



Patrick County Public Schools- LEP Student Profile Form 2013-14

I. Demographic Information

Student Name:_____ Date of Birth:_____ Current Grade:_____

School Name:_____ State Testing Identifier (STI):_____ Years in US Schools:_____

Country of Origin:_____ First Language: _____ First Language Literacy: Yes/No

II. Standardized Testing Information

Screening Assessment and Score_____

The following proficiency levels are provided on the ACCESS for ELLS® Teacher Score Report:

Tier A B C

Overall Score (Composite) _____ Listening ____.

Literacy Score ____.

Speaking ____.

Comprehension Score ____.

Reading ____.

Oral Language Score ____.

Writing ____.

The following scaled scores are provided on the Standards of Learning Score Reports:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	EOC
Reading							
Mathematics							
Science							
History and Social Studies							
Writing							

III. Indicate the accommodations assigned to the LEP student during classroom instruction and classroom assessment.

<i>Direct Linguistic Accommodations</i>	Reading	Mathematics	Science	History and Social Studies	Writing
Reading in English of test items (except for the reading test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio version of test items (except for reading test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictation in English to scribe (writing: short paper component only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“Plain English” Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Indirect Linguistic Accommodations</i>					
Flexible schedule: Testing is to completed using a flexible schedule that may include breaks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual Aids(i.e., template to show only one item at a time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark in test booklet or respond verbally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Possible Recommendations to address instructional methods, learning needs, and English acquisition for the content areas of Language Arts, Social Studies, Science, and Mathematics (Check all that apply).

Scaffold responses	use high interest/low vocabulary materials	Scribe prewriting activities while student brainstorms
Sheltered instruction	Read texts to student when appropriate	Scribe activities completed under time restraints
Paraphrase directions for tasks	Engage in academic conversations	Scribe instructional activities requiring written responses
Administer assessments in small groups	Highlight the instructions/directions	Use an English dictionary daily
Use visual cues daily	Read aloud for language modeling	Use a thesaurus as needed
Use graphic organizers	Introduce academic vocabulary	Use a bilingual dictionary
Pair with a peer tutor	Link instruction to prior knowledge	Model language and task completion
Break tasks/directions into sub tasks	Provide content and language objectives	Speak slowly and face student when speaking
Increase wait time	Print instead of using cursive writing	Support essential vocabulary/concepts in content area
Label items in a classroom	Extended time on assignments/tests	Shorten assignments
use books on tape	Build background knowledge	other

V. Work with content area teacher to determine two or more learning goals for the current school year. Learning goals should be based on W-APT or ACCESS score reports, ELP standards, and language learning needs of the student. Goals are to be developed each semester.

Category	Domain	Objective 1- Semester 1	Objective 2- Semester 2
Social Instruction	Listening Speaking Reading Writing		
Language Arts	Listening Speaking Reading Writing		
Math	Listening Speaking Reading Writing		
Science	Listening Speaking Reading Writing		
Social Studies	Listening Speaking Reading Writing		

VI. Comments for General Education teachers:

General Ed Teacher	Semester 1	Semester 2	LEP Plan Completed On
ESL Teacher/Title 1/Reading Specialist	Semester 1	Semester 2	LEP Plan Revised On
Parent	Building Administrator		

