

To be filled in by teacher and English Language Program Personnel

Personalized Educational Plan (PEP) for English Language Learners (ELLs)

Date of Review					
Last Name			First Name		
SSID			Birth Date		
District			School:		Teacher:
Grade		ACCESS for ELLs Tier (English Language proficiency Annual Test)		Date ACCESS administered	
Listening Proficiency	Speaking Proficiency	Reading Proficiency	Writing Proficiency	Literacy Proficiency	Composite Proficiency

Identification Information (To be filled in by EL Program Personnel)

Home language survey used? <input type="checkbox"/> Yes <input type="checkbox"/> No (On District Enrollment Form: Has your student been influenced by a foreign or American Indian language? Yes No Language _____)					
Identified in other district? <input type="checkbox"/> Yes <input type="checkbox"/> No					
ELP Screener Used?			<input type="checkbox"/> YES	<input type="checkbox"/> NO	
W-APT/Woodcock Muñoz			<input type="checkbox"/> W-APT	<input type="checkbox"/> Woodcock Muñoz	
W-APT or Woodcock Muñoz screener score					
Listening Proficiency	Speaking Proficiency	Reading Proficiency	Writing Proficiency	Literacy Proficiency	Composite Proficiency
Kindergarten W-APT score					
Listening and Speaking Raw Score		Reading Raw Score		Writing Raw Score	
Oral Proficiency Score		Reading Skills Description		Writing Skills Description	

Other assessment data used to identify student	Assessment	Score
Language Observation Checklist (see attached) How does language compare to peers?	Yes	No
Reading Comprehension STAR	Date:	Score:
Math STAR	Date:	Score:
Writing	Date	Score
Other	Date	Score
LEP (Limited English Proficient) identification date (AIM)	Number of years identified as LEP	

Identification

<input type="checkbox"/>	Student did NOT meet minimum criteria for English Language Proficiency on W-APT Screener (4.0 literacy, 5.0 overall; or Kindergarten Listening and Speaking Raw Score below 25).
<input type="checkbox"/>	Other academic data has been considered and student is NOT able to fully participate in and meet grade-level academic expectations.
<input type="checkbox"/>	Other factors beyond ELP and academic considerations have been considered (parent/student input, content teacher input, and other social/emotional).

Academic Achievement Observations (Review of other assessment data, formative, interim, summative)

Reading Comprehension
Writing
Language Development (Use Language Observation Checklist)
Classroom performance in academic subjects

What other factors beyond ELP and academics may be impacting progress (social/emotional)?

What program/service adjustments can be made to address areas of weakness? **Use Can Dos** and other resources to brainstorm differentiation techniques that will help your EL access academic material.

Appropriate Instructional Strategies			
<input type="checkbox"/>	Slow down and repeat instructions	<input type="checkbox"/>	Highlight target vocabulary with bold print
<input type="checkbox"/>	Modify linguistic complexity	<input type="checkbox"/>	Add visual support/ graphic organizers
<input type="checkbox"/>	Small group instruction	<input type="checkbox"/>	Printing accepted (no cursive)
<input type="checkbox"/>	Offer note-taking assistance	<input type="checkbox"/>	Pre-teach, limit and simplify vocabulary
<input type="checkbox"/>	Provide copies of teacher notes	<input type="checkbox"/>	Primary language support
<input type="checkbox"/>	Lesson plans based on WiDA CAN DOs	<input type="checkbox"/>	Write assignments on board

Accommodations for Instruction and Assessment			
<input type="checkbox"/>	Administer test in small group	<input type="checkbox"/>	No True/False questions
<input type="checkbox"/>	Modify linguistic complexity	<input type="checkbox"/>	Correlate study guides directly with test
<input type="checkbox"/>	Simplify test directions	<input type="checkbox"/>	Simplify vocabulary syntax
<input type="checkbox"/>	Use word bank chunks with 5 words or less (all words used only once)	<input type="checkbox"/>	All tests and quizzes read aloud to student
<input type="checkbox"/>	Allow extra time	<input type="checkbox"/>	Add visual support
<input type="checkbox"/>	No "none of the following except" questions	<input type="checkbox"/>	Give only 3 options on multiple choice
<input type="checkbox"/>	Write answers directly on test	<input type="checkbox"/>	Word to word bilingual dictionary or Google Translate on iPad or phone.
<input type="checkbox"/>	Read aloud test directions, questions and options	<input type="checkbox"/>	Use of iPad or computer for online reading program

Signature of Teacher/Counselor

Date

Signature of EL Coordinator

Date