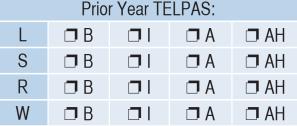
Name:

	ELL INSTRUCTIONAL ACCOMMODATIONS											
	Beginning of Year (BOY) Date:/			BOY)		Middle of Year (MOY) Date:/	End of Year (EOY) Date:/					
Grade: Campus:	 □ 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 				mes assignments ns		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 				
Year	Prior Year TELPAS: L □ B □ I □ A □ AH				☐ AH							
emic	S	□B		□A	☐ AH		TEA					
Academic Ye	R	□B		□A	☐ AH		TEXAS EDUCATION AGENCY	Copyright © 2014 Texas Agency				
4	W	□ B		□A	□ AH							





Name:

ELL INSTRUCTIONAL ACCOMMODATIONS

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