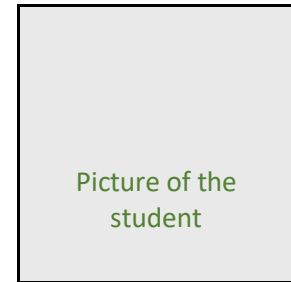


English Learner Profile



Student Information

Student Name:	Muhammad Tuaha Hashmi
Preferred Name:	Tuaha
Pronounced as:	TAAHA
School:	Prairieville High School
Birth Date:	Jan. 1, 2003
Student ID:	1234567
Grade:	11 th

Home Information

Home Address:	123 Elm Street, Andover MN 55304
Primary language:	Urdu
Country of birth:	Pakistan
Native country:	Pakistan

Cultural Background

I descend from a Muslim Pakistani family who believe in keeping the good family values intact. I moved to the US at the age of two with his family and have been living here ever since. I grew up speaking Urdu as my primary language and have always preferred to use this language with my family. English, needless to say, is my second language. I know how to read Arabic since I can read Quran very well.

I celebrate Eid twice a year, a religious holiday with my family and friends. I observe fasting for 30 days once a year during the holy month of Ramadan and try to pray five times a day. I go to the mosque on Friday afternoons with my father to say my “Jumaa Prayer”. I go to an Islamic school on Sundays for two hours.

My hobbies are reading good books, drawing and playing basketball.

EL Teacher Contact

EL teacher’s name	Phone Number	Room Number	Email Address
Amna Kiran	123-456-7890	D 110	amna.kiran@ahschools.us

Guardian Name and Address

Guardian Name	Address	Phone	Alt phone
Raees Chohan	123 Elm St., Andover MN 55304	651-000-0000	651-000-0000

Emergency Contact

Name	Address	Phone	Alt phone
Raees Chohan	123 Elm St., Andover MN 55304	651-000-0000	651-000-0000

WIDA Proficiency Levels

Overall level:	4.7	Expanding
Listening level:	2.4	Beginning
Speaking level:	2.6	Developing
Reading level:	6.0	Bridging

Writing level:

4.5

Expanding

Can Do Descriptors

	Level 1 Entering	Level 2 Emerging/ beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening		Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions			
Speaking			Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language		

			<p>Sequence processes, cycles, procedures, or events</p> <p>Conduct interviews or gather information through oral interaction</p> <p>Estimate, make predictions or pose hypotheses from models</p>		
Reading					<p>Interpret grade-level literature</p> <ul style="list-style-type: none"> • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material <p>Identify evidence of bias and credibility of source</p>

Writing				Summarize content-related notes from lectures or text <ul style="list-style-type: none"> • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions Produce content-related reports	
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EL Short Term Goals

- Tuaha will improve his reading and will be able to incorporate following skills when indulged in reading a level IV text or any text level below IV.
 - a. Making predictions
 - b. Making inferences
 - c. Citing textual references
 - d. Summarizing

- e. Using text clues to figure out the meanings of unknown words
- f. Synthesizing multiple texts on the same topic
- Tuaha will differentiate between ‘everyday language’ and the ‘precise academic language’.
- Tuaha will incorporate academic English language in writing.
- Tuaha will write well-formed 3-4 paragraph-essays using precise topic-related academic vocabulary on two issues at least until the end of trimester I.

EL Long Term Goals

- Tuaha will proficiently perform at the next level in Can Do Descriptors’ chart in each modality in the ACCESS test conducted in Feb 2019.
- Tuaha will exit out of EL services at the end of the academic year of 2018-2019.
- Tuaha will perform at the grade level in all the four modalities of the English language.

Recommendations

1. Assign the front row or closer to the teacher seats to Tuaha.
2. Pair Tuaha with a compassionate student who can assist him during the independent work time.
3. Student may need access to a digital device during the class for translation purposes.

Classroom Modifications and Accommodations

1. Please allow Tuaha alternative ways to show his learning like draw pictures with caption, speaking instead of writing.
- 2. Tuaha learns better if more visuals are added to the lesson.**
3. Please speak slower and articulate.
4. Allow Tuaha extra time processing time.
- 5. Tuaha may need extended time to finish his homework, classwork, assignments, projects etc.**
6. Stating the direction in easier and student friendly language
7. Check for understanding after giving the instruction
8. Demonstrate a model of what students are expected to do.
9. Student needs home language support to understand the content. (Urdu to English and English to Urdu dictionary)
10. Materials to be provided in student’s home language (if possible)
11. Provide sentence frames and sentence starters.
12. Break down multi-step procedures and directions in # 1, # 2, # 3...
- 13. Tuaha may benefit from being provided with the material in advance to preview.**

14. Tuaha should be given an in-advance access to any videos or audios used in the class along with the questions or related material.

15. Provide the student enough time to formulate the response.

Modifications and Accommodations for Assessment

1. Extended time to finish the test or the quiz.
2. Tuaha needs the assessment read to him/her, emphasizing the key words.
3. Highlight/bold/underline the key words on the assessment
4. Explain or simplify key words in the questions on the tests.
5. Paraphrase the questions in simpler English
6. Tuaha needs to take modified version of the test/assessment.
7. Student can to be sent to support center or EL teacher to take his/her tests.
8. Eliminate distracting language and unnecessary details from the questions.
9. Eliminate answer choices in multiple-choice questions.
10. Provide sentence starters and sentence frames on the answer sheets.
11. Provide simpler answer choices.
12. Provide fewer answer choices.

Helpful Strategies

1. I do, we do, you do strategy
2. Teacher Think aloud strategy
3. Assign more group work or work with a partner
4. Pre-teaching academic vocabulary
5. Pre-teach difficult vocabulary

Resources

1. EL Teacher in the building

2. Interpreter help line
3. Google translator
4. Home language dictionary

Assets

1. Tuaha is literate in his native language.
2. He is very motivated and a hard working student.
3. No behavioral management is needed for Tuaha.
4. Tuaha is extremely respectful to the teachers.
5. He is very polite with her classmates.
6. Very Responsible.
7. Tuaha also has a unique experience and knowledge of living in a culture different than the US.