



_____ **SCHOOL DISTRICT**
Language Instruction Educational Plan (LIEP) for English Language Learners (ELLs)

STUDENT INFORMATION

Student's name:	
State Student ID Number (SSID):	
School site:	
Grade level:	
Current ACCESS for ELLs® Test tier (A, B, or C):	

CURRENT PLACEMENT TEST INFORMATION

Test:	Date:	Score:
Pre-K Screener		
K W-APT		
W-APT		
Reference: "Oklahoma Placement Test Guidelines for ELLs"		

CURRENT ACCESS FOR ELLS® TEST INFORMATION

	Score:	Proficiency Level (PL):
Speaking domain		
Listening domain		
Reading domain		
Writing domain		
Literacy (Reading + Writing) composite		
Overall composite		
PL1 = Entering, PL2 = Emerging, PL3 = Developing, PL4 = Expanding, PL5 = Bridging, PL6 = Reaching		

STUDENT'S ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS FOR _____

Complete this chart using the student's current ACCESS for ELLs® Test data or placement test information, the WIDA™ ELD Standards, and the WIDA™ Can DO Descriptors. Develop S.M.A.R.T. Goals to target the domain(s) that require intervention to attain state proficiency targets.

LANGUAGE DOMAIN:	GOAL:
Listening	
Speaking	
Reading	
Writing	

S = Specific **M** = Measurable **A** = Attainable **R** = Realistic **T** = Time-Sensitive



LANGUAGE INSTRUCTION SERVICES

Complete the chart below by choosing which supplementary language instruction educational program is being provided to the student. Also, provide details about the chosen language instruction educational program services.

Date identified as ELL:		Date first entered language instruction services:			
Student will receive sheltered English instruction taught by a teacher certified in English. (This is for Grades 9 through 12 only with a teacher certified in English. The student should receive credit.)	Semester class (Y/N):		Comments:		
	Year-long class (Y/N):				
Student will receive a combination of specialized language instruction services. List specific language instruction educational services to be provided.		Comments:			
The resource teacher (ESL teacher for example) will provide supplementary language instruction services within the regular classroom. This is also known as push in.		Comments:			
Student will receive mainstream placement with accommodations.		Comments:			
Other language instruction educational services.		Comments:			
Student will receive language instruction educational services through co-teaching.	Comments:				
Student will receive pull-out ESL services. This is more appropriate for students in elementary grades.	Comments:				
Parents have declined language instruction educational services, not ELP testing.	Comments:				

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Check the assessment(s) below in which the student will participate during the spring testing window. Select one ELP assessment and one OCCT.

Student will participate in:	
<input type="checkbox"/>	Annual English Language Proficiency (ELP) Assessment (ACCESS for ELLs® Test)
<input type="checkbox"/>	Annual English Language Proficiency (ELP) Assessment (Alternate ACCESS for ELLs Test)
<input type="checkbox"/>	Oklahoma Core Curriculum Tests (Criterion Referenced Tests or End of Instruction Tests) with accommodations
<input type="checkbox"/>	Oklahoma Core Curriculum Tests (Criterion Referenced Tests or End of Instruction Tests) without accommodations



ACCOMMODATIONS FOR OKLAHOMA CORE CURRICULUM TESTS (OCCTs)

To meet the needs of this student the checked accommodations will be used **prior to and during** OCCTs. These accommodations must be appropriate to the student’s English language proficiency level and reflective of the student’s individual needs.

Provide qualified translator (person).	Provide word-to-word dictionary (no definitions)
Provide audiotapes of instructions and test items made by a qualified translator.	Allow for small-group (no more than 5 students) or individual test administration
Transcribe answers into test document.	Provide extended time.
Read aloud, simplify, repeat, and clarify <u>test instructions</u> in English.	Read aloud and repeat <u>test items</u> in English (if the test is not a reading test).

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the individual needs of this student the checked accommodations will be used in regular classroom instruction:

Reword, rephrase, or summarize test directions and/or test items in English.	Provide student with take-home materials to practice concepts.
Allow for written responses at the student’s ELP level.	Use leveled readers.
Provide interpretation/translation (oral/written assistance) by qualified staff.	Use the overhead or other type of projector, and provide students with copies of teacher transparencies/notes/lectures.
Use technology (including on-line testing and instruction).	Make instruction visual to aid in understanding. Use graphic organizers, pictures, maps, and graphs.
Provide extended time to complete tests and assignments.	Highlight/color code tasks, directions, or letters home.
Provide a resource lending library for students.	Substitute project for test.
Allow for individual or small-group test administration.	Reduce language complexity of test questions.
Label items in the room and/or school.	Student participates in group assignments.
Provide alternative homework assignments that meet that standard or objective.	Increase wait time, and ask questions at student’s ELP level.
Give both oral and written instructions.	Allow student opportunities to read and speak aloud successfully.
Notify resource teacher (language specialist) when work is not being completed.	Use manipulatives (both student and teacher).
Provide assignments that emphasize both oral language and literacy development.	Record material, including classroom instruction and notes, for student listening and review.
Break assignments into a series of smaller assignments.	Use audiobooks or electronic readers.
Tests and assignments reflect the C ³ Skills, the WIDA English Language Development (ELD) Standards, and the student’s English language proficiency level on the ACCESS for ELLs Test.	