



EL CLASSROOM TESTING ACCOMMODATIONS

Student Name: _____ Teacher Name: _____

Please indicate the testing accommodations that would be helpful for your EL student by checking the box to the left:

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| | 1. Allow student an opportunity to retake a failing quiz/test |
| | 2. At a time most beneficial to student |
| | 3. Create modified quiz or test in simple language |
| | 4. Give modified tests/alternative assessment |
| | 5. Give open-book tests (provide page numbers where answers can be found) |
| | 6. Highlight key words and phrases in tests |
| | 7. In a small group |
| | 8. Instruct student to match items |
| | 9. Permit the use of English/Native Language Word-to-Word Glossary on assessments |
| | 10. Provide additional instructions or simplify language used in classroom assessments |
| | 11. Provide an opportunity for the student to take the test individually with the instructor or provide a reader for the student |
| | 12. Provide oral tests |
| | 13. Provide a word bank |
| | 14. Reduce choices on multiple-choice tests. |
| | 15. Reduce the number of questions on an assessment |
| | 16. Reduce the number of words on spelling tests |
| | 17. Shorten length, not content, of classroom assessments |
| | 18. Spelling tests can be in different formats such as multiple choice or fill in the missing blank, etc. |
| | 19. Translated version of test directions provided |
| | 20. Use cloze procedures with outlines, charts, time lines, etc. |
| | 21. Use portfolio assessment |

Refer to the *Accessibility Support and Accommodations Policy for State Assessments in the ALSDE's ASAP Manual.



Please indicate helpful classroom accommodations for your EL student by checking the box to the left:

| | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Accept correct answers in any written form such as inventive spelling, lists, or phrases |
| <input type="checkbox"/> | 2. Activate and build prior knowledge |
| <input type="checkbox"/> | 3. Allow editing and revision before grading |
| <input type="checkbox"/> | 4. Allow for extra wait time before responding |
| <input type="checkbox"/> | 5. Allow for peer help, peer teaching, and/or peer tutoring |
| <input type="checkbox"/> | 6. Allow for lectures/lessons to be recorded |
| <input type="checkbox"/> | 7. Allow student an opportunity to express key concepts in their own words |
| <input type="checkbox"/> | 8. Allow student an opportunity to redo a failing assignment |
| <input type="checkbox"/> | 9. Consider informal observations/participation as a percentage of the overall evaluation |
| <input type="checkbox"/> | 10. Consider use of rubric for newcomers |
| <input type="checkbox"/> | 11. Encourage students to underline key words or important facts |
| <input type="checkbox"/> | 12. Extend time for assignment completion |
| <input type="checkbox"/> | 13. For textbook or teacher made questions, add page numbers for answer location |
| <input type="checkbox"/> | 14. Give alternative homework or class work assignments suitable for the student's linguistic ability for activities and assessments |
| <input type="checkbox"/> | 15. Give student a daily or weekly syllabus of class and homework assignments |
| <input type="checkbox"/> | 16. Help student build a card file of vocabulary words |
| <input type="checkbox"/> | 17. Label classroom objects in English or the child's native language |
| <input type="checkbox"/> | 18. Permit the use of English/Native Language Word-to-Word Glossary; picture or electronic translating devices |
| <input type="checkbox"/> | 19. Pre-teach vocabulary |
| <input type="checkbox"/> | 20. Provide additional instructions or simplify language used in instruction and assignments |
| <input type="checkbox"/> | 21. Provide copies of graded assignments back to the student |
| <input type="checkbox"/> | 22. Provide frequent feedback and comprehension checks |
| <input type="checkbox"/> | 23. Provide hands-on activities or manipulatives to enhance concepts |
| <input type="checkbox"/> | 24. Provide highlighted or underlined texts, materials, etc. |
| <input type="checkbox"/> | 25. Provide notes and/or outlines |
| <input type="checkbox"/> | 26. Provide repeated reviews and drills |
| <input type="checkbox"/> | 27. Provide word banks |
| <input type="checkbox"/> | 28. Read to the student |
| <input type="checkbox"/> | 29. Reduce paper/pencil tasks |
| <input type="checkbox"/> | 30. Restate, shorten, and/or simplify language used in instruction |
| <input type="checkbox"/> | 31. Seating proximity to teacher with limited distractions |
| <input type="checkbox"/> | 32. Shorten length, not content, of assignments |
| <input type="checkbox"/> | 33. Substitute a hands-on activity or use different media in projects for written activity |
| <input type="checkbox"/> | 34. Teach in small group |
| <input type="checkbox"/> | 35. Teach new concepts in chunks |
| <input type="checkbox"/> | 36. Use computer websites, programs, or applications to reinforce learning |
| <input type="checkbox"/> | 37. Use print, not cursive handwriting |
| <input type="checkbox"/> | 38. Use visual and/or auditory aids |
| <input type="checkbox"/> | 39. Utilize alternate reading assignments/materials at the student's reading level |
| <input type="checkbox"/> | 40. Utilize assignment notebooks and prompts |
| <input type="checkbox"/> | 41. Utilize resources in the student's first language |