

## Team Discussion Tool

### *Steps in Determining a Student's Areas of Strength and Opportunities for Support*

#### Step 1

- Conduct a comprehensive review of educational records.
  - United States
    - *Years* of formal education
    - *Frequency* of school attendance
    - *Number* of schools attended in the past
    - *Learning difficulties* that were previously noted
    - *Language of instruction*
  - Native country
    - *Years* of formal education
    - *Frequency* of school attendance
    - *Number* of schools attended in the past
    - *Learning difficulties* that were previously noted
    - *Language of instruction*

#### Step 2

- Review family history—cultural information and acculturation.
- Identify the primary language spoken by the parents.
  - If more than one language is spoken in the home, identify all family members living in the home and the percentage of time each language is spoken at home.
- Gather relevant information that addresses culture and acculturation variables.

#### Step 3

- Gather information about the student's language proficiency.
  - Language acquisition level and progress with ESOL curriculum in reading, writing, speaking, and listening (in English and native language)
- Use informal language measures.
  - Oral language rating matrix such as SOLOM, storytelling, observations, language samples, etc.
  - Academic screenings, both formal and informal, including current reading level—Basic Reading Skills in the five areas of reading:
    - phonemic awareness
    - phonics
    - vocabulary development
    - reading fluency—WIDA and/or Dibels-like information
    - Lexile-reading level
  - Home Language Survey
  - Previous or current test information concerning language L1 and L2 (dual language assessment)
  - Language classification/level (BICS & CALP information)
  - Student's motivational level to learn English and to speak in native language