

LITERACY PERFORMANCE EXPECTATIONS FOR ALL STUDENTS GRADES 6-12

Identification of At-Risk Students: Fluent English and English Learners

Students are considered in need of additional support in English if they are not meeting grade-level or course-level expectations in English. An intervention plan must be developed and implemented for each student who is performing at a “Standards Not Met” level on the English portion of the SBAC and/or the pupil’s grades and other indicators of academic achievement designated by the district.. The intervention plan will specify:

1. which interventions the student will receive.
2. when progress monitoring will take place.
3. the roles and responsibilities of each stakeholder in the learning process.

Teachers will continue to determine whether students are in need of additional support by analyzing the strands of the English Language Arts portion of the SBAC or locally determined ELA benchmarks. Additional indicators of achievement should also be used, including performance on in-class assignments, diagnostic tests, classroom assessments, exit slips, writing samples, etc.

Additional Considerations for English Learners

All English learners must have full access to core grade-level content instruction including English Language Development (ELD) and grade-level English.

- English Learners making adequate progress in both language and content area literacy do not require an intervention plan. Adequate language progress is demonstrated by yearly growth on the Summative ELPAC. Content area literacy progress is demonstrated by an SBAC score of “Standards Nearly Met” or above, approaching grade-level FAST scores, or grade of “C” or above on standards-based grades.
- English Learners who have not demonstrated adequate progress in language and/or basic literacy skills in any content area classes require an intervention plan. Interventions must be documented in Illuminate/Hoonuit. This documentation must include intensity, duration, and frequency of the intervention.
 - For students performing at the same proficiency level on the Summative ELPAC for two consecutive years or who have decreased in their ELPAC proficiency level, targeted English language based intervention is needed.
 - For students making adequate progress in language development as determined by the Summative ELPAC supports should focus on continued development of grade-level, content area literacy skills.
- For English Learners in Dual Language Immersion (Biliteracy) programs in need of an intervention plan, also consider the student’s reading level and skills in the target language (Spanish, French, Mandarin, etc.) in order to pinpoint specific strengths and needs and develop subsequent supports and interventions.

Suggested research-based interventions for English learners can be found in [this document](#).