

# Considering Limited English Proficiency

**Alert! Alert!**

Because NICHCY’s website will only remain online until September 30, 2014, most of its rich content has moved to a new home, the **Center for Parent Information and Resources** (CPIR), where it can be kept up to date.

The new address of *Considering Limited English Proficiency* at the CPIR is:

<http://www.parentcenterhub.org/repository/considering-lep/>



**A resource for IEP Teams**

December 2010

[PDF version](#)

This checklist is included as a *Resource for Trainers* in Theme D of NICHCY’s [Building the Legacy](#) training curriculum on IDEA. It was adapted from the Nebraska Department of Education’s *Nebraska IEP Technical Assistance Guide* (1998, September). That document is no longer available online, but an updated version is, at: <http://www.education.ne.gov/SPED/technicalassist/IEP%20DOCUMENT.pdf>

**Developing the IEP**

In developing an IEP for a student with limited English proficiency, the IEP Team must consider the student’s level of English language proficiency. It’s important to know that second language conversational skills are acquired in one to two years, but academic language proficiency is acquired over a longer period of time of five to seven years. Therefore, the IEP Team must consider the student’s level of English language proficiency to support and strengthen implementation of the IEP goals.

***The IEP Team may find it helpful to ask the following framing questions:***

**1. Has the dominant language in the home been considered?**

Yes  No

**2. Has the child’s primary language of communication been considered?**

Yes  No

**3. Have the cultural values and beliefs of the parents been considered in planning for the child’s education?**

Yes  No

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**4. Does the instructional plan incorporate a variety of instructional strategies?**

Yes  No

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**5. Is there a member of the IEP Team who has expertise regarding the student and understands how language develops as well as strategies that can be used when educating a student with English as a second language?**

Yes  No

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**6. Does the IEP Team have access to assessment data that is accurate and unbiased?**

Yes  No

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**7. Does the assessment information use a variety of methods and environments?**

Yes  No

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**8. Does the “present levels” statement in the IEP address both how the student uses his or her native language and how the student uses English?**

Yes  No

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**9. Do progress monitoring activities measure progress toward the mastery of English?**

Yes  No

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**10. Do the goals delineate in which language they will be addressed and who will be responsible for measuring the outcomes?**

Yes  No

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**11. Is there collaboration between general and special education as well as English as a Second Language and bilingual education if appropriate?**

Yes  No

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**12. Is an interpreter for the parents and the student present at the IEP meeting?**

Yes  No

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**13. Are the IEP Team members trained in how to use an interpreter?**

Yes  No

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**14. Is the evaluation process that will be used carefully defined in the native language and in English during the reviews and reevaluations?**

Yes  No

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**15. Are the behaviors that are being measured carefully defined in the native language and in English during the reviews and reevaluations?**

Yes  No

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**16. Is the setting that the language is being measured in defined?**

Yes  No

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**17. Is the type of language that is being measured defined?**

Yes  No

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