Individual Learning Plan

Student Name			**TN ID**		
Student Birthdate			**Age**		**Gender**	
Birth Country			**Language**		
School			**Grade**	
District			**Date 1st US School**	

Check here if:	☐ Recently Arrived English Learner ☐ Long-Term English Learner ☐ Special Education

WIDA Assessments

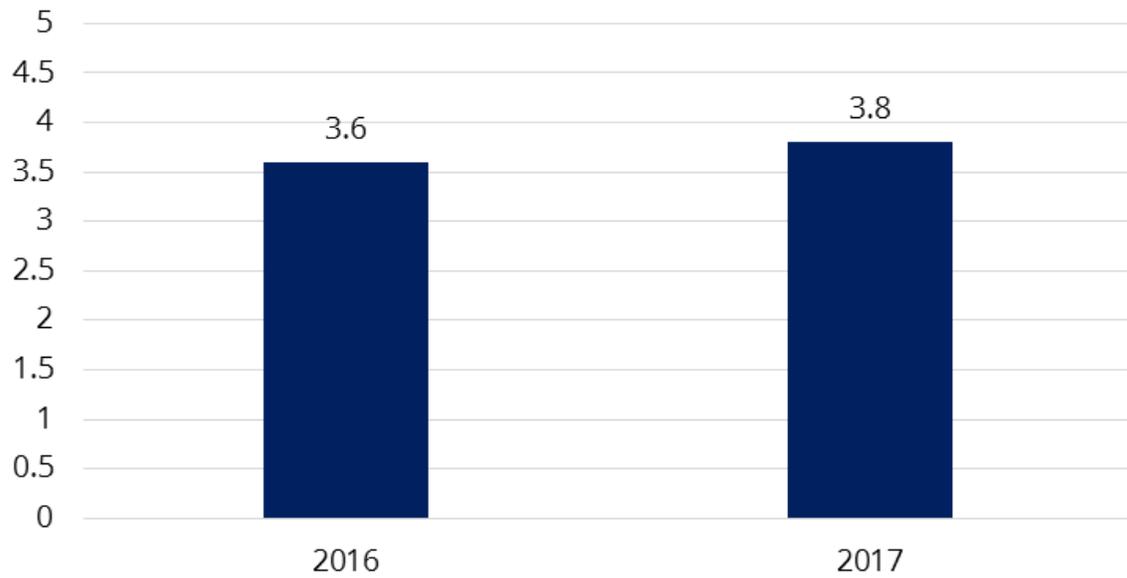| Test	Year	Performance Level							
		Listening	Speaking	Reading	Writing	Oral	Literacy	Comprehension	Composite

Student Growth Trajectory

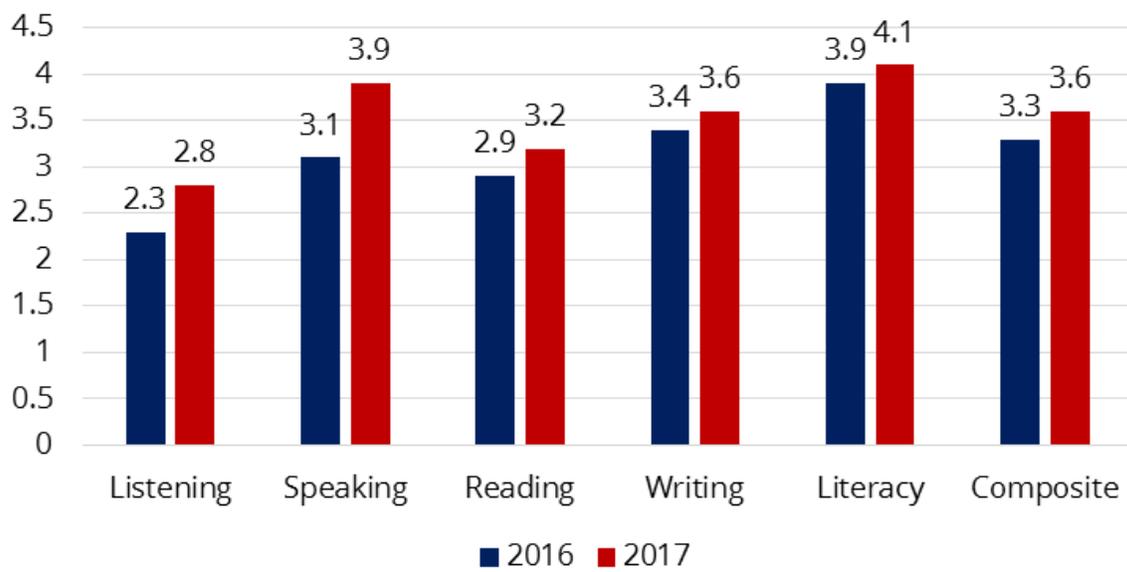| 2016-17 WIDA Composite Score	Accountability Growth Standard	Expected Current Year Score to Meet One Year Accountability Growth Standard	Expected Growth for Students in Grade Level with Same Prior Year Score

Considerations:

- Distribution and growth of scores across domains
- ESL service time/schedule
- ESL program model
- Tier I classroom instruction

Composite Score

Year	Score
2016	3.6
2017	3.8

Student Progress

	Listening	Speaking	Reading	Writing	Literacy	Composite
2016	2.3	3.1	2.9	3.4	3.9	3.3
2017	2.8	3.9	3.2	3.6	4.1	3.6

Can Do Descriptors

Domain Analysis

Domain	Proficiency Level
Listening	4.6
Speaking	4.3
Reading	2.7
Writing	3.7
Literacy	4.5
Composite	3.9
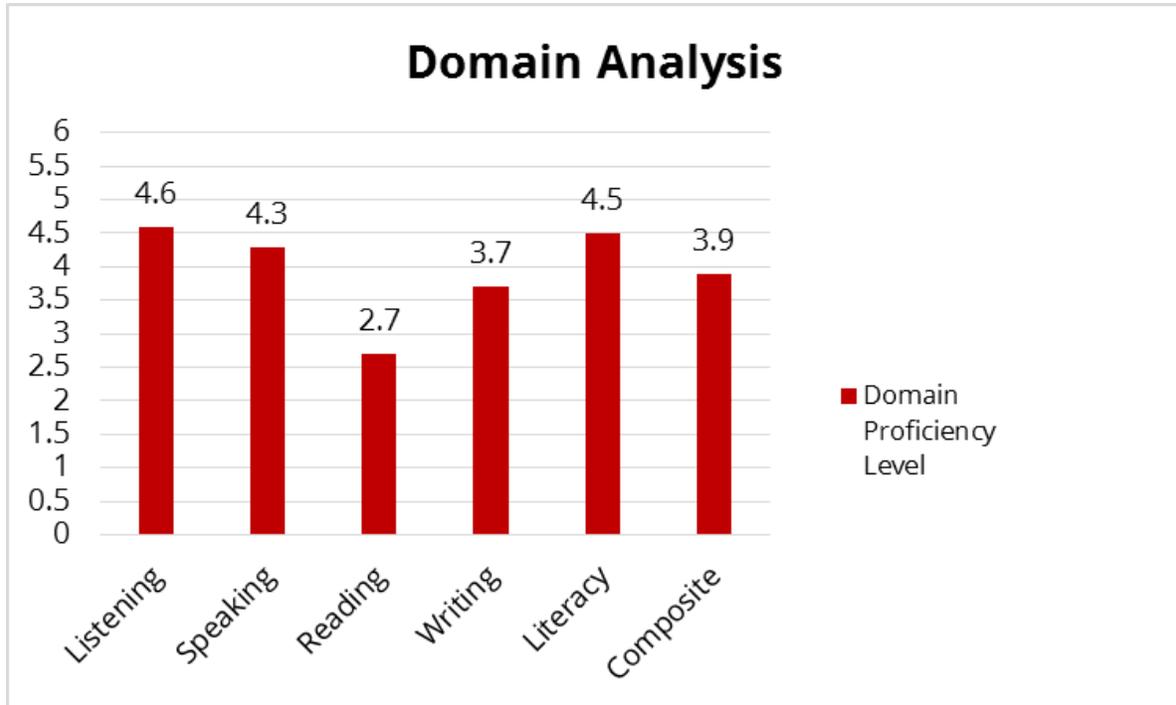
Please note the Can Do Descriptor for each level and domain.

At this level, you can expect the student will be able to…	
Listening	
Speaking	
Reading	
Writing	

Learning Improvement Goals

When developing goals, consider the Can Do Descriptors for the subsequent level in each domain.

Listening	
Speaking	
Reading	
Writing	
Literacy	

Observed Learning Outcomes

Please provide specific observed outcomes using quantifiable information where possible.

Listening	
Speaking	
Reading	
Writing	
Literacy	

Accommodations

Check the box for each accommodation used/needed.

	Instruction
☐	Visuals (pictures, charts, graphs, etc.)
☐	Word-to-word dictionaries
☐	Bilingual dictionaries
☐	Graphic organizers
☐	Colored screens, changing font, changing text size, etc.
☐	Read aloud (assignments)
☐	Extended time
☐	Rewording/simplification of instructions
☐	Frequent and multiple checks for understanding
☐	Other:

	Environment & Setting
☐	Cooperative learning groups
☐	Proximity to teacher, white/interactive board, charts, posters, etc.
☐	Same language peers (if available), peer pairing, cooperative learning arrangement
☐	Other:

	Formative Assessments
☐	Read aloud items and choices (not ELA/social studies)
☐	Extended time
☐	Word-to-word dictionary
☐	Alternate format (visual cues, oral Q&A, etc.)
☐	Colored screens, changing font, changing text size, etc.
☐	Other:

	Summative Assessments
☐	Read aloud science, math, and social studies items and choices*****
☐	Extended time
☐	Word-to-word dictionary*****
☐	Rest breaks
☐	Unique Accommodation Request

* *not allowed on WIDA ACCESS*

Weekly English Language Services

Type of Service	Number of Days	Time Per Day	Dates	Location of Service

Comments

While there is no specific requirement, please provide comments at least once per grading period.

Teacher Comments			
1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**

Parent Comments			
1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**

Student Comments			
1st Quarter	**2nd Quarter**	**3rd Quarter**	**4th Quarter**