REFERENCE CHART
English Learner Student Typologies

Typology	Key Characteristics	Considerations
Newcomers	• In U.S. three years or less • Little or no English language proficiency on arrival • Some well-prepared in native language, on grade level, others are below • Some arrive with many transferable credits, others with no transcript records • Steady progress through ELS sequence • If school offers native-language content courses, credit accrual toward graduation can be rapid • Difficulty passing CAHSEE within four-year time frame • Academic achievement in terms of grades similar to rest of the school • Facing cultural transition	• Special orientation and transitional classes • Newcomer class or program • High quality literacy-focused English Language Development curriculum • Extended time through a five or six-year high school program • Home language academic content classes • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Well-Educated Newcomer Students	• In U.S. three years or less • Schooling in native country usually excellent • Strong literacy skills in home language • Rapid movement through ESL sequence • Academic achievement in terms of grades exceeds rest of school • Often highly motivated • Good possibility of graduating in four years	• Should not be placed in academic content classes that stall or repeat content they already know • High level academic course in home language should be offered where available • Mainstream English classes with native language support materials and text • If appropriate credit is given for coursework completed in the home country • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Under-schooled	• In U.S. several years or less • Little to no English language or proficiency • Little to no literacy in native language • Schooling in native country interrupted, disjointed, inadequate, or no schooling at all • Three or more years below grade level in Math • Slow acquisition of English-tendency to repeat ESL level • Tendency to struggle in academic content classes (D's and F's) • Lack of credit accrual over time • Unable to pass CAHSEE	• An intensity of approach and focus on English • Extended time in high school with fifth and sixth year options • Age appropriate materials/curriculum with content support • Additional Content Support as needed • Special orientation and transitional support • Social/Emotional support • Deliberate instruction within context of content to learn: How English Works and become proficient in using it • Direct Instruction for Language to Access/Comprehend • Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning

Typology	Key Characteristics	Considerations
Long-Term Limited English Proficient	- In U.S. 7+ years when entering high school - Multiple countries of origin - Usually orally fluent in English - Reading/writing below level of native English peers - Bi-modal academically; some doing well, others not - Some have literacy in primary language, others not - Some were in bilingual programs, most not - Mismatch between student's own perception of academic achievement (high) and actual grades or test scores (low) - Similar mismatch between perception of language ability and reality	- Motivation and Engagement - Academic Language - Rigor - Study Skills and Goal Setting - Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers - LTEL class or program - Deliberate instruction within context of content to learn: How English Works and become proficient in using it - Direct Instruction for Language to Access/Comprehend - Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Over-age for grade level	- Turned 15 before their 9th grade year; turned 16 before their 10th grade year; turned 17 before their 11th grade year; turned 18 before their 12th grade year - May have gaps in prior schooling or a history of school failure and in-grade retention	- Motivation and Engagement - Age appropriate materials/curriculum - Special orientation and transitional support - Social/Emotional support - Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers - Deliberate instruction within context of content to learn: How English Works and become proficient in using it - Direct Instruction for Language to Access/Comprehend - Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning
Fluent English Proficient, but struggling academically	- Re-designated from limited English proficiency to fully proficient - Receiving at least one D or F in core academic classes - Following re-designation, decline in grades and achievement	- Focus on Reading Fluency through academic vocabulary - Regular participation in Academic Talk/Conversations - Attention to Maximizing Graduation Credits and A-G requirements – Communication about credits from counselors and teachers - Deliberate instruction within context of content to learn: How English Works and become proficient in using it - Direct Instruction for Language to Access/Comprehend - Direct Instruction for Language to Participate/Activities, Tasks, and Processes of Learning

This chart is based upon the typologies developed in Olsen, L. and Jaramillo, A. (1999) *Turning the Tides of Exclusion: A Guide for Educators and Advocates of Immigrant Students.* California Tomorrow: Oakland, CA.

ENGLISH LEARNER (EL) PREREFERRAL CHECKLIST

Directions: It is recommended that the school site multi-disciplinary team responsible for making assessment referrals to special education complete this checklist to help determine if the referral of an EL student may or may not be possibly appropriate.

1) ❏Yes ❏No Has the student received appropriate core curriculum instruction that is
          appropriate for EL students (check all that apply)?
               ❏ ELD services delivered with fidelity at least 30 minutes daily
               ❏ Thematic instruction / collaborative learning opportunities
               ❏ Use of advance organizers, spiraled curriculum
               ❏ Use of SDAIE strategies or *universal design for learning* (UDL)
          Describe:

2) ❏Yes ❏No Has the student received evidence-based intensive (4 to 5 days weekly for a
          minimum of 45 or more minutes) interventions in academic areas of difficulty
          using appropriate materials and strategies designed for ELs implemented with
          fidelity over time (recommended minimum of 6 months to 1 year) and
          demonstrated little or no progress as evidenced by data tracking?
          Describe:

3) ❏Yes ❏No Does the team have data regarding the rate of learning over time (compared to
          like EL peers and students with similar suspected disabilities or areas of
          weakness) to support that the difficulties are most likely due to a disability
          versus a language difference?
          Describe:

4) ❏Yes ❏No Has the team consulted with the parent regarding learning patterns and language
          use in the home and community?
          Comments from parent(s):

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_____

5) ❐Yes ❐No Are the error patterns seen in the native language (L1) similar to the patterns seen in English (L2)? If not, are the error patterns seen in English typical of second language learners versus a learning disability?
Describe:

_____

6) ❐Yes ❐No Are the learning difficulties and/or language acquisition patterns manifested over time similar in different settings and in different contexts (home, school, and community)?
Describe:

_____

7) ❐Yes ❐No Competing hypothesis have been ruled out - extrinsic factors have been considered (physical, personal, cultural, learning environment.

ENGLISH LEARNER (EL) PARENT INTERVIEW QUESTIONNAIRE

Directions: A member of the assessment team should complete this checklist for all ELs when making the decision to refer to special education, determining eligibility for special education, , or for reclassification parental input.

Name of Student:		DOB:		Grade:		Date:	
Parent/Guardian Name:				School:			
Student's Native Language:				Assessor:			

1) Which language did your child first learn to speak?
   Comments:

2) Has your child received instruction in reading or writing in his/her native language?

3) When did your child first start to learn English?
   Comments:

4) What language(s) do the adults in the home primarily speak and what language is used the most often to speak to the child?
   Comments:

5) Are there other siblings in the home: ☐ Yes ☐ No if yes, what are their ages?
   Comments:

6) Was your child's language development in his/her native language similar to his/her siblings or other close relatives? ☐ Yes ☐ No If not, explain how they were different.
   Comments:

7) Are there areas of difficulty you have noticed your child has, such as remembering oral directions in the native language? ☐ Yes ☐ If yes, give an example.

8) What language(s) does your child use primarily at home?
   Comments:

9) What language(s) does your child primarily use when out in the community?
   Comments:

10) What language(s) does your child primarily use to watch television, on the computer, etc.?
    Comments:

11) Are there any other comments or areas of strength or weakness relative to your child's learning? ☐ Yes ☐ If yes, explain.

    Comments:

Jarice Butterfield 10-9-16

IEP TEAM CHECKLIST FOR ENGLISH LEARNERS (ELs)

Directions: The school IEP team should complete this checklist to ensure that all areas pertinent to English learners (ELs) are considered.

1) ☐ Yes ☐ No There is evidence the IEP notice was sent home in the parent/guardian's native language.

> Comments:

2) ☐ Yes ☐ No Procedural Safeguards (Parent Rights) offered and summarized in parent/guardian's Native Language.

> Comments:

3) ☐ Yes ☐ No The IEP indicates if the student is classified as an English learner.

> Comments:

4) ☐ Yes ☐ No The IEP includes the student's current level of English language proficiency in listening, speaking, reading, and writing (CELDT or alternative assessment scores/levels).

> Comments:

5) ☐ Yes ☐ No The IEP indicates if the student requires alternate assessments to the required statewide ELD assessment by domain, and if so, what alternate assessment(s) will be administered.

> Comments:

6) ☐ Yes ☐ No The IEP includes linguistically appropriate goals and objectives in areas of disability that involve language that reflect English development levels.

> Comments:

7) ☐ Yes ☐ No The IEP indicates who will provide the ELD services, location and frequency.

> Comments:

8) ☐ Yes ☐ No The student was assessed in his/her native language at the initial and triennial IEP (unless there is documentation that the student was assessed in the native language and English and is functioning commensurate or higher cognitively in English).

> Comments:

9) ☐ Yes ☐ No The parent was offered an interpreter if their native language is not English. Signature of interpreter is on IEP and attendance documented in the IEP notes.
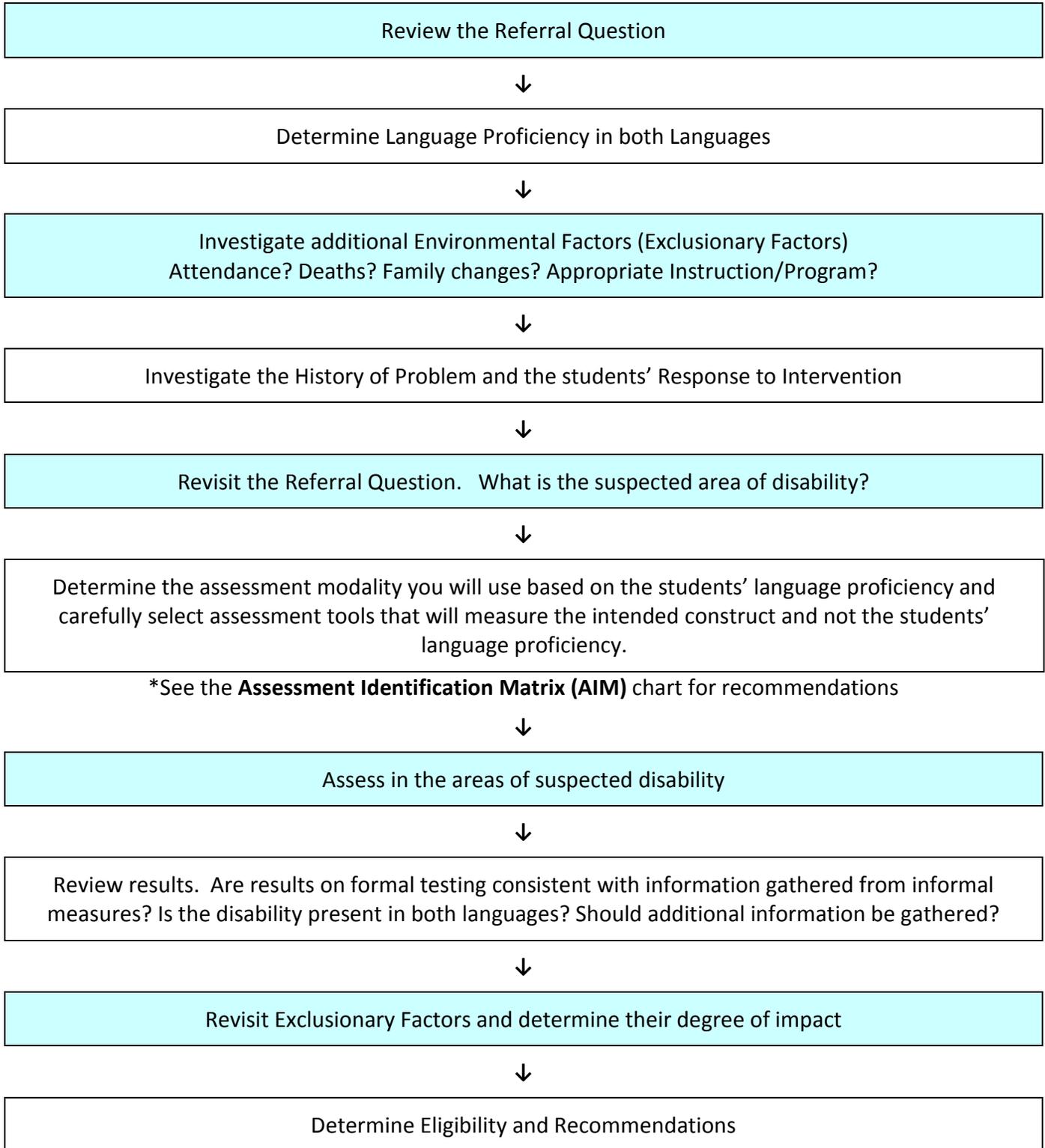
> Comments:

10) ☐ Yes ☐ No There is evidence the parent was informed they could request a written translation of the IEP and assessment reports in their native language.

> Comments:

Adapted from *Jarice Butterfield* for Ventura County SELPA **3-15-17**

Flowchart for the <u>A</u>ssessment of <u>B</u>ilingual and <u>ELD</u> students FABEL

Review the Referral Question

↓

Determine Language Proficiency in both Languages

↓

Investigate additional Environmental Factors (Exclusionary Factors) Attendance? Deaths? Family changes? Appropriate Instruction/Program?

↓

Investigate the History of Problem and the students' Response to Intervention

↓

Revisit the Referral Question.   What is the suspected area of disability?

↓

Determine the assessment modality you will use based on the students' language proficiency and carefully select assessment tools that will measure the intended construct and not the students' language proficiency.

*See the **Assessment Identification Matrix (AIM)** chart for recommendations

↓

Assess in the areas of suspected disability

↓

Review results. Are results on formal testing consistent with information gathered from informal measures? Is the disability present in both languages? Should additional information be gathered?

↓

Revisit Exclusionary Factors and determine their degree of impact

↓

Determine Eligibility and Recommendations

PEBA

Dynamic Assessment of English Learners For Eligibility For Special Education Hierarchy of Best Practices

1st Best Option – Engage in the following:
1) Administer cross cultural, non-discriminatory full or partial bilingual assessment first in English and then in the native language using bilingual assessors

2) Engage in observation of student in varied environments

3) Collect data from curriculum based and other criterion assessment measures; analyze student performance compared to like EL peers

4) Engage in structured interviews (staff and family)

⬇

2nd Best Option – Engage in the following:
- If there is no assessor available in the native language; assess in English, as well as engage in steps 2-4 above, and

- Use an interpreter to administer the assessment in the native language under the supervision of school licensed assessors – document limitations in assessment report

⬇

3rd Option – Engage in the following:
1) If there is no assessor available in the native language; assess in English, as well as engage in steps 2-4 above, and

2) If there are no assessment tools available in the native language, use an interpreter who speaks the native language to provide an oral translation of assessments normed and written in English – document limitations in assessment report

Note: do not use standard scores - The data should only be used to confirm information regarding patterns of strengths and weaknesses

⬇

Worse Case Scenario Option – Engage in the following:
- *If there is no assessment tool or interpreter available in the native language engage in steps 2-5 above, and*

- *Assess in English, to include non-verbal areas of cognition. If student shows low cognition or there are patterns of weakness attempt to validate with non-standardized data collection*

Bilingual Assessment Report Checklist
BARC

Language/Literacy History	
	Document the student's language and dialect acquisition history, the current primary language at home, the primary language of the student in various settings, and the student's language preference. **Crowley & Valenti, 2011**
	Note the parent's or primary caregiver's educational level and the home literacy/enrichment environment (i.e. access to books, participation in religious activities, Saturday school) **Crowley & Valenti, 2011; Olvera & Villapudua, 2013**
	Document if delays in speech and language developmental milestones were present. **Crowley & Valenti, 2011**
	Note if there is a family history of speech/language or learning problems. **Restrepo, 1998**
Educational History	
	Summarize the student's school program and educational history. If the student received formal schooling in their native country, note any major differences in the way school was structured or in the language systems used. Note attendance patterns and any evidence of academic or social-emotional difficulties. **Ochoa, Ortiz and Rhodes, 2005**
	Document the student's progress in the curriculum and response to intervention(s). **EC 56303**
Language Proficiency	
	Evaluate and document the student's conversational and academic language proficiency in both English and in their native language using both formal and informal measures. **Ochoa, Ortiz and Rhodes, 2005**
	Include a statement of how the student compared to his or her siblings at the same age in regards to language, academic, and social/emotional development through a parent interview. **Restrepo, 1998; Crowley & Valenti, 2011**
	Include a statement of how the student compares to his or her peers within their speech community in regards to speech/language, reading, writing and listening skills obtained via teacher interviews and observations. **Restrepo, 1998; Crowley & Valenti, 2011**
Tool Selection, Administration Procedures, Qualified Personnel and Additional Considerations	
	Select tools that are valid and reliable, are not racially culturally and linguistically discriminatory and are administered in the language and form most likely to yield accurate information on the pupil's skill level and abilities. **EC 56001.(j); EC 56320.(a)(2); EC 56320.(a)(b)(1); NASP Principle II.3**

PEBA

	Procedures and materials for students who posses limited English proficiency shall be in the students native language.
	EC 56001.(j); EC 56320.(a)
	Include a statement that explains the modality that the assessment will be conducted in (English, non-verbal, or Spanish) and the rationale.
	Olvera & Villapudua, 2013
	Document the examiner's language proficiency in both the oral and written skills of the student's primary language. Primary language refers the language the person first learned or the language which is spoken in the person's home.
	CCR3023.(a) CA Regs. 3001(x)
	When using an interpreter, document the interpreter's language proficiency in both the oral and written skills of the student's primary language, how validity may have been affected and specify the areas that they were involved in (i.e. administration of a test, interview with parents).
	CCR 3023.(a); Olvera & Villapudua, 2013
	If testing modifications were made, describe the modifications, and describe the validity of the inferences resulting from the modified test scores.
	AERA, APA, NCME (1999); NASP Standard 11.3.2
	Utilize tests and subtests that are low to moderate in linguistic and cultural loading.
	Alfonso, Flanagan, Ortiz, 2013

Exclusionary Factors, Eligibility, and Conclusion

	Document if ecological validity exists. A severe discrepancy must be corroborated with other assessment data as <u>no single</u> assessment instrument shall be the sole criterion for making eligibility or placement determinations.
	EC 56001.(j); EC 56320.(e); CCR 3030 (j)(4)(a); CCR 3030(b)
	Include a determination of the effects of environmental, cultural, or economic disadvantage. Are these factors contributory but not primary, or primary factors impacting educational performance?
	EC 56327.(g); EC 56337.(a)
	Include a determination of the following exclusionary factors: a lack of appropriate instruction in reading including the essential components or reading instruction, a lack of appropriate instruction in mathematics or limited-English proficiency. Are these factors contributory but not primary, or primary factors impacting educational performance?
	EC56329(2)(A)(B)(C)
	Document if the student's speech patterns are related to the normal process of second-language acquisition or are a manifestation of dialect and sociolinguistic variance. Differentiate whether they are related to language difference or a disability.
	CCR 3023 (b); Crowley & Valenti, 2011
	Adequately interpret finding and present results in clear, understandable terms so that the parties involved can make informed decisions.
	NASP Standard II.3.8

Assessment Identification Matrix (AIM)

	Profile #1	Profile #2	Profile #3	Profile #4	Profile #5	Profile #6	Profile #7	Profile #8	Profile #9
CALP PROFICIENCY (L1) Native → (L2) Second →	CALP Limited (1-2) Limited (1-2)	CALP Emerging (3) Limited (1-2)	CALP Fluent (4-5) Limited (1-2)	CALP Limited (1-2) Emergent (3)	CALP Emergent (3) Emergent (3)	CALP Fluent (4-5) Emergent (3)	CALP Limited (1-2) Fluent (4-5)	CALP Emergent (3) Fluent (4-5)	CALP Fluent (4-5) Fluent (4-5)
POSSIBLE ASSESSMENT MODALITY	↓ Nonverbal	↓ Nonverbal and possibly in L1	↓ Assesses in native language	↓ Nonverbal and possibly in L2	↓ Nonverbal and possibly in L1 & L2	↓ Assess in native language and possibly L2	↓ Assess in second language	↓ Assess in second language or possibly L1 & L2	↓ Assess in second language or possibly L1 & L2

FORMAL ASSESSMENT TOOL RECOMMENDATIONS

*Use informed professional judgment

	Profile #1	Profile #2	Profile #3	Profile #4	Profile #5	Profile #6	Profile #7	Profile #8	Profile #9
LANGUAGE PROFICIENCY	WMLS-R NU		WJ IV- OL		Batería III		BVAT-NU		
COGNITIVE-PSYCHOLOGICAL PROCESSING	KABC-II UNIT 2 Leiter-R TONI-4 DAS-II MVPT-3 TVPS-3 Beery VMI	KABC-II UNIT Leiter-R TONI-4 DAS-II MVPT-3 TVPS-3 Beery VMI	Bateria COG TAPS-3:SBE	KABC-II UNIT 2 TONI-4 Leiter-R DAS-II MVPT-3 TVPS-3 Beery VMI	KABC-II UNIT 2 TONI-4 Leiter-R DAS- II MVPT-3 TVPS-3 Beery VMI Bateria COG	BVAT NU Bateria COG TAPS-3:SBE MVPT-3 TVPS-3 Beery VMI	WJ IV COG NU KABC-II WISC-V Beery VMI WRAML-2	BVAT NU WJ IV COG NU Bateria COG KABC-II Beery VMI WRAML-2	BVAT NU WJ IV COG NU Bateria COG KABC-II WISC-V Beery VMI WRAML-2

*The tests above are general guidelines. Always use informed professional judgment.

* Follow your District protocols & procedures, unless they are discriminatory