

English Learner (EL) Identification, Bilingual Status, the English Language Academic Plan (ELAP), & Parent Letters



OKLAHOMA
Education



Overview

- English Learner (EL) Identification Process
- Bilingual Status
- English Language Academic Plan (ELAP) & Parental Letters

English Learner (EL) Identification

EL Identification

LEAs (Local Education Agencies/School Districts) are required to identify ELs in a timely and reliable manner:

- Identification should take place within **30 calendar days** of enrollment if at the beginning of the school year, or within **14 calendar days** of enrollment during the school year.
- The identification process begins with the Home Language Survey (HLS).
- Students are required to complete a new survey if they move to a new district or return to a district after an absence of more than one school year.

EL Identification

- Completed surveys are to be stored in the student's cumulative folder or be accessible in digital format.
- Districts must have a completed HLS on file or accessible in digital format for every student.
- The HLS does not determine EL status, but it does indicate which students are to be given an ELP Screener.
- The Home Language Survey form is available in both English and Spanish on OSDE's website.

The Home Language Survey

SCHOOL YEAR: HOME LANGUAGE SURVEY 

STUDENT INFORMATION

Student Name: Grade:
Last Name First Name Middle Name

Date of Birth: School: Student ID#: Gender: Male ☐ Female ☐
MM/DD/YYYY

Is the student of Hispanic or Latino culture or origin? YES ☐ NO ☐

Please select one or more of the following races:

☐ African American/Black ☐ American Indian/Alaskan Native ☐ Asian
☐ Native Hawaiian/Pacific Islander ☐ Caucasian/White

The purpose of the following questions is to help determine if a student's exposure to a language other than English may make them eligible to receive additional English Learner (EL) supports.

1. What is the dominant language most often spoken by the student?

2. What is the language routinely spoken in the home, regardless of the language spoken by the student?

3. What language was first learned by the student?

4. Does the parent/guardian need interpretation services? YES ☐ NO ☐ If YES, in what language?

5. Does the parent/guardian need translated materials? YES ☐ NO ☐ If YES, in what language?

6. What was the date the student first enrolled in a school in the United States?
MM/YYYY

Date (MM/DD/YYYY) Parent or Guardian Signature

The three language questions:

1. What is the dominant language **most often** spoken by the student?
2. What is the language **routinely** spoken in the home, regardless of the language spoken by the student?
3. What language was **first** learned by the student?

The Home Language Survey

- If a language other than English is submitted on the student HLS for any one or more of the three primary language questions, the LEA must check EL history in Accountability Reporting.
- If there is no EL history, the student should be assessed with the grade-appropriate ELP Screener.
- If a student qualifies as an EL, the LEA must annually assess the student until the demonstration of English language proficiency.

EL Qualifying Screener Scores

Pre-K Screening Tool (PKST)

A student receiving **4 or more “NO” responses** out of the 10 items above is considered an English Learner and should be served accordingly. Additionally, if the assessment was discontinued after the first three items due to the student’s inability to respond, the student is considered an English Learner and should be served accordingly.

- Students must only be screened once if completing more than one year of Pre-K.
- Regardless of scores on the PKST, the LEA must assess the student with the oral domains (Listening and Speaking) of the WIDA Screener for Kindergarten at the onset of the first semester of Kindergarten.

EL Qualifying Screener Scores

WIDA Screener for Kindergarten (Kindergarten and first semester of First Grade)

- Students who score a **4.5 or lower** qualify as ELs (Note: students in the first semester of kindergarten should only be administered the Speaking and Listening domains. If screened in 2nd semester of kindergarten, all domains must be administered.)

WIDA Screener (all other grades)

- Students with a composite score of **4.5 or lower** qualify as ELs.

WIDA Alternate Screener

- Students with a composite score of **3.0 or lower** qualify as ELs.

EL Program in the Student Information System (SIS)

All identified ELs should be coded as such in the SIS in the EL Program:

- **2349**/English Learner
- **1637**/English Learner Declined Services

Other Codes for Non-ELs:

- **1633**/Native English Speaker
- **1634**/Fluent English Speaker
- **1636**/English Language Proficient (with “Other Code” 01, 02, 05)

EL Program in the Student Information System (SIS)

- The Program Participation tool in the State Reporting App can help you identify and resolve EL conflicts. Changes made in your SIS to a student's ELL and Bilingual Student Program Participation record update in real time in this tool.
- English Learner (2349) record required components:

Entry:

Program Code

Program Other Code

Program Placement Date

Program Placement Reasons

Transition Planning

Student Participation

For resources on how to use the Program Participation tool:

 **OSDE State Reporting Certification App** (999999) SDE (99-9999)

- RCA October 1 Consolidated SDE User
- RCA Student Participation SDE SA

1

Reporting Period

[Student Participation](#)

2

State Administration
District Home
Data Navigator
Resources

Resource Center
Browse resources by category
About Resources
Welcome to the Resource Center
browse everything in one place

6 Resources
Training Materials
View Resources →

1 Resources
Documents
View Resources →

6 Resources
Videos
View Resources →

3

Resource Name	Resource Description
ell	Filter
ELL and Bilingual Student Participation	This document will provide guidance for accurate reporting of student data for EL and Bilingual students in your student information system. Open

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Language Instruction Educational Program (LIEP)

- The [Language Instruction Educational Program \(LIEP\)](#) will be requested as a part of the ESEA Grant Performance Review. Additionally, as required by 2 CFR 200.332 (b)(5), a district receiving Title I, Part A funds must submit a completed LIEP to the Oklahoma State Department of Education (OSDE) upon request to ensure compliance with applicable federal and state laws.
- LIEPs are also utilized on the end-of-year Language Instruction for English Learners and Immigrant Students Annual Performance Report on Single Sign-On.

Language Instruction Educational Program (LIEP)

LIEPs should be selected for each student in the English Learner Program in the LEA SIS.

- Transitional Bilingual
- Dual Language or Two-way Immersion
- English as a Second Language (ESL) or English Language Development (ELD)
- Content Classes with Integrated ESL support
- Newcomer Programs

Bilingual Status

Bilingual Status

- The responses on the HLS not only flag students for EL screening, but they can determine Bilingual Status.
- The [EL and Non-EL Bilingual Identification Process Guidance](#) outlines the general rules concerning bilingual identification.
- Remember, all EL students are considered Bilingual, but not all Bilingual students are necessarily EL.

Bilingual Status

- If two or more of the three language responses are a language other than English, the student is considered “**more often**” and **automatically qualifies** as bilingual on the accreditation report.
- If a language other than English is indicated only once on the three language responses, the student is considered “**less often**” and only qualifies for bilingual funding if they also meet one of the following criteria:

Bilingual Status

- a) a score on the WIDA assessment qualifying the student for EL status
 - b) a score of “Basic” or “Below Basic” on the previous year’s OSTP English Language Arts assessment
 - c) a score at or below the 35th percentile composite reading score from the Spring of the previous school year on an Approved "Less Often" Norm-Referenced Tests.
- Districts failing to provide appropriate documentation for Bilingual funding may be required to reimburse previously distributed funds.
 - Bilingual status must be determined by the HLS the LEA received. Another LEA’s HLS cannot be used.

HLS Supplement

- In the case of “less often” students who qualify for Bilingual funding, the LEA must complete the lower section of the Home Language Survey, as well as the [Home Language Survey Supplement](#).
- This form must be completed annually for “less often” students as assessment scores change year to year.

STUDENT'S CURRENT GRADE:		HOME LANGUAGE SURVEY SUPPLEMENT		OKLAHOMA Education	
"LESS OFTEN" NON-EL BILINGUAL QUALIFICATION FORM					
Student:					
Last Name		First Name		Middle Name	
Please indicate the language code currently assigned to the student:					
☐ 1634/Fluent English Speaker		☐ 1636/Re-designated as Fluent English Proficient: Other Code 01 (First Year Proficient)			
☐ 1636/Re-designated as Fluent English Proficient: Other Code 02 (Second Year Proficient)		☐ 1636/Re-designated as Fluent English Proficient: Other Code 05 (Three or More Years Proficient)			
1. A student assigned one of the four codes above must have successfully demonstrated English language proficiency on the PKST ¹ (if currently enrolled at the pre-K level) or on a WIDA assessment:					
Current School Year		Qualifying Assessment		Year Assessed	Score
	☐ PKST ¹	☐ K Screener / Screener	☐ ACCESS / Alt. ACCESS		
☐	Student has demonstrated English language proficiency in another state (documentation attached). For assistance in determining the applicability of out-of-state scores in the EL identification process, please contact the OSDE Office of Language Proficiency at (405) 522-5073 or by email at help@sde.ok.gov .				
AND					
2. The student has achieved a previous-year OSTP ELA score of Basic or Below Basic or a CCRA (SAT/ACT) Reading subscore at or below the 35 th percentile ² :					
Assessment	Current School Year	Year Assessed	ELA / Reading Score		
☐ OSTP			☐ Below Basic	☐ Basic	☐ Proficient
☐ CCRA			☐ ACT	☐ SAT	Subscore ² :
Note that a previous year OSTP ELA score of Proficient or Advanced or a proficient SAT/ACT Reading subscore disqualifies a student for current-year Bilingual qualification per the criteria detailed in #3 below.					
OR					
3. The student has successfully demonstrated English language proficiency (score must be indicated in question #1 above), was not enrolled in an OSTP or ACT/SAT assessed grade or did not participate in OSTP ELA or SAT/ACT assessment in the previous school year, and has scored at or below the 35 th percentile (or equivalent) composite reading score on the most recently administered state approved, norm-referenced test (NRT) ³ .					
Current School Year	Name of Assessment		Date Administered	Score	
Note that a qualifying NRT score must not pre-date spring semester of the previous school year.					
1. A PKST score is valid only for a student's pre-K year(s). Regardless of the PKST score earned, a student administered the PKST must be administered the WIDA K Screener at the outset of kindergarten. To qualify a student as Non-EL Bilingual beyond their pre-K year, a student must either demonstrate initial proficiency on the WIDA K Screener or subsequently on the K ACCESS or ACCESS assessment.					
2. Qualifying Assessment Scores:					
• SAT: Current year qualifying Reading test score will be determined annually through collaboration with SAT					
• ACT: Current year qualifying Reading scale score will be determined annually through collaboration with ACT					
• Pre-kindergarten:					
○ Acadience Reading Pre-K (PEU): A score at or below the 115 composite level					
○ Istation: A score in either the Tier 2 or Tier 3 level					
○ NWEA MAP Reading Fluency assessment: A Level 0 score on the Foundational Skills component					
• Grades K-8: A score at or below the 35 th percentile on any assessment approved for the purpose of RSA K-3 screening.					
• Grades 10-11 (and grades 9 and 12 if OSTP or ACT/SAT Reading score is unavailable): A non-passing score on any assessment approved for the purposes of Driven to Read. In this context, a score that would not allow a student to obtain a driver's license is considered a qualifying score for the purposes of Non-EL Bilingual identification.					

Common Causes of Confusion

Hyphenated Languages

- Parents do not answer just one language per question (e.g. “English-Spanish”)
- While hyphenation is “allowed,” districts should make every reasonable effort to ensure parents and guardians understand the three HLS language questions and answer with a single response for each.
- If parents cannot provide a single response, it is at district discretion as to which language response will be used.

American Sign Language (ASL)

- A student whose only language other than English is ASL should not be identified as an English Learner.
- However, the HLS can be used to determine bilingual qualification.
- The ELP assessment does not apply in this instance.
- The same approved ELA/Reading assessments must be used to qualify “less often” students from year to year.

Adult High School Completion Bilingual Qualification-More Often

To qualify Adult High School Students for Bilingual Funding, the district must purchase and administer the WIDA screener.

- More Often HLS and scored fluent on paper WIDA screener
- More Often HLS, previously identified EL in an Oklahoma public school, and/or scored proficient on Oklahoma's ELP assessment
- More Often HLS and did not score fluent on the paper WIDA screener

Adult High School Completion Bilingual Qualification-Less Often

- Less Often HLS, scored fluent on paper WIDA screener, and answered 32 or less questions correctly on the Grade 8 Alternative Reading Assessment (assessment may be downloaded from the Wave and administered at no local cost) or another [Approved "Less Often" Norm Referenced Tests](#)
- Less Often HLS and did not score fluent on the paper WIDA screener
- Less Often HLS, previously identified EL in an Oklahoma public school who did not exit EL services
- Less Often HLS, previously scored proficient on Oklahoma's ELP assessment, and answered 32 or less questions correctly on the Grade 8 Alternative Reading Assessment or another [Approved "Less Often" Norm-Referenced Tests](#)

LEAs Collecting HLSs Year After Year

- Questions can also arise when parents of students formerly classified as EL submit a new HLS changing all responses to “English.” This can end Bilingual status for the student.
- Districts should only be collecting HLSs upon initial enrollment or if the student left the district for more than a school year.
- In such cases, the only recourse is for districts to make a concerted effort to contact parents and ensure that the HLS is truly representative of student status.
- If districts are erroneously collecting HLSs from year to year, they must use the **most recent HLS** they received to qualify non-EL students for bilingual funding.

Non-EL Student Changes HLS Responses

- Parents and guardians often change the HLS responses when moving into a new district.
- **The district must use the HLS they receive to qualify non-EL students for bilingual funding.**
- A previous district's HLS cannot be used to qualify non-EL students for bilingual funding in the new district.

English Language Academic Plan (ELAP) & Parent Letters

ELAP



English Language Academic Plan (ELAP) for School Year

THIS DOCUMENT IS
CONFIDENTIAL

1. STUDENT INFORMATION			
Student Name:			
State Testing Number (STN):		District ID:	
Native Language:			
District:			
School Site:			
Grade Level:		Date Identified as EL:	
Does the student have an IEP or 504 in place?	YES ☐	NO ☐	If yes, has this ELAP been developed in collaboration with the student's IEP or 504 team? YES ☐ NO ☐

2. CURRENT OSTP / NRT ASSESSMENT INFORMATION			
Assessment:	Date:	Performance Level:	
OSTP ELA		☐ Below Basic	☐ Basic
		☐ Proficient	☐ Advanced
Name of Assessment:			Score:
NRT*			
NRT*			

**NRT= Locally-administered norm-referenced test, ideally completed in the current school year or in spring semester of the previous school year.*

3. INITIAL IDENTIFICATION ELP ASSESSMENT SCORE			
Assessment:	☐ PKST	☐ K Screener*	☐ Screener
			☐ Alternate Screener
Date:		PKST Score:	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐
K Screener*, Screener, or Alternate Screener Score:			
Reading:		Speaking:	
Listening:		Writing:	
		Composite:	

**Note that students in the first semester of kindergarten are to be administered the Speaking and Listening portions only of the K Screener*

5. ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS
Using the student's current Screener or ACCESS test data information, establish appropriate WIDA Can Do targets that advance student to the next proficiency level for each domain.

Domain:	Key Lang. Use:	ELP Level:	Can Do Targets:
Listening:			
Speaking:			

4. CURRENT ANNUAL ELP ASSESSMENT SCORES			
Assessment:	☐ K ACCESS	☐ ACCESS	☐ Alternate ACCESS
Date:		Tier:	
K ACCESS, ACCESS, or Alternate ACCESS Score:			
Reading:		Speaking:	
Listening:		Writing:	
Current-year scale score target:		Year expected to exit EL services:	
Is the student on track to exit EL status?		☐ YES	☐ NO
Is the student on track to graduate on time? (If applicable)		☐ YES	☐ NO

ELAP

The [ELAP](#), in conjunction with a completed Parental Notification and Parent's Right-to-Know Letters, fulfills the district reporting requirements for identified English Learners outlined in Title I of the Every Student Succeeds Act (ESSA)

Districts are required to provide the following information to parents of identified ELs [Sec. 1112 (e)(3)(A)(i-viii)]:

- *The **reasons for the identification** of their child as an English learner and in need of placement in a language instruction educational program*
- *The child's **level of English proficiency, how such level was assessed, and the status of the child's academic achievement***

ELAP

- *How the program will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;*
- *The specific **exit requirements** for the program, including the **expected rate of transition** from such program into mainstream classrooms, and the **expected rate of graduation** from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such a program) if funds under this part are used for children in high schools;*

ELAP

- *In the case of a child with a disability, how such a program meets the objectives of the individualized education program (IEP) of the child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d))*

ELAP

- The ELAP is similar to an IEP and should be developed by certified staff.
- The ELAP outlines basic student demographic information, testing data, educational goals, and accommodations for testing and learning.
- ELAPs can follow a student in a specific year but are to be updated every year based on new testing data.
- ELAP completion is mandatory, and sample documentation is required for monitoring.

ELAP

- Districts are allowed to use electronic resources to create ELAPs, as long as all required information is recorded.
- It is mandatory that parents receive the ELAP along with the Parent Notification and Parent's Right-to-Know Letter. Districts are expected to make a reasonable effort to ensure that parents understand their children's educational status.
- Parents have the right to opt out of supplemental services, although this does not change the student's EL status or expected participation in the ELP assessment, nor does it exempt the district from facilitating and encouraging student learning.

Parent Letters

[Parent Notification Letter \(English\)](#) / [Parent Notification Letter \(Spanish\)](#)

This letter should be sent to parents/guardians of identified English learners no later than 30 days after the beginning of the school year, or during the first 2 weeks of the child's placement in a language instruction educational program.

[Parent's Right-to-Know Letter \(English\)](#) / [Parent's Right-to-Know Letter \(Spanish\)](#)

This letter should be sent to parents/guardians of identified English learners with the Parent Notification Letter.

Section 1

1. STUDENT INFORMATION				
Student Name:				
State Testing Number (STN):		District ID:		
Native Language:				
District:				
School Site:				
Grade Level:			Date Identified as EL:	
Does the student have an IEP or 504 in place?	YES ☐	NO ☐	If yes, has this ELAP been developed in collaboration with the student's IEP or 504 team?	YES ☐ NO ☐

Section 2

2. CURRENT OSTP / NRT ASSESSMENT INFORMATION			
Assessment:	Date:	Performance Level:	
OSTP ELA		☐ Below Basic	☐ Basic
		☐ Proficient	☐ Advanced
Name of Assessment:			Score:
NRT*			
NRT*			
<i>*NRT= Locally-administered norm-referenced test, ideally completed in the current school year or in spring semester of the previous school year.</i>			

Section 3

3. INITIAL IDENTIFICATION ELP ASSESSMENT SCORE

Assessment:	☐ PKST	☐ K Screener*	☐ Screener	☐ Alternate Screener
Date:		PKST Score:	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐	
K Screener*, Screener, or Alternate Screener Score:				
Reading:		Speaking:		Composite:
Listening:		Writing:		

*Note that students in the first semester of kindergarten are to be administered the Speaking and Listening portions only of the K Screener

5. ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS

Using the student's current Screener or ACCESS test data information, establish appropriate WIDA Can Do targets that advance student to the next proficiency level for each domain.

Section 4

4. CURRENT ANNUAL ELP ASSESSMENT SCORES					
Assessment:	☐ K ACCESS	☐ ACCESS	☐ Alternate ACCESS		
Date:		Tier:			
K ACCESS, ACCESS, or Alternate ACCESS Score:					
Reading:		Speaking:		Composite:	
Listening:		Writing:			
Current-year scale score target:			Year expected to exit EL services:		
Is the student on track to exit EL status?				☐ YES	☐ NO
Is the student on track to graduate on time? (If applicable)				☐ YES	☐ NO

Section 5

5. ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS
Using the student's current Screener or ACCESS test data information, establish appropriate WIDA Can Do targets that advance student to the next proficiency level for each domain.

Domain:	Key Lang. Use:	ELP Level:	Can Do Targets:
Listening:	▼	▼	
Speaking:	▼	▼	
Reading:	▼	▼	
Writing	▼	▼	

**WIDA Can Dos are available for reference on the wida.wisc.edu website.*

English Language Development (ELD) Goals

- ELD Goals can be selected from the [WIDA Can Do Descriptors](#).
- The Can Do Descriptors highlight what language learners *can do* at various stages of language development.
- They are organized by Key Language Uses (KLUs): Recount, Discuss, Argue, Explain.
- They are also categorized by Reading, Writing, Listening, Speaking.
- Educators can use WIDA Screener or ACCESS assessment scores and the Can Dos Descriptors to set ELD goals on the ELAP.

English Language Development (ELD) Goals

- LEAs should determine the student's current proficiency level in Reading, Writing, Listening, and Speaking. This is what the student **Can Do**.
- They can then select ELD goals from the Can Dos for the next ELP level for each domain because that is what the student will need to be able to do to achieve the next PL.
- Goals can be selected from Argue, Discuss, Recount, and Explain for Reading, Writing, Listening, and Speaking.

Section 6

6. LANGUAGE INSTRUCTION STRATEGIES

Indicate below the supplementary language instruction educational program being provided and describe how this choice best meets the educational needs of the student.

Indicate all applicable descriptions of services:

☐ Transitional Bilingual Program: core content taught in student's native language with periods focused on English language acquisition Semester class: ☐ YES ☐ NO Year-long class: ☐ YES ☐ NO	☐ Content Classes with Integrated ESL Support: core content utilizing ESL Strategies Semester class: ☐ YES ☐ NO Year-long class: ☐ YES ☐ NO
☐ Dual Language or Two-way Immersion: students are taught both content and language in two languages	☐ Newcomer Program: classes primarily emphasizing English language acquisition Semester class: ☐ YES ☐ NO Year-long class: ☐ YES ☐ NO
☐ ESL/ELD: students are provided instruction outside the core content classroom ("pull-out" or ESL Classes)	
☐ Other language instruction educational service (explain below)	

Comments:

Section 7

7. PARTICIPATION IN STATE ASSESSMENTS

Check the assessment(s) below in which the student will participate during the spring testing window (select one EL test and one OSTP).

The student will participate in:

- ☐ Kindergarten ACCESS or ACCESS assessment without WIDA-approved accommodations
- ☐ Kindergarten ACCESS or ACCESS assessment with WIDA-approved accommodations
- ☐ Alternate ACCESS Assessment (Please review the WIDA Accessibility and Accommodations Supplement and verify participation criteria)
- ☐ Oklahoma School Testing Program (OSTP) assessments or CCRA assessment without EL accommodations
- ☐ Oklahoma School Testing Program (OSTP) assessments or CCRA assessment with state approved EL accommodations
- ☐ Oklahoma Alternative Assessment Program (OAAP) assessment

Section 8

8. ACCOMMODATIONS FOR THE OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

To meet the needs of this student, the indicated accommodations will be used prior to and during the OSTP process. These accommodations must be appropriate to the student's English language proficiency level and reflective of the student's individual needs.

Non-Linguistic (check all that apply to the left):		Linguistic (check all that apply to the left):			
☐	S1. Individual testing	☐	EL1. Provide the assistance of a qualified oral language translator to translate or clarify test instructions*	☐	EL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency*
☐	S2. Small group testing (8-10 maximum)	☐	EL3. Simplify, repeat, and clarify test instructions*	☐	EL4. Text-to-Speech or Human Reader*
☐	S3. Preferential seating	☐	EL5. Student may read the test aloud to themselves	☐	EL6. Scribe for student's response*
☐	S4. Separate location	☐	EL7. Word-to-Word Dictionaries	☐	EL8. Oral Language Translations in (Neutral Latin American) Spanish for test items and answers
☐	T1. Flexible schedule (same day)*	☐	EL9. Translated Test Instructions in (Neutral Latin American) Spanish		
☐	T2. Administer subject area test over several sessions or "chunking"*				
☐	T3. Allow frequent breaks during testing (maximum 10-15 minute duration)*				

**Note: Certain accommodations carry specific requirements necessary to maintain assessment validity. Additionally, some accommodations may not be allowable for ELs at higher level of English language proficiency. Please consult the OSTP Accommodations for English Learners Manual located on the OSDE website for additional assistance.*

[EL OSTP Accommodations Manual](#)

Section 9

9. INSTRUCTIONAL SUPPORTS IN THE REGULAR CLASSROOM

To meet the individual needs of this student the following indicated supports will be used in regular classroom instruction.

Check all that apply to the left:

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

NOTE- Not all supports are appropriate for ELs of all proficiency levels. Any instructional support(s) provided should be determined through collaboration within the student's instructional team.

Sections 10 and 11

10. SIGNATURES

The following must be completed by those individuals involved with the completion and the responsibility for implementation of this ELAP.

Name of staff completing this document:		Position / Title:	
Signature:		Date:	
Name of staff responsible for ELAP implementation and compliance:		Position / Title:	
Signature:		Date:	
Name of supervising site administrator:		Position / Title:	
Signature:		Date:	

11. PARENTAL OPT-OUT

The following section must be completed only if a parent or guardian chooses to waive supplemental EL services and supports.

I understand that my student has been identified as an English Learner, and I choose to decline any related supplemental services and supports for the current school year. I understand that declining these supplemental EL services does not affect my student's EL status, and my student will participate in the state English language proficiency assessment (e.g., Kindergarten ACCESS, WIDA ACCESS, or Alternate ACCESS) until proficient in English.

Name:		Relationship:	
Signature:		Date:	

**Thank you for
supporting
Oklahoma's English
Learners!**

oeelp@sde.ok.gov
(405) 522-5073