Sample English Learner Plan

# General Information

**Student Name:**

**Grade Level:**

**School Year:**

**District and/or School:**

**Home Language:**

**Date of Arrival in U.S.:**

**Information About Prior Education:**

# Language Proficiency Assessment (OELPS/ OELPA)

## Ohio English Language Proficiency Screener (OELPS)

**Overall Proficiency Rating (1-Emerging, 2-Progressing, 3-Proficient):**

**Date(s) Administered:**

## Ohio English Language Proficiency Assessment (OELPA)

**Overall Proficiency Rating (1-Emerging, 2-Progressing, 3-Proficient):**

**Date(s) Administered:**

# OELPA Assessment Results

## Language Performance Level in Four Domains

Enter results for previous year and current year.

| **Domain or Composite** | **Previous Year** | **Current Year** |
| --- | --- | --- |
| **Listening**  |  |  |
| **Speaking**  |  |  |
| **Reading**  |  |  |
| **Writing**  |  |  |
| **Literacy Composite**  |  |  |
| **Overall Composite**  |  |  |

## Performance Level Descriptors

1. **Beginning**: Shows limited control of English when participating in grade appropriate classroom activities. Convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary.
2. **Early Intermediate**: Shows emerging control of English when participating in grade appropriate classroom activities. Convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary.
3. **Intermediate**: Shows developing control of English when participating in grade appropriate classroom activities. Use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary.
4. **Early Advanced**: Shows increasingly independent control of English when participating in grade appropriate classroom activities. Convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary.
5. **Advanced**: Shows independent control of English when participating in grade appropriate classroom activities. Convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary.

# Language Development Goals from English Language Proficiency (ELP) Standards

## Goals

Enter a goal for each domain and select the term for the goal.

| **Domain**  | **Goal**  | **Term 1** | **Term 2** | **Term 3** |
| --- | --- | --- | --- | --- |
| **Listening**  |  |  |  |  |
| **Speaking**  |  |  |  |  |
| **Reading**  |  |  |  |  |
| **Writing**  |  |  |  |  |

## Suggested Accommodations, Modifications, or Scaffolds

Enter suggested accommodations, modifications, or scaffolds in space provided.

## Team Members

**Classroom Teacher or Advisor:**

**Principal:**

**EL Teacher:**

**EL Coordinator:**

## List of Possible Accommodations, Modifications, Scaffolds

### Instruction

* Use materials with pictures.
* Speak slowly, clearly, and use gestures.
* Allow or encourage dictionary use (including bilingual dictionary).
* Share model assignments.
* Use simplified language (avoid sarcasm, idioms, slang).
* Provide materials in home language.
* Provide additional time to complete assignments.
* Encourage cooperative learning and/or pair student with partner with higher level English skills.
* Use consistent routines paired with signals or visuals (schedule, pictures with directions).
* Provide oral and written directions (in home language if needed).
* Use student-friendly language for content and language objectives.
* Use text that is not content-dense (or text on the same content with varied literacy levels).
* Utilize a graphic organizer to introduce new topic, content, or vocabulary.
* Preview content or vocabulary using online resources (videos, websites).
* Use a variety of means to present information (visuals, manipulatives, hands-on demonstration, videos).
* Provide word bank or key word chart.
* Provide guides, outlines, or summaries of text.
* Allow home language support to process content and information.
* Rephrase explanations, directions, or questions as needed.
* Encourage the use of sentence stems/frames to encourage structured language use for oral and written work.

### Homework

* Rephrase homework questions to simplify, if needed, provide pictures aligned to directions.
* Provide directions in home language, if needed.
* Adapt homework questions or responses based on student’s language proficiency.
* Highlight, underline, or bold key words in homework passages.

### Classroom Assessment

* Allow students to answer questions in different ways (responding orally, writing, drawing a picture or diagram).
* Provide extra time (when allowed, may not apply to state tests).
* Grade on content rather than grammar or spelling.
* Utilize open book tests and/or provide page number where answers can be found.
* Include a word bank for tests, particularly vocabulary tests.
* Read tests aloud or serve as a scribe.
* Provide multiple ways to demonstrate learning (project-based learning demonstration, oral test).
* Reduce number of answer choices on tests or quizzes.
* Allow students to write anything else they remember/learned about a topic on separate page and give credit.
* Avoid trick questions.

*These resources aim to bolster academic, student wellness and college and career outcomes for Ohio's English Learners. Resources were created through a collaborative effort between the Ohio Department of Education and Workforce and The Ohio State University's Center on Education and Training for Employment along with a dedicated group of family advocates, community leaders, school district staff, and teachers.*