**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 participationPerformance 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 documentationPerformance 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 documentationPerformance 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 checksAbility 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 behaviorLearning 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
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| **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
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| **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)
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| **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
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| **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
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| **Classroom behavior** | * Assign a responsible, caring student to be a peer buddy
* Include opening and closing routines that outline lesson content, tasks, and assignment
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| **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…