## ESL PROGRAM EVALUATION CHECKLIST FOR SCHOOLS

The following is an informal checklist that will allow administrators, ESL Coordinators, teachers and other members of a school ESL team to do a self-evaluation of their program and/ or prepare for a site visit. It is recommended that the checklist be used as early as possible in the school year to ensure that the school is in compliance.

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| **Home Language Survey:** | |
| | Given to parent at time of registration (in native language if necessary) |
| | Completed for all students upon registration |
| | Filed under PEP form and placed on  left hand side of cumulative folder |
| | Recorded on the ESL Custom Screen in the PowerSchool system |
| **Language Assessment:** | |
| | All students identified by HLS and teacher recommendation tested |
| | Students tested/retested in a timely manner with appropriate instrument |
| | Testers trained adequately and periodically checked for inter-rater reliability |
| | Tests administered in quiet room with recording equipment when appropriate |
| **ESL Data Recorded in PowerSchool immediately** | |
| | HLS recorded correctly (Language Other than English on **any** HLS must be entered) |
| | NOE type and date signed |
| | Language Assessments: form, date, and **most** current score |
| | Program Type |
| **ESL Documents Filed in Cumulative Folders and Updated Regularly** | |
| | Home Language Survey (required for registration) |
| | LAS Profile Sheet |
| | PEP Form – Data for each year must be entered |
| | Signed Notification of Eligibility and/or Waiver Form |
| | ESL Student Semester Progress Report completed for ESL Pullout students |
| | ESL Modifications Report for 1$^{st}$ and 3$^{rd}$ Quarter completed by Classroom Teachers |
| | Participation Document OR  Accommodations Document for District-Wide Assessment, signed by team and parent/guardian |
| | Recommendation for Exit and Documentation of Exit Criteria |
| | Annual Follow Up for Students Exited from the Program |
| **Program** | |
| | All eligible students enrolled |
| | Parent notification and permission obtained and filed in cumulative folder |
| | English Language Learners interact with native English speakers |
| | Student progress assessed frequently |
| | Students exit program when all criteria are met |
| | Alternatives to Special Education tried before referral |
| **Instruction** | |
| | Focus on communicative competence, not grammar |
| | Minimum use of drills and worksheets |
| | Listening/speaking/reading/writing skills integrated |
| | Materials appropriate, authentic, and interesting |
| | ESL instruction integrated with regular curriculum |
| | Modifications employed by RCT and recorded on the ESL Modifications Report |
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