Student Name: Grade: Teacher:

Please indicate the accommodations that would be helpful for your EL student by checking the box to the left:

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| --- | --- |
|  | 1. Activate prior knowledge |
|  | 1. Build background knowledge |
|  | 1. Accept correct answers in any written form such as inventive spelling, lists, or phrases |
|  | 1. Allow editing and revision before grading |
|  | 1. Allow for peer help, peer teaching, and/or peer tutoring |
|  | 1. Allow student an opportunity to express key concepts in their own words |
|  | 1. Allow student an opportunity to redo a failing assignment and/or to retake a failing quiz/test |
|  | 1. Consider informal observations of performance and classroom participation as a percentage of the overall evaluation |
|  | 1. Create modified quiz or test in simple language |
|  | 1. Encourage students to underline key words or important facts |
|  | 1. Extend time for assignment completion |
|  | 1. For textbook or teacher made questions, add page numbers for answer location |
|  | 1. Give alternative homework or class work assignments suitable for the student’s linguistic ability for activities and assessments |
|  | 1. Give modified tests/alternative assessment |
|  | 1. Give student a daily or weekly syllabus of class and homework assignments |
|  | 1. Help student build a card file of vocabulary words |
|  | 1. Incorporate group work into the assessment process |
|  | 1. Label classroom objects in English or the child’s native language |
|  | 1. Permit the use of English/Native Language Word-to-Word Glossary; picture or electronic translating devices |
|  | 1. Pre-teach vocabulary |
|  | 1. Provide additional instructions or simplify language used in instruction, assignments, and assessments |
|  | 1. Provide an opportunity for the student to take the test individually with the instructor or provide a reader for the student |
|  | 1. Provide frequent feedback and comprehension checks |
|  | 1. Provide highlighted or underlined texts, materials, etc. |
|  | 1. Provide hands-on activities or manipulatives to enhance concepts |
|  | 1. Provide oral tests |
|  | 1. Provide notes and/or outlines |
|  | 1. Provide repeated reviews and drills |
|  | 1. Provide word banks |
|  | 1. Read to the student |
|  | 1. Reduce paper/pencil tasks |
|  | 1. Restate, shorten, and/or simplify language used in instruction |
|  | 1. Seating proximity to teacher with limited distractions |
|  | 1. Shorten length, not content, of assignments |
|  | 1. Substitute a hands-on activity or use different media in projects for written activity |
|  | 1. Teach in small group |
|  | 1. Teach new concepts in chunks |
|  | 1. Use computer websites, programs, or applications to reinforce learning |
|  | 1. Use visual and/or auditory aids |
|  | 1. Utilize alternate reading assignments/materials at the student’s reading level |
|  | 1. Utilize assignment notebooks and prompts |
|  | 1. Utilize resources in the student’s first language |
|  | 1. Other |