Comparison of Language Differences Versus Disabilities

Learning Behavior Manifested	Indicators of a Language Difference due to 2nd Language Acquisition	Indicators of a Possible Learning Disability
Oral Comprehension/Listening		**When Compared to Like Peers**
1. Student does not respond to verbal directions	1. Student lacks understanding of vocabulary in English but is demonstrates understanding in L1	1. Student consistently demonstrates confusion when given verbal directions in L1 and L2; may be due to processing deficit or low cognition
2. Student needs frequent repetition of oral directions and input	2. Student is able to understand verbal directions in L1 but not L2	2. Student often forgets directions or needs further explanation in L1 and L2 (home & School); may be due to an auditory memory difficulty or low cognition
3. Student delays responses to questions	3. Student may be translating question in mind before responding in L2; gradual improvement seen over time	3. Student consistently takes a longer time period to respond in L1 & L2 and it does not change over time; may be due to a processing speed deficit
Speaking / Oral Fluency		**When Compared to Like Peers**
1. Student lacks verbal fluency (pauses, hesitates, omits words)	1. Student lacks vocabulary, sentence structure, and/or self-confidence	1. Speech is uncomprehensible in L1 and L2; may be due to hearing or speech impairment
2. Student is unable to orally retell a story	2. Student does not comprehend story due to a lack of understanding and background knowledge in English	2. Student has difficulty retelling a story or event in L1 and L2; may have memory or sequencing deficits
3. Does not orally respond to questions or does not speak much	3. Lacks expressive language skills in English; it may the silent period in 2nd language acquisition	3. Student speaks little in L1 or L2; student may have a hearing impairment or processing deficit
Phonemic Awareness/Reading		**When Compared to Like Peers**
1. Student does not remember letters sounds from one day to the next	1. Student will initially demonstrate difficulty remembering letter sounds in L2 since they differ from the letter sounds in L1, but with repeated practice over time will make progress	1. Student doesn't remember letters sounds after initial and follow-up instruction (even if they are common between L1/L2); may be due to due a visual/auditory memory or low cognition
2. Student is unable to blend letter sounds in order to decode 3. words in reading	2. The letter sound errors may related to L1 (for example, L1 may not have long and short vowel sounds); with direct instruction, student will make progress over time	3. Student makes letter substitutions when decoding not related to L1; student cannot remember vowel sounds; student may be able to decode sounds in isolation, but is unable to blend the sounds to decode whole word; may be due to a processing or memory deficit

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3. Student is unable to decode words correctly	3. Sound not in L1, so unable to pronounce word once decoded	3. Student consistently confuses letters/words that look alike; makes letter reversals, substitutions, etc. that are not related to L1; may be processing or memory deficit
Reading Comprehension & Vocabulary		**When Compared to Like Peers**
1. Student does not understand passage read, although may be able to read w/ fluency and accuracy	1 Lacks understanding and background knowledge of topic in L2; is unable to use contextual clues to assist with meaning; improvement seen over time as L2 proficiency increases	1. Student doesn't remember or comprehend what was read in L1 or L2 (only applicable if student has received instruction in L1); this does not improve over time; this may be due to a memory or processing deficit
2. Does not understand key words/phrases; poor comprehension	2. Lacks understanding of vocabulary and meaning in English	2. The student's difficulty with comprehension and vocabulary is seen in L1 and L2
Writing		**When Compared to Like Peers**
1. Errors made with punctuation/capitalization	1. The error patterns seen are consistent with the punctuation and capitalization rules for L1; student's work tends to improve with appropriate instruction in English	1. Student consistently makes capitalization and punctuation errors even after instruction or is inconsistent; this may be due to deficits in organization, memory or processing
Handwriting		**When Compared to Like Peers**
1. Student is unable to copy words correctly	1. Lack of experience with writing the English alphabet	1. Student demonstrates difficulty copying visual material to include shapes, letters, etc. This may be due to a visual/motor or visual memory deficit
2. Student has difficulty writing grammatically correct sentences	2. Student's syntax is reflective of writing patterns in L1; typical error patterns seen in 2nd language learners (verb tense, use of adverbs or adjectives); improves over time	2. The student makes more random errors such as words omissions, missing punctuation; grammar errors are not correct in L1 or L2; this may be due to a processing or memory deficit
3. Student has difficulty generating a paragraph or writing essays but is able to express his or her ideas orally	3. Student is not yet proficient in writing English even though they may have developed verbal skills; student makes progress over time and error patterns are similar to other 2nd language learners	3. The student seems to have difficulty paying attention or remembering previously learned information; the student may seem to have motor difficulties and avoids writing; student may have attention or memory deficits
Spelling		**When Compared to Like Peers**
1. Student misspells words	1. Student will "borrows" sounds from L1; progress seen over time as L2 proficiency increases	1. Student makes errors such as writing the correct beginning sound of words and then random letters or correct beginning or ending

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		sounds; may be due to a visual memory or processing deficit
2. Student spells words incorrectly; letters are sequenced incorrectly	2. Writing of words if reflective of English fluency level or cultural thought patterns; words may align to letter sounds or patterns of L1 (sight words may be spelled phonetically based on L1)	2. The student makes letter sequencing errors such as letter reversals that are not consistent with L1 spelling patterns; may be due to a processing deficit
Mathematics		
1. Student manifests difficulty learning math facts and/or math operations	1. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	1. Student has difficulty memorizing math facts from one day to the next and requires manipulatives or devices to complete math problems; may have visual memory or processing deficits
4. Student has difficulty completing multiple-step math computations	2. Student lacks comprehension of oral instruction in English; student shows marked improvement with visual input or instructions in L1	2. Student forgets the steps required to complete problems from one day to the next even with visual input; student reverses or forgets steps; may be due to a processing or memory deficit
3. Student is unable to complete word problems	3. Student does not understand mathematical terms in L2 due to English reading proficiency; student shows marked improvement in L1 or with visuals	3. Student does not understand how to process the problem or identify key terms in L1 or L2; may be a processing deficit/reading disability
Behavior		
1. Student appears inattentive and/or easily distracted	1. Student does not understand instructions in English due to level of proficiency	1. Student is inattentive across environments even when language is comprehensible; may have attention deficits
2. Student appears unmotivated and/or angry; may manifest internalizing or externalizing behavior	2. Student does not understand instruction due to limited English and does not feel successful; student has anger or low self esteem related to 2nd language acquisition	2. Student does not understand instruction in L1 or L2 and across contexts; may be frustrated due to a possible learning disability
3. Student does not turn in homework	3. Student may not understand directions or how to complete the homework due to lack of English proficiency; student may not have access to homework support at home	3. Student seems unable to complete homework consistently even when offered time and assistance with homework during school; this may be due to a memory or processing deficit

Language History Interview Form

For Parents of Bilingual Students

(To be completed prior to SST for all bilingual students)

Name of Student: _____   Birth Date: _____

Place of Birth:_____   Length of Residence in U.S.A.: _____

Date of Interview: _____   Interviewer: _____

- What languages are spoken in the home? *(¿Qué idioma(s) se hablan en el hogar?)*

- What language does your child speak most often at home? *(¿Qué idioma habla con más frecuencia su hijo(a) en el hogar?)*

- How old was your child when first words were spoken? *(¿Qué edad tenía su hijo(a) cuando habló sus primeras palabras?)*

- How old was your child when he/she began to speak two-word phrases? *(¿Qué edad tenía su hijo(a) cuando empezó a hablar frases de dos palabras?)*

- How old was your child when he/she began to use complete sentences of four or more words? *(¿Qué edad tenía su hijo(a) cuando empezó a usar oraciones completas de cuatro palabras o más?)*

- Do you have trouble understanding him when he speaks in Spanish? Can others understand him? *(¿Puede usted entenderlo(a) cuando él/ella habla en español? ¿Pueden otros entenderlo(a)?)*

PEBA

o <u>For young elementary school students</u>: Is your child able to answer "yes" and "no" appropriately when asked simple questions? *(¿Puede su niño(a) contestar "sí" y "no" apropiadamente cuando se le hace preguntas simples?)*

o Does your child initiate conversations with other children? *(¿Inicia conversaciones su hijo(a) con otros niños?)*

o Does anyone in the family have a history of speech/language problems? If so, whom? *(¿Hay alguien en la familia con problemas de habla o lenguaje? Si es así, ¿quién?)*

o Is there a family history of academic difficulties? *(¿Hay historia familiar de problemas académicos?)*

o Have there been any recent changes in the family structure? **(death, divorce/separation, change in address)** *¿Han habido cambios recientes en la estructura familiar? (ej. pérdida de un familiar, divorcio/separación, o cambio de residencia)*

o How do the child's communication skills compare to peers/siblings AT THE SAME AGE? *(¿Cómo compara usted a su hijo(a) con otros niños o hermanos DE LA MISMA EDAD en términos de como se comunica?)*

o How does the child show you he/she is smart? *(¿Cómo le demuestra su hijo(a) que es inteligente?)*

PEBA

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

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

STEPS FOR PROOFREADING IEPS TO ENSURE COMPLIANCE FOR ENGLISH LEARNERS

1. **SIS** page – Check to see if the student is listed as an English Learner.

2. **Present Levels** page - Communication box should note that student is an EL and discuss the student's communication ability in both the primary language and English. Statewide Assessment box must include the scores and current levels from the most recent CELDT or VCCALPS assessment in all areas, including the Overall level. These scores will transfer to the ELD page.

3. **ELD** page – Be sure that the assessment instrument is listed (CELDT or VCCALPS) and that the date of most recent assessment is within the last year (or most recent available), not old test dates. Verify that the ELD levels are correct for that date. Note how student will participate in ELD testing this year. If CELDT, note variations, accommodations or modifications needed. Indicate how student will participate in English Language Development Services. Select ELD program, number of minutes per day of ELD instruction, and location. Note the goals which will contribute to English Language development and strategies for accessing core curriculum.

   Note: Preschoolers will not have an ELD page. Instead, use the Strategies and Adaptations for Instruction and Assessment Preschool Level page to note EL level and goals.

4. **LRE** page – Check that it is marked "Yes "under special factors for English Learners. The statement will indicate "See English Language Development Page."

5. **Goals** or **Goals and Objectives** pages

   Be sure that:

   - Every goal has the **Language of Instruction** marked (English and/or Spanish).

   - The goal number(s) listed on the ELD page is the correct number(s) of the linguistically appropriate goals (for goals that involve language)**.** Check to be sure that the goal(s) addresses a weakness indicated on the language proficiency assessment.

   - Select goals at the correct ELD level (emerging, expanding, and bridging) on the CELDT or VCCALPS.

   - Use the ELA correlations to the ELD goals to guide your drafting of linguistically appropriate goals for goals that involve language. This will ensure the goals are appropriate for the EL level.

   - ELD goals for preschool students can be found in the Preschool domain under the four ELD categories: Listening, Speaking, Reading, and Writing.

   Note: To write a linguistically appropriate goal, use the **GoalWizard** in SIRAS**.** Once you have chosen a target date, setting, and condition, then choose the ELD category in which the student demonstrated a weakness on the English Language Proficiency Assessment. Collaborative, Interpretive, and Productive are domains of language acquisition and have been correlated to the CELDT modes of communication (reading, writing, listening and speaking). See the *CELDT Correlations to Common Core Standards for ELD* support document. Select the grade level of the student. Select a goal stem based on the student's proficiency level. Proficiency levels associated with the standards and goals stems have been correlated to the CELDT levels. Use the ELA correlations to the CCSS, as a basis to draft linguistically appropriate goals for any area that involves language.

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**

CELDT Correlations to Common Core Standards for ELD

Steps for choosing goal stems from the GoalWizard in SIRAS to write linguistically appropriate goals:

1) Correlate new Common Core Mode of Communication from CELDT area (in reading, writing, speaking or listening) in which ELD goal will be developed.
2) Choose **ELD: Communication Mode**/ choose Mode (Collaborative, Interpretive, Productive) from the dropdown menus.
3) Choose Student Grade Level from the dropdown menu.
4) Correlate new Common Core Language Proficiency Level from CELDT (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced)
5) Choose a goal based on new Common Core Language Proficiency Level (Emerging, Expanding, Bridging).
6) Note the ELA standards correlated to the ELD standards.
7) Use the correlations to guide your choosing goals in language from the CCSS. Your goals that involve language will be linguistically appropriate.

CELDT Modes of Communication Correlated to CCSS Domains of Language Acquisition

CELDT Mode of Communication	Common Core Domain of Language Acquisition
Listening	Collaborative
Speaking	Collaborative
Reading	Interpretive
Listening	Interpretive
Speaking	Productive
Writing	Productive

CELDT Language Proficiency Levels Correlated to Common Core Standards for ELD

CELDT Proficiency Level	Common Core ELD Proficiency Level
Beginning	Emerging
Early Intermediate (low)	Emerging
Early Intermediate (high)	Expanding
Intermediate	Expanding
Early Advanced (low)	Expanding
Early Advanced (high)	Bridging
Advanced	Bridging