

STUDENT PROFILES

STUDENT PROFILE #1

Name: Josephine Diaz-Carmona

Language: Spanish

Grade: 4

Years in US School: 5

Migrant Status: Yes

ELP Status: Progressing (L:3, S: 3, R: 2, W:2)

Josephine is a social girl and interacts easily with other students. She is not shy and is confident sharing her opinions with the class. She sometimes struggles to find the best words to explain herself. Josephine is working at grade level in math, but sometimes struggles to explain her work/process. Her ELA scores indicate that she did not meet grade level standards in grade three.

Josephine currently receives three 30-minute ELD sessions weekly with four of her peers. These sessions are built around general language development, not specific content areas or current units her class is working on.

Josephine lives with her mother and father and her two younger sisters.

4th Grade Score Ranges

Level	Reading	Writing	Listening	Speaking
5	594 or above	600 or above	563 or above	584 or above
4	550-593	568-599	492-562	544-583
3	488-549	481-567	431-491	506-543
2	453-487	437-480	398-430	462-505
1	452 or below	436 or below	397 or below	461 or below

- What are **three things** you might do to make learning in your classroom more **accessible** to this student?
- In which **stage of language acquisition** might this student be?
- What are your thoughts around this student's **social vs. academic language development**?
- What **additional information** would you gather if this were your student?
- What **resources** will you use to help this student develop English language proficiency?

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STUDENT PROFILE #2

Name: Yu-Jiang Chang

Language: Chinese: Cantonese

Grade: 9

Years in US School: 3

Migrant Status: No

ELP Status: Progressing (L:2, S: 2, R: 3, W:3)

Yu-Jiang is a quiet student. He does not speak unless requested to. He eats lunch by himself and often retreats to the EL teacher's classroom during his lunch time. Yu-Jiang, has a difficult time understanding the teacher's lectures, but spends time at home reviewing and translating the PowerPoint slides his biology teacher gives him at the end of the unit.

Yu-Jiang is interested in sports, but does not participate in extracurricular activities because he cannot justify not studying after school. Yu-Jiang lives with his mother and works part time with his mother in his Aunt's restaurant.

Yu-Jiang is enrolled in the ELD "elective" course as well as a remedial reading class. His other courses include Western Civilization, 9th grade English, Biology, and Algebra. He sees his ELD teacher every day for class, but does not have ELD support in the content area classes.

Grades 9-12 Score Ranges for ELPA21 annual assessment

Level	Reading	Writing	Listening	Speaking
5	662 or above	641 or above	613 or above	619 or above
4	631-661	615-640	571-612	593-618
3	539-630	533-614	491-570	536-592
2	488-538	485-532	451-490	481-535
1	487 or below	484 or below	450 or below	480 or below

- What are **three things** you might do to make learning in your classroom more **accessible** to this student?
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STUDENT PROFILE #3

Name: Jamel Khatani

Language: Arabic

Grade: 7

Years in US School: 3

Migrant Status: No

ELP Status: Progressing (L:4, S: 4, R: 3, W:3)

Jamel is a kind student who asks questions when she needs help. She excels in art and shares her work willingly. Jamel is a model student in many ways, but she has difficulty understanding her text books, particularly her history and language arts texts. She is a hard worker, but her grades and test scores do not reflect her effort. Jamel’s ELD support comes in the form of ELD teacher check-ins on Monday (about 5 minutes) and occasional push-in time during her math class on Thursdays.

Jamel started wearing a hijab last year when she entered middle school. She has suffered teasing and harassment that may be due to this change, but has a solid core group of friends at school and seems satisfied with her place at school.

Jamel’s family spent 3 years in a refugee camp before arriving in the United States. She lives with her mother, who works as a para educator at the school, her brother, who is in high school, and a cousin her same age whose parents died when their home was bombed.

Grade 7 ELPA21 Score Ranges

Level	Reading	Writing	Listening	Speaking
5	642 or above	625 or above	597 or above	611 or above
4	609-641	597-624	553-596	582-610
3	534-608	520-596	473-552	527-581
2	486-533	474-519	430-472	475-526
1	485 or below	424 or below	429 or below	474 or below

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STUDENT PROFILE #4

Name: Fetuilelagi Lopamaua

Language: Samoan

Grade: 10

Years in US School: 6

Migrant Status: No

ELP Status: Progressing (L:4, S: 4, R: 2, W:2)

Fetu is social and has many friends. He misses school often, but seems interested in learning when he is in school. His test scores indicate that he is not successful in his academic courses, but showed a lot of progress last year in math, nearly reaching grade level expectations on the state required assessment.

Fetu has a lot of responsibilities at home. His parents are chronically underemployed and the family struggles to keep their heads above water. Fetu works every day, every summer in labor-intensive jobs to help support the family. He works as much as he can during the school year. He enjoys sports, but cannot participate due to his attendance and low grades.

Fetu is enrolled in an ELD course that meets first period every day. This course centers on learning vocabulary and grammatical structures that can be applied across content areas. There is also a fair bit of reading instruction in this course, and students are expected to write 100-200 word journals four days a week. On Fridays, this class has a “study hall” format and students can work on their homework from other classes, or get help understanding the content of their other classes.

Grades 9-12 Score Ranges for ELPA21 annual assessment

Level	Reading	Writing	Listening	Speaking
5	662 or above	641 or above	613 or above	619 or above
4	631-661	615-640	571-612	593-618
3	539-630	533-614	491-570	536-592
2	488-538	485-532	451-490	481-535
1	487 or below	484 or below	450 or below	480 or below

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STUDENT PROFILE #5

Name: Amari Hasani

Language: Kikongo, Swahili, French

Grade: 1

Years in US School: 2

Migrant Status: No

ELP Status: Emerging (L:2, S: 1, R: 1, W:1)

Amari is a very active child. She has difficulty being still in class and because of this was referred for special education. She spends about 50% of her day in a self-contained classroom. She attends PE and music with her class, but is rarely in the classroom for content lessons. She receives ELD services from a para educator who is with her in her classroom for 30 minutes each day.

Amari has not taken any state content tests. She can say most of the letter names and write letters, but she struggles to read words in English. Amari often uses a French-speaking classmate to communicate with the teacher or her peers.

Amari's family came to the United States seeking asylum from genocide in their home country. The family has been living in the US for 2 years. Amari lives with her mother, maternal aunt, uncle and five cousins.

Grade 1 Score Ranges for ELPA21 annual assessment

Level	Reading	Writing	Listening	Speaking
5	629 or above	641 or above	594 or above	619 or above
4	584-628	613-640	549-593	593-618
3	515-583	548-612	467-548	577-592
2	479-514	498-547	435-466	528-576
1	478 or below	497 or below	434 or below	527 or below

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STUDENT PROFILE #6

Name: Claudia Juan Mateo

Language: Spanish

Grade: 3

Years in US School: 1

Migrant Status: Yes

ELP Status: Emerging (L:1, S: 1, R: 1, W:1)

Claudia is a shy and quiet Guatemalan girl. She is often staring off into space and seems to be daydreaming. During cooperative learning, she is not engaged and uses every excuse possible not to participate. Although she does not behave disrespectfully, she will often say she is not feeling well and wants to go to the nurse’s office. Claudia is performing at a Kindergarten level academically in English and her Spanish sounds different than the dialect normally heard among other Hispanic students.

Claudia attends ELD support 30 minutes a day, five days a week. She sits in the back of the class and her teacher is frustrated because she doesn’t seem to improve academically. Claudia never turns in her homework and is often kept in from recess so she can complete her homework. Unfortunately, she still doesn’t complete her homework.

Claudia lives with her mother, two brothers, two sisters, and 10 other family members. Claudia’s dad has an ankle bracelet and is being monitored by immigration pending his asylum request.

3rd Grade ELPA21 Score Range:

Level	Reading	Writing	Listening	Speaking
5	644 or above	636 or above	598 or above	612 or above
4	610-643	603-635	536-597	572-611
3	541-609	542-602	448-535	538-571
2	495-540	498-541	409-447	500-537
1	494 or below	497 or below	408 or below	499 or below

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STUDENT PROFILES #7

Name: Miguel Lopez Jones

Language: Spanish

Grade: 10

Years in US School: 11

Migrant Status: No

ELP Status: Progressing (L:3, S: 2, R: 2, W:1)

Miguel is not very social and does not have very many friends. This school year he moved from Compton, CA and feels like he doesn't "belong" in this new predominantly white school district. He is often engaged on his phone playing video games. Miguel has a lazy eye and refuses to make eye contact with adults. His teachers feel he is disrespectful because Miguel will not acknowledge them by making eye contact. Miguel is in an EL ELA credit bearing class for 1st period and an EL Academic Support class for 2nd period. Miguel does extremely well in his EL classes and is always participating in group discussions, often offering responses that demonstrate higher levels of thinking.

Miguel is a U.S. born EL student and speaks Spanish at home. He works most evenings and weekends with his father in landscaping. Miguel often expresses that he can do school work but finds it hard because he has to keep looking up words that are new to him and he doesn't understand what they mean.

9th – 12th Grade ELPA21 Score Range:

Level	Reading	Writing	Listening	Speaking
5	662 or above	641 or above	613 or above	619 or above
4	631-661	615-640	571-612	593-618
3	539-630	533-614	491-570	536-592
2	488-538	485-532	451-490	481-535
1	487 or below	484 or below	450 or below	480 or below

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