

Common Variables that may Impact Performance for English Learners

These personal and family circumstances can lead to behaviors that “look like” limited academic progress, challenges with comprehension or attention, adjustment/acclimation difficulties, or behavioral difficulties (externalizing or withdrawn):

- Food insecurity
- High mobility/frequent moving
- Family separation
- High number of individuals in home (can provide student with multiple positive adult influences, but can increase noise, transition, and lack of privacy)
- Family unemployment or lack of job security
- Sibling illness or behavioral challenges
- Health difficulties
- Lack of sleep (may be related to other home or school factors)
- Trauma
- Changes in legal or immigration status

Some language-related circumstances can lead to behaviors that “look like” limited academic progress, challenges with comprehension or attention, adjustment/acclimation difficulties, or behavioral difficulties (externalizing or withdrawn):

- Developing reading fluency in English
- Developing English comprehension
- Developing familiarity with English sound system/symbol system (phonological awareness and decoding)
- Developing vocabulary
- Developing sense of English spelling and grammar
- Developing reading skills in native language, including fluency, vocabulary, decoding, phonological awareness, and comprehension
- Inadequate exposure to subject-specific academic vocabulary
- Lack of familiarity with subject/topic/context