

# Individual Learning Plan (ILP) for English Learners

Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Gender: \_\_\_\_\_ School ID: \_\_\_\_\_

School: CSCSHC Grade: \_\_\_\_\_ Entered U.S. Schools: \_\_\_\_\_

Primary Language: \_\_\_\_\_ Secondary Language(s): \_\_\_\_\_

**Program Status:** EL Classes \_\_\_\_\_ Newcomer \_\_\_\_\_ Intervention \_\_\_\_\_ Push-In \_\_\_\_\_ Regular Ed. \_\_\_\_\_ SIOB \_\_\_\_\_

**Spring ELP Assessment Scores (1-6):** Date: \_\_\_\_\_ **OVERALL:**

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

**Previous ELP Assessment Score:** Date: \_\_\_\_\_ Score: \_\_\_\_\_

**ELP Placement:** Date: \_\_\_\_\_ Score: \_\_\_\_\_

**Additional Assessments/Background Information:**

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

ISTEP+ and ECA Results

| Date | LA | Math |
|------|----|------|
|      |    |      |
|      |    |      |

ECA

| Date | Eng 10 | Date | Alegbra 1 | Date | Biology |
|------|--------|------|-----------|------|---------|
|      |        |      |           |      |         |
|      |        |      |           |      |         |

State Testing Accommodations:

- \_\_\_\_\_ 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

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

**Mainstream Adaptations:**

*Note: These are some adaptations that can be made for EL students, however, teachers must be differentiating their instruction and utilizing WIDA ELD standards so all students can be successful.*

**PACING:**

- \_\_\_\_\_ Extend time requirements
- \_\_\_\_\_ Omit assignments
- \_\_\_\_\_ Other: \_\_\_\_\_

**ENVIRONMENT:**

- \_\_\_\_\_ Assign preferential seating
- \_\_\_\_\_ Assign peer buddy
- \_\_\_\_\_ Other: \_\_\_\_\_

**TESTING:**

- \_\_\_\_\_ Allow student to answer orally
- \_\_\_\_\_ Use multiple-choice
- \_\_\_\_\_ Read test to student
- \_\_\_\_\_ Modify format
- \_\_\_\_\_ Shorten test length

**GRADING:**

- \_\_\_\_\_ Use S's and U's
- \_\_\_\_\_ Other: \_\_\_\_\_

**ASSIGNMENTS:**

- \_\_\_\_\_ Differentiated reading level
- \_\_\_\_\_ Shorten assignments
- \_\_\_\_\_ Read directions to students
- \_\_\_\_\_ Alternate Homework w/Same Content

**MATERIALS:**

- \_\_\_\_\_ Use supplementary materials
- \_\_\_\_\_ Bilingual/Picture dictionaries/electronic translators
- \_\_\_\_\_ Use visuals/realia/picture files

**PRESENTATION OF SUBJECT MATERIAL:**

- \_\_\_\_\_ Use individual/small group instruction
- \_\_\_\_\_ Simplify language
- \_\_\_\_\_ Use manipulatives
- \_\_\_\_\_ Pre-teach vocabulary/key concepts
- \_\_\_\_\_ Use body movements and gestures
- \_\_\_\_\_ Plan for cooperative learning
- \_\_\_\_\_ Use graphic organizers
- \_\_\_\_\_ Choose 5 key concepts/limit amount of information

**COMMENTS:**

EL Teacher

Signature

Date

Classroom Teacher

Signature

Date

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