

ELL Student Accommodations for Entering and Emerging Level Students

ELL Name: _____ Grading _____

Period: _____ Date: _____

Federal law requires that teachers of second language students provide accommodations and modifications to enable students to succeed in the classroom. Documentation of accommodations/modifications is recommended.

You may use this as a checklist to document your modifications each trimester.

- _____ Give tests orally
- _____ Give instructions/directions in writing and orally
- _____ Simplify complex directions
- _____ Reduce the number of essay responses
- _____ Assign a peer tutor, same language or English speaking
- _____ Allow use of bilingual dictionary
- _____ Provide summaries of text or study guides of particular chapters
- _____ Shorten reading assignments
- _____ Highlight key vocabulary (Recommended for all assignments)
- _____ Reduce amount of work required
- _____ Assess comprehension through demonstration or other alternative means (gestures, drawings, retelling)
- _____ For each question, indicate page number in textbook where answer is found
- _____ Rephrase questions, directions, and explanations in a simpler form
- _____ Use group projects rather than individual work
- _____ Reduce multiple choices to two
- _____ Provide study guides and/or outlines and word banks
- _____ Provide video on subject
- _____ Allow extended time for test/project completion (Recommended for all assignments)
- _____ Use books on tape/CD
- _____ Use reduced text, so that print is not dense
- _____ Adapt homework to reflect language proficiency
- _____ Adapt homework to reflect home support
- _____ Provide hands-on activities and explanations (Recommended for all assignments)
- _____ Allow extended time to answer questions, and permit drawing, as an explanation
- _____ Accept participation at any level, even one word
- _____ Use Graphic Organizers (Recommended for all assignments)
- _____ Use story retellings to assess comprehension
- _____ Use anecdotal records as a form of assessment
- _____ Keep portfolio of work as a form of assessment
- _____ Use visuals/pictures throughout lesson/unit/assignment (Recommended for all

assignments)

- _____ Use fill-in-the-blank tests/worksheets with vocabulary list provided
- _____ Reduce the number of matching options
- _____ Answer questions on test; avoid use of machine scored answer sheets
- _____ Give test over several days or in sections
- _____ Present test questions in same phrasing as used in learning/review
- _____ Use stories, read alouds, and use gestures, objects, or drama
- _____ Use choral reading and cloze reading
- _____ Use partner/cooperative learning groups when writing paragraphs, synthesizing, or summarizing
- _____ Use content specific bilingual glossaries
- _____ Provide sentence frames or sentence starters
- _____ Remove idioms and figurative language from assessment questions
- _____ Provide a model of a process, task, or assignment
- _____ Slow speech, increase pauses, and speak in phrases
- _____ Other accommodations used- Please list: _____