# 6-8 Sample Accommodations of Instruction and Assessment

## 6-8 Social and Instructional Language

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<tr>
<th>Domain</th>
<th>Level 1</th>
<th>Level 2</th>
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</table>
| Listening  | - Point out school behavior from gestures or illustrations and oral statements with a partner  
           | - Identify needed resources or supplies for activities from pictures and oral statements  
           | - Identify points or view from oral statements using illustrated graphic organizers and word banks | - Identify examples of school etiquette based on gestures or illustrations and oral descriptions with a  
           | - Match needed resources or supplies with types of activities from pictures and oral statements  
           | - Classify points of view from oral statements using illustrated graphic organizers and word banks |
| Speaking   | - Respond to and offer greetings, compliments, introductions or farewells with teachers or peers in L1 and L2  
           | - Respond to WH-questions or commands based on oral instructions or visually supported assignments | - Ask questions or exchange information with teachers or peers in L1 and L2  
           | - Paraphrase or retell oral instructions or visually supported assignments |   |
| Reading    | - Search for topics in texts, or in other sources with a partner from a list  
           | - Locate words or phrases on socially-related topics from visually supported information  
           | - Identify settings for behavioral expectations from visually supported text | - Classify topics in texts, or in other sources with a partner from a list  
           | - Identify sentence-level information on socially related topics from illustrated text  
           | - Classify settings for behavioral expectations from visually supported text in small groups |
| Writing    | - Respond to requests or invitations supported visually using words and polite phrases  
           | - Make lists associated with school life from visuals and word/phrase banks  
           | - Draw and label storyboards about school and social decisions using illustrated word banks | - Respond to or initiate correspondence to friends or siblings using informal register  
           | - Outline or complete graphic organizers about school life  
           | - Compose dialogues for storyboards or scripts about school and social decisions using illustrated word banks and sentence frames |
# 6-8 Language Arts

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<tr>
<th>Domain</th>
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| **Listening** | • Identify illustrated words in recited excerpts of texts and check with a partner  
• Match oral commands with learning strategies represented visually and compare with a partner  
• Identify words and phrases related to subjects within a text following oral directions with visual supports  
• Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print | • Classify illustrations descriptive of recited excerpts as poetry or free verse texts and check with a partner  
• Follow oral directions associated with learning strategies represented visually and compare with a partner  
• Match oral phrases or sentences from texts supported visually  
• Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print |
| **Speaking** | • Describe persons or objects in stories from visual frames or supports  
• Answer yes/no or limited choice questions regarding visually supported information from stories or texts  
• Answer WH-questions from pictures and visual supports related to stories and texts  
• Produce key words about themes related to the main idea using visual support with a partner | • Relate main ideas of stories from visual frames or supports  
• Restate or paraphrase visually supported information from stories and texts  
• Describe pictures or visual related to stories and texts  
• Produce statements about themes related to the main idea using graphic organizers with a partner |
| **Reading** | • Identify words or phrases associated with stories or texts using visual support and  
• Identify words or phrases supported by illustrations associated with various genres  
• Respond to literal questions from stories or texts using visually supported phrases | • Answer WH- questions related to stories or texts using visual support and share with a peer  
• Match general vocabulary or expressions in context with illustrations associated with various genres read orally  
• Identify words or phrases in texts using visually supported related sentences |
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<tr>
<th>Writing</th>
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<tr>
<td>• Answer yes/no or limited choice questions to agree or disagree with stories or texts discussed with partners or in small groups in L1 or L2</td>
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<td>• Brainstorm words or phrases relevant to tasks with a partner in L1 or L2 using visual supports</td>
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<td>• Match familiar symbols, words or phrases from word/phrase banks and visuals</td>
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<td>• Identify conventions and mechanics of writing using environmental print</td>
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<td>• Express a positive or negative reaction to stories or texts discussed in small groups in L1 or L2</td>
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<td>• Check editing of words and phrases relevant to tasks with resources and confirm with a partner in L1 or L2 using visual supports</td>
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<tr>
<td>• Describe familiar people, places or events in phrases or sentences using word/phrase banks and visuals</td>
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<tr>
<td>• Identify language to be edited in writing using visual models and rubrics</td>
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## 6-8 Mathematics

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| **Listening** | • Match oral language associated with mathematic principles, structures, calculations or problems using visual or graphic displays  
• Identify mathematic representations from oral directions using visual supports  
• Adjust the positions of numbers and figures based on simple oral commands using visual supports with a partner | • Illustrate or identify, based on oral directions, mathematic principles, structures, calculations or problems using visual or graphic displays  
• Follow multi-step oral related to mathematic principles, structures, calculations or problems using visual supports  
• Adjust the positions of numbers and figures based on simple oral descriptions using visual supports with a partner |
| **Speaking** | • Name tools and units associated with mathematic principles, structures, calculations or problems from labeled examples  
• Identify mathematic representations from pictures of objects and examples | • Name tools and units associated with mathematic principles, structures, calculations or problems from representations, pictures or real objects  
• Define or describe mathematic representations from pictures of objects and examples |
| **Reading** | • Identify or sort mathematic principles, structures, calculations or problems related to everyday events with a partner  
• Match vocabulary associated with mathematic principles, structures, calculations or problems with graphics, symbols or figures  
• Identify key language that provides information to solve real-life mathematical problems using visual and graphic supports with a partner | • Compare or rank mathematic principles, structures, calculations or problems related to everyday events with a partner  
• Identify visually supported examples of mathematic principles, structures, calculations or problems in real world situations  
• Identify key language that provides information to solve real-life mathematical problems using labeled visual and graphic supports with a partner |
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<tr>
<td>• Record and label outcomes of mathematic principles, structures, calculations or problems using visual supports or real objects</td>
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<td>• Show pictorial presentations or label terms related mathematic principles, structures, calculations or problems from models or visuals</td>
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<td>• List choices based on mathematic principles, structures, calculations or problems using templates and word banks with a partner</td>
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<tr>
<td>• Give outcomes of mathematic principles, structures, calculations or problems using visual supports or real objects with words and phrases or short sentences</td>
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<tr>
<td>• Give examples and express meaning of terms related to mathematic principles, structures, calculations or problems from models or visuals</td>
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<tr>
<td>• Describe choices based on mathematic principles, structures, calculations or problems using templates and word banks with a partner</td>
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| **Listening** | • Match oral statements about concepts with illustrations  
• Match scientific tools, instruments, or concepts with pictures from oral statements  
• Identify functions and concepts based on oral statements using photos or illustrations and graphic organizers | • Create or complete models or diagrams of concepts based on illustrations and oral directions  
• Classify scientific tools, instruments, or concepts with pictures and labels from oral directions  
• Match functions and concepts based on oral language using oral photographs or illustrations and graphic organizers |
| **Speaking** | • Offer information on concepts from charts or graphs to a partner in L1 or L2  
• Use general vocabulary associated with scientific inventions, discoveries, or concepts based on illustrations  
• State the basic concepts using visual supports | • State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2  
• Describe scientific inventions, discoveries, or concepts based on illustrations  
• Give examples of basic concepts using sentence frames and graphic supports |
| **Reading** | • Chart information on events, outcomes, and concepts based on graphic support, models or pictures  
• Match labeled diagrams of cycles or processes with vocabulary from word/phrase banks | • Respond to yes/no, restricted choice, or WH-questions regarding events, outcomes, and concepts based on graphic support or pictures  
• Sort or classify descriptive phrases and diagrams by cycles or processes |
| **Writing** | • Make posters or label diagrams in response to scientific questions or formulas involving concepts with a partner  
• Match or classify concepts from everyday illustrated examples and models  
• Produce labeled illustrations of scientific questions and conclusions using graphic organizers with a partner | • Record results of scientific inquiry involving scientific questions, experiments, or concepts with a partner  
• List and describe examples of illustrated concepts from word/phrase banks  
• Describe scientific questions and conclusions using graphic organizers and word banks with a partner |
### 6-8 Social Studies

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<tr>
<th>Domain</th>
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| **Listening** | - Identify forms and locations presented in lessons and materials on maps based on oral statements and check with a partner  
- Identify resources, figures, icons, and events from oral statements using visual or graphic support | - Sort locations on maps by identified criteria based on oral statements and check with a partner  
- Locate resources, figures, icons, and events from oral statements using visual or graphic support |
| **Speaking** | - Identify figures or events associated with related lessons and materials from photographs or illustrations in small groups  
- Connect figures and events using timelines, graphics or illustrations  
- Name basic features and events associated with related lessons and materials using illustrated templates in small groups in L1 or L2 | - Describe figures or events associated with related lessons and materials from photographs, illustrations or videos in small groups  
- Describe features or characteristics of major events or figures depicted in timelines, graphics or illustrations  
- Name detailed features and events associated with related lessons and materials using illustrated templates in small groups in L1 or L2 |
| **Reading** | - Chart relevant data based on phrases or simple statements with graphic support  
- Identify significant information and concepts using illustrations and labels or phrases  
- Identify resources, figures or events associated with related lessons and materials using visuals or graphic support | - Classify relevant data based on information in text and charts  
- Sort significant information and concepts by specific descriptors using illustrations and written statements  
- Locate resources, figures or events associated with related lessons and materials using visuals or graphic support |
| Writing | • Identify features of significant concepts from illustrations and word/phrase banks and share with a partner in L1 or L2  
• Label illustrations of significant features and concepts using visuals or graphics and word/phrase banks  
• Classify visually supported words or phrases related to lessons and materials using graphic organizers with a partner in L1 or L2 | • Describe features of significant concepts using notes from graphic organizers and share with a partner in L1 or L2  
• Describe significant features and concepts using visuals or graphics and word/phrase banks  
• Categorize language related to lessons and materials using graphic organizers with a partner |
### 9-12 Sample Accommodations of Instruction and Assessment

#### 9-12 Social and Instructional Language

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<th>Domain</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>- Carry out requests from peers or teachers with L1 support</td>
<td>- Follow instructions from peers or teachers with L1 support</td>
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<td></td>
<td>- Follow simple commands pertaining to classroom routines using illustrations</td>
<td>- Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations</td>
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<tr>
<td><strong>Speaking</strong></td>
<td>- State preferences for types of music, food, games or recreational activities from illustrated examples in a small group</td>
<td>- Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group</td>
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<td>- Answer WH- questions that express likes and dislikes from visuals</td>
<td>- Reply to a range of questions that expresses personal preferences from visuals</td>
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<td>- Repeat set phrases and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals</td>
<td>- Make statements to propel discussions using sentence frames, word banks, and visuals</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>- Preview visually supported text to glean basic facts</td>
<td>- Highlight main ideas or important information from visually supported text</td>
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<td>- Identify words and phrases associated with the workplace from visually supported</td>
<td>- Glean information from related sources or forms supported visually or graphically</td>
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<td>- Sort information from multiple sources with visual support with a partner</td>
<td>- Identify important information from multiple sources with a partner</td>
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<tr>
<td><strong>Writing</strong></td>
<td>- Copy information from sources and check with a partner</td>
<td>- List points of information from media and share with a partner</td>
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<td>- Complete forms and tables read orally with identifying information or produce facts about self</td>
<td>- Complete forms and tables from models</td>
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# 9-12 Language Arts

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<tr>
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| **Listening** | • Identify examples of literary situations based on oral statements and visual scenes with a partner  
• Recognize different intonation patterns of speech working with a partner  
• Identify examples of high-frequency words or phrases with multiple meanings from visuals  
• Recognize expressions in familiar contexts using visual cues and storyboards | • Match oral descriptions to literal visual depictions with a partner  
• Identify intonation patterns of remarks working with a partner  
• Pair examples of use of words or phrases with multiple meanings from visuals  
• Identify literal meaning in familiar contexts using visual cues and illustrated scripts |
| **Speaking** | • Give examples of literature from native cultures using visuals or graphic organizers in literature circles using L1 or L2  
• State facts about characters in visuals with L1 support  
• Give examples of literature from native cultures using visuals or graphic organizers  
• State information using visual support as a precursor for identifying symbolism or analogies | • Summarize examples of story lines from native cultures using visuals or graphic in literature circles using L1 or L2  
• Describe personalities of characters in visuals with L1 support  
• Summarize examples of story lines from native cultures using visuals or graphic organizers  
• Restate or paraphrase information that contains symbolism or analogies using visual support |
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| • Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups  
• Identify facts as nonbiased information from visually supported phrases or sentences and share with a partner  
• Associate people with their acts or contributions using visuals and word or phrase level text  
• Identify words and phrases related to author’s perspective in visually supported sentences  
• Locate language associated with fact/opinion from visually supported text with a partner using L1 or L2  
| • Identify influences on familiar people’s lives using visuals and sentence-level text in L1 or L2 in small groups  
• Sort information as biased or not biased using models or illustrated criteria and share with a partner  
• Identify influences on people’s lives using visuals and sentence level text  
• Identify main ideas related to author’s perspective in visually supported series of related sentences  
• Locate language associated with fact and opinion from visually supported text with a partner using word banks  
| • Reproduce comments on various topics from visually supported sentences from available sources  
• Take notes on key symbols, words or phrases from visuals pertaining to discussions  
• Reproduce statements on various topics from illustrated models or outlines  
• Produce literal words or phrases from illustrations or word/phrase banks  
| • Produce comments on various topics from visually supported paragraphs from available sources  
• List key phrases or sentences from discussions and models  
• Produce comments on various topics from illustrated models or outlines  
• Express ideas using literal language from illustrations or word/phrase banks  
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| **Listening** | • Identify properties of geometric figures based on visual representations and oral descriptions  
• Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements | • Visualize, draw or construct geometric figures based on visual representations and oral descriptions  
• Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions |
| **Speaking** | • Exchange key words involved in problem solving from models and visual support in L1 or L2 with a partner  
• Name variables from illustrations and notation  
• Name key properties or functions using graphs and equations in L1 or L2 with a partner | • Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner  
• Relate functions of two variables from illustrations and notation  
• Give examples of key properties of functions using labeled graphs and equations with a partner |
| **Reading** | • Organize graphically displayed data from written directions and models in small groups  
• Identify basic components of multidimensional shapes from visually supported words or phrases | • Organize graphically displayed data sets in small groups  
• Pair descriptions of multidimensional shapes or their components with visually supported sentences |
| **Writing** | • Draw and compare dimensions of figures or real-life objects to scale  
• Produce elements of equations or formulas from word/phrase banks and models  
• Draw and label scenarios for word problems using illustrated phrase banks | • Describe differences in figures or real-life objects based on scale and proportion  
• Describe equations or formulas using figures and notation from word/phrase banks and models  
• Draw and describe scenarios for word problems using sentence frames and illustrated phrase banks |
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<td>Listening</td>
<td>• Collect and share real-life examples of concepts based on oral directions and models &lt;br&gt; • Locate components of concepts from diagrams and oral statements</td>
<td>• Distinguish between elements within concepts described orally with visual support or real-life examples with a partner &lt;br&gt; • Identify types or properties of concepts from diagrams and oral statements</td>
</tr>
<tr>
<td>Speaking</td>
<td>• Create and present collages or depictions of concepts from models in small groups &lt;br&gt; • Identify components of concepts from diagrams or graphic organizers &lt;br&gt; • Describe the effects of modifying a variable using illustrated word banks in small groups</td>
<td>• Brainstorm ideas about concepts that affect everyday life based on illustrations in small groups &lt;br&gt; • Give examples of components or functions of concepts from diagrams or graphic organizers &lt;br&gt; • Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups</td>
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<tr>
<td>Reading</td>
<td>• Match pictures or visuals with symbols, words or phrases with a partner &lt;br&gt; • Identify data from scientific research from tables, charts or graphs &lt;br&gt; • Identify variables affecting chemical reactions using visuals with a partner</td>
<td>• Sort pictures and phrases into categories with a partner &lt;br&gt; • Match sources of data depicted in tables, charts or graphs from scientific studies with research questions &lt;br&gt; • Locate information about chemical reactions using visuals in small groups</td>
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<tr>
<td>Writing</td>
<td>• Answer WH-questions based on experiments involving various concepts using drawings, words and phrases in L1 or L2 &lt;br&gt; • Label examples from different taxonomies using illustrations and word/phrase banks</td>
<td>• Answer questions on lab reports based on experiments involving various concepts using phrases and sentences in L1 or L2 &lt;br&gt; • Describe in sentences features of taxonomies depicted in illustrations or graphic organizers</td>
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### 9-12 Social Studies

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| **Listening** | • Identify resources or products identified in lessons on maps or graphs from oral statements  
• Identify products related to economic trends of regions or countries from oral statements and maps or charts  
• Point to key terms related to lessons using visuals and bilingual dictionaries with a partner | • Indicate availability of resources or products identified in lessons from maps or graphs and oral statements  
• Match regions or countries to economic trends from oral descriptions and maps or charts  
• Select language related to lessons to complete graphic organizers using word banks with a partner |
| **Speaking** | • Name major social issues or inequities depicted in illustrations in L1 or L2  
• Give examples of federal, civil or individual rights in U.S. or native country using visual support | • Characterize major social issues or inequities depicted in illustrations in L1 or L2  
• Describe federal, civil or individual rights in U.S. or native country using visual support |
| **Reading** | • Locate visually supported information on behavior of individuals and groups  
• Match people or places to periods in world history through illustrations, words/phrases and timelines | • Locate visually supported information  
• on behavior of individuals and groups  
• Identify features of periods in world history from phrases or sentences and timelines |
| **Writing** | • Answer yes/no or choice questions in visually supported assignments with a partner  
• Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models  
• Reproduce key words and phrases about impact of individuals or events using photographs and word banks or bilingual dictionaries | • Formulate WH-questions for visually supported assignments from models with a partner  
• Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models  
• Define impact of significant individuals or events using photographs and word banks or bilingual dictionaries |