



ELL Language Support Plan (LSP)

School Year: 2016-17

PART I: *To be completed by ESL teacher upon notification of English Language Learner.*

Student: _____, _____ ID: _____
Last First

Male Female Date of Birth: _____ U.S. Entry Date: _____
BCS Entry Date: _____

Country of Birth: _____ Home Language: _____ Grade: _____

School: _____ Teacher(s): _____ ESL Teacher: _____

Home Language Survey Completed: YES NO Date: _____

Indicate if: LFS (*Limited Formal Schooling*) SIFE (*Student with Interrupted Formal Education*) Interruption Dates: _____

PART II: *To Be completed by ESL teacher after intake and/or annual proficiency assessment.*

Results:

| WIDA: W-APT- date: | ACCESS - date: | Other Assessments: | |
|--------------------|-----------------|-----------------------------|---------------------|
| Listening _____ | Listening _____ | K-8: | High School: |
| Speaking _____ | Speaking _____ | TN State Assmt. Rdg: _____ | EOC: _____ |
| Reading _____ | Reading _____ | TN State Assmt. Math: _____ | _____ |
| Writing _____ | Writing _____ | AIMSweb: _____ | ACT: _____ |
| Literacy _____ | Literacy _____ | | _____ |
| Composite _____ | Composite _____ | | _____ |

ESL Teacher's Signature: _____ Date: _____

PART III: *To be completed by ESL teacher within 10 days of initial testing or start of school year.*

PROGRAM ENTRY LEVEL (*For Current Year*): **Entering** **Emerging** **Developing** **Expanding** **Bridging** **Reaching**
(Select One) 1 2 3 4 5 6

SUMMARY AND RECOMMENDATIONS (*Mark letter choices that apply.*)

A. Assign to ESL: YES NO If yes, service schedule: Daily Pullout Tailored Pullout Other: _____
Weekly Service Hours: _____

B. Accommodations on: TN State Assessments Classwork(See reverse) Instructions(See reverse) Assessment

C. Parent waived service. (*Regular classroom with appropriate accommodations.*)

D. Exited Program: Date: _____

E. Transitional Monitoring: Year 1 (T1) / Year 2 (T2)

F. Other: _____

Form Copy: 1. Student Cumulative File 2. ELL Folder 3. Classroom Teacher 4. District Office



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Listed below are accommodations that facilitate comprehension for ELLs during instruction, practice, and assessment. These accommodations are determined through consideration of the student's English language proficiency level and individual instructional needs based on WIDA W-APT and ACCESS scores, ESL Reference Guides, and the Modification Strategy Sheet. Accommodations are a mandatory part of the student's individual ELL plan in accordance with the Equal Educational Opportunities Act (EEOA), 20 U.S.C. Section 1703 (f) (1974). As the student transitions from level to level, his/her plan should be reviewed and revised accordingly. An ELL student may not receive a failing grade based only on lack of language ability. However, they may receive a failing grade when documentation of utilized accommodations and work samples are provided. Please communicate with the ESL teacher to express questions, concerns, and/or suggestions regarding the student's ELL plan.

Check the number(s) for each accommodation that applies to this student in the areas of Instruction, Assignments, and Assessments.

| INSTRUCTION | ASSESSMENTS |
|--|--|
| <input type="checkbox"/> 1. Simplify language used in instruction <input type="checkbox"/> 2. Provide additional instructions including reviews, drills, and/or opportunities for reteaching <input type="checkbox"/> 3. Teach in small groups <input type="checkbox"/> 4. Allow for peer teaching (in primary language as needed) <input type="checkbox"/> 5. Increase the use of manipulatives to enhance concepts <input type="checkbox"/> 6. Provide visual aids to enhance key concepts <input type="checkbox"/> 7. Use graphic organizers <input type="checkbox"/> 8. Allow for alternate seating for proximity to peer helper or teacher as necessary <input type="checkbox"/> 9. Assist student in creating/building picture card file for key vocabulary <input type="checkbox"/> 10. Incorporate group work and cooperative learning activities <input type="checkbox"/> 11. Focus on and pre-teach specialized vocabulary <input type="checkbox"/> 12. Utilize alternate reading assignments/materials at the student's reading level <input type="checkbox"/> 13. Utilize resources in the student's first language <input type="checkbox"/> 14. Teach new concepts in chunks <input type="checkbox"/> 15. Provide frequent checks for comprehension | <input type="checkbox"/> 1. Provide a word bank for fill in the blank or labeling items <input type="checkbox"/> 2. Allow student an opportunity to have test read aloud by teacher or aide in either regular or ESL class <input type="checkbox"/> 3. Allow fact or formula note cards for exams <input type="checkbox"/> 4. Allow for small group administration of assessments <input type="checkbox"/> 5. Rewrite test items at a lower reading level <input type="checkbox"/> 6. Reduce the number of choices on tests/quizzes <input type="checkbox"/> 7. Accept correct answer in alternate form (drawing, misspelled, lists, graphic organizers, etc.) <input type="checkbox"/> 8. Limit matching questions to 5-10 items per section <input type="checkbox"/> 9. Allow extended time if needed <input type="checkbox"/> 10. Allow student an opportunity to give oral responses to be recorded by teacher or aide <input type="checkbox"/> 11. Require reduced sentence or paragraph length in open-ended responses and composition <input type="checkbox"/> 12. Allow students to redo or correct work when appropriate (may be for partial credit) <input type="checkbox"/> 13. Permit the use of bilingual dictionaries or electronic translating device <input type="checkbox"/> 14. Use rubrics as an assessment tool in place of textbook tests <input type="checkbox"/> 15. Provide opportunities for the student to take tests in sections/chunks |
| ASSIGNMENTS | ADDITIONAL ACCOMMODATIONS |
| <input type="checkbox"/> 1. Allow editing and revision before grading <input type="checkbox"/> 2. Provide a daily or weekly syllabus of class and homework assignments <input type="checkbox"/> 3. Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments <input type="checkbox"/> 4. Extend time for assignment completion as necessary <input type="checkbox"/> 5. Allow students an opportunity to express key concepts in their own words <input type="checkbox"/> 6. Utilize alternate reading assignments/materials at the student's reading level. When possible, use material specifically designed for ELLs <input type="checkbox"/> 7. Utilize resources in the student's first language <input type="checkbox"/> 8. Substitute a hands-on activity or use of different media in projects for a written activity <input type="checkbox"/> 9. Utilize assignment notebooks <input type="checkbox"/> 10. Simplify language or shorten assignments <input type="checkbox"/> 11. Permit the use of bilingual dictionaries or translation device | <input type="checkbox"/> 1. Permit the use of picture dictionaries during instruction, assignments, and/or assessments as needed <input type="checkbox"/> 2. Computer assisted language learning programs(s): _____ <input type="checkbox"/> 3. Sheltered Instruction: _____ <p style="text-align: center;"><i>(indicate content area)</i></p> <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/> 6. <input type="checkbox"/> 7. <input type="checkbox"/> 8. |

Comments: _____

