

Response to Intervention for English Language Learners ELEMENTARY



Response to Intervention for English Language Learners

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GENERAL OVERVIEW

Description of RTI for ELLs

Is it a language difference rather than a learning disability? This is an important question we need to ask ourselves to avoid a disproportionate number of English Language Learners (ELLs) designated as needing Special Education services. Because the way an ELL learns to speak, listen, read and write is different from that of a native English speaker, we have outlined ways that teachers can determine whether the difficulties they are noticing are one of difference or disability. To do so will ensure that the ELLs that are referred for Special Education actually need the services offered by that department.

The focus rests with sheltered instruction in the regular classroom. Sheltered instruction is defined as instruction that allows an ELL access to grade level content while developing academic English. This process can take as many as 5-7 years to gain the same academic English as that of a native speaker and be at grade level. We need to be patient as educational professionals while providing quality instruction that is appropriate for an ELL. This needs to begin in the mainstream classroom and continue into the ESL classroom.

Sheltered instruction includes many purposeful teaching practices and relies heavily on reflection by the instructor. A teacher who shelters instruction does not “dumb down” instruction and content but uses research based practices to improve instruction of grade level content. Our district and the ESL department offer many trainings dealing with sheltered instruction. These include Sheltered Instruction Observation Protocol (SIOP), Guided Language Acquisition Design (GLAD), Strategies to Accelerate Reading Success (STARS), Cooperative Learning, and much more. The protocol used in SIOP is used by the district RTI process as a tool for gathering data about instructional practices teachers use with ELLs in the mainstream classroom.

Depending upon your school and the type of ESL program at your school, the RTI process will differ a bit. We have divided this section of the manual into 2 large sections: **Elementary** and **Secondary**. Each section contains its own forms at the back of each section.

Remember, our goal is to place students in learning situations that are appropriate for their needs!

FAQ- Frequently Asked Questions

1. Do I have to do all of this for all my ELLs? *NO! Only the one or two in your class who do not seem to be progressing. Use the Decision A, B, C charts to decide!*
2. How do we do the AQS? *After reading the directions, If you are still having trouble, feel free to call the ESL department (333 6090) and one of the Program Coordinators will be happy to help you!*
3. What if I feel like it really IS something more than a language difference and my student possibly has a learning disability? *Read this manual for the steps and discuss the child in IAT meetings. If after ESL Tier 1 and 2, the student is still not showing progress, then certainly, the child should be referred for Tier 3 Intervention.*
4. Why isn't it OK to use entirely scripted programs and solely computer-based programs with ELLs? *It is not advisable to allow a material or computer program to become responsible for teaching language to a student. Scripted programs and computer programs are acceptable as a supplemental material for ELLs but the teacher is responsible and better capable of meeting the needs of the individual.*
5. Who can I contact for more information? *Contact Pete Cobin pcobin@washoe.k12.nv.us, Kendall Burner kburner@washoe.k12.nv.us, or Mary Ann Robinson mrobinson@washoe.k12.nv.us.*

Washoe County Principles of RTI for Elementary ELLs

1. Teacher Understandings:

The first responsibility for meeting the needs of ELLs is in the regular mainstream classroom.

- a. Understanding the language and cultural history of the student.
- b. Using materials approved for use with ELLs.
- c. Using assessments appropriate for ELLs
- d. Differentiation of both input by the teacher and output by the student appropriate for the language development of the student.
- e. Adequate progress shall be determined using the Language Learning Successes and Concerns Form.

2. Schoolwide Understandings:

- a. Only materials and programs approved by the ESL department will be used with ELLs.
- b. Only assessments approved by the ESL department will be used to assess ELLs.
- c. Only those qualified to work with ELLs should be working with ELLs during intervention times (ESL teachers, ESL endorsed teachers, Assistants and Aides who have completed RTI training with the ESL department).
- d. Adequate progress shall be determined using the Language Learning Successes and Concerns Form.


3. Districtwide Understandings:

- a. Other departments (Special Education, District Psychologists, & Administrators) should defer questions about ELLs and RTI to the ESL Department.
- b. No ELL should be certified as needing Special Education unless the ESL process for RTI has been followed.
- c. Adequate progress shall be determined using the Language Learning Successes and Concerns Form.

Accepted Programs/Materials for Elementary ELLs

Approved for Elementary ELLs	Conditionally Approved	Not Approved for Elementary ELLs
<p>Rationale: Materials that help teachers differentiate their instruction to target students' language needs.</p> <p>Examples:</p> <p style="padding-left: 40px;">Avenues Houghton Mifflin ELL Materials(for use with HM Reading) Read 180 L Book</p>	<p>Rationale: Materials that require strong teacher support to differentiate instruction to target students' language needs.</p> <p>Examples:</p> <p style="padding-left: 40px;">HM Reading (with differentiation and sheltering) Soar to Success (for students at Levels C & D) Read 180 with teacher support</p>	<p>Rationale: Materials or programs that are scripted or computer-based, because they do not provide for interaction for language learning. These may be used as supplemental materials, but not as the primary materials for the intervention.</p> <p>Examples:</p> <p style="padding-left: 40px;">Read 180 or other computer-based programs without teacher support. HM Reading with no differentiation for language proficiency. Read Naturally Soar to Success (for students at Levels A & B)</p>

Accepted Assessments for ELLs for Progress Monitoring

Approved Assessments- For progress monitoring language (NV English Proficiency Standards)	Accepted assessments for progress monitoring academic knowledge (Content Standards)	Not Approved Assessments
<p style="text-align: center;">SOPA QSI</p> <p>Authentic language to provide evidence for SOPA and QSI levels</p>	<p style="text-align: center;">Required District and State Assessments ARI, IRI, DRA Running Records Kindergarten Portfolio MAP</p> <p style="text-align: center;"></p> <p style="text-align: center;">*These can be used until the teacher is SOPA trained.</p>	<p style="text-align: center;">AIMSweb DIBELS</p>

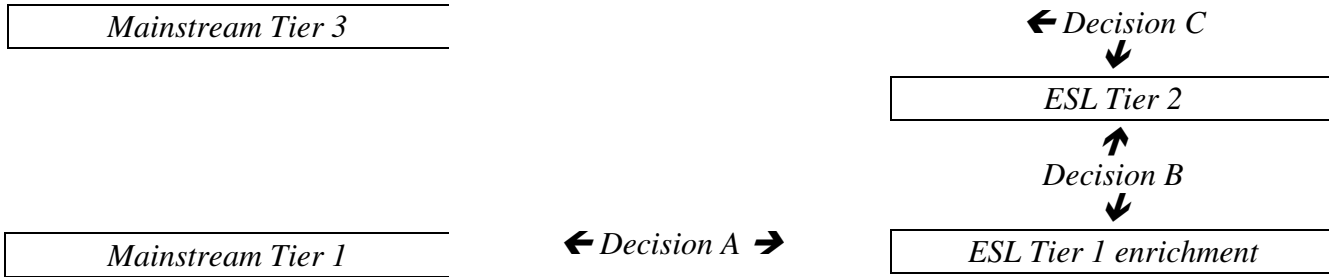
***Any assessment, program or material not included on these lists, should be approved by the ESL department before use.**

**** These two types of assessments should be linked. BOTH are important!**

RTI for ELLs Decision Making

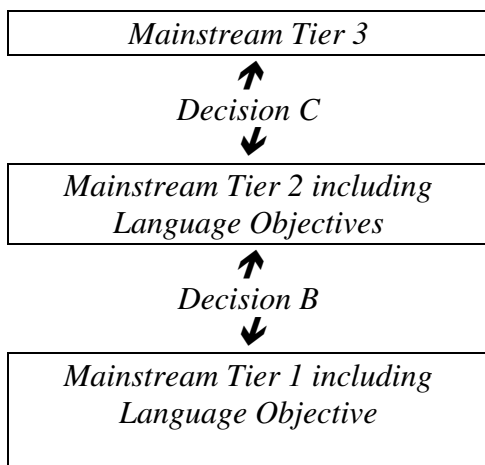
With more than 11,000 English Language Learners (ELLs) in the district, it is critical that WCSD provide effective interventions to support the language development students need to be academically successful. Because ESL resources are unevenly distributed from school to school, it is not possible for one model of ESL intervention to be used in all elementary schools. The three models below represent the ways elementary schools can allocate their ESL resources within the RTI structure to serve the language needs of their student population.

Model 1—Schools with ESL services



If schools do not have sufficient ESL personnel, the ESL Tier 1 and ESL Tier 2 may be taught simultaneously by the same teacher, with differentiated instruction for the ESL Tier 1 enrichment students and the ESL Tier 2 students.

Model 2—Schools without ESL services



The differences between these tiers reflect different availability of resources to support students learning language. Below are tables showing the different resources for each kind of intervention.

Model 1—Schools with ESL services

		ESL interventions		
		Mainstream Tier 1	ESL Tier 1	
Instructional Resources				
Language Objectives (ELP Standards)				
To meet proficiency level target	√	√	√	√
Content Objectives (Content Standards)				
To meet grade level standard	√	√		
To approach grade level standard		√	√	
Differentiated content objectives			√	√
Materials				
Approved for ELLs		√	√	
Teacher				
ESL endorsed		√	√	
Learning sheltered instruction		√	√	
Students				
ELLs only		√	√	
Class size				
Normal	√	√		
Small			√	√
Hours/week of intervention				
Normal	√	√		
Increased			√	√

Model 2—Schools without or limited ESL services

	Interventions with differentiated language instruction		
	Mainstream Tier 1 including Language Objectives	Mainstream Tier 2 including Language Objectives	Mainstream Tier 3
Instructional Resources			
Language Objectives (ELP Standards)			
To meet proficiency level target	√	√	√
Content Objectives (Content Standards)			
To meet grade level standard	√		
To approach grade level standard	√	√	
Differentiated content objectives		√	√
Materials	√		
Approved for ELLs	√	√	
Teacher			
ESL endorsed			
Learning sheltered instruction	√	√	
Students			
ELLs only			
Class size			
Normal	√		
Small		√	√
Hours/week of intervention			
Normal	√		
Increased		√	√

Elementary Forms

Required Forms

Teacher Response to Intervention- Teacher Form #1

SOPA Rubric- Teacher Form #2

SIOP Self Assessment and Observation- Teacher Form #3

Language Difference or Disability- Teacher Form #4

ELL Data Review- Teacher Form #5

Decision Point A- IAT Form A

Decision Point B- IAT Form B

Decision Point C- IAT Form C

Language Learning & Successes- IAT Form D

Oral Proficiency and Word Study Alignment- IAT Form E

Optional Forms

AQS

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS

DIRECTIONS

ELEMENTARY-RTI Process for ELLs

Tier 1- 9 Weeks minimum unless there is extremely strong evidence of a possible disability and the IAT chooses a more appropriate intervention for the student (see Language Learning Successes and Concerns chart).

When a student is struggling:

and the student is currently in	the teacher	and the IAT
Mainstream Tier 1 intervention	completes RTI/ELLs Teacher Form #1	(1) completes RTI/ELLs IAT Form A (2) decides on intervention
ESL Tier 1 intervention	completes RTI/ELLs Teacher Form #1	(1) completes RTI/ELLs IAT Form B (2) decides on intervention
ESL Tier 2 intervention	completes RTI/ELLs Teacher Form #1	(1) completes RTI/ELLs IAT Form C (2) decides on intervention

When a student is succeeding:

and the student is currently in	the IAT
ESL Tier 1 intervention	(1) completes RTI/ELLs IAT Form A (2) decides on intervention
ESL Tier 2 intervention	(1) completes RTI/ELLs IAT Form B (2) decides on intervention
Tier 3 intervention	(1) completes RTI/ELLs IAT Form C (2) decides on intervention

English Language Learners RTI Checklist

Date: _____ Teacher: _____

Student Name _____	ID _____
Original Entry Date _____	Grade _____
Initial assessment/placement date: _____	
Scores: LAS-Oral: _____	LAS-Reading: _____ LAS-Writing: _____
<i>Most recent</i> language proficiency assessment. If no LAS-Links scores are listed, indicate LAS scores	
ELPA assessment date: _____	
Scores: Listening: _____	Reading: _____
Speaking: _____	Writing: _____
Progress monitor scores	
Beginning of year SOPA level _____	Beginning of year QSI level _____
Current SOPA level _____	Most recent QSI level _____

Please make dated anecdotal notes regarding the interventions you have made in regard to this student.

- I have used the SOPA Rubric to determine the student’s language skills and skills to target in my lessons.

Skills I have targeted _____

- I have used the QSI Rubric to determine the student’s word study skills and skills to target in my lessons.

Skills I have targeted _____

- I conducted the SIOP (Sheltered Instruction Observation Protocol) as a Self Assessment and find that I daily use 80% of the features of the SIOP (24 of the 30 features) in every lesson I teach.

- I have differentiated instruction (both input on my part and output on the student’s part) in regards to the student’s proficiency level.

a. Date _____

How? _____

b. Date _____

How? _____

c. Date _____

How? _____

- I have reviewed the Language Difference or Language Learning Disability Chart and have determined that this student’s issues may be one of disability instead of a language difference. What evidence do you have?

- I had SIOP trained professionals observe lessons in my class (at least 1) to help me self reflect about my instruction and to plan to shelter my instruction in more ways. The protocols used are to be included with this checklist and are not to be used for evaluative purposes of the teacher.

- I have filled out/updated the ELL Data Review. What evidence is there that cultural adjustment is affecting the student’s learning?

CAL ORAL PROFICIENCY EXAM AND STUDENT ORAL PROFICIENCY ASSESSMENT RATING SCALE (COPE/SOPA-RS)
English Version © 2009 CAL

JR. NOVICE-LOW	JR. NOVICE-MID	JR. NOVICE-HIGH	JR. INTERMEDIATE-LOW	JR. INTERMEDIATE-MID	JR. INTERMEDIATE-HIGH	Jr. Advanced-Low	JR. ADVANCED-MID	JR. ADVANCED-HIGH
Oral Fluency								
-Produces only isolated words (i.e., single-word responses) and/or greetings and polite expressions such as <i>good morning</i> and <i>thank you</i> .	-In addition to isolated words, uses phrases of two or more words, and/or memorized phrases or sentences (e.g., <i>My name is...</i> , <i>I don't know</i>) in predictable topic areas. -May attempt to create sentences, but is not successful. -Long pauses are common.	-Uses memorized expressions with reasonable ease. -Shows emerging signs of creating with the language to communicate ideas. -Creates some sentences successfully, but cannot sustain sentence-level speech.	-Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and academic interactions.	-Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. -Gives simple descriptions successfully. -May attempt longer, more complex sentences. Few, if any, connectors are used.	-Initiates and sustains conversations by using language creatively. -Shows emerging evidence of paragraph-like speech with some connected sentences (e.g., <i>then, so, that, etc.</i>) in descriptions and simple narratives, but has no actual paragraphs with a main idea, organization, and connection.	-Reports facts easily. Can discuss topics of personal interest and some academic topics at the paragraph level to satisfy school and everyday requirements. -Narrates and describes at the paragraph level also, although haltingly at times. -False starts are common.	-Handles with ease and confidence concrete topics of personal and general interest and a number of academic topics. -Narrates and describes smoothly in paragraphs having a main idea, organization, and a variety of sentence connectors (e.g., <i>first, next, finally; then, when, that, although, but, therefore, so, etc.</i>).	-Handles most social and academic requirements confidently, but may hesitate when responding to complex, formal tasks (Superior level). -Organizes and extends discourse (multiple paragraphs) in an emerging ability to hypothesize on abstract topics (<i>if-then</i>) and support opinions.
Grammar (Speaking)								
-May use greetings and polite expressions accurately. -Lacks an awareness of grammar and syntax.	-Memorized expressions with verbs and other short phrases may be accurate, but inaccuracies are common. -Does not successfully create at the sentence level with conjugated verbs.	-Creates some sentences with conjugated verbs, but in other attempts to create sentences, verbs may be lacking or are not conjugated. -Other grammatical inaccuracies are present.	-Uses a variety of common verbs in present tense (conjugations may be inaccurate) in sentences. -Other verb tenses/forms may appear in memorized language. -The listener may be confused by this speech due to the many grammatical inaccuracies.	-Uses an increasing number and variety of verbs. -Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. -Many grammatical inaccuracies may be present.	-Uses a large variety of verbs well in present tense. Uses many verbs in the past tenses but lacks control of past. May use future and other verb forms. -Grammatical inaccuracies may still be present. Awareness of inaccuracies may be evident.	-Uses present, past, and future tenses. -May effectively self-correct when aware of grammatical inaccuracies. -Structures of native language may be evident (e.g., literal translation).	-Has good control of present, past, and future tenses. -Some inaccuracies may remain, but speech is readily understood by native speakers of the language. *In some cases, may use non-standard varieties of grammar.	-Uses all verb tenses accurately and sometimes uses complex grammatical structures, (e.g., <i>if...occurred, then...might also happen</i>). -Some patterns of error may persist, but they do not interfere with communication.
Vocabulary (Speaking)								
-Uses single words in very specific topic areas in predictable contexts. -May use greetings and polite expressions.	- Uses single words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -Frequent searches for words are common. May use native language or gestures when attempting to create with language.	-Uses vocabulary centering on basic objects, places, and common kinship terms, adequate for minimally elaborating utterances in predictable topic areas. -Use of native language and gestures is common to expand topics.	-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Use of some native language is common when vocabulary is lacking.	-Has basic vocabulary, permitting discussions of a personal nature and limited academic topics. Serious gaps exist for discussing topics of general interest. -If precise word is lacking, may use circumlocution ineffectively. May resort to native language.	-Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but lacks detail. -Sometimes achieves successful circumlocution when precise word is lacking. May use native language occasionally.	-Vocabulary is primarily generic but is adequate for discussing concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -May use circumlocution successfully when specific terms are lacking.	-Has adequate vocabulary for including detail when talking about concrete or factual topics of a personal nature, topics of general interest, and academic subjects. -Uses circumlocution effectively. Rarely uses native language.	-Uses precise vocabulary for discussing a wide variety of topics related to everyday social and academic situations. -Lack of vocabulary rarely interrupts the flow of speech.
Listening Comprehension								
-Recognizes single, isolated words, greetings and polite expressions.	-Understands predictable questions, statements, and commands in familiar topic areas (with strong contextual support), though at slower than normal rate of speech and/or with repetitions.	-Understands simple questions, statements, and commands in familiar topic areas, and some new sentences with strong contextual support. -May require repetition, slower speech, or rephrasing.	-Understands familiar and new sentence-level questions and commands in a limited number of content areas with strong contextual support for unfamiliar topics. -Follows conversation at a fairly normal rate.	-Understands sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. -Carries out commands without prompting.	-Understands longer stretches of connected speech on a number of topics at a normal rate of speech. -Seldom has problems comprehending everyday topics. (Can request clarification verbally.)	-Understands main ideas and many details in connected speech on some academic topics and on topics of personal interest.	-Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. -May have difficulty with highly idiomatic speech.	-Understands complex academic discourse and highly idiomatic speech in conversation. -Confusion may occur due to socio-cultural nuances or unfamiliar topics.

* This feature may not appear, but if present in student speech, is acceptable at the Jr. Advanced-Mid level of proficiency.

The COPE/SOPA Rating Scale is based on the ACTFL Proficiency Guidelines, American Council on the Teaching of Foreign Languages (1986, 1999)

Sheltered Instruction Observation Protocol Self Assessment- Mark this self-assessment with **D** for **DAILY** practice, **O** for **OCCASIONAL** practice, **N** for **NEVER** practice.

To consider your teaching as including sheltered instruction, you should have 80% (24 of 30 features) marked as DAILY practice. If your self-assessment does not have 80% as DAILY practice, pick some of those you marked as OCCASIONALLY to implement more often or learn how to implement some of the features you marked as NEVER.

My self-assessment _____ Daily _____ Occasionally _____ Never

Lesson Preparation

_____ Write **content objectives** clearly for students.

_____ Write **language objectives** clearly for students.

_____ Choose **content concepts appropriate** for age and educational background level of students.

_____ Identify **supplementary materials** to use (graphs, models, visuals).

_____ **Adapt content** (e.g., text, assignment) to all levels of student proficiency.

_____ Plan **meaningful activities** that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.

Building Background

_____ **Explicitly link concepts** to students' backgrounds and experiences.

_____ **Explicitly link past learning** and new concepts.

_____ **Emphasize key vocabulary** (e.g., introduce, write, repeat, and highlight) for students.

Comprehensible Input

_____ Use **speech** appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners).

_____ **Explain academic tasks** clearly.

_____ Use a **variety of techniques** to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

_____ Provide ample opportunities for students to use **strategies**, (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).

_____ Use **scaffolding techniques** consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout lesson.

_____ Use a variety of **question types including those that promote higher-order thinking** skills throughout the lesson (literal, analytical, and interpretive questions).

Continue to next page.....

Interaction

- _____ Provide frequent **opportunities for interactions** and discussion between teacher/student and among students, and encourage elaborated responses.
- _____ Use **group configurations** that support language and content objectives of the lesson.
- _____ Provide sufficient **wait time for student responses** consistently.
- _____ Give ample opportunities for **students to clarify key concepts in L1** as needed with aide, peer, or L1 text.

Practice/Application

- _____ Provide **hands-on materials** and/or manipulatives for students to practice using new content knowledge.
- _____ Provide activities for students to **apply content and language knowledge** in the classroom.
- _____ Provide activities that **integrate all language skills** (i.e., reading, writing, listening, and speaking).

Lesson Delivery

- _____ **Support content objectives** clearly.
- _____ **Support language objectives** clearly.
- _____ **Engage students** approximately 90-100% of the period (most students taking part and on task throughout the lesson).
- _____ **Pace** the lesson appropriately to the students' ability level.

Review/Assessment

- _____ Give a comprehensive **review of key vocabulary**.
- _____ Give a comprehensive **review of key content concepts**.
- _____ Provide **feedback** to students regularly on their output (e.g., language, content, work).
- _____ Conduct **assessments** of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response.)

This form can also be used by SIOP trained professionals for the 3 observations required in your classroom for Tier 1. This form should NOT be used for evaluative purposes but for the purpose of informing the teacher regarding how to better meet the needs of ELLs in the classroom. The person observing and using this form should have attended a minimum of a 15 hour SIOP course.

RTI/ELLs Teacher Form # 4 Language Difference or Disability Chart

Comparing Language Differences with Language Learning Disabilities
Making Content Comprehensible for English Learners, 2008, Chapter 10
Check the box that best describes the student.

Language Differences

Limited vocabulary in the native language is due to lack of opportunity to use and hear native language.

Language performance is similar to other students who have had comparable cultural and linguistic experiences.

Student shifts from one language to another within an utterance.

Communication may be impeded by an accent or dialect.

Pragmatic skills such as interpreting facial expressions, appropriate physical proximity, and the use and interpretation of gestures are age appropriate.

TOTAL Language Differences =

Language Learning Disabilities

Language patterns are unique to the student and unlike others in student's cultural community.

Student demonstrates limited vocabulary even when there are rich language opportunities in the native language.

Word-finding problems are evident and student substitutes with another language.

Student exhibits deficits in expressive and receptive language, which impede communication.

Student demonstrates difficulty using and interpreting nonverbal language, often leading to social problems.

TOTAL Possible Language Disabilities =

ELL DATA REVIEW

Student: _____ ID Number: _____ School: _____ Grade: _____
 Form Completed Date: _____

REVIEW OF CUMULATIVE FOLDER

HEALTH INFORMATION	PREVIOUS SERVICES
<input type="checkbox"/> Vision concern <input type="checkbox"/> Hearing concern <input type="checkbox"/> Fine motor <input type="checkbox"/> Gross motor	<input type="checkbox"/> Long-term ELL tiered interventions: Dates: _____ <input type="checkbox"/> Short-term ELL tiered interventions: Dates: _____ <input type="checkbox"/> Section 504 accommodation plan : Dates: _____ <input type="checkbox"/> Special education evaluation services: Dates: _____ <input type="checkbox"/> Speech/Language: <input type="checkbox"/> Articulation: Dates: _____ <input type="checkbox"/> Expressive/Receptive: _____ <input type="checkbox"/> Out of district: Dates: _____ <input type="checkbox"/> Retained: Dates: _____ <input type="checkbox"/> Home schooling: Dates: _____ <input type="checkbox"/> Preschool : Dates: _____ <input type="checkbox"/> Child in Transition: Dates: _____ <input type="checkbox"/> Juvenile services: Dates: _____ <input type="checkbox"/> Social services: Dates: _____ <input type="checkbox"/> Foster care: Dates: _____
ATTENDANCE	
# Days absent last year: _____ # Days absent current year: _____	
GRADES	
Language Arts: _____ (middle) ELL English: _____ ELL Read/Comp _____ GPA: _____ Credits earned: Required: _____ Elective: _____	

INTERVIEW SUMMARY

	PARENT/GUARDIAN	STUDENT	TEACHER
DATE			
TYPE OF INTERVIEW			

Anecdotal Notes

Student Name: _____

Student ID: _____

ELL DATA REVIEW (Cont'd)

	Student/ family	Source of Information	Notes/Comments
General	Home country: _____ Language(s) spoken at home: _____ Original Entry Date: _____ Student DOB: _____ Number of siblings: _____ Student lives with : _____ Highest grade completed parent/guardian: _____	<input type="checkbox"/> Cumulative Folder: <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Teacher/School <input type="checkbox"/> Observation <input type="checkbox"/> Other: _____ _____	
	<input type="checkbox"/> Recent immigrant <input type="checkbox"/> Refugee <input type="checkbox"/> Resides on reservation <input type="checkbox"/> High family mobility <input type="checkbox"/> Low socio-economic status	<input type="checkbox"/> Cumulative Folder <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Teacher/School <input type="checkbox"/> Observation <input type="checkbox"/> Other: _____	
Education	<input type="checkbox"/> Student attended school in _____ <input type="checkbox"/> Number of years of schooling: _____ <input type="checkbox"/> Interrupted schooling _____ <input type="checkbox"/> Little exposure to subject or academic content <input type="checkbox"/> Leaves school for extended periods <input type="checkbox"/> Parent/ guardian educational background <input type="checkbox"/> Limited or sporadic school attendance <input type="checkbox"/> Disrupted early childhood development??? <input type="checkbox"/> Limited academic language in native language	<input type="checkbox"/> Cumulative Folder <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Teacher/School <input type="checkbox"/> Observation <input type="checkbox"/> Other: _____ _____	
Student behavior/Interactions			
General	<input type="checkbox"/> Expresses or displays sense of isolation in cross cultural interactions <input type="checkbox"/> Expresses anxiety in cross-cultural interactions. <input type="checkbox"/> Has culturally appropriate behaviors that are different from expectations in school settings	<input type="checkbox"/> Cumulative Folder <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Teacher/School <input type="checkbox"/> Observation <input type="checkbox"/> Other: _____ _____	
School/ Classroom Specific	<input type="checkbox"/> Few cognitive learning strategies appropriate to classroom/school <input type="checkbox"/> Cognitive learning style different or inappropriate in relation to teacher's instructional style. <input type="checkbox"/> Easily frustrated or low perseverance in completing task <input type="checkbox"/> Retains learning strategies that are no longer appropriate. <input type="checkbox"/> Displays difficulty with task analysis <input type="checkbox"/> Displays difficulty with understanding and applying cause and effect <input type="checkbox"/> Uses survival strategies that are not appropriate in the classroom <input type="checkbox"/> Rarely speaks in class <input type="checkbox"/> Always relies on peer for assistance in understanding <input type="checkbox"/> Appears to know English but cannot follow English directions in class. <input type="checkbox"/> Displays difficulty with understanding and applying cause and effect	<input type="checkbox"/> Cumulative Folder <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Teacher/School <input type="checkbox"/> Observation <input type="checkbox"/> Other: _____ _____	

Decision Point A involves trying to determine if the student would benefit from an ESL intervention.

Give a score of 1 for each descriptor.

Decision Point A—Moving between Mainstream Tier 1 and ESL Tier 1 Interventions

Results favoring placement in Mainstream Tier 1	Student information	Results favoring placement in ESL Tier 1
SASi ESL Code 5, 6, or R*	Most recent ELPA	SASi ESL Code A, B, C, D
	Language learning success (Total the number of successes)	
	Language learning concerns (Total the number of concerns)	
Advanced	Current SOPA level	Novice, Intermediate
Some differentiation required	Current language objectives	Much differentiation required
Does not affect learning	Cultural adjustment	Affects learning
At grade level	Academic level	Below grade level
	WHICH PLACEMENT BEST MATCHES STUDENT TO INSTRUCTION?	
Total		Total

*Students who have refused ESL services are not eligible for ESL intervention. Their interventions should target all of their language needs, and this is done in a mainstream intervention including language objectives.

5= Students not yet given the placement test for ESL services.

Decision Point B involves trying to determine if the student would benefit from more intensive ESL intervention.

Give a score of 1 for each descriptor.

Decision Point B- Moving between ESL Tier 1 and ESL Tier 2 Interventions

Results favoring placement in ESL Tier 1		Student information		Results favoring placement in ESL Tier 2
SASi ESL Code D		Most recent ELPA		SASi ESL Code A, B, C
		Language learning success (Total the number of successes)		
		Language learning concerns (Total the number of concerns)		
Advance, Intermediate- Mid or High		Current SOPA level		Novice, Intermediate - Low
Some differentiation required		Current language objectives		Much differentiation required
Does not affect learning		Cultural adjustment		Affects learning
At grade level		Academic level		Below grade level
Total				Total

Decision Point C involves trying to determine if there has been an unexpected lack of progress in language learning, despite good instruction and good conditions for language learning.

- Give a score of 1 for each descriptor.

Decision Point C- Moving between ESL Tier 2 and Tier 3 Interventions

Results favoring placement in ESL Tier 2		Student information HAS THERE BEEN AN UNEXPECTED LACK OF PROGRESS IN LANGUAGE?		Results favoring placement in Mainstream Tier 3
		Language learning success (Total the number of successes)		
		Language learning concerns (Total the number of concerns)		
No (modify Tier 2 instruction)*		Did student receive differentiated, sheltered instruction in Tier 2?		Yes
No (modify Tier 2 language objectives)*		Were appropriate language objectives taught in Tier 2?		Yes
Reasonable possibility that it distracts from learning*		Cultural adjustment		Probably not a factor
Reasonable possibility that it distracts from learning*		Attendance, health, etc.		Probably not a factor
No		Evidence of concerns that are not explained by language learning?		Yes
Total				Total

* If any of the starred conclusions are reached, the student is to remain at Tier 2 for at least one more intervention period.

Language Learning Successes and Concerns Form

Progress monitoring of language learning is based on the developmental levels of the SOPA rubric and the QSI.

When to do	Teacher focuses on...	Successes are when...	Concerns are when...
Each intervention period (with good learning conditions*)	Target student’s next level of oral language proficiency or word study stage (SOPA, QSI)	With teacher support, student can perform at next level in some area of SOPA (oral fluency, grammar, vocabulary, or listening comprehension) or in word study	Even with teacher support, student remains at previous level in all areas of SOPA and word study
Early in intervention if student is struggling with suspected learning difficulties (with good learning conditions*)	Memory for oral vocabulary		Student does not learn oral vocabulary at a rate of at least 2 words a day as shown during informal classroom vocabulary checks
Beginning and end of each year (with good learning conditions*)	Comparison of oral language proficiency and word study stage (see Oral Proficiency and Word Study alignment)	Lag between oral proficiency and word study is steady or decreasing	Lag between oral proficiency and word study is increasing
After 1 year of learning in U.S. schools (with good learning conditions*)	Overall oral language proficiency—early development (SOPA rubric)	Attains level of Jr. Intermediate-Low or higher	Remains in Jr. Novice-High level or lower
After 4 years of learning in U.S. schools (with good learning conditions*)	Overall oral language proficiency—later development (SOPA rubric)	Attains level of Jr. Advanced-Low or higher	Remains in Jr. Intermediate-High or lower
Total successes/concerns			

* “Good learning conditions” means that (1) cultural adjustment is not hindering learning, (2) instruction is differentiated to meet the student’s needs, and (3) there are no problems with attendance or other situational issues that might hinder learning. If the learning conditions are not good, then address them before determining successes and concerns.

RTI/ELLs IAT Form E

Oral Proficiency and Word Study (OPAWS)
 Pete Cobin and Shane Templeton, 2009

Calculate the gap between oral proficiency (using the SOPA rubric) and word study (using QSI stages). For example, the gap between Jr. Advanced-Mid and Early/Middle Within Word Pattern is $8 - 6 = 2$.

3	4		5	6
Jr. Novice - High	Jr. Intermediate - Low		Jr. Intermediate - Mid	Jr. Intermediate - High
Late Emergent	Early Letter Name/ Alphabetic	Middle Letter Name/ Alphabetic	Late Letter Name/Alphabetic	Early/Middle Within Word Pattern
A few letters to represent salient beginning sounds:	Primarily consonant letters – Beginning and some ending sounds:	Consonant and vowel letters – Sounds occasionally elongated as children sound out words, resulting in additional vowel letters	Many digraphs and blends represented; preconsonantal nasals (-mp, -nt) included	Most short vowels spelled conventionally
B – <i>bed</i> J – <i>drum</i> K – <i>cake</i> L – <i>lump</i> F – <i>float</i>	LD – <i>lid</i> BT – <i>bet</i> JF – <i>drive</i>	FEAN – <i>fan</i> DEG – <i>dig</i> JRUV – <i>drive</i> SLEID – <i>sled</i> FRAIT – <i>fright</i> PLEIS – <i>place</i> GUEN – <i>when</i>	LOMP – <i>lump</i> SHEP – <i>ship</i> SHOPING – <i>shopping</i> WHEN – <i>when</i> TRAT – <i>trap</i>	BED – <i>bed</i> SHIP – <i>ship</i> PLAYS – <i>place</i> WATE – <i>wait</i> DREME – <i>dream</i> CAMPTE – <i>camped</i>

7	8	9
Jr. Advanced - Low	Jr. Advanced - Mid	Jr. Advanced - High
Late Within Word Pattern / Early Syllables and Affixes	Middle/Late Syllables and Affixes/Early Derivational	Middle/Late Derivational
Sorting out vowel patterns/diphthongs; consistent representation of inflected endings; using but confusing consonant doubling features	More consistent application of doubling at syllable junctures; <i>schwa</i> spelling remains to be sorted out; more consistent and appropriate spelling of suffixes	
ROAP – <i>rope</i> RIDING – <i>riding</i> SPOYLLEL – <i>spoil</i> SHOWR – <i>shower</i> THROAT – <i>throat</i> CATLE – <i>cattle</i> PLESHER – <i>pleasure</i> SERVING – <i>serving</i> BOTTEL – <i>bottle</i>	OPASISHAN – <i>opposition</i> CONFIDENTE – <i>confident</i> PLESURE – <i>pleasure</i> CAPCHUR – <i>capture</i> FORCHENET – <i>fortunate</i> SIVELIZE – <i>civilize</i> OPPOSITION – <i>opposition</i> CONFIDANT – <i>confident</i> DEFANITION – <i>definition</i>	ENPHASIZE – <i>emphasize</i> AMMUSEMENT – <i>amusement</i> APPEARANCE – <i>appearance</i> OCCURED – <i>occurred</i> BENIFIT – <i>benefit</i> CONFRENCED – <i>conferenced</i>

Optional Forms

AQS

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS

AQS Scoring Form

DATE:		STUDENT NAME/ID#:			Newcomer Continuing	
DOB:		SEX:	GRADE:	AGE AT ARRIVAL IN U.S.:	AQS Baseline	
LANGUAGE(S) SPOKEN AT HOME:			SCHOOL:			

CULTURAL/ENVIRONMENTAL FACTORS

Score

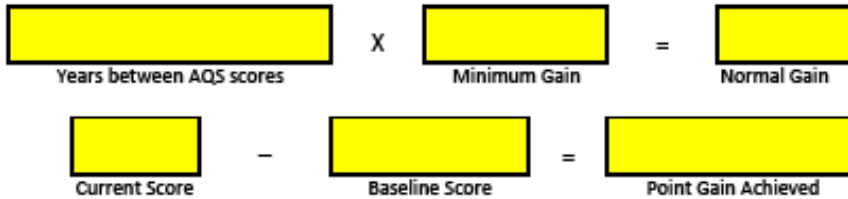
1. Number of years in United States/Canada? If under one year enter 1 If between one to two years enter 2 If between two to four years enter 3 If between four to five years enter 4 If between five to six years enter 5 If over six years enter 6	
2. Number of years in school/district? If under 2 years enter 1 If between one to two years enter 2 If between two to four years enter 3 If between four to five years enter 4 If between five to six years enter 5 If over six years enter 6	
3. Number of years in ESL/Bilingual Education If up to one year in directed instructions enter 1 If between one and one and a half years enter 2 If between one and a half to two years enter 3 If between two and two and a half years enter 4 If between two and a half to four years enter 5 If over four years enter 6	
4. Native Language Proficiency Does not speak language, pre-production enter 1 Pre-production to early production enter 2 Early production, limited social fluency enter 3 Advanced speech emergence, intermediate social fluency, limited academic fluency enter 4 Advanced intermediate social & academic fluency enter 5 Advanced social & academic fluency enter 6	
5. English Language Proficiency Does not speak language, pre-production enter 1 Pre-production to early production enter 2 Early production, limited social fluency enter 3 Advanced speech emergence, intermediate social fluency, limited academic fluency enter 4 Advanced intermediate social & academic fluency enter 5 Advanced social & academic fluency enter 6	
6. Bilingual Proficiency Essentially monolingual enter 1 Primarily one, some social in other enter 2 Limited academic either language, social both enter 3 Basic academic one, intermediate academic other enter 4 Most academic in one, intermediate academic in other enter 5 Bilingual in social and academic language enter 6	
7. Ethnicity/National Origin American Indian, Native American, AK. Native, Indigenous populations or First People enter 1 Hispanic/Latino/Chicano or Caribbean 2 African American, African, East Asian or Pacific Islander enter 3 West Asian or Middle Eastern 4 Eastern European 5 Western European 6	
8. Percent in School Speaking Student's Language/Dialect 81% to 100% of enrollment enter 1 66% to 80% of enrollment enter 2 50% to 65% of enrollment enter 3 30% to 49% of enrollment enter 4 11% to 29% of enrollment enter 5 0% to 10% of enrollment enter 6	

AQS Score TOTAL:

Significantly Less Acculturated	Less Acculturated	In Transition	More Acculturated	Significantly More Acculturated
0-14	15-22	22-31	32-39	40-48

How to Calculate Rate of Acculturation

To calculate rate of acculturation, locate the earliest score (preferably at enrollment) your student received in the left-hand column "AQS Score". This is your baseline score. To the right of this is a column "Minimum Average Annual Gain". The number in this column is the number of points per annum your student should gain on the AQS. You will compare the point difference between the baseline and current scores to calculate the rate of acculturation. The number of years between baseline and current completion of AQS multiplied times the minimum expected gain gives you the normal point gain expected over this time period. Then subtract the baseline score from the current score to find the number of points actually gained by the student in this time period. If the number of points is the same, then the student is acculturation to your school system at a normal rate. If the number of points achieved is lower than the number expected, then something is depressing the rate of acculturation. As discussed above, this could be inadequate or inappropriate instruction or the presence of an unidentified disability, and, therefore, needs further evaluation.



If points gained are fewer than normal expected gain, investigate the reasons why: inappropriate instruction, inadequate services, limited time in directed assistance, limited home language assistance, specific learning and behavior problems, etc. If points gained are the same or greater than normal expected gain, the student is making adequate or better than average progress in acculturating to the school system.

AQS Score	Minimum Average Annual Gain	Level of Acculturation
8	4.0	Significantly Less Acculturated
9	4.0	
10	4.0	
11	4.0	
12	4.0	
13	4.0	
14	4.0	
15	4.0	Less Acculturated
16	3.5	
17	3.5	
18	3.5	
19	3.5	
20	3.5	
21	3.5	
22	3.0	
23	3.0	In Transition
24	3.0	
25	3.0	
26	3.0	
27	3.0	
28	3.0	
29	3.0	
30	3.0	
31	2.5	

AQS Score	Minimum Average Annual Gain	Level of Acculturation
32	2.5	More Acculturated
33	2.5	
34	2.5	
35	2.5	
36	2.5	
37	2.5	
38	2.5	
39	2.0	Significantly More Acculturated
40	2.0	
41	2.0	
42	2.0	
43	2.0	
44	2.0	
45	2.0	
46	1.5	
47	1.0	Fully Acculturated
49	0.0	

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS GRADES K - 1

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry Level A	<ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging Level B	<ul style="list-style-type: none"> follow simple oral directions using knowledge of everyday tasks and school vocabulary identify basic shapes, letters, numbers, and common locations 	<ul style="list-style-type: none"> use vocabulary for common objects in social and academic situations describe situations using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<ul style="list-style-type: none"> identify capital and lowercase letters in isolation identify high-frequency initial sounds in words 	<ul style="list-style-type: none"> copy a word from the prompt to describe a picture
Intermediate Level C	<ul style="list-style-type: none"> distinguish between letters, words, shapes, and/or numbers determine described locations 	<ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions describe social situations using sentences with frequent errors that do not interfere with communication 	<ul style="list-style-type: none"> identify final sounds in words identify words read aloud decode basic short-vowel words match words to pictures recall stated details in a passage read aloud 	<p><i>students typically</i></p> <ul style="list-style-type: none"> generate a word to describe a picture
Advanced Intermediate Level D	<ul style="list-style-type: none"> distinguish the location of an object in relation to another object recall stated details in an oral story make simple inferences 	<ul style="list-style-type: none"> interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<ul style="list-style-type: none"> discriminate between initial and final sounds in words identify frequently-used rhyming words match words to definitions or descriptions recall events in a story read aloud read simple sentences independently 	<ul style="list-style-type: none"> describe a picture with a minimal simple phrase or sentence containing multiple grammatical and/or mechanical errors that do not impede understanding
Proficient	<ul style="list-style-type: none"> recall minor details in an oral story recall a stated sequence of events in an oral story determine the main idea of an oral story 	<ul style="list-style-type: none"> interact and make requests with few, if any, errors in vocabulary and grammar describe familiar social situations with few, if any, errors describe a process in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication tell a story with native-like vocabulary and grammar appropriate to the age 	<ul style="list-style-type: none"> identify less-frequent rhyming words use context clues to determine meanings of words 	<ul style="list-style-type: none"> describe a picture with a complete sentence containing minor errors in grammar, vocabulary, and mechanics recognize correct verb form, tense, and subject/verb agreement recognize regular plural nouns

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS GRADES 2 - 3

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry Level A	<ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging Level B	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow one-step oral directions identify high-frequency vocabulary related to home/school environment 	<ul style="list-style-type: none"> use vocabulary for common objects in social and academic situations describe familiar situations using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<ul style="list-style-type: none"> identify initial sounds in words identify final sounds in words match words to pictures 	<ul style="list-style-type: none"> write simple sentences suggested by a series of pictures; the response contains sentence fragments, limited vocabulary, and a lack of connectors describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding
Intermediate Level C	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow two-step directions containing vocabulary related to home/school environment recall concrete details in an oral story make simple references 	<ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions describe social situations using sentences with frequent errors that do not interfere with communication 	<ul style="list-style-type: none"> identify one-syllable words match words to extended definitions recall details in a story describe characters in a story 	<ul style="list-style-type: none"> describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding recognize correct verb form, tense, and subject/verb agreement
Advanced Intermediate Level D	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow multi-step directions recall subtle details in orally presented information determine the main idea of an oral story 	<ul style="list-style-type: none"> interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<ul style="list-style-type: none"> Identify rhyming words containing diphthongs Identify short and long vowel sounds and less-frequent final sounds Identify high-frequency synonyms of social and academic vocabulary Use context clues to determine a word's meaning Recall implicit details Describe a character Make inferences with strong contextual support Transfer concepts learned to new situations 	<ul style="list-style-type: none"> write a story suggested by a series of pictures; the response is clear but contains errors in vocabulary, grammar, and mechanics that do not impede understanding recognize correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles recognize correct writing conventions such as capitalization, end punctuation, and commas in a series differentiate complete sentences from fragments and use standard word order
Proficient FLUENT	<ul style="list-style-type: none"> follow directions containing academic vocabulary 	<ul style="list-style-type: none"> interact and make requests with few, if any, errors in vocabulary and grammar describe familiar social situations with few, if any, errors describe a multi-step process and explain reasoning in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication tell a story with native-like vocabulary and grammar appropriate to the age 	<ul style="list-style-type: none"> identify two-syllable words and rhyming words written with digraphs use context clues to determine meaning of common multiple-meaning words determine sequence in a story determine main idea in fiction and academic texts draw conclusions and generalizations 	<ul style="list-style-type: none"> describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors recognizes correct use of articles recognizes correct use of a variety of end punctuation marks and commas in dates

NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS

GRADES 4 - 5

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry Level A	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging Level B	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow one-step oral directions identify high-frequency vocabulary related to home/school environment recall important basic details in an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> identify and explain the use of common objects in social and academic situations using words and simple phrases describe familiar situations and give directions using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<p><i>students typically</i></p> <ul style="list-style-type: none"> identify common English phonemes and morphemes read simple vocabulary, phrases, and sentences independently 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding
Intermediate Level C	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow two-step directions containing basic academic vocabulary interpret specific vocabulary within a school setting 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions give directions and describe locations using simple sentences describe social situations using sentences with frequent errors that do not interfere with communication 	<p><i>Students typically</i></p> <ul style="list-style-type: none"> divide words into affix and root word use knowledge of high-frequency affixes to determine word meaning 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding respond to expository writing prompts with sentence fragments, limited vocabulary, and a lack of connectors recognize correct verb form, tense, and subject/verb agreement recognize correct coordinating conjunctions and possessive pronouns
Advanced Intermediate Level D	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow multi-step directions using academic vocabulary recall stated details in a classroom discussion and a class lesson identify a sequence of steps determine the main idea of a class lesson and orally presented stories 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<p><i>Students typically</i></p> <ul style="list-style-type: none"> use knowledge of lower-frequency affixes to determine word meaning identify high-frequency synonyms in social and academic vocabulary use context clues to determine less-common meanings of words identify the main idea and recall details in an informational passage or story divide words into syllables 	<p><i>students typically</i></p> <ul style="list-style-type: none"> write in complete sentences with grammatical and mechanical errors recognize correct word order in simple sentences recognize correct writing conventions such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles recognize correct writing conventions such as capitalization, end punctuation, and commas in a series differentiate complete sentences from fragments and use standard word order
Proficient	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow directions containing phrasal verbs and more complex vocabulary and grammar recall subtle details in a classroom discussion, a class lesson, or an oral story determine key points to summarize a task 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and complex sentence structure with few, if any, errors in grammar, give directions and describe locations using complex sentence structure and accurate vocabulary tell a story with native-like vocabulary and grammar appropriate to the age 	<p><i>students typically</i></p> <ul style="list-style-type: none"> use knowledge of low-frequency affixes to determine word meaning determine low-frequency synonyms of vocabulary in context determine the sequence in a reading passage infer information and draw conclusions in fiction and academic texts 	<p><i>students typically</i></p> <ul style="list-style-type: none"> respond to expository writing prompts clearly but with errors in vocabulary, grammar, and mechanics that do not impede understanding describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors use a variety of end punctuation marks and commas in dates correctly place adverbs in sentences

**NEVADA—LAS LINKS PROFICIENCY LEVEL DESCRIPTORS
GRADES 6 - 8**

LEVEL	LISTENING	SPEAKING	READING	WRITING
Entry Level A	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop receptive skills in English may understand some high-frequency words and phrases 	<p><i>students</i></p> <ul style="list-style-type: none"> are beginning to develop productive skills in English may produce some high-frequency words and phrases
Emerging Level B	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow one-step oral directions identify high-frequency vocabulary related to home/school environment recall important basic details in an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> identify and explain the use of common objects in social and academic situations using words and simple phrases describe familiar situations and give directions using words and phrases tell a story based on pictures of a familiar situation using basic vocabulary and phrases 	<p><i>students typically</i></p> <ul style="list-style-type: none"> identify common English phonemes and morphemes read simple vocabulary, phrases, and sentences independently 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding respond to expository writing prompts with disconnected sentence fragments
Intermediate Level C	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow multi-step directions containing academic vocabulary recall stated details in a classroom discussion or a short oral story identify main ideas in orally presented information 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication produce accurate labels for common objects and describe common functions give directions and describe locations using simple sentences describe social situations using sentences with frequent errors that do not interfere with communication tell a simple story with frequent errors that do not interfere with communication 	<p><i>students</i></p> <ul style="list-style-type: none"> divide words into affix and root word use knowledge of high-frequency affixes to determine word meaning identify synonyms of high-frequency vocabulary, including idioms 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding respond to expository writing prompts with sentence fragments, limited vocabulary, and a lack of connectors recognize correct use of apostrophes
Advanced Intermediate Level D	<p><i>students typically</i></p> <ul style="list-style-type: none"> determine the main idea of a classroom discussion infer directions from statements draw simple conclusions from an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication produce accurate labels for less-common objects in social situations describe precisely the purpose of common objects in social situations tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar 	<p><i>students</i></p> <ul style="list-style-type: none"> use knowledge of lower-frequency affixes to determine word meaning recall stated details in a variety of genres determine main idea in fiction and academic texts identify traits of characters in stories 	<p><i>students typically</i></p> <ul style="list-style-type: none"> write in complete sentences with grammatical and mechanical errors recognize correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles recognize correct writing conventions such as capitalization, end punctuation, and commas in addresses, in a series, and in complex sentences differentiate complete sentences from fragments and use standard word order recognize correct use of subordinate conjunctions and prepositions
Proficient	<p><i>students typically</i></p> <ul style="list-style-type: none"> follow directions containing phrasal verbs and more complex vocabulary and grammar recall subtle details from a classroom discussion, a class lesson, or a lengthy oral story determine key points in order to summarize orally presented information draw conclusions about a character in an oral story 	<p><i>students typically</i></p> <ul style="list-style-type: none"> describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and complex sentence structure with few, if any, errors in grammar give directions and describe locations using complex sentence structure and accurate vocabulary tell a story with native-like vocabulary and grammar appropriate to the age 	<p><i>students typically</i></p> <ul style="list-style-type: none"> interpret low-frequency idioms recall implicit details in a variety of genres infer information and make generalizations recall subtle details 	<p><i>students typically</i></p> <ul style="list-style-type: none"> respond to expository writing prompts clearly but with errors in vocabulary, grammar, and mechanics that do not impede understanding describe a picture or explains a preference with clear sentences containing only a few minor mechanical errors use a variety of end punctuation marks and commas in dates correctly use articles correctly place adverbs in sentences differentiate between fragments containing subordinate clauses and complete sentences