

Appendix 5.1: IEP Team Checklist For English Learners (ELs)

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

1. The IEP indicates if the student is classified as an English learner.

Yes No

Comments:

2. The IEP includes the student's current level of English language proficiency in listening, speaking, reading, and writing (alternative assessment scores/levels).

Yes No

Comments:

3. The IEP indicates if the student requires alternate assessments to required statewide ELD assessments by domain, and if so, what the alternate assessments will be administered.

Yes No

Comments:

4. The IEP includes linguistically appropriate goals and objectives in areas of disability that involve language (if objectives are required) that reflect assessed English development levels).

Yes No

Comments:

5. The IEP indicates who will provide the ELD services in general education or special education.

Yes No

Comments:

6. Was the student assessed in their native language at the initial or triennial IEP (unless there is documentation that the student is processing commensurate in native language and English)?

Yes No

Comments:

7. The parent was offered an interpreter if their native language is not English (signature on IEP of interpreter, IEP note on IEP invite or referenced in IEP notes).

Yes No

Comments:

8. There is evidence the parent was informed they could request a written translation of the IEP in their native language.

Yes No

Comments:

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