

FORM 3
Teacher Self Assessment Checklist for ELL/ESOL Instruction

| | |
|--|-----------------------------|
| School: _____ Teacher: _____ | Date: _____ |
| Student Name: _____ | Student # _____ |
| Language(s) of Instruction: _____ | Grade Level(s) _____ |

| | (x) | (+ = -) | (x) | (+ = -) | |
|---|--------------------------|---------|--------------------------|---------|---------------------|
| <u>Classroom Environment</u> | 1 st Round | Success | 2 nd Round | Success | <u>Notes</u> |
| Print rich/language functional environment | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | _____ |
| Setting where students can take risks | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| High expectations for success | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Cooperative setting | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Social skills and positive behaviors processed | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| <u>Curriculum</u> | 1 st Round | Success | 2 nd Round | Success | <u>Notes</u> |
| Language and content objectives integrated | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | _____ |
| Student tasks clearly defined | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Expectation that all students are engaged | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Cognitively challenging instruction | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| All students are able to participate and gain access to the curriculum | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| <u>Reading and Writing</u> | 1 st Round | Success | 2 nd Round | Success | <u>Notes</u> |
| Student Generated Text | | | | | _____ |
| Shared Writing | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Collaborative Text Writing | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Direct Teaching of Skills in Context | | | | | |
| Mini-shared reading | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Word Sorts | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Focus on academic language | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Gradual Release of Responsibility | | | | | |
| Draft Texts | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Genre Templates | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Cooperative Strip Paragraph | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Dialectical Journal | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| <u>Language Learning Strategies</u> | 1 st Round | Success | 2 nd Round | Success | <u>Notes</u> |
| Lessons presented comprehensively | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | _____ |
| Use of Visuals, Pictures, Realia | | | | | |
| File Cards | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Pictorial Input Chart | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Illustrated Word Bank | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Graphic Organizers | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Process Grid | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Pantomime & Gestures | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Use of Clear Language and Good Modeling utilizing visuals, pictures, and realia | | | | | |
| Sentence Stems & Frames | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Language Pattern Charts | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Sentence Patterning Charts | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Cooperative Strategies | | | | | |
| 10/2 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Team Tasks | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Focus on High Level Vocabulary | | | | | |
| Cognitive Content Dictionary | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Big Books | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Word Families | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Multiple Meanings | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |
| Frayer Model | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ | |

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|---|-----------------------------|--|-----------------------------|----------------|---------------------|
| Webbing, mind mapping, sketching | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Preview, review | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Opportunities for nonverbal expression of understanding | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Cooperative grouping for oral language practice and interaction with fluent peers | | | | | |
| Echo/Repeat | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Choral Response | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| My Turn, Your Turn | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Talking Stick | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Board Games | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Structured Role Play | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Give One, Get One | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Clock Appointments | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Lines of Communication | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| <i>Brain Compatible Strategies</i> | 1st Round | Success | 2nd Round | Success | <i>Notes</i> |
| Graphic Organizers | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | _____ |
| Metacognitive activities (problem solving, reflecting, questioning thinking) | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Use of chanting, putting content into patterns | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Big books (teacher and student made) | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Involving multiple intelligences | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Chunking information and allow for processing time | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Opportunity for learner to teach | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Sketching pictures and highlighting key words | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Accessing background knowledge | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| <i>Personal/Cultural Respect Strategies</i> | 1st Round | Success | 2nd Round | Success | |
| Validation of personal life experiences | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | _____ |
| Cross cultural themes embedded in content | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Parental support | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Evidence of respect for languages (books, posters, designs) | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Active engagement in learning activities | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Use of culturally relevant print materials | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| Interaction with teacher and peers | <input type="checkbox"/> | ___ | <input type="checkbox"/> | ___ | |
| <i>Plans for implementing additional strategies for Round 2:</i> _____ | | <i>Results after Round 2</i> _____ | | | |

For explanations of how to use each of these strategies, please refer to the file located at:

[CIA Online Resources/English Language Acquisition/Instruction/Instructional Strategies/ELL/Elementary/Strengthening Core Instruction for ELLs.](#)