

Guidelines for ELL students' participation in reading interventions

For ELL students, a team approach is especially important, and should include the ELL teacher as well as general education teacher and others as determined by the building. Good sources of information are:

- Initial ELL assessment results and level assignment
- Quarterly ELL rubric checklists and writing samples
- Report card
- Scores from classroom assessments
- Rate of expected progress of ELL students at same level
- Information from ELL/LEP Parent Interview

ELL students with low reading scores may be good candidates for reading interventions if:

- Speaking/listening skills are progressing at a pace similar to other students from similar backgrounds.
- Performance in other academic and adaptive behavior areas are significantly higher than reading performance.
- Progress on ELL rubric checklists is stagnant and student has not passed criteria to move ELL levels at a pace similar to others from similar backgrounds.
- Reading grades on report card are 1s and 2s for two or more consecutive quarters.
- Screening measures (classroom assessments, DIBELS) indicate performance in lowest 20th percentile.

ELL students with low reading scores may not be good candidates for interventions if they have:

- recently moved from Level 1 to Level 2.
- been at their present ELL level for less than a quarter.
- recently entered the LPS system or the ELL program within the last quarter and records do not indicate a reading concern at previous school.

If you have questions with regard to RTI for ELL students, please contact one of the following members of the SPELL team:

- Jerry Harrenstein, psychologist – West Lincoln
- Marilyn Bechtel, psychologist – Elliott
- Joe Higgins, psychologist – Lincoln High
- Sue Roosmann, Elementary ELL coordinator – LPSDO
- Cindy West, Secondary ELL coordinator -- LPSDO