

Guiding Questions for English Language Development Students

*Data collection and questions to consider
when there are concerns*



Collect background:

■ Physical

- Is there a significant birth, developmental or health history?
- Is the child experiencing some type of family change?
- Does the child have a medical diagnosis?
- Has the child passed a vision and hearing screening?
- Has a close vision screening been done?
(district only screens for distance)
- If the child has glasses, do they wear them consistently?

■ Language History

- What is the first language? Home Language?
- How many years has the child been exposed to English? In what settings (i.e. school, siblings, television?)
- Is the child's acquisition of English slower than expected in the areas of listening, speaking, reading, and writing (ACCESS scores and growth percentiles)?

■ Schooling History

- Did the child attend school in their home country?
 - How many years? What grades?
 - Did the home country school have any academic concerns?
 - Did the child receive English language instruction in the home country school?
- Did the child attend preschool? How many years? Was it in a bilingual classroom? Was it in the U.S.?
- School attendance history in U.S. for Kindergarten and above grades?
- Has the student frequently moved?
- Is attendance an issue?

■ Parent Report

- Are the parents concerned regarding their child's progress?
- Is this child's progress different than siblings?

Next...

Look outside of the child:

First assess the learning environment



Child's learning environment:
strategies,
differentiation,
evidence other second
language learners
are benefitting from
instruction and
interventions.

■ Learning Environments

- Is there evidence that the student has received appropriate accommodations and differentiation in the general classroom so that they can access the curriculum?
 - i.e. visual supports, controlled vocabulary, scaffolded learning, building background knowledge
- Is the student receiving direct support for the acquisition of English? For how many years?
 - i.e. English Language Development support (ELD)

■ Academic Progress

- Has the child received targeted interventions for his/her specific needs?
 - i.e. root cause analysis with corresponding intervention and related progress monitoring
- Is there a difference in the student's progress during the intervention when compared to their peers? Did their peers demonstrate progress? If not, does the instruction need to change?
- Was the intervention changed as needed in order to try different methods of addressing the academic need? Smaller groups, more time? Was the root cause analysis correct?

Then...

Look inside the child:

Once you have assured that the child's instruction is appropriate for his/her learning needs

- Is the child demonstrating approximately one year's growth for each year he/she has received academic instruction in English?
 - i.e. If a child enters school in the U.S. in 1st grade with no formal previous schooling, what grade level would you expect him/her to be at in 3rd grade with 2 years of instruction? (about 2nd grade level or 1st if considering lack of K)
- How is the child's academic progress compared to a similar culturally and linguistically different peer(s) (if possible)?
 - i.e. compare to peer (s) with same level of English acquisition, same amount of years of academic instruction, and same interventions if possible.



Next...

Synthesis of Collected Body of Evidence:

Background, Assessment of Learning Environments,
Academic Progress



- Are there multiple pieces of evidence that the child might have a learning difference instead of typical second language learning issues?
 - Example:
 - Slower acquisition of English
 - Parent concern, different progress than siblings
 - Compared to similar culturally and linguistically different peer, the child is making lower and slower progress
 - In spite of multiple, targeted interventions?
 - Multiple points of data have been collected over time?
 - District Assessments
 - Progress Monitoring and Benchmarking Data
 - Other history or medical information that might be impacting progress

Balance of the Scale



Which side has more evidence?



More evidence to the left side: Possible learning difficulty



More evidence to the right side: Typical or needs more time/change in intervention, glasses, etc.