[District/Charter Letterhead]

English Learner Plan (ELP) & Supports for English Learners for Participation in Statewide Assessment

Idaho Law: IDAPA 08.02.03 - 111.04

# Plan Information for [School Year]

**Plan Date: [MM/DD/YYYY]**

| Plan Information |
| --- |
| District/School Name: [District Name] [School Name] |
| Student Name: [Student Name] |
| Grade: [Grade Level] |
| State EDUID Number: [EDUID] |
| Date of Birth: [MM/DD/YYYY] |
| EL Status: [Current EL Status] |
| EL Entry Date: [MM/DD/YYYY] |
| Language: [Language Other than English and America Sign Language] |
| ELP Team Members: [Administrator Name], [EL Teacher Name], [Classroom Teacher Name], [List Additional Team Members] |

# Language Instruction Eduational Program (LIEP) Participation

| The program(s) or service(s) the school provides for the student (check all that apply) | Frequency and Duration |
| --- | --- |
| Transitional Bilingual [Enter Languages Used in Instruction] | [Hours/Minutes/Days per week] |
| Dual Language or Two-Way Immersion [Enter Languages Used in Instruction] | [Hours/Minutes/Days per week] |
| English as a Second Language (ESL) or English Language Development (ELD) | [Hours/Minutes/Days per week] |
| Content Classes with Integrated ESL Support | [Hours/Minutes/Days per week] |
| Newcomer Program | [Hours/Minutes/Days per week] |
| Other [Name and Description of Other Program] | [Hours/Minutes/Days per week] |
| [List other coordinated programs the student is participating in (Title I, Special Education, Gifted and Talented, etc.] | [Hours/Minutes/Days per week] |

# Current Language and Academic Performance – Assessments

Idaho’s current Statewide Exit Criteria for ACCESS 2.0: Composite PL ≥ 4.2 AND PL ≥ 3.5 in **EACH** domain of Listening, Writing, and Reading, AND a PL ≥ 1.0 in the Speaking domain.

| Most Current Language Proficiency Assessment | Most Current Language Proficiency Scores | Most Current Statewide Assessment Score(s) | Current Classroom Grades |
| --- | --- | --- | --- |
| K-WAPT  WIDA SCREENER  ACCESS 2.0  Alternate ACCESS | Listening: [Listening PL]  Speaking: [Speaking PL]  Reading: [Reading PL]  Writing: [Writing PL]  Composite: [Composite PL] | Fall IRI [Score]  Spring IRI[Score]  ISAT/ELA [Score]  ISAT/Math [Score]  ISAT/Science[Score]  Other [Name & Score] | Language Arts/Reading [Grade]  Math [Grade]  Science [Grade]  Social Studies [Grade]  Other [Name & Grade] |

# Classroom and Assessment Accommodations / Supports

| Classroom Accommodations/Supports | Assessment Supports –  Embedded | Assessment Supports –  Non-Embedded |
| --- | --- | --- |
| Sensory supports (realia, manipulatives, illustrations, videos, models, figures)  Graphic Supports (charts, tables, timelines, number lines)  Interactive supports (cooperative learning groups, Internet Software, L1 support)  Printing accepted (no cursive)  Note taking support (copy of teacher notes with highlighted target vocabulary)  Pre-teaching  Vocabulary scaffolding / Modify linguistic complexity  Read aloud test directions, questions, options (not reading passages if a reading comprehension assessment)  Allow extra time  Other [List and Describe] | Color Contrast  Masking  Text-to-speech (for math stimuli items and ELA items, not for reading passages)  Translated test directions (for math items)  Translations glossaries (for math items)  Stacked translations | Color contrast  Color overlays  Magnification  Noise buffers  Separate setting  Simplified testing directions  Translated test directions  Read aloud (for math stimuli items and ELA items, not for reading passages)  Bilingual word-to-word dictionary (for ELA performance task full writes)  Read aloud in Spanish (for math, all grades)  Scribe (for ELA non-writing items and math items) |

# Language goals and benchmarks

Describe the student’s language goal for the school year and how the goal(s) will be measured

| Language Domain | Goal | Evaluation Method |
| --- | --- | --- |
| Overall | *Example: Student baseline on ACCESS last school year was 1.0 CPL & 114 Scale Score (1.0 Reading, 1.0, Listening, 1.0 Speaking, 1.0 Writing). Student’s composite scale score this year, will increase by at least 10%.* | *ACCESS 2.0* |
| Choose an item. | [Describe Goal]  [Add/Delete Rows as Necessary] | [Evaluation] |

# Plan comments

[Add any additional information regarding the plan or student performance] [Signatures are not required, but could be added in this space if district deems necessary]