

# Educational Learning Plan (ELP) and Assessment Accommodations for Limited English Proficient Students

• School Year: \_\_\_\_\_ Student Name: \_\_\_\_\_

### A. District Information

District Name:	District 44 Holdrege Public Schools
School Name:	
ELL District Contact Name:	<input type="checkbox"/> Canda Wells

### B. Student information

Date of Birth		Gender		U.S. Entry Date	
NSSRS ID number		Country of Origin		First U.S. School Enrollment Date	
Grade		Native language		HPS Enrollment Date	

### C. Participation in Assessments

State Testing Accommodations	<input type="checkbox"/> Extra time (Not permissible on timed tests) <input type="checkbox"/> Small group test administration <input type="checkbox"/> Flexible scheduling <input type="checkbox"/> Simplified instructions <input type="checkbox"/> Use of dictionaries (bilingual) <input type="checkbox"/> Providing instructions in the native language <input type="checkbox"/> Read test aloud	<u>Language Level</u> Alternate assessment methods may be administered to ELL students who score as <b>non-English speakers</b> for up to 3 years. The alternate assessment methods <b>are not to be used with limited English speakers.</b>
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District Testing Accommodations	Alternative assessment ie: portfolio, writing in first language, content area materials & tests provided in 1 <sup>st</sup> language	<u>Exemption Category</u> <i>1<sup>st</sup> 3 years in Nebraska school</i>
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### D. Instructional program

Program Model (How we are serving the student.)	<input type="checkbox"/> <b>Sheltered English Instruction</b> <i>(Accommodations in the classroom <b>and</b> tutoring <b>and/or</b> ESL)</i>  <input type="checkbox"/> <b>Classroom Accommodations and/or Modifications Only</b> <i>(Accommodations by the classroom teacher only)</i>  <input type="checkbox"/> <b>Specially designed academic instruction delivered in English</b> <i>("Sheltered" designated class delivered by a teacher trained in the SIOP<sup>®</sup> model)</i>
Classroom Accommodations  <i>(Include at least 3 -5 classroom strategies which will ensure equitable access to core curriculum by the classroom teacher).</i>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

**E. LEP Qualifier (Check all that apply)**

<input type="checkbox"/> Language Assessment	Statewide Assessments	<u>Classroom Grades</u>			
	_____ ELDA	<input type="checkbox"/> Language Arts/Reading	<input type="checkbox"/> Math	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies

**OR**

**F. Language Goals and Benchmarks**

Date Tested	Language Assessment	Language Domain	DATE:			
			NCE (Optional)	Level (1 – 5)	NCE (Optional)	Level (1 – 5)
	<input type="checkbox"/> Pre LAS	LAS Oral				
	<input type="checkbox"/> LAS					
		Reading/Pre LAS Literacy				
		Writing				

**English Language Development Assessment (ELDA) \_\_\_\_\_ Assessment Date**

Language Domain	Date	Grade	Date	Grade	Date	Grade	Date	Grade
	Score	Level	Score	Level	Score	Level	Score	Level
Listening								
Speaking								
Reading								
Writing								
Combined Reading/Listening =								
Overall English Proficiency =								

**Explanation of Levels**

**Level 1** – Pre-functional indicates that the student who is limited English proficient is:

- Beginning to understand short utterances
- Beginning to use gestures and simple words to communicate
- Beginning to understand simple printed materials
- Beginning to develop communicative writing skills

**Level 2** – Beginning indicates that the student who is limited English proficient can:

- Understand **simple** statements, directions, and questions
- Use appropriate strategies to initiate and respond to **simple** conversation
- Understand the **general** message of **basic** reading passages
- Compose **short** informative passages on **familiar** topics

**Level 3** – Intermediate indicates that the student who is limited English proficient can:

- Understand **standard** speech delivered in school and social settings
- Communicate orally with **some hesitation**
- Understand descriptive material within **familiar** contexts and **some** complex narratives
- Writes **simple** texts and short reports

**Level 4** – Advanced indicates that the student who is limited English proficient can:

- Identify the main ideas and relevant details of discussions or presentations on a wide range of topics
- Actively engage in **most** communicative situations familiar or unfamiliar
- Understand the context of **most** text in academic areas with support
- Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion **with some errors**

**Level 5** – Fully English Proficiency indicates that the student who is limited English proficient can:

- Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics
- Produce fluent and accurate language
- Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts
- Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some Circumlocutions

**G. Review Entry/Exit Data (ELDA scores, Grades, Stars Assessments, Achievement Test Scores)  
ELL EXIT CRITERIA**

1. ELDA Scores Composite (5) = Proficient / 4 or 5 on subtests
2. Core Classes / Grades (Class Average or Above)
3. Stars Test Scores – Passing
4. Achievement Test Scores (Class Average)
5. Educational Team Opinion
6. Student/Parent Opinion

**H. Other Considerations**

Please include any other considerations or determinations necessary for the ELL student’s success.

**I. Documentation of student ELP meetings and team members (*Name and Position*)**

Must include: Teacher(s), District ELL Consultant	

Copy Shared with Parents \_\_\_\_\_  
Date