

## ELL OBSERVATION CHECKLIST

Teacher / Aide: \_\_\_\_\_ Observer: \_\_\_\_\_

Class: \_\_\_\_\_

Number of ELL children: \_\_\_\_\_  
 Stage 1 \_\_\_\_\_, Stage 2 \_\_\_\_\_  
 Stage 3 \_\_\_\_\_, Stage 4 \_\_\_\_\_

Unit: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ to \_\_\_\_\_

	Yes	No	Not Observed	Comments
<i>Language Acquisition Stage 1</i> <i>Home Language Use</i>				
Is the teacher/assistant observant of what the ELL children are interested in, or what they might want to talk about, and what they know?				
Does the teacher/assistant accept minimal responses such as nod of the head or a smile?				
Does the teacher/assistant respond verbally by repeating a sound or naming the object the child is pointing to?				
Does the teacher/assistant encourage the ELL children to repeat what they hear, and engage them in frequent conversation?				
Does the teacher/assistant attempt to use phrases in child's home language- to greet a child, provide directives etc?				
Does the teacher/assistant use concrete props / manipulatives along with activities that require movement?				
Does the teacher/assistant encourage children to speak their home language with classmates that <u>share</u> that language?				

<i>Language Acquisition Stage 2</i> <i>Nonverbal Period</i>				
Has the teacher/assistant provided a buddy for the ELL learner?				
Does the teacher/assistant use concrete objects to show the meaning of words?				
Does the teacher/assistant elaborate on a child's limited communication?				
Does the teacher/assistant use appropriate actions/props that will help promote comprehension?				
Does the teacher/assistant use linguistic structures: "Look at this. Watch me do this... This is-a ... Notice that... or provide a running commentary about what they are doing while they are doing it?				
<i>Language Acquisition Stage 3</i> <i>Telegraphic &amp; Formulaic Speech</i>				
Does the teacher/assistant listen to child's communicative attempts?				
Does the teacher/assistant say things in different ways if the ELL children don't understand?				
Does the teacher/assistant accept all attempts to communicate even if English and primary language are mixed?				
Does the teacher/assistant avoid overcorrecting ELL children's grammar?				
Does the teacher/assistant expand children's language with the next logical step in the conversation?				
<i>Language Acquisition Stage 4</i> <i>Productive Language</i>				
Does the teacher/assistant encourage children to tell stories, share information, make requests, entertain and persuade?				
Does teacher/assistant involve children in active experiences?				
Does the teacher/assistant clarify communication when children under-generalize a definition or over-generalize a definition?				