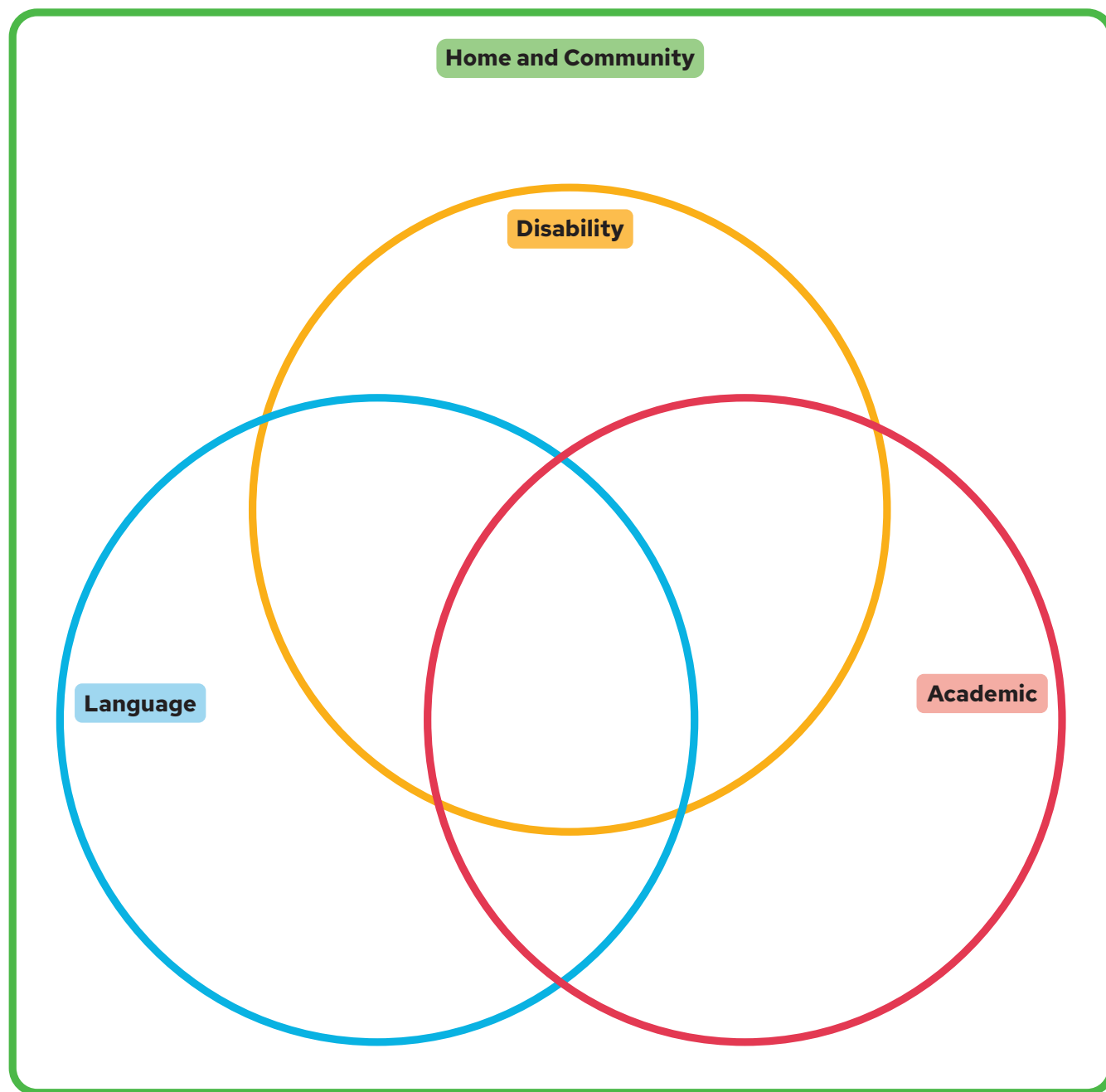


Information Collection Tool

This tool is designed to support educators in reflecting on student intersections of language, disability, home, community, and academics. Explore the guiding questions within this tool collaboratively with colleagues and caregivers to inform instructional planning.

Student's Name: _____



Student's Name: _____

These are guiding questions to consider as you reflect on a student's strengths and challenges and how they may interact with their disability/ies, language/s, and academic content engagement.

Home and Community

What do you know about the student's life outside of school (culture, identities, traditions, religious beliefs, values, important experiences, family life, hobbies, etc.)?

Where do you see **intersections** between the **student's life** outside of school and . . .

- How they engage in academic content (home literacy practices, interests in specific academic disciplines, disciplinary skills practiced at home, parent/guardian jobs, etc.)?
- Their language/s (where and how they use their different languages throughout their community, family, friends, etc.)?
- Their disability/ies (different accessibility devices and strategies used at home and around the community, community organization affiliations, etc.)?

Student's Name: _____

Consider the following guiding questions as you reflect on a student's strengths and challenges and how they may interact with their disability/ies.

Disability

What do you know about the student's disability/ies?

- What is the most inclusive way to describe their disability/ies?
- What are their strengths (personal, interpersonal, academic, emotional, social, etc.)?
- What are some challenges?

Where do you see **intersections** between the **student's disability/ies** and . . .

- How they engage in content (IEP goals; ways they collaborate with peers; impact on reading, writing, listening, and speaking skills; accommodations; modifications; etc.)?
- Their language/s (impact on expressing and interpreting languages they know, accessibility devices and strategies, translation devices, translanguaging skills, etc.)?

Student's Name: _____

Consider the following guiding questions as you reflect on a student's strengths and challenges and how they may interact with their academic content engagement.

Academic

What do you know about the student's academic content engagement?

- What are their favorite subjects?
- What are their strengths?
- What are their challenges?
- What interests and skills do they have that could be integrated into their academic content learning?

Where do you see **intersections** between the **student's academic content engagement AND their language skills**?

Student's Name: _____

Consider the following guiding questions as you reflect on a student's strengths and challenges and how they may interact with their language/s.

Language

What do you know about the student's language practices, proficiencies, and backgrounds?

- Which languages do they use and in what ways (read, write, listen, speak)?
- What are their abilities and/or skills in their different languages?
- What experiences do they have associated with the languages they speak (friends, family, traveling, community experiences, etc.)?