**Observation Protocol for L2 Students with IEPs**

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| Student: | | Teacher: | |
| Grade level: | Date: | Years of L2 study: | |
| **Criteria** | **Suggested sources of Information** | **Observation** | **Accommodations** |
| **Listening Comprehension –**  How well can the student:   * Understand target language used in classroom explanations * Understand authentic listening segments | Observations of student participation  Performance on listening tasks |  |  |
| **Reading Comprehension-**  In English/target language, how well can the student:   * Select main ideas and supporting details * Identify sound/symbol connections * Recognize target vocabulary words in print * Read fluently | IEP documentation  Performance during reading tasks, according to ACTFL rubric for interpretive communication |  |  |
| **Oral participation-**  How well can the student:   * Participate in whole group tasks * Participate in small group tasks | Observations of student participation |  |  |
| **Writing-**  In English/target language, how well can the student:   * Apply functions * Organize thoughts * Address an audience * Apply focal grammatical forms and word order * Apply target vocabulary * Write comprehensibly | IEP documentation  Performance during writing tasks (following ACTFL rubric for presentational communication) |  |  |
| **Vocabulary knowledge and retention-**  How well can the student:   * Recall recently taught vocabulary | Answer to oral comprehension checks  Ability to match pictures with vocabulary words |  |  |
| **Classroom behavior-**  How ell can the student:   * Attend to tasks * Organize new information and assignments | Observations of student behavior |  |  |
| **Learning styles**  How do students respond to:   * Auditory tasks * Kinesthetic tasks * Visual tasks * Group tasks | Observations of student behavior  Learning style inventories |  |  |

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| **Suggested Accommodations** | |
| **Listening comprehension** | * Comprehensible input strategies * Allow student to hear passage multiple times * Develop graphic organizers\*\*, visual prompts, or questions that help students with   + *Pre-listening*: connect with prior knowledge, build background, provide linguistic resources such as word banks with drawings, visuals, and TPR   + *During listening*: identify main ideas and details   + *Post listening*: guide students through application and interpretation |
| **Reading comprehension** | * Allow student to read passage multiple times * Develop questions and graphic organizers\*\* that:   + Pre-reading: predict/hypothesize meaning of text, connect with prior knowledge, build background, provide linguistic resources such as word banks with drawings, and TPR   + During reading: support skimming and scanning, contextualized guessing, and identify signposts – subtitles- visuals   + Post reading: guide students through application and interpretation of information |
| **Oral participation in the target language** | * Establish classroom routines that frequently elicit individual responses on familiar topics * Vary student groupings (whole group, small group, individual) * Provide linguistic assistance by pre-viewing vocabulary, providing sentence starters and word banks, and previewing topics * Allow for more wait time * Think-pair-shares * Task-based activities (Lee, 1995) |
| **Writing** | * Develop tasks and graphic organizers\*\* that   + *Pre-writing*: assist in brainstorming and organizing thoughts, and provide linguistic assistance through word banks with visuals and sentence starters   + *During writing*: assist in articulating thoughts, addressing audience, organizing   + *Editing*: focus on form, content, organization |
| **Vocabulary knowledge and retention** | * Apply multiple learning styles (visual, auditory, kinesthetic) to review and recycle vocabulary * Introduce vocabulary in story context or authentic situation * Incorporate categorization tasks (sort by subject, match with opposites, etc.) and graphic organizers |
| **Classroom behavior** | * Assign a responsible, caring student to be a peer buddy * Include opening and closing routines that outline lesson content, tasks, and assignment |
| **Learning styles** | Know and apply strategies that assist student’ learning and apply to tasks and teaching |

\*\*Types of graphic organizers: concept maps, story maps, Venn diagrams, checklists, partially completed outlines, flow charts, classification charts, time lines…