

**Table 4.2** Contrastive Non-EL and EL. Data Analysis Based on Application of the EL Lens

	<b>Non-EL Lens</b>	<b>EL Lens</b>
<b>Age</b>	<p>The student has had experiences similar to those of age-alike peers and has progressed with those peers through the developmental continuum. Teachers rely on experiences with non-ELs to inform their perceptions of what is “normal” for students at different ages.</p> <p>EXAMPLE: A five-year-old child typically feeds herself.</p>	<p>The experiences and culturally age-appropriate expectations of each child must be examined from a cross-cultural perspective in order to appropriately interpret the data.</p> <p>EXAMPLE: A family requested that a child attend kindergarten near the father’s workplace, so he could go to the school to feed her lunch.</p> <p>IMPLICATIONS: Districts/schools must be flexible to meet the cross-cultural needs of families and students.</p>
<b>Grade</b>	<p>A student in ninth grade has progressed through the previous eight grades and kindergarten and performs academically within the range of grade-level peers in terms of content knowledge, skills, and abilities</p> <p>EXAMPLE: A ninth-grade student has already studied US history for many years.</p>	<p>A student may or may not have formal education that is commensurate with that of other ninth graders. He does not perform academically within the range of other ninth graders, though this lack of performance is not indicative of a disability. <b>Note that these other ninth graders are not his peers and cannot serve as a basis for comparison.</b></p> <p>EXAMPLE: A student in ninth grade has missed four years of schooling. Further, the education that he did receive was from volunteers in a refugee camp, rather than from certified teachers. No books or other teaching materials were available. (Children wrote in the dirt using sticks in their first language.) The student is not prepared to participate in ninth-grade US history designed for non-ELs.</p> <p>IMPLICATIONS: It is incumbent upon districts/schools to provide instruction that fills in gaps based on student data, and that prepares the student to participate in grade-level classes. Course selection must be based on the student’s ability to participate to the extent necessary for him to benefit from the class.</p>

	<b>Non-EL Lens</b>	<b>EL Lens</b>
<b>Family Background</b>	<p>Students come from a range of family backgrounds, including two-parent homes, single-parent homes, and homes with many other configurations. It is generally assumed that students live with an adult who acts as a guardian.</p> <p>EXAMPLE: A high school student lives with her mother during the week and with her father on weekends.</p>	<p>Students may come from a wider range of family backgrounds and may even be unaccompanied.</p> <p>EXAMPLE: A high school student lives alone in an apartment. When ill, he must report his own absence, which goes against the school policy (parents/guardians must report absences).</p> <p>IMPLICATIONS: Policies must be adjusted from time to time in order to encompass the realities of ELs to promote their success in the school environment.</p>
<b>Country of Origin</b>	<p>The preponderance of non-ELs were born in the United States.</p> <p>EXAMPLE: A student was born in Alabama, but, after moving with his family, attends elementary school in Massachusetts.</p>	<p>The US student population reflects a growing number of countries of origin and first languages. However, the majority of K–12 ELs in US schools were born in the United States.</p> <p>EXAMPLE: A student comes to the United States from El Salvador and is awaiting a trial to determine if she can stay, while another EL from El Salvador is a third-generation US citizen.</p> <p>IMPLICATIONS: Understanding students' countries of origin and associated circumstances can provide teachers with critical information essential to meeting their needs.</p>
<b>Immigrant/Refugee/Migrant/Other Status</b>	<p>Most non-ELs in US schools possess US citizenship and have access to various supports and entitlements when needed (e.g., Medicaid, food stamps).</p> <p>EXAMPLE: A family's breadwinner loses a job. The family can take advantage of various entitlements until another job is secured.</p>	<p>Many ELs may not be aware of or have access to supports and entitlements. Further, those ELs lacking documentation are not entitled to receive those supports.</p> <p>EXAMPLE: A newcomer family, recently arrived as part of the national refugee family reunification program, has no entitlements, despite coming to the United States through legal channels.</p> <p>IMPLICATIONS: Newcomers may experience challenges related to basic physical needs (e.g., medical care, food). These needs must be met, and educators are well positioned to connect families and students with appropriate resources or to create awareness of such need to mount a collective response.</p>

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	<b>Non-EL Lens</b>	<b>EL Lens</b>
<b>Living Situation (e.g., housing, homelessness)</b>	<p>In many US homes, each child has his or her own bedroom or shares a room with one or two other siblings.</p> <p>EXAMPLE: A family with three children (two girls and one boy) lives in a three-bedroom apartment where the parents have their own bedroom, the girls share a room, and the boy has his own bedroom. All three children have their own desks for study purposes.</p>	<p>Some newcomer families live with another family upon arrival in a new community to conserve resources. These arrangements may be temporary or more long term.</p> <p>EXAMPLE: Two or three single-parent families totaling 17 people join together in a small apartment in subsidized housing. There is a lack of furniture (including beds) and further, no space for children to have their own study spaces.</p> <p>IMPLICATIONS: Challenging living situations may impact students in many ways (e.g., lack of resources, tiredness). Specifically, homework expectations must be aligned with students' home situations as described, as well as their ability to gain homework assistance.</p>
<b>Socioeconomic Status (e.g., food security)</b>	<p>K–12 students in US schools have the right to apply for free or reduced-price lunches and often breakfasts at school.</p> <p>EXAMPLE: A student with low socioeconomic status participates in the free breakfast and lunch programs at her school.</p>	<p>ELs may not know about the process of obtaining free or reduced-price meals and may go without meals if the family cannot provide for them.</p> <p>EXAMPLE: An EL with low socioeconomic status comes to school without breakfast and does not eat lunch, since her parents cannot provide it.</p> <p>IMPLICATIONS: Caring school personnel must ensure that all children eat every day without being stigmatized, regardless of their socioeconomic status. Families may not realize that a Social Security number is <i>not</i> required on the application for free or reduced-price meals. Further, food choices that match religious needs (e.g., fish on Friday during Lent or pork-free choices) must be provided as a matter of course, as needed.</p>
<b>Cultural Background/Practices</b>	<p>Most non-EL children come from families that engage in Western medical practices.</p> <p>EXAMPLE: A child with body aches/flu is given over-the-counter medication.</p>	<p>Many non-US cultures engage in medical practices outside of the Western tradition.</p> <p>EXAMPLE: A child with body aches/flu is treated by a parent using “coining,” during which a coin or other similar metal object is dragged over the skin of</p>

	Non-EL Lens	EL Lens
		<p>the affected part of the body (e.g., the back). This results in long bruises that might be mistaken for or reported as a form of child abuse.</p> <p>IMPLICATIONS: Cultural sensitivity is required when reporting concerns about child abuse. Careful consideration of folk or homeopathic remedies is essential in supporting families as they learn to live in a new culture. Mandatory reporters must become informed about such practices and their intent.</p>
<b>Educational Backgrounds</b>	<p>Most non-ELs participate consistently in K–12 schools that offer fairly similar curricular learning opportunities.</p> <p>EXAMPLE: A child starts fifth grade with background knowledge in science that is similar to that of his new grade-level peers.</p>	<p>Some ELs experience gaps in their education or even no education at all prior to arriving in the United States.</p> <p>EXAMPLE: An EL starts fifth grade having never attended school before. School-based experiences such as science experiments are entirely new to this student. His background knowledge about science is likely to be quite different from that of his new grade-level peers.</p> <p>IMPLICATIONS: Educational gaps must be addressed with programming designed for ELs, rather than with remedial programming designed for students who have had previous opportunities to learn the given content. This may require that new programs be created for ELs with limited formal schooling.</p>
<b>First Language/ Script</b>	<p>Most non-ELs have grown up with consistent environmental exposure to the Latin script, which is also used at school.</p> <p>EXAMPLE: Kindergarten students can often write their names.</p>	<p>Some ELs have had little to no experience with written language, even in their first language. Others have learned writing systems that make use of non-Latin alphabets or characters, and they are unfamiliar with the Latin script.</p> <p>EXAMPLE: Newcomer ELs of any age may be able to write their names in the script of their first language but not with Latin script, or they may not be able to write their names at all.</p>

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	<b>Non-EL Lens</b>	<b>EL Lens</b>
		<p>IMPLICATIONS: Regardless of the age of the student, each EL must be provided meaningful pre-reading/writing and literacy instruction with the same intensity and regularity that their non-EL counterparts received during their initial phases of learning to read. Remedial programs for non-ELs are not indicated; rather, ELs need literacy instruction that targets their specific, emergent learning-to-read needs.</p>
<b>First Language Listening/ Speaking Levels</b>	<p>Most non-ELs in the United States have grown up speaking English, following a generally predictable language development trajectory.</p> <p>EXAMPLE: An eight-year-old non-EL can produce extended speech that is similar to that of other non-ELs with similar backgrounds who have grown up in the United States</p>	<p>Most ELs have grown up speaking their first language, following a generally predictable language development trajectory.</p> <p>EXAMPLE: An eight-year-old EL can produce extended speech that is similar to that of other ELs with similar backgrounds who have grown up in the same area. Nevertheless, differences in the ways that children are engaged in interactions with and by adults, and norms for those interactions, vary greatly across cultures.</p> <p>IMPLICATIONS: Listening and speaking in English are generally precursors to the development of reading and writing in English. Therefore, listening and speaking skills in English must be explicitly taught.</p>
<b>First Language Reading/ Writing Levels</b>	<p>Most non-ELs in the United States make approximately one year's growth in English reading and writing during each year that they attend school.</p> <p>EXAMPLE: With English reading and writing instruction typically geared to the needs of non-ELs, a fourth grader is expected to make one year's growth in reading and writing during fourth grade.</p>	<p>ELs who enter school must make larger gains than their non-EL peers in order to attain grade-level performance in English. For this reason, their peer group is <i>not</i> the non-ELs in their given grade; rather, the peer group must be recognized to be other ELs with similar linguistic, cultural, and experiential backgrounds.</p> <p>EXAMPLE: A fourth grade EL speaker of Kikuyu from Kenya is reading at the third grade level in English, having been in the United States for one year. Rather than needing special education programming, as his teachers suggest, this child is likely gifted and may benefit from specific programming that develops his talents.</p>

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		<p>IMPLICATIONS: The language development trajectory for ELs is different from the trajectory of non-ELs; this reality is not indicative of cognitive impairment. Rather, achievement of grade-level expectations requires that ELs learn faster than their non-EL peers. The accomplishment of grade-level expectations must be recognized as an extraordinary accomplishment, particularly considering the first language skills that ELs have already developed.</p>
<p><b>Length of Time in the U.S.</b></p>	<p>Most non-ELs have spent most of their lives in the United States.</p> <p>EXAMPLE: A seventh-grade non-EL has grown up on a farm in the Midwest that has been in his family for generations.</p>	<p>Most ELs have spent their entire lives in the United States, although many have come from all over the world and have been in the United States for varying lengths of time.</p> <p>EXAMPLE: A seventh-grade EL whose parents arrived as refugees before his birth represents a second generation of English learner, but he is not fully proficient in English. Another seventh-grade EL from Burma has recently arrived from a refugee camp in Thailand and already has some English language skills due to learning in the refugee camp.</p> <p>IMPLICATIONS: The length of time that an EL has been in the United States is not always directly indicative of the student's instructional needs nor what the student brings to the classroom. Some ELs spend multiple years in the United States, but their English language proficiency stagnates at a low level due to a lack of targeted instruction. Others who have been in the United States for shorter periods of time achieve advanced English language development. Length of time in the United States must be considered within the context of the bigger picture of each student's individual background characteristics, rather than as a factor that automatically results in advanced or proficient levels of English language development.</p>

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	<b>Non-EL Lens</b>	<b>EL Lens</b>
<b>English Listening/ Speaking Levels</b>	<p>Having been exposed to English since birth, most non-ELs are capable of interacting using spoken English.</p> <p>EXAMPLE: A native-English-speaking kindergartener can easily negotiate the daily routines of school (e.g., getting lunch, making simple requests).</p>	<p>Having had varying exposure to English, ELs are generally less capable of interacting in English than non-ELs.</p> <p>EXAMPLE: A newcomer to the United States is unlikely to be proficient in spoken English and may even be silent.</p> <p>IMPLICATIONS: Educators need to recognize the predictable, incremental process of developing listening and speaking skills in English. This comprehensive task requires that all teachers view themselves as language teachers for the ELs in their classrooms.</p>
<b>English Reading/ Writing Levels</b>	<p>Most non-ELs in the United States make approximately one year's growth in English reading and writing during each year that they attend school, one and the same as their first-language development.</p> <p>EXAMPLE: With English reading and writing instruction typically geared to the needs of non-ELs, a seventh grader is expected to make one year's growth in reading and writing during seventh grade.</p>	<p>Having a lack of proficiency in spoken English, along with a possible lack of literacy skills in the first language, ELs can appear to be less capable of reading and writing in English than non-ELs in the same grade level.</p> <p>EXAMPLE: A newcomer seventh-grade EL, who tested at Level 1 in all English language domains, attended school in Somalia for a total of two years. The student speaks Somali but is unable to read or write it well. This student cannot derive meaning from grade-level content reading in English.</p> <p>IMPLICATIONS: Students benefit from targeted English language instruction focused on reading and writing, supported by leveled materials aligned with grade-level content. These students should not automatically be placed in special education nor subjected to computer-based interventions not designed for ELs. Further, students who have limited or no instruction in reading their first language cannot be expected to glean meaning from materials written in this language.</p>
<b>Exposure to English Outside of School</b>	<p>Most non-ELs benefit from constant exposure to English in the neighborhood, in the media, et cetera.</p> <p>EXAMPLE: A high school non-EL hears English all around him, both during and after school.</p>	<p>Many ELs are not exposed to English in their home environments.</p> <p>EXAMPLE: A high school EL from Honduras lives in an enclave community where his family conducts business at Spanish-speaking stores,</p>

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	<p>Environmental print in the home includes magazines, newspapers, grocery lists, et cetera. All conversations, music, TV, and Internet-based communication take place in English. He can seek out assistance with homework from family members who speak, read, and write English.</p>	<p>watches Spanish-language TV, and speaks Spanish at home.</p> <p>IMPLICATIONS: Some ELs do not have opportunities to practice and develop language skills outside of school. Further, their families cannot help them with homework. Ongoing production of both social and academic English must take place within the school day with embedded opportunities for interaction.</p>
<b>Standardized Test Data in the Content Areas</b>	<p>Realizing that a standardized test score is but a snapshot in time, these scores are meant to be indicators of what students know and can do in the content areas. While a student may simply not be a good test taker or have a bad day, in general, the reliability indices and validity arguments for such tests support their use as data points for non-ELs.</p> <p>EXAMPLE: A second grader scores in the 76th percentile on a national measure of social studies. This means that she scored well above average on that particular measure.</p>	<p>ELs' scores on standardized achievement tests are difficult to interpret, since the content to be tested is confounded with the English language. This means that it is impossible to ascertain whether a score indicates an EL's content understanding, her language ability in English, or both. For this reason, these scores tend not to accurately estimate what ELs know and can do in the content areas and often underestimate ELs' knowledge, skills, and abilities. Even a mathematical computation test may be challenging to ELs who know math well, due to differences in mathematical symbols and problem-solving approaches in various countries.</p> <p>EXAMPLE: A second-grade EL scores at the 8th percentile on the same national measure of social studies. This means that the student scored well below average. However, it is impossible to tell if this score is due to a lack of social studies knowledge, a lack of ability to read English, or both. It is to be expected that ELs would not necessarily perform especially well on tests conducted in English.</p> <p>IMPLICATIONS: Large-scale standardized achievement testing is not generally designed with ELs in mind. Rather, tests are retrofitted (e.g., through the use of accommodations) when used with ELs. For this reason, these scores cannot and should not be</p>

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		trusted as accurate indicators of what ELs know and can do in the content areas. An accurate understanding of the academic achievement of ELs can be gained only through other means (e.g., creative, teacher-developed classroom assessments).
<b>Grades/Grade Point Average</b>	<p>Teachers have traditionally had considerable autonomy in determining the factors that influence grades (e.g., content achievement, effort, behavior, attendance). The increasing emphasis on standards-based grading has clarified the meaning of grades, as nonacademic factors such as behavior and attendance are not to be included in content area grades.</p> <p>EXAMPLE: A ninth grader's report card indicates a grade of B for language arts. The card further lists individual grades for writing (C), grammar (B), reading (B), and oral communication (A-). Standards are provided for each area of language arts, and clarification of the meaning of the letter grades (e.g., A = standard met, B = standard nearly met) is also provided.</p>	<p>As a whole, there seems to be considerable confusion about the grading of ELs. Some teachers, feeling sorry for the continual challenges that their students face, grant an "A for effort." Others, who have been told that ELs must be taught to the same standards as non-ELs, find themselves awarding mostly Ds and Fs to these students.</p> <p>EXAMPLE: An EL ninth grader's report card shows mostly Ds and Fs. The parents are concerned that their child is not learning at all. However, conferences with teachers reveal that the student works hard in class and is making significant progress, but that she hasn't met grade-level benchmarks.</p> <p>IMPLICATIONS: Since the purpose of grading is to share information with students and parents about learning, efforts must be made to ensure that grades provide an accurate accounting of student learning. See Chapter 5 for further discussion.</p>
<b>Benchmarks (i.e., incremental levels of achievement within a grade level that are to be met on the way to mastery of a standard)</b>	<p>Benchmarks are designed for non-ELs, as part of expected progressions within a grade level in specific content areas.</p> <p>EXAMPLE: A sixth-grade non-EL meets the fall benchmark in reading, falls short of the winter benchmark, receives a short intervention, and meets the spring benchmark.</p>	<p>Given that benchmarks are designed for non-ELs, they may likely be developmentally inappropriate for ELs. That is, these benchmarks do not take into account the trajectory of EL learning, nor where ELs currently perform on the continuum of English language and content development.</p> <p>EXAMPLE: A sixth-grade EL falls short of meeting all of the benchmarks in reading throughout the year.</p> <p>IMPLICATION: Flexibility is essential in the determination of appropriate benchmarks for ELs and the design of</p>

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		scaffolded instruction. Educators must bear in mind that grade level, English language development level, and content achievement are three separate aspects of school-based learning that are uniquely intertwined, yet distinct, for ELs.
<b>Behaviors (e.g., inattentiveness, aggression, inappropriate behavior, withdrawn demeanor, lack of eye contact)</b>	Behaviors of non-ELs might indicate needs that are familiar and often interpreted in culturally bound ways. EXAMPLES: inattentiveness = attention deficit disorder (ADD) inappropriate behavior (e.g., urinating on school grounds during recess) = a sign of disrespect aggression = oppositional defiant disorder withdrawn demeanor = depression lack of eye contact = disregard/disrespect or lying	Behaviors of ELs might have different interpretations, given different reasons for those behaviors. EXAMPLES: inattentiveness = lack of understanding in English inappropriate behavior (e.g., urinating on school grounds during recess) = lack of background knowledge related to school expectations (the refugee student did not have access to adequate restroom facilities in the refugee camp) aggression = learned survival behavior (the refugee student had to defend his food and limited property in the camp in order to maintain possession of it) withdrawn demeanor = post-traumatic stress disorder (the student witnessed or experienced traumatic events during her migration to the United States from Central America) lack of eye contact = respect for elders or those in authority IMPLICATIONS: Teachers must be inquisitive about all EL behaviors, searching for explanations that take into account linguistic, cultural, and experiential differences.
<b>Pronunciation/Accent (e.g., inaccurate sounds, inappropriate sounds)</b>	Non-ELs who exhibit nonstandard pronunciation are often referred for speech services. EXAMPLE: A fifth-grade non-EL who speaks with a lisp receives services from a speech language pathologist.	ELs often pronounce words in different ways than non-ELs as they are learning a new language. Further, some facets of pronunciation never achieve “native speaker” status; however, this is not generally indicative of a speech disorder that requires intervention. The sounds of a student’s first language will influence her pronunciation in English; she will easily pronounce some sounds but may mispronounce new, unfamiliar sounds in English, resulting in

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	<b>Non-EL Lens</b>	<b>EL Lens</b>
		<p>predictable interference errors (e.g., some ELs cannot pronounce the <i>th</i> sound [as in <i>thin</i>], substituting the <i>t</i> or <i>s</i> sound instead). Such errors should not be counted against her as she develops her English speaking and oral reading skills.</p> <p>EXAMPLE: A perplexed teacher describes her Iraqi fifth-grade student, who has been in the United States for less than a year, as producing “inappropriate sounds” and then running from the classroom. Further investigation reveals that the Farsi-speaking EL was frustrated when trying to pronounce a series of decontextualized vowel digraphs as part of her phonics development intervention in English. Because the letter-sound correspondence had never been taught, and since many of the sounds do not exist in her native Farsi, the decontextualized activity was neither meaningful nor productive for the EL and in fact only overwhelmed her.</p> <p>IMPLICATIONS: Instruction must be contextualized and meaningful for ELs. Further, teachers should familiarize themselves with the basic components of their students’ first languages in order to understand predictable errors<sup>1</sup>. Finally, students should never be tested on skills and knowledge that have not been taught.</p>
<b>Classroom Performance</b>	<p>Expert teachers who differentiate for students often have a better sense of non-ELs’ knowledge, skills, and abilities in their content areas than a single standardized test score can communicate.</p> <p>EXAMPLE: Because a teacher has observed a non-EL’s demonstrations in the classroom, she is confident the student fully understands, can sequence, and can describe a chemical reaction.</p>	<p>Expert teachers who differentiate for students often have a better sense of ELs’ knowledge, skills, and abilities in their content areas than a single standardized test score can communicate.</p> <p>EXAMPLE: Because a teacher has observed an EL’s demonstrations in the classroom, she is confident the student fully understands, can sequence, and can describe a chemical reaction.</p>

<sup>1</sup>Interested teachers can gain insight into the features of numerous languages and the ways in which they differ from English by consulting the resources at the end of the chapter.

	<b>Non-EL Lens</b>	<b>EL Lens</b>
		<p>IMPLICATIONS: Classroom performance should be weighted more heavily and afforded the significance that it merits, rather than relying on other less accurate sources of information (e.g., standardized achievement test scores) when analyzing student data.</p>
<p><b>Information From Parents, Cultural Informants, and Home Visits</b></p>	<p>Parents of non-ELs are routinely encouraged to become involved in school activities, to support their children’s learning at home, to attend various school functions, et cetera. This positions non-EL parents to actively contribute to teachers’ work with their children. In addition, non-EL parents are likely to seek clarification, question, and advocate for their children.</p> <p>EXAMPLE: Homeroom parents respond to a note sent home from school asking that they support the classroom through ongoing volunteer efforts, such as cutting laminated materials.</p>	<p>EL parents are an often-overlooked resource in terms of understanding entry points for the instruction of ELs. They need to be encouraged and empowered to become involved in their children’s schooling experiences in the same ways that non-EL parents are. In addition, gaps in background information about ELs can be filled during parent interviews, which can clarify parental insights and expectations regarding their children.</p> <p>In addition, cultural informants (e.g., bilingual paraeducators/associates, community members) can provide perspectives on cultural factors that impact student behavior and performance, acting as a support to the data analysis process. In addition, home visits by educators can inform perceptions through first-hand observations, making data analysis more accurate and valuable.</p> <p>EXAMPLE: In response to culturally appropriate invitations and supports (e.g., phone call in the language they best understand, transportation, child care), a morning group for volunteer EL parents provides ways for EL parents to support the classroom teacher, such as cutting laminated materials or reading aloud a bilingual book to students.</p>
<p><b>Student Interests</b></p>	<p>Non-ELs have interests that can be capitalized upon to enhance motivation and engagement.</p> <p>EXAMPLE: A 10th-grade student is acting out in the classroom. The teacher, knowing his interest and talent in art, asks that he support</p>	<p>ELs have interests that can be capitalized upon to enhance motivation and engagement.</p> <p>EXAMPLE: ELs who are nervous about presenting speeches to peers in English can draw upon their own cultural areas of expertise to boost their confidence.</p>

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	<p>her and the rest of the students by creating sketches that represent important content concepts. The student rises to the occasion, is appreciated by both teacher and classmates, and becomes engaged in learning.</p>	<p>For example, a Bosnian student presents a speech focusing on a process about how to grind, brew, and serve traditional Bosnian coffee, using the tools his family brought with them from Klujc.</p> <p>IMPLICATIONS: In the same way that teachers capitalize upon the interests of non-ELs, they can draw upon ELs' interests and cultural insights as a springboard for language development, engagement in learning, and the reciprocal development of cultural competence shared by ELs and non-ELs.</p>
<p><b>Other Factors (e.g., giftedness, learning disabilities, physical disabilities)</b></p>	<p>Non-ELs are identified for specialized programming using assessments that were designed for them and within a cultural context that is likely to be familiar to them.</p> <p>EXAMPLE: A non-EL is identified for gifted/talented programming based on parental advocacy in addition to a range of assessment data.</p>	<p>ELs are often misidentified for specialized programming or are not identified at all, given that assessments are designed for non-ELs and are not sensitive to the unique characteristics of ELs. Generally, ELs should be identified at a rate that is neither higher nor lower than that of non-ELs in specialized programming.</p> <p>EXAMPLE: An EL is misidentified as in need of special education based only on her developing, but below grade level, ability to read in English. In contrast, no ELs are identified for participating in gifted/talented programming.</p> <p>IMPLICATIONS: Schools and districts must recognize alternate ways to identify ELs for gifted programming, given that standardized test scores often underestimate what ELs know and can do. That is, the EL Lens must be applied to the analysis of all data in order to ensure appropriate and equitable placement of ELs in programming that is designed to meet their needs.</p>