

Guiding Questions for Additional Evidence Review

<i>Does the evidence provide an adequate representation of the student's independent English abilities?</i>	
If 'Yes':	If 'No':
It is evidence that could be considered in the review.	Consider evidence that provides enough depth and examples of their English abilities in an academic setting.

<i>Is there longitudinal data available to be reviewed that may highlight a growth trajectory (i.e., historical ILEARN scores)?</i>	
If 'Yes':	If 'No':
Take this into consideration when reviewing the current data to see possible patterns of growth.	It may still be used. However, consider what other pieces of evidence have longitudinal data to show patterns in the student's English use and performance.

<i>Is the evidence consistent with the student's performance on other schoolwork or assessments?</i>	
If 'Yes':	If 'No':
It is evidence that could be considered in the review.	Consider why it may not be. Find other pieces of evidence that offer a representative example of their independent English proficiency and performance.

<i>Does the evidence demonstrate that the student is proficient in English?</i>	
If 'Yes':	If 'No':
Make note on the <i>ILP Committee Decision-Making Tool</i> . Continue the review process, as applicable, to determine if other pieces of evidence also demonstrate proficiency.	Make note on the <i>ILP Committee Decision-Making Tool</i> . Continue the review process, as applicable; however, it may not be appropriate to exit the student from EL status.

ILP Committee Decision-Making Tool

Student Name:	STN:	Grade:
ILP Committee Members: EL Teacher of Record: Classroom Teacher(s): Administrator: Parent/Guardian: Other members:	Eligibility Assurances: <input type="checkbox"/> Student meets eligibility outlined in the Exit Criteria for ELs Guidance <input type="checkbox"/> WIDA ACCESS overall proficiency score between 4.3-4.9 <input type="checkbox"/> Initial Review of Evidence	

WIDA ACCESS Results

Most recent scores	Previous school year:	Previous school year:
Speaking: Reading:	Speaking: Reading:	Speaking: Reading:
Listening: Writing:	Listening: Writing:	Listening: Writing:
Overall Composite Score:	Overall Composite Score:	Overall Composite Score:

Category A Evidence

Type of evidence:	Results:
ILP Committee Notes:	

Category B Evidence

Type of evidence:	Results:
ILP Committee Notes:	

Category A/B Evidence

Type of evidence:

Results:

ILP Committee Notes:

Guiding Questions for Evidence Portfolio Review

- Does the entire body of evidence support that the student is proficient in English and performing similarly to native English-speaking peers?
- Has the student demonstrated English proficiency for a sustained period of time to clearly show that they will continue along that trajectory?
- Is the student demonstrating proficiency in all four language domains (Listening, Speaking, Reading, Writing)?
- Would the student continue to demonstrate proficiency and academic success if EL services and the ILP along with its accommodations and modifications are removed?

ILP Committee Decision

Decision of the ILP Committee (*check one*):

Date:

- Exit the student from EL services
- Continue EL Services

Assurance of Data Reporting and Documentation:

By checking below, the LEA confirms that this decision will be accurately documented and reported within all of the following digital information systems.

- ILP Committee Decision-Making Tool
- Accurate Reporting of Exited Students to IDOE via Data Exchange
- Local Student Information Systems (SIS)
- Indiana ILP Systems
- [Exited Student Verification Submission](#)

ILP Committee Signatures:

EL Teacher of Record:

Classroom Teacher(s):

Administrator:

Parent/Guardian:

Other members: