

Student ILP Template

Student Information: School, Grade, Date
(annual review required)

Student Eligibility

According to the information you provided on the Home Language Survey, as well as the results of an English Language Proficiency Assessment indicate that your child:

- is identified as eligible for ELL Services
- is qualified to continue ELL Services
- does not/no longer qualifies for ELL Services

Language Support Team (NDAC § 67-28-01-05.1)

List Members:

- EL Teacher
- Classroom Teacher
- Administrator
- Parent
- Other

Student Academic Data (NDAC § 67-28-01-05.1 & ESEA Title III §1112.3.A.ii)

List most current academic data with test dates:

- Academic Achievement – NDSA and Interim Assessments
- English Language Proficiency Results – ACCESS, Screener
- Trajectory growth targets and actuals – above, at, or below goal

List the ELP categories, as shown below:

Proficiency Level	Description
1—Entering	Knows and uses minimal social language and minimal academic language with visual support
2—Beginning	Knows and uses some social English and general academic language with visual support
3—Developing	Knows and uses social English and some specific academic language with visual support
4—Expanding	Knows and uses social English and some technical academic language
5—Bridging	Knows and uses social and academic language working with grade level material
6—Attained	Knows and uses social and academic language at the highest level measured on this test

ILP Considerations (NDAC § 67-28-01-05.2.a & ESEA Title III §1112.3.A.iv)

Student background, school history

Student strengths and needs

Language Goals and Objectives (NDAC § 67-28-01-05.2.b & ESEA Title III §1112.3.A.v-vi)

Goals and objectives for improving ELP as applicable to grade level standards

List expected graduation year

Language Instruction Educational Program (LIEP) (NDAC § 67-28-01-05.2.c & ESSA Title III §3116.b.1)

Include the program model, service time, and service provider

Related services (NDAC § 67-28-01-05.2.d)

List other services provided for the student with service time and provider.

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- Title I (reading and/or math)
- Gifted and Talented
- Special Education
- Tier Level Support
- Intervention Program
- Tutoring
- Vocational Resource
- Other

Appropriate Instructional Strategies (NDAC § 67-28-01-05.2.e)

Examples:

- Slow down and repeat instructions
- Add visual support
- Modify linguistic complexity
- Small group instruction
- Offer note-taking assistance
- Provide copies of teacher notes
- Highlight target vocabulary with bold print
- Printing accepted (no cursive)
- Pre-teach, limit and simplify vocabulary
- Primary language support

Accommodations for Instruction and Assessment (NDAC § 67-28-01-05.2.f.)

- Administer test in small group
- Modify linguistic complexity
- Simplify test directions
- Use word bank chunks with 5 words or less (all words used only once)
- Allow extra time
- No “none of the following except” questions
- Write answers directly on test
- Read aloud test directions, questions and options
- No True/False questions
- Correlate study guides directly with test
- Simplify vocabulary syntax
- All tests and quizzes read aloud to student
- Add visual support
- Give only 3 options on multiple choice
- Word to word bilingual dictionary

Form should be signed and dated by the Language Support Team.