

FIGURE 2.4 ● Multilingual Learner Educational Plan

Student Name: _____

Nickname: _____

Grade Level: _____

Academic Year: _____

Native Language: _____

Birth Country: _____

ENL Contact: _____

Guidance Counselor: _____

Current English Language Proficiency Level: _____

Specific Modality Levels:

Reading	Starting MLs have little or no ability to read and understand English used in academic and social contexts.
Writing	Starting MLs lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.
Listening	Starting MLs have little or no ability to understand spoken English used in academic and social settings.
Speaking	Starting MLs have little or no ability to speak English in academic and social settings.

Student with Interrupted Formal Education (SIFE) Assessment: _____

Reading in Native Language							
Math in Native Language							

*NA: Not Available

Special Education Classification: _____

Educational History:

Last Grade Completed outside the U.S.	
Enrolled in District	
Language of Education	
Type of School	

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Parent Communication Information:

Guardian	
Language	
Best way to Contact	
Academic Home Support	

ENL and Special Education Support:

COURSE	ENL TEACHER	SPECIAL EDUCATION

Additional Support Provided:

AIS	
Bilingual Counseling	
Extra Help Availability	

Social-Emotional Information:

Graduation Plan:

YEAR	COURSES	STATE EXAMS
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YEAR	COURSES	STATE EXAMS
	<hr/> <hr/> <hr/> <hr/>	
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Test Exemptions

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	<hr/> <hr/> <hr/> <hr/>	

English Language Goals:

Linguistic Complexity	<hr/> <hr/> <hr/> <hr/>
Language Forms and Conventions	<hr/> <hr/> <hr/> <hr/>
Vocabulary Usage	<hr/> <hr/> <hr/> <hr/>

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Recommended Scaffolds for Comprehensible Input:

This is not an exhaustive list and strategies should be adjusted over time to meet the changing language needs of the student.

Communication	<div></div> <div></div> <div></div> <div></div>
Building Background Knowledge	<div></div> <div></div> <div></div> <div></div>
Modifying Documents	<div></div> <div></div> <div></div> <div></div>
Lesson Modification	<div></div> <div></div> <div></div> <div></div>

Recommended Scaffolds for Comprehensible Output:

Speaking	<div></div> <div></div> <div></div> <div></div>
Writing	<div></div> <div></div> <div></div> <div></div>
Collaborating	<div></div> <div></div> <div></div> <div></div>

Classroom Assessment Modifications:

Teachers should make any modifications needed to create an equitable and accurate assessment of content knowledge.

State Exam Accommodations:
