



ELL Intervention Form: HOW TO

Rationale:

ELL Intervention will help teachers be more cognizant of ELL students' particular needs as well as the strategies, accommodations, and what type of differentiation of instruction is needed to best help the student be successful.

WESLACO INDEPENDENT SCHOOL DISTRICT
ELL Intervention Form

STUDENT ID: _____

1st Six Weeks Progress Report Grade: _____ (print grade on p. 4)

ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
Attendance: Class Period _____ # of Days Tardy _____ # days Absent _____	Were parents successfully contacted? Y or N Grade: _____ Attendance: _____ Behavior/Attitude: _____ Good Home: _____ Other: _____ CONTACT COMMENTS:

Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: _____ Date: _____

2nd Six Weeks Progress Report Grade: _____ (print grade on p. 4)

ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
Attendance: Class Period _____ # of Days Tardy _____ # days Absent _____	Were parents successfully contacted? Y or N Grade: _____ Attendance: _____ Behavior/Attitude: _____ Good Home: _____ Other: _____ CONTACT COMMENTS:

Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: _____ Date: _____

Created by Melissa Santiago, 2008. All contents are the property of Westlaco ISD. Reproduction without permission is prohibited. © 2010
Page 1 of 4

WESLACO INDEPENDENT SCHOOL DISTRICT
ELL Intervention Form

STUDENT ID: _____

(Grade 1 teacher (1st grade by reporting period))

Additional Comments (in reference to student's academic performance or social well-being):
- Please initial and date any comments -

Created by Melissa Santiago, 2008. All contents are the property of Westlaco ISD. Reproduction without permission is prohibited. © 2010
Page 4 of 4

Intervention Form Instructions:

ELL Intervention folders will be distributed to all teachers by departments during the 4th week of every six weeks. Teachers will have one week to complete and submit the folders to their respective Department Chair or to room 245. LEP Rosters will only be provided the 1st six weeks. For every subsequent six weeks, teachers may print updated LEP Rosters using DRS. ELL Intervention Form is available on Google Drive.

1. Make sure each form has the student's name & ID either handwritten or on adhered printed label.
2. All **core content area** teachers will complete an intervention form for each ELL student they service:
 - a. If student is **passing**, the teacher only needs to 1) write in their progress report grade, 2) plot the grade on page 4 of the ELL Intervention Form and 3) sign & date the form.
 - b. If student is **failing** at the progress report, the teacher must *complete* the intervention form for that particular student.
3. Beginning at the 2nd six weeks ELL Intervention, the teachers will plot the previous six weeks' final Report Card grade for each ELL Student (passing or failing).

District Office is working on making this form accessible online. Details are forthcoming.

WESLACO EAST HIGH SCHOOL
ELL Intervention Resource Guide



ELPS Strategies / Differentiation of Instruction Strategies

adapted from ELPS at a Glance © El Saber Enterprises, 2009

Listening

- L1: allow to work in pairs or small groups
- L2: focus on small number of skills
- L3: allow for wait time
- L4: use technology for background knowledge support
- L5: use visuals gestures and movements
- L6: use shorter, complex sentences
- L7: use visuals to increase understanding
- L8: check for understanding after concept has been taught
- L9: close lesson by summarizing key points

Speaking

- S1: allow wait time for processing ideas
- S2: provide bilingual dictionaries
- S3: use visuals, video, and technology for background support
- S4: emphasize key vocabulary
- S4: create opportunities to extend discussion
- S5: allow student to work in pairs or small groups
- S6: provide opportunities to practice language
- S7: provide academic language with past, present, future, and complex grammar vocabulary

Reading

- R1: use graphic organizers in lesson delivery
- R2: focus on specific skills
- R3: chunk text to allow time for processing
- R4: use visuals, and technology to fill in background knowledge and vocabulary lesson
- R5: focus on limited number of comprehension skills
- R6: scaffold text for extremely long passages
- R7: provide reading guide for difficult text
- R8: encourage discussions about concepts before reading
- R9: encourage summarizing after reading chunks of long text

Writing

- W1: focus on simple sentence structure
- W2: give students format but not formula
- W3: model and use brainstorming techniques
- W4: focus on the message versus the convention
- W5: provide time for journaling for warm-ups, vocabulary building, and concepts
- W6: allow time for peer editing and revising
- W7: conduct individual conferencing
- W8: focus on full responses to text with depth
- W9: use a variety of writing samples to show how a piece is developed

Accommodations Based Upon TELPAS Composite Rating

adapted from ELPS Flip Book © Seidlitz Education, 2010

Beginner

- B1: Visuals for classroom vocabulary and academic concepts
- B2: Native language and adapted grade-level texts
- B3: Short, simple sentence stems
- B4: Pre-teaching social and academic vocabulary
- B5: Adapted writing tasks with drawing and scaffolding
- B6: Gestures (basic and academic concepts)
- B7: Extensive modeling
- B8: Graphic organizers
- B9: Manipulatives
- B10: Use of cognates
- B11: Pronunciation of social/academic language
- B12: Linguistic simplification text
- B13: Oral translation of words and phrases
- B14: Bilingual dictionary/glossary
- B15: Side by side materials

Intermediate

- I1: Visuals for academic vocabulary and concepts
- I2: Adapted grade-level texts
- I3: Sentence Stems
- I4: Pre-teaching academic vocabulary
- I5: Peer Interaction
- I6: Adapted writing tasks with scaffolding
- I7: Gestures for memorization of academic concepts
- I8: Modeling
- I9: Graphic Organizers
- I10: Manipulatives
- I11: Use of cognates
- I12: Pronunciation of academic terms
- I13: Linguistic simplification of unfamiliar text
- I14: Oral translation of unfamiliar words
- I15: Bilingual dictionary/glossary
- I16: Side by side materials

Advanced/Advanced High

- | | |
|--|---|
| <ul style="list-style-type: none"> A1: Visuals for academic vocabulary and concepts A2: Grade-level texts A3: Complex sentence stems A4: Pre-teaching low-frequency academic vocabulary A5: Peer Interaction A6: Grade-level writing tasks A7: Gestures for memorization of academic concepts | <ul style="list-style-type: none"> A8: Modeling A9: Graphic organizers A10: Manipulatives A11: Use of cognates A12: Pronunciation of academic terms A13: Linguistic simplification of complex, unfamiliar academic text |
|--|---|

Semester 1

Per	Course	Title	Teacher	Absences			Grades				
				1st	2nd	3rd	1st	2nd	3rd	Exam	Sem
1A	HU1031	U.S. Hist	ARQUEL	6			75				
1B	EW1031	Pr Wr/Rd-10	VMUNOZ	4			70				
2A	FN0231	Span 2-nn	DBALINAS	6			85				
2B	VJ0131	Journalism 1	ANGARCIA	3			69				
3A	MA0131	Alg 1	NYBARRA	7			54				
3B	VM0131	STLNHSM	NYBARRA	3			54				
4A	EN0231	Eng 2	MAPLORES	3			50				
4B	SB0131	Biology 1	PLHERRERA	4			70				

Semester 2

Per	Course	Title	Teacher	Absences			Grades				
				4th	5th	6th	4th	5th	6th	Exam	Sem
1A	HU1032	U.S. Hist	ARQUEL								
1B	EW1032	Pr Wr/Rd-10	VMUNOZ								
2A	FN0232	Span 2-nn	DBALINAS								
2B	VJ0132	Journalism 1	ANGARCIA								
3A	MA0132	Alg 1	NYBARRA								
3B	VM0132	STLNHSM	NYBARRA								
4A	EN0232	Eng 2	MAPLORES								
4B	SB0132	Biology 1	PLHERRERA								

Math STAAR/EOC

Title	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
Spring 2016 STAAR A EOC, Algebra I	22	12	54	3172	No	No	No	No
March 2015 STAAR Mathematics, Grade 8	34	19	56	1531	No	No	No	No
April 2014 STAAR Mathematics, Grade 7	28	15	54	1465	No	No	No	No
April 2013 STAAR Modified Mathematics, Grade 6	52	22	42	2900	Yes	No	No	No
March 2012 STAAR Modified Mathematics, Grade 5	30	12	40	2654	No	No	No	No

Reading STAAR/EOC

Test Name	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
Spring 2016 STAAR A EOC, English I	21	19	92	3038	No	No	No	No
June 2015 STAAR A Reading, Grade 8	27	14	52	1440	No	No	No	No
May 2015 STAAR A Reading, Grade 8	27	14	52	1440	No	No	No	No
March 2015 STAAR Reading, Grade 8	27	14	52	1437	No	No	No	No
April 2014 STAAR Reading, Grade 7	24	12	50	1400	No	No	No	No
April 2013 STAAR Modified Reading, Grade 6	45	17	38	2743	No	No	No	No
March 2012 STAAR Modified Reading, Grade 5	38	14	37	2766	No	No	No	No

Writing STAAR/EOC

Test Name	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
April 2014 STAAR Writing, Grade 7	25	16	72	2879	No	No	No	No

History STAAR/EOC

Test Name	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
April 2015 STAAR Social Studies, Grade 8	28	12	52	2885	No	No	No	No

Science STAAR/EOC

Test Name	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
April 2015 STAAR Science, Grade 8	20	11	54	2586	No	No	No	No
April 2012 STAAR Modified Science, Grade 5	40	14	35	2556	No	No	No	No

Student

Telpas

Year	Mon	Clas	Sch	Listen	Speak	Write	Read	Composite
2016	Mar	09	006	Adv	Adv	Int	Int	Int
2015	Mar	08	041	Adv	Adv	Adv	Beg	Int
2014	Mar	07	041	Adv	Adv	Adv	Beg	Int

Student 2

Semester 1

Per	Course	Title	Teacher	Absences			Grades					
				1st	2nd	3rd	1st	2nd	3rd	Exm	Sem	
1A	HU1021	U.s. Hist	OQUINTERO	0			89					
1B	EE1221	Eng 2 Sol	RGARRETT	0			96					
2A	HW1031	Wld Hist	ABGUERRA	0			88					
2B	MG1031	Geometry	JDAVIS	0			71					
3A	EE1121	Eng 1 Sol	RGARRETT	0			90					
3B	MA0231	Alg 2	HMERCADOJR	0			74					
4A	SB0131	Biology 1	SMIRELES	0			91					
4B	FS0231	Span 2 -n	LMUNOZ	0			99					

Semester 2

Per	Course	Title	Teacher	Absences			Grades					
				4th	5th	6th	4th	5th	6th	Exm	Sem	
1A	HU1022	U.s. Hist	OQUINTERO									
1B	EE1222	Eng 2 Sol	RGARRETT									
2A	HW1032	Wld Hist	ABGUERRA									
2B	PH1036	Health 2SEM	TOWENS									
3A	EE1122	Lunch 1	RGARRETT									
3B	MA0232	Alg 2	HMERCADOJR									
4A	SB0132	Biology 1	SMIRELES									
4B	FS0232	Span 2 -N	LMUNOZ									

Math STAAR/EOC

Title	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
-------	-----------	-----	---------	-------	---------	---------	---------	---------

Reading STAAR/EOC

Test Name	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
-----------	-----------	-----	---------	-------	---------	---------	---------	---------

Writing STAAR/EOC

Test Name	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
-----------	-----------	-----	---------	-------	---------	---------	---------	---------

Science STAAR/EOC

Test Name	Score (%)	Raw	Raw Max	Scale	Met Std	Level 2	Level 3	Comment
-----------	-----------	-----	---------	-------	---------	---------	---------	---------

Benchmark 2016 - 2017

Test Name	(%)	Teacher
Federal Government and Big Business	80	Omar Quintero
Industrialization Quiz	40	Omar Quintero
Unit Test Gilded Age and the West	68	Omar Quintero
Urbanization and Immigration	38	Omar Quintero

Telpas

Year	Mon	Clas	Sch	Listen	Speak	Write	Read	Composite
2016	Mar	09	006	Int	Int	Beg	Int	Int
2009	Mar	04	109	Beg	Beg	Beg	Beg	Beg

ELL Intervention Form

E

3-YEAR TELPAS PERFORMANCE HISTORY

Year	L	S	R	W	C

B = Beginner
I = Intermediate
A = Advanced
H = Advanced High

STUDENT:
ID:

1st Six Weeks Progress Report Grade: _____ (plot grade on p. 4)

<p>ELPS Strategies and/or Accommodations:</p>	<p>Differentiation of Instruction for student:</p>
<p>Attendance: Class Period _____ # of Days Tardy _____ # days Absent _____</p>	<p>Were parents successfully contacted? Y or N __Grades __Attendance __Behavior/Attitude __Good Report __Other CONTACT COMMENTS:</p>

Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: _____ Date: _____

2nd Six Weeks Progress Report Grade: _____ (plot grade on p. 4)

<p>ELPS Strategies and/or Accommodations:</p>	<p>Differentiation of Instruction for student:</p>
<p>Attendance: Class Period _____ # of Days Tardy _____ # days Absent _____</p>	<p>Were parents successfully contacted? Y or N __Grades __Attendance __Behavior/Attitude __Good Report __Other CONTACT COMMENTS:</p>

Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: _____ Date: _____

ELL Intervention Form



STUDENT:

ID:

3rd Six Weeks Progress Report Grade: _____ (plot grade on p. 4)

ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
Attendance: Class Period _____ # of Days Tardy _____ # days Absent _____	Were parents successfully contacted? Y or N ___ Grades ___ Attendance ___ Behavior/Attitude ___ Good Report ___ Other CONTACT COMMENTS:

Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: _____ Date: _____

4th Six Weeks Progress Report Grade: _____ (plot grade on p. 4)

ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
Attendance: Class Period _____ # of Days Tardy _____ # days Absent _____	Were parents successfully contacted? Y or N ___ Grades ___ Attendance ___ Behavior/Attitude ___ Good Report ___ Other CONTACT COMMENTS:

Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: _____ Date: _____

ELL Intervention Form

E

STUDENT:

ID:

5th Six Weeks Progress Report Grade: _____ (plot grade on p. 4)

ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
Attendance: Class Period _____ # of Days Tardy _____ # days Absent _____	Were parents successfully contacted? Y or N ___ Grades ___ Attendance ___ Behavior/Attitude ___ Good Report ___ Other CONTACT COMMENTS:

Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: _____ Date: _____

6th Six Weeks Progress Report Grade: _____ (plot grade on p. 4)

ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
Attendance: Class Period _____ # of Days Tardy _____ # days Absent _____	Were parents successfully contacted? Y or N ___ Grades ___ Attendance ___ Behavior/Attitude ___ Good Report ___ Other CONTACT COMMENTS:

Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: _____ Date: _____

