RED FLAGS FOR LEARNING DISABILITY IN ENGLISH LANGUAGE LEARNERS

Indicators in general education sources:

- Lack of progress based on response to interventions as per CMIT Team. Review Oral Language Proficiency evaluations to determine yearly progress (i.e. LAS-Links or WMLS-R scores).

- Disproportionate lack of success in the area(s) of concern
  - Math **calculation** skills lag behind appropriate second language acquisition in reading/writing
  - Despite an appropriate language program, reading/writing lag behind math **calculation** skills (Math problem solving/reasoning skills may lag due to lower reading level/math terminology)

- Inappropriate response to previous second language interventions (language level interventions, ESL strategies/methods) when compared to other LEP students with similar educational opportunity (Student’s level of English proficiency should determine type of classroom interventions needed)

- Oral language skills are significantly higher than written language skills (which includes decoding/reading comprehension skills, math-reasoning skills, writing composition skills) in both languages

- Consistent difficulty of academic difficulty in previous school settings