

Institute of Education Sciences
***Elementary Grade English Learners
Practice Guide***



Recommendation 1
**Screen for Reading Problems
and Monitor Practice**

Level of Evidence: Strong



IES Elementary Grade English Learners Recommendation 1:
Screen for Reading Problems and Monitor Practice



**Includes Students
From:**

- Elementary School
- English Learners who speak any language

IES Elementary Grade English Learners Recommendation 1:
Screen for Reading Problems and Monitor Practice

Research to Support the Recommendation

Measures Valid for Students in K-1

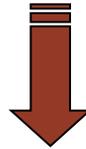


- Measures of phonological awareness
- Measures of familiarity with the alphabet and the alphabetic principle
- Measures of reading single words and knowledge of basic phonics rules

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Research to Support the Recommendation

Measures Valid for Students in 2-5



- Oral reading fluency for both screening and progress monitoring

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How to Carry Out the Recommendation



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- 1. Districts should establish procedures for - and provide training for - schools to screen English learners for reading problems. The same measures and assessment approaches can be used with English learners and native English speakers.**



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- 2. Depending on resources, districts should consider collecting progress monitoring data more than three times a year for English learners at risk for reading problems. The severity of the problem should indicate how often progress is monitored - weekly or bi-weekly for students at high risk of reading problems.**



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- 3. Data from screening and progress monitoring assessments should be used to make decisions about the instructional support English learners need to learn to read.**



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- 4. Schools with performance benchmarks in reading in the early grades can use the same standards for English learners and make adjustments in instruction when progress is insufficient. It is the opinion of the panel that schools should not consider below-grade-level performance in reading “as normal” or something that will resolve itself when oral language proficiency in English improves.**



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5. Provide training on how teachers are to use formative assessment data to guide instruction.



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Steps for Carrying Out the Recommendation		
1.	Establish procedures and training for schools to screen English learners for reading problems.	
2.	Consider collecting progress monitoring data more than three times a year for English learners at risk for reading problems.	
3.	Use reading screening and progress monitoring data to make decisions about instructional support English learners need to learn to read.	
4.	Use the same reading performance benchmarks for English learners as for other students and make adjustments in instruction when performance is insufficient.	
5.	Provide training on how teachers are to use formative assessment data to guide instruction.	

Other Considerations

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- **“There is no evidence to support the position that early reading problems experienced by English learners will resolve themselves once oral language skills in English are established” (p. 12).**

Other Considerations

- **“Formative early reading assessments in English are valid for English learners” (p. 13)**