**Accommodations for ESL Students**

ELL’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grading Period: \_\_\_\_\_\_\_\_\_\_\_ SY: 2015-2016

Classroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ELL Teacher: Beth Franks

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

Below is a list of valid accommodations. Use whichever accommodations you feel will best fit your student.

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

\_\_\_\_\_ Give tests orally

\_\_\_\_\_ Give instructions/directions in writing and orally

\_\_\_\_\_ Assign a peer tutor, same language or English speaking

\_\_\_\_\_ Allow use of a bilingual dictionary

\_\_\_\_\_ Provide summaries of text or study guides of particular chapters

\_\_\_\_\_ Shorten reading assignments

\_\_\_\_\_ Reduce amount of work required

\_\_\_\_\_ Assess comprehension through demonstration or other alternative means (gestures, drawings, retellings)

\_\_\_\_\_ Allow open book tests

\_\_\_\_\_ For each question, indicate page number in textbook where answer is found

\_\_\_\_\_ Rephrase questions, directions, and explanations

\_\_\_\_\_ 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

\_\_\_\_\_ Use books on tape/CD

\_\_\_\_\_ Use reduced text, so that print is not dense

\_\_\_\_\_ Allow extended time to answer questions, and permit drawing, as an explanation

\_\_\_\_\_ Use of translation dictionaries to locate words in the native language

\_\_\_\_\_ Use story retellings to assess comprehension

\_\_\_\_\_ Use anecdotal records as a form of assessment

\_\_\_\_\_ Keep portfolio of work as a form of assessment

**Recommended for all assignments**

\_\_\_\_\_ Highlight key vocabulary

\_\_\_\_\_ Use Graphic organizers

\_\_\_\_\_ Use visuals/pictures throughout lesson/unit/assignment

\_\_\_\_\_ Provide hands‐on activities and explanations

\_\_\_\_\_ Allow extended time for test/project completion

\_\_\_\_\_ Adapt homework to reflect language proficiency (Refer to the Can Do chart)

\_\_\_\_\_ Adapt homework to reflect home support

\_\_\_\_\_ Accept participation at any level, even one word

\_\_\_\_\_ Other accommodations used: Please list:

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