

ELD Teacher IEP Input Checklist

Please have the following information ready to share at IEP meetings or provide it in writing in advance if you have arranged excusal from a meeting.

1. Current ELD Services

- ☐ Support frequency (needs to be in minutes per day, week, month, etc. - i.e. 50 minutes, daily)

- ☐ Service delivery model

- ☐ ELD Push-in (elementary)
- ☐ ELD Pull-out (elementary)
- ☐ ELD Class Period (secondary)
- ☐ Declined ELD services

2. Language Background

- ☐ Native language identification (what is their native language?)

- ☐ Native language assessment results (Woodcock-Muñoz Results, if available)

- ☐ Current ELPA scores and interpretation (overall score and subdomains)

3. Educational Impact

- ☐ Language acquisition effects on learning and academic performance correlation (pre-meeting conversation with classroom teacher AND observations from the ELD classroom)

4. Suggested curriculum accommodations

- ☐ Extended time and processing support on language-intensive activities/ assignments (reading/writing, content vocabulary)
- ☐ Visual and graphic supports (charts, diagrams, pictures) alongside text
- ☐ Differentiated text and instructions (simplified directions, numbered steps for multi-step directions, key vocabulary offered in native language and English)
- ☐ Assessment differentiation (oral responses, word banks for content vocabulary, use of bilingual dictionary)
- ☐ Peer and interactive support (partner work, allow discussion before independent work, think-pair-share)
- ☐ Work in native language to demonstrate content knowledge
- ☐ Access to translation tools throughout the lesson and during student work time
- ☐ Other: _____

5. Other Factors for Consideration:
