



**ESL SERVICE**

Date Identified EL				Date Entered ESL Program				
Student will receive Direct ESL Pull-out Services for				Minutes			Days a week	
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)				Year			Semester	
Student will be placed on monitoring Status	Comments:							
Parents Declined Services	Comments:							
<p><b>With regular school attendance and parental support</b> it is anticipated that the student will exit from services for English Language Learners to <b>monitoring status</b> in _____ years.</p>								
Comments:								
Date exited from EL Status								
Expected date of Graduation (Grades 9-12 only)								
Student Name	Last				First			Middle

**PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM**

\*These Designated Supports are appropriate if consistent with the on-going normal delivery of classroom instruction and **MUST** be documented on the student's LAP.

Designated Supports:	ACCESS 2.0	SBAC	Science
Repeat Directions	x	x	x
Simplified Directions	x	x	x
Translated Directions	x	x	x
Text to Speech	All Math & ELA items		
Read aloud	All Math & ELA items		
Flexible schedule	x	x	
Test environment	x	x	
Word-to-Word Glossary			x
Translated Glossary		Math items	
Translation Stacked		Math items	
Bilingual Dictionary		ELA Performance task full writes	
Masking		x	
Color Contrast	x	x	
Magnification	x	x	
Noise Buffer	x	x	
Scribe		Non-writing items for ELA & Math	
<b>Other: ( must be approved by DOE before being used on State Assessment)</b>			

[https://www.wida.us/assessment/WIDA\\_AccessAccDescriptions.pdf](https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf)

\*Accommodation policies for ELP testing & content area testing are not identical and are not interchangeable.

\*\*Students needing accommodations refer to IEP or 504 plan

**INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM**

**To meet the needs of this child the following are to be used in regular classroom instruction:**

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing	Use high interest/low vocabulary text material
Reader (oral administration)	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time	Highlight/color code tasks, directions, letters home
Bilingual dictionary	Pair ESL student with an English speaking "Study Buddy"
Individual test administration	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully

Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

**ENGLISH INSTRUCTIONAL PLAN**

Annual objective(s)
<ul style="list-style-type: none"> <li>• To communicate in social settings</li> </ul>
<ul style="list-style-type: none"> <li>• To achieve in content areas</li> </ul>
<ul style="list-style-type: none"> <li>• In socially and culturally appropriate ways</li> </ul>

**Persons involved in the development of the Language Service Plan:**

	Principal		Parent
	School /District EL Coordinator		Parent
	EL Teacher		Student
	Teacher		Interpreter
	Teacher		Date