

FACTORS	<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">7</a>	<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>	<a href="#">11</a>	<a href="#">12</a>	<a href="#">13</a>	<a href="#">14</a>	<a href="#">15</a>	<a href="#">16</a>	<a href="#">17</a>	<a href="#">18</a>
	Student's Primary Language	Code Switching	Years of Learning English	Attendance History	Approach to EL Services	3+ languages	Education in Home Language	Parental Literacy L1	Student literacy in L1?	Parent Interview	Developmental History	WIDA growth scores	Benchmark Testing Growth	Intervention	Like peer Comparison Student Data	Expectations in the Classroom	School environment	Socio Economics
Data supports SPED referral																		
Data leans in support of SPED referral																		
Neutral or not enough data																		
Data leans to more EL support																		
Data supports more EL support																		
Tool to use:	EL status	Age	#of years in US schools	Attendance	<a href="#">Pull out/Push in models</a>	<a href="#">MLES</a>	<a href="#">MLES</a>	<a href="#">MLES</a>	<a href="#">MLES</a>	<a href="#">MLES</a>	<a href="#">MLES</a>	<a href="#">WIDA</a>	Fastbridge, Star, etc.	Targeted intervention from GenEd teacher	Like peers: fastbridge, WIDA, class samples	<a href="#">School Environment Sampling</a>	<a href="#">School Environment Sampling</a>	info is known or shared during MLES

Below are instructions on how to fill out the above table. Click on the number to be taken to the description on what warrants a referral and what warrants more EL supports. Fill out the above table to visually see if the majority of the data supports a referral or not. After filling this out the team should have a picture of whether Special Education services should be explored, if more EL supports should be implemented or other wraparound services should be considered.

**Factor 1: [Student's Primary Language](#)**

Purpose: Determine whether or not the native language could be directly linked to the struggles the student is having.

**Referral:** No conditions indicative of a referral.

**Neutral:** A student does not meet the noted criteria below.

**More EL Support:** Student speaks an additional language and there are specific examples that indicate the struggles of the student are common for the students coming from the noted language to English. For example Spanish: difficulties with distinguishing between b and v or pronunciation of [j].

Essentially this factor is a check of “is the student an EL student?” If yes, then that leans to EL support as EL status alone does not indicate a referral to SPED.

**Factor 2: [Code Switching](#)**

Purpose: Bilingual students will use code switching and mix their two languages as needed to communicate and express themselves.

Referral: there is no indication for referral.

Neutral: there is no indication for neutral.

More EL support: Student flows between L1 and L2 using both their languages to navigate the world.

Essentially this factor is a check that we honor and value multilingualism. Translanguaging does not indicate a referral to SPED.

**Factor 3: [Years of Learning English](#)**

Purpose: The research is clear that a student who is receiving a strong EL program takes an average of 5-7 years to have the academic language needed to compete and learn in the education setting at a rate similar to never EL students.

Referral: 6-7 (or more) years of learning English.

Neutral: 4-5 years of learning English.

More EL Support: Student with 0-4 years of learning English.

Essentially this factor checks whether we have given enough time to learn a new language. Being in the first few years of language acquisition is not an indication for referral. However, being in year 6 of learning English and still having difficulties being successful in the classroom may be indicative of the need for a referral. Years of learning English can include before Kindergarten if the student is consistently exposed to English. (English only Pre-K, daycare, bilingual parent etc.)

Note: Assessing an English learner for a disability does not require a waiting period for English language skills to develop.

**Factor 4: [Attendance History](#)**

Purpose: Examine why a student is not attending school and the possible interventions to help them want to attend school and be successful.

Referral: Good attendance OR poor attendance due to long history of school struggles.

Neutral: Attendance is not good but is not notably outside the norm, and there is no documented link between their poor attendance and their school struggles.

More EL Support: Poor attendance.

Essentially this factor checks whether a student has had access to the curriculum and to EL supports.

**Factor 5:** [Approach to EL Services](#) - [OPI minutes](#)

Purpose: Examine whether or not the student had consistent access to intensive EL services. This decision point addresses the quality and consistency of Tier One services for EL students.

Referral: Student is receiving more than the minimum minutes as defined by the [OPI](#) standards

and is not showing progress.

Neutral: Student is receiving minimum minutes as defined by the [OPI](#) standards and is not showing

progress.

More EL Support: Students is receiving fewer EL service minutes than the minimum prescribed by [OPI](#). The team should consider ways to increase the number of EL minutes the student receives.

Essentially this factor checks if the EL services at Belgrade are sufficient. We should not be using the Special Education department to make up for gaps in EL services.

**Factor 6:** [Students Who Speak Multiple Languages](#)

Purpose: When a student already speaks two or more languages prior to learning English and is struggling to learn English, the team needs to examine other possible root problems. If they have successfully acquired another language in addition to their home language then that should be seen as evidence that they do not have a learning disability in language acquisition.

Referral: No conditions indicative of a referral.

Neutral: Student who speaks one language and is learning English

More EL Support: Student speaks two or more languages and is struggling to learn how to speak

English.

Essentially this factor is a check of whether the student has proven the ability to learn additional languages in the past. If so then we need to increase EL supports if they are struggling with English as their struggles may be due to our program design.

**Factor 7:** [Education in Home Language](#)

Purpose: Examine the impact of the student's education in their other language. This is meant to help the team examine whether or not the student has transferrable skills.

Referral: Had expected years of schooling in home language, and did poorly compared to

siblings/peers.

Neutral: Had expected years of schooling in home language, but poor attendance. Siblings did not

learn in the same setting so can not compare.

More EL Support: Student has not had the expected years of schooling in their native language. Students are potentially SIFE students or started in Kinder in monolingual US schools.

Essentially this factor checks for a student's transferable skills. If we are only working with a language barrier that is a lot easier than teaching a child to read and write in a language they do not speak yet. For more information on SIFE (Students with Interrupted Formal Education) students please read: [Colorincolorado](#)

**Factor 8:** [Parental Literacy in Home Language](#)

Purpose: Examine the exposure of the student to vocabulary and language structure in their Home language.

Referral: Parents are literate in their home language and read to the student.

Neutral: Parents have some level of literacy, but indicate reading is difficult for them in their home language.

More EL Support: Parents are not literate in their home language or home language is not a written language.

Essentially this factor checks for a student's transferable skills. If we are only working with a language barrier that is a lot easier than teaching a child to read and write in a language they do not speak yet. For more information on SIFE students please read: [Colorincolorado](#)

**Factor 9:** [Did Student Learn to Read in Home Language](#)

Purpose: If student did not learn to read in Home language, we are trying to teach the process of reading while teaching a new language.

Referral: Student whose siblings or like peers with similar experience learned to read but the student of concern did not.

Neutral: Had some opportunity, developed some literacy, but is unclear the quality of their opportunity as compared to their level of reading development.

More EL Support: Student did not have an opportunity to learn to read in their home language.

Essentially this factor checks for a student's transferable skills. If we are only working with a language barrier that is a lot easier than teaching a child to read and write in a language they do not speak yet. For more information on SIFE students please read: [Colorincolorado](#)

Like Peers are students who are a similar age, similar grade level, and language proficiency level. If possible, using professional judgment, include other factors such as: parent education levels, home life, country of origin, etc.

**Factor 10: [Parent Interview](#)**

Purpose: Examine the environment and learning history of the student, siblings, and parents.

Referral: Data shows a history of learning problems within the family and/or for the student of concern.

Neutral: The data is mixed and unclear.

More EL Support: Parents and siblings learned well, there are no past issues for this student that are indicative of a potential disability, and student has never been in school before arriving (they are not a kindergarten age student).

**Factor 11: [Developmental History](#)**

Purpose: Examine developmental history, illnesses, and/or injuries to understand if there is something other than language acquisition that would help us understand the struggles of the student.

Referral: Data shows a medical issue(s) likely to be related to a potential disability and/or a history of poor developmental milestone achievement.

Neutral: The data is mixed and unclear.

More EL Support: No data indicating health, developmental, or injury issues that could be indicative of a possible disability.

**Factor 12: [WIDA Growth](#)**

Purpose: Examine how the student is progressing relative to other students of similar age, same language background, and similar length of time learning English and receiving EL services.

Referral: Acquiring English at a much slower rate than like peers. Or not making year over year progress

Neutral: Close to average performance of like peers. Making slow year over year progress

More EL Support: Student of concern has the same rate of growth on the state language acquisition tests as their like peers. Making at least .5 growth on WIDA scores year over year.

Essentially this factor examines a student's WIDA growth to show that a student may not be successful on a district reading assessment but they may be making progress in reading English at their language level. Be sure to examine scale scores for comparing year over year growth across grade bands.

Like Peers are students who are a similar age, similar grade level, and language proficiency level. If possible, using professional judgment, include other factors such as: parent education levels, home life, country of origin, etc.

**Factor 13: [Benchmark Testing Growth](#)**

Purpose: Examine how the student is progressing relative to themselves.

Referral: Acquiring growth at a much slower rate than like peers

Neutral: Showing slow or inconsistent growth.

More EL Support: Student of concern has shown improvement at a reasonable rate when compared to like peers.

Like Peers are students who are a similar age, similar grade level, and language proficiency level. If possible, using professional judgment, include other factors such as: parent education levels, home life, country of origin, etc.

#### **Factor 14:** [Intervention Description](#)

Purpose: Examine how the student responds to a targeted intervention in comparison to like peers. This decision point focuses on Tier 2 support.

Referral: Compared to like peers, responding at a much slower rate to targeted intervention.

Neutral: Growth rate on targeted interventions are only slightly lower than those of like peers.

More EL Support: Responding in a positive manner to the targeted intervention like the other students in the same group.

Like Peers are students who are a similar age, similar grade level, and language proficiency level. If possible, using professional judgment, include other factors such as: parent education levels, home life, country of origin, etc.

#### **Factor 15:** [Comparison Student Data](#)

Purpose: Find any data that can be used (or created to use) to compare the student to like peers.

Referral: Learning at a slower rate than like peers.

Neutral: No comparison data or unclear comparison data.

More EL Support: Student is learning skills at approximately the same rate as like peers.

Like Peers are students who are a similar age, similar grade level, and language proficiency level. If possible, using professional judgment, include other factors such as: parent education levels, home life, country of origin, etc.

#### **Factor 16:** [Expectations in the Gen Ed Classroom](#)

Purpose: Understand the impact of the adult expectations on the production and learning of the student.

Referral: Expectations in the gen ed classroom matched those normally expected for a student with the same language development level, the student had a system of support, but student is not progressing compared to like peers. On the school environment sampling form the observer saw mostly 3s and 4s.

Neutral: The expectations in the gen ed classroom were near the norm for students, but there were no documented supports for success and growth. On the school environment sampling form the observer saw mostly 2s.

More EL Support: Expectations were low and no documented system of support for growth. On the school environment sampling form the observer recorded mostly 1s and some 2.

Essentially this tries to ensure the student is not being held back by low expectations.

Like Peers are students who are a similar age, similar grade level, and language proficiency level. If possible, using professional judgment, include other factors such as: parent education levels, home life, country of origin, etc.

### **Factor 17:** [School Environment Sampling](#)

**Purpose:** Examine the work habits of the student within the classroom setting and relate those to the production and learning of the student.

Referral: Student is actively engaged in the learning process but is not demonstrating success. On the school environment sampling form the observer saw mostly 3s and 4s.

Neutral: A student who is doing little or nothing in the classroom setting. On the school environment sampling form the observer saw mostly 2s.

More EL Support: Student is not actively engaged in the learning process. On the school environment sampling form the observer recorded mostly 1s and some 2s.

Essentially this observes the student in the class and whether they are giving themselves the opportunity to learn.

### **Factor 18:** [Socio Economic](#) situations specific to ELs

**Purpose:** take into consideration specific socioeconomic situations that have historically led to an increase in inappropriate referrals to SPED.

Referral: if any of the below examples or others are present this is indicative of wrap around

services not SPED.

Neutral:

More EL Support: Some examples, student is a refugee/asylum seeker, ICE was known to be in town on date of testing and student expressed their knowledge of that, family member or friend was recently deported or sent by family to family in another country, student's household supports newcomer immigrants resulting in a lot of change in the adults in the home, student is a victim of race based bullying, student experiences microaggressions for example no one pronounces their name right, student expresses a desire to return to country of origin, student is having difficulty obtaining nutrition - difficulties with change in diet in their new country and/or food insecurities, student was treated like an adult in home country and expected to work and is now expected to be a student,

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# Tools

MLEs: [Link to separate document](#): Link [back to table](#)

## MULTILINGUAL EXPERIENCES INTERVIEW

Give a spiel on why we are asking what we can and can not ask: rights of parents in this process.

Interviewer Name: \_\_\_\_\_

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

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

Country of Origin and city of origin: \_\_\_\_\_

If applicable: age arrived in US: \_\_\_\_\_

If applicable: Is the student a refugee or asylum seeker? \_\_\_\_\_

Languages in the home and community \_\_\_\_\_

Age student was introduced to English: \_\_\_\_\_

## PREVIOUS SCHOOLING

### OUTSIDE OF THE US IF APPLICABLE:

### IN THE US IF APPLICABLE:

Number of years completed:	Number of years completed:
Level completed:	Number of years in EL programs:
Last date of attendance:	Type of EL Program:
Language of instruction:	Language of instruction:
Any special programs:	Any special programs:
Did student make progress:	Did student make progress:

### In Belgrade:

Number of years in school: \_\_\_\_\_

Hours per week in EL program: \_\_\_\_\_

EL teacher: \_\_\_\_\_

### Community links:

Is your student attending any other organizations in the community? \_\_\_\_\_

What is the language of the meetings? \_\_\_\_\_

Home/Community language skills according to the family: (circle one)

Reading in Home/Community Language: Non reader    Developing Reader    Fluent  
Writing in Home/Community Language: Non writer    Developing Writer    Fluent

Any other family information on home/community language reading or writing skills:

Reading: \_\_\_\_\_

Writing: \_\_\_\_\_

1. How long have you and your family lived in Belgrade, Montana? \_\_\_\_\_
2. Has your child missed a lot of school? Circle one. Yes or No  
More than 20 days in a school year? Circle one. Yes or no  
If yes to any of the above, why? \_\_\_\_\_
3. Has your child ever had any major illness or accidents? Circle one. Yes or No  
If yes please describe: \_\_\_\_\_
4. Was your child born prematurely? Circle one. Yes or No  
If yes please describe: \_\_\_\_\_
5. How old was your child when they learned to walk? \_\_\_\_\_
6. How old was your child when they learned to talk? \_\_\_\_\_
7. What is the average number of words your child uses in a sentence? \_\_\_\_\_
8. Does your child use correct grammar? \_\_\_\_\_
9. How does this child compare to their siblings? \_\_\_\_\_
10. Do you have any concerns? \_\_\_\_\_
11. What are your views of your student's English Proficiency Level and how it compares with their other languages? \_\_\_\_\_
  - a. What are the student's views? \_\_\_\_\_
12. What are the parents' views of the student's \_\_\_\_\_(insert language) Proficiency Level? \_\_\_\_\_
  - a. What are the student's views? \_\_\_\_\_
13. Is the student a victim of bullying or experiencing racist behavior?  
Circle one. Yes or No  
If yes, please describe if you are willing: \_\_\_\_\_
14. Is the student potentially experiencing stress from housing or financial difficulties, family separation, stability of who is in the household, or bereavement?  
Circle one. Yes or No  
If yes, please describe if you are willing: \_\_\_\_\_

We will use your responses to coordinate with other school staff (like counselors) unless you would like to opt out. You can opt out by stating you wish to opt out here:

**School Environment Sampling:** [Link to Separate Document](#) Link [back to table](#)

School Environment Sampling  
EL Student in the General Education Classroom

Date:

Observer:	School:
Teacher:	Grade Level:
Student:	English Proficiency Level:

**Purpose:** This observation will help to determine if a referral to Special Education is warranted for an EL student or if more support is needed for the teacher to support the student more effectively in the general education classroom. Observers will be EL teachers. This will not be entered into a teacher’s personnel file.

**Minimum period of time for sampling:** 3 thirty minute blocks (different classes)

4 = Extensive- Was observed with each task in the classroom and was employed effectively.

3 = Frequent- Was observed with each task in the classroom.

2= Partial- Was observed inconsistently during the observation period.

1= Minimal - Was not observed during the observation period, or was observed for one item.

Teacher:	M	P	F	E
<b>Connections:</b> Teacher facilitates verbal discussions, designs opportunities for paired learning, makes connections to school and community, makes connections to previous knowledge and skills. Notes:	1	2	3	4
<b>Relevance:</b> teacher validates learner’s backgrounds and experiences, uses student’s own interests, communicates cross culturally respectfully, uses curriculum that meets diverse strengths and abilities, uses culturally responsive classroom management. Notes:	1	2	3	4
<b>Native Language Utilization:</b> teacher examines similarities and differences between L1 and English, builds background knowledge, uses and/or encourages student use of translanguageing. Notes:	1	2	3	4

<b>English Language Development:</b> teacher posts a variety of language supports, facilitates authentic discourse, restates student contribution to uncover meaning, allows artistic, symbolic, or graphic representation, creates a safe and positive classroom environment where students can take risks in English, uses wait time, accepts varied levels of responses, emphasizes comprehension. Notes:	1	2	3	4
<b>Materials:</b> teacher uses physical and visual aids, captures conversations on chart paper, creates graphic organizers for abstract concepts, provides access to a variety of source materials. Notes:	1	2	3	4
<b>Differentiations:</b> teacher uses multiple forms of instruction, encourages higher level thinking, uses guided reading and writing, teaches both content and language objectives, repeats instructions, models instruction, provides multiple methods to access text meaning and comprehension, uses hands on activities, uses centers, small groups, paired learning Notes:	1	2	3	4
<b>Using Assessment to Inform Instruction:</b> teacher adjusts the teaching of content/skills and language development based on student responses obtained during daily classroom activities, from planned assessment tasks completed by all students during a lesson, provides timely and constructive feedback. Notes:	1	2	3	4

Student	M	P	F	E
<b>Engagement:</b> Student is engaged in the classroom activities, pays attention to teacher talk, is trying to comprehend, follows along with classmates. Notes:	1	2	3	4
<b>Participation:</b> Student participates in class activities, raises their hand, mimics classmates during whole group response, asks questions in front of the whole class, provides answers in big or small groups. Notes:	1	2	3	4
<b>Active member of classroom:</b> student is fully integrated into the classroom, has assigned tasks and knows them, is part of small group activities and centers, is part of whole group discussions. Their work is displayed alongside their peers. Notes:	1	2	3	4
<b>Attempts tasks:</b> student makes an effort to complete tasks even if they do not understand the task, student tries to mimic other classmates to determine the task, student finds success in these attempts. Notes:	1	2	3	4
<b>Resources:</b> student knows how to ask for help from the teacher, classmates or use resources in the room to help them. Student has	1	2	3	4

access to resources for English learners - device for translation, picture schedules, modified assignments and activities for their language level are explained to them and they know how to use them. Notes:				
<b>Security:</b> student seems to feel secure and safe in the classroom, their classmates are friendly and helpful, they know a classmate's name and the teacher's name. The student is NOT a victim of bullying, microaggressions or racist behavior. Notes:	1	2	3	4

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# Definitions and other Resources

Link [back to table](#)

WIDA [Proficiency Level Descriptors](#): This comes from the WIDA [Standards Framework](#). There is a print copy in the EL office.

ACCESS for ELLs [Interpretive Guide for Score Reports](#) this explained how to read the WIDA ACCESS scores and how to compare students using these score reports to other students, and to themselves across grade bands. Note the use of Scale Scores rather than Proficiency Scores for comparing students across years.

### [Pull out/Push in Model of EL:](#)

At Belgrade we use the pull out and push in model. Most students receive Pull out and are removed from their gen ed classroom for EL services. Some have push in where an EL teacher comes into the gen ed classroom and helps the student during general education teacher's instruction. Some receive a co-teaching model where an EL specialist and Gen Ed teachers are equals in the instruction.

[OPI Minute](#) Requirements by WIDA proficiency Level.

<b>SAMPLE Minute Requirements per WIDA Proficiency Level K-12</b>					
<b>WIDA Proficiency Level</b>	<b>Level 1: Entering</b>	<b>Level 2: Emerging</b>	<b>Level 3: Developing</b>	<b>Level 4: Expanding</b>	<b>Level 5: Bridging</b>
<b>English Language Development Support</b>	<b>300-675 mins/week 60-135 mins/day 5x per week</b>		<b>225-450 mins/week 45-90 minutes/day 5x per week</b>		
<b>Type of Service All delivered by an ESL certified teacher</b>	<ul style="list-style-type: none"> <li>-Co-teaching/Push-in</li> <li>-ESL group/pull-out classes</li> <li>-Students may be grouped across grade levels/across proficiency levels</li> </ul>				
<b>Core Content Support</b>	<p>Collaboration and/or co-teaching is provided in all subject areas when possible.</p> <p>Sheltered support in all content classes when possible (SIOP)</p>				
<b>English Language Development for Long-term ML/ELs More than 3 years as ELs</b>	<p><b>45-90 mins/day (5x per week)</b></p> <ul style="list-style-type: none"> <li>-English Language Development for Long-Term ELs provides deliberate vocabulary instruction and focused academic language and personalized literacy goals.</li> <li>-Pull-out and may be grouped across grade levels.</li> <li>-Integrated English support in content classes (Sheltered instruction)</li> </ul>				
<b>*Former ELLs must continue to receive services for an additional two years.</b>					