

GUIDELINES FOR ENGLISH LANGUAGE LEARNERS (ELLS)

If an ELL student's scores fall in the lowest 20% of all students in the same grade level at the same school, the ELL teacher should present the following information at the next EBIS meeting:

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| <input type="checkbox"/> language level, | <input type="checkbox"/> length of time in ELL |
| <input type="checkbox"/> length of time in the country | <input type="checkbox"/> the completed <i>EBIS ELL Instructional History</i> document. |
| <input type="checkbox"/> language(s) spoken at home | |
| <input type="checkbox"/> language of instruction | |

The ELL teacher should also review the progress of other ELL students in the reading group (e.g. unit assessments, other data). The ELL teacher with help from the EBIS team should identify a "cohort group" if possible. A cohort group is defined as at least three students with similar language levels, educational experiences, and cultural backgrounds (such as length of time in country, language in the home, language of instruction, and length of time in ELL).

Sheltered instruction is a critical component of core instruction for English Language Learners.

Confirm the following occurs in the core reading group:

1. students understand the directions and instructions
2. vocabulary is pre-taught
3. students are actively engaged and given multiple opportunities to interact with each other and the teacher
4. the instructor knows the language levels and characteristics in the cohort group
5. the curriculum is appropriate for the English language level of the students

If the group is making progress, but the student is not:

1. The EBIS team places the student in an intervention and monitors his or her progress.
2. Ensure that the instructor knows the language level of the student and is teaching using strategies that are effective for that level.
3. Ensure that teacher is clearly explaining instructions and new vocabulary.

If the student has four data points below the aimline after 4 to 6 weeks in intervention:

1. Again review the cohort and if the cohort isn't making progress, ensure that the above strategies are being applied.
2. If the cohort is making progress, but the student is not, make a change to the intervention as listed on the EBIS Protocol.
3. Review the cohort after each tier 2 intervention

If the student has failed to make adequate progress after two intervention periods, begin the individualization process and collect and review the following:

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|---|---|
| <input type="checkbox"/> Developmental History | <input type="checkbox"/> EBIS ELL Instructional History |
| <input type="checkbox"/> Problem Solving Worksheet | <input type="checkbox"/> [REDACTED] |
| <input type="checkbox"/> [REDACTED] Checklist | |
| <input type="checkbox"/> [REDACTED] Checklist (if needed) | |

1. The EBIS Team selects an intervention that is specifically targeted to the student's needs.
2. Continue to progress monitor the student and review the progress of the cohort.
3. If the student is in ELL and is struggling with **reading comprehension**, then the comprehension intervention can be implemented for **two** four to six weeks periods (within the "individualized stage" of the EBIS process) prior to considering if a referral for special education is appropriate.

EBIS ELL INSTRUCTIONAL HISTORY DOCUMENT

To be completed and considered by the EBIS team before placing an ELL student in an intervention.

Student/Family Background Information	
How long has he/she been in school in the U.S.?	
Did he/she go to school in home country? For how long? How consistently?	
Is there a history of the student moving back and forth between home country and U.S.? Is this document in the ELL file?	

Language Information	
What was the student's language level on the [REDACTED] in English and Spanish entering kindergarten?	
Does he/she read in his/her first language? If so, at what level? (Can be assessed by [REDACTED] in Spanish or [REDACTED] should be assessed in other languages, ask parents)	
Has the student been in an intensive ELD program for at least 30 minutes a day?	
How many points did the student gain on the [REDACTED] from year 1 to 2?	
Look at [REDACTED] strand data, where are the students struggling? How are the areas they are struggling in being targeted in ELD classes?	
Are you able to determine if language is the primary issue? For example, is a student's reading skill level or language skill level impacting his/her ability to perform on [REDACTED]/OAKS? (These are interdependent. The team's task is to determine which one is the primary barrier.)	

Instruction	
Was the student instructed in Spanish or English?	
Does this student have access to core content? This means that his/her teacher has been trained in sheltered instruction and is using the strategies with this student?	
Does the instructor know the language level of the student and is he/she adjusting instruction accordingly?	
Has the student been in an intensive ELD Program? <ul style="list-style-type: none"> • How many minutes a day? • Is it intensive, direct, well paced? • How is his/her progress being monitored? 	