IEP TEAM CHECKLIST FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Directions: The school IEP team should complete this checklist to ensure that all areas pertinent to English language learners (ELLs) are considered.

❒Yes ❒No The IEP indicates if the student is classified as an English learner
Comments:_____
_____

❒Yes ❒No The IEP includes information about the student's current level of English language proficiency in listening, speaking, reading, and writing (CELDT or alternative assessment scores/levels).
Comments:_____
_____

❒Yes ❒No The IEP indicates if the student requires alternate assessments to required statewide ELD assessments and, if so, what the alternate assessments utilized will administered and by who (Special education teacher, ELL staff, etc.).
Comments:_____
_____

❒Yes ❒No The IEP includes linguistically appropriate goals and objectives (if objectives are required) that reflect assessed English development needs.
Comments:_____
_____

❒Yes ❒No The IEP includes a description of <u>who will be responsible</u> for implementation of the linguistically appropriate goals and ELD services, <u>in what setting</u> they will be provided, and the duration and frequency of the services.
Comments:_____
_____

Indicate below any strategies that the IEP team feels may be appropriate for the student based on his or her ELL needs to provide linguistically appropriate instruction: √ *Check all that apply*

Build on Background Knowledge	❒ Link concepts to student's background experiences
	❒ Link past learning with new concepts
	❒ Front load/ Pre teach lesson key vocabulary
	❒ Focus on learning academic language during instruction
Comprehensible	❒ Align use of vocabulary in speaking to student's English proficiency level

Input	❐	Use of modeling, visuals, hands-on activities, demonstrations, gestures, body
	❐	Use advanced organizers
	❐	Provide hands-on materials learning opportunities / manipulatives
ELD Strategies:	❐	Use scaffolding techniques
	❐	Use linguistic frames for oral responses or *cloze* fill in the blank structures
	❐	Use questioning strategies that promote higher order thinking skills
	❐	Provide activities involving all four language domains (listening, speaking, reading, and writing)
	❐	Provide opportunities for repeated practice
Interaction:	❐	Provide frequent opportunities for student interaction
	❐	Allow appropriate wait time for responses
	❐	Group student with like peers to support language/content objectives
	❐	Provide opportunities for student to clarify key concepts in L1 (preview/review, L1 instructional support, etc.)
Lesson Delivery:	❐	Engage student through use of multi-modalities – especially visuals and gestures
	❐	Adjust pacing of lesson to student's needs
Review/ Assessment:	❐	Review key vocabulary/linguistic structures
	❐	Check frequently for understanding
	❐	Provide student honest, consistent feedback