

Accommodations and Modifications for ESL Students

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

Environment

- Provide low-anxiety learning atmosphere
- Allow breaks between tasks
- Demonstrate/model expected behaviors
- Allow student to sit near teacher or student role models
- Adjust visual and auditory distractions
- Model and assist with organizing desk and work-materials
- Post assistive visuals around the room

Materials

- Provide a vocabulary list/word bank of key words and terms
- Highlight key vocabulary in assignments and texts
- Adjust the amount of text by highlighting only the key points
- Provide simplified written/oral directions and instructions
- Use fill-in-the-blank, true/false, and multiple choice questions
- Use materials (models,relia, etc.) that are appropriate to student's zone of proximal development
- Increase/decrease the number of math word problems

- Use reduced text or lower level text
- Use books on tape/CD
- Allow the use of a bilingual dictionary

Instruction

- Provide hands-on activities if applicable.
- Preteach vocabulary/build background knowledge BEFORE the-lesson
- Allow extra time to complete assignments.
- Simplify instructions, repeat/rephrase, limit steps
- Shorten reading assignments
- Provide summaries of text or study guides
- Write key points, instructions, and objectives on the board
- Provide a video or internet clip to support the lesson
- Adjust the amount of work presented or required to be learned
- Use songs, chants, rhymes, etc. to assist learning
- Use cooperative learning groups/partner work rather than individual work
- Use samples of completed work as models
- Allow peer tutoring

Instruction

___ Use graphic organizers and visual aids throughout the lesson and assignments

___ Replace difficult words with more simple words or small pictures

___ Provide study guides/outlines - copy another student's if needed

___ Allow extended time to answer questions - give plenty of "wait time"

___ Provide guided practice and frequent checks for understanding

___ Use alternative evaluation methods - portfolios, anecdotal records, oral evaluation, demonstrations, retellings, projects, etc.

___ Allow spelling, punctuation, and grammar errors

___ Adapt homework to reflect language proficiency and home support

Assessment

___ Allow oral testing - oral questions and oral responses (Beginners)

___ Assess comprehension through alternative means - demonstration, gestures, drawings, or retellings, etc. (Beginners)

___ For each question, indicate page number in the text where the answer can be found

___ Provide study guides for tests - possibly copy from another student

___ Always use word banks on tests

___ Allow open book tests or the use of notes/note cards

___ Use fill-in-the-blank, matching, multiple choice tests

___ Allow extended time for test/project completion

___ Reduce the number of test items or choices on tests (reduce multiple choice to 2 or 3 items)

___ Use a modified grading scale

___ Allow the student to retake the test

___ Use rubrics as scoring tools

___ Allow extra credit work