ELL MTSS Discussion Guide

The purpose of this guide is to ensure that teams have all relevant information regarding a student’s language and academic background. Use these questions as an additional resource to help guide discussion around a student that is currently an ELL or may have received ESL services in previous years.

**Student Information:**

**Name:**

**School:**

**Grade:**

**Date of Birth:**

**Age:**

**MODEL Overall Score:**

**Reading:**

**Writing:**

**Listening:**

**Speaking:**

**MODEL Admin Date:**

**W-APT Overall Score:**

**Reading:**

**Writing:**

**Listening:**

**Speaking:**

**W-APT Admin Date:**

This guide is adapted from Brookline Public Schools’ “K-12 Red Flag Discussion Guide.”

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| **ACCESS for ELLs Overall Score:** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Reading:** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Writing:** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Listening:** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Speaking:** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **ACCESS for ELLs Admin:** |  |  |  |  |  |  |  |  |  |  |  |  |  |

Do English proficiency measures indicate a lack of progress for two or more successive years? Or a discrepancy among reading, writing, speaking and listening?

**Language Background**

* What languages are spoken at home and with whom? Parents/Guardians, siblings? Peers? media, television and internet are viewed in what language?
* What language did the student learn to speak first?
* Does the orthography and directionality of student’s native language affect their ability to decode?
* Does the student read or write in English or another language?
* Has the student ever received ELL, SEI (Sheltered English Immersion), or bilingual services? If so, when, where, and for how long? What dates did they receive service?
* Are parents/guardians literate in the student’s first language?
* How long has the student been in school in the U.S.?

**Student’s Language Functioning**

* Does the student exhibit observable difficulty in any of the four language skill areas (listening, speaking, reading or writing) in their native language? (See parent questionnaire, possible testing by ESL program/assessment specialist?)
* Do English proficiency measures indicate a lack of progress for two or more successive years? Or a discrepancy among reading, writing, speaking and listening?

**Additional Background Information**

* Little or no formal school experience prior to entering the Somerville Public School system?
* Lack of preschool readiness/foundational skills in language, literacy, behavior, and/or attention, despite formal pre-school experience?
* History of trauma?
* If recently arrived, has the student gone to school outside of the country? how might expectations differ? Classroom size, workload, home to school connection?