

BPS English Learner Program Individual Language Plan (ILP)

Student Name:	Student ID:	Grade:	School:
Country of Origin:	Heritage Lang:		DOB:
U.S. Entry Date (if not U.S. born):	ND EL Enroll Date:		SLIFE Student? <input type="checkbox"/>
EL Teacher:	Expected Grad Date:		ILP Date:

ILP Considerations (student background, school history, student strengths and needs):
 NDAC § 67-28-01-05 (2a)

Student Academic Needs

NDAC_§ 67-28-01-05(1)

F & P	Instructional Reading Level	Date	Level	<input type="checkbox"/> Below grade level <input type="checkbox"/> At grade level <input type="checkbox"/> Above grade level

Assessments	AIMSWEB + Reading	Date	Student Score	AIMSWEB + Math	Date	Student Score
	Oral Reading Fluency	<input type="checkbox"/> Established <input type="checkbox"/> At risk		M-CAP	<input type="checkbox"/> Established <input type="checkbox"/> At risk	
	Accuracy	<input type="checkbox"/> Established <input type="checkbox"/> At risk		M-COMP	<input type="checkbox"/> Established <input type="checkbox"/> At risk	

Assessments	NWEA	Date	NDSA	Date
	Reading	Math	Reading	Math
	<input type="checkbox"/> Lo _____ <input type="checkbox"/> Av _____ <input type="checkbox"/> Hi _____ Lexile _____	<input type="checkbox"/> Lo _____ <input type="checkbox"/> Av _____ <input type="checkbox"/> Hi _____	<input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced	<input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced

Student English Language Proficiency Needs

NDAC_§ 67-28-01-05(1)

		Domain	Initial Screener Score	Baseline ACCESS Score	Current ACCESS Score
ELP Assessments	Date				
	Listening				
	Speaking				
	Reading				
	Writing				
	Composite				
	<input type="checkbox"/> Student met this year's expected annual growth goal				
<input type="checkbox"/> Student on track to reach target proficiency of 5.0 by (season/year):					

All English Learner (EL) students are expected to attain full English language proficiency (ELP) and exit the EL program within two (2) to six (6) years of their first annual (baseline) ACCESS assessment in North Dakota (see table below). Currently, full English language proficiency in North Dakota requires a composite proficiency level of at least 5.0 with no domain score (listening, speaking, reading, or writing) less than a 3.5.

Students start on their growth trajectory based on the composite proficiency level (PL) of their first annual (baseline) ACCESS score. Student growth toward the target of full English language proficiency (ELP) is determined beginning with the student's second annual ELP assessment (the following year).

Composite Proficiency Level	Expected # Years to Attain Full English Language Proficiency
1.0-1.9	6 years after baseline (annual growth of .5 to .75 expected)
2.0-2.9	5 years after baseline (annual growth of .5 to .75 expected)
3.0-3.9	4 years after baseline (annual growth of .3 to .5 expected)
4.0-4.9	3 years after baseline (annual growth of .3 to .5 expected)
5.0-6.0	2 years after baseline (annual growth of .3 to .5 expected)

Language Goals and Objectives

NDAC § 67-28-01-05(2b)

		Listening	Speaking	Reading	Writing
Language Goal:					
	Choose an item.	Choose an item.	Choose an item.	Choose an item.	Choose an item.

EL LIEP Model & Service Minutes NDAC § 67-28-01-05(2)(c)	Related Services NDAC § 67-28-01-05(2)(d)
<input type="checkbox"/> Pull-Out EL	<input type="checkbox"/> Title I Support (reading or math)
<input type="checkbox"/> Push-in EL/Aide Support	<input type="checkbox"/> Tutorial/Vocational Resource
<input type="checkbox"/> Content-Based ELD	<input type="checkbox"/> Intervention Program (specify)
<input type="checkbox"/> Co-Taught Core Class	<input type="checkbox"/> IEP
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> 504

Appropriate Instructional Strategies: The teacher should.... NDAC § 67-28-01-05(2)(e)	
<input type="checkbox"/> Set/review language and content objectives	<input type="checkbox"/> Slow down, repeat, paraphrase instructions
<input type="checkbox"/> Utilize small group instruction when possible, or assign a buddy	<input type="checkbox"/> Gradually release responsibility: teacher modeling; class together; independent work
<input type="checkbox"/> Activate prior knowledge: start with the familiar before moving on to new concepts	<input type="checkbox"/> Add visual support, example items and tasks to lessons and tests
<input type="checkbox"/> Limit/highlight/pre-teach/re-teach vocab	<input type="checkbox"/> Shorten/omit section of assignment/test
<input type="checkbox"/> Print instead of write in cursive	<input type="checkbox"/> Limit multiple-choice answer options
<input type="checkbox"/> Simplify linguistic complexity	<input type="checkbox"/> Eliminate T-F questions on tests
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Coordinate with EL Program personnel

Appropriate Instructional and Assessment Supports: The Student is allowed.... NDAC § 67-28-01-05(2)(f)	
<input type="checkbox"/> Preferential seating	<input type="checkbox"/> Substitute hands-on activity in place of written activity
<input type="checkbox"/> Note-taking assistance	<input type="checkbox"/> Additional time for completion
<input type="checkbox"/> Use printing instead of cursive writing	<input type="checkbox"/> Use of online translator
<input type="checkbox"/> Hand-write assignments instead of typing	<input type="checkbox"/> Primary language support
<input type="checkbox"/> Opportunity to edit/revise written work before grading	<input type="checkbox"/> Alternate reading assignments at student's reading level
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> F & P _____ <input type="checkbox"/> Lexile _____

Specific Assessment Supports: The student is allowed.... NDAC § 67-28-01-05(2)(f)	
ACCESS for ELLs 2.0	ACT
<input type="checkbox"/> Manual control of item audio (L, S, W)	<input type="checkbox"/> Extended time

<input type="checkbox"/> Repeat item audio (L, S, W)	<input type="checkbox"/> Approved word-to-word bilingual dictionary (may not contain definitions)
<input type="checkbox"/> Human reads response options aloud (L)	<input type="checkbox"/> Printed test directions in native language
<input type="checkbox"/> Human repeats response options 1x (L)	<input type="checkbox"/> Test in familiar environment or small group
<input type="checkbox"/> Human reads test items aloud (L, S, W)	NDSA
<input type="checkbox"/> Human repeats test items (L – 1x, S, W)	<input type="checkbox"/> Simplify, clarify, paraphrase general and internal test directions
<input type="checkbox"/> Large-print version of test	<input type="checkbox"/> Read aloud test items and answer choices verbatim (do not read RLA passages aloud) <input type="checkbox"/> Embedded text-to-speech <input type="checkbox"/> Human reader
<input type="checkbox"/> Scribed response (L, R, W)	<input type="checkbox"/> Bilingual word-to-word dictionary (may not contain definitions)
<input type="checkbox"/> Record responses; student transcribes (R, W)	<input type="checkbox"/> Stacked translations (mathematics)
<input type="checkbox"/> Respond to test items with assistive tech	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Administer in non-school setting	<input type="checkbox"/> New immigrant EL (not born in a US state, DC or Puerto Rico, has attended US schools less than 12 months) exempt from one administration of the state RLA assessments
<input type="checkbox"/> Extended speaking test response time	
<input type="checkbox"/> Extended testing time within school day	NWEA (MAP)
<input type="checkbox"/> Extended test domain over multiple days	<input type="checkbox"/> Separate setting
NAEP	<input type="checkbox"/> Bilingual dictionary and/or thesaurus for sections of ELA test that have a writing prompt
<input type="checkbox"/> Extended time	<input type="checkbox"/> Read-aloud test directions, questions, and answer choices in all content areas (but not ELA passages unless accommodation is listed on IEP/504) <input type="checkbox"/> Embedded text-to speech <input type="checkbox"/> Human reader <input type="checkbox"/> Assistive technology <input type="checkbox"/> Translation to native language (human reader) <input type="checkbox"/> Respond to assessment in native language
<input type="checkbox"/> Small group or one-on-one	
<input type="checkbox"/> Directions only read aloud in English	
<input type="checkbox"/> Test items read aloud in English (NOT RLA)	
<input type="checkbox"/> Breaks	

LANGUAGE SUPPORT TEAM NDAC § 67-28-01-05(1)

EL Teacher (required) _____

Administrator (required) _____

Parent (invitation required) _____

Classroom Teacher _____

Instructional Assistant _____

Other _____