**ELP Standards Alignment Process Checklist**

**Documenting the standards alignment process is important. The following is a *sample* checklist that could be used to document the process used in aligning the Nebraska English Language Proficiency (ELP) Standards to the district’s ELL curriculum. *It is meant to be customized to meet district needs and updated as applicable. This process is cyclical and may happen over time; these indicators are not meant to be sequential.***

|  |  |  |
| --- | --- | --- |
| **Indicators** | **Describe the Process**  *Describe the process the district has taken to meet the indicators.* | **Evidence/Notes**  *Indicate what evidence district has in meeting the indicator (such as notes from consortium, district, or school meetings).* |
| The district is familiar with the Nebraska English Language Proficiency (ELP) Standards. |  |  |
| The ELP Standards have been shared with the district/school administrative staff. |  |  |
| The teacher(s) in charge of implementing the district’s Language Instruction Education Program are knowledgeable about the ELP Standards. |  |  |
| A process is in place to examine the ELP standards and how they are reflected in the ELL curriculum. |  |  |
| The content curriculum (curriculum guide, scope/sequence, etc) have been examined to determine how they reflect the ELP standards. |  |  |
| The ELL program provides support for ELL students in the content classroom. |  |  |
| A process is in place to determine the strengths and/or weaknesses of the curriculum for ELL students. |  |  |
| Modification and additions are made based on curriculum alignment. |  |  |
| There is a partnership between the ELL program and the content program to ensure that both the ELL standards and the state’s content standards are met. |  |  |