

Ideally, answers to the following questions should be gathered from multiple sources. In addition to consulting cumulative school records, observational data, and other sources, educators should collect information from the student’s family whenever possible.

<b>Determining Language Proficiency</b>	
<b>Residency</b>	<ul style="list-style-type: none"> <li>• Where was the student born? If born outside of the United States, for how long has the student lived in the United States?</li> <li>• What has been the student’s exposure to English?</li> </ul>
<b>Primary Language</b>	<ul style="list-style-type: none"> <li>• What is the student’s home language?</li> <li>• At what developmental language stage was the student when English was introduced?</li> <li>• Has the student been regularly exposed to literacy-related materials in his or her primary language (e.g., books, magazines)?</li> </ul>
<b>Educational Experience</b>	<ul style="list-style-type: none"> <li>• How much formal schooling has the student had (e.g., no prior formal education, previous school occurred in the student’s first language)?</li> <li>• What, if any, disruptions may have occurred in learning the student’s primary language? In learning English? (e.g., an extended absence from school)</li> </ul>
<b>Language Programs</b>	<ul style="list-style-type: none"> <li>• What type of English language instruction has the student received (e.g., English as a second language, bilingual education)?</li> <li>• If the student has received language services, are they ongoing? If they have been discontinued, why (e.g., funding, received the maximum number of classes provided)?</li> <li>• What is the academic and linguistic progress of the student who is learning English?</li> </ul>
<b>Home</b>	<ul style="list-style-type: none"> <li>• What attitudes do the family and student have about learning English?</li> <li>• What activities that promote English language development, both in and out of the home, does the student participate in?</li> </ul>