

Observation Protocol for L2 Students with IEPs

Student:		Teacher:	
Grade level:	Date:	Years of L2 study:	
Criteria	Suggested sources of Information	Observation	Accommodations
Listening Comprehension – How well can the student: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Participate in whole group tasks • Participate in small group tasks 	Observations of student participation		

P. Farrar, KSDE, 2010. This chart can be used to assess performance of L2 students (either English or world languages) with IEPs, to help align instructional accommodations, provide documentation, and make suggestions for IEP meetings. The form is based on one presented by Heather Hendry at ACTFL Convention, Boston, 11-20-2010. Some alterations have been made.

<p>Writing- In English/target language, how well can the student:</p> <ul style="list-style-type: none"> • Apply functions • Organize thoughts • Address an audience • Apply focal grammatical forms and word order • Apply target vocabulary • Write comprehensibly 	<p>IEP documentation</p> <p>Performance during writing tasks (following ACTFL rubric for presentational communication)</p>		
<p>Vocabulary knowledge and retention- How well can the student:</p> <ul style="list-style-type: none"> • Recall recently taught vocabulary 	<p>Answer to oral comprehension checks</p> <p>Ability to match pictures with vocabulary words</p>		
<p>Classroom behavior- How well can the student:</p> <ul style="list-style-type: none"> • Attend to tasks • Organize new information and assignments 	<p>Observations of student behavior</p>		
<p>Learning styles How do students respond to:</p> <ul style="list-style-type: none"> • Auditory tasks • Kinesthetic tasks • Visual tasks • Group tasks 	<p>Observations of student behavior</p> <p>Learning style inventories</p>		

Suggested Accommodations	
Listening comprehension	<ul style="list-style-type: none"> • Comprehensible input strategies • Allow student to hear passage multiple times • Develop graphic organizers**, visual prompts, or questions that help students with <ul style="list-style-type: none"> ○ <i>Pre-listening</i>: connect with prior knowledge, build background, provide linguistic resources such as word banks with drawings, visuals, and TPR ○ <i>During listening</i>: identify main ideas and details ○ <i>Post listening</i>: guide students through application and interpretation
Reading comprehension	<ul style="list-style-type: none"> • Allow student to read passage multiple times • Develop questions and graphic organizers** that: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Develop tasks and graphic organizers** that <ul style="list-style-type: none"> ○ <i>Pre-writing</i>: assist in brainstorming and organizing thoughts, and provide linguistic assistance through word banks with visuals and sentence starters ○ <i>During writing</i>: assist in articulating thoughts, addressing audience, organizing ○ <i>Editing</i>: focus on form, content, organization
Vocabulary knowledge and retention	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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...

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