

Language background and service-delivery note, English proficiency tracking, first-language (L1) proficiency tracking, a language dominance observation log, a code-switching observation log, bilingual data sheets for individual sessions and articulation, a cumulative tracker and graph, quarterly summary, and a bilingual family home note. Fillable PDF.

[illegible]

Which Sheet for Which Purpose

Match the goal or the question to a sheet once, and write the page number on the roster. After that nobody has to think about it.

IF THE QUESTION IS	USE	WHERE
"will produce [sound/pattern] in English and/or first language with 80% accuracy"	Articulation / phonological sheet, language of testing written at the top	Page 13
"will follow two-step directions" / "will answer wh-questions" — in either language	Individual session sheet, with a language column per trial	Page 12
Tracking growth in English over the year	English Proficiency Tracking Sheet	Page 8
Tracking growth in the first language (L1) over the year	First Language (L1) Proficiency Tracking Sheet	Page 9
Which language shows up at home, in class, on the playground — and when	Language Dominance Observation Log	Page 10
Moving between languages within an utterance or a conversation	Code-Switching Observation Log	Page 11
Any goal, across the quarter	Cumulative tracker and graph, then the quarterly summary	Pages 14, 15, 17

What this file is not

Not a therapy program, not a proficiency test, not a bilingual assessment battery, and not word lists or goals. Nothing here scores proficiency, decides language dominance, or says which language(s) therapy happens in — those are the district's instrument and the IEP team's decision, written in by them. The sheets only make sure the number gets written down.

The three habits the file assumes

- ☐ The criterion is written at the top of every data sheet before the first trial.
- ☐ The percent goes from the data sheet to the tracker (page 14) the same day.
- ☐ An observation in either log (pages 10, 11) gets a date and a setting, not a conclusion.

How the paper moves

WHEN	WHAT
Every session	One data sheet (12 or 13), one half of a session-notes page (16), an observation logged if one happened (10, 11)
Every month or measurement	Percents onto the tracker (14); a new row on the English (8) or L1 (9) proficiency sheet if a measure was given
Every quarter	Graph (15) plotted, quarterly summary (17) written from it, home note (18) out to the family

Language Background and Service Delivery

Reported by the family, once, at intake. Which language(s) therapy is delivered in is the IEP team's decision, not this file's — the line stays blank until they write it in.

STUDENT

DATE OF INTAKE

REPORTED BY

LANGUAGE	WHO SPEAKS IT AT HOME	WHERE THE STUDENT USES IT MOST	AGE FIRST HEARD / USED (FAMILY REPORT)

PRIOR SCHOOL(S) ATTENDED

PRIOR BILINGUAL / DUAL-LANGUAGE PROGRAM (Y / N, WHICH)

PRIOR ESL / ELD OR SIMILAR SERVICES (Y / N)

Bilingual service-delivery note

Language(s) this student's therapy is delivered in: _____. That line is the IEP team's decision, made with the family; this file does not fill it in and does not recommend one language over another.

Interpreter used for this intake? (Y / N, and who)

.....

.....

.....

.....

.....

Anything the family wants the team to know

.....

.....

.....

.....

.....

Language(s) used for academic instruction, by subject (family / school report)

.....

.....

.....

STUDENT	LANGUAGE: ENGLISH	INSTRUMENT USED (DISTRICT'S OWN)	ADMINISTERED BY
.....			

[illegible]

Language Dominance Observation Log

What was observed, where, and which language carried it — not a conclusion about which language the student “really” speaks. The team weighs the pattern; this page just keeps the dates.

STUDENT

OBSERVER

WEEK OF

LANGUAGES IN THIS
STUDENT'S ENVIRONMENT

DATE	SETTING (HOME, CLASSROOM, PLAYGROUND, THERAPY ROOM, OTHER)	LANGUAGE OBSERVED (EN / L1 / BOTH, FROM PAGE 5)	WHAT WAS HEARD OR SEEN	WHO ELSE WAS PRESENT

Reading the log

A pattern across settings and weeks is data for the team to weigh, not a conclusion for this page to reach. One entry never decides dominance; the team looks at the whole log alongside the family's own report.

Pattern noticed so far, in one line

OBSERVATION **Code-Switching Observation Log**

Code-switching — moving between two languages within an utterance or a conversation — is typical bilingual language use, not an error and not a sign on its own of a language difficulty. This page records it in context.

Before using this page

Code-switching — moving between two languages within a sentence or a conversation — is a typical, expected feature of bilingual communication. It is not recorded here as an error and is not, by itself, a sign of a language difficulty. The purpose of this log is context, not correction.

DATE	SETTING	WHAT WAS SAID (AS CLOSE TO VERBATIM AS PRACTICAL)	LANGUAGES USED IN THE UTTERANCE	CONVERSATION PARTNER

Pattern noticed, in one line (for the team, not a conclusion)

.....

.....

.....

.....

.....

.....

Settings where code-switching happens most

.....

.....

.....

.....

.....

.....

Articulation / Phonological Data Sheet (Bilingual)

One sound or pattern at a time, in the language of testing written at the top. Move up a level on this page only when the criterion you wrote there has been met.

STUDENT

SOUND / PATTERN

LANGUAGE OF TESTING

POSITION (I / M / F)

CRITERION FROM THE IEP

CUED TRIALS COUNT AS CORRECT? (Y / N)

DATE	LANG	CUE	1	2	3	4	5	6	7	8	9	10	+	%	LEVEL

Moving up a level

The criterion at the top decides, not the feeling in the room. When it is met on the number of sessions you wrote there, start a new row at the next level and write the level in the last column so the graph shows the step.

Patterns that differ by language (for the team to weigh)

.....

.....

.....

.....

.....

EXAMPLE

A Language Log and a Data Sheet, Filled In

An invented second-grader and an invented SLP. Every number is made up. Notice how little writing it took and how much the note still says.

Articulation sheet (page 13) — Valentina G., grade 2, /r/ initial, tested in both languages (invented)

Criterion from the IEP: 80% at the word level, in either language, across three consecutive sessions · **Cued trials count as correct:** N (M and V rows count only the pluses)

DATE	LANG	CUE	1	2	3	4	5	6	7	8	9	10	+	%	LEVEL
Oct 3	EN	M	+	+	-	+	M	+	-	+	+	M	6	60	Word
Oct 5	L1	M	+	+	+	-	+	+	M	+	+	+	8	80	Word
Oct 10	EN	V	+	+	+	+	-	+	+	+	+	+	9	90	Word
Oct 12	L1	V	+	+	+	+	+	+	-	+	+	+	9	90	Word
Oct 17	EN	V	+	-	+	-	+	M	+	-	+	+	6	60	Phrase

Oct 5, Oct 10 and Oct 12 were the first three sessions at or above 80% (one per language plus one repeat), so the criterion was met on Oct 12 and the level moved to phrases on Oct 17, where the English percent dropped to 60 as expected. The language column shows the pattern held in both languages, not only the one tested most often.

Language dominance log (page 10), one entry — and the quarterly summary row (page 17)

DATE	SETTING	LANGUAGE OBSERVED	WHAT WAS HEARD OR SEEN		
Oct 6	Classroom, small group	Both (code-switched)	Told a story to a peer, moving between English and the first language mid-sentence; peer followed without difficulty.		

GOAL (SHORT, LANGUAGE)	BASELINE (DATE)	CURRENT LEVEL (DATE)	STATUS	ONE SENTENCE FOR THE REPORT
/r/ initial, words → phrases (both languages)	20% words, M cue (Sep 9)	90% words, both languages (Oct 12); 60% phrases, English, V cue (Oct 17)	SP	Met the word-level criterion Oct 12 in both languages; now working at the phrase level with a verbal cue.

Session note (page 16) — Oct 17

Targeted, and the data: /r/ initial, first session at phrase level ("red ____"), English, verbal cue, 6/10. **Response:** self-corrected twice without a cue; lost the sound on phrases with two /r/ sounds. **Plan:** keep phrase level, one /r/ per phrase, send the home note with five carrier phrases in both languages.

Why this is enough

Every decision on this page came from a number that was already written down: the move to phrases from three rows at 80% or above in either language, the plan from the two trials that failed, the code-switching entry recorded as context and never as an error. The quarterly summary in December is a copying job.