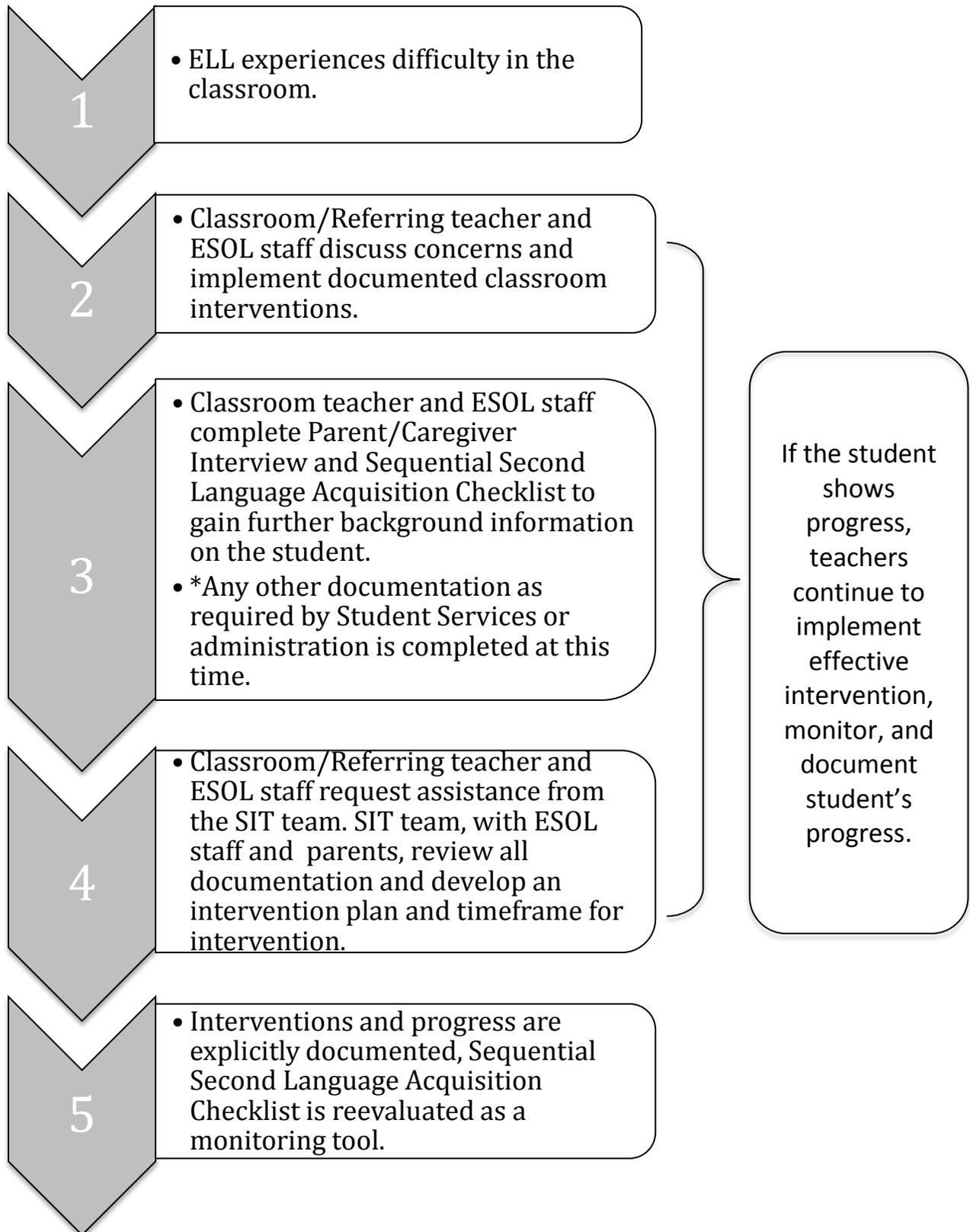


DEPARTMENT OF
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES



KANSAS CITY, KANSAS PUBLIC SCHOOLS
ESOL DEPARTMENT

ESOL SIT ADDENDUM FLOWCHART



ESOL ADDENDUM TO THE SIT PROCESS

PLEASE NOTE: An English Language Learner (ELL) proceeds through the SIT process in the same manner as a non-ELL. You should ensure that both the classroom/referring teacher and ESOL staff at the building have discussed concerns and implemented classroom interventions with proper documentation *before* proceeding.

It is paramount that an **ESOL team member** from the building as well as **parents** be included as a part of SIT team.

PROCESS:

1. These steps should be completed prior to the first SIT meeting.
Translation/interpreter services are available through Student Services.
 - a. Classroom teacher, ESL teacher and parent (with assistance from an interpreter if needed) complete **THE PARENT/CAREGIVER INTERVIEW** (pg. 3).
 - b. Based on classroom observation, student work samples and formal assessments, identify the student's English language proficiency level utilizing the **ELP LEVEL DESCRIPTORS** (p. 4).
 - c. Complete the appropriate **SEQUENTIAL SECOND LANGUAGE ACQUISITION CHECKLIST** based on student's proficiency level (pgs. 5-10).
 - d. Complete any documentation for referral to SIT as required by Student Services and/or your building administration.
2. Throughout the SIT Process:
 - a. The SIT team reviews building required documentation as well as information from **THE PARENT/CAREGIVER INTERVIEW** and the **SEQUENTIAL SECOND LANGUAGE ACQUISITION CHECKLIST** to determine appropriate interventions and timelines.
 - o Interventions and progress are explicitly documented (select 1 or 2 goals from the Academic Language Section to apply intervention and monitor over time)and the **SEQUENTIAL SECOND LANGUAGE ACQUISITION CHECKLIST** is reevaluated as a monitoring tool.
 - b. If at any point, the team requires further input on supports or is uncertain/not in agreement regarding referral for SPED testing, please contact the ESOL Director or Teacher Leaders.

* For further information regarding language versus cognitive difficulties, please refer to Appendix A.

PARENT/CAREGIVER INTERVIEW OVERVIEW

The information gathered in this interview is critical to gaining a better understanding of the student's background and the adjustment process students may be going through.

The following interview (adapted from many sources) should be conducted in the parent's native language, if possible. *Note, that translation/interpreter services are available through Student Services.*

The tone of the interview is extremely important; parents and caregivers need to feel that they are in a safe environment and that the information they are giving will be used only to help in their child's education. Establishing an atmosphere of trust is crucial in order to obtain accurate information from parents and caregivers. Parents/caregivers may be reluctant to answer honestly because of prior experiences in the education systems in their native countries. It is critical to explain to parents/ caregivers that if their child is identified at some point as having learning difficulties, the United States education system will support and educate their child.

The following is an example of wording you might use with parents / caregivers:

In order to provide your child with the best education possible, we need to know about his/her language and education background. There are no right or wrong answers to the questions we ask. Your honesty and thoughtfulness in answering these questions is greatly appreciated and will directly benefit your child's education.

PARENT / CAREGIVER INTERVIEW

1. 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) _____
2. What language do you mostly use to speak to your child now? _____
3. What language does your child mostly speak to you? _____
4. What language does your child prefer to speak to others (siblings, caregivers, babysitters, relatives)?

Other School Experiences:

1. Did your child attend preschool? (Kindergarten only) _____
If yes, what was the language used by the teachers? _____
2. Where did he/she go to school previously? (Students new to building) _____
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? _____
If yes, please explain briefly _____
 8. Has your child received services outside the general education classroom to help his/her learning?
_____ If yes, please explain briefly _____
 9. Is there anything more you would like to tell us about your child's prior school or home experience? 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? _____

KCKPS English Language Proficiency Level Descriptors

Beginning

- *Begins to identify letter-sound correspondence*
- *Relies on visual references and highly contextualized words and phrases to increase understanding*
- *Copies letters, words, and simple phrases*
- *Uses a limited range of simple language (one or two word phrases & simple sentences)*
- *Understands more than can produce*
- *Writes using memorized or high-frequency words and sentence frames*
- *Repeats, mimics, and uses gestures to communicate*
- *May be silent or use first language to communicate, has limited interaction with others*
- *Communication may contain grammatical and syntactical errors*
- *Demonstrates comprehension in highly contextualized situations*

Early Intermediate

- *Reads some high-frequency words*
- *Uses context clues to increase comprehension*
- *Uses letter-sound correspondence with limited comprehension*
- *Applies concepts of print*
- *Copies text and uses letter sounds to write words*
- *Uses sentence frames for support*
- *Uses simple language to express information*
- *Begins to express ideas or interact with others using basic social language*
- *Demonstrates comprehension of basic information in some social and academic situations*

Intermediate

- *Reads most high-frequency words*
- *Comprehends some grade-level text including an increasing range of academic language*
- *Locates information using contextual clues*
- *Demonstrates some literal understanding of text*
- *Uses simple language with increasing accuracy to express ideas*
- *Begins to organize written information into simple sentences with supporting details*
- *Interacts with others by emulating or with prescribed samples*
- *Expresses ideas and orally interacts with others in academic and social settings*
- *Speech contains some grammatical and syntactical errors*
- *Demonstrates comprehension of some grade-level academic information and in social situations*

Early Advanced

- Reads and comprehends most grade level text
- Locates information and beginning to infer and evaluate purpose of text
- Fluently reads grade-level text with minimal support
- Uses increasingly difficult language to express ideas
- Interacts in most academic and school-based social settings
- Organizes information in clear sentences with supporting details and simple transitions
- Communicates with few grammatical or syntactical errors
- Expresses increasingly abstract ideas
- Demonstrates comprehension of most grade-level information and a broad range of academic vocabulary

Advanced/Proficient

- Reads and comprehends grade-level text
- Independently reads grade-level text with fluency and accuracy
- Locates information, comprehends meaning, makes inferences and evaluates purpose of text
- Uses complex language to express ideas
- Organizes information in clear, complete, and varied sentences
- Makes connections with supporting details appropriate to audience and purpose
- Expresses and responds to complex ideas for specific purpose in a native-like manner
- Uses more precise language with grammatical and syntactical accuracy
- Uses topic specific vocabulary and academic language
- Demonstrates comprehension of key concepts in academic and social settings

SEQUENTIAL SECOND LANGUAGE ACQUISITION CHECKLIST OVERVIEW

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

Factors to consider to determine if delays are due to learning a second language or due to a possible disability

Culturally and linguistically diverse students with language - learning disabilities demonstrate problems in **both** the **primary language and English**. If you observe any of these indicators over a period of time after implementing interventions; the SIT process may be appropriate:

- Difficulty in learning language at a normal rate, even with special assistance in both languages
- Deficits in vocabulary
- The mean length of utterance is short. (i.e. 3 word responses as opposed to 6)
- Communication difficulties at home
- Communication difficulties when interacting with peers from a similar background
- Processing problems (e.g. poor memory, poor comprehension)
- Lack of organization, structure, and sequence in spoken and written language; difficulty conveying thoughts.
- Slow academic achievement despite adequate academic English proficiency
- Family history of special education/learning difficulties
- Slower development than siblings (per parent report)
- Reliance on gestures rather than speech to communicate
- Inordinate slowness in responding to questions
- General disorganization and confusion
- Difficulty paying attention
- Need for unusually frequent repetition and prompting during instruction
- Need for a program of instruction that is more structured than used with most other students
- Difficulties utilizing certain grammar forms and sentence structure appropriate for the language proficiency level.
- Difficulties in the use of precise vocabulary and overuse of words such as stuff, things, you know, etc.
- Inappropriate social use of language (e.g., interrupts frequently, digresses from topic, is insensitive to the needs or communication goals of conversation partners, cannot stay on the topic of discussion, and cannot take turns in conversation.)
- Poor sequencing skills; communication is disorganized, incoherent, and leaves listener confused
- Overall communication skills that are substantially poorer than those of peers
- Adapted from Rosbery-McKibbin, C. (2000). *Multicultural Students with Special Language Needs* (2nd Ed.). Oceanside, CA: Academic Communication Associates

MISCONCEPTIONS AND CURRENT THINKING ABOUT SECOND LANGUAGE ACQUISITION

Misconceptions	Research-Based Thinking
There are two separate processes for first and second language learning.	The stages for first and second language learning are quite similar.
Code switching means that children are unable to acquire either language successfully.	Code switching is a normal phenomenon that occurs with children and adults.
Language variations such as dialectical differences are deficiencies.	There are many normal language variations within and across languages.
Language proficiency is control over surface structure: syntax (grammar), morphology (word structure), and phonology (sound system).	Language proficiency is being able to use a language functionally. This involves being able to effectively and fluently transmit meaning.
Children in bilingual classes learn half as much as those not in bilingual classes or will develop language problems.	Bilingualism is associated with increases in cognitive functioning. Successful second language acquisition is dependent upon continued development of the first language.
Special needs children will be confused by bilingual instruction.	There is no evidence that being raised bilingual will confuse a child with or without special needs; therefore, there is no reason to tell family members to stop speaking their native language.
The younger the child is, the more skilled he/she is in acquiring a second language	Older learners benefit from their cognitive abilities and base in their first language.
Children have acquired a second language once they can speak it.	It takes up to five to seven years to acquire academic proficiency in a second language.
Interference is greatest if both parents mix the languages.	There is no evidence that mixing languages creates interference.
Interference is greater if one language is spoken at home and the second is acquired through peers.	There is no evidence that this confuses the bilingual learners.

Adapted from The Continuum of Evaluating and Serving ELL Students for SPED Services. National CEU: 2008.