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| --- |
| 3. Student Characteristics and Experiences  Include information that may affect and/or support the use of accessibility features in instruction and assessment. |
| Home Language Background: *What languages are spoken at home? Are there differences in social communication and academic English proficiency?* |
| Educational Experiences: *What are the student’s experiences learning in English? In other languages?* |
| Cultural Factors: *What are the student’s­ and family’s experiences with schools?* |
| Migration Status and Mobility: *Have there been disruptions in schooling or in living arrangements? If so, how have they affected schooling?* |
| Disabilities: *Does the student have any diagnosed disabilities?* |
| Individual Characteristics, Academic Interests, & Academic Strengths: *What are the student’s interests? How does the student learn best?* |

**Instructions:** Use the EL Accessibility Plan as a guide for planning, implementing, and evaluating individualized accessibility features for English learners. You can adapt this form to meet your needs.

**2. Sources of Information**

(E.g., parents, previous teachers, specialists)

**1. Student Assessment Data**

Include or attach all available data.

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| --- | --- | --- | --- |
| Assessment | | Current Year | Previous Year |
| ELP | Reading |  |  |
| Listening |  |  |
| Writing |  |  |
| Speaking |  |  |
| ELA | |  |  |
| Math | |  |  |
| Screening Data  (if applicable) | |  |  |
| Other: | |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Instructional Planning | | | | | | |
| Student Need | **Accessibility Feature** | **Subject(s)** | **Included in Planning Tool(s)** | **Included in Classroom Tasks** | **Does the student use it for that task every time?** | **Is it used alone or with adult assistance?** |
|  |  | Math  Science  ELA  Social studies  Other: \_\_\_\_\_\_\_\_\_\_\_ | EL plan  IEP/ 504  State assessment plan  Other: \_\_\_\_\_\_\_\_\_\_\_  Not listed | Classroom assignments  Quizzes  Unit tests  Group work  Homework  Other: \_\_\_\_\_\_\_\_\_\_\_ | Yes  No  If not, how often? | Alone  With assistance |
|  |  | Math  Science  ELA  Social studies  Other: \_\_\_\_\_\_\_\_\_\_\_ | EL plan  IEP/ 504  State assessment plan  Other: \_\_\_\_\_\_\_\_\_\_\_  Not listed | Classroom assignments  Quizzes  Unit tests  Group work  Homework  Other: \_\_\_\_\_\_\_\_\_\_\_ | Yes  No  If not, how often? | Alone  With assistance |
|  |  | Math  Science  ELA  Social studies  Other: \_\_\_\_\_\_\_\_\_\_\_ | EL plan  IEP/ 504  State assessment plan  Other: \_\_\_\_\_\_\_\_\_\_\_  Not listed | Classroom assignments  Quizzes  Unit tests  Group work  Homework  Other: \_\_\_\_\_\_\_\_\_\_\_ | Yes  No  If not, how often? | Alone  With assistance |
|  |  | Math  Science  ELA  Social studies  Other: \_\_\_\_\_\_\_\_\_\_\_ | EL plan  IEP/ 504  State assessment plan  Other: \_\_\_\_\_\_\_\_\_\_\_  Not listed | Classroom assignments  Quizzes  Unit tests  Group work  Homework  Other: \_\_\_\_\_\_\_\_\_\_\_ | Yes  No  If not, how often? | Alone  With assistance |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment Planning | | | | | | | | | | |
| Student Need | **Accessibility Feature** | **Used in:** | **Available on**  **ELP Assessment?** | | | | **Available on**  **Content Assessments?** | | | **Person Assisting with Assessment** |
| **Reading** | **Listening** | **Writing** | **Speaking** | **ELA** | **Math** | **Science** |
|  |  | Instruction  State Tests  Other (district/unit tests) | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A |  |
|  |  | Instruction  State Tests  Other (district/unit tests) | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A |  |
|  |  | Instruction  State Tests  Other (district/unit tests) | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A |  |
|  |  | Instruction  State Tests  Other (district/unit tests) | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A | Yes  No  N/A |  |

**Instructions:** Gather feedback from teachers (including yourself), the student, and the student’s parents to evaluate how the accessibility features worked for instruction and assessments and how you can better support the student moving forward.

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| --- | --- | --- | --- | --- | --- | --- |
| Evaluation | | | | | | |
| Accessibility Feature | **Notes on Instruction** | | | **Notes on Assessments** | | |
| **Teacher Evaluation** | **Student Evaluation** | **Parent**  **Evaluation** | **Teacher Evaluation** | **Student Evaluation** | **Parent**  **Evaluation** |
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**Overall Evaluation of Accessibility Features:** *(e.g., How did the student perform on assignments or tests when accessibility features were used vs. not used? What combinations of accessibility features were effective vs. not effective?* *If the student did not perform as expected, what are possible reasons and what are potential solutions? Were the accessibility features refused by the student? If so, why?)*

**Next Steps:** *(e.g., What accessibility feature(s) or combination of accessibility features are likely to support the student’s learning? What should be tried next time? What accessibility feature(s) or combination of accessibility features may better support the student on assessments? What can the student’s teacher next year learn from this process and use next year?*)