# Appendix 3.3: English Learner Extrinsic Factors

*Please use date format: mm/dd/yyyy*

**Student:** ID:

Date: Home Language(s):

School: Years in US Schools:

Teacher: Grade:

*English Learners (ELs) frequently have a wide variety of extrinsic factors impacting their lives and consequently their participation and progress in the US educational system. Only a small percentage of ELs have an intrinsic disability. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific familial, regional, and other influences, which will reveal a unique set of cultural and linguistic strengths. Therefore,* ***it's imperative to investigate extrinsic factors*** *that will better inform our instruction and interventions.*

Staff is to complete information in all sections. Include parent/guardian participation via attendance at pre-referral meetings, phone conversations, home visits and/or conferences, using an interpreter when necessary. Use RtI² to begin to rule out extrinsic factors as **primary** contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes on the *Intervention Summary*.

**SECTION A: Physical and Psychological Factors that May Impact Learning**

| Yes | No | Investigating | |
|---|---|---|---|
| ○ | ○ | ○ | Does the student have access to healthcare? |
| ○ | ○ | ○ | Are the student's basic nutritional needs being met? |
| ○ | ○ | ○ | Do the results of hearing and vision checks reveal results within normal limits? |
| ○ | ○ | ○ | Does the student have a history of ear infections, allergies, or ear tubes? |
| ○ | ○ | ○ | Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)? |

| Yes | No | Investigating | |
|---|---|---|---|
| ◯ | ◯ | ◯ | Does the family living arrangement impact the student's learning? |
| ◯ | ◯ | ◯ | Has student experienced traumatic events, such as warfare, natural disasters, terrorist incidents, extreme poverty, experiences in refugee camps, serious accidents, or personal assaults/abuse? |
| ◯ | ◯ | ◯ | Is there a physical condition or affective barrier (anxiety, apathy, stress) that impacts the student's learning? |
| ◯ | ◯ | ◯ | In the school environment, is the student impacted by his/her cultural diversity, difference of status, linguistic differences, relocation or resettlement, and social or cultural isolation (consider self-esteem and sense of belonging)? |

**Other physical or psychological factor(s) affecting the student:**

Strengths revealed:

Areas identified for intervention:

**SECTION B: Personal and Cultural Factors that May Impact Learning**

| Yes | No | Investigating | |
|---|---|---|---|
| ◯ | ◯ | ◯ | Has student moved schools frequently? |
| ◯ | ◯ | ◯ | Has student endured separation from family members (e.g., parent(s) living abroad, immigration, military deployment, divorce)? |
| ◯ | ◯ | ◯ | Are there economic circumstances affecting achievement in school (consider economic barriers, changes from home country socioeconomic status)? |
| ◯ | ◯ | ◯ | Have traditional hierarchical roles shifted within the family (e.g., student taking on more responsibility with childcare, interpreting, etc.)? |

| Yes | No | Investigating | |
|---|---|---|---|
| ◯ | ◯ | ◯ | Are gender and/or birth order expectations of the home impacting learning? |
| ◯ | ◯ | ◯ | Do language barriers exist within the family (e.g., student no longer speaks home language proficiently enough to speak with parents and extended family)? |
| ◯ | ◯ | ◯ | Is family support available to the student (e.g., academic support, homework routines)? |
| ◯ | ◯ | ◯ | Has the student's family had access to community support systems? |
| ◯ | ◯ | ◯ | Is the family a member of a community that shares its language and culture? |
| ◯ | ◯ | ◯ | Has the team examined what motivates and interests the student? |

**Other personal and cultural factor(s) affecting the student:**

Strengths revealed:

Areas identified for intervention:

**SECTION C: Language Development Factors that May Impact Learning**

| Yes | No | Investigating | |
|---|---|---|---|
| ◯ | ◯ | ◯ | Is there evidence that the student has received systematic English Language Development (ELD) instruction? |
| ◯ | ◯ | ◯ | Does the teacher use explicit oral and written language models in every lesson? |
| ◯ | ◯ | ◯ | Are the oral and written language models at and slightly above the student's language level? |

| Yes | No | Investigating | |
|---|---|---|---|
| ○ | ○ | ○ | Has the student been shown how language works to express ideas, intentions, and information? |
| ○ | ○ | ○ | Are there opportunities for the student to interact and talk in at least 3 lessons a day? |
| ○ | ○ | ○ | Are a variety of talk structures used in the classroom (e.g., partner talk, small group, large group, teacher directed, student directed) every day? |
| ○ | ○ | ○ | If grammar and vocabulary errors affect meaning, does the student receive positive and explicit feedback? |
| ○ | ○ | ○ | Is sufficient wait-time (average 3-5 seconds) given to the student before responses are expected? |
| ○ | ○ | ○ | Is there a match between student's instructional language level and classroom demands? |
| ○ | ○ | ○ | Is there listening and speaking data from all languages? |
| ○ | ○ | ○ | Is there reading and writing data from all languages of instruction? |
| ○ | ○ | ○ | Has available data related to the student's language development (ELPAC, IPT, Curriculum-Based Assessments, ELD standard goals, etc.) been collected and reviewed? |
| ○ | ○ | ○ | Has language information been gathered from various contexts (home, playground, classroom) and sources (parent, teacher, other staff)? |

**Other language development factor(s) affecting the student:**

Strengths revealed:

Areas identified for intervention:

**SECTION D: Previous and Current Learning Environment Factors that May Impact Learning**

| Yes | No | Investigating | |
|---|---|---|---|
| ○ | ○ | ○ | Were there similar concerns in any previous school environment? |
| ○ | ○ | ○ | Did the student receive instruction in English during his/her previous school experience? |
| ○ | ○ | ○ | Was the student ever formally instructed in his/her primary language? |
| ○ | ○ | ○ | Have the previous and current instructional programs (i.e., Structured English Immersion, Mainstream English Cluster) matched the student's English language proficiency level? |
| ○ | ○ | ○ | Has the student moved between different types of instructional programs (e.g., Bilingual, Structured English Immersion)? |
| ○ | ○ | ○ | Have there been any limited educational opportunities related to attendance, tardies, gaps in instruction, and time in school, district, or country? |
| ○ | ○ | ○ | Has instruction been differentiated for the student's learning style and level of language acquisition every day? Check off instructional techniques tried: |

- ☐ Variety of speech patterns (e.g., intonation, rate, repetition)
- ☐ Experiential techniques (e.g., manipulatives, hands-on activities, movement)
- ☐ Visual supports (e.g., objects, gestures, graphic organizers)
- ☐ Alternative ways to respond (e.g., home language, signals) to ensure participation
- ☐ Flexible group structures (e.g., pairs, cooperative groups)
- ☐ Vocabulary scaffolded for student's prior knowledge
- ☐ Student strengths incorporated in all subject areas
- ☐ Components of literacy explicitly taught in a meaningful and contextual manner
- ☐ Checks for understanding of all lesson objectives

| Yes | No | Investigating | |
|---|---|---|---|
| ◯ | ◯ | ◯ | Have work samples been used to compare the student to peers from similar backgrounds? |
| ◯ | ◯ | ◯ | Has performance across content areas been considered? |
| ◯ | ◯ | ◯ | Have a variety of methods (classroom performance, district and state data) been used to investigate academic performance in all languages? |

**Other learning environment factor(s) affecting the student:**

Strengths revealed:

Areas identified for intervention: