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## Home Language Survey

Date This year School Your School Grade Your grade

Student's Name José

Parent or Guardian's Name José Sr.

- 1) What is the student's country of origin? Peru
- 2) What language did your child learn when first beginning to talk? Quechua
- 3) What language does your child most frequently use at home? Quechua/Spanish
- 4) What language do you most frequently speak to your child? Quechua
- 5) What language does the primary caregiver speak to your child? Quechua
- 6) What is the language most frequently spoken at home? Quechua
- 7) Has the student had academic instruction in a language other than English? Yes  No  How long? Two years Language? Spanish
- 8) Please describe the language understood by your child. (Check only one.)
  - a)  Understands only the home language and no English.
  - b)  Understand mostly the home language and some English. (and Spanish)
  - c)  Understands the home language and English equally.
  - d)  Understands mostly English and some of the home language.
  - e)  Understands only English.
- 9) If available, in what language would you prefer to receive communication from the school? Quechua

Translator says that Spanish is okay if home visitor can come in person

# 1<sup>st</sup> Acculturation Quick Screen

NAME/ID#: José XX SCHOOL: Elementary DOB: 5/16/xx SEX: M GRADE: 2nd  
 AGE AT ARRIVAL IN U.S.: 8 LANGUAGE(S) SPOKEN AT HOME: Spanish and Quechua  
 AQS at enrollment: \_\_\_\_\_ Date of first AQS: \_\_\_\_\_ Date of current AQS: 10/1/xx

CULTURAL/ENVIRONMENTAL FACTORS	Information	Scores
1. Amount of time in school in United States/Canada	36 days	.2
2. Amount of time in Your School/District	45 hours	.04
3. Time in ESL or Bilingual ELL Education	About 10 hours	.03
4. Home, Native Language Proficiency	Quechua BICS	3
5. School English Language Proficiency	Does not speak English	1
6. Bilingual Proficiency	Quechua	1
7. Ethnicity/Cultural Identity	Quechua	1
8. % in School Speaking Student's Language/dialect	1% Quechua	6
<b>AQS Score Total:</b>		<b>12.27</b>
<b>1. Time in school in US/Canada:</b> Less than 180 days (1 yr/good atten) instruction = 1      Between 550 – 720 days (4 yrs/good atten) of instruction = 4 Between 190 – 360 days (2yrs/good atten) of instruction = 2      Between 730 – 900 days (5 yrs/good atten) of instruction = 5 Between 370 – 540 days (3yrs/good atten) of instruction = 3      More than 920 days of instruction = 6		
<b>2. TIME in your School/District:</b> Less than 1080 hours (1 yr/good atten) instruction = 1      Between 3250 - 4320 hours (4 yrs/good atten) of instruction = 4 Between 1090 - 2160 hours of instruction = 2      Between 4330 - 5400 hours of instruction = 5 Between 2170 - 3240 hours of instruction = 3      More than 5500 hours of instruction = 6		
<b>3. TIME in ELL or Bilingual program</b> Less than 360 hours of direct instruction = 1      Between 800 and 1080 hours of direct instruction = 4 Between 360 and 500 hours of direct inst. = 2      Between 1090 and 1440 hours of direct instruction = 5 Between 500 and 800 hours of direct inst. = 3      More than 1450 hours of direct instruction = 6		
<b>4. HOME, Native Language Proficiency</b> Does not speak language, pre-production = 1      High intermediate fluency with some academic fluency = 4 Early production to low speech emergence = 2      Advanced intermediate social & academic fluency = 5 High speech emergence to intermediate fluency = 3      Advanced social & academic fluency = 6		
<b>5. SCHOOL ENGLISH Language Proficiency</b> Does not speak language, pre-production = 1      High intermediate fluency with some academic fluency = 4 Early production to low speech emergence = 2      Advanced intermediate social & academic fluency = 5 High speech emergence to intermediate fluency = 3      Advanced social & academic fluency = 6		
<b>6. BILINGUAL Proficiency</b> Essentially monolingual = 1      Basic academic one, intermediate academic other = 4 Primarily one, some social in other = 2      Most academic in one, intermediate academic in other = 5 Limited academic either language, social both = 3      Bilingual in social and academic language = 6		
<b>7. ETHNICITY/Cultural Identity</b> American Indian, Native American, Alaska. Native,      African American, ,African, East Asian or Pacific Islander = 3 Indigenous Populations or First People = 1      West Asian or Middle Eastern = 4 Hispanic/Latino/Chicano, South or      Eastern European = 5 Central America or Caribbean = 2      Western European = 6		
<b>8. PERCENT IN your SCHOOL Speaking Student's Language Or Dialect</b> 81% - 100% of enrollment = 1      30% -49% of enrollment = 4 66% - 80% of enrollment = 2      15% - 29% of enrollment = 5 50% - 65% of enrollment = 3      0% - 14% of enrollment = 6		

## Baseline Resiliency Checklist (Strength based)

Resiliency Area	☑	Selected Cross-Cultural Resiliency Factors
<b>Acculturation &amp; Adaptation Level</b>  <b>71% Checked:</b>	.5	Student enjoys attending events within the mainstream community and school.
	✓	Student comfortably interacts with both heritage and mainstream peers within school.
	?	Student consistently recognizes that some things are in their control and some are not.
	✓	Student appears to have strategies for adapting to unfamiliar content or events.
	✓	Student is able to set and maintain personal boundaries with reasonable flexibility.
	✓	Student explains or translates for family or for other students.
	.5	Student appears comfortable switching from one activity to another in the school setting.
	5	Total out of 7
<b>Cognitive Learning Style</b>  <b>86% Checked:</b>	✓	Student displays curiosity and is ready to learn.
	✓	Student demonstrates consistent & appropriate cognitive learning strategies.
	.5	Student responds positively to variations in instructional strategies.
	✓	Student responds positively to reinforcement, rewards and recognition.
	✓	Student can apply cognitive learning strategies when given guided practice.
	?	Student can use self-monitoring strategies and is open to improvement.
	✓	Student can comfortably assist others in learning a task.
	6	Total out of 7
<b>Culture &amp; Language</b>  <b>86% Checked:</b>	✓	The student is comfortable using the heritage language in community, home and at school.
	✓	The student has culturally & linguistically appropriate ways to express needs.
	✓	The cultural values of the home honor learning and skill achievement.
	✓	The student is happy living within their linguistic/cultural/home community.
	?	The cultural values of the home support fun, creative expression and activities.
	✓	The family participates regularly in religious/social events within culture.
	✓	Early childhood development was appropriate to culture and language.
	6	Total out of 7
<b>Experience &amp; Family Support</b>  <b>86% Checked:</b>	✓	Family members provide encouragement and support for student's development.
	✓	Student has prior classroom or formal schooling experience.
	✓	Family members provide for the student's basic needs.
	?	Family members will provide assistance with student's learning to the extent possible.
	✓	There is active support in the home for bilingual and bicultural development.
	✓	Family and student make an effort to maintain good attendance.
	✓	Student has developed several effective survival strategies in response to past events.
	6	Total out of 7
<b>Sociolinguistic Development</b>  <b>79% Checked:</b>	✓	Student has good basic interpersonal communication skills in heritage language, dialect.
	✓	Student has developmentally and linguistically appropriate literacy skills or pre-skills.
	✓	Social language and communication in English appears to be emerging.
	.5	Student demonstrates emerging cognitive academic language proficiency in English.
	✓	Student seeks clarity, understanding or communication assistance from others.
	✓	Code switching demonstrates emerging English syntax and vocabulary.
	?	Student can demonstrate content knowledge in heritage language or dialect.
	5.5	Total out of 7



28. Uses expanded vocabulary	_____	_____
29. Functions on academic level with peers	_____	_____
30. Maintains two-way conversation	_____	_____
31. Writes short paragraphs.	_____	_____
32. Writes in cursive.	_____	_____
33. Uses correct punctuation, capitalization, paragraphing, margins.	_____	_____
34. Demonstrates an interest in writing.	_____	_____
35. Can discuss aspects of language/grammar.	_____	_____
36. Initiates writing activities.	_____	_____
37. Composes and edits over one page papers.	_____	_____
38. Can explain complex instructional tasks to others.	_____	_____
39. Demonstrates decontextualized comprehension.	_____	_____
40. Beyond 12,000 word vocabulary	_____	_____
<b>Total academic language interactions used</b>	5	_____
<b>Total possible academic language interactions</b>	<b>40</b>	<b>40</b>
<b>Total classroom language interactions used</b>	17	6
<b>Total possible classroom language interactions</b>	<b>55</b>	<b>55</b>

**Norm Referenced Proficiency    Spanish**

1. Test Used: \_\_\_\_\_  
 Score: \_\_\_\_\_  
 Date Given: \_\_\_\_\_

2. Test Used: \_\_\_\_\_  
 Score: \_\_\_\_\_  
 Date Given: \_\_\_\_\_

**English**

*LAS Oral*

*Did not understand directions but copied motions. Got 10 correct.*

*After 2 weeks in school*

Language Development Stage	CLIC
Pre Production	0-4
Early Production	5-10
Speech Emergence	11-17
Intermediate Fluency	18-32
Advanced Intermediate Fluency	33-44
Advanced Fluency	45-55

## 1<sup>st</sup> Sociocultural Checklist (Needs prioritization)

Sociocultural Factors		Selected Cross-Cultural Adaptation Risk Factors
Acculturation Level  79% Checked:	✓	Recently moved, immigrant, refugee, migrant, or resides on reservation.
	✓	Does not interact much with mainstream peers or majority cultural group within school.
	✓	Displays uncertainty or confusion in locus of control.
	✓	Displays heightened stress or anxiety when learning new content or with unfamiliar events.
	✓	Oral expression contains considerable code switching (syntax or vocabulary).
	.5	Is silent or displays sense of isolation or alienation in cross-cultural interactions in school.
		Has difficulty switching from one activity to another in the school setting.
	5.5	Out of 7 Total
Cognitive Learning Style  64% Checked:		Few cognitive learning strategies appropriate to classroom or school.
	.5	Cognitive learning style different or inappropriate in relation to teacher's preferred instructional style.
	✓	Easily frustrated or low perseverance in completing tasks.
	✓	Retains learning or survival strategies that are no longer appropriate.
	✓	Displays difficulty with understanding and applying task analysis.
		Appears unready or uninterested in learning.
	✓	Displays difficulty with understanding and applying cause and effect.
	4.5	Out of 7 Total
Culture & Language  57% Checked:	✓	Comes from a home where a nonstandard dialect or language other than English is spoken.
	✓	Has culturally appropriate behaviors that are different from expectations of the school or mainstream school personnel.
	✓	Comes from a culture, race or ethnic group different from mainstream America.
		Culture discourages interactions with people outside of culture or language community.
	✓	Comes from predominantly non-English speaking geographic area.
		There is no encouragement in the home for bilingual and bicultural development.
		Had disrupted childhood development to extent that affected enculturation in home culture.
	4	Out of 7 Total
Experiential Background  29% Checked:		Frequent or high family mobility.
		Limited or sporadic school attendance.
	✓	Lives in poverty or family currently in low socioeconomic situation.
		Does not know how to behave in a classroom or has had limited prior schooling.
	✓	Has different terms or concepts for school subject areas or materials and content.
		Receives limited or no support at home for school achievement.
		Uses survival strategies that are not appropriate in the classroom or school.
	2	Out of 7 Total
Sociolinguistic Development  64% Checked:		Rarely speaks either English or other mode of communication.
	✓	Limited academic language in a language other than English.
		Limited social language in English.
	✓	Rarely speaks in class or in school building in English.
	✓	Speaks only to linguistic peers.
	✓	Limited academic language in English.
	.5	Appears to know but has difficulty with understanding and applying English.
	4.5	Out of 7 Total

**SOLOM**

Pre Production 5, Early Production 6–10, Speech Emergence 11–15, Intermediate Fluency 16–20, Advanced Fluency 21-25

	1	2	3	4	5	Score
<b>A. Comprehension</b>	Cannot be said to understand even simple conversation	Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions	<del>Understands most of what is said at slower-than-normal speed with repetitions</del>	Understands nearly everything at normal speech, although occasional repetition may be necessary	Understands everyday conversation and normal classroom discussions without difficulty	<b>3</b>
<b>B. Fluency</b>	Speech is so halting and fragmentary as to make conversation virtually impossible	<del>Usually hesitant: often forced into silence by language limitations</del>	<del>Speech in everyday conversation and classroom discussion frequently disrupted by the student’s search for the correct manner of expression</del>	Speech in everyday conversation and classroom discussion generally fluent, with occasional lapses while the student searches the correct manner of expression	Speech in everyday conversation and classroom discussion fluent and effortless approximating that of a native speaker	<b>2.5</b>
<b>C. Vocabulary</b>	Vocabulary limitations so extreme as to make conversation virtually impossible	<del>Misuse of words and very limited vocabulary comprehension quite difficult</del>	<del>Student frequently uses the wrong words: conversation somewhat limited because of inadequate vocabulary</del>	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies	Use of vocabulary and idioms are approximately that of a native speaker	<b>2</b>
<b>D. Pronunciation</b>	Pronunciation problems so severe as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently repeat to be understood	<del>Pronunciation problems necessitate concentration on the part of the listener. occasionally may be misunderstood</del>	Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation	Pronunciation and intonation approximate that of a native speaker	<b>3</b>
<b>E. Grammar</b>	Errors in grammar and word order so severe as to make speech virtually unintelligible	<del>Grammar and word order errors make comprehension difficult. Must often rephrase/be restricted to basic patterns</del>	<del>Makes frequent errors of grammar and word order which occasionally obscure meaning</del>	Occasionally makes grammatical and/or word errors which do not obscure meaning	Grammatical usage and word order approximate that of a native speaker	<b>2.5</b>

## Language Acquisition Grid

Pre-Production	Early Production	Speech Emergent	Intermediate Fluency	Advanced Intermediate	Advanced Fluency
0-6 months in US Schools	6 mo-1 year in US Schools	1-2 years in US Schools	2-3 years in US Schools	3-5 years in US Schools	5-7 years in US Schools
<ul style="list-style-type: none"> <li>-Able to observe, locate, label, match, show, classify, sort</li> <li>-Adjusting to U.S. culture</li> <li>-Associates sound to meaning</li> <li>-Comprehends key words only</li> <li>Depends on context</li> <li>Develops listening strategies</li> <li>-Gaining familiarity with sounds, rhythms and patterns of English;</li> <li>-Has minimal receptive vocabulary</li> <li>-May not produce speech</li> <li>-Minimal comprehension of general meaning;</li> <li>-Points, draws, or gesture responses</li> <li>-Responses range from no verbal response, one to two words, single words, phrases</li> <li>-Speech errors observed</li> </ul>	<ul style="list-style-type: none"> <li>-Able to name, recall, draw, record, point out, underline, categorize, list</li> <li>-Basic errors in speech -Speech is so halting and fragmentary as to make conversation virtually impossible</li> <li>-Beginning sound symbol understanding</li> <li>-Depends heavily on context</li> <li>-Grammar errors</li> <li>-Increased comprehension of general and some specific meaning</li> <li>-Mispronunciation</li> <li>-Points, draws, or gesture responses</li> <li>-Produces words in isolation</li> <li>-Respond using phrases and simple sentences</li> <li>-Responds with one/two word answer or short phrases</li> <li>-Use routine expressions independently</li> <li>-Uses simple words, gestures, and drawings</li> <li>-Verbalizes key words</li> </ul>	<ul style="list-style-type: none"> <li>-Able to share, retell, follow, associate, organize, compare, restate, role-play</li> <li>-Functions on social level</li> <li>-Good comprehension of general meaning and increased comprehension of specific meaning</li> <li>-Hears smaller elements of speech</li> <li>-Makes frequent errors of grammar and word order which occasionally obscure meaning</li> <li>-Many mistakes in grammar</li> <li>-Reads and writes basic sight words</li> <li>-Respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages</li> <li>-Pronunciation problems necessitate concentration on the part of the listener: occasionally may be misunderstood</li> <li>-Short phrases</li> <li>-Uses limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions</li> <li>-Good comprehension of general meaning and increased comprehension of specific meaning</li> <li>Initiates conversation and questions</li> <li>-Makes some pronunciation and basic grammatical errors but is understood</li> <li>-Produces whole sentences</li> <li>-Reads and writes simple words/sentences</li> <li>-Respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages</li> <li>-Simple sentences</li> <li>-Responds orally and in written form</li> <li>-Shows good comprehension</li> <li>-Uses limited vocabulary</li> <li>-Uses short sentences to inform and explain</li> </ul>	<ul style="list-style-type: none"> <li>-Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model</li> <li>-Can communicate thoughts</li> <li>-Consistent comprehension of general meaning and good understanding of implied meaning -Sustain conversation and respond with detail</li> <li>-Engage in and produce connected narrative</li> <li>-Functions somewhat on an academic level</li> <li>-Makes complex grammatical errors</li> <li>-Participate using more extensive vocabulary</li> <li>-Produces text independently for academic &amp; social purposes</li> <li>-Reads and writes descriptive sentences.</li> <li>-Shows good comprehension</li> <li>-Use standard grammar with few random errors</li> <li>-Uses descriptive sentences and initiates conversations</li> <li>-Uses expanded vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge</li> <li>-Comprehend general and implied meaning, including idiomatic and figurative language.</li> <li>-Demonstrates comprehension in decontextualized literacy situations</li> <li>-Demonstrates decontextualized comprehension</li> <li>-Initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary</li> <li>-Functions on academic level with peers</li> <li>-Maintains two-way conversation</li> <li>-Native-like proficiency with social conversations.</li> <li>-Uses enriched vocabulary</li> <li>-Use conventions for formal and informal language</li> </ul>
BEVAT 0/90-5/90	BEVAT 5/90-19/90	BEVAT 19/90-30/90	BEVAT 30/90-50/90	BEVAT 50/90-80/90	BEVAT 80/90-100-90
CLIC 0-4	CLIC 5-10	CLIC 11-17	CLIC 18-32	CLIC 33-44	CLIC 45-55
Eng Lang Prof Assess (ELPA) 1		ELPA 2	ELPA 3	ELPA 4	ELPA 5
Express 1 (S. Dutral)		Express 2	Express 3	Express 4	Express 5
IPT A	IPT B	IPT C	IPT D	IPT E	IPT F
LAS 0 (0-10)	LAS 1 (11-54)	LAS 2 (55-64)	LAS 3 (65-74)	LAS 4 (75-84)	LAS 5 (85-100)
SOLOM (0-5)	SOLOM (6-10)	SOLOM (11-15)	SOLOM (16-18)	SOLOM (18-20)	SOLOM (21-25)
WIDA ACCESS Level 1 Entering		Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WLPT II Beginner Level (200-449)		WLPT II 450-509	WLPT II 510-566	WLPT II 467-593	WLPT II 594-999
Woodcock Munoz (WM) 1		WM 2	WM 3	WM 4	WM 5



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***Integrated Service Plan***

	<b>Pre- Production</b>	<b>Early Production</b>	<b>Speech Emergence</b>	<b>Intermediate Fluency</b>	<b>Intermediate Advanced Fluency</b>	<b>Advanced Fluency</b>
<b>Needs total assistance</b>						
<b>Needs a great deal of assistance</b>						
<b>Needs a lot of assistance</b>						
<b>Has a moderate level of needs</b>						
<b>Has moderate but specific needs</b>						
<b>Has specific need to be addressed</b>						
<b>Needs minimal assistance</b>						
<b>Needs no special assistance</b>						

## Excerpt from Best Practice survey

	Instructional Content	Never.....Always	Need training
<b>Second Language Acquisition Support</b>	1. Teacher used sheltered strategies for content lessons	1 2 3 4 5	
	2. Explained purpose of lesson to students	1 2 3 4 5	
	3. Embedded lesson language in context	1 2 3 4 5	
	4. Reinforced content at key points in lesson	1 2 3 4 5	
	5. Continually checked for comprehension during lessons	1 2 3 4 5	
	6. Demonstrated all directions	1 2 3 4 5	
	7. Used experiences of ELL students	1 2 3 4 5	
	8. Provided guided practice with lesson content	1 2 3 4 5	
	9. Provided hands-on activities	1 2 3 4 5	
	10. Had peers interacting in lesson content	1 2 3 4 5	
	11. Emphasized reading for meaning	1 2 3 4 5	
	12. Noticed and scaffolded when language was new or difficult	1 2 3 4 5	
	13. Reviewed new vocabulary and language structures	1 2 3 4 5	
	14. Reinforced new vocabulary and language structures regularly	1 2 3 4 5	
	15. Provided many varied linguistic opportunities in L2	1 2 3 4 5	
	<b>System:</b> Screens for English language proficiency within 2 weeks of enrollment & uses for service placement	1 2 3 4 5	
	<b>System:</b> Matches level of support to level of English language proficiency & modifies as appropriate each semester	1 2 3 4 5	
<b>System:</b> Monitors English language acquisition regularly each semester	1 2 3 4 5		
<b>Primary Language Support</b>	1. Teacher used or encouraged use of L1 by students	1 2 3 4 5	
	2. Reinforced students with prompts or “good” comments in L1	1 2 3 4 5	
	3. Bilingual aide assisted in L1	1 2 3 4 5	
	4. Bilingual peers assisted in L1	1 2 3 4 5	
	5. Provided bilingual texts in content areas	1 2 3 4 5	
	6. Provided bilingual dictionaries	1 2 3 4 5	
	7. Sent materials home for students to share with parents in L1	1 2 3 4 5	
	8. Provided bilingual materials, visuals, signs, etc.	1 2 3 4 5	
	9. Provided support activities for parents to do with students at home	1 2 3 4 5	
	10. Students discuss content in L1	1 2 3 4 5	
	11. Provided many linguistic opportunities in L1	1 2 3 4 5	
	12. Provided reading opportunities in L1	1 2 3 4 5	
	13. Used scaffolding in student’s L1	1 2 3 4 5	
	14. Provided writing opportunities in L1	1 2 3 4 5	
	15. Had peers interacting in lesson content in L1	1 2 3 4 5	
	<b>System:</b> Screens for home language proficiency within 2 weeks of enrollment & uses for service placement	1 2 3 4 5	
	<b>System:</b> Matches level of support to level of home language proficiency & modifies as appropriate each semester	1 2 3 4 5	
<b>System:</b> Substantively promotes home language retention & growth	1 2 3 4 5		