

Figure 1.1 Creating an English Language Learner Profile: A Checklist for Teachers and School Administrators

Student's School History

- _____ The student is newly arrived in the United States.
- _____ The student has **not** had prior school experience.
- _____ The student's formal education has been interrupted.
- _____ The student has had poor attendance in school.
- _____ The student has moved frequently.
- _____ The student has **not** had time with second-language learning specialists (e.g., bilingual or ESL/ELD).
- _____ The bilingual or ESL/ELD service-providing specialists have expressed concern about his or her academic progress.
- _____ Other _____

Notes:

Family Background

- _____ An in-depth conversation has been facilitated with the child's parents or guardians in the home language.
- _____ The student is living with his or her nuclear family.
- _____ The student is living with his or her extended family.
- _____ The student is living with an adoptive family.
- _____ The student's home has provided a rich learning environment in his or her native language (books, games, learning videos, etc.).
- _____ The parents or guardians have expressed concerns regarding their child's abilities or academic progress.
- _____ Child-rearing practices or family lifestyle inadvertently or otherwise may have contributed to observed student behaviors (e.g., self-help skills, student organization, daytime sleepiness, etc.).
- _____ The student's family is experiencing undue stress (e.g., death in the family, loss of employment, homelessness, etc.).
- _____ Other _____

Notes:

(Continued)

(Continued)

Student's Medical History

Have any of the following medical variables have affected the student's school performance?

- _____ Nutrition
- _____ Hearing
- _____ Vision
- _____ Trauma or injury
- _____ Illness
- _____ Other _____

Notes:

Family Culture

Consider how the student's home culture similar to that of the larger society:

- _____ The roles, responsibilities, and expectations of the child within his or her family
- _____ The family's goals and aspirations for their youngster
- _____ The communication norms within the household (e.g., rules for communication between adults and children, language usage in the home, etc.)
- _____ The English language fluency of parents, siblings, and other household members
- _____ Rules for disciplining children
- _____ Religious affiliation (beliefs, dietary restrictions)
- _____ The traditions of the mother country (e.g., holidays)
- _____ Visitation to the homeland during the school year
- _____ The degree of acculturation and assimilation of the student and his or her family
- _____ Other _____

Notes:

Student's Language Proficiency

- _____ The student has had a bilingual screening.
- _____ The student has been screened for English language services.
- _____ The student's dominant language has been determined.
- _____ The information obtained on the *Home Language Questionnaire* matches the student's observed language behavior in school.

- _____ The student has acquired basic interpersonal communication skills (BICS).
- _____ The student has native language literacy skills.
- _____ The student's behaviors are characteristic of a second-language learner.
- _____ Other _____

Notes:

Student Characteristics

Learning Styles

- _____ The student's learning styles have been observed and determined.
- _____ The student exhibits a particular perceptual preference (auditory, visual, tactual, kinesthetic).
- _____ The student's environmental, sociological, or psychological learning preferences have been considered.
- _____ The student's learning style preferences have been accommodated.
- _____ Other _____

Notes:

Motivation

- _____ The school environment communicates respect for the student's home language and culture.
- _____ The student has experienced social and/or academic success.
- _____ The student or the student's family perceives education as relevant and necessary for future success.
- _____ The student or the student's family perceives education as a positive tool for acculturation.
- _____ Other _____

Notes:

Affective Factors

- _____ The student has the ability to take risks.
- _____ The student has sufficient confidence and self-esteem for learning.
- _____ There is a degree of shyness that is preventing the student from verbalizing.
- _____ The student is experiencing some level of anxiety in his or her new learning environment.
- _____ The student has exhibited signs of learned helplessness.
- _____ Other _____

Notes:

Academic Factors

- _____ The student began school before the age of five.
- _____ The student attended preschool.
- _____ The student has developed literacy skills in the home language.
- _____ The student studied English in his/her native country.
- _____ The student receives or has received instruction in the native language.
- _____ The student receives or has received instruction in ESL.
- _____ Other _____

Notes:

Curricular Considerations

- _____ The student has received adequate exposure to the curriculum.
- _____ The student has received instruction in his/her dominant language.
- _____ The student has needs adaptations (accommodations or modifications) of the content standards.
- _____ The student participated in Response to Intervention (RTI) interventions.
- _____ Instruction for the student was based on the student's instructional level.
- _____ The student has had sufficient time to achieve mastery.
- _____ Other _____

Notes: