



Record of Adaptations

For English Language Learners

The Adaptive Dimension refers to the concept of making adjustments to any or all of the following variables: **learning environment, instruction, assessment and resources.**

Adjustments to these variables are intended to make learning meaningful and appropriate and to support student achievement. Differentiation is addressed through the Adaptive Dimension which enables all teachers to respond to student diversity, including their strengths and needs, interests, backgrounds, life experiences and motivations. Within the context of the Adaptive Dimension, *curricular outcomes are not changed*; adaptive variables are adjusted so that the curricular outcomes can be achieved.

Student:					
Completed By:					
Grade:		Subject:		Date:	

Adaptations to the Learning Environment

√	Adaptation	Notes
	Provide an environment rich in environmental print (e.g.: learning and language outcomes, visual schedule, lesson transitions, labels, word walls, maps, posters, anchor charts, etc.).	
	Create alternatives for seating arrangements and include seating options where students can easily engage in conversations.	
	Teach organization skills such as making lists, using graphic organizers and establishing priorities.	
	Encourage student to learn and interact in ways that are culturally familiar to them.	
	Include print and visual information that reflects the student's culture, first language and identity (e.g.: dual language books).	

Adaptations to Instruction

√	Adaptation	Notes
	Offer more time to respond orally, read passages and complete learning tasks.	
	Use multi-sensory (auditory, visual, tactile, kinesthetic) instructional materials to support student comprehension.	
	Provide an advance visual organizer, outline or copy of notes to students when presenting academic content. <ul style="list-style-type: none"> • Create a word bank/word wall to explicitly teach content specific language. • Use sentence frames to reduce the amount of written work. 	
	Enable student to follow along with the text version of a novel while providing support using the audio version of the novel.	
	Supplement auditory information with visual cues and gestures.	
	Chunk presentations into short segments.	
	Reduce the amount of text on screens or printouts.	
	Provide opportunities for learning tasks that are active (rather than focusing on only sedentary tasks).	
	Increase the wait time after questioning and during discussions.	
	Activate and build on student's background knowledge or experience.	
	Tailor tasks and units to the student's interests and cultural needs.	
	Use the gradual release of responsibility model to meet the needs of individuals and groups of students.	
	Ensure guided/scaffolded and independent practice and application are a part of instruction.	
	Use a combination of advanced and simple vocabulary during instruction and conversations with the student. <ul style="list-style-type: none"> • Use simplified wording when giving explanations and assigning work. • Slow down the rate of spoken language. 	
	Use of common academic terms (e.g.: describe, explain, analyze, compare and contrast, draw conclusions, etc.) for instruction and assessment.	
	Pre-teach challenging vocabulary.	
	Provide opportunities to develop their oral language skills and deeper understanding by purposefully creating time for conversations with other students.	

Adaptations to Resources

√	Adaptation	Notes
	Provide resources in a variety of formats including print, visual, audio and multimedia.	
	Collaborate with the student to select resources that reflect diversity and the student's needs and interests.	
	Provide assistive technology such as speech to text, text to speech, translation device, word prediction, talking dictionary and highlighter.	
	Encourage the student to use visual dictionaries to verify meanings or spellings of words.	
	Support EAL student's language needs with resources in the language of instruction and in his/her first language (e.g.: dual language books).	

Adaptations to Assessment

√	Adaptation	Notes
	Provide additional time to complete assessments.	
	Offer a reader and/or a scribe and explain difficult wording.	
	Give student specific dates for completion of individual parts of an assignment but be prepared to extend the date of completion due to the additional time required to translate, understand, and communicate content specific materials.	
	Communicate details about student progress in simplified print format. Contact the EAL team to access a Settlement Worker if a translator is required to carry out parent/teacher interviews.	
	Use a variety of ongoing daily assessments to monitor the student's progress (e.g.: regular conferring with students).	
	Present options to student regarding topics, tasks, resources and learning groups.	
	Vary options for demonstrating learning (oral, written, visual, dramatic, multimedia, 1 st language, etc.).	
	Involve families in developing plans for supporting student achievement.	