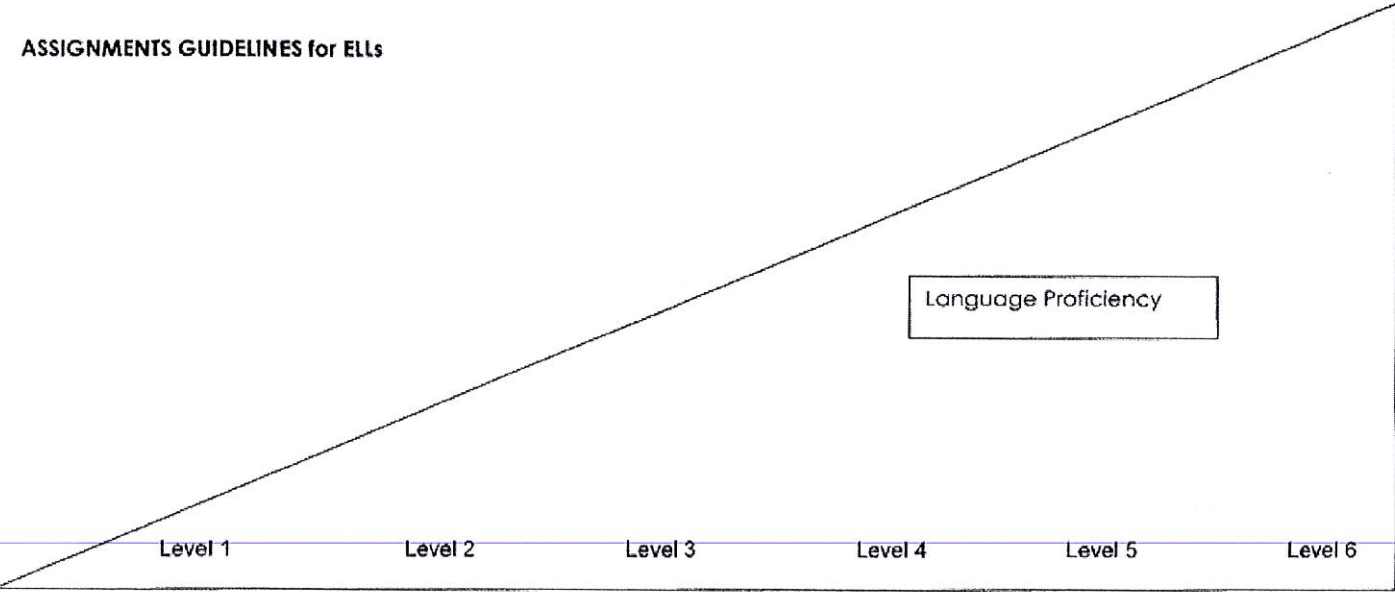


**ASSIGNMENTS GUIDELINES for ELLs**



Accommodation

Modification of Assignment / Assessment

Alternative Assignment / Assessment

Accommodation

Modification of Assignment / Assessment

Accommodation

## Accommodated Assignments

### Language Levels 1-6

Does not alter the assignment.

- Reading the questions and directions aloud
- Extended time
- Use of translator, bilingual dictionary
- Simplifying, Clarifying directions
- Preferred seating
- Preferred setting (ex: testing with the ELL teacher)

### Modified Assignments

Same assignment with modifications  
Language Levels 1-4

#### If your assignment is:

Read the chapter  
Write a paragraph  
Answer chapter questions  
Define vocabulary  
Fill in the blank  
Create a timeline

#### Have ELL students:

Read a selected passage  
List key concepts (orally or written)  
Answer selected few questions  
Match words with definitions  
Provide a word bank  
List events in order

### Alternative Assignments

Different assignment from peers  
Language Levels 1-2

#### If your assignment is...

Write a multiple paragraph essay comparing and contrasting two characters  
Write a book report about a biography  
Final exam

#### Your beginning ELL students may do....

Complete a simple Venn diagram  
Interview a person in school  
Portfolio (anecdotal records, data sheet reflecting student's progress, audio recordings of readings or oral presentations, writing samples... Etc.)  
Answer a few questions orally  
Draw lines between vocabulary terms and pictures  
Project  
Draw a math story  
Do computational problems  
Draw the steps  
Have a checklist (Teacher can observe and check off steps)

Write a math story  
Solve a word problem  
Write a science lab report

## WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<p><b>6- Reaching</b></p>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
<p><b>5- Bridging</b></p>	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li> </ul>
<p><b>4- Expanding</b></p>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
<p><b>3- Developing</b></p>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<p><b>2- Beginning</b></p>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<p><b>1- Entering</b></p>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>