

Instructional Strategies

Special programs in the regular classroom (e.g., tutors, ESL, etc.):

Current classroom modifications (e.g., preferential seating, special materials used, etc.):

Classroom Language Use

Instructions: Evaluate the student's performance in each area by responding "Yes," "No," or "Don't Know" to each item.

	English			Home Language		
	Yes	No	Don't Know	Yes	No	Don't Know
1. Answers simple questions about everyday activities	___	___	___	___	___	___
2. Communicates basic needs to others	___	___	___	___	___	___
3. Interacts appropriately and successfully with peers	___	___	___	___	___	___
4. Tells a simple story, keeping the sequence and basic facts accurate	___	___	___	___	___	___
5. Communicates ideas and directions in an appropriate sequence	___	___	___	___	___	___
6. Describes familiar objects and events	___	___	___	___	___	___
7. Maintains a conversation appropriately	___	___	___	___	___	___

Comments:

School Social Interaction Problems

Instructions: Write a plus (+) if the statement is true and a minus (-) if the statement is false. Your responses should be based on observations of the student during interactions with peers from a similar cultural and linguistic background.

- ___ Communicates ineffectively with peers in both English and the home language
- ___ Often plays alone
- ___ Is ridiculed or teased by others
- ___ Is often excluded from activities by peers
- ___ Does not get along well with peers

Comments:

Language and Learning Problems

Instructions: Indicate whether the student has difficulties in the areas below by responding "Yes," "No," or "Don't Know" to each item.

Yes	No	Don't Know
-----	----	------------

Overall Performance Summary

- | | | | |
|--|-------|-------|-------|
| 1. Appears to have difficulty communicating in English | _____ | _____ | _____ |
| 2. Appears to have difficulty communicating in the primary language | _____ | _____ | _____ |
| 3. Has difficulty learning when instruction is provided in English | _____ | _____ | _____ |
| 4. Has difficulty learning when instruction is provided in the primary language | _____ | _____ | _____ |
| 5. Acquires new skills in English more slowly than peers | _____ | _____ | _____ |
| 6. Acquires new skills in the primary language more slowly than peers | _____ | _____ | _____ |
| 7. Shows academic achievement significantly below his/her academic English language proficiency, as assessed by an ESL or bilingual professional | _____ | _____ | _____ |
| 8. Is not learning as quickly as peers who have had similar language experiences and opportunities for learning | _____ | _____ | _____ |
| 9. Has a family history of learning problems or special education concerns | _____ | _____ | _____ |
| 10. Parents state that student learns language more slowly than siblings | _____ | _____ | _____ |

Specific Problems Observed

- | | | | |
|--|-------|-------|-------|
| 11. Rarely initiates verbal interaction with peers | _____ | _____ | _____ |
| 12. Uses gestures and other nonverbal communication (on a regular basis) rather than speech to communicate | _____ | _____ | _____ |
| 13. Is slow to respond to questions and/or classroom instructions | _____ | _____ | _____ |
| 14. Is not able to stay on a topic; conversation appears to wander | _____ | _____ | _____ |
| 15. Often gives inappropriate responses | _____ | _____ | _____ |
| 16. Appears to have difficulty remembering things | _____ | _____ | _____ |
| 17. Does not take others' needs or preferences into account | _____ | _____ | _____ |
| 18. Has difficulty conveying thoughts in a clear, organized manner | _____ | _____ | _____ |
| 19. Appears disorganized much of the time | _____ | _____ | _____ |
| 20. Appears confused much of the time | _____ | _____ | _____ |
| 21. Has difficulty paying attention even when material is understandable and presented using a variety of modalities | _____ | _____ | _____ |
| 22. Has difficulty following basic classroom directions | _____ | _____ | _____ |
| 23. Has difficulty following everyday classroom routines | _____ | _____ | _____ |
| 24. Requires more prompts and repetition than peers to learn new information | _____ | _____ | _____ |
| 25. Requires a more structured program of instruction than peers | _____ | _____ | _____ |
| 26. Has gross and/or fine motor problems | _____ | _____ | _____ |

Environmental Influences and Language Development

Instructions: Indicate whether the student has difficulties in the areas below by responding "Yes," "No," or "Don't Know" to each item.

Yes	No	Don't Know
-----	----	------------

- | | | | |
|--|-------|-------|-------|
| 1. Has the student had frequent exposure to literacy-related materials (e.g., books) in the primary language? | _____ | _____ | _____ |
| 2. Has the student had sufficient exposure to the primary language to acquire a well-developed vocabulary in that language? | _____ | _____ | _____ |
| 3. Was the student a fluent speaker of the primary language when he/she was first exposed to English? | _____ | _____ | _____ |
| 4. Have the student's parents been encouraged to speak and/or read in the primary language at home? | _____ | _____ | _____ |
| 5. Has the student's primary language been maintained in school through bilingual education, tutoring, or other language maintenance activities? | _____ | _____ | _____ |
| 6. Does the student show an interest in interacting in his/her primary language? | _____ | _____ | _____ |
| 7. Has a loss of proficiency in the primary language occurred because of limited opportunities for continued use of that language? | _____ | _____ | _____ |
| 8. Does the student have frequent opportunities to speak English during interactions with peers at school? | _____ | _____ | _____ |
| 9. Has the student had frequent opportunities to visit libraries, museums, and other places in the community where opportunities for language enrichment and learning are available? | _____ | _____ | _____ |
| 10. Has the student had frequent, long-term opportunities to interact with fluent English speakers outside of the school environment? | _____ | _____ | _____ |

Impressions from Classroom Observations

1. To what extent does the student have difficulty learning in school because of limited proficiency in English?
2. Do you feel that this student requires a different type of instructional program than other students who have had similar cultural and linguistic experiences? Please explain.
3. Briefly summarize the communication and learning problems observed in the school setting.

BILINGUAL LANGUAGE PROFICIENCY QUESTIONNAIRE

By Larry J. Mattes and George Santiago

Nombre del Alumno (Name of Student): _____ Escuela (School): _____

Fecha de Nacimiento (Birthdate): _____ Lugar de Nacimiento (Place of Birth): _____

Dirección (Address): _____ Teléfono (Telephone): _____

Tiempo de Residencia en los Estados Unidos (Length of Residence in U.S.A.): _____

Fecha de Entrevista (Date of Interview): _____ Entrevistador (Interviewer): _____

1. ¿Qué edad tenía su niño/niña cuando habló sus primeras palabras? (How old was your child when first words were spoken?) _____
2. ¿Qué edad tenía su niño/niña cuando empezó a hablar frases de dos palabras? (How old was your child when he/she began to speak two-word phrases?) _____
3. ¿Qué edad tenía su niño/niña cuando empezó a usar frases completas de cuatro palabras o más? (How old was your child when he/she began to use complete sentences of four or more words?) _____
4. ¿Qué idioma habla con más frecuencia su niño/niña en la casa? (What language does your child speak most often at home?) _____
5. ¿En qué situaciones habla inglés su niño/niña? (In what situations is English spoken by your child?) _____
6. ¿En qué situaciones habla español su niño/niña? (In what situations is Spanish spoken by your child?) _____

Copyright © 1985 by Academic Communication Associates. All rights reserved.

ACADEMIC COMMUNICATION ASSOCIATES

P.O. BOX 586249
OCEANSIDE, CA 92058-6249

Reprinted with permission.

7. ¿En qué situaciones oye su niño/niña inglés cuando está en casa con la familia? (In what situations does your child hear English when he/she is at home with the family?)
8. ¿En qué situaciones oye su niño/niña español cuando está en casa con la familia? (In what situations does your child hear Spanish when he/she is at home with the family?)
9. ¿En qué situaciones afuera de la casa y la escuela hace contacto su niño/niña con personas de habla inglés? (In what situations outside of the home and school does your child have contact with people who speak English?)
10. ¿En qué situaciones afuera de la casa y la escuela hace contacto su niño/niña con personas de habla hispana? (In what situations outside of the home and school does your child have contact with people who speak Spanish?)
11. ¿Qué idioma usan más los compañeros de su niño/niña? (What language is used most often by your child's companions?)
12. ¿Desde que entró a la escuela, qué diferencias ha notado usted en la cantidad de inglés y español que su niño/niña usa en la casa? (Since your child entered school, what differences have you noticed in the amount of English and Spanish he/she uses at home?)
13. ¿Ha notado usted problemas con el sentido de oír? (Have you noticed any hearing problems?)

14. ¿Ha notado usted problemas en el uso de vocabulario? (Have you noticed problems in the use of vocabulary?)

15. ¿Ha notado usted problemas en la estructura de frases? (Have you noticed problems in sentence structure?)

16. ¿Puede su niño/niña describir experiencias personales con exactitud? (Is your child able to describe personal experiences accurately?)

17. ¿Contesta su niño "sí" y "no" apropiadamente cuando se le hace preguntas simples? (Is your child able to answer "yes" and "no" appropriately when asked simple questions?)

18. ¿Puede su niño/niña seguir instrucciones simples como "lávate las manos" o "cierra la puerta?" (Can your child follow simple instructions such as "wash your hands" or "close the door?")

19. ¿Inicia conversaciones su niño/niña con otros niños? (Does your child initiate conversations with other children?)

20. ¿Mira su niño/niña a la persona quien le habla durante conversaciones con otros niños? (Does your child look at the speaker during conversations with other children?)

21. ¿Puede su niño/niña expresar necesidades básicas? (Can your child express basic needs?)

22. ¿Puede su niño/niña describir eventos en la orden en que estos eventos ocurrieron? (Can your child describe events in the order in which they occurred?)
23. ¿Puede su niño/niña describir sentimientos como alegría, miedo, y tristeza? (Can your child describe feelings such as happiness, fear, and sadness?)
24. ¿Puede su niño/niña dar instrucciones como "abre la puerta" y "dame el lápiz"? (Can your child give instructions such as "open the door" and "give me the pencil"?)
25. ¿Puede su niño/niña pedir ayuda cuando la necesita? (Can your child ask for help when it is needed?)
26. ¿Hace preguntas su niño/niña para obtener información? (Does your child ask questions to obtain information?)
27. ¿Usa gestos frecuentemente su niño/niña en vez de hablar? (Does your child frequently use gestures instead of speech?)
28. ¿Tiene problemas su niño/niña en producir consonantes específicos? (Does your child have problems producing specific consonant sounds?)
29. ¿Ha notado usted una voz ronca u otros problemas en el sonido de la voz de su niño/niña? (Have you noticed hoarseness or other problems in the sound of your child's voice?)
30. ¿Ha notado usted prolongaciones de sonidos, repeticiones de sílabas u otros problemas en la fluidez del habla? (Have you noticed prolongations of sounds, syllable repetitions, or other problems in the fluency of speech?)

IV. DEVELOPMENTAL STAGES OF SECOND LANGUAGE ACQUISITION ACROSS SKILL AREAS

Many authors have identified developmental stages through which learners progress as they acquire oral language and literacy skills [listening (L), speaking (S), reading (R), and writing (W)]. Below is a representative list:

DEVELOPMENTAL STAGES

- **Preparation for L/S/R/W**
- **Early L/S/R/W**
- **Emergent L/S/R/W**
- **Intermediate L/S/R/W**
- **Fluent L/S/R/W**

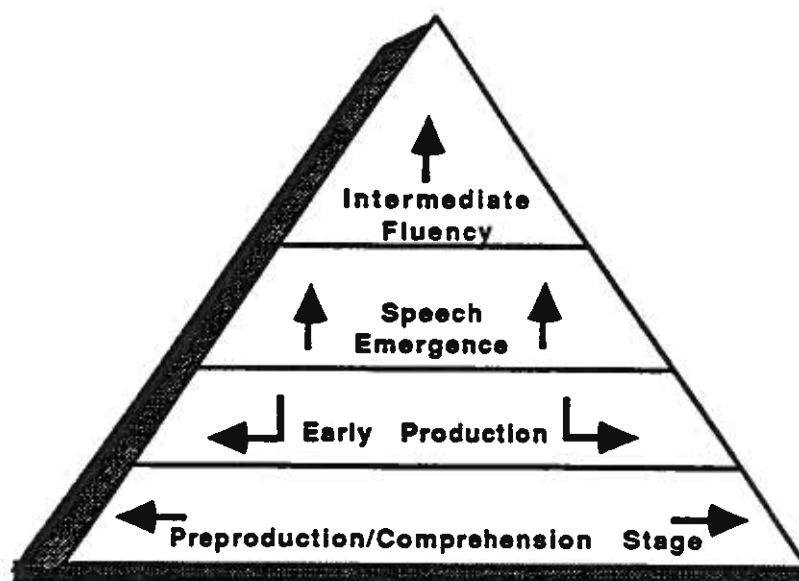
Source: MULTISYSTEM: Systematic Instructional Planning for Exceptional Bilingual Students, Reston, The Council for Exceptional Children, 1989.

By identifying the learner's current stage of development, teachers can provide more meaningful and appropriate instruction, as well as monitor the student's rate of growth through the various stages.

In the Reference Manual, a chart entitled Stages of Language Development is provided which illustrates the systems that various authors have developed to describe this natural sequence across skill areas. Basic references are given so that trainees who are unfamiliar with the notion of *developmental stages in language acquisition* can access the original sources.

A. Oral Language Acquisition

According to Terrell (1981), in oral language development, second language learners pass through four recognizable stages prior to achieving age-appropriate fluency (read graphic from bottom to top):



DEVELOPMENTAL STAGES OF LANGUAGE ACQUISITION

The four stages include:

- 1) a *pre-production or comprehension* stage in which the learner is engaged in active listening in the target language and observing language usage by its speakers, but the learner is not yet speaking;
- 2) an *early production* stage in which single words and short phrases are attempted;
- 3) a *speech emergence* stage in which *meanings* are communicated while language *forms* still demonstrate lack of full proficiency; and
- 4) *intermediate fluency* where both meaning and form are approaching age-appropriate levels, yet growth is still required in specific areas (e.g. phonology, lexicon, syntax, pragmatics, overall fluency).

In the first module we will discuss ways to **assess** the learner's stage of oral language acquisition. In the second module, we will discuss ways in which teachers can **plan instruction** to *match* to the learner's current linguistic stage.

In addition to knowing a child's **stage** of acquisition, service providers will need to have a more refined understanding of the **specific language skills** CLDE students have developed in their first and second languages. Skills in oral language might include: 1) listening comprehension, 2) language production or pronunciation (phonology), 3) grammar use (syntax), 4) vocabulary knowledge and use (lexicon), 5) fluency (rate, ease of production) and 6) appropriate language use (pragmatics).

1. Disability Effects on the Language Acquisition Process

Most of the literature on the second language acquisition process ignores the effects that a learner's disability would exert on the second language acquisition process.

Appendix D: LANGUAGE PROFICIENCY DESCRIPTIONS¹

Accent

1. Pronunciation frequently unintelligible.
2. Frequent gross errors and a very heavy accent making understanding difficult, requiring frequent repetition.
3. "Foreign" accent that requires concentrated listening; mispronunciation leading to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "foreign" accent and occasional mispronunciations which do not interfere with understanding.
5. No conspicuous mispronunciations for a child of that age level but would not be taken for a native speaker.
6. Native pronunciation, with no trace of "foreign" accent.

Grammar

1. Grammar almost entirely inaccurate except in common phrases.
2. Constant errors showing control of very few major patterns, relative to a native speaker of that age level, and frequently preventing communication.
3. Frequent errors showing lack of control of some major patterns and causing more misunderstanding than would be expected for a speaker of that age level.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no patterns of failure, but still lacking full control over grammar that is expected of that age.
6. No more than two errors during the interview, other than those typical of a child the same age who is a native speaker of that language.

Vocabulary

1. Vocabulary inadequate for even the simplest conversation.
2. Vocabulary limited to basic personal and survival areas (time, food, family, etc.).
3. Choice of words sometimes more inaccurate than would be expected of a native speaker of the same age, and limitations of vocabulary that prevent continuous conversation.
4. Vocabulary adequate to carry on basic conversation but some circumlocutions are present.
5. Vocabulary almost as broad and precise as would be expected of a native speaker of the same age.
6. Vocabulary apparently as accurate and extensive as that of a native speaker of the same age.

Fluency

1. Speech so halting and fragmentary that conversation is virtually impossible.
2. Speech very slow and uneven except for short or routine sentences.
3. Speech more hesitant and jerky than a native speakers of the same age; sentences left uncompleted.
4. Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words, more so than would be typical for that age level.
5. Speech effortless and smooth, but perceptibly non-native in speed and evenness.
6. Speech on all topics that are of interest to that age level as effortless and smooth as a native speaker.

Comprehension

1. Understands too little for the simplest type of conversations.
2. Understands only slow, very simple speech on concrete topics; requires more repetition and rephrasing than would be expected of a native speaker of the same age.
3. Understand careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing.
4. Understand adult speech quite well directed to him, but still requires more repetition or rephrasing than a native speaker of the same age.
5. Understands everything in conversation except for colloquial or low-frequency items, or exceptionally rapid or slurred speech.
6. Understand everything in both formal and colloquial speech except of a native speakers of the same age.

¹Assessment of language minority students: A handbook for educators. (p 26) by E. V. Hamayan, J. A. Kwiat and R. Perlman, 1985, Des Plaines, IL 60018: Illinois Resource Center, Copyright © 1985 by the Illinois Resource Center. Reprinted by permission.

Appendix E

ORAL LANGUAGE PROFICIENCY RATING SHEET

Name: _____

Date: _____

Interviewer: _____

District: _____

Accent	1	2	3	4	5	6
Grammar	1	2	3	4	5	6
Vocabulary	1	2	3	4	5	6
Fluency	1	2	3	4	5	6
Comprehension	1	2	3	4	5	6

Table 3

Weighting Table						
Proficiency Description	Rating					
	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

Table 4

Conversion Table for Determining Oral Language Proficiency Level	
Total Score*	Level
16-25	0+
26-32	1
33-42	1+
43-52	2
53-62	2+
63-72	3
73-82	3+
83-92	4
93-99	4+
*From Weighting Table	

Note: From Assessment of language minority students: A handbook for educators, (pp. 9, 27) by E. V. Hamayan, J. A. Kwiat and R. Perlman, 1985, Des Plaines, IL: Illinois Resource Center, Copyright © 1985 by the Illinois Resource Center
Reprinted by permission.

Rule of thumb - overall score less than 3 - child won't make it in mainstream without ESL support

Comments

Total Weighted Score _____

Oral Proficiency Level _____

a. Home Language Use

1. _____ First language learned by student
2. _____ Language most frequently used by student at home.
3. _____ Language most frequently used by parents with student.
4. _____ Language most frequently used by adults with each other at home.
5. _____ Language most frequently used by student with siblings.

Select one: [x]

Only Native Language? _____
 Mostly Native Language? _____
 Only English? _____
 Mostly English? _____
 Both Equally? _____

b. Observation of Relative Language Usage

Observer(s): _____ Dates of Observation: _____

Content	Only English	Mostly English	Equal Mixture	Mostly L ₁	Only L ₁
1. Informal w/peers (Playground, cafeteria, bus, etc.)					
2. Informal w/ adults (hallways, play areas, cafeteria, off-campus)					
3. Formal w/ peers (classroom, lab, library, etc.)					
4. Formal w/ adults (classroom, lab, office, etc.)					
5. With Bilingual individuals (students, teachers, etc.)					

Select one [x]

Only Native Language? _____
 Mostly Native Language? _____
 Only English? _____
 Mostly English? _____
 Both Equally? _____

c. Observation of Relative Literacy Activity

	N/A or D.K.	Only English	Only L1	Mostly English	Mostly L1	Some in Both	Not in Either
1. Child's parents/guardians read (functionally literate or beyond)							
2. Books, magazines, present in home							
3. Child read to by parents or other family members							
4. Formal reading instruction is provided							
5. Child reads for specific academic purposes							
6. Child reads for pleasure							

Select one: [x]

Only Native Language? _____

Mostly Native Language? _____

Only English? _____

Mostly English? _____

Both Equally? _____

Outcome: What does the data suggest about optimal language use in instruction: _____

2. Language Preference

In addition to understanding actual language use patterns, it is important to consider the student's and the parents' preferences about language use in instruction. Based on this information, we may or may not revise our plan for language use in instruction stated above. Even if we chose not to revise the language use plan, we will want to be aware of parent and student attitudes towards each language and culture to plan a responsive, proactive program and to shape a supportive attitudinal climate for the program.

Observer: _____ Date: _____

Student	+	0	-
1. L ₁ Usage			
2. L ₂ Usage			
3. L ₁ Literacy			
4. L ₂ Literacy			
5. L ₁ Culture			
6. L ₂ Culture			
7. Bilingual Instruction			

Select one: [x]

Student Preference:

Native Language _____
 English _____
 Both Equally _____
 No Preference _____

Observer: _____ Date: _____

Parents for Child	+	0	-
1. L ₁ Usage			
2. L ₂ Usage			
3. L ₁ Literacy			
4. L ₂ Literacy			
5. L ₁ Culture			
6. L ₂ Culture			
7. Bilingual Instruction			

Select one: [x]

Parent(s) Preference for Child

Native Language _____
 English _____
 Both Equally _____
 No Preference _____

Implications for Instruction: _____

This section is designed to summarize what we now know about:

a. Primary Language Development

Stage Analysis:

Stage of Primary Language Development

	I Preparatory	II Early	III Emergent	IV Intermediate/ Transitional	V Age- Appropriate
Oral					
Reading					
Writing					
(Spelling)					

L₁ Oral Language Stage: _____
 L₁ Reading Stage: (If known) _____
 L₁ Writing Stage: _____

Skills Analysis:

Language Proficiency Test Results (L/S/R/W)

Date	Language	Technique/ Instrument	Area(s) Assessed	Results

Oral Language skill areas targeted for intervention:

- ☐ Pronunciation
- ☐ Grammar
- ☐ Vocabulary
- ☐ Fluency
- ☐ Comprehension

Writing Skill areas targeted for intervention:

- ☐ organization
- ☐ vocabulary
- ☐ Language Use (Grammar)
- ☐ Mechanics
(Spelling, Punctuation,
Capitalization, Diacritical Marks)

Reading Skill targeted for intervention:

- ☐ Word Recognition/
- ☐ Prediction
- ☐ Reading Comprehension
- ☐ Reading Rate

Outcome:

Primary language instructional goals by area: _____

This section is designed to summarize what we now know about:

b. Second Language Development

Stage Analysis:

Stage of Second Language Development

	I Preparatory	II Early	III Emergent	IV Intermediate/ Transitional	V Age- Appropriate
Oral					
Reading					
Writing					
(Spelling)					

L2 Oral Language Stage: _____
 L2 Reading Stage: (If known) _____
 L2 Writing Stage: _____

Skills Analysis:

Language Proficiency Test Results (L/S/R/W)

Date	Language	Technique/ Instrument	Area(s) Assessed	Results

Oral Language skill areas targeted for intervention:

- ☐ Pronunciation
- ☐ Grammar
- ☐ Vocabulary
- ☐ Fluency
- ☐ Comprehension

Writing Skill areas targeted for intervention:

- ☐ organization
- ☐ vocabulary
- ☐ Language Use (Grammar)
- ☐ Mechanics
(Spelling, Punctuation,
Capitalization)

Reading Skill targeted for intervention:

- ☐ Word Recognition/
Prediction
- ☐ Reading Comprehension
- ☐ Reading Rate

Outcome:

Second language instructional goals by area: _____

Figure 2 Teacher Variables

Experiential Background

- Does the teacher have the training and experience to work effectively with multicultural populations?
- What resources has the teacher utilized in attempting to resolve the problem?
 - *district resources (instructional supervisors, in-service training, media and materials)*
 - *volunteers*
 - *community resources*
 - *colleagues*
 - *external consultants*
 - *professional associations*

Culture

- Has the teacher gathered cultural information specific to the student and his/her family?
 - *native/traditional versus immigrant group*
 - *parent interviews*
 - *student interviews*
 - *home visits*
- Does the teacher incorporate aspects of the student's culture into the curriculum?
 - *pluralistic goals/perspectives*
 - *integrating information across subject areas versus isolating units or presenting fragmented bits of information around holidays, festivals, etc.*
 - *accurate representation of culture and contributions of the group*

Language Proficiency

- Are the teacher's language skills adequate to deliver instruction in the student's native language?
- If the student is not in bilingual education, what resources have been utilized to provide native language support?
- Is the teacher adequately trained to provide dual language instruction? English-as-a-second-language intervention?
- Were the student's linguistic characteristics addressed by the teacher in planning instruction?
 - *Comprehensible input is provided*
 - *Focus of instruction is on meaning rather than error correction*
 - *There are opportunities for English language acquisition*

Teaching Style/Learning Style

- Is the teacher aware of his/her own preferred teaching style?
- Is the teacher aware of the student's preferred learning style?
- Does the teacher use a variety of styles to accommodate various learning styles of students? Is the student's style addressed?

Expectations/Perceptions

- What are the teacher's perceptions of the student?
- Are expectations and level of instruction geared to higher levels of thinking?
- How does the teacher view cultural diversity in the classroom?
- How do these views influence expectations as well as instructional planning?

From Garcia, S.B. and Ortiz, H.A. "Preventing Inappropriate Referrals of Language Minority Students to Special Education". New Focus, June 1988 Number 5
(National Clearing House for Bilingual Education, Silver Spring, MD)

Figure 3
Student Variables

Experiential Background

°Are there any factors in the student's school history which may be related to the current difficulty?

- Attendance/mobility
- Opportunities to learn
- Program placement(s)
- Quality of prior instruction

°Are there any variables related to family history which may have affected school performance?

- Lifestyle
- Length of residence in the U.S.
- Stress (e.g., poverty, lack of emotional support)

°Are there any variables related to the student's medical history which may have affected school performance?

- Vision - nutrition
- Hearing - trauma or injury
- Illness

Culture

°How is the student's cultural background different from the culture of the school and larger society?

(Mattes & Omark 1984; Saville-Troike, 1978)

- Family (family size and structure, roles, responsibilities, expectations)
- Aspirations (success, goals)
- Language and communication (rules for adult, adult-child, child-child communication, language use at home, non-verbal communication)
- Religion (dietary restrictions, role expectations)
- Traditions and history (contact with homeland, reason for immigration)
- Decorum and discipline (standards for acceptable behavior)

°To what extent are the student's characteristics representative of the larger group?

- Continuum of culture (traditional, dualistic, atraditional//Ramirez & Cassaneda 1974

- degree of acculturation or assimilation

°Is the student able to function successfully in more than one cultural setting?

°Is the student's behavior culturally appropriate?

Language Proficiency

°Which is the student's dominant language? Which is the preferred?

- settings (school, playground, home, church, etc.)
- topics (academic subjects, day-to-day interactions)
- speakers (parents, teachers, siblings, peers, etc.)
- aspects of each language (syntax, vocabulary, phonology, use)
- expressive vs. receptive

°What is the student's level of proficiency in the primary language and in English? (Cummins, 1984)

- interpersonal communication skills
- cognitive/academic literacy skills

°Are the styles of verbal interaction used in the primary language different from those most valued at school, in English? (Heath, 1986)

- label quests (e.g., what's this? Who?)
- meaning quests (adult infers for child, interprets or asks for explanation)
- accounts (generated by teller, information new to listeners, e.g. show & tell, creative writing)
- eventcasts (running narrative on events as they unfold, or forecast of events in preparation)
- stories

°If so, has the student been exposed to those that are unfamiliar to him/her?

°What is the extent and nature of exposure to each language?

- What language(s) do the parents speak to each other?
- What language(s) do the parents speak to the child?
- What language(s) do the children use with each other?
- What television programs are seen in each language?
- Are stories read to the child? In what language(s)?

°Are student behaviors characteristic of second language acquisition?

°What types of language intervention has the student received?

- Bilingual vs. monolingual
- Language development, enrichment, remediation
- Additive vs. subtractive bilingualism (transition versus maintenance)

Learning Style

°Does the student's learning style require curricular/instructional accommodation?

- Perceptual style differences (e.g. visual vs. auditory learner)
- Cognitive style differences (e.g. inductive vs. deductive thinking)
- Preferred style of participation (e.g. teacher vs. student directed, small vs. large group)

°If so, were these characteristics accommodated, or were alternative styles taught?

Motivational Influences

°Is the student's self-concept enhanced by school experiences?

- School environment communicates respect for culture and language

- Student experiences academic and social success

°Is schooling perceived as relevant and necessary for success in the student's family and community?

- Aspirations
- Realistic expectations based on community experience
- Culturally different criteria for success
- Education perceived by the community as a tool for assimilation

From Garcia, S.B. and Ortiz, H.A. "Preventing Inappropriate Referrals of Language Minority Students to Special Education". New Focus, June 1988 Number 5 (National Clearing House for Bilingual Education, Silver Spring, MD)

Figure 4

Exposure to the Curriculum

- °Were skills in question taught?
- °Did students receive adequate exposure to curriculum?
 - *in his/her dominant language*
 - *sufficient practice to achieve mastery*
- °Was instruction sensitive to student's level of performance?
 - *instructional, frustrational, independent levels*
 - *higher level cognitive skills vs. basic skills*
- °Was adequate mastery of skills/concepts ensured prior to moving on to new material?

From Garcia, S.B. and Ortiz, H.A. "Preventing Inappropriate Referrals of Language Minority Students to Special Education". New Focus, June 1988 Number 5
(National Clearing House for Bilingual Education, Silver Spring, MD)

Figure 5

Instruction

- °Does the learning environment promote intrinsic motivation?
 - *relevant activities*
 - *incorporation of students' interest*
 - *addressing student needs*
 - *sensitive to experiential background*
- °Does the teacher use alternative approaches when there is evidence of a learning difficulty?
 - *teach*
 - *reteach using significantly different approaches*
 - *teach prerequisite skills*
- °Does the teacher use strategies that are known to be effective for language minority students?
 - *native language and ESL instruction*
 - *genuine dialog with students*
 - *contextualized instruction*
 - *collaborative learning*
 - *self-regulated learning*
- °Does the teacher use current approaches to the teaching of ESL?
 - *Total Physical Response Approach (Asher, 1979)*
 - *The Natural Approach (Terrell, 1983)*
 - *Sheltered English Teaching (Northcutt & Watson, 1986)*
- °Does the teacher use approaches to literacy development which focus on meaningful communication?
 - *shared book experiences (Holdaway, 1979)*
 - *Graves' Writing Workshop (Graves, 1983)*
 - *language experience stories*
 - *dialogue journals (Staton, 1987)*
 - *journals*

From Garcia, S.B. and Ortiz, H.A. "Preventing Inappropriate Referrals of Language Minority Students to Special Education". New Focus, June 1988 Number 5
(National Clearing House for Bilingual Education, Silver Spring, MD)