English Learner Instructional Support Plan

Guiding Principle # 4 from the LA Connectors for ELs

ELs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

Purpose

Designed to provide suggestions and recommendations to content area teachers when designing scaffolds for ELs. The EL coach/specialist should draft the plan by analyzing student's performance on the most recent English Language Proficiency Test (ELPT) or the screener (ELPS). As much as possible, provide insight to student's background and other essential characteristics that might impact a student's access to academic content. This is a fluid process, and teachers should make changes as the student progresses towards English proficiency.

Ideally, this plan should be accessible to all teachers providing instruction to the English learner at the beginning of each year/semester along with access to the Performance Level Descriptors and the LA Connectors for ELs.

The following is a list of suggested supports for students. It is not exhaustive, and can be added to or amended as needed.

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Student Name	Grade	Listening Score/Level	Speaking Score/Level	Reading Score/Level	Writing Score/Level	Student Characteristics	Classroom Supports

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Domain Performance Levels

Performance Level	Descriptor	Definitions (Includes degree of support needed)
Level 1	Beginning	Displays few grade-level English skills and will benefit from EL program support.
Level 2	Early Intermediate	Presents evidence of developing grade-level English language skills and will benefit from EL program support
Level 3	Intermediate	Applies some grade-level English language skills and will benefit from EL program support
Level 4	Early Advanced	Demonstrates English language skills required for engagement with grade level academic content instruction at a level comparable to non-ELs.
Level 5	Advanced	Exhibits superior English language skills as measured by ELPT.

Proficiency Determination Levels

Proficiency Determination	Definition	Rules
Emerging	Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. Students scoring Emerging are eligible for ongoing program support.	1s and 2s
Progressing	Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. Students scoring Progressing are eligible for ongoing program support.	2s, 3s, and maybe 4s (possibly even a 5)
Proficient	Students have attained a level of English language skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English.	4s and 5s

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ELPT — Individual Student Report

How did my student perform on the ELPT?

Test: Grade 11
Year: 2017-2018
Name: Demo, Student 01

Legend: Domain Performance Levels
1 Beginning   2 Early Intermediate
3 Intermediate   4 Early Advanced
5 Advanced

Student Test Performance

Student Name	SSID	Proficiency Status
Demo, Student 01	9999900001	Emerging

Comparison Scores

Name	Percent Determined Proficient
Louisiana	30
Demo District 9999 (9999)	20
Demo School (999)	32

Proficiency Determination
Proficient - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPT by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPT, students can be considered for reclassification.
Progressing - Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPT by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPT are eligible for ongoing program support.
Emerging - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPT by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPT are eligible for ongoing program support.

Domain	Scale Score	Performance Level	Domain Description
Listening	472 ±19	2	When listening, the student at Level 2 is working on: determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations.
Reading	489 ±20	2	When reading grade-appropriate text, the student at Level 2 is working on: identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.
Speaking	491 ±23	2	When speaking, the student at Level 2 is working on: producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.
Writing	480 ±22	1	When writing, the student at Level 1 is working on: communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.

Student Performance on Each Domain

Report contains:
- overall proficiency level (emerging)
- scale scores
- performance level in each domain
- Listening (2)
- Reading   (2)
- Speaking (2)
- Writing   (1)

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Speaking
Speaking **Level 2 Early Intermediate**
9-12 Score Range: 481-535
When speaking, the student at **Level 2** is working on:
producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.

Domain	Scale Score	Performance Level	Domain Description
Listening	472 ±19	2	When listening, the student at Level 2 is working on: determining the meaning of frequently occurring words, phrases, and expressions in oral presentations; analyzing and critiquing oral arguments of others on familiar topics; identifying the main topic and retelling a key detail or supporting reason from oral communications; participating in short conversations.
Reading	489 ±20	2	When reading grade-appropriate text, the student at Level 2 is working on: identifying the meanings of key vocabulary, frequently occurring words, phrases, and expressions in literary and informational text; recognizing the main idea/argument of a text and retelling a few key details; gathering information from provided sources and summarizing data and information.
Speaking	491 ±23	2	When speaking, the student at Level 2 is working on: producing simple and compound sentences to present information and ideas; participating in short conversations about familiar topics and texts; recounting a short sequence of events; constructing a spoken claim supported by opinions, reasoning or evidence; introducing a topic, providing one or two facts about the topic, and a concluding statement.
Writing	480 ±22	1	When writing, the student at Level 1 is working on: communicating basic information about a topic using a narrow range of vocabulary and simple sentences; using basic language structures to communicate context-specific messages; participating in short written exchanges on familiar topics and texts.

The domain scores reflect the student's performance level and the domain description gives us information about their academic language abilities.

The scale score further defines performance level by providing a high, middle or low range.

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	An EL can...	Level 2
9-12.3	speak and write about grade appropriate complex literary and informational texts and topics.	with support (including modeled sentences), • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.

Matching the ELPT results with the Connectors helps teachers understand current student's language abilities to set reasonable expectations, and provide appropriate scaffolds.

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Emerging Students (Domain Levels 1 & 2)

General Student Characteristics include:
- Students are working on tasks related to LA Connectors for ELs levels 1-2.
- Students are just beginning to develop grade-level English language skills.
- Students have minimal to limited comprehension in English without support.
- Students may understand some words and simple sentences but production is limited.
- Students may be in the "silent period" when they are minimally communicating but understand what is going on around them.

Reading Supports
- Use visuals and/or gestures to explain topics, concepts, ideas, vocabulary words, etc.
- Have student to respond to questions nonverbally (pointing, drawing) or with short responses (one-two words).
- Provide sentence starters or sentence frames for student responses (orally and written).
- Have student demonstrate knowledge in a different way.
- Provide additional teacher modeling, samples, examples, anchor charts, lists of important words, etc.

Writing Supports
- Provide anchor charts with important content-specific information (e.g. parts of speech, transition words, etc.).
- Use sentence starters and sentence frames.
- Build background knowledge (use graphic organizer to brainstorm ideas).
- Have student demonstrate knowledge in different ways. Examples:
- -student illustrates response
- -point to response
- -order responses correctly

- Use color coding system to organize content specific information. Examples:
  -main idea/ details
  -examples/non examples
  -claim/evidence

Speaking/Listening Supports
- Provide anchor charts with important content-specific information (e.g. parts of speech, transition words, etc.).
- Use sentence starters and sentence frames.
- Build background knowledge (use graphic organizer to brainstorm ideas).
- Have student demonstrate knowledge in different ways. Examples:
  -student illustrates response
  -point to response
  -order responses correctly
- Use color coding system to organize content specific information. Examples:
  -main idea/details.
  -examples/non-examples
  -claim/evidence

Math Supports
- Support vocabulary development by providing word lists, charts, walls with pictures.
- Provide scaffolds such as manipulatives, visuals, calculators, and formulas.
- Provide opportunities to practice the language of math.
- Have students demonstrate understanding with non-verbal cues.
- Provide extra time for assignments and guided practice.
- Modify assignments (reduce # of tasks).
- Use color coding to identify steps/words.
- Pair student with a peer.
- Provide bilingual support if available.

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Progressing Students (Domain Levels 2 & 3)

General Student Characteristics include:

- Students are working on tasks related to LA Connectors for ELs levels 2-3 (maybe some 4s).
- Students are developing grade-level English language skills.
- Students have fair to good comprehension in English without support.
- Students understand and produce accurate English but may make errors.
- Students are working towards producing complex English structures in writing or speaking.

Reading Supports

- Provide sentence starters or sentence frames for student responses (orally and written).
- Provide word bank or chart of important content features/structures (i.e. transition words, characteristics of nonfiction or fiction text, grammar structures, etc.).
- Provide multiple opportunities to read and interact with text.
- Provide opportunities to reflect and discuss before responding to text.
- Work with a partner to complete activity.

Writing Supports

- Provide opportunities to build background knowledge and discuss ideas before writing.
- Provide sentences starters/sentence frames and transitions words.
- Have student practice skills before writing with sample texts or graphic organizers.
- Provide anchor charts/lists/word bank (with content specific vocabulary).

Speaking/Listening Supports

- Provide supports like sentence frames, connecting words, sentences starters, etc.
- Have student respond in simple sentences.
- Utilize familiar topics and/or build background knowledge.
- Practice with a partner or teacher before responding.
- Repeat, rephrase, and model directions/instructions.

Math Supports

- Provide word lists and identify vocabulary with multiple meanings.
- Provide multiple opportunities to practice the language of math.
- Provide sentence frames and sentence starters.
- Pair student with a peer.
- Provide additional models, manipulatives, examples, and skeleton notes.
- Use color coding to identify steps and/or words.
- Give student a formula chart or help them use an interactive notebook.
- Provide additional time to practice before turning in an assignment.
- Modify assignment.

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Nearly Proficient Students (Domain Levels 3 & 4)

- General Student Characteristics include:
- Students are working on tasks related to LA Connectors for ELs levels 3-4 (mostly 4s).
- Students are nearing grade-level English language skills.
- Students have strong comprehension in English without support.
- Students understand and produce accurate English with few errors.
- Students are mostly producing complex academic language skills.

Note: Students at this level are considering "progressing" on the ELPT. These characteristic and appropriate supports might be similar for students who are newly proficient.

Reading Supports

- Provide opportunities to reflect, discuss, and elaborate before responding to text (provide sentences frames if needed).
- Provide word bank or chart of content features and structures.

Writing Supports

- Build background knowledge around the topic.
- Provide time to discuss and brainstorm ideas before writing.
- Provide anchor charts/lists/word bank (with content specific vocabulary).

Speaking/Listening Supports

- Provide resources to students to complete assignments:
  -word bank
  -sentence stems/sentence frames
  -graphic organizer
- Build background language.
- Provide exemplars of expected outcome.
- Have student practice before responding.

Math Supports

- Help students create vocabulary list or provide word lists with important terms.
- Emphasize the use of key vocabulary in complex sentences to help student answer questions.
- Provide sentence frames/sentence starters.
- Engage student in academic conversations to develop problem-solving skills.
- Provide opportunities to talk about math thinking using cooperative learning structures.
- Use color coding to identify academic language.
- Provide scaffolds such as manipulatives, calculators, and graphic organizers.
- Partner student with a peer.
- Build background knowledge.
- Provide more opportunities for student to create his/her own problems and explain reasoning.
- Encourage student to create visual models to represent what's happening in the problem.