

SAMPLE INDIVIDUALIZED STUDENT TRANSITION PLAN FOR ENGLISH LANGUAGE LEARNERS

General Information		
Student's Name	Grade Level	School Year
ID Number	Date of Entry in Wisconsin School	Native Language
School District	School	Primary Teacher

TEST DATA:

DATE							
Entry English Proficiency							
ACCESS Composite Score							
ACCESS Reading							
ACCESS Writing							
ACCESS Speaking							
ACCESS Listening							
PALS							
STAR Reading							
STAR Math							
FORWARD Social Studies							
FORWARD Math							
FORWARD ELA							
FORWARD Science							
ACT Aspire							

Scoring Explanation for ACCESS Testing	
1	Entering Student is not able to mimic language skills.
2	Beginning Student is able to produce language skills with considerable teacher assistance.
3	Developing Student is able to produce language skills with some teacher support.
4	Expanding Student is able to apply language skills independently, but not with 100% accuracy.
5	Bridging Student is able to apply language skills independently and accurately nearly always.
6	Reaching Student has attained proficiency comparable to native English-speaking peers.

Assessment Accommodations
State Testing: District Testing: Classroom Testing:

Two-Year Transition Plan		
Support	Change	Trigger
Example: Reading: Will provide 40 minutes of daily direct instruction in guided reading in small groups. This is in addition to her core ELA class.	Will provide daily resource help as needed for core ELA class, but will no longer provide direct instruction in addition to core ELA class.	STAR Reading results of At Proficient in addition to grade level success in the ELA class. _____ Date of Change
Example: Math: Will provide 15 minutes of direct instruction daily on math facts.	Will decrease direct instruction to 15 minutes 2Xweek.	When fluent in all multiplication and division facts. _____ Date of Change
		_____ Date of Change
		_____ Date of Change
		_____ Date of Change

Communication/Check-in Plan:

RECOMMENDED CLASSROOM MODIFICATIONS AND LEARNING STRATEGIES:

Physical Arrangement of Room:

- Seating student near the teacher or positive role model
- Avoiding distracting stimuli
- Increasing distance between desks

Lesson Presentation:

- Pairing students to check work
- Writing key points on the board
- Providing peer tutoring
- Providing visual aids, written outline, or note taker

- Including variety-activities & teaching with multi-sensory modes
- Repeating directions to student, student repeats back
- Allowing student to tape record lessons
- Using computer-assisted instruction
- Accompany oral directions w/written directions
- Provide a model to help students
- Break longer lessons into shorter ones

Assignments/Worksheets:

- Giving extra time to complete tasks/exams
- Simplifying complex directions
- Handing worksheets out one at a time
- Reducing the reading level
- Requiring fewer correct responses to achieve grade
- Providing a structured routine in written form
- Providing study skills training/learning strategies
- Giving frequent short quizzes and avoiding long tests
- Allowing typed assignments or dictated assignments
- Using self-monitoring devices
- Reducing homework
- Not grading handwriting
- Not requiring lengthy, outside reading assignments
- Arrange homework communication (school to home)
- Recognize/give credit for student's oral participation

Test Taking:

- Allowing open book exams
- Giving exam orally
- Giving take home tests
- Fewer essay responses
- Allowing students to give test answers on tape recorder
- Remove time constraints

Organization:

- Provide assistance with organizational skills
- Assign a volunteer homework buddy
- Allow student to have an extra set of books at home
- Send daily/weekly progress reports home
- Develop a reward system
- Provide an assignment notebook

Behavior:

- Use timers to facilitate task completion
- Structure transitional and unstructured times

- Use self-monitoring strategies
- Give extra privileges and rewards
- Keep classroom rules clear and simple
- Make “prudent use” of negative consequences
- Allow for short breaks between assignments
- Nonverbal cues for student to stay on task
- Mark student’s correct answers – not mistakes
- Implement a classroom behavior management system
- Allow student time out of seat to run errands, etc.
- Ignore mildly inappropriate behaviors
- Use of behavioral contracts
- Increase immediacy of rewards
- Implement time-out procedures

End of Year Reflections on Classroom Progress
Date:

Parent Communication and/or Language Needs
Date:

Team Members	
Teacher	Principal
ESL/Bilingual Teacher	School Counselor
Parent	Interpreter / Title 1 / Special Education Teacher / Other _____

Permission for Service			
<input type="checkbox"/> Accept ESL Support	Parent/Guardian Signature:		Date:
<input type="checkbox"/> Decline ESL Support	ESL Teacher Signature:		Date:

Adopted: 04/27/2020
Revised: