



Office of Public Instruction
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Modifications and Accommodations appropriate for EL/ML students

Gen Ed Educator:

Content Area/Grade Level:

Overview: Modification and accommodations for EL/ML students are essential in any Language Instruction Educational Program (LIEP). It is the responsibility of administrators and all educators in the school (general ed teachers, ESL teachers and specialists/support staff to make sure the appropriate modifications and accommodations are in place to be compliant with the requirements of the Office of Civil Rights, the Department of Justice, and the Equal Education Opportunities Act of 1974.

CONNECTIONS: Environment and Engagement

- ☐ Allow for preferential seating
- ☐ Assign a peer buddy/arrange for peer tutoring
- ☐ Provide a quiet study place as needed
- ☐ Facilitating Individual/Small group discussions/brainstorming
- ☐ Paired Learning/Cooperative Sharing
- ☐ Use Think-Pair-Share strategies
- ☐ Visuals: Concept mapping, KWL, graphic organizers,
- ☐ Classroom Visuals: Word Walls/Anchor charts
- ☐ Connections to school and community experiences
- ☐ Connecting to previous knowledge (KWL, etc.)

Other: _____

NATIVE LANGUAGE UTILIZATION:

- ☐ Examine similarities/differences of first languages and English (alphabet, grammar, cognates, etc.)
- ☐ Allow student to speak/write in native language
- ☐ Introduce content knowledge/concepts and skills by use of native language
- ☐ Connect content concepts in native language
- ☐ Support vocab development with native language (synonym/antonym, phonemic awareness, etc.)
- ☐ Use Native Language/Translanguaging strategies

Other: _____

ENGLISH LANGUAGE DEVELOPMENT:

- ☐ Classroom language scaffolds (Sentence stems, language/sentence frames, word walls, anchor charts)
- ☐ Support for discourse (restating, probing, building on students' language, etc.)
- ☐ Create opportunities to incorporate new oral/written language for tasks (frontloading vocab, previewing etc.)
- ☐ Allow artistic/symbolic representations in tasks
- ☐ Create a safe/positive classroom environment
- ☐ Frequent repetition and review of rules/directions
- ☐ Check often for understanding/have students repeat directions
- ☐ Incorporate sufficient wait time

RELEVANCE: Cultural Responsiveness

- ☐ Paired Learning/Cooperative Sharing
- ☐ Inviting parents/community into the classroom
- ☐ Conducting home visits
- ☐ Communicating with parents consistently
- ☐ Elicit and nurture funds of knowledge
- ☐ Create a welcoming, diverse, and culturally responsive environment
- ☐ Prioritize learning preferences based on heritage
- ☐ Activity-based learning/tasks that focus on varying cultural perspectives
- ☐ Use high-interest/culturally relevant texts, topics, histories, events, and historical/current figures
- ☐ Connect to Real-World applications/scenarios
- ☐ Make meaning clear through visuals, demonstrations, and other means
- ☐ Give students multiple opportunities to produce
- ☐ Respect ways of learning (uses of analogy, wait time, oral tradition, time management, cross-cultural communication).
- ☐ Implement research-based curricula for ELs
- ☐ Meet diverse needs regarding classroom management (acculturative stress, limited schooling, trauma, etc.).

Other: _____

ENGLISH LANGUAGE DEVELOPMENT (cont.)

- ☐ Use shared learning strategies (Reciprocal pairs, think-pair-share, think aloud, cooperative learning)
- ☐ Accept varied levels of responses (multiple attempts, alternate answers/assignments, etc.)
- ☐ Multiple comprehension strategies (simplifying language/key words, etc.)
- ☐ Use vocab notebooks/cards/labeling
- ☐ Provide language experience tasks
- ☐ Give immediate feedback for tasks
- ☐ Incorporate writing workshops/conferences

Other: _____

Modifications and Accommodations appropriate for EL/ML students (Cont.)

MATERIALS:

- ___ Classify/group/chunk information
- ___ Culturally responsive materials/practices
- ___ Simulations, graphic aids, real objects/manipulatives, demonstrations, visual aids
- ___ Material to support the acquisition of new vocabulary and key concepts
- ___ Material to help identify patterns of vocabulary/content across content areas
- ___ Provide access/practice with the use of dictionaries, thesauri, internet, informational posters, anchor charts, sentence frames, etc.
- ___ Provide recorded/typed lectures with visuals
- ___ Use study guides to organize materials
- ___ Visual/Multimodal presentations
- ___ Provide essay outlines and samples of writing
- ___ Highlighted text/study guides
- ___ Provide supplementary materials
- ___ Provide adapted/modified textbooks
- ___ Use specialized curriculum
- ___ Use bilingual dictionaries/digital translators
- ___ Provide text in native languages
- ___ Allow use of computer/laptop/iPad

- ___ Other: _____

ASSESSMENTS INFORMING INSTRUCTION:

- ___ Utilize regular and ongoing Formative Assessments to check for understanding
- ___ Allow students to answer orally
- ___ Use multiple-choice (avoiding trick choices)
- ___ Be aware of culturally biased test items
- ___ Read test to student
- ___ Modify formats/test items/shorten test
- ___ Extend time allowed
- ___ Require only selected test items
- ___ Provide glossaries in native language
- ___ Create alternative ways to assess
- ___ Allow test in native language
- ___ Adjust teaching of content/skills based on student responses during class (listening to discussions, etc.)
- ___ Adjust teaching of language development based on classroom activities (use of vocab, probing questions, etc.)
- ___ Adjust teaching of content/skills using results from planned assessment tasks (weekly reading, comprehension tests, writing score using a rubric, etc.)
- ___ Adjust teaching of language development using assessment tasks (analyzing writing, use of vocab, language form, etc.)
- ___ Provide timely, specific, and constructive feedback from daily classroom activities and/or assessment tasks

Other: _____

DIFFERENTIATIONS:

- ___ Multiple forms of instruction (scaffolds, sheltered instruction, direct instruction, hands-on, modeling, read aloud, etc.)
- ___ Implement research-based curricula to facilitate higher-level thinking
- ___ Use instructional methods for ELs (collaborative strategic reading, language experience approach, modified guided reading, guided writing, etc.)
- ___ Adjust difficulty level on tasks, assignments, worksheets, presentations, etc.
- ___ Offer various tasks, activities, and allow students to select the one(s) that they prefer
- ___ Create a clear language and content objective
- ___ Provide additional support (extra time, repeated instructions, task analysis, rules, expectations, modeled/paired instructions, multiple opportunities to produce and practice language, etc.)
- ___ Targeted differentiation to struggling learners
- ___ Multiple methods to access text (body language, voice tone, modeling/demonstrating expectations, hand-on activities, visuals, games, etc.)

DIFFERENTIATIONS: (Cont.)

- ___ Multiple classroom settings (paired-learning, centers, small groups.)
- ___ Take advantage of on-the-spot instructional opportunities
- ___ Support/activities that vary by proficiency level
- ___ Classroom management (teacher-student proximity, positive reinforcement, reviewing class routines)
- ___ Give assistance in note-taking
- ___ Adjust the difficulty level on assignments/worksheets.
- ___ Adapt/simplify language on tasks OR include pictures and some fill-in word boxes
- ___ Give directions in small, distinct, single steps
- ___ Provide extra examples, models, visuals
- ___ Use projects to replace specific assignments
- ___ Shorten assignment /extend deadlines
- ___ Read directions to students more than once
- ___ Give oral clues or prompts
- ___ Offer alternative presentation/task options
- ___ Teach study skills/note-taking to students in need (Cornell, etc.)
- ___ Extend time requirements/omit assignments

Other: _____