

Student Name:

ILAP for School Year:



Individual Language Acquisition Plan (ILAP)

For additional support on ILAP development and implementation, refer to
Maine DOE Individual Language Acquisition Plan Companion Guide.

SECTION 1: STUDENT INFORMATION

Student Name		Date of Birth	
School		Age	
District		Grade	
US Arrival Date (optional)	Click or tap to enter a date.	US School Entry Date	Click or tap to enter a date.
Student's Primary Language(s)		Birth Country (optional)	
Language Use Survey Completed	Click or tap to enter a date.	ML Start Date	Click or tap to enter a date.
Educational Background			
Check if the student	☐ Has an IEP ☐ Has a 504 Plan ☐ Is a multilingual newcomer : A K-12 student who was born outside the country and has arrived in the last 3 years and are still learning English. ☐ Requires SLIFE programming ☐ Has exited ML status and is now in Monitor Status - Monitor Year 1 - Monitor Year 2		
Student Strengths and Assets: <i>Linguistic, Cultural, Experiences, Academic, Social, Family/Home, Interests, Dreams and Goals</i>			
Other key notes			

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SECTION 2: ASSESSMENT INFORMATION

English Language Proficiency Screener				
English Language Proficiency Screener				
Date of parent/guardian notification of upcoming screener				
Date of Screening				
Listening	Speaking	Reading	Writing	Overall/Composite

Annual English Language Proficiency Assessment									
Year	Type	Listening	Speaking	Reading	Writing	Oral Lang.	Literacy	Comprehension	Overall

District Progress Monitoring Assessments						
Assessment	Date	Score	Date	Score	Date	Score

State Academic Assessments						
Assessment	Date	Score	Date	Score	Date	Score

SECTION 3: PLAN DEVELOPMENT**English Language Proficiency (ELP) Language Goals**

ELP Goals: Interpretive Communication: Listening, Reading, Viewing		
Listening	Current ELP Score:	Goal ELP Score:
	Goal:	
Reading	Current ELP Score:	Goal ELP Score:
	Goal:	

ELP Goals: Expressive Communication: Speaking, Writing, Representing		
Speaking	Current ELP Score:	Goal ELP Score:
	Goal:	
Writing	Current ELP Score:	Goal ELP Score:
	Goal:	

Classroom Instructional Scaffolds and Strategies

**This bank is a resource to support development of your student's plan. Select scaffolds and strategies based on the student's grade level, English language proficiency (ELP), and language goals. Instructional scaffolding provides temporary, adjustable supports that build on students' prior knowledge to enhance learning and are gradually removed as independence and mastery increase. Scaffolds should support academic rigor and English language development goals.*

GENERAL INSTRUCTION

- ☐ Activate and build background knowledge to help connect to content.
- ☐ Multimodal opportunities (Listening, Speaking, Reading, Writing, Viewing, Expressing)
- ☐ Intentional student grouping
- ☐ Provide assignments that emphasize both oral language and literacy development
- ☐ Provide extended time
- ☐ Provide student with take-home materials to practice concepts
- ☐ Pre-teach in academic/ content vocabulary
- ☐ Record material, including classroom instruction and notes, for student listening and review
- ☐ Test individually or in a small group
- ☐ Use manipulatives
- ☐ Use visuals, examples and real objects
- ☐ Focus on language goals in collaboration with content goals
- ☐ Provide alternative assignments/language tasks that meet the content standard or objective
- ☐ Use a variety of assessment options to assess student learning while keeping student ELP level in mind

LISTENING

- ☐ Give directions in incremental steps, with clarification of new vocabulary
- ☐ Provide note-catcher/graphic organizer for notes
- ☐ Check often for understanding and provide restated information when needed
- ☐ Slow down rate of speech, repeat, check in for understanding
- ☐ Clarifying and paraphrasing key concepts

ORAL LANGUAGE

- ☐ Increase wait time and ask questions at student's ELP level.
- ☐ Partner with same language peer.
- ☐ Provide in writing any oral directions given appropriate to student ELP level.
- ☐ Provide language support (either in student's home language or English) for students to engage in group discussions and/or projects.
- ☐ Allow participation in group assignments (with leveled roles or scaffolded support as needed).
- ☐ Provide opportunities to have collaborative discussions about content topics.
- ☐ Sentence stems

READING

- ☐ Highlight or color code tasks and directions.
- ☐ Adapt assignments to match language proficiency level and language goals
- ☐ Provide Amplified Texts* (Support text with visuals, highlighted key vocabulary & phrases, translation of key words, less text per page, embedded questions, etc.)
- ☐ Audio versions of texts

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- ☐ Leveled readers
- ☐ Provide note-catcher/graphic organizer for notes
- ☐ Provide students with key notes
- ☐ Bilingual Dictionary
- ☐ English Dictionary
- ☐ Picture Dictionary

WRITTEN LANGUAGE

- ☐ Sentence stems/Sentence frames (provided directly to student or posted in the classroom)
- ☐ Paragraph frames (provided directly to student or posted in the classroom)
- ☐ Allow for written responses at the student's ELP level.
- ☐ Provide a word-to-word bilingual dictionary or other reference materials as appropriate.
- ☐ Provide linguistic supports for students while reading grade-level text. (i.e.: graphic organizers, character maps, word bank, summaries)
- ☐ Provide models
- ☐ Allow student to do written class assignments or assessments orally
- ☐ Anchor charts
- ☐ Word walls/Word banks
- ☐ Bilingual Dictionary
- ☐ English Dictionary
- ☐ Picture Dictionary

PRIMARY/HOME LANGUAGE

- ☐ Allow for primary/home language materials when appropriate.
- ☐ Translanguaging opportunities (using all languages and languages skills for communication and expression)
- ☐ Provide interpretation/ translation (oral/ written assistance) in primary/home language.
- ☐ Use of a bilingual dictionary during class.

SUPPORTING LINGUISTIC COMPLEXITY & ACADEMIC RIGOR

- ☐ Alternate methods of assessment (i.e.: completing a graphic organizer instead of writing an essay)
- ☐ Break assignments into a series of smaller assignments
- ☐ Include visuals in instruction such as graphic organizers, pictures, maps, anchor charts, and graphs
- ☐ Read test items and directions out loud
- ☐ Scaffold to support language complexity of test questions
- ☐ Reword, rephrase, or summarize test directions / items in English

Section 4: WIDA English Language Proficiency Summative Assessment Considerations for Multilingual Learners with IEPs

Decisions regarding accommodations for MLs with disabilities must be made by the IEP team and documented in both Section 6 of the IEP and in the Individual Language Acquisition Plan (ILAP).

- ☐ **Annually revise this page using the [WIDA Accessibility & Accommodations Manual and Accommodations Checklists](#) to reflect your student's designated assessment: WIDA ACCESS Online, WIDA ACCESS K, WIDA ACCESS Paper or WIDA Alternate ACCESS.**

*See *Maine DOE ILAP Companion Guide* for more details

WIDA ACCESS Online Accommodations, Grades 1-12

L	S	R	W	
				1. Assistive Technology (AT)* <i>Pre-select in WIDA AMS and requires the use of DRC permissive mode.</i>
NA		NA	NA	2. Extended Speaking Response Time (ES) <i>Pre-select in WIDA AMS.</i>
				3. Extended testing of a test domain over multiple days (EM). <i>Provide written request and evidence of need to state education agency.</i>
		NA		4. In-person human reader (IR). <i>Read item text, graphics labels, and answer choices exactly as they appear.</i>
		NA		5. Repeat in-person human reader (RP) <i>Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.</i>
				6. Interpreter signs directions in ASL (SD) <i>Sign administration instructions, test directions, and practice items. Do not sign scored items</i>
		NA		7. Repeat item audio (RA). <i>Pre-select in WIDA AMS.</i>
	NA			8. Scribe (SR). <i>A trained adult records student responses during testing.</i>
NA	NA	NA		9. Speech-to-Text (STT)* <i>Pre-select in WIDA AMS and requires the use of DRC permissive mode.</i>
NA	NA	NA		10. Recording device and transcription (RD). <i>Clear device after transcription.</i>
				11. Test administered in a non-school setting (NS). <i>Provide written request and evidence of need to state education agency.</i>
	NA			12. Word processor or similar keyboarding device (WD). <i>Clear device after verbatim transcription.</i>

***New accommodations for 2026-2027**

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Parent/Guardian/Caregiver Comments	
Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	
Student Comments	
Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	
Classroom & Content Teacher Comments	
Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	
ESOL Staff Comments	
Quarter 1	
Quarter 2	
Quarter 3	
Quarter 4	

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Program of ESOL Services and additional student program information	
ESOL Program Type	☐ English For Speakers of Other Languages (ESOL) or English Language Development (ELD) ☐ Content Classes with Integrated ESOL Support ☐ Newcomer Programs ☐ Transitional Bilingual Education or Early Exit ☐ Dual Language or Two-way Immersion
Description of ESOL Services	
Amount and Frequency of ESOL Services	
ESOL Service Provider(s)	
Non-ESOL Services and Programs <i>*Revise this list to reflect your setting and student</i>	☐ Title 1 Reading ☐ Title 1 Math ☐ Gifted & Talented
In the case of Parent/Guardian Refusal of ESOL Services	☐ Parent/Guardian Refuse ESOL Services <i>*See Maine DOE ILAP Companion Guide for details</i>

Language Acquisition Committee Meeting	Click or tap to enter a date.
ILAP Completed	Click or tap to enter a date.
ILAP Revised	Click or tap to enter a date.

Language Acquisition Committee (LAC) Members		
Role	Name	Present
Student		
Parent/Guardian		
School Administrator		
Classroom/Content Teacher		
ESOL Teacher/ Coordinator		
Interpreter (name, ID #, and organization)		
Other:		

Other members may include staff or faculty from: Special Education, Gifted and Talented, School Counselor, Social Worker, Career & Technical Education Educator, Title 1, or other interventionists, etc.