

SAMPLE INDIVIDUAL CHECKLIST

## Illinois English Literacy Civics Education (IELCE) Competencies

*Students Must Be Able to Demonstrate These in English*

Student Name: \_\_\_\_\_

ID # \_\_\_\_\_

Program: \_\_\_\_\_

Class Level: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

*Documentation Codes*

T O = Teacher Observation  
 O R = Oral Response/Report  
 W E = Written Evidence  
 O = Other – Specify in “Other”  
 Column

Code	EL/Civics Competency	Date Demonstrated	Documentation Code	Other Documentation
<b>The Democratic Process (DP)</b>				
DP1.	Identify the basic rights of immigrants and U.S. citizens.			
DP2.	Define and explain the importance of voting.			
DP3.	List the requirements for voting in their communities.			
DP4.	Identify the titles of executive leaders of national, state, and local government.			
DP5.	Identify the legislative leaders of national, state, and local government.			
DP6.	Identify various courts of the judicial system (e.g., traffic court, small claims court, Supreme Court).			
DP7.	Identify ways to contact their elected leaders.			
DP8.	Contact an elected official to express their opinions.			
DP9.	Participate in a decision-making process in their communities (e.g., by attending a local government meeting, by signing a petition, by sending a letter or email).			
<b>Community Resources (CR)</b>				
CR1.	Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.			
CR2.	Call 911 or other police/fire emergency telephone numbers to report an emergency.			
CR3.	State the laws regarding safe transportation of themselves and their children (e.g., proper use of restraints) in motor vehicles.			
CR4.	Read common traffic and pedestrian signs.			
CR5.	Identify or participate in community safety education programs (e.g., Neighborhood Watch, crime prevention, CPR classes).			
CR6.	Identify social services available in the community (e.g., elder care, food pantries, transportation for disabled residents).			
CR7.	Locate, visit, or use a public library in the community and, if applicable, apply for a library card.			
CR8.	Identify opportunities for volunteer work in the community.			

CR9.	Use appropriate language and behavior if stopped by the police			
CR10.	Identify situations in which they are entitled to interpreter services (e.g., health clinics, courts, 911).			

Code	<i>EL/Civics Competency</i>			
<b>The U. S. School System (SC)</b>		<i>Date Demonstrated</i>	<i>Documentation Code</i>	<i>Other Documentation</i>
SC1.	Identify how schools are organized in the U.S. school system (i.e., preschool through college).			
SC2.	Identify the ages of children that public schools are required to serve.			
SC3.	Identify the organization of grades and schools within their local school districts.			
SC4.	Explain the function of school boards.			
SC5.	Differentiate between public and private schools.			
SC6.	Describe the similarities and differences between the U.S. school system and the school system in their native countries.			
SC7.	Identify ways in which parents and community members can participate in schools and interact with school personnel.			
SC8.	Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).			
SC9.	Identify sources of financial assistance for education.			
<b>Health and Wellness (HW)</b>				
HW1.	Explain the difference between public and private health care.			
HW2.	Locate public health services in their communities and/or complete an application.			
HW3.	Complete a health information form, including family medical history, current medications and allergies.			
HW4.	Explain the importance of good nutrition and where to find information about it.			
HW5.	Explain the importance of physical fitness and locate fitness programs in their communities.			
HW6.	Identify community resources for wellness programs including prenatal care, immunizations, and screenings.			
HW7.	Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.			
HW8.	Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.			
<b>Housing (HO)</b>				
HO1.	Identify types of housing in the communities (e.g., rental, purchase, shelter).			
HO2.	Locate agencies to assist with finding affordable housing.			
HO3.	Identify the rights and responsibilities of landlords and tenants.			
HO4.	Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).			

HO5.	Report housing problems to landlords, property associations, or other officials.			
HO6.	Contact utility providers for service or to report a problem.			
HO7.	Identify resources for resolving housing problems..			
HO8.	Identify resources for home ownership information.			
HO9.	Check the references of contractors or solicitors and/or report a complaint against them.			
<i>Code</i>	<i>EL/Civics Competency</i>			
<b>Employment (EM)</b>				
EM1.	Identify job titles, responsibilities, wages, and places of work			
EM2.	Describe common employee benefits (e.g., health care, vacation, sick days).			
EM3.	Identify typical steps in obtaining a job.			
EM4.	Complete a job application (paper or online), resume, or cover letter.			
EM5.	Identify local employment agencies, training agencies, and/or resource centers.			
EM6.	Locate local job market information using the Internet (e.g., Illinoisworknet.com or other resources).			
EM7.	Identify typical and illegal job interview questions and how to respond.			
EM8.	Describe the function of a labor union.			
EM9	Explain the rights that workers are entitled to (e.g., overtime pay, breaks, safe work environment) and identify ways to report violations.			
EM10	Read and interpret a pay stub.			
EM11	Read safety signs and instructions commonly found at work.			
EM12	Read and write basic work-related messages.			
EM13	Compare and contrast differences in U.S. workplace behavior and communication with workplace behavior and communication in their native countries.			
EM14	Describe ways employers may evaluate work performance.			
EM15	Identify opportunities to gain marketable skills and work experience as a volunteer in a work setting.			
<b>Consumer Economics (CE)</b>				
CE1.	Locate financial service options (e.g., banks, check cashing services) in their communities and describe services offered.			
CE2.	Describe the advantages and disadvantages of bank services and check-cashing services.			
CE3.	Prepare a household budget.			
CE4.	Explain the role of credit in the U.S. economy (e.g., credit cards, personal credit rating, interest rates).			
CE5.	Compare credit and debit cards.			
CE6.	Define identity theft and describe ways to protect against it.			
CE7.	Distinguish between legitimate and fraudulent mail, phone, and email solicitations.			
CE8.	Identify common consumer complaints and locate agencies to help resolve them.			
CE9.	Identify services provided by notary publics in Illinois and locate notaries in their communities.			
CE10.	Describe types of insurance (e.g., car, home, life) and/or how to file a claim.			

SAMPLE CLASS CHECKLIST

## Illinois English Literacy/Civics Education (EL/CE) Competencies

*Students Must Be Able to Demonstrate These in English*

**Program:** \_\_\_\_\_ **Class Level:** \_\_\_\_\_ **Teacher Signature:** \_\_\_\_\_

Circle the competency demonstrated (*one competency per checklist*):

**The Democratic Process (DP):** DP1, DP2, DP3, DP4, DP5, DP6, DP7, DP8, DP9

**Community Resources (CR):** CR1, CR2, CR3, CR4, CR5, CR6, CR7, CR8, CR9, CR10

**The U. S. School System (SC):** SC1, SC2, SC3, SC4, SC5, SC6, SC7, SC8, SC9

**Health and Wellness (HW):** HW1, HW2, HW3, HW4, HW5, HW6, HW7, HW8

**Housing (HO):** HO1, HO2, HO3, HO4, HO5, HO6, HO7, HO8, HO9

**Employment (EM):** EM1, EM2, EM3, EM4, EM5, EM6, EM7, EM8, EM9, EM10, EM11, EM12, EM13, EM14, EM15

**Consumer Economics (CE):** CE1, CE2, CE3, CE4, CE5, CE6, CE7, CE8, CE9, CE10

<i>Documentation Codes</i>	
T O	= Teacher Observation
O R	= Oral Response/Report
W E	= Written Evidence
O	= Other – Specify in “Other” Column

<i>Student Name</i>	<i>ID#</i>	<i>Date Demonstrated</i>	<i>Documentation Code</i>	<i>Other Documentation</i>

