

# Turtle Mountain School Division

## EAL Student Educational Plan and Monitoring Form Template

Learner Name:	<input type="text"/>	Date of Birth:	<input type="text"/>
School:	<input type="text"/>	Parent/Guardian:	<input type="text"/>
Date Completed:	<input type="text"/>		

### **Planning Partners**

Teacher:	<input type="text"/>	Parents/Guardians:	<input type="text"/>
Student Services:	<input type="text"/>	Interpreter/Liaison:	<input type="text"/>
Administrator	<input type="text"/>	Counselor/Social Worker:	<input type="text"/>
Educational Assistant:	<input type="text"/>	Other:	<input type="text"/>

### **Profile Type and Description**

Initial Reception Assessment     1st Follow-up Assessment     Mid-Term Assessment     Annual Assessment

## **Student Characteristics**

### **Language Assessment**

Date of EAL Assessment:	<input type="text"/>	Assessment Tools/Standards:	<input type="text"/>
EAL Stage:	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> Speaking <input type="checkbox"/> Listening
Was an assessment of the student's first language done?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date: <input type="text"/>

**Comments on first language assessment:**

**General assessment conclusions:**

- Language ability appropriate for grade/age level
- Language ability below grade/age level
- Significant literacy issued well below grade level

**Academic assessment/prior learning:**

- No previous interruptions in schooling
- Significant interruptions in schooling
- Total years of interruption
- Current grade level equivalency

**Description of prior schooling:**

- Regular K-8
- Adapted K-8
- Academic oriented high school
- Vocational oriented high school
- Technical/commercial oriented high school
- Other

**Other characteristics:** *(General comments on specific strengths or concerns, any assessments that have been undertaken and dates)*

<input type="checkbox"/> Physical:	
<input type="checkbox"/> Cognitive:	
<input type="checkbox"/> Health:	
<input type="checkbox"/> Social-Emotional and Behavioural:	

**Long Term Educational Goals**

**Description of the Learner's Current Level of Performance** *(note strengths and challenges)*

<input type="checkbox"/> Reading:	
<input type="checkbox"/> Writing:	
<input type="checkbox"/> Speaking:	
<input type="checkbox"/> Listening:	
<input type="checkbox"/> General Academic:	
<input type="checkbox"/> Social/Emotional/ Behavioural	

**Statement of Present Level of Support Required**

- Eligible for EAL Support Grant      Begin Date:       End Date:
- Eligible for Special Needs Funding      Begin Date:       End Date:

**Description of Support Required**

- EAL Specialist Support       OT/PT       Student Services Support
- Assisted Technology or Devices       SLP       Supplementary Aids
- Social Work/Counseling

**Strategies to Support Learning**

- |   |   |
|---|---|
| <input type="checkbox"/> Provide a verbal and/or non-verbal cueing system         | <input type="checkbox"/> Use of key visuals and manipulative objects                                |
| <input type="checkbox"/> Set up a buddy system                                    | <input type="checkbox"/> Allow extra time for tests   |
| <input type="checkbox"/> As much 1:1 (or small group) help as possible            | <input type="checkbox"/> Provide for small group practice of basic math facts                       |
| <input type="checkbox"/> Seat student near an adult to facilitate verbal cues     | <input type="checkbox"/> Model and prompt when problem solving                                      |
| <input type="checkbox"/> Repeat directions as necessary with student paraphrasing | <input type="checkbox"/> Small novel study/reading group at the student's independent reading level |
| <input type="checkbox"/> Establish math partners                                  | <input type="checkbox"/> Establish a home math program  |
| <input type="checkbox"/> Support through the help of tutor/parent volunteer       | <input type="checkbox"/> Do reduced amount of work length/content                                   |
| <input type="checkbox"/> Increased time given to complete assignments and tests   | <input type="checkbox"/> Use scribes as necessary to complete a written assignment                  |
| <input type="checkbox"/> Have notes photocopied when possible                     | <input type="checkbox"/> Simplified/adapted texts and materials                                     |
| <input type="checkbox"/> Key vocabulary lists                                     | <input type="checkbox"/> Bilingual dictionary/bilingual strategies                                  |

**Programming Placement Recommendation**

- Student no longer requires EAL support and is ready for full integration
- Student continues to require EAL support and programming (*complete table below*)

**Description of the Annual or Term EAL Programming and Progress Goals**

EAL and Academic Program Description and Courses as applicable	
Student Progress Goals (in Terms of EAL Stages, Academic/Subject-Specific, Social and other educational goals)	
Description of Student Assessment and Data Collection	
Student Assessment and Progress Monitoring Target Dates	
Evaluation Results Progress	

Comments on student progress meeting goals:

Student Participation in Provincial Assessments       Yes       No

Student Participation in Divisional Assessments       Yes       No

**Signatures**

I have received a copy of this EAL Student Educational Plan and Monitoring Form?       Yes       No

The school division has ensured that I understand the proceedings and the program plan developed       Yes       No

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

\_\_\_\_\_  
Student      Date

\_\_\_\_\_  
School/Divisional Representative      Date

# **Adaptations for EAL Learners**

## **Use of Groups and Peers**

- Utilize co-operative learning strategies when appropriate.
- Assign a peer help check understanding of directions, assignments being copied, notes from board completed.
- Assign a peer helper to read important directions and essential information.
- Assign a peer tutor to record material dictated by the student.
- Structure activities to create opportunities for social interaction.
- Focus on special process rather than activity or end product.

## **Assignments**

- Break assignment into shorter tasks.
- Give oral directions in small distinct steps (written/picture cues).
- Reduce language level of reading assignments.
- Give credit for late assignments.
- Grade on content, not appearance or spelling.
- Assign a study buddy.
- Provide a second set of textbooks for student to keep at home.

## **Test-Taking Adaptations**

- Arrange for oral testing.
- Oral reply taped rather than written response from student.
- Modify test format: short answer, multiple choice, more pictures, shorten length.
- Preview language of test questions.
- Provide vocabulary/word choices.
- Administer test in an alternative setting.
- Allow special equipment that is used consistently (calculator, computer, spell check...)
- Permit extra time.
- Permit short breaks during tests.
- Adjust grading criteria

## Test-Taking Adaptations cont..

- Permit student to retake tests.
- Allow open book tests.
- Allow take-home tests.
- Allow approved notes as prompts for recall during tests

## Adapting the Materials

- Allow student to use either cursive or manuscript.
- Let student type, record or give answers orally instead of writing.
- Allow for spelling errors.
- Reduce amount of copying from text and board.
- Accept key word responses instead of complete sentences.
- Provide alternative novels, short stories, etc.
- Provide books on tape.
- Allow student to build models, draw pictures, or make displays in lieu of written assignments.
- Avoid crowded, cluttered worksheets by utilizing techniques such as blocking (into small segments), highlighting, colour coding or underlining.
- Use manipulatives and diagrams.
- Teach student how to use textbooks: index, glossary, unit organization, etc.
- Math fact sheets allowed for calculation.
- Calculator allowed for math problem solving.
- Provide study guides
- Reduce language level of reading assignments.
- Provide student with written outline of the chapters.
- Highlight main ideas in the text.

## **Help Focus Attention**

- Establish relevancy and purpose for learning by relating to previous experience.
- Shape approximations of desired behaviour by providing direct reinforcement such as praise or immediate feedback for correct answers.
- Preferential seating.
- Make frequent check for assignment progress/completion.
- Give advance warning when a transition is about to take place.
- Use physical proximity to help student refocus.
- Provide written back-up for oral directions.
- Ask student to repeat/paraphrase directions.
- Check daily for use of agenda book.
- Homework checks by teacher.

## **Self Management**

- Visual daily schedule.
- Calendars or student agenda book.
- Highlight important concepts to be learned.
- Review, practice and relate to prior knowledge.
- Organize binder/notebook/locker.