

REGULAR CLASSROOM ADAPTATIONS ESL STUDENTS

Student: _____ Grade: _____ School Year: _____

Current English Language Proficiency (ELP) Test Information:

Most Current Placement Test: Pre-Screener _____ K-W-APT _____ W-APT _____

Most Current Placement Test Score:

Listening	_____
Speaking	_____
Reading	_____
Writing	_____
COMPOSITE	_____

Most Current WIDA ACCESS for ELLs Test Score:

Listening	_____
Speaking	_____
Reading	_____
Writing	_____
COMPOSITE	_____
Test Tier	A B C

Student's Schedule:

Hour	Teacher	Class

Student's ELP goals for the current school year:

Language Domain	Goal
Listening	
Speaking	
Reading	
Writing	

In addition to the testing information provided, the following tools will be used by all staff to help ensure the student's academic success. Tools marked with stars () are accommodations allowed on the Oklahoma Core Curriculum Tests (OCCTs).*

General:

- _____ Tailor instruction to student's English Language Proficiency (ELP) level.
- _____ English as a Second Language (ESL) resource teacher available for assistance.
- _____ Use reading materials at or slightly above student's ELP level.
- _____ Preferential seating near instruction.
- _____ Extended time limits for preparation of oral and/or written responses.
- _____ Provide lecture notes/study sheets/visual aids/thinking maps.
- _____ Give both oral and written instructions.

Assignments:

- _____ Extended time limits.
- _____ Assignment requirements should reflect both *PASS* and the student's ELP level.
- _____ Peer tutoring and/or group work. *A bilingual classmate should be paired with an English language learner on an extremely limited basis.*
- _____ Break assignments into series of smaller assignments.
- _____ Don't count off for spelling unless specifically stated.
- _____ Allow student to redo assignments.
- _____ ESL resource teacher notified when work is not being completed.
- _____ Student completes assignments at his or her ELP level.

Testing:

- _____ *Extended time limits.
- _____ Allow for written responses at student's ELP level.
- _____ Open book tests.
- _____ *Word-to-Word (no definition given) dictionaries.
- _____ Tests should reflect both *PASS* and the student's ELP level.
- _____ Limit number of discriminators. (Three choices instead of four, for example.)
- _____ Provide word bank for fill-in-the-blank questions.
- _____ *Translation of directions or test (electronic, dictionary, or staff only).
- _____ *Test may be given by ESL teacher (small group situation).
- _____ Use test items based on the student's ELP level.
- _____ *Reword, rephrase, or summarize test directions and/or test questions in English.
- _____ Give a take-home test.
- _____ Substitute assignment for test.
- _____ *ESL teacher transcribes student's answers in English.
- _____ Reduce language complexity of test questions.