# Individual Learning Plan (ILP)

## for Limited English Proficient Students

- **ILP Date (month/date/year): _____**
- **ILP Created by: _____**

**A. Identification**

| | |
|---|---|
| 1. Last Name: _____ | First Name: _____ |
| 2. Birth Date: _____<br>3. School: Choose One<br>4. Grade: ___ | 5. Native Language: _____<br>6. Student Language: _____<br>7. Home Language: _____ |
| 8. Has been enrolled in U.S. schools less than 1 year (consecutive or cumulative):<br>☐ Yes ☐ No (First Enrollment Date in a U.S. School: _____) | |
| 9. Enrollment Date in the district (month/date/year): _____ | |

**B. Domain Score: Reading _____ Writing _____ Listening _____ Speaking _____**

**C. Assessment**

10. English Language Proficiency Assessment

| Test Date | ELP Level (1-6) | Instrument Used |
|---|---|---|
| | | |
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| | | |
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11. Parent notification letter sent: ☐ Yes ☐ No
12. ESL teacher and the mainstream teacher(s) reviewed the ILP: ☐ Yes ☐ No

**D. English Language Development Program** (check one)

13. Type of Program:

☐ 1 = Transitional Bilingual Education
☐ 2 = ESL (English as a Second Language)
☐ 3 = Pull-out ESL with modifications
☐ 4 = Content-based ESL
☐ 5 = Regular education program
☐ 6 = ESOL (English for Speakers of Other Languages)
☐ 7 = Sheltered English
☐ 8 = Structured Immersion
☐ Other: _____

14. Daily amount of ENL / ESL instruction time: _____ min / day
(Other: _____ )

**E. Classroom Accommodations: LEP students**

- ☐ Tap into students' prior knowledge, experience, beliefs before introducing concepts
- ☐ Use scaffolding techniques to move student from one level of understanding to another
- ☐ Assign LEP level assignments and homework:
  - ☐ Reading
  - ☐ Writing
  - ☐ Math
  - ☐ Social Studies
  - ☐ Science
  - ☐ Other grade level curriculum: _____
- ☐ Clearly display and explain content and language lesson objectives for student to see and understand.
- ☐ Use visuals when speaking to provide context
- ☐ Use visuals to convey meaning of text
- ☐ Repeat key words and concepts
- ☐ Demonstrate meaning through other media e.g. visuals, mimes, diagrams, etc.
- ☐ Provide study guides before giving tests and quizzes
- ☐ Teach reading strategies explicitly (pre-reading, during-reading, and post reading)
- ☐ Face student; speak clearly, enunciating syllables
- ☐ Allow student to use visually supported models to demonstrate understanding (pictures, gestures, charts, lists, tables, etc.)
- ☐ Allow student to create stories using pictures, words, or phrases
- ☐ Have student respond to listening tasks by pointing, circling, marking, or highlighting
- ☐ Provide sufficient "wait time" for student to formulate responses
- ☐ Assign a "buddy" to assist student
- ☐ Allow use of word-to-word dictionary
- ☐ Other modifications not listed: _____

## F. ISTEP+ Accommodations for LEP Students (ELP Levels 1 - 4)

| | Is student taking ISTEP+? (Yes / No / Exempt / Not mandated) | ISTEP+ Accommodations for LEP (Yes / No) |
|---|---|---|
| **E/LA** | | |
| **Math** | | |
| **Science** | | |

♦ **<u>Permitted AND documented</u> Accommodations for LEP students (Levels 1–4):**

- ☐ Extended testing time for each test session (A time frame, such as 50% or double more time, should be set. Do not let the assessment go on indefinitely if the student is not making progress.)
- ☐ Student may use an approved bilingual word-to-word dictionary
- ☐ All test questions are read to the student (except those that measure reading comprehension)
- ☐ Math and Science test items and answer options are read verbatim (in English) to student

♦ **<u>Permitted but NOT documented</u> Accommodations for LEP students (Levels 1–4):**

- ☐ Familiar teacher administration
- ☐ Small group administration