SLD Eligibility Determination: SLD Determination for Multilingual Learners Key Takeaways

Multilingual

- Speaks and understands multiple language to varying degrees in each
- Proficiency in each language may change over time

Multiliterate

- Reads and writes in multiple languages

Simultaneous

- Is exposed to two or more languages from birth

Sequential

- Acquires additional languages in sequence
- Students who acquire additional languages upon entering school

Cultural Responsiveness

- Value culturally and linguistically diverse students
- Support teaching and learning in classrooms that acknowledge the worth of all students
- Culturally supported, student centered context in which strengths that students bring are identified, nurtured, and utilized to promote student achievement
- Culturally responsive pedagogy
- Collaboration, respect, and mutual support to achieve learning goals shared by students, teachers, and other school staff

Universal instruction Considerations

- Interpret data that considers the language proficiency of a student
- Compare data to true peers
  - True peers share language background, language proficiency, native language proficiency, grade level
- Recognize behaviors typical of second-language acquisition are not disability indicators
- Instruction is culturally and linguistically response and address individual linguistic, academic, and social-emotional needs
- Understanding of educational and background experiences that affect learning
- Appropriate progress monitoring tools

Universal Instructional Practices

- Differentiated instructional practices
- Sheltered strategies
- Educator knowledge concerning language acquisition
- Evidence based practices
- ELD as well as core content

ELD Programming

- ELD Programming is Tier I, is not an intervention

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Comparative Data

- True peer: students who can be used for comparison to the target student
  - Similar language proficiency, culture, experiential background (age, time in the US, acculturation in adapting to a new environment, use of L1 and L2 at home, school, community, socioeconomic status, gender, etc.)

SLD Determination

- Action Items
  - Review existing data
  - Interviews
  - Cross-curricular observations
  - Develop linguistic profile
  - Develop assessment plan
- Assessment Considerations
  - Varying degrees of schooling in native language
  - Varying degrees of formal schooling in English
  - Varying degrees of exposure to standardized testing
  - varying degrees of language proficiency across language
  - Degree of comprehensible input
  - Phonological processing tasks
    - Largely valid and reliable for MLs as long as they understand the task
- Using L1 for assessments
  - Academic assessments should be provided in the native language for NEP and LEP students who have been formally instructed in their native language
  - Cognitive and communications assessments should be performed in L1 for NEP and LEP students whenever possible

- Dynamic assessment
  - Student's ability to learn a skill is measure after a teaching phase led by an evaluator
  - Evaluator provides scaffolded supports and explicit instruction around an identified area of need to determine the students learning potential and present level of functioning