

Sample Student ILP

Student Name _____ School _____ Grade _____ Date _____
(annual review required)

Language support team NDAC § 67-28-01-05(1) & NCLB Title III §3302(a)(5)	
ELL Teacher (required)	Administrator or designee (required)
Classroom teacher	Paraprofessional
Parent (invitation required)	Expected Graduation Year

Student Needs (ELP and Academic) NDAC § 67-28-01-05(1)	
Most Recent ELP Score (ACCESS, W-APT or MODEL)	Test Date
Most Recent Academic Achievement Scores	Test Date

ILP Considerations NDAC § 67-28-01-05(2a) & NCLB Title III §3302(a)(4)
Student background, school history (text box)
Student strengths and needs (Text box)

Language Goals and Objectives NDAC § 67-28-01-05(2)(b) & NCLB Title III §3302 (e)(1)(A-B)
Goals and Objectives for Improving ELP as they apply to grade level standards (text box)

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Specialized language instruction (check all that apply) NDAC § 67-28-01-05(2)(c) & NCLB Title III §3302(a)(3)			
	Program Model	Service Time (min per day or week)	Service Provider
<input type="checkbox"/>	Dual Language		
<input type="checkbox"/>	Two-way Immersion		
<input type="checkbox"/>	Transitional Bilingual		
<input type="checkbox"/>	Developmental Bilingual		
<input type="checkbox"/>	Heritage Language		
<input type="checkbox"/>	Sheltered Instruction		
<input type="checkbox"/>	Structured English Immersion		
<input type="checkbox"/>	Specially Designed Academic Instruction Delivered in English		
<input type="checkbox"/>	Content-based ELL		
<input type="checkbox"/>	Pull-out ELL		
<input type="checkbox"/>	Other – Push-in ELL		
<input type="checkbox"/>	Other - Newcomer		
<input type="checkbox"/>	Other – Extended Instructional Day		
<input type="checkbox"/>	Other (describe in text box here)		

Related services (check all that apply) NDAC § 67-28-01-05(2)(d)		
	Program Model	amount of service time (indicate minutes per day or week)
<input type="checkbox"/>	Title I Support (reading or math)	
<input type="checkbox"/>	Special Education	
<input type="checkbox"/>	Tier Level Support (RTI)	
<input type="checkbox"/>	Intervention Program	
<input type="checkbox"/>	Tutorial	
<input type="checkbox"/>	Vocational Resource	
<input type="checkbox"/>	Reading Recovery	
<input type="checkbox"/>	Special Education	
<input type="checkbox"/>	Other (describe in text box here)	

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Appropriate Instructional Strategies NDAC § 67-28-01-05(2)(e)			
<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
<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"/>	Other		

Accommodations for Instruction and Assessment NDAC § 67-28-01-05(2)(f)			
<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
<input type="checkbox"/>	Read aloud test directions, questions and options	<input type="checkbox"/>	Other