

North Carolina Department of Public Instruction
ESL Section

The following is a recommended modification form, which will assist content area and ESL teachers to modify instruction for LEP students. These modifications will be beneficial, if they are done in conjunction with the Guide to the Standard Course of Study LEP Students.

Modifications Checklist for LEP Students in Regular Classes

A. Instructional Modifications	Give tests orally.
Break assignments into segments or shorter tasks.	Use English/Native language dictionary.
Teach concrete concepts BEFORE teaching abstract.	Avoid idiomatic language.
Relate information to student's experiences. Activate prior knowledge.	Assign tasks at the appropriate level (lower reading/difficulty level). Determine reading level and modify materials and texts.
	B. Environmental Modifications
Reduce the number of concepts introduced at any one time.	Follow predictable routines.
	Use proximity seating. Sit near the front.
Provide students with an overview of the lesson BEFORE beginning the lesson. (Tell student what student should expect to learn and why.) Activate prior knowledge.	Seat student in area free from distractions. Assign a buddy. Communicate directions clearly and consistently.
Monitor the level of language you use to communicate ideas. (Are you using vocabulary and complex sentence structures that are too advanced?)	Respect cultural differences. Use collaborative groups.
	C. Time Modifications
Check for comprehension throughout the lesson.	Increase amount of time allowed to complete assignments & tests. (Contract with student concerning time allotment.)
Provide consistent review of any lesson BEFORE introducing new information.	Reduce amount of work or length of tests (as opposed to allowing more time.)
	Space short work periods with breaks or change of task
Allow student to obtain and retain information utilizing cassette tape recorders, computers, interviews/oral reports, projects, calculators, dictation, typewriters, native language dictionaries.	Set up a specific routine and stick with it. Alternate quiet and active time (short periods of each). Give students a specific task to perform with specific directions.
	D. Material Modifications
Provide outlines or study guides.	Avoid large amounts of written work, both in class and homework.
Monitor the rate at which you present material. (Do you talk too fast or give too much material at one time?)	Encourage student to select the method of writing, which is most comfortable, cursive or manuscript. Set realistic and mutually agreed upon expectations and goals.
Give additional presentations. Repeat original presentations. Provide simpler, more complete explanation. Give additional examples. Model skills in several ways.	Let student give answers orally, instead of writing. Avoid pressures of speed and accuracy. Provide student with copy of lecture notes produced by teacher or peer. Reduce amounts of boardwork copying and textbook copying. Provide student with preprinted written information.
	Provide visual explanation of concepts.
Provide additional guided practice. Require more responses. Lengthen practice sessions. Schedule extra practice sessions.	Total Physical Response (TPR) Provide "realia" or real life examples of things.
	E. Assessment Modifications
Use graphic organizers consistently.	Avoid word problems. Test on concepts instead. Use a portfolio or more authentic assessment.
Recognize and give credit for student's oral participation in class. Do not correct oral English production in front of peers.	Avoid multiple choice tests. Allow for student to explain what they learned orally.
	Do not test English language proficiency. Use authentic Assessments.
Make arrangements for homework assignments to reach home with clear, concise directions, translated if possible.	Use rubric to preteach and model expectations.