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**Critical Data For ELL Students of Concern**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Prior to Parent Interview**

**Primary concern(s) noted by staff:**

Student’s Primary language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other languages spoken by student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Language(s)spoken in the home: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Years of formal education in primary language: \_\_\_\_\_\_\_ (**red flag** if less than number expected for age/grade)

Parental education in primary language[[1]](#footnote-1): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Can student read/write in primary language[[2]](#footnote-2): Yes/No (**possible red flag**)

If yes, at what level can they read or write in primary language: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of years learning English[[3]](#footnote-3): \_\_\_\_\_\_ (**red flag** if less than 6 and team is considering the area of a specific learning disability).

Attendance History:

Approach taken in ELL classes and district(s) as a whole and years of experience with each approach(examples: pull-out, immersion, bilingual, SIOP).

WLPT-II Test Data (including number of years at each level): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interventions Description (describe intervention, including pre and post test data and length of intervention):

Expectations while in general education classroom (e.g., was student expected to turn in class work and homework every time other student were (albeit modified)). If no/none/limited, **Major Red Flag**

Classroom Observation (and completed by):

Current Academic levels in English:

Comparison Student Data (if team believes that possible testing for Specific Learning Disability is an option, this data is mandatory for all student with less than 6 years experience learning English):

(To complete this section, you need at least 3 students whose language background is similar to the student of concern and for whom you have the same type of classroom or standardized test data. The core question is how does the development of the student of concern compare/contrast to other students with very similar language backgrounds).

**Information gained during Parent Interview**

Academic History/Performance in primary language (should include, but is not limited to: age when students started school, average age when students start school in their country, performance in school, retention, highest grade level studied, any difficulties in first (or dominant) language, family history of learning experiences, behavioral norms for children):

(**red flag** if student has limited educational experience in primary language)

Academic performance compared to siblings:

Developmental and medical history (questions can include, but are not limited to, age student began to walk, began to talk, recognized own name written, wrote own name, gross motor skills compared to peers, fine motor skills compared to peers, peer interactions):

***Number of Red Flags or Possible Red Flags***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Definition and Notes Page:**

1. For the first red flag (years of formal education), this is related to their age and the grade they are currently in. For example, the expectation here is that a 3rd grade student has had 4 years of school (including kindergarten) at the end of the school year. Some countries do not have a kindergarten that is mandatory and other countries have mandatory preschool. Therefore, you will need to check this with the family.
2. For the second red flag (skills in primary language), the effort here is to try to estimate their development in their L1 relative to the education that they received in their L1. This can be difficult, obviously. The point is that a student who was making expected progress in their L1 probably does not have a need for special education services and the team should be looking at other possible factors (e.g., transparency of L1 (a transparent language is a language in which the sounds are consistent and predictable, students moving from a transparent language like Spanish will struggle with a non-transparent language like English), design of instruction, trauma, grief, etc…).
3. For the third red flag (years learning English), the research by Cummings and others has shown that it takes a minimum (for the average student) of 6 years to have developed the skills to be “competitive” in the classroom setting. This is based on strong/effective ELL education during those 6 years. Therefore, without this as a fact, caution must be taken when trying to examine a student for the possibility of any disability, especially a Specific Learning Disability. That is, how can the determination be made that a student has a Specific Learning Disability when the student does not have the history (time and experiences) needed to be able to evaluate the student effectively (i.e., the tests commonly used and techniques commonly used are not normed to account for these variables).
4. With regards to interventions tried with the student, it is critical to keep data regarding their pre-intervention skill level, progress monitor, and collect post-intervention assessment data. For students with less than 6 years of experience learning English, it is critical to have comparison students with similar educational backgrounds and language. The interventions must target the skill deficit of concern. For example, the intervention is not a reading intervention, but instead an intervention for a core skill of reading (e.g., sight words, phonics, fluency, etc.).
5. For the fourth red flag(expectations within the general education setting), the student needs to have had the opportunity and expectation to learn the subject matter. For example, the student should be turning in assignments at the same rate as all other students (albeit modified assignments). Without this expectation, measuring progress is impossible.
6. For the fifth red flag (limited educational experience in primary language), the education in the primary language provides the framework and background upon which to transfer the new learning. For example, a student who did not have the opportunity to learn to read in their primary language must now learn a second language and the skills of reading simultaneously.
7. The parent interview is critical to understanding the student’s development and how that development compares to siblings, relatives, peers, etc.

1. Use caution obtaining this information, is helpful but not necessary. [↑](#footnote-ref-1)
2. Difficult to assess and must be evaluated with caution. [↑](#footnote-ref-2)
3. Referring to Cummins research and 6 years of well designed instruction on average to “level the playfield.” [↑](#footnote-ref-3)