ALTELLA ALTERNATE ENGLISH LANGUAGE LEARNING ASSESSMENT PROJECT

ALTELLA Individual Characteristics Questionnaire

ALTELLA Tool November 2018

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The Alternate English Language Learning Assessment (ALTELLA) project researches instructional practices, accessibility features and accommodations, and assessment of English learners with significant cognitive disabilities to develop an evidence-centered design approach that informs our understanding of alternate English language proficiency assessment for these students.

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Purpose

The Individual Characteristics Questionnaire can be used by administrators and educators to learn more about the characteristics of English learners with disabilities enrolled in their setting. This questionnaire was created for use by the Alternate English Language Learning Assessment (ALTELLA) project. The results of the original version provided a foundational knowledge base of English learners with significant cognitive disabilities (see Christensen, Mitchell, Shyyan, & Ryan, 2018), and adapted questions from the Learner Characteristics Inventory (Kearns, Kleinert, Kleinert, & Towles-Reeves, 2006) and the First Contact Survey (Nash, Clark, & Karvonen, 2015). This version of the protocol has been broadly adapted to include English learners with any disabilities, not limited to those with significant cognitive disabilities.

Instructions

This questionnaire is designed to collect characteristic information on one English learner with a disability at a time and is meant to be completed by an educator, or a group of educators, familiar with the student. Administrators or educators collecting these data can build this tool into an online survey platform and include skip logic so educators will only see questions that are relevant for the student. Inform educators of what documents they will need to complete this questionnaire (for example, home language surveys and English language proficiency score reports). The ALTELLA team encourages educators of the student to complete this survey as a group for higher quality information.

ALTELLA Individual Characteristics Questionnaire

1. Location[1] _____

2. Student's age in years[2] _____

3. Student's grade[3] _____

4. Student's gender

- ❑ Male
- ❑ Female
- ❑ Other

5. Student's ethnicity and race (optional response)

- ❑ American Indian or Alaska Native
- ❑ Asian
- ❑ Black or African American
- ❑ Hispanic
- ❑ Latino
- ❑ Native Hawaiian or Other Pacific Islander
- ❑ White
- ❑ Other. Please specify: _____

Life and Education in the United States

6. Was the student born in the United States?

- ❑ Yes
- ❑ No

[If answered "yes" for question 6, skip questions 7 and 8.]

[1] Location can be dependent on level of specificity (e.g., state, district, school).
[2] Options should include full age ranges of students in your setting.
[3] Categories adapted from the National Center for Educational Statistics (Musu-Gillette et al., 2017)

7. How long has the student been in the United States?

- ❑ Less than one year
- ❑ More than one year, less than two years
- ❑ More than two years, less than three years
- ❑ More than three years, less than four years
- ❑ More than four years, less than five years
- ❑ More than five years
- ❑ Other. Please specify: _____

8. Does the student receive newcomer services?

[Only answer this question if "less than one year" was selected for question 7.]

- ❑ Yes
- ❑ No
- ❑ Unknown/Not sure

9. Does the student have a limited or interrupted formal education?

- ❑ Yes
- ❑ No
- ❑ Unknown/Not sure

10. Does the student have migrant status?

- ❑ Yes
- ❑ No
- ❑ Unknown/Not sure

11. How often does the student attend school?

- ❑ Attends at least 90% of school days
- ❑ Attends approximately 75% of school days
- ❑ Attends approximately 50% or fewer school days
- ❑ Receives homebound instruction
- ❑ Unknown/Not sure

[If "attends at least 90% of schools days" is selected, skip question 12.]

12. What is the primary reason for the student's absences?

- ❑ Health issues (e.g., illness, medical appointments including therapy sessions)
- ❑ Transportation issues
- ❑ Family reasons (e.g., vacations, trips to home country, cultural or religious observations, emergencies)
- ❑ Behavioral issues
- ❑ Other. Please specify: _____
- ❑ Unknown/Not sure

Disability Information

13. What is the student's primary IDEA disability category?

- ❑ Autism
- ❑ Deaf/Blind
- ❑ Deafness
- ❑ Developmental Delay
- ❑ Emotional Disability
- ❑ Hearing Impairment
- ❑ Intellectual Disability (includes Mild, Moderate, and Profound)
- ❑ Multiple Disabilities
- ❑ Other Health Impaired
- ❑ Orthopedic Disability
- ❑ Speech/Language Impairment
- ❑ Traumatic Brain Injury
- ❑ Visual Impairment Including Blindness
- ❑ Other. Enter the "Other" primary disability category: _____

[If your state does not report secondary disabilities, skip questions 14 and 15.]

14. Does the student have a secondary disability category?

- ❑ Yes
- ❑ No

15. If yes, what is the student's secondary disability?

- ❑ Autism
- ❑ Deaf/Blind
- ❑ Deafness
- ❑ Developmental Delay
- ❑ Emotional Disability
- ❑ Hearing Impairment
- ❑ Intellectual Disability (includes Mild, Moderate, and Profound)
- ❑ Multiple Disabilities
- ❑ Other Health Impaired
- ❑ Orthopedic Disability
- ❑ Speech/Language Impairment
- ❑ Traumatic Brain Injury
- ❑ Visual Impairment Including Blindness
- ❑ Other. Please specify: _____

16. What is the student's primary classroom setting?

- ❑ Regular school (self-contained special education classroom): Some special inclusion (students go to art, music, PE), but return to their special education class for most of the school day.
- ❑ Regular school (primarily self-contained special education classroom): Some academic inclusion (students go to some general education academic classes such as reading, math, or science in addition to specials) but are in general education classes less than 40% of the school day.
- ❑ Regular school (resource room/general education classes): Students receive resource room services, but are in general education classes 40% to 80% of the school day.
- ❑ Regular school (inclusive/collaborative general education class): Students are based in general education classes, and special education services are primarily delivered in the general education classes. At least 80% of the school day is spent in general education classes.
- ❑ Special school
- ❑ Other. Please describe: _____

17. Identify instructional accommodations and other accessibility supports that the student uses.

- ❑ Color contrast
- ❑ Directions repeated
- ❑ Extended time
- ❑ Language support (e.g., translation)
- ❑ Masking
- ❑ Read aloud
- ❑ Scribe
- ❑ Sign interpretation
- ❑ Text to speech
- ❑ Student does not receive instructional accommodations and accessibility supports
- ❑ Other. Please describe: _____

18. Identify assessment accommodations and other accessibility supports that the student uses.

- ❑ Color contrast
- ❑ Directions repeated
- ❑ Extended time
- ❑ Language support (e.g., translation)
- ❑ Masking
- ❑ Read aloud
- ❑ Scribe
- ❑ Sign interpretation
- ❑ Text to speech
- ❑ Student does not receive assessment accommodations and accessibility supports
- ❑ Other. Please specify: _____

Sensory Abilities

19. What is the student's level of vision?

- ❑ Vision within normal limits
- ❑ Corrected vision within normal limits
- ❑ Low vision; uses vision for some activities of daily living
- ❑ No functional use of vision for activities of daily living
- ❑ Unknown/Not sure

20. What is the student's hearing ability?

- ❑ Hearing within normal limits
- ❑ Corrected hearing loss within normal limits
- ❑ Hearing loss aided, but still with a significant loss
- ❑ Profound loss, even with aids
- ❑ Unable to determine functional use of hearing
- ❑ Unknown/Not sure

21. What are the student's motor skill abilities?

- ❑ No significant motor dysfunction that requires adaptations
- ❑ Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard)
- ❑ Uses wheelchair, positioning equipment, and/or assistive devices for most activities
- ❑ Needs personal assistance for most/all motor activities
- ❑ Unknown/Not sure

Language Use

22. Is the student's primary language a language other than English?

- ❑ Yes
- ❑ No

23. If yes, what is the primary language?

24 Are there other languages that the student is exposed to?

- ❑ Yes
- ❑ No

25. If yes, what other languages is the student exposed to (other than English)?

26. Identify the settings where the student uses all of their languages.[4] Check all boxes that apply.[5]

	English	Language A:	Language B:	Language C:
Home	❑	❑	❑	❑
School	❑	❑	❑	❑
Community	❑	❑	❑	❑
Unknown/Not sure	❑	❑	❑	❑
Student does not use this language	❑	❑	❑	❑

27. Do you have any other comments about the languages the student uses or settings where the student uses those languages?

28. Does the student's family use interpretive services during school meetings?

- ❑ Yes
- ❑ No

29. Is there an English language acquisition specialist on the IEP team? (e.g., ESL teacher, ESL coordinator)

- ❑ Yes
- ❑ No

[4] A student may be exposed to a language, but may not use it. For example, the student may hear English at school, but there are no indicators that the student is using English.
[5] Specify names of languages from questions 23 and 25.

30. How many hours per week does the student spend in classrooms where instruction is in English?

- ❑ 0
- ❑ Less than 1 hour
- ❑ 1 - 2 hours
- ❑ 2 - 3 hours
- ❑ 3 - 4 hours
- ❑ More than 4 hours
- ❑ All instruction is in English
- ❑ Unknown/Not sure

31. How many hours per week does the student spend in classrooms where instruction is in a language other than English?

- ❑ 0
- ❑ Less than 1 hour
- ❑ 1 - 2 hours
- ❑ 2 - 3 hours
- ❑ 3 - 4 hours
- ❑ More than 4 hours
- ❑ All instruction is in a language other than English
- ❑ Unknown/Not sure

32. How many years has the student received English language (EL) services?

- ❑ Never received any EL services
- ❑ Less than a year
- ❑ 1 - 2 years
- ❑ 3 - 4 years
- ❑ 5 - 6 years
- ❑ 7 - 8 years
- ❑ 9 - 10 years
- ❑ 11 - 12 years
- ❑ 13 - 14 years
- ❑ 15 - 16 years
- ❑ 17 - 18 years
- ❑ 19 - 20 years
- ❑ 21 years or more

33. If the student receives EL services, what kind of service model is used?

- ❑ Bilingual/dual immersion
- ❑ Consultative services
- ❑ Co-teaching
- ❑ ESL class period
- ❑ Pull-out services
- ❑ Push-in services
- ❑ Sheltered or content based instruction
- ❑ Structured immersion
- ❑ Other. Please specify: _____

34. How many hours per week does the student spend in English Language Development instruction?

- ❑ 0
- ❑ Less than 1 hour
- ❑ 1 - 2 hours
- ❑ 2 - 3 hours
- ❑ 3 - 4 hours
- ❑ More than 4 hours
- ❑ Unknown/Not sure

Communication

35. In what ways does the student communicate? (Select all that apply)

- ❑ Augmentative and alternate communication (AAC) device
- ❑ Braille
- ❑ Communication board
- ❑ Eye gaze
- ❑ Nonverbal communication (e.g., body language, pointing, head nods)
- ❑ Picture cards
- ❑ Sign
- ❑ Speech or speaking
- ❑ Other. Please specify: _____

36. What type of sign does the student use?

[Only answer this question if "sign" was selected for question 35.]

- ❑ American Sign Language (ASL)
- ❑ Conceptually Accurate Signed English (CASE)
- ❑ Cued Speech
- ❑ Manually Coded English (MCE), including Signed Exact English (SEE) and Pidgin
- ❑ Other. Please describe: _____

37. What AAC systems do the students use?

[Only answer this question if "Augmentative and alternate communication (AAC) device" or "communication board" was selected for question 35.]

- ❑ Symbols offered in groups of 1 or 2
- ❑ Low-tech communication board(s) with 8 or fewer symbols
- ❑ Low-tech communication board(s) with 9 or more symbols
- ❑ Low-tech communication book with multiple pages each containing 8 or fewer symbols
- ❑ Low-tech communication book with multiple pages each containing 9 or more symbols
- ❑ Eye gaze board (eye gaze communication) with 4 or fewer symbols
- ❑ Eye gaze board (eye gaze communication) with 5 or more symbols
- ❑ Simple voice output device with 9 or fewer messages or multiple messages in sequence
- ❑ Simple voice output device with 10 to 40 messages
- ❑ Voice output device with levels
- ❑ Voice output device or computer/tablet with dynamic display software
- ❑ Voice output device with icon sequencing
- ❑ Other. Please specify: _____

38. What are the student's receptive communication abilities in English? You may choose more than one that best represents the student.

- ❑ Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)
- ❑ Can perform simple actions, movements, or activities when asked (e.g., comes to the teacher's location, gives an object to the teacher or peer, locates or retrieves an object)
- ❑ Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")
- ❑ Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed
- ❑ Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
- ❑ Follows two-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)
- ❑ Unknown/Not sure

39. What are the student's receptive communication abilities in a language other than English? You may choose more than one that best represents the student.

- ❑ Can perform simple actions, movements or activities when asked (e.g., comes to teacher's location, gives an object to teacher or peer, locates or retrieves an object)
- ❑ Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")
- ❑ Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed
- ❑ Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed
- ❑ Follows 2-step directions presented verbally or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)
- ❑ Unknown/Not sure

40. What are the student's expressive communication abilities in English with speech? Choose the best description.

[Only answer this question if "speech or speaking" was selected for question 35.]

- ❑ Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- ❑ Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- ❑ Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)
- ❑ Student does not use spoken language.
- ❑ Unknown/Not sure

41. What are the student's expressive communication abilities in a language other than English with speech? Choose the best description.

[Only answer this question if "speech or speaking" was selected for question 35.]

- ❑ Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- ❑ Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)
- ❑ Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)
- ❑ Student does not use spoken language.
- ❑ Unknown/Not sure

42. What are the student's expressive communication abilities in sign in ASL, CASE, cued speech, MCE, or pidgin? Choose the best description.

[Only answer this question if "sign" was selected for question 35.]

- ❑ Regularly combines 3 or more signed words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- ❑ Usually uses 2 signed words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, and commenting)
- ❑ Usually uses only 1 signed word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)
- ❑ Unknown/Not sure

43. What are the student's expressive communication abilities in sign in a language other than English, ASL, CASE, cued speech, MCE, or pidgin? Choose the best description.

[Only answer this question if "sign" was selected for question 35.]

- ❑ Regularly combines 3 or more signed words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)
- ❑ Usually uses 2 signed words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering brief questions, and commenting)
- ❑ Usually uses only 1 signed word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)
- ❑ Unknown/Not sure

44. What are the student's expressive communication abilities with an AAC Device in English? Choose the best description.

[Only answer this question if "AAC device" or "communication board" was selected for question 35.]

- ❑ Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- ❑ Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, commenting)
- ❑ Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)
- ❑ Unknown/Not sure

45. What are the student's expressive communication abilities with an AAC Device in a language other than English?

[Only answer this question if "AAC device" or "communication board" were selected for question 35.]

- ❑ Regularly combines 3 or more symbols according to grammatical rules to accomplish the 4 major communicative purposes (e.g., expressing needs and wants, developing social closeness, exchanging information, and fulfilling social etiquette routines)
- ❑ Usually uses 2 symbols at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, commenting)
- ❑ Usually uses only 1 symbol to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting)
- ❑ Unknown/Not sure

Academic Performance

46. What is the student's level of engagement in English? Choose the best description.

- ❑ Initiates and sustains social interactions in English
- ❑ Responds with social interaction, but does not initiate or sustain social interactions in English
- ❑ Alerts to others speaking English
- ❑ Does not alert to others speaking English
- ❑ Unknown/Not sure

47. What is the student's level of engagement in a language other than English? Choose the best description.

- ❑ Initiates and sustains social interactions in a language other than English
- ❑ Responds with social interaction, but does not initiate or sustain social interactions in a language other than English
- ❑ Alerts to others speaking a language other than English
- ❑ Does not alert to others speaking a language other than English
- ❑ Unknown/Not sure

48. What is the student's reading ability in English? Choose the best description.

- ❑ Reads fluently with critical understanding in print in English (e.g., to differentiate fact/opinion, point of view, emotional responses)
- ❑ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts
- ❑ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print in English
- ❑ Aware of text, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text in English
- ❑ No observable awareness of print in English
- ❑ Unknown/Not sure

49. What is the student's reading ability in a language other than English? Choose the best description.

- ❑ Reads fluently with critical understanding in print in a language other than English (e.g., to differentiate fact/opinion, point of view, emotional responses)
- ❑ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print in a language other than English
- ❑ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print in a language other than English
- ❑ Aware of text, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text in a language other than English
- ❑ No observable awareness of print in a language other than English
- ❑ Unknown/Not sure

50. What is the student's reading ability in braille? Choose the best description. Complete this item if the student reads braille.

[Only answer this if "braille" was selected for question 35.]

- ❑ Reads fluently with critical understanding in braille (e.g., to differentiate fact/opinion, point of view, emotional responses)
- ❑ Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in braille
- ❑ Reads basic sight words, simple sentences, directions, bullets, and/or lists in print in braille
- ❑ Aware of braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text
- ❑ Unknown/Not sure

51. What is the student's mathematic ability in English? Choose the best description.

- ❑ Applies computational procedures to solve real-life or routine word problems from a variety of contexts in English
- ❑ Does computational procedures with or without a calculator in English
- ❑ Counts 1:1 correspondence to at least 10, and/or makes numbered sets of items in English
- ❑ Counts by rote to five in English
- ❑ No observable awareness of use of numbers in English
- ❑ Unknown/Not sure

52. What is the student's mathematic ability in a language other than English? Choose the best description.

- ❑ Applies computational procedures to solve real-life or routine word problems from a variety of contexts in a language other than English
- ❑ Does computational procedures with or without a calculator in a language other than English
- ❑ Counts 1:1 correspondence to at least 10, and/or makes numbered sets of items in a language other than English
- ❑ Counts by rote to five in a language other than English
- ❑ No observable awareness of use of numbers in a language other than English
- ❑ Unknown/Not sure

53. What is the student's writing ability in English? The student can use AAC devices. Choose the best description.

- ❑ Writes full sentences in English
- ❑ Writes phrases in English
- ❑ Writes words in English
- ❑ Writes letters in English
- ❑ Does not write in English
- ❑ Unknown/Not sure

54. What is the student's writing ability in a language other than English? The student can use AAC devices. Choose the best description.

- ❑ Writes full sentences in a language other than English
- ❑ Writes phrases in a language other than English
- ❑ Writes words in a language other than English
- ❑ Writes letters in a language other than English
- ❑ Does not write in a language other than English
- ❑ Unknown/Not sure

Content Assessment

55. Does the student take the alternate assessment in English language arts, math, and science based on alternate academic achievement standards (AAAS)?

- ❑ Yes
- ❑ No

56. What are the student's most recent state performance levels in English language arts?[6]

57. What are the student's most recent state performance levels in math?[6]

58. What are the student's most recent state performance levels in science?[6]

[6] The question should include the name of the state test.. It may be helpful to include choice boxes with the performance levels indicated.

English Language Proficiency Assessment

59. Did the student take an English language proficiency assessment?

- ❑ Yes
- ❑ No. Please provide an explanation: _____

60. What assessment was used to measure English language proficiency?

61. What is the student's recent English language proficiency performance level?

62. Do you have any additional information that you would like to provide about your student?

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