Classroom Accommodations for ELs

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>School:</th>
<th>Grade:</th>
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<tbody>
<tr>
<td>Teacher:</td>
<td>EL Teacher:</td>
<td>Date:</td>
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**English Language Proficiency ACCESS 2.0 Information - COMPOSITE LEVEL:**

<table>
<thead>
<tr>
<th>Listening:</th>
<th>Entering</th>
<th>Beginning</th>
<th>Developing</th>
<th>Expanding</th>
<th>Bridging</th>
<th>Reaching</th>
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<tbody>
<tr>
<td>Speaking:</td>
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Listed below are accommodations that facilitate comprehension for ELs during instruction and assessment. These accommodations are determined in consideration of the student's English language proficiency level and individual instructional needs based on ACCESS scores, classroom observations, and teacher reports. Accommodations are not optional, but part of the student's individual EL program. An EL student may not receive a failing grade unless approved by the EL Coordinator. Please communicate with the EL teacher to express questions, concerns, and/or suggestions regarding the student's EL program.

**INSTRUCTION:**
- Explicitly teach language objectives.
- Simplify language used in instruction.
- Provide additional instruction including reviews, drills, and opportunities for re-teaching.
- Teach in small groups: (indicate content area).
- Allow for Peer Tutoring/Teaching.
- 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 building a picture file of key vocabulary.
- Assist students to underline key words or important facts in text.
- Incorporate Group Work and Cooperative Learning.
- Provide prompts, photocopies of notes or outlines, or highlighted texts and materials.
- Utilize resources in the student's first language.
- Teach new concepts in chunks.
- Provide frequent checks for comprehension.
- Orient students to expectations through rubrics.
- Provide simplified/additional instructions.
- Other:

**ASSIGNMENTS:**
- 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 to the student's linguistic ability for activities and assessments.
- 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. When necessary, use materials specifically designed for EL students.
- Utilize resources in the student's first language.
- Substitute a hands-on activity or use of different media in projects for a written activity.
- Utilize assignment notebooks.
- Simplify language or shorten assignments.
- Other:

**ASSESSMENTS:**
- Provide a word bank.
- 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.
- Use informal observations of performance and classroom participation as a percentage of the overall evaluation (see rubric).
- Incorporate group work into the assessment process.
- Simplify the language and format of the assessment to match the language utilized during instruction.
- Provide opportunities for the student to take tests in sections/chunks.
- Allow for extended time to complete the assessment.
- Provide opportunity for student to provide oral responses to be recorded by teacher or paraprofessional.
- Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling.
- Allow editing and revision before grading.
- Design projects and assessment for student that require reduced sentence or paragraph composition.
- Use rubrics as an assessment tool in place of textbook tests.
- Other:

**ADDITIONAL ACCOMMODATIONS:**
- Permit the use of picture or bilingual dictionaries or electronic translating devices during instruction, assignments, and assessments.
- Computer assisted language learning program(s):
  - Computer assisted math learning program(s):

- Other:
- Other:
- Other:

Adapted from Alabama ELI Program