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| LAS Links Level 5, Year (Date) |  |
| LAS Links Level 5, Year (Date) |  |
| Monitor Through (2 Years) (Date) |  |

**MSDWT Individual Learning Plan (ILP) for English Learners**



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| Name: |  | | | D.O.B. | | |  | | Gender: | |  | School ID: | |  |
| School: |  | | Grade: | | |  | | Entered U.S. Schools: | | | | |  | |
| Primary Language: | |  | | | Secondary Language(s): | | | | |  | | | | |

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| **Program Status:** | ENL Classes |  | Newcomer |  | Intervention |  | Push-In |  | Regular Ed. |  | SIOP |  |

**Spring LAS Links Scores (1-5): Date:** **OVERALL:**

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| --- | --- | --- | --- | --- | --- |
| Score Type | Score | Proficiency Level | Score Type | Score | Proficiency Level |
| Speaking |  |  | Writing |  |  |
| Listening |  |  | Oral |  |  |
| Reading |  |  | Comprehension |  |  |

**Previous LAS Links Score:** Date: Score:

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| **LAS Links Placement:** | | Date: |  | Score: | |  | NP |  | AP |  | P |  |
| State proficiency level: |  | | | | *See reverse side for definitions. Note date of designation* | | | | | | | | |

**Additional Assessments/Background Information:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Can read/write in Native Language? | | Yes |  | | No |  | | Attended school in home country? | | | | | Yes |  | | No |  | |
| Retained? School year: |  | IEP | |  | | | 504 | |  | Speech |  | G/T |  | | LTELL | | |  | |

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| ISTEP+ and ECA Results | State Testing Accommodations: |
| |  |  |  | | --- | --- | --- | | Date | LA | Math | |  |  |  | |  |  |  |   ECA   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Date | Eng 10 | Date | Alegbra1 | Date | Biology | |  |  |  |  |  |  | | |  |  | | --- | --- | |  | Extended Time (one and a half or double time) | |  | Small group testing by a familiar teacher | |  | Approved word-to word dictionaries (if literate in native language) | |  | Math/Science/Social Studies items and answers read verbatim | |  | Read test/assignment directions and questions | |

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| Other: (AIMSweb, Lexile, IREAD3, DRA, Native Lang., etc.): |  |

**Mainstream Modifications / Adaptations:**

*Note: These are some modifications that can be made for ENL students, however, teachers should be differentiating their instruction and utilizing ELP standards so all students can be successful. See reverse side for more ideas.*

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| PACING: | | | | |  | MATERIALS: | |
|  | Extend time requirements | | | |  |  | Use supplementary materials |
|  | Omit assignments | | | |  |  | Bilingual/Picture dictionaries/electronic translators |
|  | Other: | |  | |  |  | Use visuals/realia/picture files |
| ENVIRONMENT: | | | |  |  | PRESENTATION OF SUBJECT MATERIAL: | |
|  | Assign preferential seating | | | |  |  | Use individual/small group instruction |
|  | Assign peer buddy | | | |  |  | Simplify language |
|  | Other: | |  | |  |  | Use manipulatives |
| TESTING: | |  | | |  |  | Pre-teach vocabulary/key concepts |
|  | Allow student to answer orally | | | |  |  | Use body movements and gestures |
|  | Use multiple-choice | | | |  |  | Plan for cooperative learning |
|  | Read test to student | | | |  |  | Use graphic organizers |
|  | Modify format | | | |  |  | Choose 5 key concepts/limit amount of information |
|  | Shorten test length | | | |  | COMMENTS: | |
| GRADING: | | | | |  |
|  | Use S’s and U’s | | | |  |
|  | Other: | |  | |  |
| ASSIGNMENTS: | | | |  |  |
|  | Lower reading level | | | |  |
|  | Shorten assignments | | | |  |
|  | Read directions to students | | | |  |
|  | Modify Homework | | | |  |

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|  |  |  |  |  |  |  |
| ENL Teacher | Signature | Date |  | Classroom Teacher | Signature | Date |

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| Levels of English Proficiency & Corresponding Student Actions | | | | |
| LIMITED ENGLISH PROFICIENT (LEP) | | | | FEP |
| Beginner Level 1 | Early Intermediate Level 2 | Intermediate Level 3 | Advanced Level 4 | Fluent English Proficient Level 5 |
| Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks. Student Actions: • Classifies pictures without verbalizing logic behind them • Makes picture collages • Builds picture dictionary based on content • Points to an appropriate response • Creates a pictorial graph/chart • Uses body language | Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks. Student Actions: All of the above, and: • Labels pictorial charts with key vocabulary or concepts • Labels pictures with single words or phrases • Sequences events (time/order) • Uses invented spelling • Utilizes graphic organizers • Accept ‘yes’ or ‘no’ and either/or | Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language. Student Actions: All of the above, and: • Classifies and gives reasons in simple sentences • Gives simple explanations • Describes event/topic • Outlines topics using time sequence, as well as main idea and supporting details • Formulates questions • Compares/contrasts information • Conducts simple interviews | Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident. Student Actions: All of the above, and: • Reasoning expressed more fluently • Expresses opinions • Criticizes and justifies • Uses persuasion • Answers how and why questions • Predicts the outcome of events • Drafts/edits assignments | Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary. Student Actions: • On par with native English speaking peers |

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| **Typical Student Behavior &**  **Appropriate Teacher Behavior by Levels of English Proficiency** | | | |
| **Beginner** | **Early Intermediate** | **Intermediate** | **Advanced** |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| Sample Student Behaviors | | | |
| Points or provides other non-verbal response | One-word responses | Participates in small group activities | Participates in reading and writing activities to acquire new information |
| Actively listens | Short utterances | Demonstrates comprehension in a variety of ways |  |
| Responds to commands |  |  |  |
| Sample Teacher Behaviors | | | |
| Gestures | Asks questions that can be answered by yes/no and either/or responses | Focuses content on key concepts | Fosters conceptual development and expanded literacy through content |
| Language focuses on conveying meanings and vocabulary development |  | Provides frequent comprehension checks |  |
| Repetition | Models correct responses | Uses performance- based assessment |  |
|  |  | Asks open-ended questions that stimulate language production |  |