

**ESOL Strategies, Adaptations and Accommodations**

Student \_\_\_\_\_ ID# \_\_\_\_\_ Grade \_\_\_\_\_ Other Language \_\_\_\_\_

Language Proficiency Test Name \_\_\_\_\_ Date \_\_\_\_\_

Listening \_\_\_\_\_ Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Overall Level \_\_\_\_\_ FAST-ELA Score: SS \_\_\_\_\_ Level \_\_\_\_\_ FAST-ELA Test Date \_\_\_\_\_

*The following adaptations and accommodations will be used during class instruction and assessments to ensure the student is receiving comprehensible instruction at an appropriate level according to student's level of English proficiency indicated above.*

**Adaptations or Accommodations to assignments will include the following acceptable strategies:**

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|------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------|
| ____ 1. Use of pre-reading activities: bold type, captions, etc. | ____ 9. Incorporate visual aids                 | ____ 17. Limit content vocabulary to essential academic vocabulary |
| ____ 2. Activate prior knowledge, evoke student experiences      | ____ 10. Adapt material to student's level      | ____ 18. Work in pair, peer-tutoring                               |
| ____ 3. Preview content                                          | ____ 11. Guide students in locating information | ____ 19. Work in small groups                                      |
| ____ 4. Preview questions                                        | ____ 12. Provide study guides, notes            | ____ 20. Paraphrase, summarize information                         |
| ____ 5. Read key passages aloud                                  | ____ 13. Model expected outcomes                | ____ 21. Reduce amount or length of tasks                          |
| ____ 6. Use graphic organizers/student drawings                  | ____ 14. Read, repeat directions orally         | ____ 22. Allow extended time                                       |
| ____ 7. Highlight key information                                | ____ 15. Simplify directions: written & oral    | ____ 23. Use of bilingual dictionary or glossary                   |
| ____ 8. Use ELL text/supplemental material/L1                    | ____ 16. Reduce non-essential details           | ____ 24. Limited use of ESOL Paraprofessional                      |

Other: \_\_\_\_\_

**Adaptations or Accommodations to assessment will include the following acceptable strategies:**

- |                                         |                                                                     |                                                     |
|-----------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------|
| ____ 25. Provide oral quizzes, tests    | ____ 31. Use alternate setting, test with<br>with ESOL teacher/para | ____ 36. Grade only what is finished if appropriate |
| ____ 26. Use practice tests             | ____ 32. Allow extended time                                        | ____ 37. Use of heritage language dictionary        |
| ____ 27. Provide study guides           | ____ 33. Use of drawing/pictures/visuals                            | ____ 38. Bilingual assistance                       |
| ____ 28. Teach/model test-taking skills | ____ 34. Test in smaller segments/shorter tests                     | ____ 39. Assess with portfolio or projects          |
| ____ 29. Reduce number of choices       | ____ 35. Retest for improvement (average grades)                    | ____ 40. Test individually                          |
| ____ 30. Use word bank                  |                                                                     | ____ 41. Alternate performance task/test format     |

Other: \_\_\_\_\_

**Specific FLDOE Mandated Test Accommodations for Statewide Standardized Testing, FAST, End-of-Course Exams, etc.:**

\_\_\_\_ Flexible Setting    \_\_\_\_ Flexible Scheduling    \_\_\_\_ Heritage Language Assistance    \_\_\_\_ Heritage Language to English Dictionary or Glossary

By adding my name below, I acknowledge receipt of this document and realize that I must provide appropriate strategies and accommodations during instruction and assessment of the ELL student named above. (Keep a copy of this sheet for your records and document strategies in your lesson plans.)

Teachers(s): \_\_\_\_\_