

## Consideration of Other Factors

Student : \_\_\_\_\_ District: \_\_\_\_\_

Check all factors that apply to the student. Use available records, interviews with parents and teachers, observations in the classroom, social adaptive scales, etc.

### 1. Environmental Factors:

\_\_\_\_\_ Late school entrance (started school after age 7)

\_\_\_\_\_ Limited experiential background (lack of opportunity to acquire basic learning skills, lack of exposure to school environments, lack of familiarity with instruments and materials used in standardized tests and in the classroom, lack of opportunities to interact with peers and adults)

\_\_\_\_\_ Irregular attendance (absent at least 25% of the time in a grading period for reasons other than verified personal illness)

\_\_\_\_\_ Transiency in elementary school years ( at least 3 moves)

\_\_\_\_\_ Adaptation to a culture different from his/her native one is in process (e.g., student is from a foreign country or has moved from an isolated rural area to an urban city environment)

\_\_\_\_\_ Non-active parent participation in school activities related to the student's education (e.g., parents do not attend school meetings, teacher-parent conferences, parents do not respond to correspondence from school)

### 2. Language Factors:

\_\_\_\_\_ Lack of proficiency in English ( as determined by the test and procedures that the district's bilingual Program uses to identify limited English proficiency students, including the ACCESS test.

\_\_\_\_\_ Lack of language development in native language (as determined by assessments and observations conducted by bilingual teachers and/or other building professional and interviews with parents)

\_\_\_\_\_ Insufficient exposure to the formal English language (e.g., English is not the language spoken at home, limited opportunities to interact with English speaking peers, lack of adequate supportive instructional services in school to facilitate the acquisition of English)

\_\_\_\_\_ Acquisition of basic oral language proficiency in English but inadequate acquisition of cognitive language proficiency in English (e.g., student lacks the literate language needed to profit from regular classroom instruction, such as poor receptive English vocabulary as measured by a standardized assessment).

Culture Factors:

\_\_\_\_\_ Limited experiences of social interaction with mainstream culture (student does not participate in school activities with mainstream peers, student does not participate in mainstream social organizations in the community)

\_\_\_\_\_ Limited experiences which stimulate intellectual growth and fund of knowledge (limited exposure to: cultural activities such as visits to museums, zoos, experiences to develop art appreciation, interaction with adults and positive role models)

3. Economic Factors

\_\_\_\_\_ Participation in the district's Title 1 program

\_\_\_\_\_ Unemployed parents, low income family

\_\_\_\_\_ Physical environment of the home is characterized by limited facilities and space

Total Number of check marks \_\_\_\_\_

- A high number of checks would indicate that the team must determine if these factors significantly impact the students learning.

Signature of Person Completing Form \_\_\_\_\_ Date \_\_\_\_\_