

Individual Language Plan

Student Name		MO ID			
Student Birthdate		Age		Gender	
Birth Country		Language			
School				Grade	
District	Carl Junction R-1	Date 1st US School			

Check here if:

☐ Recently Arrived English Learner

☐ Continuing English Learner

☐ Special Education

WIDA Assessments

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

Weekly English Language Services

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

Can-Do Descriptors

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

Accommodations

Check the box for each accommodation used/needed.

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

Environment & Setting	
<input type="checkbox"/>	Cooperative learning groups
<input type="checkbox"/>	Proximity to teacher, white/interactive board, charts, posters, etc.
<input type="checkbox"/>	Same language peers (if available), peer pairing, cooperative learning arrangement
<input type="checkbox"/>	Other:

Formative Assessments	
<input type="checkbox"/>	Read aloud directions and choices (not passages)
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Word-to-word dictionary
<input type="checkbox"/>	Alternate format (visual cues, oral Q&A, etc.)
<input type="checkbox"/>	Colored screens, changing font, changing text size, etc.
<input type="checkbox"/>	Other:

Summative Assessments	
<input type="checkbox"/>	Read aloud science, math, and social studies items and choices*
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Word-to-word dictionary*
<input type="checkbox"/>	Rest breaks
<input type="checkbox"/>	Unique Accommodation Request

* not allowed on WIDA ACCESS

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support