

Elementary School Red Flag Discussion Guide For Students Whose First Language is Not English (FLNE)

Use this guide to help determine if FLNE student requires monitoring, specific interventions, and/or assessment. Carefully consider student's performance and check corresponding red flags.

Student:	Grade:
DOB/Current Age:	Teacher:
ELL Entry/Exit Date	ELL Status: TBE SEI Opt Out FLEP-1 FLEP-2

	Red Flag	Source of Information
Background Information		
	1. Little or no formal school experience prior to entering kindergarten	*cumulative folder
	2. Lacks pre-school readiness/foundational skills in language, literacy, behavior, and/or attention despite formal school experience prior to kindergarten	*teacher/staff observation *work samples
	3. High rate of absenteeism and/or disruptions to education (including moves)	*attendance records *cumulative folder
	4. Previous SET meetings or evaluations and poor current performance levels, and/or reports from previous school(s) regarding concerns about performance.	*cumulative folder *special education file *esped (see special educator/TEC) *TAT form
	5. Previously referred for specialized support (e.g. Title I; social group, etc.)	*teacher/staff report *cumulative folder *TAT form
	6. Retention in any grade	*cumulative folder
	7. Known history of trauma and/or medical difficulties that may impede academic performance.	*parent report *child report *involved outside professional (with release)
Notes		

Information Related to Language and ESL Status		
	8. Observable difficulty communicating effectively and/or learning in native language	*observation by/report from teachers and staff who speak student's native language
	9. English proficiency measures that indicate a lack of progress for two or more successive years or a discrepancy between reading, writing, listening and speaking.	*English proficiency evaluation scores in cumulative folder (MELA-O, MEPA, WIDA) *TAT form
	10. Continued placement in TBE program over multiple years	*cumulative folder *TAT form
Notes		
General Information Related to Academic Performance		
	11. Student expresses frustration with academic tasks	*teacher/staff report *cumulative folder
	12. Behavioral issues directly resulting from frustration with and/or avoidance of academic tasks	*teacher/staff observation *cumulative folder
	13. Documented teacher report of inconsistency in academic performance, relative to age and grade level, across consecutive days and/or times of day	*report cards *TAT form *current teacher/staff observation *cumulative folder
Notes		
Math/Literacy Information Related to Academic Performance		
	14. Documented teacher report of poor comprehension and/or retention of material despite adequate student attention/effort, repeated exposures, and various manners of presentation	*report card *TAT form *current teacher/staff observation *cumulative folder

	15. Miscue analysis or reading/writing samples show decoding/encoding errors that cannot be explained by L1 language patterns given the student's grade, development, and/or amount of exposure to English (reading/spelling errors are inconsistent and do not respect either L1 or English phonics rules)	*reading/writing assessment -DRA, MAP, MCAS scores, Baer Spelling Inventory, Letter Id (k-1/2) *work samples
	16. Written output (including drawing) 2 or more years below grade level with regard to quality and/or volume	*writing assessment *work samples
	17. Unable to write both uppercase and lowercase letters from memory, both in alphabetical order and to dictation, by the second half of their first grade year despite repeated, consistent instruction	*work samples
	18. Significant difference between student's knowledge of math facts and applied problem solving (with applied problem solving estimated to be 1 or more years below grade level)	*common assessments *MCAS scores *unit tests
		Total Red Flags/18

Name of Person Completing form

Date

RECOMMENDATIONS

Student has several red flags listed in red flag chart; including atypical phonetic patterns (e.g. misspellings or reversals)

Responses to Consider	Date Completed
<p>A. Collect and share written work samples</p> <p>B. Document interventions and results</p> <p>C. Review student success plans</p> <p>D. Contact parents to inform them of concerns, to obtain their insights about the student's difficulties, and to suggest strategies to use at home.</p> <p>E. Consult with specialist (e.g., special educator, ELL teacher, PPS staff, speech-language pathologist, OT) for specific educational strategies</p> <p>F. Arrange consultation meeting to review concerns and relevant sources of information</p> <p>G. Request language dominance assessment</p> <p>H. Check for vision/hearing needs and refer to nurse if necessary</p> <p>I. Request a literacy/ math assessment</p> <p>J. Complete a TAT form and refer to SET through guidance counselor if interventions and consultation with other professionals have not resulted in improved student performance.</p>	<p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p> <p>E. _____</p> <p>F. _____</p> <p>G. _____</p> <p>H. _____</p> <p>I. _____</p> <p>J. _____</p>

Poor performance on open response format assessments (including MCAS) when not provided with scaffolding or other supports

Responses to Consider	Date Completed
<p>A. Explicitly teach strategies for understanding questions/formulating responses and document methodology</p> <p>B. Document attempted interventions, and results</p> <p>C. Contact parents to convey concerns, obtain their insights, suggest strategies to use at home.</p>	<p>A. _____</p> <p>B. _____</p> <p>C. _____</p>

<p>D. Practice with answering open response questions independently and document progress</p> <p>E. Gradually remove scaffolds/supports in safe environment to increase independence</p>	<p>D. _____</p> <p>E. _____</p>
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Marked weakness in listening comprehension and/or oral expression compared to peers with similar cognitive-academic skills and background

Responses to Consider	Date Completed
<p>A. Observe and document specific student behaviors</p> <p>B. Document attempted interventions and results</p> <p>C. Contact parents to convey concerns, obtain their insights into student's difficulties, and suggest strategies to use at home.</p> <p>D. Consult with related specialist(s) (e.g., special educator, ELL teacher, PPS staff, speech-language pathologist) for specific remediation strategies/accommodations</p> <p>E. Implement strategies/accommodations; document progress</p> <p>F. Complete a TAT form and refer for a speech and language screening</p>	<p>A. _____</p> <p>B. _____</p> <p>C. _____</p> <p>D. _____</p> <p>E. _____</p> <p>F. _____</p>