

Name: \_\_\_\_\_

## ENGLISH LEARNER INSTRUCTIONAL ACCOMODATIONS CHECKLIST

### Beginning of Year (BOY)

### Middle of Year (MOY)

### End of Year (EOY)

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

gestures for added emphasis  
 simplified language  
 visuals to reinforce spoken or written words  
 targeted pre-taught vocabulary  
 individualized sentence frames for speaking/  
 writing  
 individualized paragraph frames  
 rephrase or repeat for clarification  
 wait time  
 extra time for complex material and/or  
 assignments  
 participation using response signals  
 word bank of key vocabulary  
 modeling of pronunciation  
 use of native language text as a side-by-side  
 resource  
 organize reading in chunks  
 adapted text(s)  
 student response in native language  
 preview of concepts in native language  
 bilingual dictionary or content glossary  
 visual/verbal support for understanding directions  
 modeled read/think aloud  
 alternative responses (ex: pictorial representation)  
 scaffold writing assignments (ex: structured  
 outline)

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 simplified language  
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 individualized sentence frames for speaking/  
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 individualized paragraph frames  
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 modeled read/think aloud  
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#### Prior Year TELPAS:

L	B	I	A	AH
S	B	I	A	AH
R	B	I	A	AH
W	B	I	A	AH

#### Prior Year TELPAS ALT (if applicable)

L	A	I	IE	DI	BF
S	A	I	IE	DI	BF
R	A	I	IE	DI	BF
W	A	I	IE	DI	BF



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Campus:

Grade:

Academic Year:

Name: \_\_\_\_\_

## ENGLISH LEARNER INSTRUCTIONAL ACCOMODATIONS CHECKLIST

Teacher		LPAC Committee
<b>BOY</b>	Subjective Teacher Evaluation/EL Reclassification Rubric:	Comments/Recommendations:
	Subjective Teacher Evaluation/EL Reclassification Rubric:	Comments/Recommendations:
	Subjective Teacher Evaluation/EL Reclassification Rubric:	Comments/Recommendations:  Signature: _____ _____ _____ _____ Date: _____