

Individual Characteristics Questionnaire

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"/>

What are the student's receptive communication abilities? You may choose more than one that best represents the student.	In English	In Language Other than English
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"/>

What are the student's expressive communication abilities with speech? You may choose more than one that best represents the student.	In English	In Language Other than English
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"/>

What is the student's level of engagement? Choose the best description.	In English	In Language Other than English
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"/>

What is the student's reading ability? Choose the best description.	In English	In Language Other than English
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"/>

What is the student's mathematic ability? Choose the best description.	In English	In Language Other than English
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"/>

What is the student's writing ability? The student can use AAC devices. Choose the best description.	In English	In Language Other than English
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"/>