



ROCKY RIVER CITY SCHOOL DISTRICT
English Language Learner Language Development Plan

Date _____

Student _____

Pronunciation of name _____

DOB _____

Gender Male Female Grade _____

School Goldwood Kensington

Middle School High School

Homeroom teacher _____

Home language(s) _____

Country of origin _____

ESL service provider _____

No. of years in U.S. schools <1 <2 <3 >3

Date of entry into Rocky River Schools _____

Previous schools _____

Date identified as Limited English Proficient _____

IEP Yes No If Yes, person responsible _____

504 Yes No If Yes, person responsible _____

Gifted/Talented Yes No

Language Proficiency Level

As of: _____

Source: _____

Listening: _____

Speaking: _____

Reading: _____

Writing: _____

Comprehension: _____

Production: _____

Composite: _____

ELL INSTRUCTIONAL PLAN

The following areas will be targeted for improvement this year.

Listening:
Speaking:
Reading:
Writing:

Recommended Classroom Modifications and Assessments

In compliance with Title VI, Section 601 of The Civil Rights Act of 1964, the following **instructional** and **assessment** modifications and accommodations are recommended to “ensure that students are [not] excluded from effective participation in school because of their inability to speak or understand the language of instruction.” The modifications/accommodations are based on this student’s levels of English proficiency as indicated above.

INSTRUCTION		
		Allow for alternative projects or reading assignments
	Use simplified language when giving oral or written instructions	Allow buddy/peer teaching
	Allow student to use simplified content area texts	Allow student to write in native language
	Give additional/repeated instructions and demonstrations. Check often for understanding	Allow the use of a bilingual or English dictionary
	Translate documents into home language. Allow student to answer in home language then translate into English	<i>Other</i>
	Highlight texts, materials	ASSESSMENT
	Provide written notes/allow student to copy notes	Give shortened, modified (e.g., simpler language) or alternative (e.g., matching) tests
	Give shorter assignments (reports, projects, homework)	Allow tests to be read aloud
	Create limited/alternative spelling/vocabulary lists	Allow open-book, open-note tests
	Employ realia and hands-on activities	Grade on a pass-fail basis
	Use gestures and visuals to aid understanding (graphic organizers, pictures, maps, etc.)	Extend time for tests
	Limit areas for correction, development, or improvement	Allow the use of a bilingual or English dictionary
	Extend time for assignments	<i>Other</i>

Comments: