

Secondary ELL Center: Tier 1 Intervention Strategies

Student Name:

Grade:

Student Number:

School:

Course:

Semester/Year:

Teacher:

Concerns about this student:

N.B. Accommodations change *HOW* the curriculum is delivered and *HOW* the student receives curriculum instruction. The curriculum content is not changed, nor are the grade level curriculum benchmarks or core curriculum expectations. These accommodations *DO NOT* require use of modified grade.

PACING

- Extend time requirements
- Allow breaks
- Home set of texts
- Encourage ELL Center drop-in (during or after class)
- Other:

ENVIRONMENT

- Preferential seating
- Reduce distractions: Visual, Auditory, Spatial, Movement
- Other:

ASSIGNMENTS

- Give directions in small, distinct steps; repeat as necessary
- Verbal instructions are supplemented by visual instructions
- Avoid penalizing for spelling/ mechanical errors on in-class assignments and tests
- Have students draw or give oral explanation of responses
- Shorten assignments
- Omit assignments requiring copying in timed situations
- Provide rubric for grading

- Adapt worksheets, packets (eliminate choices, have equal choices for matching, separate multiple choice into smaller sections, provide a word bank)
- Provide alternate assignments/ strategies when demands of class conflict with student capabilities
- Provide samples of high-quality assignments
- Allow use of bilingual dictionary and/or electronic translator
- Other:

PRESENTATION OF SUBJECT MATTER

- Teach vocabulary using realia and/ or demonstrations
- Relate material to prior knowledge and background
- Apply problems to real-life situations
- When explaining information, provide extra clues through the use of visuals, diagrams, captions, and labels
- Use flexible grouping for instruction
- State clear objectives prior to teaching lesson/ unit
- Provide notes
- Pre-teach vocabulary prior to lesson
- Provide written class agenda on board
- Preview questions/ objectives before reading
- Teach concrete to abstract

- Allow use of bilingual dictionary and/or electronic translator
- Other:

MATERIALS

- Note-taking assistance/ photocopied lecture notes
- Provide recording of text and/or other class materials
- Provide study guides
- Extra copies of assignments, rubrics, handouts, worksheets
- Highlighted texts
- Typed or printed materials (no cursive)
- Use of supplementary materials in L1 or at student's reading level
- Allow use of first language materials where available
- Allow use of bilingual dictionary and/or electronic translator
- Utilize manipulatives
- Other:

STUDY SKILLS

- Clear behavior/ classroom management expectations
- Tap strengths and interests
- Check often for understanding/ review
- Have student restate directions in his/her own words
- Frequent student/ teacher interaction during independent work time
- Use of study sheets or graphic organizers
- Other:

SOCIAL INTERACTION SUPPORTS

- Peer tutoring
- Cooperative learning groups
- Structured activities to create opportunities for social interaction
- Other:

TESTING ADAPTATIONS

- Smaller environment—testing in the ELL Center
- Preview of test language (speak to uncommon language or vocabulary)
- Extended time frame
- Answers given orally
- Test read aloud
- Word bank provided
- Rephrasing of questions and responses
- Qualified person familiar with student administers the assessment
- Use observation/ student portfolios to determine progress
- Open note or open book tests
- Use of word-to-word bilingual dictionary where appropriate
- Allow preliterate students to list, sketch, or present material in non-sentence format
- Accommodated format—(eliminate choices, have equal choices for matching, separate multiple choice into smaller sections, reduce questions that don't affect the GLCEs or CCEs)
- Administration of assessment during ELL time
- Administration of assessment in distraction-free space/ room
- Administration of assessment one-to-one or in small group
- Placement of ELL teacher/ paraprofessional near student
- Teacher may emphasize key words in directions
- Student may restate directions in his or her own words
- Students may ask for clarifications of directions
- Teacher may provide visual, auditory, or physical cues to student to begin, maintain, or finish task
- Other: