

Student (full legal) name:

Date completed:

Grade:

Instructional Language Plan

Purpose: The purpose of this document is to communicate information to content teachers and support staff about the background of the student and the classroom supports the student may benefit from.

Birth Country (Student):	Country of Origin (Family):	Age:	Date of US entry:
Date of District Entry:	Home Language(s):	Language(s) Spoken by Student:	
Team members who completed this form include:			

Educational Goals What college/career path does the student desire? Student's Strengths/Interests: Student's Support Needs:

Describe Previous Education/Situation: In home country: In US:
Describe other information that would impact student learning:

Assessment Information:

Fill out available information. The information may depend on the time of year this form is shared with content teachers and support staff.

<p>Placement Test Information (see descriptor chart for details about domain levels)</p> <p>Name of Screener: Date:</p> <p>Speaking _____ Listening _____ Reading _____ Writing _____ Overall Proficiency _____</p> <p>Comments:</p>

ELPA21 Domain	Score	Performance Level (See descriptors below)
Speaking		
Listening		
Reading		
Writing		
Proficiency Status		

Additional Assessment Data

Name of assessment:

Date:

Scores:

Comments:

Instructional Strategies:

To meet the individual needs of this student the checked supports will be used throughout daily instruction.

	Reword, rephrase, or summarize test directions and/or test items in English.		Provide student with take-home materials to practice concepts.
	Allow for written responses at the student's ELP level.		Use leveled readers.
	Provide interpretation/translation (oral/written assistance) in native language.		Use the projector, and provide students with copies of teacher notes.
	Use technology (including on-line testing and instruction).		Make instruction visual to aid in understanding. Use graphic organizers, pictures, maps, and graphs.
	Provide extended time to complete tests and assignments.		Highlight/color code tasks and directions.
	Allow for individual or small-group test administration.		Reduce language complexity of test questions.
	Provide in writing any oral directions given appropriate to student ELP level.		Provide language support for students to engage in group discussions and/or projects.
	Provide alternative homework assignments that meet that standard or objective.		Increase wait time, and ask questions at student's ELP level.
	Use a variety of assessment options to assess student learning while keeping student ELP level in mind.		Use manipulatives (both student and teacher).
	Provide assignments that emphasize both oral language and literacy development.		Record material, including classroom instruction and notes, for student listening and review.

	Break assignments into a series of smaller assignments.		Use audio books or electronic readers.
	Partner with native-speaking peer.		Allow for native language support when appropriate.
	Provide a word-to-word bilingual dictionary or other reference materials as appropriate..		Provide linguistic supports for students while reading grade-level text.
	Provide support in academic/content vocabulary.		Build background knowledge to help student connect to content.

Additional Notes: