

Classroom Accommodations for ELLs: Grades K-2

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.

<p>Instruction:</p> <ol style="list-style-type: none"> Simplify language used in instruction Provide additional instructions including reviews, drills and/or opportunities for re-teaching Teach in small groups: _____ (<i>indicate content area</i>) Allow for peer teaching (in primary language as needed) Increase the use of manipulatives to enhance concepts depending on language level of learner (see “can do” indicators) Provide visual aids to enhance key concepts Use Graphic Organizers Allow for alternate seating for proximity to peer helper or teacher as necessary Assist student in creating/building picture card file for key vocabulary: _____ (<i>indicate content area</i>) Incorporate Group Work and Cooperative Learning activities allowing for primary language support when appropriate Focus on and pre-teach specialized vocabulary Utilize alternate reading assignments/materials at the student’s reading level Utilize resources in the student’s first language Teach new concepts in chunks Provide frequent checks for comprehension 	<p>Assignments:</p> <ol style="list-style-type: none"> Allow editing and revision before grading Provide a daily or weekly syllabus of class and homework assignments Give alternative homework or class work assignments suitable for the student’s linguistic ability Extend time for assignment completion as necessary Allow students an opportunity to express key concepts in their own words Utilize alternate reading assignments/materials at the student’s reading level Accept inventive spelling Utilize resources in the student’s first language
<p>Assessments:</p> <ol style="list-style-type: none"> Provide an opportunity for the student to take the test/re-test individually with a teacher or paraprofessional Allow for the test to be read aloud Allow for small group administration of assessments Allow for informal observations of performance and classroom participation as a percentage of the overall evaluation Incorporate group work into the assessment process Simplify the language and format of the assessment to match the language utilized during instruction Allow student to take tests with shorter sections Allow for extended time to complete the assessment Give student an opportunity to express key concepts in their own words 	<p>Additional Accommodations to be Provided:</p> <ol style="list-style-type: none"> Permit the use of picture dictionaries during instruction, assignments, and/or assessments as needed Computer assisted lang. learning program(s): _____ _____ Sheltered Instruction: _____ <i>(indicate specific content area)</i>

Comments:
