

### Interpreted/Transliterated Education Readiness Checklist

Name: _____ Date _____ Completed by: _____	NEVER <10%	RARELY 10-39%	SOME 40-69%	FREQ 70-90%	ALWAYS >90%
1. Does the student demonstrate the ability to: a. learn abstract and/or decontextualized material with minimal expansion? b. learn new vocabulary from typical classroom exposure? c. comprehend class content and instructions? d. understand what to do without the interpreter/transliterators directing? e. make age-appropriate progress without excessive assistance? f. complete class material and tests without interpreter assistance? g. store, retrieve, and organize information received through an interpreter/transliterators?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the student demonstrate understanding of the role of the interpreter/transliterators by: a. having appropriate expectations (based on the student's age) for the interpreter/transliterators? b. maintaining appropriate boundaries with the interpreter/transliterators? c. allowing the interpreter/transliterators to mostly interpret/transliterate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the student demonstrate how to use the interpreter/transliterators by: a. recruiting interpreting assistance when needed? b. understanding when an interpreter is needed? c. advocating for communication needs? d. speaking up about missing information? e. requesting clarification from the interpreter? f. participating in class discussion? g. participating in small group discussion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the student demonstrate appropriate social development by: a. interacting with peers about class materials? b. Interacting with peers about social issues? c. Appreciating a variety of traits and personalities? d. Experiencing authentic peer relationships? e. Arguing, playing, preferring, negotiating, or persuading peers? f. Participating appropriately in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Attentional Factors - Does the student a. attend to the interpreter/transliterators and the teacher b. manage the multiple visual and/or auditory demands of complex visual and auditory environments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>