**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 DialectDialect, 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 [ ]  MissedAttain. 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 SkillsOVERALL:[ ]  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 SkillsMultilingual 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 LevelMATH:[ ]  Below Grade Level[ ]  At Grade Level[ ]  Above Grade LevelSCIENCE:[ ]  Below Grade Level[ ]  At Grade Level[ ]  Above Grade LevelSOCIAL STUDIES:[ ]  Below Grade Level[ ]  At Grade Level[ ]  Above Grade LevelOTHER: |  |  |  |

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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 onlySIBLING(S):[ ]  Home language only[ ]  Some English; L1 Dominant[ ]  Bilingual[ ]  English onlyFAMILY APPROACH TO LANGUAGE[ ]  English only[ ]  BilingualACCESS 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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