English Language Learners

School - Based Considerations Prior to Referral for Psychological Assessment

Prepared by ESL/ELD Resource Group of Ontario

English Language Learners
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This protocol has been developed by ERGO (ESL/ELD Resource Group of Ontario) to assist school boards with the implementation of Section 2.3.3 of *English Language Learners : ESL/ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12.* This sections states that *"School boards will develop a protocol for identifying English language learners who may also have special education needs."[1]* The process outlined should be used when there are concerns about the progress of an English language learner.

It is imperative that English language learners who have exceptionalities be identified as soon as possible so that appropriate placement and programming can be arranged. The time needed to complete this process will vary based on individual student needs.

> ***2.3.4*** *"If information from the student's home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team. Where special education needs have been identified, either in the initial assessment or through later assessments, students are eligible for ESL or ELD services and special education services simultaneously." [2]*

Who Are English Language Learners?

> *"English language learners are students in provincially funded English language schools whose first language is a language other than English or is a variety of English that is significantly different from the variety used in Ontario's schools and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs."* [3]

Support Programs for English Language Learners

English language learners in Ontario can receive one of two distinct language support programs where they receive direct support from teachers who specialize in meeting their language learning needs:

o English as a Second language (ESL) programs are for students born in Canada or newcomers whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have had opportunities to develop age-appropriate first-language literacy skills.

o English Literacy Development (ELD) programs are for students whose first language is other than English or is a variety of English significantly different from that used for

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[1] *Section 2.3.3 (mandatory policy) English language learners: ESL/ELD programs and Services: Policies and procedures for Ontario elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
[2] *Section 2.3.4 (mandatory policy) English language learners: ESL/ELD programs and Services: Policies and procedures for Ontario elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
[3] *Many Roots, Many Voices, supporting English language learners in every classroom; A Practical Guide for Educators, Ministry of Education, Queen's printer for Ontario, 2005*

instruction in Ontario schools. Students in these programs are generally from countries in which their access to education has been limited, or where they may have had limited opportunities to develop language and literacy skills in any language.

Some Considerations Regarding Second Language Acquisition:

- It can take 5-7 years to acquire grade/age appropriate English academic and literacy skills (1-2 years to acquire conversational and day to day language proficiency, and 5-7 years for academic language proficiency).
- Canadian-born English language learners may not have developed proficiency in their first language or English to their age appropriate levels and may be at risk.
- The acculturation process has a significant impact on students' achievement and progress.
- Statistics show that approximately 12% of the general school population has been identified with exceptionalities (including giftedness) and the proportion of ELLs represented in special education classes should be approximately the same.
- ELLs must have equitable access to appropriate programming to ensure that they reach their potential.
- Standardized tests should be used with discretion; cultural and/or linguistic bias in tests may result in unreliable or invalid data.

> *"the development of an Individual Education Plan (IEP) for an English language learner needs to take into consideration both needs related to language learning and needs related to the student's exceptionality."* [4]

The following page is a chart outlining school based considerations consisting of three phases that is designed to help determine if psychological assessment should be recommended for English language learners whose progress is of serious concern.
The next section provides answers to frequently asked questions and offers more specific information under the headings: *Considerations for Referral*, *Testing Considerations* and *Program Considerations*. **The chart and question/answer section are intended to be used together so, please crosscheck them for optimum use of this document.**
A list of reference books follows the *Frequently Asked Questions* section.

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[4] *Section 2.3.4 (mandated policy) English Language Learners: ESL/ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007.Ministry of Education*, pg 19.

English Language Learners
School-Based Considerations Prior to Referral for
Psychological Assessment Chart

Phase I – Initial Assessment and Placement

The following should be included in this process: classroom teacher(s), Special Education teachers, ELL teacher, administrators, parents/guardians, and if needed, a qualified interpreter.

A. Complete a Student Profile

Family History Considerations	**Educational History**	**Medical Considerations**
-Pre migration experiences	-Prior schooling	-Developmental milestones
-Post migration experiences	(continuous/disrupted)	-Vision, hearing, skills in first language speaking

B. Assess Student's Stage/Level of English Proficiency based on Ministry Stages of ESL or ELD

C. Determine and Implement an Appropriate Program based on Student's ESL or ELD stage
  Consider the following:
  - ❑ Program Adaptations
    - o Modifications (expectations appropriate to English proficiency level)
    - o Accommodations (instructional strategies to support achievement)
  - ❑ Appropriate Assessment (assessment *for, as*, and *of* learning)
  - ❑ Provision of ESL/ELD Resource Teacher support

Phase II – Program Re-development
Initiated if English language learner is <u>not</u> progressing in the adapted program.
Involvement of In-School Support Team
Gather and review additional information and perform gap analysis. Make further program adaptations based on new information. Monitor student progress and provide any additional supports, and/or services as needed.

Review Student Information

- ❑ Student Profile
- ❑ Academic Gaps
- ❑ Access to nutrition and health care
- ❑ Self concept and social skills
- ❑ Learning style
- ❑ First language assessment
- ❑ Motivation/ attitudes

Collect Information from:

- ❑ Teacher(s)
  - - Academic Progress
  - - Behaviour/Attitude
- ❑ Student
- ❑ Parent/Guardian
  - - First Language Development
  - - Developmental/medical history

Consider Interpersonal Skills

Observe social skills and acculturation in the following settings:
- ❑ Classroom
- ❑ Peer interaction
- ❑ Community

Consider Academic Progress

- ❑ Multiple and current work samples
- ❑ Current assessments
- ❑ Evidence of progress over time
- ❑ Progress across content areas

Phase III
English Language Learner's Progress Continues to be of Serious Concern

Conference with in-school support team and parents/guardians regarding recommendation for student to be assessed at a case conference and possibly considered for psychological assessment.

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Frequently Asked Questions

Please use answers to these questions in conjunction with the chart on page 4 for optimum accuracy and clarity of information.

A) Considerations for Referral

1. When is it appropriate to refer an English Language Learner (ELL) for Special Education consideration?
- Consider a referral if:
  - o the student's previous educational documentation indicates an exceptionality or if the parents share serious concerns pertaining to their child's behaviour, communication skills, intellectual ability, or physical needs;
  - o a student is not adjusting to the Canadian classroom environment, or the cultural or social school milieu after a period of several months;
  - o a student is not making progress over time in an adapted academic environment and with appropriate supports and interventions in place.

Note: Identification of a student with self-evident exceptionalities such as a physical disability, communication disability, or diagnosed intellectual disability, suggests there is no need to wait to refer. See Question 10 for more information. See *Categories and Definitions of Exceptionalities* in *Special Education: A Guide for Educators*, 2001, p. A18. (http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf)

2. Whose role/responsibility is it to initiate a referral for an ELL?
- The educator who first encounters an ELL experiencing academic, social or behavioural challenges should consult with other teachers working with the student as well as administrators and together make a decision regarding who will be responsible for initiating a referral.
- See chart, *Phase I.*

3. How are newcomer parents/guardians involved in the referral process?
- The ESL/ELD and/or classroom teacher should contact the parent/guardians to inform them of the concerns regarding the ELL as soon as these needs become evident. If appropriate, an appointment to meet with parents/guardians along with a qualified interpreter, if needed, should be made to explain concerns and possible actions/directions planned by teachers to further support the student.
- Refer to chart.

4. How do I obtain information or documentation regarding the ELL's medical and/or educational background?
- An initial interview should be conducted with the ELL's parents/guardians together with an interpreter.
- A parental interview should include discussion of relevant documentation and other information from the ELLs previous schools, including school records, credentials, report cards and other assessments. A request for any of these existing documents can be made at this time.
- Information should be obtained regarding the ELL's important milestones, first language development, first words and vocabulary growth, physical growth or developmental issues, etc. during the interview.

- Additional information should be sought concerning the ELL's social and emotional behaviours.
- See Chart, *Phase I and II.*

5. How can we determine if a concern is a language learning or special education issue?
- Using the Tiered Approach outlined in [*Learning For All Draft*](http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf), 2009 (http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf), the first step in the investigation of an ELL's challenges is careful observation and collection of both qualitative and quantitative data over time of what the student can do in a variety of school and/or social settings.
- Factors related to a student's limited prior schooling should be considered. Appropriate interventions and specific programming may then be formulated, implemented, and evaluated over time. See Questions 6 and 7 below for more information related to issues of limited prior schooling or other relevant factors.
- Using the information gathered, the classroom teacher, the ESL/ELD teacher and the parents/guardians (together with an interpreter if necessary) should collaborate to discuss those challenges experienced by the student. It is critical that such information be specific and detailed in order to properly determine the programming interventions necessary to support the student.
- The in-school team of teachers, including the Special Education teacher, should collaborate to list possible explanations, including consideration of factors that impact on second language learning.
- If over time the ELL continues to experience challenges in various settings and is not progressing as anticipated, further classroom-based strategies and interventions should be sought from the in-school team. These interventions should be tracked, and monitored over a reasonable period of time.
- If, following this procedure the student is still not progressing then arrangements may be made to consult further with the Identification, Placement and Review Committee for advice prior to a more formal referral for psychological assessment.

6. What program adaptations support struggling ELLs?
- Differentiated instruction should be implemented. Ensure program accommodations and modifications have been designed for the ELL including instructional strategies, learning resources and assessment strategies. (See [*Growing Success*](#), 2010, p. 76-78). *"Teachers must adapt the instructional program in order to facilitate the success of ELLs in their classroom"*, ([*Supporting English Language Learners, a practical guide for Ontario educators, Grades 1-8, 2008*](#), p. 50.)
- Questions on instructional practice must be critically examined
  - o utilize the principals of *Universal Design for Learning* for all students
  - o create a class and student profile to guide instruction
  - o design space that emphasizes simplicity, safety, and flexible groupings
  - o perform ongoing assessment
  - o integrate the *Tiered Approach* and gradually increase the intensity of instructional interventions.
- See [*Learning For All Draft,*](#) 2009, for more information.
- See Chart, *Phase II.*

7. **If teachers are concerned about the progress of an ELL, how can they determine whether it is due to limited prior schooling (an English Literacy Development / ELD issue) or a Special Education need?**
- An ELL with educational gaps will likely not progress as expected if the programming does not match the student's educational needs; such learning behaviours may in fact mimic that of a student with exceptionalities. It is crucial to examine an ELL's academic background to determine if an ESL or ELD program is required. A first language assessment (where available), parent/student/ teacher interviews, writing samples in first language, oral reading in first language and mathematical assessments are some ways teachers can gather evidence of an ELL's prior schooling. If it is determined that the ELL requires an ELD program, it is imperative that the program be tailored to match the student's instructional level, that progress be monitored carefully and the program reviewed frequently.

8. **At what point should a psychological test be recommended for an ELL who is not progressing, or who is experiences social or emotional concerns?**
- It is important to allow ELLs time to develop their English skills, however program interventions should be initiated immediately for ELLs that need them.
- If the program supports and interventions have little effect over a reasonable period of time, then consider a referral. See Chart.

9. **What is the purpose of a psychological assessment for an ELL?**
- The assessment may reveal socio-emotional difficulties, for example war related trauma that could impede a student's progress and needs to be addressed right away.
- Typically the focus of an assessment is to provide programming suggestions based on the student's current functioning. The assessment may provide useful information for programming purposes. It is considered best practice to provide needed support as soon as possible so that the student has the best chance for success.
- The assessment can offer some insight into processing deficits, such as phonological awareness or visual perceptual processing that can be addressed by the school. <u>Assessment results, however, may not be definitive regarding the child's future functioning or true ability.</u>

10. **What are the challenges for ELLs with self-evident exceptionalities, e.g., visual, physical or hearing deficits?**
- Identification of a student with specific exceptionalities such as a physical disability (blindness), communication disability (hearing impairment), or diagnosed intellectual disability (Down syndrome), is self-evident and should not present any delay in adapting programming for the exceptionality.
- Physical exceptionalities may impact on student learning so the challenge would be on how to effectively develop appropriate programming that address both the student's exceptionality and their English language learning.
- Educators may contact other professionals in their schools or boards, as well as the various Associations for Persons with Exceptionalities, e.g., Canadian Association for the Deaf at http://www.cad.ca/ for specific information on supporting ELLs with these types of exceptionalities.

- See *Categories and Definitions of Exceptionalities* in [Special Education: A Guide for Educators](http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf), 2001, p. A18 for a complete listing.
    (http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf)

11. Is there an assigned timeline in order to bring an ELL forward for referral?

- There is no assigned timeline; the overall time required to complete an investigation into an ELL's lack of progress will vary greatly in length. However, programming must be in place immediately so that students can have their diverse educational needs met directly and effectively.
- Please be aware that the process of referral entails gathering documented programming interventions, student needs, abilities and student responses over time.
- See Chart, *Phase II.*

12. How can we ensure that a student was initially properly identified as requiring ESL or ELD support?

- First, ensure an accurate history and student profile has been obtained and then do a complete and thorough assessment.
- Health history, current educational instruction and type of schooling should be carefully examined.
- Assess listening and speaking skills, reading comprehension, student writing in first–language and in English as well as mathematical knowledge and skills.
- Programming and assessment must then be properly developed to meet student needs. Evaluate student responses to these adaptions over time.
- If a student does not demonstrate growth over time in the adapted program, school staff should review and collect more information on performance in all subject areas.
- Parents/guardians should provide details on past school achievement and home behavior.
- New program modifications should be enacted; skill development is then assessed over time.
- Acculturation, social skills and emotional well-being must all be considered over a reasonable period of time, prior to a referral.
- See Chart, *Phase I.*

13. Can we adapt a program (modify and/or accommodate) for an ELL without an IEP (Individual Education Plan)?

- Yes. Interventions and supports can be put into place immediately without an IEP; results must be carefully monitored.
- See Questions 29 and 31 for more information on IEPs.
- See Chart *Phase II.*

B) Testing Considerations

14. Why is an initial assessment in first-language carried out?

- A first language assessment is highly recommended along with the initial assessment in English. It provides a broader view of ELL's linguistic development and academic background.
- Interviewing the parents/guardians about the ELL's first language development can provide useful information about the student's important developmental milestones such as age of walking and talking.

- If information from the student's home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate team.
- See *ERGO Provision of First Language/Bilingual Assessment, 2002.*

15. When is it imperative to use a first-language assessment?
- A first-language assessment is necessary when an ELL is not making expected progress in an adapted program over a period of time.
- It should be administered as soon as possible because ELLs may experience some language loss or language mixing even after a short period of time.
- The administration and interpretation of psycho-educational assessments should be linguistically appropriate. (i.e., tests should be administered in the student's dominant language if available, and with the assistance of a bilingual educator whenever possible.) *P. 45 Supporting English Language Learners, Grs 1-8.*
- See Chart*, Phase I & II.*

16. Is a first-language writing sample useful in an assessment?
- If there has *not* been a substantial loss of writing proficiency in first-language, such a writing sample is often very useful in assessments.
- Teachers can make observations such as writing fluency, use of paragraphs, structure, overall neatness, punctuation, ease and process of writing.
- Preferably a translator should be available to share information about the first-language writing sample concerning student skills.
- See Chart*, Phase I.*

17. Is parental/guardian consent required for an Initial Assessment in either English or first language?
- Written parental/guardian consent is *not* required for either type of initial assessment; psychological assessments *do* require written consent. Please check your board's policy regarding permissions.
- It is considered best practice to inform parents/guardians that an informal assessment will take place and provide reasons for the assessment, (e.g., to help in designing effective programming.)

18. Is it appropriate for a family member or friend to translate confidential information?
- For parents/guardians whose native language is other than English, interpreters must be provided. If parents/guardians feel comfortable having a friend or a family member at these sessions, they may choose to do so. In most serious decision-making situations it is advisable to have an objective interpreter to relay the most accurate information to the parent. School boards are responsible for ensuring that parents/guardians understand and are able to participate in such meetings.
- See Chart*, Phase II.*

19. What are some of the implications of using psychological tests?
- Standardized test results are considered in conjunction with other data. Nonverbal cognitive measures may be used to assess cognitive functioning in order to avoid cultural/linguistic factors interfering with test performance. Even so, results must be considered with caution, as there are no tests that are truly free of cultural bias. It may be more appropriate to use observation-based developmental scales, or adaptive functioning

measures, to establish the child's developmental level. The goal is to establish what the child already knows, determine how the child learns best, and how the student responds to programming interventions already put into place.
- See Questions 8 and 9 regarding use of psychological assessments for ELLs.

20. What alternative forms of assessment are available for ELLs?
- There are versions of some of the assessment tools available in other languages, such as Spanish. Members of a school board's Psychology team can often offer assessments in different languages based on staff's fluency in these languages and familiarity with and sensitivity to cultural issues related to these languages. Access to interpreters is a crucial part of this process.

21. Can parents/guardians object to or dispute a completed psychological assessment?
- Parents/guardians cannot dispute a psychological assessment once the assessment report is complete, however, the parent/guardian has the option of having the report placed in the student's OSR.
- Although the parent/guardian may question some of the recommendations, such as placement or level of support, their input is considered an essential component of the review process; as such, they must be fully involved in the discussion of the results and formation of recommendations.
- Parents/guardians always have the right to seek further assessment from private agencies at their own expense.

C) Programming Considerations

22. Can an English language learner receive ESL and/or ELD and Special Education support simultaneously?
- ELLs can get support for both language learning needs and any special needs, whether identified or not, simultaneously.
- If an Individual Education Plan is developed, it should take into consideration both needs related to language learning and needs related to the student's exceptionality or learning challenges.
- Refer to *The English Language Learners ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, K-12 (2007)*
- See*, Phase II.*

23. Is there a relationship between English Literacy Development support and Special Education support?
- While there is no direct relationship between ELD support and special education support, good teaching strategies should be used for students with exceptionalities (of many kinds) as these may benefit some English language learners in specific learning contexts.
- ELD programs aim to close literacy, numeracy, language and cultural gaps for newcomer students with limited prior schooling.
- ELD support also builds knowledge in the content/subject areas.

24. If an ELL is identified with an exceptionality, does instruction or intervention have to be only in English?
- If instruction in the student's first language is available and deemed helpful, it can be provided in the ELL's first or dominant language.

- It is recognized that first-language supports second-language development. Therefore, support in multiple languages does not put English at risk, and actually aids in its development.

25. Can parents or principals choose a non-age appropriate classroom for an ELL?
- *The English Language Learners ESL and ELD Programs and Services, Policies and Procedures for Ontario Elementary and Secondary Schools, K-12 (2007)* states that, "In elementary schools, English language learners will be placed with an age-appropriate group." (2.4.2a) In rare cases and where deemed appropriate by administrators, teachers and parents, it may be decided, on a case by case basis, that an ELL would benefit most from a different grade placement.
- "In secondary schools, (2.4.2b) placement in a grade or specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations," however, "ELLs should be placed in a grade-level or subject specific course for at least part of the day."

26. What are some specific strategies that are appropriate in supporting ELLs with learning needs?
- Focus on the 'big ideas' or the overall expectations.
- Build on background knowledge, first-language, and experiences of students
- Use differentiated instruction (i.e. consider learning styles, intelligences, ESL or ELD level, etc.)
- Use visuals and manipulatives to help students understand concepts and to demonstrate their understanding.
- Teach thematic units of study.
- Pre-teach key vocabulary needed prior to a lesson or unit.
- Use Word Charts and picture dictionaries.
- Use assistive technology (e.g. Kurzweil, Premier, etc).
- Give comprehensible directions.
- Provide explicit and supportive feedback.
- Adjust rate of lesson delivery as appropriate for the audience.
- Check frequently for comprehension by seeking specific feedback.
- Encourage cooperative learning activities that inspire discussion.
- For more specific strategies, see *Supporting English Language Learners, a practical guide for Ontario educators, Grades 1-8, 2008*, pages 55-61, and *English as a Second Language and English Literacy Development, The Ontario Curriculum, Grades 9-12, 2007*, pages 38-48.

27. What assessment strategies are appropriate in supporting ELLs with exceptionalities?
- Use a variety of alternative assessment methods.
- Allow students to use graphic organizers and diagrams instead of a written answer to demonstrate their knowledge or explain a concept (e.g. students label a timeline in history class, draw a flow chart in science, use a cause-effect organizer in civics class, create a problem-solution organizer for sociology, law or business).
- Allow students to use manipulatives to demonstrate understanding of concepts in math or science.
- Have students role play or dramatize an historical event or the plot of a short story to demonstrate understanding.
- Allow students to demonstrate lab procedures rather than provide written explanations.

- Use cloze exercises with word banks to test understanding of new vocabulary in English or have students match definitions.
- Have students create a list of terms and translations in their first language.
- Use assistive and general technology to assist with making instruction comprehensible and the content accessible (Kurzweil, voice recognition software, alternate keyboards, adapted paper, electronic books, large print books, Braille, hearing aide, computers, calculators, projectors, Smart Boards, tape recorders, listening centres, Word Q/Speak Q etc.).
- See the ERGO website for a comprehensive list of Ministerial and other resources to support programming: *ESL/ELD Resource Group of Ontario (ERGO).*

28. When reporting, how do we note that an ELL is also on an IEP (Individual Education Plan)?
- Check off both the ESL/ELD and the IEP boxes on the report card.
- Please check the alternative forms of expectations in the student IEP before reporting on any identified learner.
- Both the ESL/ELD and the IEP boxes are *only* checked if modifications to expectations have been made. The ESL/ELD and IEP boxes are not checked if the ELL is working on *grade or course expectations* even though *accommodations* may have been provided.

29. Does an IEP contain an ESL/ELD box?
- No, the IEP does not currently contain an ESL/ELD or even an ELL designation, however, some boards do refer to ELLs with exceptionalities as 'non applicable' (although this is a more generic term).
- An ELL may be identified on an IEP within the 'Needs' or 'Instructional and Assessment Accommodations' sections.

30. Do we require an IEP for an ELL who has gone through the identification process?
- Yes, ELLs with formally identified Special Education needs require an IEP eventually; however, interventions/supports can be put in place immediately without an IEP and results monitored as part of the diagnostic process.
- Students who are deemed exceptional through the IPRC process must have an IEP and parental consent must be obtained through the IPRC process. Signatures are required from principal and parents'.
- The ESL/ELD, Special Education, and classroom teachers should all be involved collaboratively in programming.

31. Is an IEP necessary before we can modify for ELLs?
- No, it is not necessary to have an IEP to modify for an ELL.
- Modifications to expectations and program accommodations are made as needed and the supports provided change as language proficiency increases.
- The kinds of support required for one subject may be different from the kinds of support required for other subjects. Additionally, ELL students may not require support in all subject areas.
- Teachers indicate, by checking the ESL/ELD box on the report card, when modifications to curriculum expectations have been made. The ESL/ELD box is only checked if grade expectations have been modified. The box is *not* checked if accommodations have been provided but grade expectations have not been modified. (Pp.40-41 *Supporting English Language Learners in Grades 1-8*).

32. Is it necessary to create an IEP for an ELL who has not been formally identified?

- ELLs with Special Education needs *do* need to be identified eventually; however, interventions and supports can be put in place without an IEP and results monitored as part of the diagnostic process.
- The ESL, Special Education, and classroom teachers should all be involved collaboratively in programming and monitoring the student.
- Programming should involve the review of student information, development of interpersonal skills, and data collection from various sources, as well as the consideration of the student's progress over time and with program interventions.

33. Do we need an IEP to in order to modify subjects or courses other then English?

- No. As outlined in both the elementary and secondary ESL/ELD documents, "individual student instruction is modified and accommodated as is necessary" in specific subjects and in specific circumstances.
- If any subject has been modified, then the teacher must indicate the modifications required and the ESL/ELD box is checked to indicate that modifications have taken place for that subject or course.
- See *Supporting English Language Learners, a practical guide for Ontario educators, Grades 1-8, 2008*, and *English as a Second Language and English Literacy Development, The Ontario Curriculum, Grades 9-12, 2007*.

34. Can an ELL receive a failing mark or not be given marks or grades?

- Newly arrived English language learners may not be able to respond appropriately to instruction due to lack of language skills and/or difficulties in adjusting; therefore, no marks/grades need be applied initially. However, this would be considered temporary and grades/marks would have to be assigned by the next term or semester. For grades 1-10, an "I" code (for 'insufficient evidence') may be used if the student has arrived very recently and cannot yet be fairly evaluated. (*Growing Success*, p. 42).
- If an ELL has been provided with an adapted program and is not succeeding in spite of programming and assessment considerations, then an "R" (Remediation is required) may be given. An "R" would indicate that the ELL's program and performance should be reviewed, data collected from various sources, and further program interventions initiated.
- *"In grades 1-8, beginning English language learners with modified expectations would rarely receive an "R"* (*Growing Success*, 2010, p. 41).
- See Chart, *Phase II.*

35. Where can I find further information?

- Teachers are advised to seek information from other professionals within their school boards. They should also consult the Reference section of this document, as well as the Ministry of Education web site (http://www.edu.gov.on.ca) and the *Ontario Teacher's Federation Teacher Gateway to Special Education*, (http://www.teachspeced.ca/index.php?q=node or the OTF *Frequently Asked Questions* at http://www.teachspeced.ca/index.php?q=node/4).

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