

Differentiated Instruction and Testing Accommodations for ESOL Students

The purpose of this chart is to demonstrate the parallel between differentiated instructional strategies for English language learners and allowable testing accommodations for ESOL students. The chart includes a sample of essential strategies recommended for providing differentiated instruction for English language learners across all content areas. This document may be useful in guiding the discussions of the ELL committees to determine the instructional differentiation that relates to the applicable accommodations for school-based and county- and state-mandated assessments.

| Strategies for Differentiated Instruction | Category | State Permitted Testing Accommodations* |
|---|---------------------------------|--|
| <ul style="list-style-type: none"> ▪ Chunk instruction into shorter segments to allow for monitored breaks ▪ Expand assignments over a longer period ▪ Extend wait time for oral and written participation and responses ▪ Plan most challenging tasks and subjects earlier in the day or period—or other best time for student | Scheduling | <ul style="list-style-type: none"> ▪ <u>Supervised</u> breaks during test session ▪ Tests given regularly within a single day/session may be administered over multiple days without exceeding total time allowances ▪ Extra response and processing time ▪ Test at best time of day for student |
| <ul style="list-style-type: none"> ▪ Seat ELL close to speaker, screen or reader ▪ Dedicate support staff to work with ELL in addition to classroom teacher ▪ Provide small-group instruction ▪ Pair or group ELL with “buddies” who will assist with modeling and explaining tasks ▪ Work one-on-one with student | Setting | <ul style="list-style-type: none"> ▪ General education classroom, with special seating (front of room, carrel, etc) ▪ General education classroom, with adjusted grouping ▪ General education classroom, with additional school support (instructional assistant, guidance, etc) ▪ General education classroom, with ELL staff as support. ▪ Small group setting ▪ Small group setting with ELL or special education teacher as examiner ▪ Individual administration within the school building ▪ Individual administration outside school |
| <ul style="list-style-type: none"> ▪ Introduce and develop new vocabulary visually to the lower level students by using a picture dictionary and other visual aids ▪ Use bilingual dictionaries during reading and writing assignments in order to clarify meaning when possible ▪ Use leveled texts or adapt texts by shortening or simplifying language to make the content more accessible ▪ Use technology and multimedia (e.g, software such as inspiration, books on tape, etc.) and graphic organizers | Equipment/ Materials | <ul style="list-style-type: none"> ▪ Use of electronic devices ▪ Published or electronic bilingual dictionary (a synonym dictionary, without definitions, in the student’s native language) |

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|---|---------------------|---|
| <ul style="list-style-type: none"> ▪ Provide ample repetition of language and tasks: repeat, restate, rephrase, review, reread ▪ Keep explanations and directions brief and concise—focus on key concepts and vocabulary ▪ Highlight and explicitly teach key vocabulary needed to accomplish the assigned task ▪ Enhance oral presentations with nonverbal (e.g. visual) and written support, graphic organizers, and modeling ▪ Allow students time to check and discuss understanding of directions and material with peers ▪ Present material through multiple, diverse modes, using audio-visual and other technology (e.g. audio-books) | Presentation | <ul style="list-style-type: none"> ▪ Verbatim repetition of scripted directions, as needed ▪ Written copies of orally presented materials that are found only in examiner's manual ▪ Verbatim audiotape of directions ▪ Verbatim reading or audiotape of entire test for content areas other than reading ▪ Verbatim reading or audiotape of entire reading test ▪ Verbatim reading of selected sections of test or vocabulary for content areas other than reading ▪ Verbatim reading of selected vocabulary words or sections of reading test |
| <ul style="list-style-type: none"> • Encourage and allow for non-verbal responses such as pointing, nodding, pictures, manipulatives, and graphic organizers • Adjust expectations for language output (e.g. student speaks in words and phrases, simple present tense statements) • Allow shortened responses • Require fewer assignments (focus on the quality of a reduced number of instructional objectives) • Pair ELLs with strong speakers and writers (buddies) • Encourage “buddies” to take a dictated response during pair work requiring explanations of concepts that ELLs can better express orally • Allow ELLs to dictate responses into a tape-player as evidence of completion of assigned written work | Response | <ul style="list-style-type: none"> • For machine-scored tests, student marks answers in test booklet. (Transfer to answer sheet completed by school personnel.) • For selected response items, student indicates answers by pointing or other method • For constructed response (brief or extended) items, student tapes response for later verbatim transcription by school personnel • School personnel may check student’s transferred responses (alignment and completeness of hand-filled bubbles) • For constructed response (brief or extended) items, student dictates response to examiner for verbatim transcription by school personnel |

*Additional accommodations may be provided for ESOL students with IEPs or 504 plans.