

Response to Intervention for English Language Learners SECONDARY



Response to Intervention for English Language Learners

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The RTI Process for Secondary ELLs

Determining Long Term or Short Term ELL

In order to most appropriately place ELLs into the RTI process, there must be a distinction between short term and long term ELLs.

Short term ELL students have been in the United States for less than four years and have had less than four years of formal US education. They are not fully English proficient according to the district English Language Proficiency Placement test, currently Las-Links Placement and/or the English Language Proficiency Assessment (ELPA).

Long term ELLs have had at least four years of formal education in the US. They have not demonstrated proficiency on the district ELPA. There are academic concerns about the student related to literacy.

The four year cut off has to be somewhat flexible. There will be students who have been in the US school system for 5 years who still exhibit second language acquisition challenges and should be placed in the Short Term ELL category. For Borderline ELLs the evidence gathered must also help determine whether they are placed in the Short Term ELL or Long Term ELL category.

Long Term	Short Term	
1. High Oral Proficiency	1. Limited English Proficient	1. Limited English Proficient
2. 4+ years in the US	2. Less than 4 years in US	2. Less than 4 years in US
3. Struggles with literacy	3. Proficient in native language	3. Limited proficiency in native language

RTI Procedures for Short Term ELLs

Tier 1

Tier 1 support for ELLs is provided through the ELL English courses and sheltered instruction/differentiated instruction in mainstream courses. (Refer to the ELL Courses by Tier level). For the short term ELL there are also extensive appropriate Tier 1 interventions. The ELL English courses are essential for the short term ELL because they provide the necessary second language acquisition curriculum. Additional Tier 1 support is provided from classroom content area teachers trained in sheltering techniques. Sheltered instruction grants ELLs access to grade level appropriate material while they are acquiring English.

Some ELLs require more extensive Tier 1 Support. ELL Mainstream Support (HS) and ESL Resource (MS) provide ELLs with extended time in a teacher supported environment. Courses designed to provide additional individualized support are also appropriate. The level of acceptable additional support at Tier 1 is more extensive for the Short Term ELL because the natural progress of second language acquisition is extensive and often unique to the strengths and weaknesses of the individual students. Short Term ELLs are not considered for moving to the next level of the RTI process until there is adequate evidence that the student is not academically successful due to reasons beyond the normal struggles of second language acquisition.

Moving from Tier 1 to Tier 2

An ELL is identified for the RTI process by a concerned teacher. This can be but is not limited to the ELL teacher. The teacher completes the Teacher's Response to Intervention and has identified that the student needs additional language support. The teacher works with counselors in order to place the student into courses and/or programs to support language development.

The ELL is sent to the IAT. It is highly recommended that an ELL teacher or a teacher with an ESL endorsement be on the IAT for Short Term ELLs. The IAT interviews the student and parents/guardians and completes the ELL Problem Identification Screening Summary: ELL/RTI-1. The IAT determines whether or not there has been adequate Tier 1 intervention. The IAT can either recommend further Tier 1 interventions or determine that the student needs additional language acquisition support that cannot be met in Tier 1. If the team recommends Tier 2 placement then the team must complete an intervention plan. (ELL/RTI-3)

Students are then placed into Tier 2 language acquisition interventions. Short Term ELL support at the Tier 2 level is Literacy Skills. The literacy skills intervention must take place for at least once semester. Language proficiency will be measured by SOPA rubric, QSI, and the ELL writing rubric. The specific intervention will be guided by the QSI and SOPA rubric results.

At the end of the intervention time, the team meets to review the language proficiency progress data. The team reviews and completes ELL/RTI-1, ELL/RTI-3, ELL/RTI-4, and ELL/RTI-5.

Measurable Progress: From Tier 1 to Tier 2

A QSI in the native language and English must be administered when possible.

- QSI in the native language with a score of less than 3rd grade equivalent.
- QSI in English
- Classroom Evidence
 - Placement test (ESL Dept.)
 - Writing sample evaluated by the ELL rubric
 - Diagnostic test (Shining Star)
 - Class work
- AQS (Acculturation Quick Screen)

- Students who have difficulty in acquiring the English alphabet and phonemic systems may also be considered.

Intervention curriculum in the Literacy Skills class will include early literacy teaching: phonemic awareness, sound symbol connection, basic academic skills, alphabet, basic compare/contrast and sorting.

Moving from Tier 2 to Tier 1

If the student makes measurable progress and demonstrates that the skills required in the ELL English course are being approached, the student exits Tier 2.

Staying in Tier 2

If the student makes measurable progress, but there are still concerns about the student's ability to be successful in the ELL English courses, the student may stay in Tier 2 intervention for one more semester after the following measures have been taken. The IAT meets with parents and reviews the intervention plan. The IAT completes ELL/RTI-5. The team establishes the student's need for additional language support.

Moving from Tier 2 to Tier 3

If the student does not make any significant measurable progress, the student can be considered for Tier 3. Also, if there is significant evidence of a disability and the IAT determines that the student needs are beyond language support needs, a student can be considered for Tier 3 during their first year in the country. However, the evidence must be evaluated by 3 different educators, one of whom has to be an ESL specialist. The IAT must describe indicators of potential disability and utilize The Language Difference and Disability Chart (Appendix C). For short term ELLs Tier 3 intervention is the Literacy Skills course for an extended period of time.

Measurable Progress: Movement from Tier 2 (Tier 2 to Tier 1 OR Tier 2 to Tier 3)

Students would move from Tier 2 to Tier 3 using the following data.

- At least 2 QSI scores in L1 (with at least 3 months in between)
- At least 2 QSI scores in L2 (with at least 3 months in between)
- Common Final Exam score at less than 25%
- Classroom Evidence
 - Placement test (ESL Dept.)
 - At least two writing samples evaluated by the ELL rubric
 - At least two diagnostic test scores (Shining Star)
 - Class work – at least 4 examples taken at least 3 months apart
- 2 AQS (Acculturation Quick Screen)

Moving from Tier 3 to Tier 2

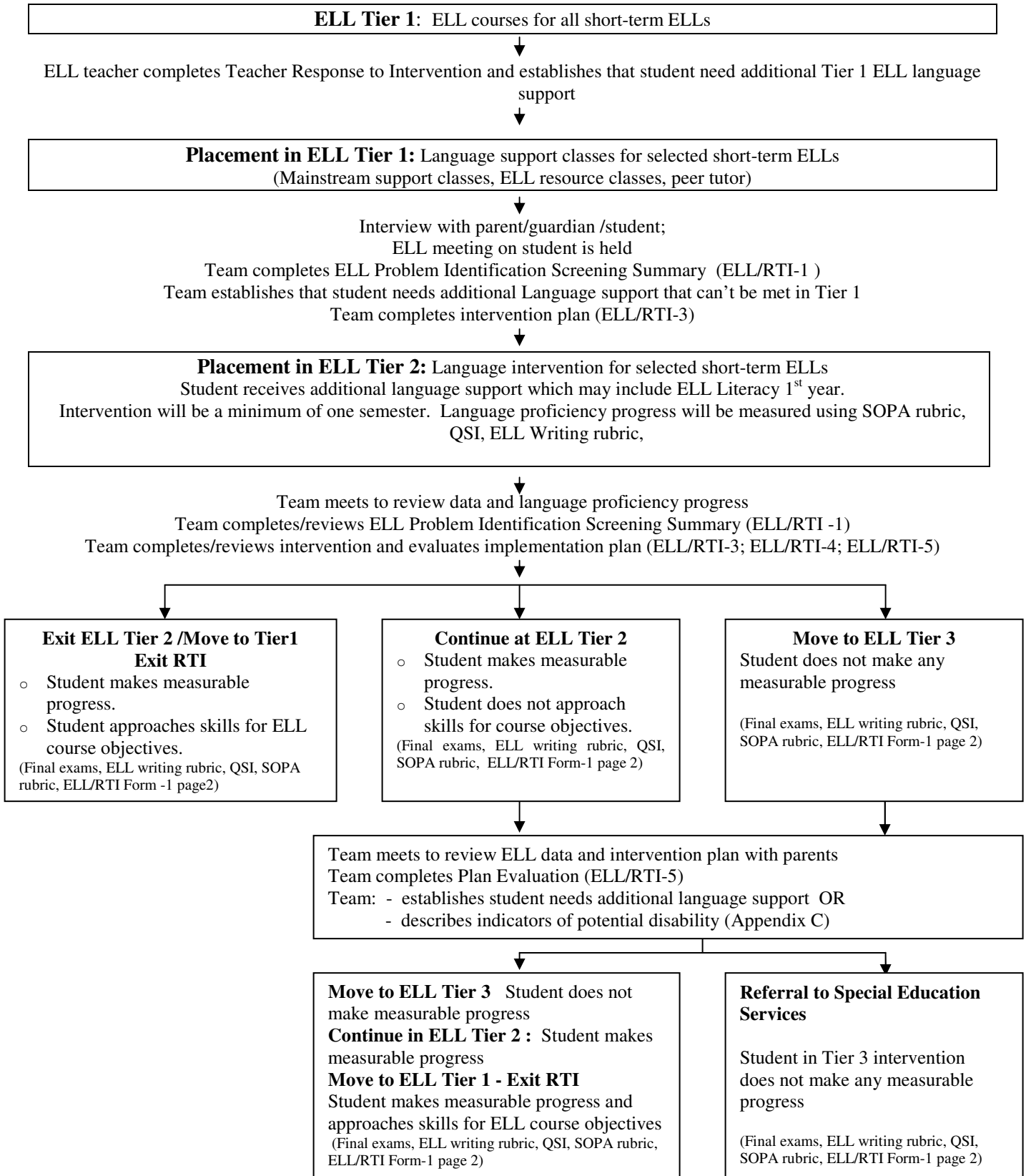
If the student makes significant measurable progress, students can move back into Tier 2 interventions. For a Short Term ELL who has gone through Literacy Skills for up to 4 semesters, Tier 2 after Tier 3 interventions must support student time and skill needs. The Tier 2 interventions can be programs that are used for general population students as Tier 2 and for other Short Term ELLs as Tier

1 intervention. The difference is that the Short Term ELL moving from Tier 3 to Tier 2 would be supported by his/her IAT and have a progress monitoring plan. The progress monitor plan will be determined based on the student's proficiency level. The progress monitoring plan should include information from the QSI, SOPA rubric, and the ELL Writing Rubric.

Moving from Tier 3 to Referral for Special Education

Students who do not make any significant measurable progress in Tier 3 interventions, and there is significant evidence of a potential disability, can be referred for testing for Special Education Services.

RTI PROCEDURES FOR SHORT-TERM ELLS



**ELL COURSES BY RTI TIER LEVEL
For Short Term ELLs**

Middle School ELL Courses

Tier 1

ELL English: Beginning Level – Course Number:0251
ELL Reading/Writing: Beginning level – Course Number:0253
ELL English: Intermediate Level – Course Number:0252
ELL Reading/Writing: Intermediate Level – Course Number:0254
ELL English: Advanced level – Course Number:0255
ESL Resource – Course Number: 0766

Tier 2

ELL Literacy Skills Course Number: TBA

High School ELL Courses

Tier 1

ELL Beginning English - Course Number: 7421 - 7422
ELL Beginning Reading/Composition - Course Number: 7451 -7452
ELL Intermediate English - Course Number: 7427 - 7428
ELL Intermediate Reading/Composition - Course Number: 7461- 7462
ELL Advanced English - Course Number: 7433 - 7434
ELL World History - Course Number: 7541 – 7542
ELL US History - Course Number: 7551 – 7552
ELL American Government - Course Number: 7553 - 7554
Multicultural Education - Course Number: 4931
ELL Computer Typing - Course Number 7583-7584
ELL Mainstream Support - Course Number: 7601-7602

Tier 2

ELL Literacy Skills Course Number: 7253 – 7254* (year 1)

Tier 3

ELL Literacy Skills Course Number: 7253 – 7254* (year 2)

*QSI and SOPA rubric scores are used to evaluate and monitor students

Literacy Skills Definition

ELL Literacy Skills

Course Number: 7253 - 54

Full Year, .5 elective credit per semester

Prerequisite: ELL assessment results

Instructor approval

May be repeated for a second year

May be taken concurrently with ELL Beginning English and ELL Beginning Reading/Composition. This course is intended for incoming ELLs who have low academic skills in the native language because of interrupted education in their home country. The course offers extra support for beginning students with low or intermediate level literacy skills in the native language. The focus is to provide additional opportunities for students to increase academic skills and expand basic content area vocabulary. Students will review and practice different aspects of writing including word order, mechanics and spelling, organization, and paragraph development. Reading selections and vocabulary development will include content-related topics to help expand students' reading comprehension and academic knowledge.

The RTI Process for Long Term ELLs

Tier 1

Tier 1 support for Long Term ELLs is provided through high quality differentiated instruction and the Advanced ELL English course for students who still exhibit second language errors. (Refer to the ELL Courses by Tier level). High quality differentiated instruction and sheltered instruction techniques grant ELLs access to grade level appropriate material. There are many possible reasons why students remain in ELL beyond an expected time line. The language acquisition process takes longer for some students, or there are significant gaps in the student's education that have negatively impacted literacy. There might also be an underlying disability that has not been identified. In order to best find the appropriate interventions at any Tier level the most appropriate type of support for the student must be determined.

There are less ELL interventions for Long Term ELLs for two reasons. First, issues other than second language acquisition or acculturation may be the source of academic difficulties for students who are still significantly struggling academically after four years. Therefore, their academic products require closer scrutiny outside of second language acquisition to determine the source of academic difficulties. Second, Long Term ELLs often require literacy and/or academic content intervention support that is best provided by general education interventions.

Moving from Tier 1 to Tier 2

An ELL is identified for the RTI process by a concerned teacher. This is usually a content area teacher. The teacher completes the Teacher's Response to Intervention and has identified that the student needs additional support.

The ELL is sent to the IAT. The IAT interviews the student and parents/guardians and completes the ELL Problem Identification Screening Summary (ELL/RTI-1). The IAT must consult with an ELL specialist (ELL teacher or Program Coordinator.) The IAT determines whether the student needs specific ELL language support or general education RTI support. The team identifies the intervention focus (ELL or general education) and completes the intervention plan (ELL/RTI-3). There are three options for placement in Tier 2 for Long Term ELLs

Option 1

Student is placed in ELL Tier 1 Language support: ELL Advanced English. The intervention must take place for at least one semester. Language proficiency growth will be measured by at least two measures of proficiency that can include the SOPA rubric, QSI, and the ELL Writing Rubric. The specific intervention plan will be guided by the QSI and SOPA rubric results. Students whose proficiency levels score outside of the SOPA rubric, QSI, and the ELL Writing Rubric have obtained a high enough level of proficiency that the curricular goals of Advanced ELL English would address the student's linguistic need.

Option 2

Student is placed in ELL Tier 2 intervention: ELL Mainstream Support, ELL Peer Tutor. The intervention must take place for at least one semester. Language proficiency growth will be measured by at least two measures of proficiency that can include the SOPA rubric, QSI, and the ELL writing rubric. The specific intervention plan will be guided by the QSI and SOPA rubric results.

Option 3

Student is placed in General Education Tier 2 RTI interventions. Progress monitoring and timelines follow the general RTI guidelines.

At the end of the intervention time, no matter which option is chosen, the team meets to review the progress monitoring data. The team reviews and completes ELL/RTI-1, ELL/RTI-3, ELL/RTI-4, and ELL/RTI-5.

Moving from Tier 2 to Tier 1

For *Option 1* and *Option 2* if the student makes measurable progress and demonstrates that the skills required in the ELL English course are being approached, the student exits Tier 2. For *Option 3* follow the general education guidelines for the Tier 2 intervention.

Staying in Tier 2

For *Option 1* and *Option 2* if the student makes measurable progress, but there are still concerns about the student's second language progress and ability to be successful in academic courses, the student may stay in Tier 2 intervention for one more semester after the following measures have been taken. The IAT meets with parents and reviews the intervention plan. The IAT completes ELL/RTI-5. The team establishes the student's need for additional language support. For *Option 3* follow the general education guidelines for the Tier 2 intervention.

Moving from Tier 2 to Tier 3

There are no ELL specific Tier 3 interventions for Long Term ELLs. For a long term student to move from Tier 2 to Tier 3 second language acquisition and acculturation issues have to have been ruled out as the source of a student's academic challenges. At this time Long Term ELLs move out of the ELL specific RTI process and into the general education RTI process. All Tier 3 interventions for Long Term ELLs are general education interventions.

RTI PROCEDURES FOR SECONDARY LONG -TERM ELLS

ELL Tier 1: Mainstream and selected ELL courses for long-term ELLs

↓

Content-area or ELL teacher completes Teacher Response to Intervention and establishes student needs additional support
 Interview with parent/guardian /student; ELL meeting on student is held
 Team completes ELL Problem Identification Screening Summary (ELL/RTI-1)
Team establishes if student needs specific ELL language support or general RTI support *
 Team identifies intervention focus and completes intervention plan (ELL/RTI-3)
 (Based on results of QSI, ELL writing rubric, SOPA rubric, classroom evidence)

Placement in ELL Tier 1 Language Support:
 ELL Advanced level (minimum of one semester)

Placement in ELL Tier 2 ELL Intervention:
 ELL Mainstream Support, ELL Peer Tutor (minimum of one semester)

Placement in General RTI Intervention (Tier 2) **
 Appropriate intervention plan is implemented (general RTI time frame – see guidelines Chapter 2)

↓

Team meets to review data and progress
 Team reviews/evaluates intervention plan (Forms ELL/RTI-3; ELL/RTI-4; ELL/RTI-5)

**Exit ELL Tier 2 /Move to Tier 1
 Exit RTI**

- Student makes measurable progress.
- Student approaches skills for ELL course objectives.

(Final exams, ELL writing rubric, QSI, SOPA rubric, ELL/RTI -1 page2, classroom evidence)

Continue ELL Tier 2 Intervention

- Student makes measurable progress.
- Student does not approach skills for course objectives.

(Final exams, ELL writing rubric, QSI, SOPA rubric, ELL/RTI-1 page 2, classroom evidence)

Move to Tier 3 General Intervention

Student does not make significant progress

(Tier 3 general intervention measures)

↓

Team meets to review ELL data and intervention plan with parents
 Team completes Plan Evaluation (ELL/RTI-5)
 Team: -establishes most appropriate Tier level support OR
 -describes indicators of potential disability (Appendix C)

Move to ELL Tier 1 - Exit RTI
 Student makes measurable progress and approaches skills for ELL course objectives
Move to Tier 3 General Intervention
 Student does not make measurable progress

(Final exams, ELL writing rubric, QSI, SOPA rubric, ELL/RTI -1 page 2, classroom evidence)

Referral to Special Education Services
 Student in Tier 3 intervention does not make significant progress

(Final exams, ELL writing rubric, QSI, SOPA rubric, ELL/RTI -1 page 2, classroom evidence)

* In order for a student to move from Tier 2 to Tier 3, the IAT must either have or consult an ESL specialist.

** Once a student is placed in general Tier 2 intervention, general RTI forms are used

**ELL COURSES BY RTI TIER LEVEL
For Long Term ELLs**

Middle School ELL Courses

Tier 1 | ELL English: Advanced level – Course Number:0255

Tier 2 | **ELL Literacy Skills Course Number: TBA**
ESL Resource – Course Number: 0766

High School ELL Courses

Tier 1 | ELL Advanced English - Course Number: 7433 - 7434

Tier 2 | **ELL Literacy Skills Course Number: 7253 – 7254* (year 1)**
ELL Mainstream Support - Course Number: 7601-7602

Tier 3 | ELL Literacy Skills Course Number: 7253 – 7254* (year 2)

*QSI and SOPA rubric scores are used to evaluate and monitor students

ELL Literacy Skills

Course Number: 7253 - 54

Full Year, .5 elective credit per semester

Prerequisite: ELL assessment results

Instructor approval

May be repeated for a second year

May be taken concurrently with ELL Beginning English and ELL Beginning Reading/Composition. This course is intended for incoming ELLs who have low academic skills in the native language because of interrupted education in their home country. The course offers extra support for beginning students with low or intermediate level literacy skills in the native language. The focus is to provide additional opportunities for students to increase academic skills and expand basic content area vocabulary. Students will review and practice different aspects of writing including word order, mechanics and spelling, organization, and paragraph development. Reading selections and vocabulary development will include content-related topics to help expand students' reading comprehension and academic knowledge.

RTI Process for ELLs

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Appendices

Appendix A: TEACHER RESPONSE TO INTERVENTION

English Language Learners RTI checklist for Tier 1 Interventions

Date: _____

Teacher: _____

Student Name _____	ID _____
Original Entry Date _____	Grade _____
<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: _____
Initial assessment date: _____	
Scores: LAS-Oral: _____	LAS-Reading: _____ LAS-Writing: _____

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

1. 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? _____

2. 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?

3. 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.

4. 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 SIOP protocols used are to be included with this checklist and are not to be used for evaluative purposes of the teacher.

Appendix B: SIOP SELF REFLECTION AND OBSERVATION FORM

Name _____ Date: _____

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.

Appendix C: Language Difference and Disability Chart

Language Differences	Language Learning Disabilities
Limited vocabulary in the native language is due to lack of opportunity to use and hear native language	Language patterns are unique to the student and unlike others in student's cultural community
Language performance is similar to other students who have had comparable cultural and linguistic experiences.	Student demonstrates limited vocabulary even when there are rich language opportunities in the native language
Student shifts from one language to another within an utterance.	Word-finding problems are evident and student substitutes with another language.
Communication may be impeded by an accent or dialect.	Student exhibits deficits in expressive and receptive language, which impede communication.
Pragmatic skills such as interpreting facial expressions, appropriate physical proximity, and the use and interpretation of gestures are age appropriate.	Student demonstrates difficulty using and interpreting nonverbal language, often leading to social problems.

Appendix D:OPAWS

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>servicing</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>

Appendix E: USEFUL ELL ASSESSMENT FOR RTI

(Summary of results)

Test	Most Recent Test Date	Results
LAS		Oral____ Reading _____ Writing _____
LAS-Links		Listening_____ Speaking_____ Reading_____ Writing: _____
SOPA rubric		Level_____
ELL Placement MS(AG2)		Total Structure _____/ Total Reading_____/ Writing Level_____
ELL Placement HS		Total Structure_____/ 35 Total Reading_____/15 Writing Level_____
QSI Results		Spelling Stages Emergent: <input type="checkbox"/> Early <input type="checkbox"/> Middle <input type="checkbox"/> Late Letter-Name Alphabet: <input type="checkbox"/> Early <input type="checkbox"/> Middle <input type="checkbox"/> Late Within-Word Pattern: <input type="checkbox"/> Early <input type="checkbox"/> Middle <input type="checkbox"/> Late Syllables & Affixes: <input type="checkbox"/> Early <input type="checkbox"/> Middle <input type="checkbox"/> Late Derivational Relations: <input type="checkbox"/> Early <input type="checkbox"/> Middle <input type="checkbox"/> Late Words Spelled correctly _____/20 Feature Points _____/54 Total _____/74

Appendix F: Acculturation Quick Screen

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

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:

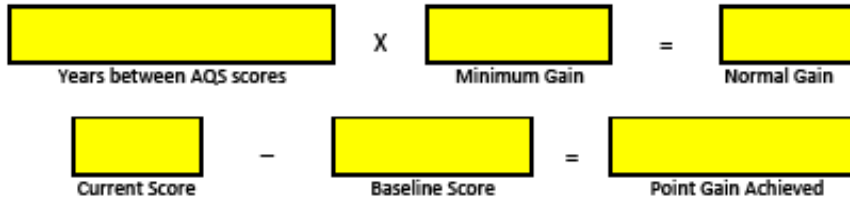
Significantly Less Acculturated	Less Acculturated	In Transition	More Acculturated	Significantly More Acculturated
0-14	15-22	22-31	32-39	40-48

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08/18/08

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	

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ACS handwritten

Forms

ELL DATA REVIEW (Page 1)

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: _____
ATTENDANCE	
# Days absent last year: _____ # Days absent current year: _____	
GRADES	
Language Arts: _____ (middle) ELL English: _____ ELL Read/Comp _____ GPA: _____ Credits earned: Required: _____ Elective: _____	<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: _____
Home Language: _____ <input type="checkbox"/> Interpreter needed for parent/guardian	

INTERVIEW SUMMARY

	PARENT/GUARDIAN	STUDENT	TEACHER
DATE			
TYPE OF INTERVIEW			

OBSERVATION FORMS/ ELL FORMS / TESTING DATA (Attach forms and testing data)

<input type="checkbox"/> SIOP Observation Summary Form <input type="checkbox"/> Teacher Response to Intervention Form Additional optional testing data: Final exam results	<input type="checkbox"/> AQS Scoring Form <input type="checkbox"/> Getting to Know an ESL Student Form Testing data: <input type="checkbox"/> ELPA <input type="checkbox"/> ELL Writing Rubric score <input type="checkbox"/> SOPA –RS
--	--

PROBLEM IDENTIFICATION SUMMARY

Team met to review data on _____ Prioritized area of concern: 2nd language acquisition other

Problem definition:

Three sources of convergent data that support this problem definition. Baseline data plotted on attached graph

1. _____ 2. _____ 3. _____

Disposition : Tier 1 Support: Date: _____ Tier 2: Date: _____ Tier 3: Date: _____
 Special Education referral: Date: _____

Team Members' Names: _____
 Team member responsible for follow-up: _____

SASI designation has been changed to reflect student's placement within RTI system. RTI flag placed in student cumulative file.
 Additional notes attached (optional)

ELL DATA REVIEW (Page 2)

Date: _____ Student Name: _____ Student ID: _____

	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 : _____ Student attended school in _____ Number of years of schooling: _____ <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: _____ <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"/> Disrupted early childhood development <input type="checkbox"/> Interrupted schooling <input type="checkbox"/> Leaves school for extended periods <input type="checkbox"/> Limited or sporadic school attendance <input type="checkbox"/> Little exposure to subject or academic content <input type="checkbox"/> Limited academic language in native language <input type="checkbox"/> Low literacy skills 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"/> 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: _____	

Student: _____ Plan Development Date: _____

Tier (circle): 2 3 Intervention # (circle): 1 2 3 Other _____

Area of Concern (circle): Reading Math Writing Behavior

Goal: _____

INTERVENTION	
Brief Description:	
Attach Instructional Planning Form if Used	
Description of Needed Materials:	
Intervention Implementer:	
When:	
Where:	
How Often:	

MEASUREMENT SYSTEM	
Data Collection System:	
Data Collector:	
What Will Be Recorded?	
Frequency of Data Collection:	
When will Data be Collected?	

DECISION MAKING RULE	
<input type="checkbox"/> Slope / Trend Analysis <input type="checkbox"/> Level of Performance	<input type="checkbox"/> Consecutive Data Point Rule <input type="checkbox"/> Other: _____

Intervention Start Date: _____

Review Date: _____ Time: _____ Place: _____

Nevada Dept. of Educ. Policy Statement provided to & signed by parent. Date: _____

Student: _____ Review Date: _____

Tier (circle): 2 3 Intervention Phase (circle): 1 2 3 Other _____

Attach completed Intervention Plan or Instructional Planning Form

INTERVENTION PROTOCOL FIDELITY

<input type="checkbox"/> Team agrees that the written Intervention Plan fully matched the implemented intervention	<input type="checkbox"/> Team agrees that the written Intervention Plan <u>did not</u> fully match the implemented intervention as designed Describe all revisions made to the Intervention Plan:
--	--

PLAN LOGISTICS FIDELITY

<input type="checkbox"/> Team agrees that the intervention occurred for the number and duration of sessions as designed on the Intervention Plan.	<input type="checkbox"/> Team agrees that the intervention <u>did not</u> occur for the number and duration of sessions as designed on the Intervention Plan. Describe differences between planned and actual intervention session number and length:
---	--

Signatures of Team Members:

Administrator

Team Member

Intervention Implementer

Team Member

Team Member

Team Member

Student: _____ Plan Evaluation Date: _____

Plan Evaluation:

Tier (circle): 2 3 Intervention # (circle): 1 2 3 Other _____

Attach graph of student progress data

The current intervention began on _____ and continued through _____.

Number of data points being considered during this intervention phase _____.

1. As a result of this intervention implementation:
 - Goal was met
 - Performance gap decreased
 - Performance gap stayed the same
 - Performance gap increased

2. In the team's opinion, was the intervention plan responsible for any change?
 - Yes
 - No
 - Not Sure

3. The next steps for the team will be to:
 - Goal met
 - Discontinue intervention
 - Continue intervention to maintain or generalize skill
 - Select a new problem
 - Goal not met
 - Select a new hypothesis(es) for the same problem (Form RTI-2)
 - Retain current hypothesis (es), but modify intervention plan (Form RTI-3)
 - Continue problem solving and consider a referral for special education

Next Meeting Date: _____

(If none is needed, information should be placed in the student's inactive RTI folder and SASI RTI designation changed to "PT2/PT3").