First Steps:

1. Highlight some key indicators that helped you begin to process a picture of this student’s true opportunities to learn.
2. Which information was critical to inform your decision of whether or not to start the problem-solving process for this student?
3. What additional information would be helpful to make that decision?

Student A is an English learner in the 4th grade. She has an ELDA level of 2. She has attended the same DMPS elementary school since Kindergarten. One of her parents speaks English fluently, and her second parent is partially fluent in English. Both English and the family’s native language are spoken in the home.

The language proficiency development of this student has not moved at the same rate of progress as her true peers. She had an ELDA level of 1 in Kindergarten, First grade and Second grade. She moved up to an ELDA level of 2 in the Third grade. Her lexile level of reading has not moved about the classification of “Below Basic” at any time in her elementary years.

She has had at least 45-60 minutes of ELL support every day since First grade. She has failed to make academic progress in both her ELL classroom and the grade-level classroom.

Her parents have expressed concerns about her ability to read or process questions in either English or her first language. They have stated that she seems confused if she is given more than three instructions at a time. She is also very forgetful and disorganized at home. They struggle to work with her on school work at home. She often refuses to work on reading or activities sent home from the teacher. Student A often says she is too tired or all the work sent home is just too confusing.

**NOTES:**

**Case Scenario Student A**

Student B is an English learner in the third month the 1st grade. She has an ELDA level of 1. While she was born and raised in Des Moines, no one in her household or extended family speaks English. She did attend school during Kindergarten, and made adequate progress in literacy compared to other students with a similar academic and language background. Adult family members have sporadically attended parent-teacher conferences and school events. Their lack of attendance is due mainly to their work schedule, requiring them to work 3-11, Monday through Saturday.

This student’s Phonemic Awareness Profile shows that she knows the some of the short vowel sounds, most of the long vowel sounds, and most of the consonant sounds. Her teacher says she can correctly identify the beginning sound of words about 75% of the time, but she is not able to identify ending sounds at all.

Since the student has an ELDA level of 1, she receives 45 minutes of ELL instruction per day. Her teacher has placed her in a group with English learners at the same language proficiency level. The ELL teacher reports that she is progressing at the same rate as the rest of her Level 1 learners.

The classroom teacher is concerned because this student seems very far behind the native English speakers in English literacy development. She can discuss the story and is able to have a conversation about the main ideas and details in the story, and this student often offers insightful comments (through short phrases) that show she is thinking about the story events.

First Steps:

1. Highlight some key indicators that helped you begin to process a picture of this student’s true opportunities to learn.
2. Which information was critical to inform your decision of whether or not to start the problem-solving process for this student?
3. What additional information would be helpful to make that decision?

**NOTES:**

**Case Scenario Student B**

First Steps:

1. Highlight some key indicators that helped you begin to process a picture of this student’s true opportunities to learn.
2. Which information was critical to inform your decision of whether or not to start the problem-solving process for this student?
3. What additional information would be helpful to make that decision?

**NOTES:**

Student C is an English learner in the 3rd grade. He has an ELDA level of 2. He was born in California and attended a bilingual school for Kindergarten, first and second grade, before his family moved to Iowa. He lives with two parents, three younger siblings and one grandparent. The adults in the home do not speak English and require the services of an interpreter when communicating with the school.

Student records from this student’s former school indicate that he was making adequate academic progress. Upon arriving at school in Iowa, Student C was found to be significantly behind his grade-level classmates in the 3rd grade, especially in the area of reading. While his comprehension is not that much lower than other 3rd grade students, his fluency and accuracy are quite low. He scored a 321 (BB) on the fall SRI, and a 453 (Basic) on the winter SRI.

Based on this information, Student C was placed in an intervention group for reading. The intervention group meets at the same time as ELL class, so Student A is currently not receiving ELL instruction.

Student C’s teacher has not had an English learner in his classroom before, so he placed Student C near another ELL student with the same home language. His teacher states that Student C often doesn’t seem to comprehend what is going on in the lesson and seems distracted. He does not follow along with the rest of the students and is often off-task when independent work is required

**Case Scenario Student C**