

DEPARTMENT OF
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES



KANSAS CITY, KANSAS PUBLIC SCHOOLS
ESOL DEPARTMENT

ESOL Procedure

1. Interview

- General education teacher, ESL representative, and parent/caregiver fill out the Parent/Caregiver Interview together.

2. Checklist

- General education teacher and ESL rep. complete the *Sequential Second Language Acquisition Checklist Overview*.

3. Baseline

- Using the Checklist-Dates of Monitoring Columns, ESL and Gen. Ed. Teacher take baseline and pick 2 target areas to begin interventions for 4-6 weeks.

4. 2nd Column

- ESL/Gen. Ed teacher report data on targeted areas after 4-6 weeks of intervention using the 2nd column under Dates of Monitoring.

5. Move into SIT

- Proceed to begin the SIT referral process.

Parent/Caregiver Interview - USE IN STEP 1

Name: _____ DOB: _____ Date: _____
School: _____ Grade: _____ Respondent: _____

1. What is your child's country and region of origin and how many years in the U.S.?
2. At what age did your child begin to speak and in which language(s)?
3. What language is spoken in the child's home or residence most of the time? (If there is more than one language please indicate so)
4. What language do you (parent/caregiver) mostly use to speak to your child now?
5. What language is used most frequently by adults with each other at home?
6. What language does your child mostly speak to you?
7. What language does your child prefer to speak to others (siblings, caregivers, babysitters, relatives)?
8. Which language is most frequently watched on T.V./movies?
 - a. Listened to on radio/music?
9. Can your child tell you in detail about a TV program they just watched or a story they just heard?
10. In which language are magazines and books in the home?
11. How often do you read to your child? In what language?

Other School Experiences:

1. Did your child attend preschool? (Kindergarten only)
 - a. If yes, what was the language used by the teachers?
2. Where did he/she go to school previously? (Students new to building)
 - a. What language was used for instruction?
3. Does your child know how to read? _____ If yes, in what language(s)?
4. Does your child know how to write? _____ If yes, in what language(s)?
5. Is this the first time the child has attended a school in the United States? _____
If yes, please complete the following questions:
 - a. Was your child in a rural or urban setting?
 - b. What was the length of the school day?
 - c. Did your child attend school daily/consistently?
 - d. In what month did the school year begin?
 - e. In what month did the school year end?
 - f. When were school vacations?
6. Was there any interruption in your child's education? _____ If so, for how long?

7. Has your child ever had difficulties learning?
 - a. If yes, please explain briefly
8. Is this student having more trouble learning English than siblings?
9. Has your child received services outside the general education classroom to help his/her learning?
 - a. If yes, please explain briefly
10. Do you have concerns that your child is not understanding or communicating well in their native language?
11. Can your child follow multi-step directions given at home in their native/preferred language?
12. Is there anything more you would like to tell us about your child's prior school or home experience?
 - a. Any medical concerns?

Parent/Caregiver Questions (Please make sure the school secretary/registrar has this information imported into the system):

1. In what language would you like to receive written information from the school?
2. In what language would you prefer to communicate orally with school staff?

Entrevista de Padre/cuidador

Nombre: _____ DOB: _____ Fecha: _____
Escuela: _____ Grado: _____ El Encuestado: _____

1. ¿Cuál es el país y la región de origen de su hijo/a y cuántos años en los EE. UU.?
2. ¿A qué edad empezó su hijo/a hablar y en qué idioma(s)?
3. ¿Qué idioma se habla en el hogar o la residencia del niño la mayor parte del tiempo? (Si hay más de un idioma, indíquelo)
4. ¿Qué idioma usa usted (padre/cuidador) principalmente para hablarle a su hijo/a ahora?
5. ¿Qué idioma usan los adultos principalmente para hablar entre sí en el hogar?
6. ¿Qué idioma habla su hijo/a principalmente con usted?
7. ¿Qué idioma prefiere hablar su hijo/a usar con los demás? (hermanos, cuidadores, niñero, familia)
8. ¿Qué idioma se ve con mayor frecuencia la televisión/películas?
 - a. Escuchando el radio/música?
9. ¿Puede su hijo contarle en detalle sobre un programa de televisión que acaban de ver o sobre un cuento que acaban de escuchar?
10. ¿En qué idioma hay revistas y libros en el hogar?
11. ¿Con qué frecuencia le lees a tu hijo? ¿En qué idioma?

Otras experiencias de la escuela:

1. ¿Asistió su hijo/a al preescolar? (solamente el Kindergarten)
 - a. ¿Si es así, que idioma usaron los maestros?
2. ¿En donde asistió escuela su hijo/a previamente? (Para estudiantes nuevos en su edificio)
 - a. ¿Qué idioma se usó para instrucción?
3. ¿Sabe su hijo/a cómo leer? _____ ¿Si es así, en cual idioma(s)?
4. ¿Sabe su hijo cómo escribir? _____ ¿Si es así, en cual idioma(s)?
5. ¿Es esta la primera vez que el niño/a ha asistido una escuela en los Estados Unidos? _____
Si es así, por favor completa las siguientes preguntas:
 - a. ¿Estaba su hijo/a en un entorno rural o urbano?
 - b. ¿Cuál fue la duración del día escolar?
 - c. ¿Asistió su hijo/a la escuela a diario / constantemente?
 - d. ¿En qué mes comenzó el año escolar?
 - e. ¿En qué mes acabó el año escolar?
 - f. ¿Cuándo fueron las vacaciones escolares?
6. ¿Hubo alguna interrupción en la educación de su hijo?? _____ ¿Si es así, por cuánto tiempo?

7. ¿Ha tenido su hijo/a dificultades en aprender?
 - a. Si es así, por favor explique brevemente.
8. ¿Tiene este estudiante más problemas con aprender el inglés que sus hermanos?
9. ¿Ha recibido su hijo servicios fuera del aula de educación general para ayudar con su aprendizaje?
 - a. Si es así, por favor explique brevemente.
10. ¿Tiene usted preocupaciones que su hijo/a no está entendiendo ni comunicándose bien en su lengua materna?
11. ¿Puede su hijo seguir instrucciones de varios pasos dado en el hogar en su idioma materna/preferido?
12. ¿Hay algo más que le gustaría contarnos sobre la experiencia escolar anterior o del hogar de su hijo?
 - a. ¿Alguna preocupación medica?

Preguntas para padre/cuidador (Asegúrese de que la secretaria / registrador de la escuela tenga esta información importada en el sistema):

1. ¿En qué idioma le gustaría recibir información escrita de la escuela?
2. ¿En qué idioma prefiere comunicarse oralmente con el personal de la escuela?

SEQUENTIAL SECOND LANGUAGE ACQUISITION CHECKLIST OVERVIEW - USE IN STEP 2

GENERAL INFORMATION:

- Some indicators may not apply, as in the case of questions about literacy in the first language, in the case of students who are not literate in first language. Indicate N/A in these cases or if a certain skill is not grade/age appropriate.
- Indicate a student has mastered a skill by placing a "+" in the appropriate box.
- If a student has not mastered that skill, place a "-" in the appropriate box.
- Struggles in skill ability within stages may reflect instructional gaps or atypical second language acquisition development.

STEPS:

1. Find the checklist that corresponds to the student's proficiency level. You will only be using **one** of the following checklists:
 - a. Beginning level complete – pg. 6
 - b. Early Intermediate level – pg. 7
 - c. Intermediate Level – pg. 8
 - d. Early Advanced – pg. 9
 - e. Advanced – pg. 10
2. **Part A:**
 - a. In the first column, record the student's social language abilities in their first language. *You may need to complete this section with the family present.*
 - b. In the second column, record the student's social language skills in English.
3. **Part B:**
 - a. In the first column, record the date and mark the skills the student currently has. This column will serve as your baseline data.
 - b. The remaining three columns are to be used to monitor progress throughout the SIT process as interventions are carried out. It is up to the SIT team to identify the appropriate timeline for these follow-ups to occur.
 - c. Ensure that the ESOL team member and parents are included in all subsequent meetings.

Note: This is not to be used as a checklist to determine ability but as a tool to monitor progress in language acquisition.

SEQUENTIAL SECOND LANGUAGE ACQUISITION CHECKLIST

Stage 1 –Beginning (Pre-Production)				
A. BICS (Language used in social settings)	First Language	English		
Acts out common school activities.				
Answers questions about self only with a yes or no				
Communicates basic personal needs, with gestures and actions				
Displays limited comprehension				
Distinguishes environmental sounds, such as fire truck siren, school bells, etc.				
Points to objects				
Points to people (family relationships)				
Recognizes familiar advertising logos, [environmental print (i.e., McDonalds)]				
Responds primarily nonverbally (with gestures and actions)				
Responds to greetings, introductions, farewells				
Uses the first language when an English direction is not understood				
Dates of Monitoring				
B. CALP (Language used in academic settings)				
Actively listen to conversations, read alouds, etc.; may participate limitedly				
Begin to identify letter-sound correspondence				
Communicate simple information on familiar topics or events				
Copy letters, words, and simple phrases, labels information with support				
Express a feeling, opinion, or preference about a familiar topic or experience				
Gather and recall short information with prompting and support				
Identify and recognize meaning of some words in highly contextualized situations with prompting and support				
Repeat, mimic, and use gestures to communicate				
Respond to simple questions (yes/no, wh-, etc.) on familiar topics				
Understand and respond to simple questions or prompts, grammatical errors may be present				
Understand more than can produce, may be silent or use first language at times				
Use a limited range of simple language (one or two word phrases & simple sentences)				
Use visual references and highly contextualized words and phrases to increase understanding				
Write in short written exchanges using memorized or high-frequency words and sentence frames				

Stage 2 – Early Intermediate (Early Production)			
A. BICS (Language used in social settings)	First Language	English	
Answers questions about self with 1 – 2 words			
Asks someone the meaning of a word verbally and nonverbally			
Displays some comprehension of spoken English			
Distinguishes items according to color, shape, size, etc.			
Distinguishes people according to physical and emotional states			
Expresses enjoyment and humor verbally and nonverbally			
Expresses needs and preferences with routine language expressions			
Gives and asks for permission			
Imitates a classmate’s response to a teacher’s question or direction			
Indicates limited interests, opinions, or preferences to class projects			
Offers and responds to greetings, introductions, and farewells			
Recognizes basic sight words.			
Recognizes common traffic/safety signs.			
Responds appropriately to simple commands, classroom directions			
Uses simple words to discuss familiar topics/ideas (a game, book, etc)			
Dates of Monitoring			
B. CALP (Language used in academic settings)			
Applies concepts of print			
Begins to express ideas or interact with others using basic social language			
Copies text and uses letter sounds to write words			
Demonstrates comprehension of basic information in some social and academic situations			
Reads some high-frequency words			
Uses context clues to increase comprehension			
Uses letter-sound correspondence with limited comprehension			
Uses sentence frames for support			
Uses simple language to express information			

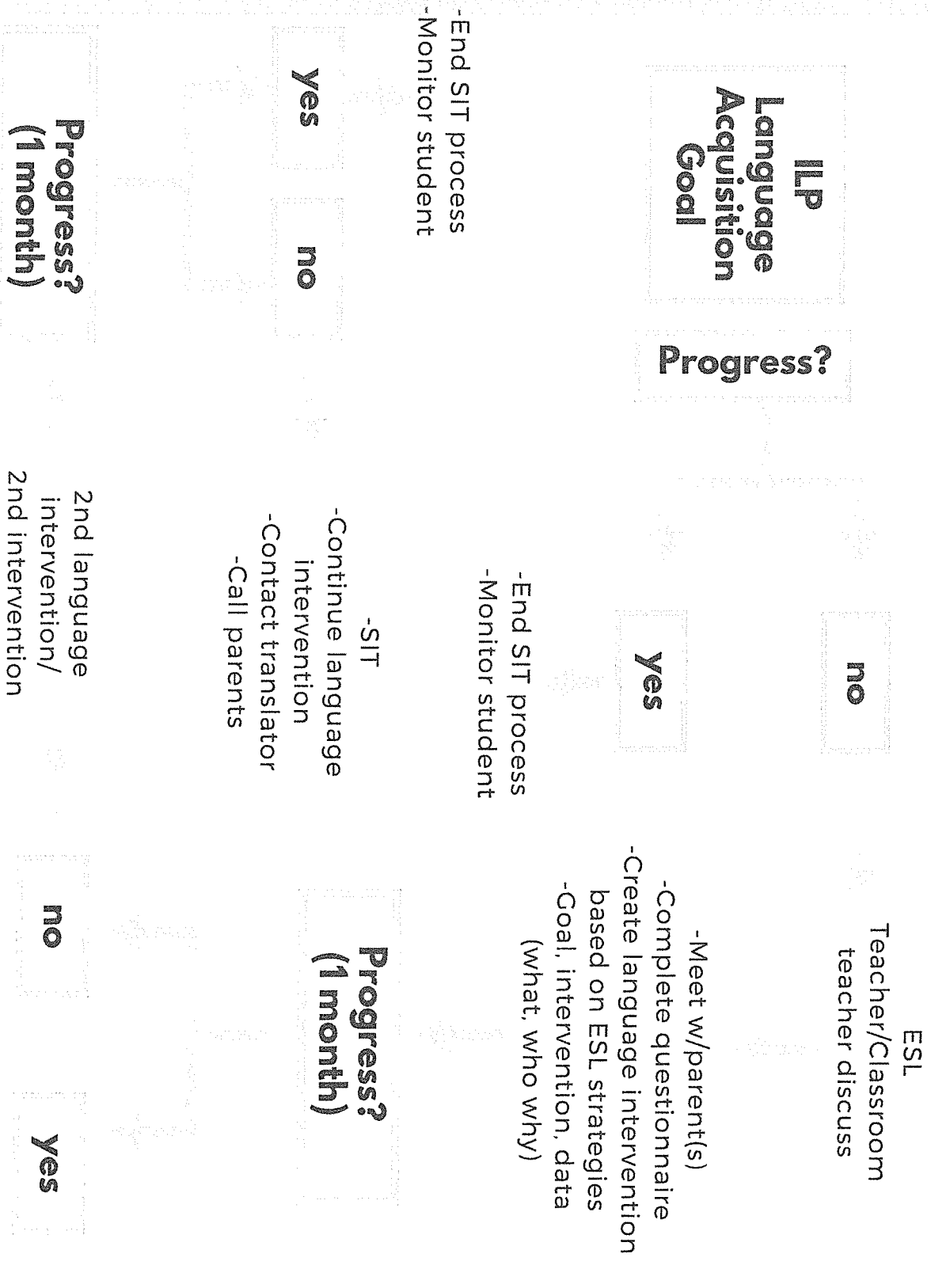
Stage 3 – Intermediate (Speech Emergence)			
A. BICS (Language used in social settings)	First Language	English	
Answers questions about self using phrases			
Attempts to rephrase when communication breakdown occurs			
Displays a fundamental comprehension of social interaction			
Elicits information and asks basic clarification questions			
Expresses enjoyment and humor verbally			
General ability to communicate; occasional communication breakdown			
Indicates interests, opinions, or preferences with original phrases			
Participates in everyday conversations about familiar topics			
Produces complete phrases/simple sentences that may contain errors			
Responds to academic questions with basic answers			
Works successfully with a partner			
Dates of Monitoring			
B. CALP (Language used in academic settings)			
Begins to organize written information into simple sentences with supporting details			
Comprehends some grade-level text including an increasing range of academic language			
Demonstrates comprehension of some grade-level academic information and in social situations			
Demonstrates some literal understanding of text			
Expresses ideas and orally interacts with others in academic and social settings			
Interacts with others by emulating or with prescribed samples			
Locates information using contextual clues			
Reads most high-frequency words			
Speech contains some grammatical and syntactical errors			
Uses simple language with increasing accuracy to express ideas			

Stage 4 – Early Advanced (Intermediate Fluency)			
A. BICS (Language used in social settings)	First Language	English	
Answers questions about self and family clearly and completely			
Asks complex clarification questions			
Displays full comprehension of social interaction			
Engages in conversations with more complex sentences and phrases			
Interprets inferred meaning as expressed by intonation, rhythm, stress			
Produces complete sentences that may contain errors			
Responds to academic questions with complete answers			
Self-corrects occasional communication difficulties through rephrasing			
Works successfully with a partner without communication breakdown			
Dates of Monitoring			
B. CALP (Language used in academic settings)			
Communicates with few grammatical or syntactical errors			
Demonstrates comprehension of most grade-level information and a broad range of academic vocabulary			
Expresses increasingly abstract ideas			
Fluently reads grade-level text with minimal support			
Interacts in most academic and school-based social settings			
Locates information and beginning to infer and evaluate purpose of text			
Organizes information in clear sentences with supporting details and simple transitions			
Reads and comprehends most grade level text			
Uses increasingly difficult language to express ideas			

Stage 5 – Advanced/Proficient				
A. BICS (Language used in social settings)	First Language	English		
Demonstrates a command of idioms, colloquialisms, and registers				
Displays full comprehension of social and academic interaction				
Has few, if any, communication difficulties				
Produces connected narrative in academic discussions				
Produces language comparable to a native speaker in social situations				
Dates of Monitoring				
B. CALP (Language used in academic settings)				
Demonstrates comprehension of key concepts in academic and social settings				
Expresses and responds to complex ideas for specific purpose in a native-like manner				
Independently reads grade-level text with fluency and accuracy				
Locates information, comprehends meaning, makes inferences and evaluates purpose of text				
Makes connections with supporting details appropriate to audience and purpose				
Organizes information in clear, complete, and varied sentences				
Reads and comprehends grade-level text				
Uses complex language to express ideas				
Uses more precise language with grammatical and syntactical accuracy				
Uses topic specific vocabulary and academic language				

Adapted from The Continuum of Evaluating and Serving ELL Students for SPED Services. National CEU: 2008
 Original checklist provided by: Brente-Fair, E. (2003). *Teaching English Language Learners in the Mainstream Classroom*. Presentation at Northwest Educational Service District: Hillsboro, OR: Janua

KCKPS ESL SIT PROCESS - USE IN STEPS 3 AND 4



**LLP
Language
Acquisition
Goal**

Progress?

no

ESL

Teacher/Classroom
teacher discuss

yes

-End SIT process
-Monitor student

**Progress?
(1 month)**

-SIT
-Continue language
intervention
-Contact translator
-Call parents

**Progress?
(1 month)**

2nd language
intervention/
2nd intervention

no

yes

-End SIT process
-Monitor student

Language Intervention Team

Plan – Use to document your works in Steps 3 and 4

Student Name:

Date:

Language Target (review ILP and connect to completed Sequential Second Language Acquisition Checklist Overview):

Goal for intervention:	% mastery:	Time frame:
Intervention (review language acquisition interventions):	Who will do?	How often?
Data to collect:	Who will do?	How often?

Language Intervention Team

Follow-up Meeting

Goal Met: Yes/ No

Review data. What % mastery?

**Reflect data on Sequential Second Language Acquisition Checklist Overview,
dates of monitoring, 2nd monitoring date**

New language target? Yes/No

Language Target:

Goal for intervention:	% mastery:	Time frame:
Intervention (review language acquisition interventions):	Who will do?	How often?
Data to collect:	Who will do?	How often?

Language Intervention Team

Follow-up Meeting

Goal Met: Yes/ No (If yes, continue in Language Intervention Team process. If no, consider intervention modifications and/or refer to SIT.)

Review data. What % mastery?

Reflect data on Sequential Second Language Acquisition Checklist Overview, dates of monitoring, 3rd monitoring date

New language target? Yes/No

Language Target:

Goal for intervention:	% mastery:	Time frame:
Intervention (review language acquisition interventions):	Who will do?	How often?
Data to collect:	Who will do?	How often?