

Classroom Accommodations for English Language Learners

Student Name _____
Date _____

Teacher _____
Reason _____

Environment:

- Preferential Seating
- Assign peer tutor
- Visual charts/cues
- Provide tape recorded discourse
- Highlight key words
- Use real objects/manipulatives
- Refer to prior knowledge (K-W-L or other)
- Provide quiet study space

Other: _____

Assignment:

- Adjust reading level materials
- Single step directions
- Provide extra examples/models
- Shorten assignment/task
- Directions read aloud
- Adapt/simplify language on task
- Give oral prompts/cues
- Allow projects to replace written tasks

Other: _____

Presentation:

- Individual/small group discussions
- Use specialized curriculum/equipment
- Simplify language/key word
- Demonstrations for key concepts
- Visual or Multi-modal presentations
- Frequently check for understanding
- Use manipulatives
- Native Language presentations

Other: _____

Materials:

- Provide tape recorded text
- Provide supplementary materials
- Highlighted text
- Bilingual dictionaries/glossaries
- Use of graphic organizers
- Pre-teach all vocabulary
- Provide varied visual/multi-sensory input
- Native Language text

Other: _____

Management:

- Use positive reinforcement
- Repeat all directions
- Use cooperative learning groups
- Use projects/interdisciplinary tasks
- Provide language experience tasks
- Have student repeat directions
- Immediate praise/feedback
- Plan peer tutors/models
- Provide high interest topics/options
- Provide extended time to complete tasks
- Allow student to think/speak in native language

Other: _____

Class Assessment:

- Allow oral responses
- Use multiple choice format
- Read test aloud due to: _____
- Read portions/key words on test
- Modify format/length of test
- Alternate with culturally non-biased items:
Specify _____
- Provide glossaries in native language
- Modify test items/weighted scores due to:
Specify _____

Other: _____

List any other individual interventions or accommodations used:
