

**Classroom Accommodations for ELLs (Grades 6 – 12)**

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 of instruction</li> <li>2. Utilize frequent comprehension checks</li> <li>3. Allow for collaborative learning and discussion in primary language when appropriate</li> <li>4. Break lessons/information into smaller chunks</li> <li>5. Provide hands-on activities and concrete examples</li> <li>6. Use visual aides/physical clues</li> <li>7. Provide outlines and graphic organizers to stress important concepts and facilitate note- taking</li> <li>8. Proximity seating w/limited distractions</li> <li>9. Provide specific and immediate feedback</li> <li>10. Provide page numbers for answer locations</li> <li>11. Permit the use of bilingual dictionaries or electronic translating device</li> <li>12. Provide simplified study guides w/answers in advance of unit or lesson</li> <li>13. Utilize resources in the student’s first language</li> </ol>	<ol style="list-style-type: none"> <li>1. Allow student to edit or revise after re-teaching when appropriate</li> <li>2. Provide a daily or weekly syllabus of class and homework assignments</li> <li>3. Give alternate homework or class assignments suitable for the student’s linguistic ability</li> <li>4. Extend time for assignment completion when necessary</li> <li>5. Allow student an opportunity to give oral responses to be recorded by teacher or aide</li> <li>6. Utilize alternate reading assignments/materials at the student’s reading level</li> <li>7. Orient student to expectations through models and rubrics</li> <li>8. Substitute a hands-on activity or use of different media for written activity</li> <li>9. Shorten length, not content, of assignment</li> <li>10. Permit the use of bilingual dictionaries or electronic translating device</li> </ol>
Assessment	Additional Accommodations to be Provided:
<ol style="list-style-type: none"> <li>1. Provide a word bank for fill-in-the blank or labeling items</li> <li>2. Allow student opportunity to have test read aloud by teacher or aide in either regular or ESL class</li> <li>3. Allow fact or formula note cards for exams</li> <li>4. Allow for small group administration of assessments</li> <li>5. Re-write test items at a lower reading level</li> <li>6. Reduce the number of choices on tests/quizzes</li> <li>7. Accept correct answers in alternate form (drawing, misspelled, lists, graphic organizer, etc.)</li> <li>8. Limit matching questions to 5 – 10 items per section</li> <li>9. Allow extended time if needed</li> <li>10. Allow student an opportunity to give oral responses to be recorded by teacher or aide</li> <li>11. Require reduced sentence or paragraph length in open ended responses and compositions</li> <li>12. Allow students to re-do or correct work when appropriate (may be for partial credit)</li> <li>13. Permit the use of bilingual dictionaries or electronic translating device</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: _____ <i>(indicate specific content area)</i></li> <li>4.</li> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ol>

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