

**Classroom Accommodations for ELLs (Grades 3-5)**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_  
 Teacher \_\_\_\_\_ Initials \_\_\_\_\_ School \_\_\_\_\_  
 ESL Teacher \_\_\_\_\_ Initials \_\_\_\_\_ WIDA/W-APT Composite \_\_\_\_\_

Listed below are accommodations that facilitate comprehension for ELLs during instruction and assessment. These accommodations are determined by the ELL Committee in consideration of the student’s English language proficiency level and individual instructional needs based on ACCESS scores, can-do descriptors and teacher observations. **Accommodations are not optional, but part of the student’s individual ELL plan.** As the student transitions from level to level, his/her plan should be reviewed and revised accordingly. An ELL student may not receive a failing grade unless documentation of accommodations and work samples are provided. Please communicate with the ESL teacher to express questions, concerns, and/or suggestions regarding the student’s ELL plan.

Circle the number(s) for each accommodation that applies to this student in the areas of Instruction, Assignments, and Assessments.

Instruction	Assignments
<ol style="list-style-type: none"> <li>1. Simplify language used in instruction</li> <li>2. Provide additional instruction including reviews, drills and opportunities for re-teaching</li> <li>3. Teach in small groups: _____ (indicate content area)</li> <li>4. Allow for Peer Tutoring/Teaching</li> <li>5. Increase the use of manipulatives to enhance concepts depending on language level of learner (see “can do” indicators)</li> <li>6. Provide visual aids to enhance key concepts</li> <li>7. Use Graphic Organizers</li> <li>8. Allow for alternate seating for proximity to peer helper or teacher as necessary</li> <li>9. Assist student in building a picture file of key vocabulary</li> <li>10. Assist students to underline key words or important facts in text</li> <li>11. Incorporate Group Work and Cooperative Learning</li> <li>12. Provide prompts, photocopies of notes or outlines, or highlighted texts and materials</li> <li>13. Utilize resources in the student’s first language</li> <li>14. Teach new concepts in chunks</li> <li>15. Provide frequent checks for comprehension</li> <li>16. Orient students to expectations through rubrics</li> <li>17. Provide simplified/additional instructions</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow editing and revision before grading</li> <li>2. Provide a daily or weekly syllabus of class and homework assignments</li> <li>3. Give alternative homework or class work assignments suitable to the student’s linguistic ability for activities and assessments</li> <li>4. Extend time for assignment completion as necessary</li> <li>5. Allow students an opportunity to express key concepts in their own words</li> <li>6. Utilize alternate reading assignments/materials at the student’s reading level. When possible, use material specifically designed for LEP students</li> <li>7. Utilize resources in the student’s first language</li> <li>8. Substitute a hands-on activity or use of different media in projects for a written activity</li> <li>9. Utilize assignment notebooks</li> <li>10. Simplify language or shorten assignments</li> </ol>
Assessment	Additional Accommodations to be Provided:
<ol style="list-style-type: none"> <li>1. Provide a word bank</li> <li>2. Provide an opportunity for the student to take the test/re-test individually with a teacher or paraprofessional</li> <li>3. Allow for the test to be read aloud</li> <li>4. Allow for small group administration of assessments</li> <li>5. Use informal observations of performance and classroom participation as a percentage of the overall evaluation (see rubric).</li> <li>6. Incorporate group work into the assessment process</li> <li>7. Simplify the language and format of the assessment to match the language utilized during instruction</li> <li>8. Provide opportunities for the student to take tests in sections/chunks</li> <li>9. Allow for extended time to complete the assessment</li> <li>10. Provide opportunity for student to provide oral responses to be recorded by teacher or paraprofessional</li> <li>11. Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling</li> <li>12. Allow editing and revision before grading</li> <li>13. Design projects and assessment for student that require reduced sentence or paragraph composition</li> <li>14. Use rubrics as an assessment tool in place of textbook tests</li> </ol>	<ol style="list-style-type: none"> <li>1. Permit the use of picture or bilingual dictionaries or electronic translating devices during instruction, assignments and assessments</li>   <li>2. Computer assisted lang. learning program(s): _____                      _____</li>   <li>3. Sheltered Instruction: _____                      (indicate specific content area)</li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>

Comments: \_\_\_\_\_  
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