

Individual Learning Plan – ILP Reading

Student Name _____ Grade Level _____ Reading Level _____

Teacher _____ District _____ School _____

Name of Test _____

Definition of Testing Results

<input type="checkbox"/> Advanced (A) – students who exceed their academic grade and month level by more than five months	<input type="checkbox"/> Partially Proficient (PP) – students who are below their academic grade and month level by five to nine months
<input type="checkbox"/> Proficient (P) – students who meet or are within five months of their academic grade and month	<input type="checkbox"/> Novice (N) – students who are below their academic grade and month level by more than nine months

Key Reading Components	Results	Strengths and Concerns
Fluency – The ability to read a text accurately and quickly.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	
Comprehension – Understanding the meaning of what one is reading.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	
Vocabulary – Understanding the words one must know to communicate effectively.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	
Phonemic Awareness – The ability to notice, think about, and work with the individual sounds in spoken words.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	
Phonics – Understanding the relationships between letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.	<input type="checkbox"/> A <input type="checkbox"/> PP <input type="checkbox"/> P <input type="checkbox"/> N	

Individual Student Goals	Activities to Obtain Goal	Timeline	Individual Responsible
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

Teacher Signature

Parent Signature