

# Student Descriptions

**English learner** This student is Spanish dominant with few English skills. The student may only have BICS (basic interpersonal communication skills). The student scores on the Oral Language Proficiency Test were *FSS/NES*, *FSS/LES*, or *LSS/NES*. The student may have scored *Beginning* on the RPTE. The student may respond with one or two words, very short phrases or a simple single sentence in English.

**Emergent student** This student is limited in both languages. The student receives a mixture of native language and English at home (*family interaction, older siblings, neighborhood, and community, media, such as radio, TV*) thus, **no** dominant language is supported at home. The student scores on the Oral Language Proficiency Test were *LSS/ NES*, *LSS/LES*, *NSS/NES*, or *NSS/LES*. The student may have scored *Beginning* on the RPTE. The student may respond with longer phrases, three or more descriptors, and in complete sentences in English.

## **Code switching is not the only indication to be considered.**

\* If the emergent student is in 3<sup>rd</sup>, 4<sup>th</sup>, or 5<sup>th</sup> and has always been in a Bilingual program since Pre-K/Kinder **without interruptions** (*not going back and forth to their native country*), then consider some interventions for the student.

**Transitional student** This student feels confident in both English and Spanish. The student scores on the Oral Language Proficiency Test were *FSS/LES* or *LSS/LES*. The student may have scored *Intermediate* or *Advanced* on the RPTE. The student is able to converse in either language. The student is able to produce connected narrative reading and writing activities in Spanish fluently and some in English.