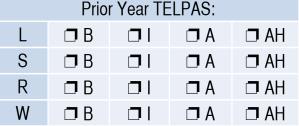
## Name:

	ELL INSTRUCTIONAL ACCOMMODATIONS											
	Beginning of Year (BOY)  Date://			OY)	Middle of Year (MOY)  Date:/			End of Year (EOY)  Date:/				
: Grade: Campus:	writterward clare clare create care writterward create clare clare clare create create create create create care care create care care create care care create care care create care care care create care create care care care care care care care car	<ul> <li>□ visuals and/or verbal cues to reinforce spoken or written words</li> <li>□ pre-teach vocabulary</li> <li>□ short sentences and single words</li> <li>□ provide phrases or simple sentence frames</li> <li>□ rephrase, repeat, or slow down</li> <li>□ wait time</li> <li>□ extra time for complex material and/or assignments</li> <li>□ non-participation in simple conversations</li> <li>□ word bank of key vocabulary</li> <li>□ model pronunciation</li> <li>□ tiered sentence stems</li> <li>□ organize reading in chunks</li> <li>□ adapted text(s)</li> <li>□ clarification of word(s) or phrase(s)</li> <li>□ oral translation</li> <li>□ bilingual dictionary or glossary</li> <li>□ clarify directions</li> <li>□ translate word(s), phrase(s), or sentence(s)</li> <li>□ read and model think aloud</li> <li>□ drawing or pictorial representation</li> <li>□ writing on familiar, concrete topics</li> </ul>					peer and native language support gestures for added emphasis simple conversations (words/phrases) visuals and/or verbal cues to reinforce spoken or written words pre-teach vocabulary short sentences and single words provide phrases or simple sentence frames rephrase, repeat, or slow down wait time extra time for complex material and/or assignments non-participation in simple conversations word bank of key vocabulary model pronunciation tiered sentence stems organize reading in chunks adapted text(s) clarification of word(s) or phrase(s) oral translation bilingual dictionary or glossary clarify directions translate word(s), phrase(s), or sentence(s) read and model think aloud drawing or pictorial representation writing on familiar, concrete topics scaffold writing assignments		peer and native language support gestures for added emphasis simple conversations (words/phrases) visuals and/or verbal cues to reinforce spoken or written words pre-teach vocabulary short sentences and single words provide phrases or simple sentence frames rephrase, repeat, or slow down wait time extra time for complex material and/or assignments non-participation in simple conversations word bank of key vocabulary model pronunciation tiered sentence stems organize reading in chunks adapted text(s) clarification of word(s) or phrase(s) oral translation bilingual dictionary or glossary clarify directions translate word(s), phrase(s), or sentence(s) read and model think aloud drawing or pictorial representation writing on familiar, concrete topics scaffold writing assignments			
Academic Year:	Prior Year TELPAS:  L □ B □ I □ A □ AH				☐ AH							
	S	□B	 _	□A	□ AH		TEA					
	R	□B		□A		TEXAS EDUCATION AGENCY			Copyright © 2013 Texas Agency			
⋖	W	□ B		□A	☐ AH							





## Name:

## **ELL INSTRUCTIONAL ACCOMMODATIONS**

	Teacher		LPAC Committee			
BOY	Subjective Teacher Evaluation:		Comments/Recommendations:			
MOY	Subjective Teacher Evaluation:		Comments/Recommendations:			
ЕОУ	Subjective Teacher Evaluation:		Comments/Recommendations:	EOY Review:  ☐ TELPAS ☐ State Assessment Results ☐ Oral Language Proficiency Test (OLPT) ☐ Linguistic Accommodations ☐ Academic Progress		
	Completed by: Dat	e:	Signatures:			