

Reference Guide for the English Language Learners Plan (ELL)

Purpose of the English Language Learners Plan

The English Language Learner Plan is designed for classroom teachers to document the instruction and assessment modifications they use routinely with English Language Learners (ELLs). These modifications ensure that ELLs receive a meaningful education and make progress each year toward becoming Fully English Proficient (FEP). If, for any reason, an ELL is not passing a class at the end of a marking period, the classroom teacher must re-examine the modifications documented on the ELL and amend the document to reflect the new modifications the teacher will begin using.

Plan Procedures for the ELL Plan

1. At the beginning of the school year, the principal will assemble a team of individuals consisting of the ESL teacher, school principal, regular education teachers, counselor and parent/guardian to develop an appropriate academic testing modification plan for students on a case-by-case basis. (P. 17 *Guidelines for Testing Student Identified as Limited English Proficient*). The committee should review the information below about “*State Accommodations for all ELLs.*” **Please note NCCLAS has been eliminated.**
2. The committee will discuss a student’s Language Proficiency Level in the four modalities (Speaking, Listening, Reading and Writing). This information is coded on the student information label affixed to the ELL. The following codes are used; Level 1-Entering, Level 2- Beginning, Level 3- Developing, Level 4- Expanding, Level 5-Bridging and Level 6-Reaching. Please note each level 1-5 are indicated to the tenth decimal point. Therefore you have 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, etc. This information is important as it tells where the student is along the continuum. **A student must score a composite score of 4.8 AND a 4.0 in the Reading subtest AND a 4.0 in the Writing subtest to Exit the ESL program.**
3. The committee will review the information contained in *Understanding the WIDA English Language Proficiency Standards* that corresponds to the student’s proficiency level in the four modalities: Writing, Reading, Speaking and Listening. (Pages RG 23, RG 45,55,56 and 58) All students will require a completed ELL except those students at a Level 6- Reaching. (a student scoring below a 5 in Reading, but did not meet the standard to exit the ESL program may have accommodations)
4. The committee will determine the state testing modification that will routinely be used in the “Modifications for State Tests” box on the ELL. They should write the accommodations they will use for classroom instruction and the modifications for classroom assessment in the corresponding boxes.
5. All parties will sign and date the ELL.
6. The signed ELL must be filed in the student’s cumulative folder by October 1st. Teachers are free to make copies for their own records.
7. Amendments and additional pages of modifications can be affixed to the ELL if necessary.

State Accommodations for all ELLs

In addition to the classroom and assessment modifications based on speaking, reading and writing proficiencies, all students who are identified as English Language Learners are entitled to the following accommodations on state tests (such as EOG’s/EOCs, Computer Skills tests). However, these accommodations are allowed on the state tests **only if they have been implemented regularly in the classroom throughout the year.**

In the “Accommodations for State Tests” box, teachers should write the assessment accommodations they will use routinely, such as:

- Word to Word Dictionary
- Test Administrator Reads Test Aloud in English
- Multiple Testing sessions
- Scheduled Extended time
- Student Reads Test Aloud to Self
- Testing in a Separate Room