**Considerations for Determining Instructional Supports for Individual English Learners**

One of the most challenging but important aspects of supporting ELs is determining what kinds of support they need and how much of it. Use this tool to begin conversations with instructional teams, document student characteristics, and make decisions about each EL’s instructional program.

STUDENT NAME: GRADE: SCHOOL:

DATE OF DATA ENTRY:

PERSON(S) COMPLETING THIS FORM:

| **STUDENT INFO** | **WHAT DO WE KNOW ABOUT THIS? WHAT ARE OUR DATA SOURCES?  WHEN WAS THIS DATA COLLECTED?** | **WHAT TYPE OF SUPPORT(S) DOES THIS STUDENT NEED? WHY?** | **HOW WILL SUPPORT(S) BE PROVIDED?  BY WHOM? HOW OFTEN? WHEN? WHERE? WHY?** |
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| **Consideration #1: Primary Language and Dialect** | | | |
| Primary Language:   Standard Dialect  Nonstandard Dialect  Dialect, if known:  Spoken:  Written:  English taught as a national language in home country  English taught as a foreign language in home country |  |  |  |

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| **Consideration #2: Time and Consistency in U.S. School(s)** | | | |
| Newcomer (recently arrived to U.S.)  1-2 years  3 years  4+ years  Previously identified as EL  Long-term EL  SLIFE  History of Transiency  History of Truancy |  |  |  |
| **WIDA Assessment Data** | | | |
| Screener Year:  Score: | ACCESS YR1 ACCESS YR2 ACCESS YR3 ACCESS YR4 ACCESS YR5 ACCESS YR 6  Grade: Grade: Grade: Grade: Grade: Grade:  YR1 CPL: CPL: CPL: CPL: CPL: CPL: YR1 Scale: Target: Target: Target: Target: Target:  Attainment YR: Scale: Scale: Scale: Scale: Scale:  Attain. Grade:  Missed  Missed  Missed  Missed  Missed  Attain. Cut:  Met  Met  Met  Met  Met  Exceeded  Exceeded  Exceeded  Exceeded  Exceeded | | |

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| **Consideration #3: Trauma and A.C.E.S.** | | | |
| War / Persecution  Other Form(s) of Violence  Poverty  Housing Insecurity  Separated Family Status or fear of it (Documentation, Transnational, Divorced)  Bullying  Other:  Other:  Other: |  |  |  |

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| **Consideration #4: PRIMARY Language(s) Literacy** | | | |
| Phonemic Awareness  Phonics Knowledge  Grade Level Word Knowledge  Grade Level Syntactic Skills  Grade Level Comprehension Skills  Grade Level Fluency Skills  OVERALL:  Below Grade Level  At Grade Level  Above Grade Level |  |  |  |

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| **Consideration #5: ENGLISH Language(s) Literacy (Generally and academically)** | | | |
| Phonemic  Awareness  Phonics Knowledge  Grade Level Word Knowledge  Grade Level Syntactic Skills  Grade Level Comprehension Skills  Grade Level Fluency Skills  Multilingual Factors  [Linguistic Proximity/Distance](http://www.elinguistics.net/Compare_Languages.aspx):  English Phonemes not in L1+:    OVERALL:  Below Grade Level  At Grade Level  Above Grade Level |  |  |  |

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| **Consideration #6: Academic Knowledge** | | | |
| LANGUAGE ARTS:  Below Grade Level  At Grade Level  Above Grade Level  MATH:  Below Grade Level  At Grade Level  Above Grade Level  SCIENCE:  Below Grade Level  At Grade Level  Above Grade Level  SOCIAL STUDIES:  Below Grade Level  At Grade Level  Above Grade Level  OTHER: |  |  |  |

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| **Consideration #7: Special Abilities** | | | |
| Current or Referred Special Education  Current or Referred Gifted Education  Other: |  |  |  |

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| **Consideration #8: Parent(s)’ and Sibling(s)’ Language and Access to Primary Language(s) Literacy** | | | |
| PARENT(S):  Home language only  Some English; L1 Dominant  Bilingual  English only  SIBLING(S):  Home language only  Some English; L1 Dominant  Bilingual  English only  FAMILY APPROACH TO LANGUAGE  English only  Bilingual  ACCESS TO L1+ LITERACY IN OST:  Limited  Occasional  Regular |  |  |  |

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| **Consideration #9: Out of School Time (Inc. Summer) Opportunities** | | | |
| Afterschool / Co-curricular Program(s)  Employment with English Language Opportunities  Employment with L1+ Language Opportunities  Bilingual Summer Camp  English-only Summer Camp  Frequent Travel Abroad |  |  |  |

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| **Consideration #10: Other Factors** | | | |
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