

WRDSB Accommodations for English Language Learners

What are accommodations for ELLs?

Accommodations are teaching strategies used with select students to facilitate learning **without modifying the grade level expectations** for those students. Teachers can use the same direct linguistic support accommodations for ELLs during instruction as they use for assessment. For EQAO, please follow the guidelines for accommodations specific to EQAO. When **specific accommodations to support language acquisition and academic success** are put in place with **regular frequency and reasonable intensity only for select students**, they are defined as ELL accommodations. **ELLs do not require an IEP or a ROM to receive accommodations.**

Why accommodate ELLs?

Accommodations allow ELLs to...

- better understand the content and skills being taught resulting in greater academic success.
- improve their use of time resulting in a more efficient learning experience and a positive attitude toward learning.
- demonstrate knowledge and skills that would otherwise not be demonstrated due to linguistic or cultural barriers.
- increase their level of academic performance.

Using the Accommodation Checklist ...

- allows the teacher to become aware of, and focus on, certain strategies to use with ELLs.
- may be shared with other professionals (interpreters, SERTs, community professionals, etc.) and parents.
- allows successive teachers an efficient system to choose suitable strategies that have been used successfully in previous years.

How do I use the [ELL Accommodations Checklist](#)?

- At the start of the school year, **in collaboration with the ESL teacher**, select suitable accommodations for your ELLs. Older students can be involved in selecting the accommodations that work best for them.
- It is more valuable to **choose a few effective accommodations rather than many accommodations** – be selective and experiment with a few accommodations to start.
- Only check off accommodations that you plan to use with the student
- At the completion of a term or lesson cycle, evaluate the effectiveness of the selected accommodations. If the student is benefiting, then continue. If not, then experiment with a few new accommodations for the next term.
- If the student is producing level 1 (D-grade) work or lower, even with extensive accommodations in place, then other supports (including the possibility of a modified program) may need to be considered.

Considerations for Selecting Accommodations for ELLs:

1. STEP Level (students on STEPs 1-4 likely require accommodations to be successful. Some STEPs 5-6 students may also benefit).
2. L1 Literacy level (ESL or ELD)
3. Factors that impact effective usage of accommodations (e.g. grade/age, affective needs, time in Canadian school, consistency of use, task alignment)

WRDSB Accommodations for English Language Learners Checklist

Student Name: _____

Date: _____

ELLs do not require an IEP to receive accommodations.

Listening	Speaking	Reading	Writing
☐ Slow down rate of speech ☐ Simplify vocabulary ☐ Simplify sentence structure ☐ Repeat key concepts, vocabulary, and directions ☐ Pause to check for understanding ☐ Pair verbal instructions with visual cues ☐ Have student repeat instructions ☐ Allow extra time for processing ☐ Other: _____	☐ Allow extra time to respond ☐ Encourage the use of body language, visuals, and movement to communicate ☐ Encourage use of home language ☐ Model language structures ☐ Repeat back what child says with corrected structure or vocabulary ☐ Model correct responses ☐ Other: _____	☐ Encourage reading of home language texts (where appropriate) ☐ Use texts at student's instructional level ☐ Before reading, bridge connections between text and student's experiences ☐ Preview key vocabulary ☐ Use visuals/real objects to reinforce new words in text ☐ Use recorded material ☐ Provide "buddy" for paired reading of complex text ☐ Other: _____	☐ Encourage writing using home language (where appropriate) ☐ Provide samples of printed alphabet ☐ Use of scribe ☐ Develop ideas through guided questioning ☐ Prewriting discussion and partner brainstorming ☐ Provide peer/teacher editing assistance ☐ Other: _____

Resources	Environment	Instructional Strategies	Assessment/Evaluation Strategies
☐ Visual aids and concrete materials ☐ Patterned texts ☐ Simplified texts for content areas ☐ Visual word walls/word lists ☐ Picture dictionaries ☐ Google Read and Write ☐ Translation tools ☐ L1 buddy or other peer "buddy" ☐ Other: _____	☐ Seating close to information source ☐ Seating close to L1 or other peer "buddy" ☐ Rich visual environment (labeled pictures, charts, concrete materials, visual word walls, etc.) ☐ Other: _____	☐ Activate prior knowledge ☐ Build background information ☐ Pre-teach essential content vocabulary ☐ Develop content and language goals ☐ Think-aloud ☐ Modeling ☐ Extra teacher support ☐ Other: _____	☐ Alternatives to written tests (e.g., oral interview, use of manipulatives, demonstration, drawings) ☐ Scribing ☐ Recorded audio or video responses ☐ Provided word bank ☐ Clarification of expectations or assignments ☐ Other: _____

Note: The Accommodations checklist offers a variety of possible accommodations from which to choose. It is not an exhaustive list.