

Orange County Schools English Language Learner Plan



Assignments

- ◇ Provide verbal explanation and written sequential steps
- ◇ Provide examples of completed work
- ◇ Reduce load
- ◇ Modify worksheets
- ◇ Allow copying from book or reading selection to answer questions
- ◇ Allow extended time
- ◇ Give possible test questions ahead of time
- ◇ Supply page number where answer is found
- ◇ Use a rubric
- ◇ Allow student to complete an assignment that calls for written sentences by doing half of the assignment in sentences and half of the assignment in short phrases, gradually increasing the number of sentences required

Grading

- ◇ Allow student to redo assignments
- ◇ Allow students to re-take tests
- ◇ Grade on current skill level (progress)

Materials

- ◇ Use bilingual dictionaries or electronic translators
- ◇ Use calculators and computers
- ◇ Provide supplemental multimedia resources
- ◇ Provide books on tape
- ◇ Provide large print or less words per page
- ◇ Use variety of manipulatives
- ◇ Use Smart Board, LCD projector, ELMO, Power Point
- ◇ Teach student to make vocabulary/language files
- ◇ Use study guides/outlines to organize

Content Teacher 1.	_____	2	_____
	3	4	5
ESL Teacher	_____ Administrator		
Parent	_____		

Student Name _____

School _____

Date _____

US Date of Enrollment _____

Grade _____

	State Testing Accommodations for Grades 3-12 Student must score less than a 5 on the ACCESS reading subtest to receive accommodations		
★	Test Administrator Reads Aloud in English (Reading tests are not read aloud)		
	Student Reads Aloud to Self		
	Testing in a Separate Room		
	Scheduled Extended Time	Hours	Minutes
	English/Native Language Word to Word Dictionary or Electronic Translator		
	Multiple Test Sessions		
	State Writing Test Accommodations for the 4 th , 7 th and 10 th Grade Writing Test Student must score less than a 5 on the ACCESS writing subtest to receive accommodations		
★	Scheduled Extended Time	Hours	Minutes
	English/Native Language Word to Word Dictionary or Electronic Translator		
	Testing in a Separate Room		

Testing Accommodations for English Language Learner Students



WIDA ACCESS Scores	Entering 1.0-1.9	Beginning 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.9	Bridging 5.0-5.9	Reaching 6.0
Speaking						
Writing						
Listening						
Reading						
Composite						

The modifications designated within this document are to be used on a regular basis to make the curriculum accessible to English Language Learners. Instructional modifications are a prerequisite for assigning accommodations on state tests.



Presentation of Content

- ◇ Use of individual, small group instruction, or cooperative learning groups
- ◇ Pre-teach vocabulary and key concepts
- ◇ Use visuals, displays, drawings and realia
- ◇ Use mnemonic devices, rhymes, songs to help students remember key information
- ◇ Demonstrate/dramatize concepts
- ◇ Use graphic organizers, diagrams, charts, outlines
- ◇ Allow students to talk about what they know
- ◇ Allow students to highlight texts and guides
- ◇ Tape record lectures, books, stories
- ◇ Use of LCD projector, Smart Board, Power Point, etc.
- ◇ Scaffold instructions and assignments



Content Modifications

- ◇ Offer summaries or simplified versions of the same texts
- ◇ Provide parallel curriculum; subject is the same but reading/interest level is different
- ◇ Allow student to do lesser number of problems or examples
- ◇ Teach authentic concepts and terms
- ◇ Teach specific note-taking skills
- ◇ Teach organizational skills
- ◇ Provide activities with different levels of difficulty to achieve the same objective



Classroom Assessments

- ◇ Give test one-on-one or in a small group
- ◇ Allow drawing, labeling and listing of answers
- ◇ Allow students to answer verbally or by demonstration
- ◇ Simplify vocabulary when giving instructions
- ◇ Allow extra credit items to raise test scores
- ◇ Complete a project instead of a test
- ◇ Interview students
- ◇ Remove time limits
- ◇ Evaluate priority items only
- ◇ Give no penalty for spelling/grammar errors but point out for corrections
- ◇ Reduce number of choices in multiple choice exercises
- ◇ Provide an answer list or word bank for fill-in-the blank tests
- ◇ Reduce quantity of reading
- ◇ Read test aloud
- ◇ Read parts of test as needed
- ◇ Shorten the test focus on key concepts/give more weight to priority items of key content
- ◇ Provided an answer list or word bank for fill-in-the blank tests

