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

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

3) □ Yes □ No 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.
   Comments:

4) □ Yes □ No 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.
   Comments:

5) □ Yes □ No The IEP indicates who will provide the ELD services (in general education or special education).
   Comments:

6) □ Yes □ No 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)?
   Comments:

7) □ Yes □ No 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).
   Comments:

8) □ Yes □ No There is evidence the parent was informed they could request a written translation of the IEP in their native language.
   Comments:

*Jarice Butterfield Revised 4-6-16 © Jarice Butterfield Ph. D.*