

Strategies

ELPS

Time  
Allocations

# ILLP Implementation Training

Attachment A



Differentiation

Assessment

ELD

ELL Boot Camp  
School Year  
2015/2016

# Agenda

- Required Forms
  - ILLP
  - Attachment A
  - Attachment B
- ILLP - Planning Phase
- ILLP - Implementation Phase
- Timelines



# Background on ILLPs

The ILLP language was included in the SEI Models to address the special circumstance created at schools with low numbers of ELL students where it is not fiscally feasible to provide SEI classrooms for the few number of students.



# Authority

“Schools with 20 or fewer ELLs within a three grade span (including kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each ELL. Scheduling and time allocations in the ILLPs must meet the requirements of the scheduling and time allocations specified herein for elementary or Middle and High School as appropriate for each ELL”

(Structured English Immersion ELD Models, 9/15/07)



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## NOTICE OF

Please note that some menus and buttons have changed.

The Office of English Language Learners is committed to providing high quality instruction for all students in our districts and charter schools. We are currently working on providing English language learners with the resources they need to succeed.

### What's New

- ELL Standards Updated
- ELL Standards Updated
- 2015 OELAS Conference – Session Proposal Application
- 2015 OELAS Conference – Session Proposal Application
- Approved Refinements to the SEI Models

### OELAS Website At-A-Glance:

- Arizona English Language Learner Assessment (AZELLA)
- Arizona State Board of Education Approved SEI Endorsement Training
- Articles of Interest and Useful Links
- Directive Regarding the AZELLA Participation Agreement
- English Language Learner (ELL) Forms
- **ILLP Implementation Documents**
- Monitoring Information and Documents
- Parent Information
- Structured English Immersion (SEI) Models
- Title III

ELL Connections

ELP Standards

SEI Endorsement

K-12 Academic Standards

Move On When Reading

2015 OELAS Conference  
December 9-11, 2015

## OPTIMIZING OPPORTUNITIES

Refer to ILLP Guidance Document and Forms found here.



SEARCH x

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## ILLP Implementation Documents

### REQUIRED DOCUMENTATION

- [Attachment A](#) Word
- [Attachment B](#)

### GUIDANCE DOCUMENT

- [Guidance Document \(complete with all required documentation\)](#)

### Sample of Language Development Strategies in the Content Area

- [Language Development Strategies in Math](#)
- [Language Development Strategies in Science](#)
- [Language Development in Social Studies](#)

[ELL Connections](#)

[ELP Standards](#)

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[K-12 Academic Standards](#)

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# Completion of Required ILLP Documents

There are **THREE** required documents that must be completed.



## 1. Individual Language Learner Plan (ILLP) Document

- Completed in consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL Coordinator and a site administrator. This will constitute the ILLP team. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a). **1) This form cannot be altered. 2) It must be written annually. 3) It must be signed by all designated ILLP team members.**

## 2. Attachment A

- Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. To be completed as per Parent Notification time requirements (NCLB SEC. 3302a). **1) Written with the ILLP in the beginning of the year and to be reviewed and/or revised quarterly. 2) Should be signed by all teachers named on the Attachment A.**

## 3. Attachment B

- Sample provided by ADE, or may be modified by LEA, but must have all components identified on the sample document. **1) Written at the end of each quarter. 2) Should reflect progress toward current Attachment A Performance Indicators.**



# Important Dates

- **Completed ILLP Document** (to be signed by ILLP team)
- **Attachment A** (to be signed by ILLP teachers)

The above documents must be completed not later than 30 days after the beginning of the school year, and within two weeks during the school year, by each eligible entity using Title III funds. For LEAs not receiving Title III funds, the documents must be completed within 60 days from the beginning of the school year or 30 days of a student's enrollment in school, whichever is later.

**Individual Language Learner Plan (ILLP)  
Required Documentation**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
School: \_\_\_\_\_ District: \_\_\_\_\_  
Grade: \_\_\_\_\_ SAIS Number: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

This ILLP is for the exclusive use of schools with 20 or fewer English Language Learners (ELLs) in a three-grade span (including kindergarten for counting purposes).

The ILLP will be written after consultation with the teacher(s) who will be involved in the instruction of the student. This will comprise the following:

- The ILLP will be completed annually for each student.

Most current student AZELLA overall proficiency level (circle one):

Date: \_\_\_\_\_ Pre-Emergent/Emergent Basic Intermediate

Previous AZELLA result(s) (circle one):

Date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

Date: \_\_\_\_\_ Pre-Emergent Emergent Basic Intermediate Proficient

English language learners (ELLs) must receive instruction based on all time allocations in the SEI Models (unless using exceptions for Middle/High School).

This differentiated instruction will be provided by using the Arizona English Language Proficiency (ELP) Standards. Time allocations for all grade and proficiency levels are listed below.

For kindergarten classes operating on a half-day basis, the time allocations are proportionately reduced.

**This is the front  
of the ILLP Document**

## ALL GRADE AND PROFICIENCY LEVELS

60 minutes	Oral English/Conversation and Vocabulary
60 minutes	Reading
60 minutes	Writing
60 minutes	Grammar

### Documentation also required:

#### Attachment A (may be altered by)

- Documents the teacher's instruction
- Documents the student's progress
- Documents the student's performance on the ILLP Standards and Performance

#### Attachment B (must have all components)

- Documents the student's progress of the English language learner.
- Documents the student's performance (in accordance with reporting period).

Arizona law requires materials and instruction to be in English. (A.R.S. §15-751. Definitions 2 and 5).

Arizona law requires schools to teach English. (A.R.S. §15-752. English language education).

The goal set forth in Arizona law is that ELLs should become English proficient in a period not normally intended to exceed one year. (A.R.S. §15-752. English language education).

\_\_\_\_\_  
Classroom English/language arts teacher      Date

\_\_\_\_\_  
Parent/Guardian      Date

\_\_\_\_\_  
ELL Coordinator      Date

\_\_\_\_\_  
Site Administrator      Date

This is the back  
of the ILLP Document

## Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:	*SAIS ID #:	*AZELLA Overall Proficiency Level:			
		*AZELLA Date:			
*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		

Revised: June 2013

\* Indicates required information to be included

Original Document placed in student's cumulative file.

\*\* Indicates if content Highly Qualified / specify content area

Copy to identified ILLP classroom teacher(s)

# Each Row on Attachment A Represents One of the Four SEI Allocations

## Individual Language Learner Plan (ILLP) – Attachment A

*Student Name:		*SAIS ID #:		*AZELLA Overall Proficiency Level:	
				*AZELLA Date:	
*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:		*ILLP Teacher Signature/Date:	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes		Y N		
*Reading	*60 minutes		Y N		
*Writing	*60 minutes		Y N		
*Grammar	*60 minutes		Y N		

# ATTACHMENT B

## What should be included?

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- This document is used to update assessment (formative and any other data) information used to show the progress of the English language learner.
- This document will be updated quarterly (or in accordance with reporting period) for each student.





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# PLANNING PHASE

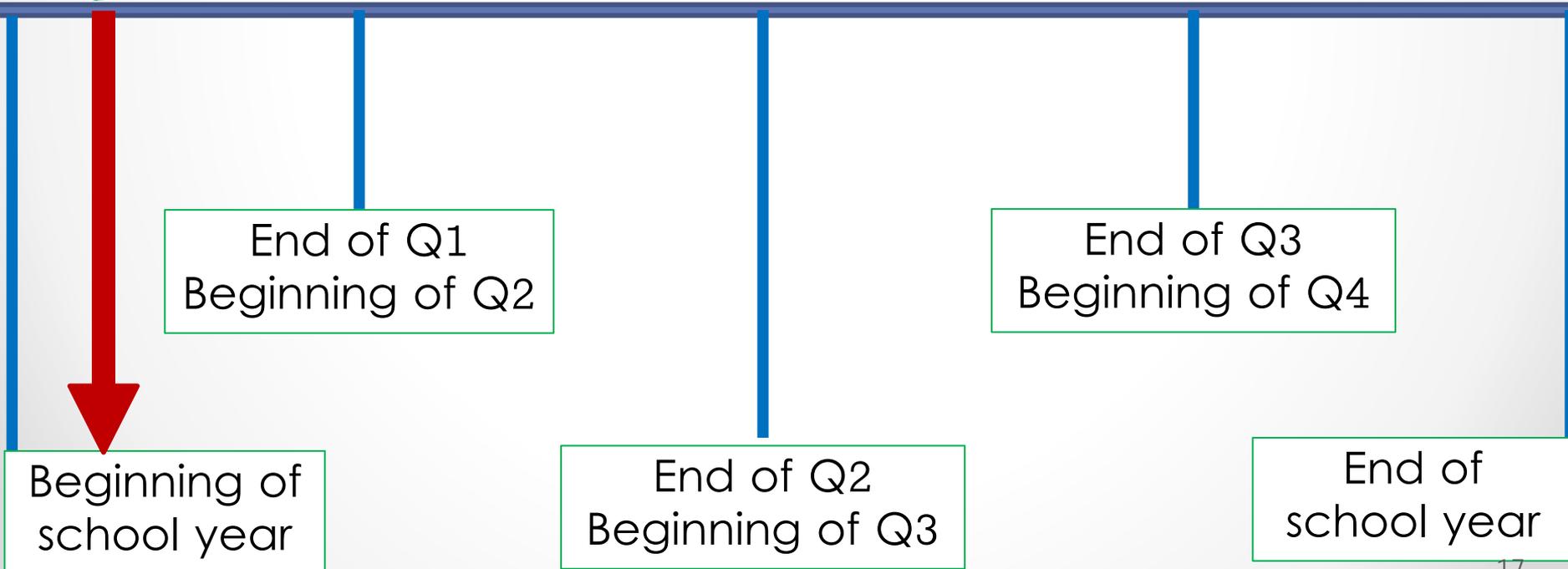
# Overall Important Considerations

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- Administration should be selective when assigning mainstream teachers to provide the instruction for ELLs on an ILLP.
- All teachers instructing ELLs through an ILLP must be highly qualified in their respective area(s).
- The Language Arts teacher(s) will collaborate on the writing of the ILLP with other teachers working with ELLs on an ILLP.
- If a teacher is responsible for two (2) of the time allocations on the ILLP, the student's class schedule will identify two class periods of instruction with that specific teacher.

# Mental Timeline

Within 30 days I need to have an ILLP completed and signed by parent, site administrator, and ELL coordinator. At this time, I should have the Attachment A completed and filled out for each time allocation. Every teacher listed on the Attachment A must sign across the top of Attachment A as well. Four to five ELP Standards/Performance Indicators must be identified and written out for each allocation accordingly.



# Choosing ELP Standards and Performance Indicators For ILLPs

- Identify ELL's subtest proficiency level (based on AZELLA report)
  - Identify the ELL's needs based on additional data available for each student
  - Determine which level of Performance Indicator should be placed on Attachment A
- Select which **ELP Domain/Language Strand** to use based on SEI time allocations
  - Choose ELP Performance Indicators that align with content standards



# SEI Time Allocations

for All Grades and All Proficiency Levels

<p><i>Time Allocation</i></p> 	<p>Oral English/ Conversation and Vocabulary</p> <p><b>60 minutes</b></p>	<p>Grammar</p> <p><b>60 minutes</b></p>	<p>Writing</p> <p><b>60 minutes</b></p>	<p>Reading</p> <p><b>60 minutes</b></p>
<p><i>Standards to Use</i></p> 	<p>Listening &amp; Speaking Domain</p> <p>-and-</p> <p>Language Strand Standard 2: Vocabulary</p>	<p>Language Strand Standard 1: Standard English Conventions</p>	<p>Writing Domain</p>	<p>Reading Domain</p>



# Attachment A

## WHAT SHOULD BE INCLUDED?

- This document must be completed and signed by all teachers responsible for instruction.
- ELP Standards and Performance Indicators must be identified for each time allocation.
  - Teachers strategically identify the ELP Standard(s) and Performance Indicators that will be used for differentiated instruction of ELLs in the mainstream classroom.
  - Remember Attachment A goals/performance indicators should be...
    - realistic, but should push students to their productive discomfort level, and
    - be the result of a collaborative effort between teachers on the ILLP

# Attachment A

## WHAT ELSE SHOULD BE INCLUDED?

- Goal should be achievement of Performance Indicators at the High Intermediate proficiency level.
- It is recommended that each ILLP area address four to five Performance Indicators selected for each quarter (or in accordance with reporting period).
- Must be reviewed quarterly (or in accordance with reporting period).



**Don't Forget**

## Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: <b>Moby Toby</b>	*SAIS ID #: <b>1234567</b>	*AZELLA Overall Proficiency Level: <b>Intermediate 2/2/14</b>			
*ILLP Teacher Signature/Date: <i>Harriet Breeze</i>	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:	*ILLP Teacher Signature/Date:		
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	<b>Harriet Breeze</b>	(Y) N	III-LS-1:HI-2: summarizing main ideas/concepts and supporting details from read alouds (fiction and nonfiction) in complete sentences. II-LS-1:HI-3: sequencing events from read alouds, presentations and conversations in complete sentences. III-LS-2:HI-4: participating in socio-functional communication tasks using complete sentences.	9/29/18
*Reading	*60 minutes	<b>Harriet Breeze</b>	(Y) N		9/29/18
*Writing	*60 minutes	<b>Harriet Breeze</b>	(Y) N		9/29/18
*Grammar	*60 minutes	<b>Harriet Breeze</b>	(Y) N	with a subject + "to be" + adjective as the compliment, with subject-verb agreement (S-V-C). III-L-1(Q): HI-7: producing Yes/No questions in the past progressive tense. III-L-1(Q): HI-14: producing interrogative sentences beginning with "When".	9/29/18

This is the Attachment A (self-contained example)

## Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: <input type="text"/>		*SAIS ID #: 1234567	*AZELLA Overall Proficiency Level: Basic 4/15/15		
*ILLP Teacher Signature/Date: <i>Mr. Oatis</i>		*ILLP Teacher Signature/Date: <i>Mrs. Smith</i>	*ILLP Teacher Signature/Date: <i>Mr. Wilson</i>	*ILLP Teacher Signature/Date: <i>Mrs. Long</i>	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	<i>Mr. Oatis</i>	Y N	IV-LS-1:LI-3: summarizing main ideas and supporting details from read-alouds in complete sentences. IV-LS-1:LI-6: following multi-step instructions/directions, procedures and processes which contain specific academic content vocabulary. IV-LS-2:LI-6: making predictions about inferences about academic	12/2015
*Reading	*60 minutes	<i>Mrs. Smith</i>	Y N		2015
*Writing	*60 minutes	<i>Mr. Wilson</i>	Y N		2015
*Grammar	*60 minutes	<i>Mrs. Long</i>	Y N	IV-L-1(V):LI-7: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs with instructional support. IV-L-1(ADJ):LI-1: producing a series of adjectives in the correct order with instructional support. IV-L-1(PH/CL):LI-1: using a noun phrase in a complete sentence. IV-L-1(Q):LI-3: producing questions beginning with various forms of "to be" and containing a complement, which require yes or no responses.	12/2015

This is the Attachment A (departmentalized example)

# IMPLEMENTATION PHASE



# Documenting the ILLP

- **Document the ELP Standards/Performance Indicators from Attachment A that are being used to differentiate instruction.**
  - Document in lesson plans or elsewhere in the classroom
  - Document daily or weekly
  - Use coding and write out the Performance Indicator
- **Document the ELP Standards/Performance Indicators for each time allocation.**
  - Oral English Conversation and Vocabulary (OEC/V)
  - Reading
  - Writing
  - Grammar



# Instructional Strategies

- Should support or scaffold student language development to promote success
- Should promote interactive lessons with hands-on activities and cooperative learning



# ELD Strategies



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Admins



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### Online Certification Portal Now Available

The Arizona Department of Education is pleased to announce the release of a public certification portal, which will allow members of the public to verify the certificate information of Arizona educators. OACIS, the Online Arizona Certification and Information System, ... [\[Read More...\]](#)

### AzMERIT: Arizona's Measurement of Educational Readiness to Inform Teaching

In November 2014, the Arizona State Board of Education adopted a new statewide achievement test, AzMERIT, for Arizona students. In order to help communicate the purpose of the new test and several important aspects of the upcoming implementation process, the Arizona ... [\[Read More...\]](#)

### LATEST HEADLINES

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**Thirty Schools Recognized for Dedication to High Quality Civic Learning**

**Arizona Department of Education Successfully Launches New Data System**

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## Overview

Please note that some menus and buttons have changed.

The **Office of English Language Acquisition Services (OELAS)** is committed to providing guidance, assistance, and support to all of Arizona's school districts and charter schools charged with the educational needs of Arizona's English language learner (ELL) population by... -more-

### What's New:

- ELD Professional Development for August-September 2015
- SEI Completion Course Registration is Open
- 2015 ELL Coordinator Boot Camp Documents
- 2015 OELAS Conference – ELL Student Success Stories Flyer
- 2015 OELAS Conference – ELL Teacher of the Year Nominations
- 2015 OELAS Conference – Session Proposal Application
- Approved Refinements to the SEI Models

ELL Connections

ELP Standards

SEI Endorsement

K-12 Academic Standards

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2015 OELAS Conference  
December 9-11, 2015

**OPTIMIZING OPPORTUNITIES**



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## ILLP Implementation Documents

### REQUIRED DOCUMENTATION

- [Attachment A Word](#)
- [Attachment B](#)



### GUIDANCE DOCUMENT

- [Guidance Document \(compliance with required documentation\)](#)

### Sample of Language Development Strategies in the Content Area

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- [Language Development Strategies in Science](#)
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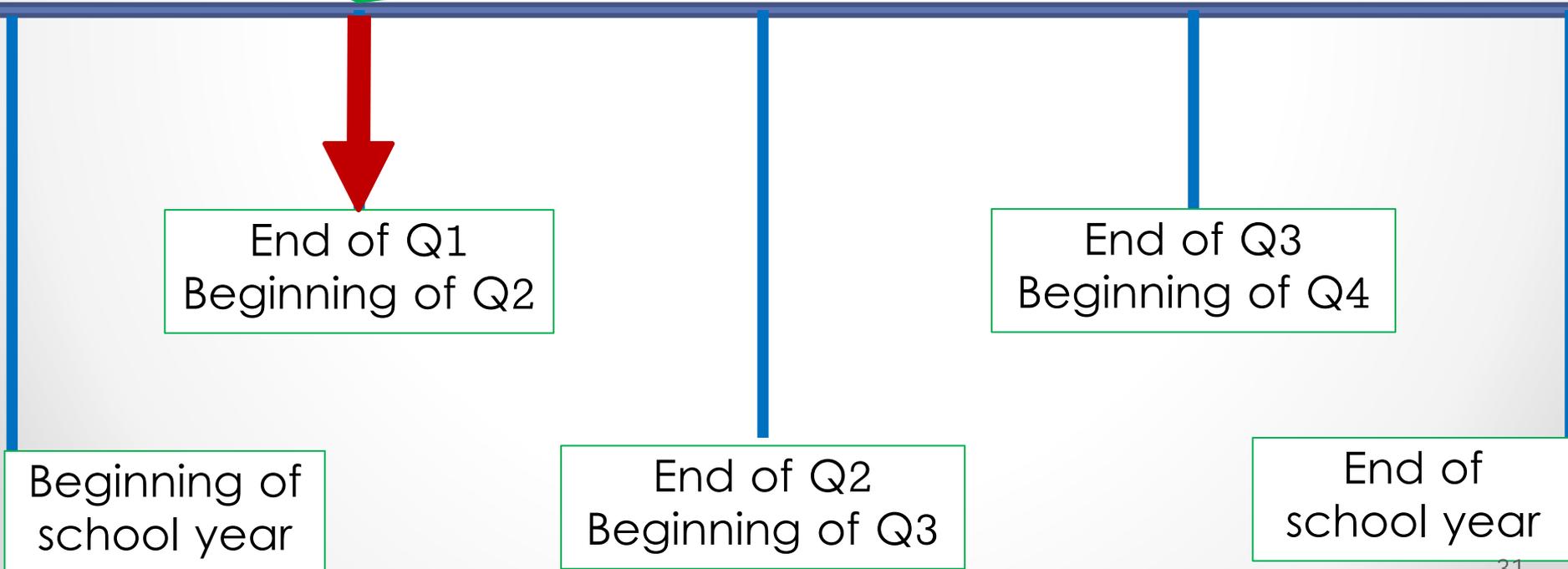
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2015 OELAS Conference  
December 9-11, 2015

OPTIMIZING OPPORTUNITIES

# Mental Timeline

At the end of the quarter, I must have data on how the ELL has performed according to the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and the progress the student has made. Because a new quarter is beginning, I must also review, revise, or rewrite the Attachment A.



# Attachment B

---

- Gather assessments that will serve as evidence toward mastery of the identified Performance Indicators on Attachment A.
  - Examples:
    - DIBELS
    - Unit Tests
    - Benchmark Data
    - Writing Samples
    - Observation Checklists
    - Lab Write-Ups

## ILLP Progress Report - Attachment B

\*Name \_\_\_\_\_

3rd Grader

\*SAIS ID # \_\_\_\_\_

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

<b>*Quarter: 1</b>	<b>*Date:</b>	<b>*Teacher Signature: Mrs. Savio</b>
		(Classroom/Language Arts/English teacher)
<b>*Formative Assessments Used and Results:</b>		
DIBELS: Composite Score 210 (Below Benchmark – Strategic)		
Writing Diagnostic Prompt: 28/42		
Spelling Tests: 33% / 46% / 67% / 60%		
Reading Vocabulary: Quiz #1 – 30% / Quiz #2 – 60% / Quiz #3 – 70%		
Math: Unit 1 Test – 40% / Unit 2 Test – 63%		
Journal Entries: 71%		
Reading Program Comprehension Quiz: #1 – 40% / Quiz #2 – 40% / Quiz #3 – 60%		
Reading Program Unit 1 Assessment: 57%		
<b>*Recommendations:</b> Provide extra support for reading comprehension focusing on specific comprehension skills such as cause/effect and summarizing. Focus on syntactical structures for writing and continue to work on vocabulary increasing the number of words by 2 or 3 depending on complexity of the words and content area. 33		

# ILLP Progress Report - Attachment B

## Attachment B Sample

\*Name \_\_\_\_\_

\*SAIS ID # \_\_\_\_\_

8th Grader

The ILLP will be reviewed quarterly (or in accordance with reporting period) by the teachers identified on the ILLP and after each administration of the AZELLA. Recommendations for any modifications can be made to the ILLP team.

*Quarter: 1	*Date:	*Teacher Signature: Mrs. Savio (Classroom/Language Arts/English teacher)
<b>*Formative Assessments Used and Results:</b>		
Prefix Assessment: 54%		
Writing Sample: 18/36		
Identifying Parts of Speech Quiz: 77%		
Life Science Labs: Trouble generating questions		
American History Writing Sample: 12/36		
American History Civil War Unit Test: 53% (Difficulty with sentence structures on written response)		
Reading Program Comprehension Quiz: #1 – 20% / Quiz #2 – 30% / Quiz #3 – 30%		
Math Quiz: Trouble with content-specific vocabulary and with following multi-step problems		
<b>*Recommendations:</b> Provide support with syntactical structures of language beginning with progressive tenses. Provide support with phrase/clause construction and questions. Use graphic organizers and visuals to support vocabulary instruction.		

# Reviewing, Revising, or Rewriting Attachment A

...

Replace any Performance Indicators that have been mastered with new skills.

New Performance Indicators should then be identified and included, as needed.

# Attachment A After Review

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- Based on review:
  - Revisions can be documented on original Attachment A
  - or-
  - Rewritten Attachment A can be attached to original Attachment A
- If teacher assignments change, these name changes must be reflected on Attachment A

# Revised Attachment A

## for 3<sup>rd</sup> grader

3<sup>rd</sup> Grade

### Individual Language Learner Plan (ILLP) – Attachment A

*Student Name: <input type="text"/>		*SAIS ID #: <input type="text"/>		*AZELLA Overall Proficiency Level: <input type="text" value="Basic 4/15/15"/>	
*AZELLA Date: <input type="text"/>					
*ILLP Teacher Signature/Date: <input type="text" value="Mrs. Savio"/>		*ILLP Teacher Signature/Date: <input type="text"/>		*ILLP Teacher Signature/Date: <input type="text"/>	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Mrs. Savio	Y N	<p>III-LS-1: LI-2: paraphrasing main ideas/concepts and supporting details from read-alouds in complete sentences.</p> <p>III-LS-1: LI-3: sequencing events from read-alouds, presentations and conversations in complete sentences with instructional support.</p> <p>III-LS-2: LI-5: asking and responding to academic questions in complete sentences.</p> <p>III-L-2: LI-5: determining the meaning of compound words using knowledge of individual words.</p> <p>III-L-2: HI-7: using knowledge of base/root words and affixes to determine the meaning of unknown grade-level content words.</p> <p>III-L-2: HI-9: completing and explaining analogous relationships.</p>	10/2015 12/2015



<p>*Grammar</p>	<p>*60 minutes</p>	<p>Mrs. Savio</p>	<p>Y N</p>	<p>III-L-1(N): LI-1: using singular common and proper nouns.          III-L-1(N): LI-3: converting a given singular common noun into a plural noun, including irregular nouns.          III-L-1(V): LI-5: using simple present tense irregular verbs to produce declarative, negative, and interrogative sentences with instructional support.          III-L-1(V): LI-7: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs with instructional support.          III-L-1(ADJ): LI-1: producing a series of adjectives in the correct order with instructional support.          III-L-1(SC): LI-2: producing sentences using subjects and verbs, with subject-verb agreement.          III-L-1(SC): LI-5: producing sentences with a noun as the subject using S-V-C construction, with instructional support.</p>	<p>10/2015  12/2015</p>
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# Attachment A - Rewritten

**2<sup>nd</sup> Quarter**

**3<sup>rd</sup> Grade**

## Individual Language Learner Plan (ILLP) – Attachment A

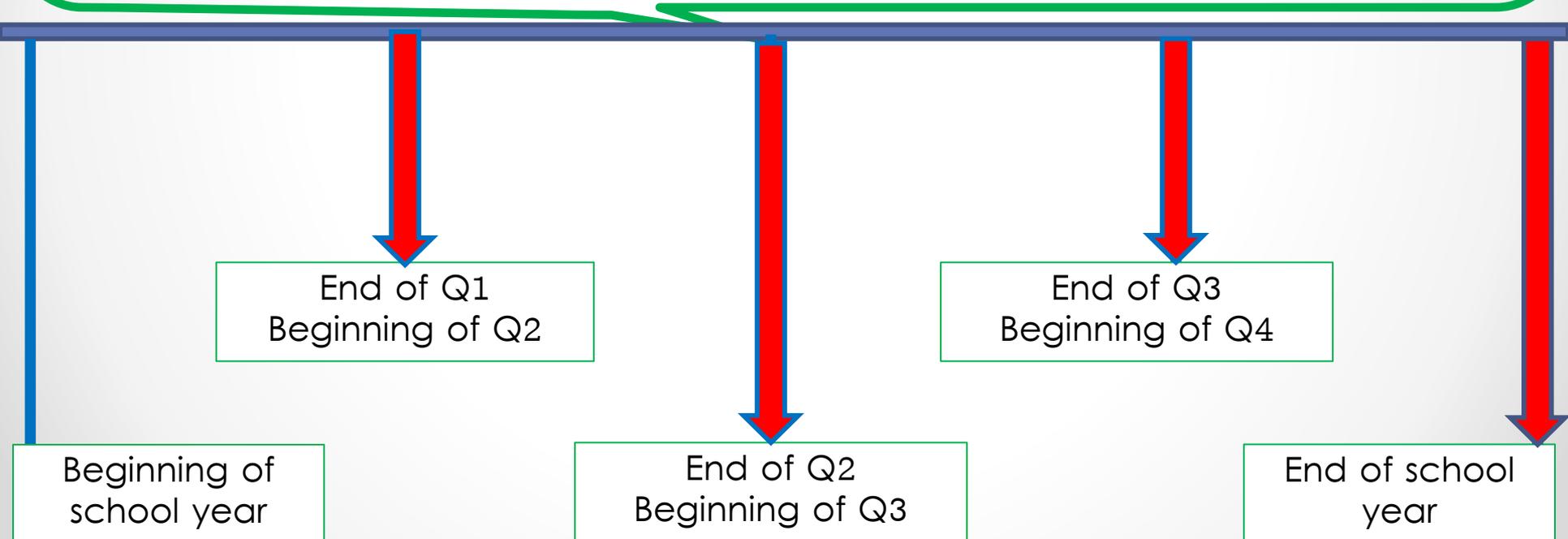
*Student Name: <input type="text"/>		*SAIS ID #: <input type="text"/>		*AZELLA Overall Proficiency Level: <input type="text" value="Basic 4/15/15"/>	
*AZELLA Date: <input type="text"/>					
*ILLP Teacher Signature/Date: <input type="text" value="Mrs. Savio"/>		*ILLP Teacher Signature/Date: <input type="text"/>		*ILLP Teacher Signature/Date: <input type="text"/>	
*Required ILLP Areas	*Time Allocation	*Teacher Responsible For Instruction	*Teacher Highly Qualified**	*ELP Standards and Performance Indicators to be Covered	*Target Date
*Oral English/Conversation and Vocabulary	*60 minutes	Mrs. Savio	Y N	<p><b>III-LS-1: LI-2:</b> paraphrasing main ideas/concepts and supporting details from read-alouds in complete sentences.</p> <p><b>III-LS-1: LI-3:</b> sequencing events from read-alouds, presentations and conversations in complete sentences with instructional support.</p> <p><b>III-LS-2: LI-5:</b> asking and responding to academic questions in complete sentences.</p> <p><b>III-L-2: LI-7:</b> using knowledge of base/root words and affixes to determine the meaning of unknown grade-level content words with instructional support.</p> <p><b>III-L-2: LI-9:</b> explaining word pair/analogous relationships.</p>	12/2015
*Reading	*60 minutes	Mrs. Savio	Y N	<p><b>III-R-3: LI-1:</b> reading aloud passages from unfamiliar content area text with fluency.</p> <p><b>III-R-4: LI-3:</b> answering literal and/or personal response questions about text.</p> <p><b>III-R-4: LI-7:</b> summarizing the main idea and supporting details from text.</p> <p><b>III-R-4: LI-7:</b> summarizing the main idea and supporting details from text.</p> <p><b>III-R-4: LI-12:</b> identifying the cause and effect relationship of two related events in a literary selection.</p>	12/2015

# Attachment A – Rewritten, continued

<p>*Writing</p>	<p>*60 minutes</p>	<p>Mrs. Savio</p>	<p>Y N</p>	<p>III-W-2: LI-6: using various subjects in sentences in a variety of writing applications.            III-W-2: LI-7: using verb tenses in a variety of writing applications.            III-W-3: LI-2: organizing ideas to reflect the audience and intended purpose.            III-W-4: LI-1: producing one or two paragraphs with an identifiable main idea and supporting details that reflect the purpose in a variety of genres.            III-W-1: LI-5: writing a summary paragraph containing only key ideas and relevant content vocabulary summarizing a variety of text with instructional support.</p>	<p>12/2015</p>
<p>*Grammar</p>	<p>*60 minutes</p>	<p>Mrs. Savio</p>	<p>Y N</p>	<p>III-L-1(N): LI-3: converting a given singular common noun into a plural noun, including irregular nouns.            III-L-1(V): LI-5: using simple present tense irregular verbs to produce declarative, negative, and interrogative sentences with instructional support.            III-L-1(V): LI-7: producing declarative, negative, and interrogative simple sentences using present progressive tense verbs with instructional support.            III-L-1(ADJ): LI-1: producing a series of adjectives in the correct order with instructional support.            III-L-1(SC): LI-5: producing sentences with a noun as the subject using S-V-C construction, with instructional support.</p>	<p>12/2015</p>

# Mental Timeline

At the end of each quarter, I must have data on how the ELL has performed according to the performance indicators listed on the Attachment A. I need to write an Attachment B based on the data and progress the student has made. Because a new quarter is beginning, I must also review, revise, or rewrite the Attachment A. I should see progress toward language proficiency through mastery of multiple performance indicators.



# Questions



# THANK YOU

## Arizona Department of Education

### OELAS

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