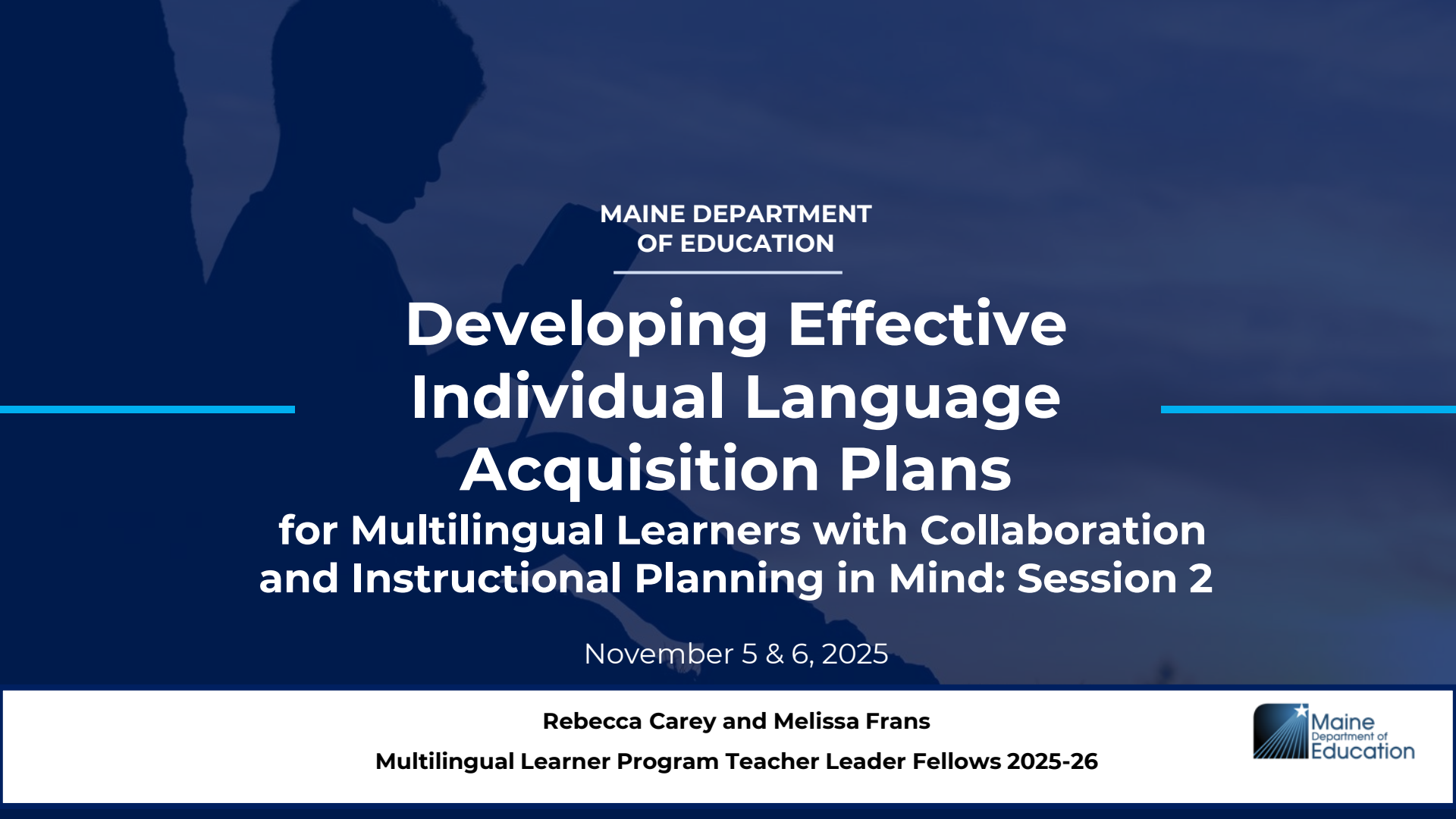




MAINE DEPARTMENT
OF EDUCATION

Developing Effective Individual Language Acquisition Plans

**for Multilingual Learners with Collaboration
and Instructional Planning in Mind: Session 2**

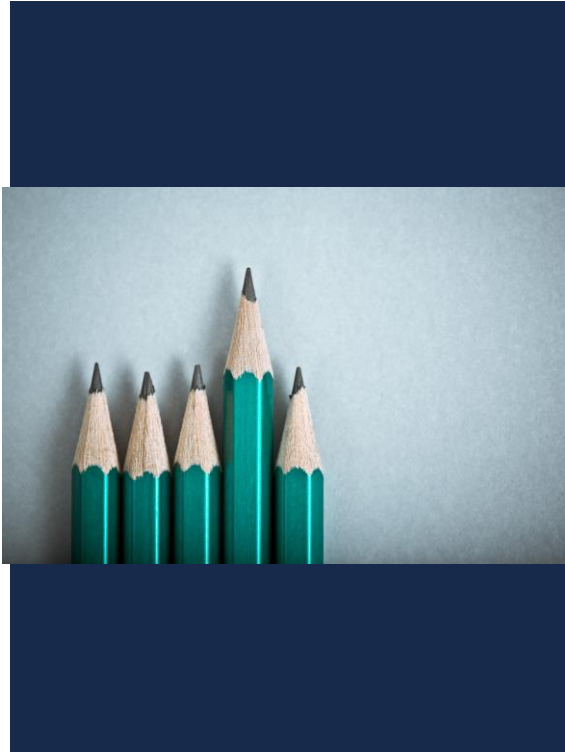
November 5 & 6, 2025

Rebecca Carey and Melissa Frans
Multilingual Learner Program Teacher Leader Fellows 2025-26



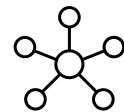
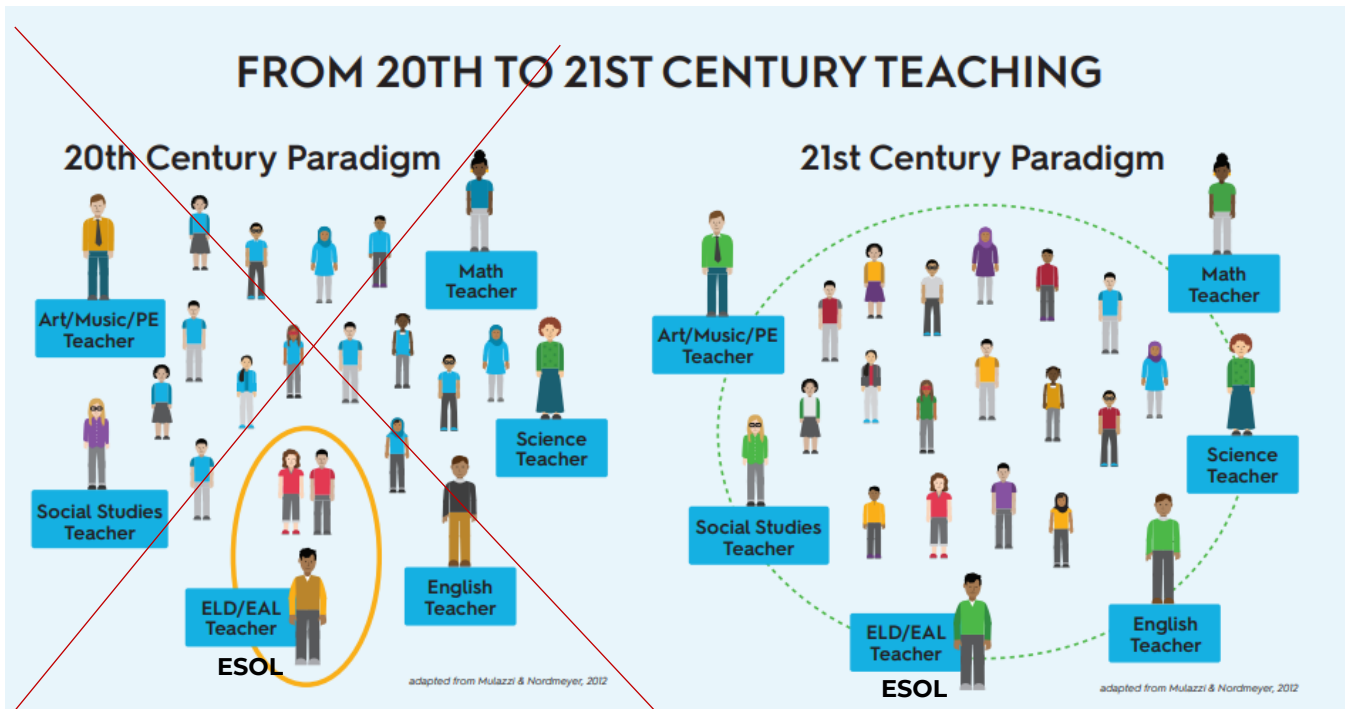
Today's Learning Objectives

Individual Language Acquisition Plans with Collaboration and Instructional Planning in Mind: **Session 2**



1. Identify and strengthen **components of an Individual Language Acquisition Plan** to support expected English language proficiency growth targets for identified multilingual learners.
2. Highlight **roles and responsibilities** and **systems of collaboration** to ensure effective ILAP development and implementation.
3. Provide **relevant and actionable resources** to support purposeful planning, collaboration, development and implementation of ILAPs for multilingual learners.

Shifting Paradigms: Language as Universal

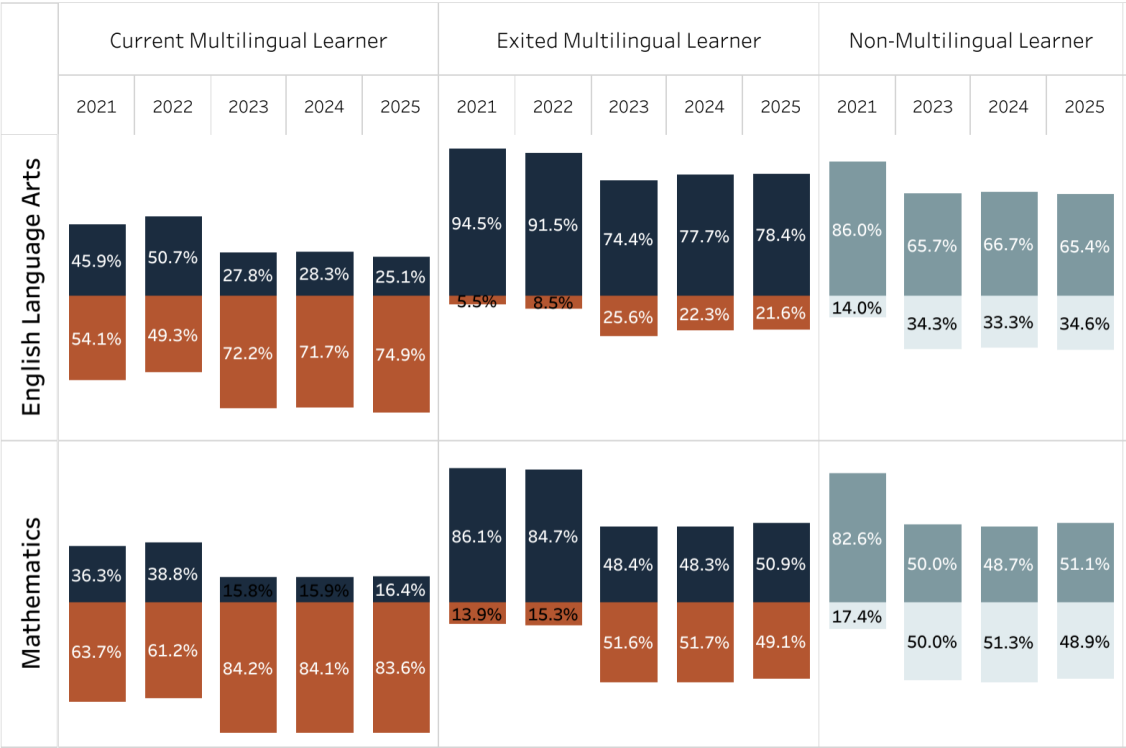


Integrating
language and
content learning

Building on what
students and
teachers can do

Multilingual Learner (English Learner) Dashboard

Proficiency on State Assessments
Below State Expectations | At or Above State Expectations



Presenters



Rebecca Carey

Teacher Leader Fellow 2025-2026

Multilingual Learners

Office of Teaching and Learning

ESOL and Bilingual Education

ML Coordinator and ESOL Leader Teacher,
RSU 3



Melissa Frans

Teacher Leader Fellow 2025-2026

Multilingual Learners with Disabilities

Office of Teaching and Learning

ESOL and Bilingual Education

Special Education Multilingual
Coordinator, Portland Public Schools

ILAP Section 2: Assessments

Section 2: Assessments

Identification				
English Language Proficiency Screener	WIDA Screener Online	Screening Conducted	Click or tap to enter a date.	
Listening	Speaking	Reading	Writing	Overall Composite



Annual English Language Proficiency Assessment									
Year	Type	Listening	Speaking	Reading	Writing	Oral	Literacy	Comp.	Overall Composite
	Choose an item.								
	Choose an item.								

State Academic Assessments			
Year	English Language Arts	Math	Science

District Progress Monitoring Assessments			
Year	English Language Arts	Math	Science

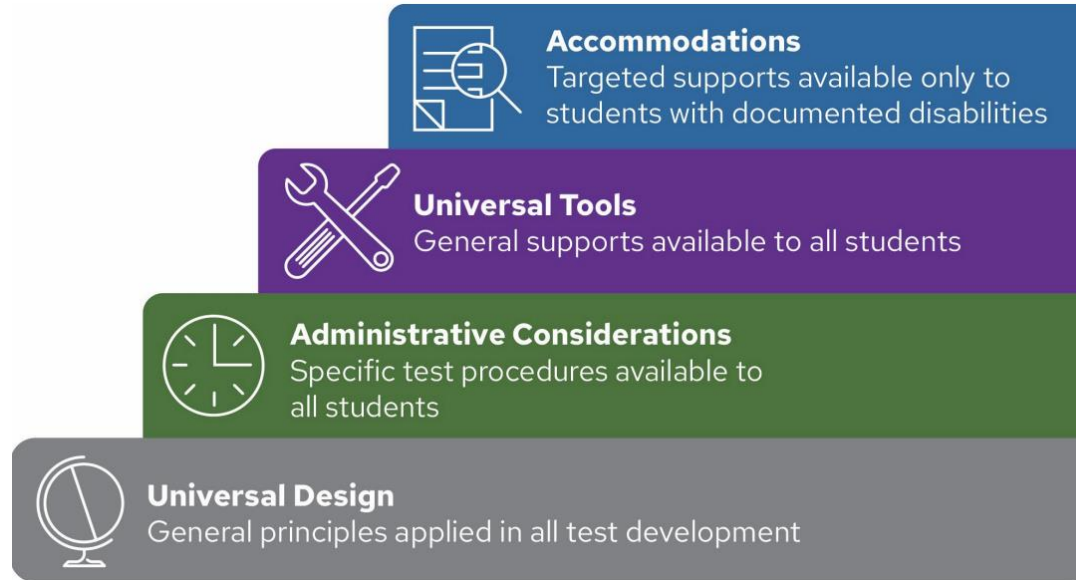
Accommodations for Summative Assessments	
☐	Read aloud math, science, social studies items and choices*
☐	Extended time
☐	State-approved bilingual word-to-word glossary/dictionary*
☐	Rest breaks
☐	Unique accommodation request
☐	Small group setting
☐	Individual testing with teacher the student is familiar with

*not allowed on WIDA ACCESS for ELLs/Alternate ACCESS



- Multilingual learners participate in the annual English language proficiency (ELP) assessment, as required by Federal law, beginning in kindergarten.
- Maine has designated WIDA ACCESS Online (grades 1-12) and WIDA ACCESS for Kindergarten as our ELP assessment.
- Multilingual learners with the most significant cognitive disabilities, who meet the criteria for alternate assessment via the IEP Team process using state guidance resources, participate in WIDA Alternate ACCESS (grades K-12).

The WIDA Accessibility and Accommodations Framework



WIDA Accommodations Checklists



Accommodations: WIDA ACCESS Online

Completed by: _____ Date: _____
 Student: _____ ID number: _____
 District/School: _____ Grade: _____
 Team Members: _____

Accommodations:

- Extended Speaking test response time (ES).** *Pre-select in WIDA AMS.*
 Listening (not applicable) Speaking ☐
 Reading (not applicable) Writing (not applicable)
- Extended testing of a test domain over multiple days (EM).** *Provide written request and evidence of need to state education agency.*
 Listening ☐ Speaking ☐
 Reading ☐ Writing ☐
- In-person human reader (IR).** *Read item text, graphics labels, and answer choices exactly as they appear.*
 Listening ☐ Speaking ☐
 Reading (not applicable) Writing ☐
- Repeat in-person human reader (RP).** *Read item text, graphics labels, and answer choices exactly as they appear and repeat once at student request.*
 Listening ☐ Speaking ☐
 Reading (not applicable) Writing ☐
- Interpreter signs directions in ASL (SD).** *Sign administration instructions, test directions, and practice items. Do not sign scored items.*
 Listening ☐ Speaking ☐
 Reading ☐ Writing ☐
- Manual control of item audio (MC).** *Pre-select in WIDA AMS.*
 Listening ☐ Speaking ☐
 Reading (not applicable) Writing ☐
- Repeat item audio (RA).** *Pre-select in WIDA AMS.*
 Listening ☐ Speaking ☐
 Reading (not applicable) Writing ☐



Accommodations: WIDA ACCESS Online

(continued)
 Student: _____

- Scribe (SR).** *A trained adult records student responses during testing.*
 Listening ☐ Speaking (not applicable)
 Reading ☐ Writing ☐
- Recording device and transcription (RD).** *Clear device after transcription.*
 Listening (not applicable) Speaking (not applicable)
 Reading (not applicable) Writing ☐
- Test administered in a non-school setting (NS).** *Provide written request and evidence of need to state education agency.*
 Listening ☐ Speaking ☐
 Reading ☐ Writing ☐
- Word processor or similar keyboarding device (WD).** *Clear device after verbatim transcription.*
 Listening ☐ Speaking (not applicable)
 Reading ☐ Writing ☐

WIDA Accommodations Checklists

Accommodations: WIDA Alternate ACCESS



Completed by: _____

Date: _____

Student: _____

ID number: _____

District/School: _____

Grade: _____

Team Members: _____

Accommodations:

1. **Extended testing of a test domain over multiple days (EM).** Provide written request and evidence of need to state education agency.

Listening ☐
Reading ☐

Speaking ☐
Writing ☐

2. **Interpreter signs directions in ASL (SD).** Sign administration instructions, test directions, and practice items. Do not sign scored items.

Listening ☐
Reading ☐

Speaking ☐
Writing ☐

3. **Scribe (SR).** A trained adult records student responses during testing.

Listening (not applicable)
Reading (not applicable)

Speaking (not applicable)
Writing ☐

4. **Recording device and transcription (RD).** Clear device after transcription.

Listening (not applicable)
Reading (not applicable)

Speaking (not applicable)
Writing ☐

5. **Test administered in a non-school setting (NS).** Provide written request and evidence of need to state education agency.

Listening ☐
Reading ☐

Speaking ☐
Writing ☐

6. **Word processor or similar keyboarding device (WD).** Clear device after verbatim transcription.

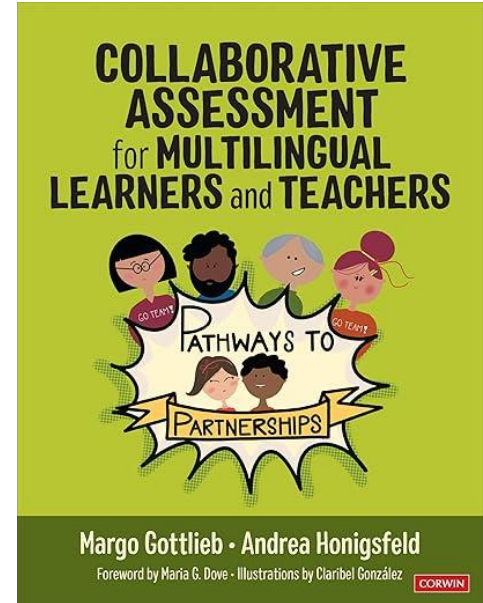
Listening ☐
Reading ☐

Speaking (not applicable)
Writing ☐

Collaborative Assessment System Centering MLs

ESTABLISHING A COLLABORATIVE ASSESSMENT SYSTEM

WHO IS INVOLVED?	WHAT ARE THE KEY COMPONENTS?	HOW CAN WE ENSURE EQUITY?
• Persons with varying backgrounds and perspectives • Persons representing major linguistic and cultural groups • Persons knowledgeable in assessment policies and practices	• Multiple qualitative sources of evidence • Multiple types of quantitative data • A balance of documentation among assessment AS, FOR, and OF learning	• Culturally responsive assessment practices • Linguistically sustainable assessment tools • Honoring student voice and choice



ANCHORED IN MULTILINGUAL STUDENTS' ASSETS

Gottlieb, M., & Honigsfeld, A. (2025). *Collaborative assessment for multilingual learners and teachers: Pathways to partnerships*. Corwin.

ILAP Section 3: English Language Development

Differentiation Strategies	
☐	Visuals (graphs, pictures, charts, etc.)
☐	Extended time
☐	Individualized/small-group instruction
☐	Bilingual dictionaries or access to computer translation programs
☐	Audio to accompany reading material
☐	Adapted assignments to match language proficiency level goals
☐	Give directions in incremental steps, with clarification of new vocabulary
☐	Allow student to do written class assignments or assessments orally
☐	Check often for understanding
☐	Slow down rate of speech, repeat, check in for understanding
☐	Print instead of using cursive
☐	Modify lesson delivery (scaffold)
☐	Seat student near the teacher or aide
☐	Modify linguistic complexity of assignments and formative assessments
☐	Provide word banks/sentence starters and sentence frames
☐	Administer testing in small-group setting
☐	Collaboration with mainstream teachers and ESOL teachers
☐	Provide teacher notes to students to aid assignment completion
☐	Limit answer choices on multiple choice activities/assessments
☐	Omit true/false questions from assignments and formative assessments
☐	Other (specify):

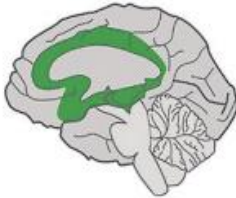
Universal Design for Learning

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of
Engagement



AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Design Multiple Means of
Representation



RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



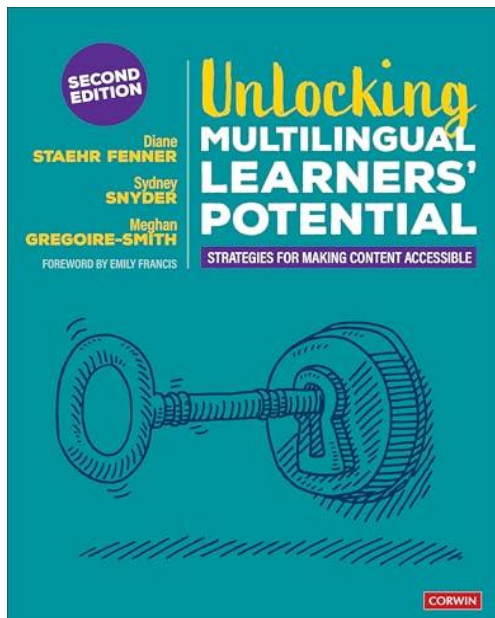
Design Multiple Means of
Action & Expression



STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

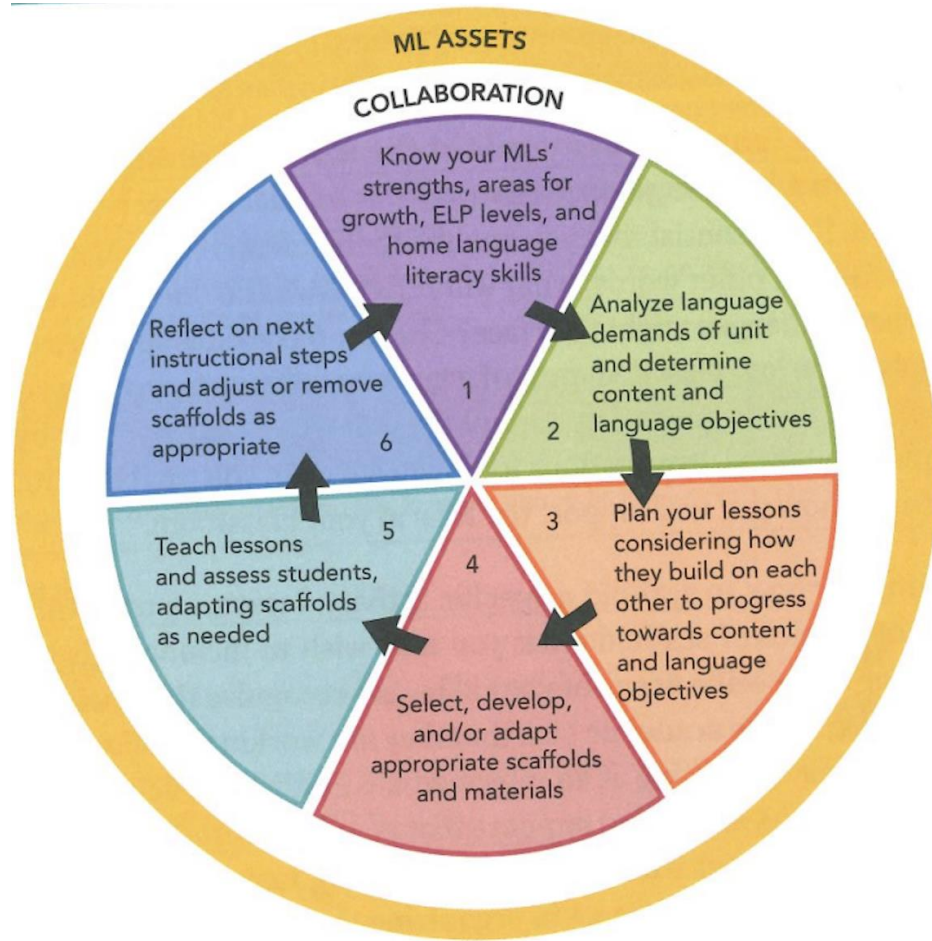


Scaffolding Instruction for MLs



"A **scaffold** is a temporary support a teacher provides to a student that enables the student to perform a task they would not be able to perform alone" (Fenner et al., p. 66).

Categories of Scaffolds		
Instructional Materials	Instructional Practices	Instructional Groupings



Scaffolding Instruction for MLs

*"Scaffolding includes both **macro (planned scaffolding)** and **micro (in-the-moment, spontaneous scaffolding)**"*

(Fenner et al., p. 66).

Organizing Instructional Scaffolds for Collaboration and Communication



Instructional Materials

Resources created or curated by an educator used to support engagement with content and language acquisition.



Instructional Practices

Actions an educator takes to support MLs' understanding of content and engagement during instruction.



Instructional Groupings

Intentionally grouping students to provide peer support, teacher support, or differentiated resources aligned to lesson objectives.

Organizing Instructional Scaffolds for Collaboration and Communication

Interpretive

Viewing

Listening

Reading

Expressive

Representing

Speaking

Writing



Breakout Room Discussion

Presenter	Topic
Jane Armstrong & Melanie Junkins	Next Steps for leadership systems and structures required for effective ILAPS
Rebecca Carey	Instructional Strategies and Scaffolds
Melissa Frans	Assessment and accommodations for Multilingual learners with disabilities

Resources



- [WIDA Accessibility and Accommodations Manual](#)
- WIDA Universal Design for Learning:
 - [UDL Example Ideas](#)
 - [Reflection Tool: UDL and Language Considerations for Instructional Planning](#)
- Unlocking Multilingual Learners' Potential:
 - [Categories of scaffolds](#)
 - [Scaffolded unit planning checklist](#)
 - [Suggested Scaffolds at Each Proficiency Level](#)

Developing Individual Language
Acquisition Plans (ILAPs Series
Feedback)



6 Questions... 30 seconds...

Questions?



Jane.Armstrong@maine.gov

ESOL State Specialist

Rebecca.Carey@maine.gov

Teacher Leader Fellow

Melissa.Frans@maine.gov

Teacher Leader Fellow

Developing Language for Learning in Mathematics

Illustrates the benefits of designing mathematics instruction to provide multilingual students with opportunities to use language to express their ideas and co-construct ideas with others. *For K-12 mathematics and ELL educators.*

Time to complete: 4 hours

Engaging Multilingual Learners in Science: Making Sense of Phenomena

Provides multiple strategies for engaging multilingual students in the central work of sensemaking in science. *For K-12 science and ELL educators.*

Time to complete: 3-4 hours

Exploring the WIDA PreK-3 Essential Actions

Introduces the WIDA PreK-3 Essential Actions. Provides an opportunity to build knowledge and understanding of the Essential Actions and to reflect on one's own ideologies, practices, and settings. *For PreK-3 educators.*

Time to complete: 2 hours

NEW

Let's Play! Multilingual Children's Joyful Learning in PreK-3

Explores what play for multilingual children is, why it is ideal for multilingual children's language development and learning, and how to implement more joyful learning. *For educators who teach or collaborate with teachers of multilingual children in PreK-3 classrooms and programs.*

Time to complete: 2 hours

Making Language Visible in the Classroom

Highlights the Big Idea of a functional approach to language development. Focuses on intentional language instruction in the classroom using the WIDA ELD Standards Framework, 2020 Edition. *For K-12 school educators and administrators.*

Time to complete: 1 hour

Newcomers: Promoting Success through Strengthening Practice

Offers opportunities to challenge personal and systemic biases, create an atmosphere and system of shared responsibility, and incorporate and build on the rich resources that multilingual newcomers bring. *For K-12 educators.*

Time to complete: 3 hours

NEW

Reading Comprehension Across Content Areas with Multilingual Learners

Provides tools and strategies to enhance the reading comprehension of multilingual learners. Offers practical approaches to actively engage students in meaning-making from text, with an emphasis on the explicit teaching of organization and language patterns in disciplinary texts. *For K-12 educators.*

Time to complete: 1.5 hours

Reframing Education for Long-term English Learners

Gives educators an opportunity to reframe the education of multilingual learners classified as long-term English learners (LTEs). *For K-12 educators and administrators.*

Time to complete: 1 hour

UPDATED

Teaching Multilingual Learners Social Studies

through Multiple Perspectives

Provides a unique opportunity to foster connections between our multilingual students' identities as global citizens and their social context. Features concepts, theory, terminology, and approaches that promote thinking and discourse through a global lens. *For K-12 educators.*

Time to complete: 3 hours

The WIDA ELD Standards Framework: A Collaborative Approach

Explores ways to use the WIDA ELD Standards Framework, 2020 Edition, to support multilingual learners' achievement and language development. *For K-12 educators.*

Time to complete: 4 hours



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