

II. **During Testing** – The assessment team member makes the following observations of the child:
   a. Mixing of two languages.
   b. Use of gestures for purposes of communication.

III. **After Testing** – Note observations by the interpreter.

**Minimizing Interpretation Errors During Conferencing**

A. Introduce conference participants.

B. Seating arrangements are critical. The interpreters should not block the parent from the school person. Parents must be able to see both the interpreter and speaker.

C. Address your remarks and questions directly to the parents. Even though you are using an interpreter, you want to communicate with the parents, not the translator. When parents ask questions, look towards them and listen. Remember that much is communicated non-verbally.

D. Communicate in short segments. Keep grammatical constructions as simple as possible and minimize the use of idioms.

E. Avoid professional jargon. Explain terms such as behavior modification, reading comprehension or dysfluency.

F. Observe body language. Rely on your interpreter to assist you in understanding culturally appropriate behavior.

G. Ask the interpreter to remain neutral.

H. Make the conference comfortable and non-threatening. Limit the number of participants, especially school personnel.

I. Caution should be used in including siblings, relatives, friends or acquaintances, especially as interpreters.
Report Writing Documentation

For EL students, assessment reports must be supplemented by the following:

1. Examiner’s level of language proficiency in language other than English and its effect on interpretation of results.
2. Use of an interpreter, his/her training, and the effect on test results and overall assessments.
3. Use of translations of English tests. Include reference to validity and reliability.
4. The impact of language, cultural, environmental and economic factors on learning. (taken from EL questionnaire)
5. Consideration of second language acquisition process and its relationship to the possible handicapping condition.
6. Results of current language proficiency testing.
7. Achievement scores in primary language as appropriate.
8. If and how standardized tests and techniques were altered.
9. If non-verbal measures are used, a statement of their limitations.
10. Cross-validation of information between test based and non-test based measures that support findings from more formal standardized measures.
11. All reports should have recommendations that include linguistically appropriate goals and objectives.
12. All written reports should be translated into the primary language of the parent or guardian if requested.
SECTION VI

Placement / Service Options
Preparing / Holding IEP
Linguistically Appropriate Goals
Introduction

This section discusses program options for students who are English Learners. EL students will be placed into one of three program options. The program options include Structured English Immersion, English Mainstream, or Alternative Program. Each program is legally required to provide English Language Development (ELD) instruction.

For EL students with Individual Education Plans (IEP), teachers are required to create linguistically appropriate IEP goals with the English Language Development Standards as a guide. Program options are determined by parent request, IEP team recommendation or assessment results to meet student’s educational needs.

A specialized English Learner program with a specific curriculum that focuses on the development of speaking, listening, reading, and writing skills will be provided in all programs. ELD instruction will occur daily for a minimum of 30 minutes per day for students at the Beginning, Early Intermediate or Intermediate level and 20 minutes per day for the Early Advanced and Advanced levels.

This section also incorporates the development of an Individual Education Plan (IEP) for an English Learner as well as providing samples of linguistically and culturally appropriate IEP goals and objectives. Lastly, this section covers how to prepare and hold an IEP meeting for an English Learner who requires special education services.
Program Options for English Learners

There are three different types of programs for English Learners. All programs include daily English Language Development (ELD) instruction along with self-image and cross-cultural instruction that is integrated throughout the subject area. Each program focuses on the development of speaking, listening, reading, and writing skills to develop second language literacy in English. Below is a list of programs offered along with a brief summary of components for each program.

Structured English Immersion
1. Reading taught in English
2. Core curriculum taught in English
3. Some Specially Designed Academic Instruction in English (SDAIE) may be used to help with understanding
4. Daily English Language Development (ELD) instruction
5. Self-image and cross-cultural instruction is integrated throughout subject areas
6. May include some primary language support to help with understanding

English Mainstream
1. Reading taught in English
2. Core curriculum taught in English
3. Some Specially Designed Academic Instruction in English (SDAIE) may be used to help understanding
4. Daily English Language Development (ELD) instruction
5. Self-image and cross-cultural instruction is integrated throughout subject areas

Alternative Program
1. Develops literacy in primary language first
2. Core curriculum taught in primary language while student is acquiring English
3. Daily English Language Development (ELD) instruction
4. Gradual transition from primary language to English in reading and core subject matter
5. Self-image and cross-cultural instruction is integrated throughout subject areas
Individual Education Plan (IEP) Development for English Learners with Disabilities

The Individual Education Plan (IEP) is a written document that's developed for each public school child who's eligible for special education. The IEP is created through a team effort and reviewed at least once a year.

The “IEP team” means a group of individuals composed of:

- The parents of a child with a disability;
- Not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
- Not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
- A representative of the Local Education Agency (LEA) who is: qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; knowledgeable about the general education curriculum; and knowledgeable about the availability of resources of the LEA;
- An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- Whenever appropriate, the child with a disability.

The Individual Education Plan (IEP) teams should strive to ensure that:

(a) IEPs include linguistically appropriate goals and objectives, including when necessary use of the student’s primary language;

(b) Necessary documentation and translation services are provided to parents as needed;

(c) Teachers providing the students district’s core curriculum are appropriately certified or in training.

Other requirements include:

- Qualified teachers (e.g. Bilingual/Cross-cultural Language & Academic Development Certificate [BCLAD/CLAD/SDAIE] or teachers in training), support staff and training to meet the cultural and linguistic needs of the students.

- Sufficient and appropriate basic and supplemental resources to ensure access to the district’s core curriculum.

- Translation of required parent notifications/documents, including IEP parent rights to inform and involve parents of EL students, and translation services as required by state and federal laws.

- Opportunities for parents to become members of the district and/or school advisory committees.
Decisions Regarding CELDT and the IEP

Most students with disabilities take the (CELDT) along with all other students under standard conditions. Some students with disabilities may require test variations, accommodations, and/or modifications, or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified in each student's IEP or Section 504 Plan. Before any test variation is used, the following activities must be considered when preparing or updating the IEP:

1) The IEP team determines if the student's disability would preclude him or her from taking any or all domains of the CELDT (with or without variations, accommodations, and/or modifications).

2) IEP teams review Matrix I in the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments. (see Appendix BI or go to http://www.cde.ca.gov/ta/tq/el/resou rces.asp).

Note: Since modifications and alternate assessments fundamentally alter what the test measures, students receive the lowest obtainable scale score (LOSS) on each domain affected and Overall. The LOSS will be used for Title III accountability purposes.

Results from a modified or alternate assessment should be used for instructional, initial designation and reclassification decisions, since the LOSS does not reflect the student's English proficiency level.

3) IEP teams discuss the impact of modifications or alternate assessments on the CELDT resulting in scores that are not valid.

Alternate Assessments to CELDT

Some ELs with an IEP may need to take an alternate assessment to CELDT for initial or follow-up annual language proficiency testing. If the IEP team determines that the student's disability would preclude him or her from taking any or all domains of the CELDT (with or without variations, accommodations, and/or modifications), they must determine which alternate assessment(s) may needed for the domain(s) of the CELDT that the student is unable to take. The IEP team must also note how the student's disability precludes the student from taking any or all sections of the CELDT.

On the next page is a chart showing possible alternate assessments to CELDT. In determining an appropriate alternate assessment tool for a student who is unable to take CELDT even with accommodations or modifications, the IEP team must ensure that the alternate assessment assesses English proficiency in all four domains of listening, speaking, reading, and writing. This may mean assessing these skills in a functional context.

A. Linguistically Appropriate Goals and Objectives (LAGOS) and Programs

CR, Title 5, Section 3001 (s): “Linguistically appropriate goals, objectives, and programs means those activities which lead to the development of English language proficiency; and those instructional systems which lead to the language development of English language proficiency; and those instructional systems which lead to the language development needs of English language learner. For individuals whose primary language is other than English, and whose potential for learning a second language, as determined by the individualized education program team, is severely limited, the IEP team may determine that instruction may be provided through an alternative program pursuant to a waiver under Education Code Section 311(c), including a program provided in the individual’s primary language. The IEP team must periodically, but not less than annually, reconsider the individual’s ability to receive instruction in the English language.”
B. IEP Consideration for English Learners Linguistically appropriate goals and objectives have the following characteristics:

• They are appropriate for the cognitive level of the student.

• They are appropriate for the linguistic level of the student.

• They match the developmental level of the student’s primary (L1) or secondary (L2) language.

• They match the student’s general education transition criteria and re-designation policy (i.e., from LEP to FEP).

C. Additional Linguistic and Cultural Considerations

Culturally appropriate goals and objectives have the following characteristics:

• They access the student’s prior knowledge and experiences.

• They incorporate culturally relevant materials and experiences.

• They affirm the student’s cultural heritage.

General Rubric

The following rubric needs to be followed in order to ensure that any given goal or objective meets the definition of being linguistically appropriate as specified above:

• It states specifically in what language (Spanish, Vietnamese, Tagalog, etc.) the particular goal and objectives will be accomplished.

• It is appropriate to the student’s level of linguistic development and proficiency in that language.

• It is consistent with the known developmental structure of that language.

• It provides cultural relevance in the curricular framework.

• Determine the desired outcome (goal) and the timeline for achieving the goal.

• Determine what interim steps are necessary for the student to achieve that goal (objectives) and the timelines for measuring progress.

• Be sure goal/objectives are observable, measurable, specific, and realistic.

• Determine who should be involved in working toward the goal/objectives (persons responsible).

• Determine the methods of measurements.
Sample Linguistically and Culturally Appropriate IEP Goals and Objectives

GOAL: To increase comprehension of the English language.

OBJECTIVE: By ________ (date) when shown visual stimuli (e.g., pictures, regalia) __________ (student) will respond nonverbally (e.g., point, nod, shake your head, clap hands, act out) to preproduction stimuli with_______ (%) accuracy as measured by teacher observation or records.

Examples of preproduction stimuli:

a) “Nod your head when I point to the pencil.”

b) “Clap your hands when I touch a farm animal.”

GOAL: To be able to give one word responses to question asked with comprehensible input.

OBJECTIVE: By __________ (date) when shown visual stimuli (e.g., pictures, regalia) ___________ (student) will respond with a one word response to questions with comprehensible input with _______ (%) accuracy as measured by (teacher observation or records).

Examples of questions with comprehensible input:

a) “Are you hot (teacher pantomimes wiping perspiration from forehead) or cold?” (teacher pantomimes shivering and bundling up)

b) “Is this a dog?” (teacher points to a cat in a picture)

c) “How many flowers (teacher points) are in the vase?”

GOAL: To respond to literal questions with short phrases, which may or may not, be grammatically correct.

BASIC OBJECTIVE: By __________ (date) when given comprehensible input __________ (student) will respond to (who, what, where, when, how, and why) questions using short phrases with _____ (%) accuracy as measured by__________ (teacher observation and records, etc).

Examples of advanced student ideas and questions:

a) “Where is the dog?” (sample student response: “By the tree”)

b) “Who is walking the dog?” (sample student response: “The man”

c) “Why is the cat frightened?” (sample student response: “Sees the dog”

ADVANCED OBJECTIVE: By __________ (date) in a natural environment ____________ (student) will be able to articulate and express on their own initiative basic ideas and requests with _____ (%) accuracy as measured by ____________ (teacher observation and records, etc.)

Examples of advanced student ideas and requests:
a) “I am cold”

b) “I go to the bathroom”

c) “I like it”

GOALS:
1) To be able to respond to questions in writing with quality comparable to level of written language skills in native language.

2) To be able to read English at a comparable level to reading proficiency in native language.

3) To be able to respond in either writing or orally to stimuli that prompts critical and creative thinking with a response that shows elaboration and complex sentence structures.

BASIC OBJECTIVE: By ________ (date) after reading a story at his/her read-ability level __________ (student) will respond to writing task with _______ (%) accuracy as measured by _____________ (teacher observation and records, etc.)

Examples of basic student responses:

a) answering comprehension questions after reading story

b) writing a friendly letter

c) writing a creative story

OBJECTIVE: By __________ (date) __________ (student) will be able to comprehend reading selection at his/her readability level as measured by grade level curriculum assessment.

Examples of basic student responses:

a) answering comprehension questions after reading story

b) writing a friendly letter

c) writing a creative story

OBJECTIVE: By __________ (date) __________ (student) will be able to articulate responses to questions that require critical and creative thinking in the following four main areas: a) synthesis, b) evaluation, c) analysis, and d) application as measured by the following criteria: a) descriptive vocabulary, b) ability to elaborate, and c) use of complex sentence structures within their response.
CULTURALLY APPROPRIATE IEP GOALS AND OBJECTIVES

GOAL:
To increase reading comprehension in ____________ (English, Spanish, Tagalog, etc.)

OBJECTIVE:
By ________ (date), __________ (student) will identify two common themes/main ideas and two differences in stories after reading ____________ (independently, with modifications, listening, etc.) four folk tales from different countries with ____ (%) accuracy as measured by ____________ (teacher observation, work samples, task based criteria, etc.)

GOAL:
To increase writing fluency in ____________ (English, Spanish, Tagalog, etc.)

OBJECTIVE:
By ______________ (date), ____________ (student) will respond by ____________ (dictating, writing a sentence, writing a paragraph, etc.) and share their personal responses to an open-ended question that draws upon their life experiences, culture, and perceptions after listening/reading to a story from core/supplemental curriculum with ____ (%) accuracy as measured by ____________ (teacher observation, work samples, task based criteria, etc.)

GOAL:
To increase understanding of multiplication concepts taught in (English, Spanish, Tagalog, etc.)

OBJECTIVE:
By ____________ (date), ____________ (student) will be able to use an array of ____________ (graph paper, multilink cubes, other manipulatives, etc.) to demonstrate their comprehension of the multiplication process after comparing and contrasting Mexican and Egyptian methods of multiplication as measured by ____________ (teacher observation, work samples, task-based criteria, etc.)

Preparing for the IEP of an English Learner

What to have: Plan to bring to the IEP meeting specific documents that will be presented to and/or reviewed with the team.

1. **Parent Notification Letter of Initial Testing** (Parent Notification / Initial Identification of English Learners, Alternate Language Proficiency Instrument (ALPI) or California English Language Development Test (CELDT). Parents are sent this letter after initial language proficiency testing to inform them of the test results, their child’s language classification and placement. (See Appendices)

2. **Parent Notification of Annual Testing** (EL Annual Assessment Results-CELDT or EL Annual Assessment Results-ALPI).

   For the CELDT: Student Proficiency Level Report (if available)
   For the ALPI: Student Scoring and Recording Booklet

   AND any test results on supplemental measures. For children taking the ALPI,
Supplemental measures, including the Student Oral Language Observation Matrix (SOLOM), will contribute information to the parents and teachers about the child’s growth.

2. **Alternate Assessment Participation Criteria.** Review with the parent if already completed, or complete this at the IEP meeting.

3. **The ELD Content Standards and/or The ELD Content Standards for Students with Severe Disabilities.**

4. **Language Fluency Profile.** This profile is filled out for each student who has a Home Language Survey listing a language other than English to any of the questions. Results of initial language assessment are documented. For students who are classified as Initially Fluent English Proficient (I-FEP) there is no further documentation necessary. For students classified as English Learners (EL) their initial ELD Level and Placement is also documented.

Language Proficiency Profiles are updated annually at the IEP review meeting with the results of the student’s annual language assessment and his/her current instructional delivery setting or “placement”. Annual updates are not required beyond the second year following redesignation of student, or for EL students leaving 12th grade.

**Holding the Individual Education Plan (IEP) Meeting for an English Learner**

**What to do:**

1. Review student’s current language status.

2. Review initial English and primary language proficiency test results. OR Annual English proficiency test results (CELDT or ALPI) and student language status.

3. Review alternate assessment participation criteria (has to be done only for initial assessment or if student eligibility for alternate assessment is questioned).

4. Review student’s ELD level and progress in ELD from the previous year.

5. Determine instructional delivery setting. For initially tested students, review/describe the three options, and as a team, determine which instructional setting is appropriate to meet the needs of the student. For annually tested students, review whether a change in the instructional delivery setting is appropriate.

6. Complete all other supplemental IEP information pertaining to student language performance, instructional strategies, and ELD goals/objective is completed during the meeting.

7. Update the Language Fluency Profile/folder by documenting the above information by year and grade. Make sure the main (yellow) folder has the minimum required information:
• Home Language Survey
• Initial language proficiency testing (CELDT or ALPI and primary language results)

• Annual student level proficiency reports (CELDT) or Annual updated English Language Observation Instrument (ALPI)
• Redesignation Monitoring Progress Report
• Alternate Assessment Participation Criteria completed by the IEP team

8. Update the teacher’s copy of the Language Fluency Profile folder. This copy will be kept in the classroom.
SECTION VII

Reclassification of English Learners with Disabilities
Reclassification of English Learners with Disabilities

(This section taken directly from Meeting the Needs of ELs with Disabilities Resource Book, Dr. Jarice Butterfield, 2010)

It is important that school personnel understand reclassification of English learners as Fluent English Proficient (RFEP), the California Education Code reclassification criteria guidelines, the issues related to reclassification of English learners, and how the reclassification criteria apply to students with disabilities. This Section also includes sample reclassification scenarios and frequently asked questions.

Understanding Reclassification of English Learners

Reclassification is the process used by districts/LEA5 to make a determination if an EL student has acquired sufficient English skills to successfully access curriculum being delivered without English development support.

When EL students demonstrate that they are able to compete effectively or are commensurate with English-speaking peers, they are then reclassified as fluent English speakers (RFEP). The reclassification process in public schools in California is based on guidelines approved by the State Board of Education (SBE) and is based on California Education Code Section 313(d). The reclassification guidelines utilize multiple criteria in determining whether to reclassify a student as being proficient in English.

The California Department of Education Reclassification Guidelines

It is important to remember that reclassification of ELs is a local decision. The CDE 2011-2012 CELDT Information Guide states: 'Reclassification is a local decision to be established by the local school board in accordance with state law (Education Code Section 313). School districts must use individual CELDT results as one of four criteria when considering reclassifying English learners. Additional measures that must be considered are the comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, teacher evaluation, and parent or guardian opinion and consultation.'

Further, the CDE 2011-2012 CELDT Information Guide (page 10) states "Students with disabilities are to be provided the same opportunities to be reclassified as students without disabilities. Therefore, local individualized education program (IEP) teams may determine appropriate measures of English language proficiency and performance in basic skills, in accordance with local and SBE approved reclassification guidelines."

Below are the CDE 2011-2012 CELDT Information Guide criteria for reclassifying a student from EL to RFEP. Included in the guide are guidelines for the reclassification of students with disabilities

1st Criteria: Assessment of Language Proficiency Using an Objective Assessment Instrument
CELDT is used as the primary criterion for the "objective assessment" in California. Students should be considered for reclassification when scoring Early Advanced or Advanced on overall, and Intermediate on higher on each of the four domains.

2nd Criteria: Teacher Evaluation

Teachers, general or special education, shall make recommendations about whether or not the student has acquired the English language skills to be successful in learning in English commensurate with English speaking peers. Teachers may base their recommendations on classroom work samples, criterion referenced tests, classroom assessments, progress towards academic IEP goals and objectives, and overall classroom performance.

It may be a helpful to provide teachers with a checklist such as the SOLOM in order for them to provide more objective information regarding the student's skills in English.

3rd Criteria: Parent Opinion and Consultation

Provide notice to parents or guardians of their rights and encourage their participation in the reclassification process by inviting them to a face-to-face meeting.

4th Criteria: Comparison of Performance in Basic Skills

If the California Standards Test (CST) or California Modified Assessment (CMA) in English-Language Arts is selected as the 4th criteria, the following guidelines apply:

1) CST or CMA score in English/language arts (ELA) must be at least beginning of "basic" level to midpoint of basic - each district/LEA may select the exact cut point.

2) Pupils with scores above the cut point selected by the school district/LEA should be considered for reclassification.

3) For pupils scoring below the cut point, school districts/LEAs should attempt to determine whether "factors other than English language proficiency are responsible for low performance on the CST or CMA in English-language arts and whether it is reasonable to reclassify the student." (2011-2012 CELDT Information Guide)

Issues Related to the Reclassification of EL students with an IEP

The following concerns have been cited in the research related to the reclassification of EL students in special education:

- It is more difficult to clear the CST-ELA hurdle than the CELDT criterion. For example, in the 11th grade in 2007, 21 percent of ELs scored Basic or better on the CST-ELA, compared to 41 percent scoring Early Advanced or better on CELDT.

- Testing results and reclassification decisions feed into the Title III accountability system imposed by NCLB that may either reward or penalize school districts/LEAs; students with disabilities often do not meet goal targets due to a disability versus language
difference.

- Research indicates that a large gap exists across grades on CELDT scores for ELs in special education versus non special education ELs (Fetler, 2008). This suggests that few ELs in special education will reach the minimum CELDT score required for consideration to be reclassified.

Further, Fetler (2008) points out that nationally, in 2003, 10.6 percent of the total public school population were ELs and 13.6 percent of the total population were students with an IEP. He further makes the point that while these subgroups are a minority of the total population, they are a majority of the students targeted by NCLB. The students with disabilities and ELL subgroups intersect and students who belong to both have complex needs and tend to score low on CELDT and CST.

**Application of the Four Criteria to Students with Disabilities**

The CDE 2011-2012 CELDT Information Guide provides guidance to professionals regarding decisions about whether or not to reclassify a student with disabilities as follows:

**For the 1st Criteria, the assessment of language proficiency using an objective assessment instrument,** the CDE guide states that:

"Those students whose overall proficiency level is in the upper end of the intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English".

Many students with disabilities often have a difficult time scoring at the overall level of advanced or higher on CELDT due to a learning or other type of disability after many years of instruction in English; however, the reclassification team may feel that the student is proficient in English and that further instruction in ELD may not improve their academic performance. For these students, the team may want to follow the guidance provided in the CDE guide and check to see if the students' overall proficiency is in or close to the upper end of the intermediate level on CELDT.

In addition, the IEP team may designate an alternate assessment to CELDT to measure English proficiency. The use of "alternate assessments" may be considered to determine if the student meets the first criteria (2011-2012 CELDT Information Guide).

**For the 2nd Criteria, teacher evaluation,** the CDE 2011-2012 CELDT Information Guide stipulates that the reclassification team should consider that "incurred deficits in motivation and academic success unrelated to English language Proficiency do not preclude a student from reclassification." A disability may be a factor that contributes to low academic achievement and is unrelated to "English language proficiency."

The reclassification team should conference closely with all teachers of the student, including special educators, to determine if a lack of or limited academic achievement in the classroom is due to other factors such as a disability or motivation.

**For the 3rd Criteria, parent opinion and consultation,** it is important for the reclassification team to collaborate closely with the parent(s) and seek input about whether or not the parent(s) views their child as being proficient in English and/or is able to perform successfully in an education environment
where the instruction is in English without ELD support. Some parents may not be able to attend the meeting; however, it is best practice for the team to seek and consider parent input when making reclassification decisions.

**For the 4th Criteria, comparison of performance in basic skills**, the CDE 2011-2012 CELDT Information Guide stipulates that for pupils scoring below the cut point, school districts should attempt to determine whether "factors other than English language proficiency are responsible for low performance on the CST or CMA in English-language arts and whether it is reasonable to reclassify the student."

It may be best practice for reclassification teams to consider whether or not the impact of a student's disability, "other than English language proficiency", is a contributing factor to the student's low achievement on standardized tests of basic skills or CST/CMA. If the team determines that low performance (lower than the beginning point of "basic") is due to a disability rather than English language proficiency and the student has acquired language proficiency, they must document this when making the decision of whether or not the student has met the fourth criteria.

In addition, some students with disabilities, as designated in their IEP, take the alternate measures to CST such as the California Alternate Performance Assessment (CAPA). Reclassification/IEP teams may use CAPA results to inform whether or not a student has acquired the basic skills in English at their functional level.

It is important for reclassification teams (be it the IEP team or other multi-disciplinary reclassification team) to remember the purpose for identifying students as English learners when making a determination if an English learner has acquired sufficient English skills or fluency to perform successfully in academic subjects without ELD support. It is not advisable for educators to make hasty decisions when deciding whether or not to reclassify a student based solely on the student having a disability. English language development is a valuable service that specifically targets the skills required to be fluent in English. If the reclassification team feels a student would still benefit from an ELD program because he or she has not fully developed English language proficiency, reclassification may not be appropriate. Districts/LEA5 are advised to seek further guidance from the CDE if they have questions about reclassification of students with disabilities.

**Sample Reclassification Scenarios**

**SCENARIO 1: Student With Autism Takes an Alternate Assessment to CELDT** Maria is a 6th grade student who has autism. She has an average to low average ability level. She is verbal; however a lot of her speaking is more "echolalia" or repetitive of what she hears. Her pragmatic and comprehension skills are low in both languages. She functions at approximately the 3rd grade level in math and 1st -2nd grade level in reading and writing. She was classified as an English learner upon entering school in kindergarten. The IEP team has designated that Maria will take an alternate assessment to CELDT.

Below is an analysis of Maria's English language development based on the four reclassification criteria:
Criteria 1: Assessment of Language Proficiency Using an Objective Assessment Instrument

Since Maria took an alternate assessment to CELDT, the reclassification team used the scores on the alternate measure *Basics 2* and ALPI to determine if Maria meets this criterion.

**Results of Alternate Criteria *Basics 2* checklist**

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Writing</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Communicates in Writing</td>
<td></td>
<td>*No</td>
</tr>
<tr>
<td>Responds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to Auditor Stimuli</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Receptive Language (verbal)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Expressive Language (verbal)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Articulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Receptive Language (non verbal)</td>
<td></td>
<td>*X</td>
</tr>
<tr>
<td>Words Independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends to Printed Material</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reading Readiness</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Basic Reading Skills</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td>*X</td>
</tr>
<tr>
<td>Overall Indication Student is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Results of Alternate Criteria ALPI**

<table>
<thead>
<tr>
<th>Skill Areas</th>
<th>Primary Language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Language Total Points</td>
<td>26/30</td>
<td>27/30</td>
</tr>
<tr>
<td>Expressive Language Total Points</td>
<td>10/24</td>
<td>9/14</td>
</tr>
</tbody>
</table>

*Note: On the *Basics 2* the student received an overall "no" in the receptive language and reading comprehension areas; however, the multi-disciplinary reclassification team (which included special educators and English language development staff members) determined that these relative weaknesses were due to the student's autism versus language differences when compared to high performance in English language skill areas. On the ALPI the IEP team noted that the student demonstrated similar error patterns and weaknesses in both the primary language and English and noted weaknesses were most likely due to her language disability versus lack of fluency in English.*

*The IEP team in this scenario determined the student was fluent in English since they felt the *Basics 2* assessment data indicated the student had acquired an intermediate or above level of English language proficiency in listening, speaking, reading, and writing.*

**Criteria 2: Teacher Evaluation**

Maria's teachers indicated that she has developed English language proficiency as evidenced by her day to day classroom performance (not related to her autism or disability).
Remember: Incurred deficits in motivation and academic success unrelated to English language proficiency may not preclude a student from reclassification as per the CDE 2011-2012 CELDT Information Guide.

Criteria 3: Parent Opinion and Consultation

Maria's parents indicate that they feel she communicates well in English with other English speakers, that she is able to read books in English, and that she seems to be able to comprehend information from TV and radio in English and believe she is ready to exit the program.

Criteria 4: Comparison of Performance in Basic Skills

"Performance in basic skills means the comparison of the student's performance in basic skills against an empirically established range of performance in basic skills.

Lupe took CAPA Level IV (for her 6th grade level) The IEP team determined that they would use her CAPA scores to determine if she met the basic skills criteria. Lupe scored at the Basic level on CAPA IV. The IEP team took Lupe's cognitive levels into consideration and determined that she did perform basic skills in English similar to her like peers and commensurate with her cognitive levels.

In this scenario the reclassification team felt that Maria met the four CDE reclassification criteria and made the decision to designate her as RFEP.

SCENARIO 2: High Functioning Student With Learning Disabilities Who Takes CELDT and CST

Jorge is a 8th grade student who is eligible for special education as learning disabled. He is a highly verbal student but struggles with a reading and writing disability due to visual processing deficiencies. He functions at approximately the 7th grade level in math and 4th-5th grade level in reading and writing. He was classified as an English learner upon entering school in kindergarten.

Below is an analysis of Jorge's English language development based on the four California State Board of Education adopted reclassification criteria:

Criteria 1: Assessment of Language Proficiency Using an Objective Assessment Instrument

Jorge's CELDT test scores were:

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Beginning</th>
<th>Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td>X (upper end)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The IEP team determined that Jorge did meet the CELDT assessment criteria for proficiency even though he did not obtain an overall proficiency level of early advanced or higher and writing was at the early intermediate level. As per the CDE 2011-2012 CELDT Information Guide.
recommendations the IEP team took into consideration other measures to determine if Jorge is proficient since his overall CELDT level is in the lower end of intermediate and no score is below intermediate.

The reclassification team took into consideration other curriculum based measures from the classroom in reading and writing when Jorge was allowed to use his accommodation of using a word processor and spell checker and auditory assistance with sounding out multiple-syllable words. The team also reviewed past test results from Woodcock Johnson Revised III (WJIII) and the Test of Written Language (TOWL). The IEP team ruled out that his lack of proficiency in reading and writing was due to his lack of proficiency in English. This was determined by analyzing the types of error patterns he made and by reviewing his overall progress made towards achieving his IEP goals in reading and writing.

Criteria 2: Teacher Evaluation

Jorge's teachers (both special and general education) felt he has developed English language proficiency as evidenced by his day to day classroom performance (not related to his learning disability).

*Remember:* based on the CDE 2011-2012 CELDT Information Guide recommendations, Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

Criteria 3: Parent Input

Jorge's parent(s) indicate that he is able to communicate with other English speakers fluently and understands his English school work; and therefore, should be reclassified.

Criteria 4: Comparison of Performance in Basic Skills "Performance in basic skills"

Jorge's CST scores fall slightly below the midpoint of basic in ELA when provided accommodations of more time, directions read aloud and paraphrased, and testing broken into shortened time segments; however, the reclassification team felt that "factors other than English language development" were the reason his scores were low (his learning disability).

*Remember:* "for pupils scoring below the cut point, school districts/LEA5 may attempt to determine whether factors other than English language proficiency (such as a disability) are responsible for low performance on the CST in English language arts and whether it is reasonable to reclassify the student" comparison of performance in basic skills.(the CDE 2011-2012 CELDT Information Guide).

SCENARIO 3: Low Functioning 3rd Grade Student with Low Cognitive Abilities

Yu Li is a 4th grade student who is eligible for special education as having moderate to severe Intellectual Disabilities and physical impairment. She functions at approximately the Pre K grade level in math and Pre K level in reading and writing. She was classified as an English learner upon entering school in kindergarten. Yu Li 's IEP stipulates that she will take an alternate assessment to CELDT (ALPI and Basics 2 Checklist).
Criteria 1: Assessment of Language Proficiency Using an Objective Assessment Instrument

Yu Li’s IEP team analyzed her ALPI and Basics 2 data to determine if she had acquired sufficient English language skills to allow her to function in an academic English environment. The team took into consideration her very low cognitive ability. The team noted that Yu Li has only received services as an English language learner for 3-4 years. The team thought that Yu Li’s limited progress in English may be due to her low cognitive ability since students functioning in her intellectual range learn new information much more slowly than their typical developing peers. The team believed that, although her disability impacts her ability to progress at an academic rate commensurate with her typically developing peers, she continues to need further development in ELD in order to make optimal academic progress. Yu Li’s ALPI scores indicate that she is not as proficient in English as she is in her primary language as evidenced by her expressive language skills. Her Basics 2 checklist also indicates that she is not proficient in expressive English language and her academic scores are not commensurate with her ability yet. This is an indication she needs to further develop her English proficiency skills. See Yu Li’s Basics 2 and ALPI data below:

Based on ALPI data below Yu Li did not meet Criteria I

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Writing</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Communicates in Writing</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Responds to Auditory Stimuli</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Receptive Language (Verbal)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Expressive Language (Verbal)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Receptive Language (Non Verbal)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Words Independently</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Attends to Printed Material</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Reading Readiness</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Basic Reading Skills</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Areas</th>
<th>Primary Language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive Language Total Points</td>
<td>18/30</td>
<td>12/20</td>
</tr>
<tr>
<td>Expressive Language Total</td>
<td>16/30</td>
<td>10/20</td>
</tr>
<tr>
<td>- Points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The IEP team noted that Yu Li demonstrates limited language abilities in both her primary language and English; however, her scores are significantly lower in English. Yu Li did not meet the first criteria.

Criteria 2: Teacher Evaluation

Yu Li’s teachers noted that she has made progress in her English language proficiency as evidenced by her day-to-day classroom performance. They also stated that her disability impacts her rate of learning; however, they believed that it is in Yu Li’s best interest to continue receiving English language development services as she is not as proficient as she could be. The teacher noted that Yu Li’s error patterns were typical of those seen by other English learners at a younger age.

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Criteria 3: Parent Input

Yu Li’s parent(s) feels she has made some progress in her English development skills but needs continued English instruction. They also note that she is making appropriate progress towards her IEP goals; however, they feel she needs continued ELD services.

Criteria 4: Comparison of Performance in Basic Skills

Yu Li takes the CAPA, not the CST. The IEP team reviewed Yu Lu's CAPA scores which were *below basic*. The IEP team did not feel her assessment results indicated that her achievement in English was commensurate with her ability.

The reclassification team noted that typical learners take 4-6 years to reach a proficiency level to be reclassified to RFEP. They also took into consideration that students with very low cognitive skills learn at a much slower rate than their typically developing peers. They did not believe that Yu Li met the four reclassification criteria and made the decision not to reclassify her.
SECTION VII

Appendices

Resources / Merced County Office of Education
Forms Associated With English Learners

Merced County Office of Education
Steven E. Gomes, Ed.D. Superintendent
Susan Coston, Assistant Superintendent
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMAO</td>
<td>Annual Measurable Achievement Objectives</td>
</tr>
<tr>
<td>API</td>
<td>Academic Performance Index</td>
</tr>
<tr>
<td>AYP</td>
<td>Adequate Yearly Progress</td>
</tr>
<tr>
<td>BCLAD</td>
<td>Bilingual Cross-cultural Language and Academic Development Certification</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CELDT</td>
<td>California English Language Development Test</td>
</tr>
<tr>
<td>CLAD</td>
<td>Cross-cultural Language and Academic Development Certification</td>
</tr>
<tr>
<td>CPM</td>
<td>Categorical Program Monitoring</td>
</tr>
<tr>
<td>CST in English-Language Arts</td>
<td>California English-Language Arts Standards Test</td>
</tr>
<tr>
<td>DIS</td>
<td>Designated Instruction and Services</td>
</tr>
<tr>
<td>DELAC</td>
<td>District English Learner Advisory Committee</td>
</tr>
<tr>
<td>EIA-LEP</td>
<td>Economic Impact Aid – LEP Supplemental Funding</td>
</tr>
<tr>
<td>ELAC</td>
<td>English Learner Advisory Committee, school level (formerly BAC)</td>
</tr>
<tr>
<td>EL</td>
<td>English learner (also known as LEP)</td>
</tr>
<tr>
<td>ELD</td>
<td>English Language Development</td>
</tr>
<tr>
<td>EO</td>
<td>English Only</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FAPE</td>
<td>Free and Appropriate Public Education</td>
</tr>
<tr>
<td>FEP</td>
<td>Fluent English Proficient (Reclassified-RFEP or Initial-IFEP)</td>
</tr>
<tr>
<td>HLS</td>
<td>Home Language Survey</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>IDEA/2004</td>
<td>Individuals with Disabilities Education Improvement Act of 2004</td>
</tr>
<tr>
<td>IFEP</td>
<td>Initial Fluent English Proficient</td>
</tr>
<tr>
<td>L₁</td>
<td>Primary Language</td>
</tr>
<tr>
<td>LDS</td>
<td>Language Development Specialist</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Educational Agency</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient (also known as English learner)</td>
</tr>
<tr>
<td>NCLB</td>
<td>No Child Left Behind Act of 2001</td>
</tr>
<tr>
<td>OCR</td>
<td>Office for Civil Rights (U.S. Department of Education)</td>
</tr>
<tr>
<td>RFEP</td>
<td>Reclassified Fluent English Proficient</td>
</tr>
<tr>
<td>R30-LC</td>
<td>Annual Language Census Report (form R30-LC)</td>
</tr>
<tr>
<td>SBE</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>SDAIE</td>
<td>Specially Designed Academic Instruction in English</td>
</tr>
<tr>
<td>SPEDLEP</td>
<td>English learner or LEP student receiving special education services</td>
</tr>
<tr>
<td>SST or CST</td>
<td>Student Study Team or Child Study Team</td>
</tr>
</tbody>
</table>
### Reason(s) for Concern:
- Behavior
- Learning Abilities
- Motor Development
- Speech/Language
- Health
- Academics (specify):
- Other:

### Relevant information (test data, proficiency results or current texts):

<table>
<thead>
<tr>
<th>Performance Area(s)</th>
<th>Test/Text Used</th>
<th>Results/Grade Level</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Modifications of Regular Program and/or Other Resources Considered and Utilized

(TO BE COMPLETED BY STUDENT STUDY TEAM)

### Persons in Attendance:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Disposition:

- Health Services
- Vision
- Hearing
- Psychological Services
- School Attendance Review Board
- Special Education Referral (Special Education Referral form must be completed)
- Additional Modifications (specify):
- Other School Resources (specify):
- Other Agencies (specify):
- Parent Action (specify):
- Other:

### Personnel Responsible for Dispositions(s):

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Task</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Date of follow-up meeting(s):

- - - - -
<table>
<thead>
<tr>
<th>DATES OF MODIFICATION</th>
<th>REGULAR EDUCATION MODIFICATION LIST</th>
<th>COMMENTS/OUTCOME</th>
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</thead>
<tbody>
<tr>
<td><strong>ACADEMICS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Review assignment with student</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Individualized instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(describe specific ways)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Shorter assignments</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Easier materials</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Parent involvement/homework</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[specify: peer, cross-age, volunteer, etc.]</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Retention</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[specify]</td>
<td></td>
</tr>
<tr>
<td><strong>BEHAVIOR</strong></td>
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</tr>
<tr>
<td>1.</td>
<td>Teacher-student contract</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Behavior management/contingency system</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Parent involvement/conference</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Counseling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[specify: teacher, psychologist, principal, etc.]</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[specify]</td>
<td></td>
</tr>
<tr>
<td><strong>OTHER RESOURCES/MODIFICATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Adjustment of school program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(change classroom, teachers, assignments)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Adjustment of school day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(shorten, change recesses, etc.)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Consult with resource person in reading, math, language, etc.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Progress reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(daily, weekly)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Community agencies and services</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[specify]</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Other school programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[specify: SIP, Title 1, ESL, Title IV, etc.]</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Alteration of physical class arrangement</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>[specify]</td>
<td></td>
</tr>
</tbody>
</table>
PRE-REFERRAL DATA COLLECTION FOR SST: FOR CULTURALLY, LINGUISTICALLY DIVERSE STUDENTS (CLD)

Date of Referral: _______________
School: _______________________

This form is to be completed by the referral person prior to referral to the SST for a student whose HLS indicates home language other than English.

It is to accompany the SST referral form

Student Name:____________________________________________ Age: _________________ DOB:_______________
Grade:_________________________ Retained:_________________________
Referring Person: _______________________________________________________________

CURRENT LANGUAGE OF INSTRUCTION:
_____________________________________________________________________________________

PRIMARY LANGUAGE SUPPORT SERVICES:
_____________________________________________________________________________________

CURRENT ENGLISH SUPPORT SERVICES:
_____________________________________________________________________________________

REASON FOR REFERRAL
What questions do I want answered? / What are my concerns?
_____________________________________________________________________________________

_____________________________________________________________________________________

What do you want the outcome of the SST to be?
_____________________________________________________________________________________

_____________________________________________________________________________________

What are the parent(s)’ concerns?
_____________________________________________________________________________________

_____________________________________________________________________________________

What do you know about the child?:
What language is used at home?
What is the child’s primary language?
What is the child’s second language?
What is the child’s dominant language?
How did you find out this information?

CELDT test results: ___________________________ Date: ______________
Speaking ___________ Reading ___________ Listening ___________ Writing ___________

What do you know about the child’s language interactions?:
• What language does the child use at home?

• What language do the parents use in talking with each other?

• What language does the mother use in talking with the child?

• What language does the father use in talking with the child?

• What language do the siblings use in talking with the child?

• If there are others living in the home, what language do they use with the child?

• Are primary language and English intermixed (code switching) at home?
• What language does the child use with peers at home?

Are the parents able to read in their primary language?  Yes □  No □  Don't Know □
Are the parents able to write in their primary language? Yes □  No □  Don't Know □
Are the parents able to read English? Yes □  No □  Don't Know □
Are the parents able to write English? Yes □  No □  Don't Know □

What is the student’s history of academic instruction?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language of Instruction</th>
<th>School</th>
<th>Location</th>
<th>Year</th>
<th>Days Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>11</td>
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<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How long has the child been in the United States?

At what age or grade did the child start learning English?

At what age or grade did the child start using English?

What supports/programs has the child received to assist him/her in learning English? (e.g. Migrant Ed, Title I, etc.)
HOME LANGUAGE SURVEY
ENGLISH VERSION

Name of Student: _______________________________       ___________________       __________________

Surname / Last Name                                   First Given Name                Second Given Name

School: _____________________  Age: ______  Grade Level: _______  Teacher Name: __________________

Directions to Parents and Guardians:

The California Education Code contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

Please sign and date this form in the spaces provided below, then return this form to your child’s teacher. Thank you for your cooperation.

___________________________________________  ______________________________
Signature of Parent or Guardian        Date

Form HLS, Revised October 2005
California Department of Education
To the Parents/guardians of: ______________________________ Date: __________
School: _________________________________ Primary Language: _______________

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of the test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write English.

Your child has been given the CELDT, and the results have identified him/her as an English Learner. Your child will be assigned to an appropriate instructional program based upon the results. The goal of the program is to develop proficiency in English and success in the core curriculum.

You are invited to request a conference where your child’s program will be explained. Please contact the school office to schedule a conference.

<table>
<thead>
<tr>
<th>English Language Assessment Results</th>
<th>CELDT Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>California English Language Development Test (CELDT) Skill Areas</td>
<td></td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Overall Proficiency</td>
<td></td>
</tr>
</tbody>
</table>

You are welcome to participate in the school’s English Learner Advisory Committee. If you should have any questions regarding your child’s program or instructional needs, please contact the school office.
## Sample 1 (Front) — Initial Assessment

**California English Language Development Test (CELDT) 2012–13 Edition**

<table>
<thead>
<tr>
<th>Performance Levels</th>
<th>Overall (Scale Score Range)</th>
<th>Listening (Scale Score Range)</th>
<th>Speaking (Scale Score Range)</th>
<th>Reading (Scale Score Range)</th>
<th>Writing (Scale Score Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Advanced</td>
<td>399</td>
<td>412</td>
<td>389</td>
<td>375</td>
<td>400</td>
</tr>
<tr>
<td>Early Intermediate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scale Scores:**
- 399
- 412
- 389
- 375
- 400

**Comprehension Score:** (average of Listening and Reading domain scale scores) 394

### How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bar represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 40% Listening, 40% Speaking, 15% Reading, and 5% Writing. For grades 2–12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education (CDE) website at [http://www.cde.ca.gov/ta/tg/](http://www.cde.ca.gov/ta/tg/).

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make these decisions.

The box on the report contains a description of each performance level. To assist the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.
Merced County Office of Education
Alternate Language Assessment Instrument
INITIAL IDENTIFICATION OF ENGLISH LEARNERS AND PARENTAL NOTIFICATION

To the Parents/guardians of: ___________________________ Date: ______________
School: ___________________________________ Primary Language: _____________

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of our alternate test is the ___________________________. Its purpose is to determine how well each student tested can speak, listen, read, and write English.

Your child has been given the ________________________________, and the results have identified him/her as an English Learner. Your child will be assigned to an appropriate instructional program based upon the results. The goal of the program is to develop proficiency in English and success in the core curriculum.

<table>
<thead>
<tr>
<th>Language Proficiency Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Language</strong></td>
</tr>
<tr>
<td>Receptive Language - _______</td>
</tr>
<tr>
<td>Expressive Language - _______</td>
</tr>
<tr>
<td>Overall Classification - __________</td>
</tr>
</tbody>
</table>

According to your child’s Individual Education Plan (IEP), his/her placement is in a ______________________ class. Goals and objectives in the IEP will address the language and academic needs of your child. Specific time will be planned for daily instruction in English Language Development (ELD) in your child’s class. You are invited to request a conference where your child’s program will be explained. If you should have any questions regarding your child’s program or instructional needs, please call your child’s teacher to set up a meeting.
Dear Parents/guardian of ____________________________

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your child has been given the CELDT, and the results have identified him/her as Fluent English Proficient (FEP). This means that your child will be assigned to a regular academic program and will not need special help to increase his/her English skills.

You are encouraged to become involved in your child’s education. If you have any questions regarding your child’s instructional placement, please feel free to contact the school office.
Name of Student: _______________________________ Grade: _________

School: _______________________ Teacher: _______________________

I have been given the descriptions of the 3 program options that are being offered to my child who is an English Learner. I am choosing the following option:

☐ **English Mainstream:**
In this option, my child develops second language literacy in English, and is taught the core curriculum in English. He/she is grouped with English Only students, Fluent English Proficient students, and other English Learners. Instruction in the core curriculum utilizes SDAIE strategies and techniques that make the instruction understandable for the students. My child’s level of English is also developed in daily formal lessons in English Language Development (ELD). Self-image and cross-cultural instruction is integrated throughout the subject areas.

☐ **Structured English Immersion Program Option:**
In this option, my child develops second language literacy in English, and is taught the core curriculum in English, in addition to daily, formal lessons in ELD. Primary language support may be provided by the teacher, and/or through the use of para-educators, peer tutors, parent volunteers, instructional materials, etc. My child may be grouped with students from other grade levels and other primary languages who have the same English proficiency levels. Whenever possible, my child will be grouped with other students of the same grade level. In order to give all the students access to grade-level core curriculum. Instruction in the core curriculum utilizes SDAIE strategies and techniques. Each English Learner receives a daily program of English Language Development (ELD). Self-image and cross-cultural instruction is integrated throughout the subject areas.

☐ **Alternative Program Option:**
In this option, my child develops primary language literacy, and is taught the core curriculum (Math, Science, Social Science, etc.) in his/her primary language, all the while acquiring English through daily, formal lessons in English Language Development (ELD). My child will formally transition into English literacy and core curriculum instruction in English when he/she exhibits cognitive proficiency in his/her primary language, as evidenced by mastery of MCOE’s Transition Criteria, and when he/she has reached the Intermediate Fluency level in English Acquisition. Each English Learner receives a daily program of English Language Development (ELD), along with instruction in the core curriculum delivered either through primary language or Specially Designed Academic Instruction in English (SDAIE), depending on the student’s proficiency in English and his/her primary language. Self-image and cross-cultural instruction is integrated throughout the subject areas.

Parent Signature: _______________________________ Date: ______________

Please return this document to the school or teacher as soon as possible.
I believe that structured English Immersion will not meet my child’s education needs. I request a waiver which will allow my child to be instructed in English and his/her primary language.

I understand that English and primary language materials will be used, that instruction will occur in both languages, and the objective for my child is English literacy and fluency.

___________________________  _________________________
Parent Signature           Date

For School Use Only

☐ Waiver request granted and the student has been placed in the following Master Plan for English Learners program:

☐ Waiver denied. Parent has been informed in writing of the reason(s) for denial of waiver and has been informed of the procedures for appeal.

___________________________  _________________________
Principal                                                           Date
Merced County Office of Education
Parental Exception Waiver
(Title 5, California Code of Regulation)
311 “C” Special Needs

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Birthdate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Last)</td>
<td>(MI)</td>
</tr>
<tr>
<td>(First)</td>
<td>Date:</td>
</tr>
</tbody>
</table>

| School: | Grade: |

I believe that an alternative course of educational study for my child be considered for the following reasons (Check all that apply and provide a brief statement):

- Physical needs
- Educational needs
- Emotional/Psychological needs

________________________________________________________________________
________________________________________________________________________

I understand that my child must participate in structured English immersion for 30 days. I request a waiver that places my child in the Alternative Program. I understand that both English and primary language instructional materials will be used, that instruction will occur in both languages and the objective for my child is English literacy and fluency.

______________________________  ____________________________
Parent Signature      Date

For School Use Only

☐ Waiver request granted and the student has been placed in the following Master Plan for English Learners program:

☐ Waiver denied. Parent has been informed in writing of the reason(s) for denial of waiver and has been informed of the procedures for appeal.

_____________________________   ____________________________
Principal      Date
Merced County Office of Education  
Parental Exception Waiver Denial Form  
(Title 5. California Code of Regulation)

<table>
<thead>
<tr>
<th>Student’s Name: (Last)</th>
<th>(First)</th>
<th>(MI)</th>
<th>Birthdate:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Grade:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On ______________________ You requested a Parental Exception Waiver under Title 5. California Code of Regulation:

- [ ] 311 (b) Children age 10 or older
- [ ] 311 (b) Children with special needs

Your request for Parental Exception Waiver has been denied for the following reason(s):

The following student data was reviewed in making the decision (Documentation attached):

You may contact the school administrator to schedule an appointment to appeal process, you may contact Eva Chavez, Chief Human Resources Officer at (209) 381-6627.

________________________   _________________________
Principal       Date
Date: ___________________

Dear Parent/guardian of _________________________________________

State and Federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English.

Your child has been given the CELDT, and the results are on the attached Student Proficiency Level Report. The bar graphs on the report show the student’s proficiency level in listening, speaking, reading, and writing as well as the overall level of English. Based on the proficiency level your child achieved on the test, he/she will continue to receive special assistance to become more proficient in English.

You are invited to request a conference where your child’s CELDT results and instructional program will be explained. Please contact the school office to schedule a conference.

You are welcome to observe the classroom and also to participate in the school’s English Learner Advisory Committee. If you have any questions regarding the CELDT or your child’s instructional placement, please feel free to contact the school office.
Date: ___________________

Dear Parents/guardian of __________________________________________

State and Federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the ___________________________. Its purpose is to see how well each child is doing each year in learning to listen and speak in English.

Your child has been administered the ________________________________. The results are as follows:

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening &amp; Speaking</td>
<td></td>
</tr>
<tr>
<td>Reading &amp; Writing</td>
<td></td>
</tr>
</tbody>
</table>

Your child will continue to receive special assistance to become more proficient in English.

Your child’s EL language test results and instructional program will be explained at the next IEP meeting.

You are welcome to observe the classroom and also to participate in the school’s English Learner Advisory Committee. If you have any questions regarding the EL language assessment or your child’s instructional placement, please feel free to contact the school office.
Sample EL/SPED Reclassification Checklist

EL I SPED RECLASSIFICATION CHECKLIST

NOTE: Reclassification of EL I SPED students is not an JEP team function; it is the role of special education staff members to consult with the EL reclassification team or committee.

I Check each box below to indicate that the student has met each of the four criteria required to be considered for reclassification

- **Criteria 1: Assessment of Language Proficiency Using an Objective Assessment Instrument**
  *CELDT* is used as the primary criterion for the objective assessment instrument in California. Students should be considered for reclassification whose overall proficiency level is early advanced or higher, listening is intermediate or higher, speaking is intermediate or higher, reading is intermediate or higher, and writing is intermediate or higher.

  Note: Those students whose overall proficiency level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English (CDE CELDT: Understanding and Using 2009-10 Individual Results)

- **Criteria 2: Teacher Evaluation**
  Sample Teacher Criteria: Evidence of student's academic performance (in class), completion of a Solom Checklist, and student progress towards IEP linguistically appropriate goals

  Note: According to SBE State Board Adopted CELDT Guidelines Section III (2009-2010) incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification. A disability may be a factor that contributes to low academic achievement and is unrelated to "English language proficiency."

- **Criteria 3: Parent Opinion and Consultation**
  Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process by inviting them to a face-to-face meeting

- **Criteria 4: Comparison of Performance in Basic Skills**
  "Performance in basic skills" means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English-Language Arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA).
  (1) "Range of performance in basic skills" means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
  (2) "Students of the same age" refers to students who are enrolled in the same grade as the student who is being considered for reclassification" (for students with disabilities the comparison may be at the student's cognitive or functional age level).
(3) For pupils scoring below the cut point, school districts should attempt to determine whether "factors other than English language proficiency are responsible for low performance on the CST in English-language arts and whether it is reasonable to reclassify the student." (CDE CELDT: Understanding and Using 2009-10 Individual Results).

Basic Skills Criteria:

(1) A student's score on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) in the range from the beginning of the Basic level up to the midpoint of the Basic level suggests that the student may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. The LEAs may select a cut point in this range.

(2) Students with scores above the cut point selected by the LEA should be considered for reclassification.

Note: The impact of a student's disability may be a factor "other than English language proficiency" to consider.
Date: _______________________

Dear Parents/guardian of ___________________________________________

State and Federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT) or the ______________________. Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English.

Your child has been given the CELDT or ______________________, and the results are on the attached Student Proficiency Level Report. The report shows the student’s proficiency level in listening, speaking, reading, and writing in the _____________________. Based on the proficiency level your child achieved on this test, he/she may be reclassified as Fluent English Proficient (FEP). In addition to the test results, criteria used to make this decision include an evaluation of your child’s academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and performance on the state test.

You are invited to attend a special meeting to discuss the reclassification process and the recommended school program for your child on ________________ at ____________ in ________________. Please contact the school office at ________________________ to tell us if you are able to attend.

We urge you to attend this important meeting and continue to be actively involved in your child’s learning.

Sincerely,

____________________________
EL Program Coordinator
Publishers Listing Programs as Appropriate for ELD

Success for All
http://www.successforall.net/
Success for All is a comprehensive reform model that focuses school resources and energies on seeing that all children succeed in reading from the beginning of their time in school. It provides schools with well-structured curriculum materials emphasizing systematic phonics in grades K-I and cooperative learning, direct instruction in comprehension skills, and other elements in grades 2-6. It provides extensive professional development and follow-up for teachers, frequent assessment and regrouping, one-to-one tutoring for children who are struggling in reading, and family support programs. A full-time facilitator helps all teachers implement the model. For English language learners, Success for All has two variations. One is a Spanish bilingual program, Exitó para Todos, which teaches reading in Spanish in grades 1-2 and then transitions them to English only instruction, usually starting in third grade. The other is an English language development (ELD) adaptation, which teaches children in English with appropriate supports, such as vocabulary development strategies linked to the words introduced in children's reading texts. In both adaptations, children at the lowest levels of English proficiency usually receive separate instruction the reading period to help develop their oral language skills.

Direct Instruction
www.sra4kids.com or http://www.sraonline.com/
Direct Instruction (DI), or Distar (Adams & Engelmann, 1996), currently published by SRA, is a reading program that starts in kindergarten with very specific instructions to teachers on how to teach beginning reading skills. It uses reading materials with a phonetically controlled vocabulary, rapidly paced instruction, regular assessment, and systematic approaches to language development. DI was not specifically written for English language learners or Latino students, but it is often used with them.

Success Maker & Nova Net
Pearson Publishers http://www.pearsonschool.com
The extensive courses in Success Maker Enterprise and NovaNET provide ideal interventions for learners who are functioning at higher levels of language proficiency. Students build on growing fluency to succeed in a variety of content areas. Computer Assisted Instruction.

Ellis Essentials & Ellis Academic
Pearson Publishers http://www.pearsonschool.com
ELLIS Essentials and ELLIS Academic build fluency faster with it proven, contextual computer-assisted instruction approach. Following the natural pattern of language acquisition, ELLIS leads learners to achieve practical English skills in a style that can yield incredible results.

SEACO Curriculum
http://www.ccsesa.org/index/subCommittees.cfm?cid=(For EL Students with Moderate to Severe Disabilities)
The Curriculum Guide for Students with Severe to Moderate Disabilities, developed by State Education Administrators of County Offices (SEACO), is a two-volume document with one section on Instructional Best Practices and one Section on Core Content Access. It is aligned to the CAPA. It is a curriculum framework for EL students.
Basics 2 Curriculum
Lakeshore Publishers [htD://www. lakeshorelearning.com](http://www.lakeshorelearning.com)
(For EL Students with Moderate to Severe Disabilities)
A functional curriculum that will help students to develop independence as adults. Follows 5 domains which include: Functional Academics, Domestic, Community, Vocational and Recreation and Leisure Domains. Within each domain are goals/objectives for teachers to develop lesson plans for students from the ages of 24 months to 22 years. Within the Curriculum Framework, all goals are correlated with CAPA, State Standards, and EL Standards which provide an exceptional program for each student participating in the process. This kit also includes a *Benchmark Assessment* that can be used as an alternate to CELDT for students with moderate to severe disabilities.

Waterlord Early Learning
May be appropriate for students with moderate disabilities; early computer-assisted literacy program that also targets ELs. Published by Pearson Publishers [http://www.pearsonschool.com](http://www.pearsonschool.com)
The CDE Approved AB 1802 English Learner Supplemental Materials List (2010)

http://www.cde.ca.gov/crl/cf/ls/gistcertsupmatr.asp

- **Harcourt Achieve Imprints** - Bold Print By Steck-Vaughn; Pair It Turn and Learn (English) from Steck-Vaughn; ELL Assessment from Rigby; Fluency Theater from Steck-Vaughn; Steps to Achieve from Steck-Vaughn; Great Strides from Rigby; Vocabulary Advantage from Steck-Vaughn; Lynx from Steck-Vaughn; Elements of Reading Vocabulary from Steck-Vaughn; America's Story from Steck-Vaughn; History of Our World from Steck-Vaughn; On Our Way to English
- **Harcourt School Publishers** - Moving Into English
- **HEC Reading Horizons** - Discover Intensive Phonics for Yourself
- **Heinemann Classroom grade K Social Studies** - Reading Action
- **Education Publishing Services** - Making Connections
- **Fairfield - Language Technologies** (Rosetta Stone)
- **First Choice Education Group** - Academic Workout Kits
- **Glencoe McGraw-Hill** - English Yes
- **Great Source Education Group** - The Write Source
- **Cambridge University Press** - Discovering Fiction
- **Cognitive Concepts** - Earobics Literacy Launch
- **Curriculum Associates, Inc.** - CARS/STAR
- **Digital Education Productions** - Easy English Academic Success for You
- **DynEd** - Let's Go; English for Success; New Dynamic English; First English
- **Alloy Interactive, Inc /DBA** - ESL Reading Smart
- **Ballard & Tighe Publishers** - Carousel of Ideas
- **BELLWORK Enterprises, Inc.** - The Daily Practice Program
- **Benchmark Education Program** - Early Explorers
- **By George! Publishing** - Comprehension, By George!; Speaking, By George!
References for Sources Relating to English Learners and Special Education


*Carr, John and Lagunoff, Rachel. The Map of Standards for English Learners. WestEd. www.wested.org


Dresser, Norine. I Felt Like I was From Another Planet. And Multicultural Manners. Menlo Park, CA Addison-Wesley.


Hampton Brown. Language Transfer Issues for English Learner. 800-333-3510
