

School Year **20**__ - **20**__

Student Name _____ Grade _____ School _____

STUDENT IS CLASSIFIED AS: ELY EL M1 EL M2 U.S. School Entry Date _____ Primary Language _____

CURRENT ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

WIDA Screener ACCESS for ELLs Test Date: _____

Proficiency Level Scores: Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____

MAJOR GOAL FOR THE YEAR: English learners will develop their social, instructional, and academic English language proficiency in the language domains of listening, speaking, reading, writing and comprehension while acquiring the State-required academic content through standards-based instruction in all subject areas.

MAINSTREAM TEACHERS: Listed below are suggested classroom strategies and accommodations for the indicated EL student above. The suggestions are based on current English language proficiency assessments, standardized test scores, and academic performance. For further information about the student, please refer to the ACCESS/WIDA Screener score report and Form K, which provides specific example behaviors for each language proficiency level.

	LANG. ARTS	READING	MATH	SCIENCE	SOCIAL STUDIES
PREPARING LESSONS					
Clearly state and write (print) content and language objectives (i.e. GA standards, essential question, "I can" statement)					
Utilize supplementary materials (i.e. audio tapes, concrete objects)					
Adapt texts, assignments, and assessments to all levels of student proficiency					
*Use preferential seating towards the middle of the room					
*Supply/allow dictionaries (bilingual, regular, or word-to-word)					
BUILDING BACKGROUND					
Emphasize key vocabulary – introduce and repeat through activities such as word walls, words sorts and games					
Assess prior knowledge using KWL charts, graphic organizers, questioning, etc.					
COMPREHENSIBLE INSTRUCTION					
*Paraphrase, explain, repeat directions					
Model all activities					
Incorporate hands-on activities in instruction					
Use visuals, props, gestures, and technology					
LEARNING STRATEGIES/INTERACTION					
Design questions on assignments and assessments that are appropriate for the student's language proficiency level (see the WIDA Can Do Descriptors chart)					
Design leveled study guides, "chunk" information					
Use peer tutoring or pair student with a buddy					
*Implement one-on-one/small group instruction					
Provide an outline or guided notes during instruction					
Highlight key words and important concepts in text					
Increase wait time for students to respond					
Use cooperative grouping (i.e. learning circles, jigsaw, etc.)					

Accommodations marked with a star () may be provided on standardized testing, if implemented in the classroom and included on the annual EL-TPC. Any accommodation provided on the EL-TPC MUST be marked here and MUST be provided on an ongoing basis.

	LANG. ARTS	READING	MATH	SCIENCE	SOCIAL STUDIES
ACTIVITIES FOR ACQUIRING NEW CONCEPTS					
Design lessons that include listening, speaking, reading, and writing activities for students to practice newly acquired concepts					
Pace lesson appropriately for student's proficiency level					
Design assignments to include fewer questions					
Allow students to redo failed assignments					
Provide extended time for activities					
COMPREHENSIVE REVIEW/ASSESSMENT					
Utilize alternative ways to accurately evaluate student achievement and progress (i.e. demonstrations, portfolios, self/peer assessment, rubrics, projects, presentations)					
*Provide extended time on assessments, tests, & exams					
*Read test aloud to student					
Reduce the number of items on a test					
Directly match study guide to test questions (when necessary, for students at lower proficiency levels)					
Provide a word bank for students at lower proficiency levels					
*Administer test one-on-one					
Design different testing formats based on language proficiency level (for example, a multiple-choice test instead of essay)					

***Accommodations marked with a star (*) may be provided on standardized testing, if implemented in the classroom and included on the annual EL-TPC. Any accommodation provided on the EL-TPC MUST be marked here and MUST be provided on an ongoing basis.**

Please note: EL M1 and EL M2 students should receive appropriate classroom accommodations and may receive standard accommodations on standardized tests if needed.

DATE COMPLETED: _____ ESOL TEACHER SIGNATURE _____

Comments:
