

Is there an English language acquisition specialist on the IEP team? (e.g., ESL teacher, ESL coordinator)	Yes <input type="radio"/>	No <input type="radio"/>
Does the student take the alternate assessment in English language arts, math, and/or science based on alternate academic achievement standards (AAAS)?	Yes <input type="radio"/>	No <input type="radio"/>

Disabilities	Primary Disability (Choose 1)	Secondary Disability (Choose 1 if applicable)
Autism Spectrum Disorder (AS)	<input type="radio"/>	<input type="radio"/>
Deaf-blindness (DB)	<input type="radio"/>	<input type="radio"/>
Developmental Delay (DD)	<input type="radio"/>	<input type="radio"/>
Hearing Impairment, including Deafness (HI)	<input type="radio"/>	<input type="radio"/>
Intellectual Disability (ID)	<input type="radio"/>	<input type="radio"/>
Multiple Disability (MD)	<input type="radio"/>	<input type="radio"/>
Orthopedic Impairment (OI)	<input type="radio"/>	<input type="radio"/>
Other Health Impairment (OHI)	<input type="radio"/>	<input type="radio"/>
Emotional Disturbance (ED)	<input type="radio"/>	<input type="radio"/>
Specific Learning Disability (SLD)	<input type="radio"/>	<input type="radio"/>
Speech or Language Impairment (SLI)	<input type="radio"/>	<input type="radio"/>
Traumatic Brain Injury (TBI)	<input type="radio"/>	<input type="radio"/>
Visual Impairment, including Blindness (VI)	<input type="radio"/>	<input type="radio"/>

What is the student's most recent performance on the state's annual assessment?	Performance Level			
	Emerging	Nearing Target	At or Exceeds Target	N/A
English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many hours per week does the student spend...	0	Less than 1	1-2	2-3	3-4	More than 4	All	Not Sure
In classrooms where instruction is in English?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In classrooms where instruction is in a language other than English?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In English Language Development instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If the student receives EL services, what kind of service model is used?	
Bilingual/dual immersion	<input type="radio"/>
Consultative services	<input type="radio"/>
Co-teaching	<input type="radio"/>
ESL class period	<input type="radio"/>
Pull-out services	<input type="radio"/>
Push-in services	<input type="radio"/>
Sheltered or content-based instruction	<input type="radio"/>
Structured immersion	<input type="radio"/>
None	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>

In what ways does the student communicate? (Select all that apply)	
Augmentative and alternate communication (AAC) device	<input type="radio"/>
Braille	<input type="radio"/>
Communication board	<input type="radio"/>
Eye gaze	<input type="radio"/>
Nonverbal communication (e.g., body language, pointing, head nods)	<input type="radio"/>
Picture cards	<input type="radio"/>
Sign	<input type="radio"/>
Speech or speaking	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>

<b>What are the student's receptive communication abilities? You may choose more than one that best represents the student.</b>	<b>In English</b>	<b>In Language Other than English</b>
Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)	<input type="radio"/>	<input type="radio"/>
Can perform simple actions, movements, or activities when asked (e.g., comes to the teacher's location, gives an object to the teacher or peer, locates or retrieves an object)	<input type="radio"/>	<input type="radio"/>
Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")	<input type="radio"/>	<input type="radio"/>
Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed	<input type="radio"/>	<input type="radio"/>
Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed	<input type="radio"/>	<input type="radio"/>
Follows two-step directions presented verbally and/or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

<b>What are the student's expressive communication abilities with speech? You may choose more than one that best represents the student.</b>	<b>In English</b>	<b>In Language Other than English</b>
Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)	<input type="radio"/>	<input type="radio"/>
Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)	<input type="radio"/>	<input type="radio"/>
Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)	<input type="radio"/>	<input type="radio"/>
Student does not use spoken language.	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

<b>What is the student's level of engagement? Choose the best description.</b>	<b>In English</b>	<b>In Language Other than English</b>
Initiates and sustains social interactions	<input type="radio"/>	<input type="radio"/>
Responds with social interaction, but does not initiate or sustain social interactions	<input type="radio"/>	<input type="radio"/>
Alerts to others speaking	<input type="radio"/>	<input type="radio"/>
Does not alert to others speaking	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

<b>What is the student's reading ability? Choose the best description.</b>	<b>In English</b>	<b>In Language Other than English</b>
Reads fluently with critical understanding in print (e.g., to differentiate fact/opinion, point of view, emotional responses)	<input type="radio"/>	<input type="radio"/>
Reads fluently with basic (literal) understanding from paragraphs/ short passages with narrative/ informational texts	<input type="radio"/>	<input type="radio"/>
Reads basic sight words, simple sentences, directions, bullets, and/ or lists in print	<input type="radio"/>	<input type="radio"/>
Aware of text, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text	<input type="radio"/>	<input type="radio"/>
No observable awareness of print	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

<b>What is the student's mathematic ability? Choose the best description.</b>	<b>In English</b>	<b>In Language Other than English</b>
Applies computational procedures to solve real-life or routine word problems from a variety of contexts	<input type="radio"/>	<input type="radio"/>
Does computational procedures with or without a calculator	<input type="radio"/>	<input type="radio"/>
Counts 1:1 correspondence to at least 10, and/or makes numbered sets of items	<input type="radio"/>	<input type="radio"/>
Counts by rote to five	<input type="radio"/>	<input type="radio"/>
No observable awareness of use of numbers	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

<b>What is the student's writing ability? The student can use AAC devices. Choose the best description.</b>	<b>In English</b>	<b>In Language Other than English</b>
Writes full sentences	<input type="radio"/>	<input type="radio"/>
Writes phrases	<input type="radio"/>	<input type="radio"/>
Writes words	<input type="radio"/>	<input type="radio"/>
Writes letters	<input type="radio"/>	<input type="radio"/>
Does not write	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>