**Classroom Modifications and Accommodations for**

**Limited English Proficient/English Language Learners**

“They’re doing twice the job of everybody else in the class, even though the result looks like half as much.”

Who are they? Identified by AZELLA State Test. Their Characterstics:

1. Visual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Groups and partners \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Allow scaffolding in native language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Communicate with ELD teachers **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

5. Honor the silent period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Culturally unique American vocabulary \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Post sentence frames for academic language \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. Pre-teach when possible \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Learn about the students’ culture \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. But don’t expect ELLs to represent their whole country \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Show them how to take themselves less seriously \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. But take them seriously \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classroom Environment**

* Keep work spaces clear of unrelated materials
* Seat the student close to the teacher or a positive role model
* Provide unobstructed view of the whiteboard, SmartBoard, teacher, etc.

**Instruction/Presentation**

* Vary presentation
* Vary group structure (large, small, pairs, individual)
* Preview materials to be read orally/silently
* Simplify language
* Provide a designated note-taker or copy of other student or teacher notes
* Provide an outline when viewing videos
* Allow student to record lectures
* Preteach/reteach vocabulary
* Use eye contact
* Teach study skills/strategies
* Allow breaks
* Use visual aids

**Books**

* Provide alternative content area reading assignment at a lower readability level
* Provide audio recording of texts and student can follow along in text while listening
* Provide summaries of chapters or material being covered
* Provide interesting reading material at or slightly above the student’s comfort reading level
* Highlight important text
* Provide student with a list of discussion questions before reading the material

**Directions**

* Use both oral and printed directions
* Give directions in small steps and in as few words as possible
* Number/sequence the steps in a task
* Have students repeat the directions of a given task
* Provide visual aids
* Show a model of the end product when giving directions
* Stand near student(s) when giving directions or presenting a lesson
* Make sure student is on correct pages, looking at correct materials for directions being given

**Daily Assignments**

* Shorten assignment to focus on mastery of key concepts
* Substitute alternatives for written assignments
* Specify and list exactly what the still need to learn/do to pass a course or accomplish on a particular assignment
* Modify expectations based on student needs (e.g., “When you have read this chapter, you should be able to list three reasons for the Civil War.”)
* Give alternatives to long written reports (e.g., write several short reports, view a video and write a short review, give an oral report on an assigned topic, computer-based project, etc)
* Shorten reading assignment
* Provide alternative content are reading assignment at a lower readability level
* Use graphic organizers
* Use fill-in questions with space for a brief response rather than a short essay
* Accept amount of work completed in a specified amount of time if time was used wisely
* Have a peer reteach assignment using less difficult vocabulary/slower rate of speech
* Simplify the assignment
* Reduce language level of reading assignment
* Provide additional time to complete a task
* Allow extra time to turn in homework without penalty
* Use alternatives to crossword puzzles or word finds
* Repeat instructions in the same way
* Repeat instructions but simplify the language

**Testing**

* Read the test orally
* Go over all directions orally
* Teach student how to take tests (e.g., how to review, to plan time for each section, etc)
* Provide vocabulary list (with definitions)
* Permit as much time as needed to finish the test
* Allow tests to be taken in another room with fewer distractions
* Allow oral responses to tests
* Divide tests into smaller sections of similar questions or problems
* Use recognition tests (matching, fill-in, etc) instead of essays
* Allow open-book tests
* Provide possible answer choices for fill-in-the-blank sections
* Allow a list of ideas rather than an essay
* Do not penalize spelling errors
* Only grade items completed
* Shorten the number of test items
* Shorten the test focusing on mastery of key concepts
* Preview language of the test questions

**Other**

* Use post-it notes to mark assignment in textbook
* Check progress and provide feedback often in the first few minutes of each assignment
* Introduce an overview of long-term assignments so the student knows what is expected and when it is due
* Break long-term assignments into small, sequential steps, with daily monitoring and frequent grading
* Have the student practice presenting in a small group before presenting to the class
* Hand out papers/information/worksheets one at a time
* Sequence work, with the easiest part first
* Provide study guides and study questions that directly relate to tests
* Use graphic organizers or draw arrows on the whiteboard, SmartBoard, papers to show how ideas are related