

accommodations for ell students in math

Accommodations for ELL Students in Math: Bridging the Gap to Success

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Abstract: This article explores the crucial need for tailored accommodations for ELL students in math, highlighting the unique challenges these learners face and providing practical strategies for educators. Through personal anecdotes and case studies, we examine effective accommodations, emphasizing the importance of culturally responsive teaching and individualized support to ensure mathematical success for all students.

Understanding the Unique Challenges Faced by ELL Students in Math

The complexities of learning mathematics are amplified for English Language Learners (ELLs). While mathematical concepts are universal, the language used to express them creates a significant hurdle. Many ELL students struggle not only with the vocabulary specific to mathematics (e.g., "divisor," "coefficient," "variable") but also with the overall language demands of the subject. Reading word problems, following multi-step instructions, and participating in classroom discussions all require a strong grasp of English, a skill often still developing in ELL students.

Furthermore, cultural differences in teaching styles and mathematical approaches can lead to misunderstandings and frustration. A student accustomed to a rote memorization approach might struggle to adapt to a problem-solving-oriented classroom. Conversely, a student who thrives in collaborative learning might be disadvantaged in a highly individualistic setting. Accommodations for ELL students in math must address these linguistic and cultural factors to create an inclusive and supportive learning environment.

I recall a student, Maria, who arrived in my 7th-grade math class speaking only Spanish. While she

possessed a strong intuitive understanding of numbers, her inability to comprehend the English instructions rendered even simple equations insurmountable. Her frustration was palpable, and her performance reflected her struggle. This experience underscored the critical need for accommodations for ELL students in math, prompting me to develop and implement strategies that addressed her specific needs.

Effective Accommodations for ELL Students in Math: A Multifaceted Approach

Providing effective accommodations for ELL students in math requires a multifaceted approach that encompasses instructional strategies, assessment modifications, and supportive classroom practices.

1. **Visual Aids and Manipulatives:** Concrete materials, such as blocks, counters, and diagrams, can help ELL students visualize abstract mathematical concepts. Visual aids, like charts, graphs, and illustrations, can also clarify complex information and reduce the reliance on solely linguistic understanding. For Maria, using colored blocks to represent variables in algebraic equations made the abstract concepts more tangible and understandable.
1. **Simplified Language and Clear Instructions:** Breaking down complex problems into smaller, manageable steps can significantly reduce cognitive overload. Using simpler language and avoiding jargon whenever possible makes instructions more accessible. Providing translated materials, or using bilingual dictionaries and glossaries, can further bridge the language gap.
1. **Bilingual Support and Collaboration:** Pairing ELL students with bilingual peers or providing access to bilingual support staff can foster collaboration and provide crucial language assistance. This peer-to-peer support can be particularly effective in building confidence and encouraging participation.
1. **Culturally Responsive Teaching:** Acknowledging and valuing students' cultural backgrounds is crucial for creating an inclusive learning environment. Incorporating culturally relevant examples and problems into math lessons can make the subject more engaging and relatable.
1. **Modified Assessments:** Offering alternative assessment methods, such as oral exams, demonstrations, or projects, can allow ELL students to showcase their mathematical understanding without being penalized for language limitations. Providing extra time for assessments and allowing the use of bilingual dictionaries or translators are also crucial accommodations.

Case Study: Supporting Carlos in Geometry

Carlos, a new ELL student in my high school geometry class, struggled with spatial reasoning, particularly when dealing with three-dimensional shapes. His English was limited, further compounding his difficulties.

To help Carlos, I implemented several accommodations:

Visual Models: I provided him with physical models of three-dimensional shapes, allowing him to manipulate and explore them.

Bilingual Glossary: I created a bilingual glossary of geometric terms, allowing him to understand the terminology in his native language.

Graphic Organizers: I used graphic organizers to help him visualize the relationships between different geometric concepts.

Extended Time: I granted him extended time on tests and quizzes.

Collaboration with a Peer Tutor: I paired him with a bilingual peer tutor who could provide support during class and help him with homework.

Through these accommodations, Carlos's understanding of geometry dramatically improved. His confidence grew, and he began actively participating in class discussions. This case study demonstrates the power of tailored accommodations for ELL students in math in overcoming significant obstacles.

The Importance of Ongoing Assessment and Adjustment

Effective accommodations for ELL students in math are not static; they require ongoing assessment and adjustment. Regularly monitoring student progress, observing their learning styles, and soliciting their feedback are crucial for ensuring that the accommodations remain relevant and effective.

Flexibility is key in tailoring strategies to meet each student's individual needs and learning pace.

Conclusion

Accommodations for ELL students in math are not merely supplementary strategies; they are essential components of equitable and effective mathematics instruction. By implementing a range of instructional strategies, assessment modifications, and supportive classroom practices, educators can create inclusive learning environments where all students, regardless of their language proficiency, have the opportunity to succeed in mathematics. The personal anecdotes and case studies presented here highlight the transformative power of tailored support, demonstrating how even seemingly insurmountable challenges can be overcome with thoughtful and responsive teaching. The journey to mathematical proficiency for ELLs requires patience, understanding, and a commitment to providing the necessary scaffolding to bridge the linguistic and cultural gaps that often hinder their progress.

FAQs

1. What are some common misconceptions about teaching math to ELLs? A common misconception is that ELLs should be taught math only in their native language. While bilingual

support can be beneficial, the goal is to develop proficiency in both mathematical concepts and English.

1. How can I assess the math skills of an ELL student who has limited English proficiency? Use alternative assessment methods, such as observations, demonstrations, oral questioning, and projects, to evaluate understanding.
1. What are some strategies for making word problems more accessible to ELLs? Use visual aids, simplify the language, break problems into smaller steps, and provide bilingual support.
1. How can I create a culturally responsive math classroom? Incorporate culturally relevant examples and problems, use diverse teaching methods, and value students' cultural backgrounds.
1. What resources are available to support teachers in providing accommodations for ELLs in math? Organizations like NCTM and websites dedicated to bilingual education offer valuable resources and support.
1. How can I differentiate instruction to meet the diverse needs of ELLs in my math class? Provide varied learning materials, group students strategically, and offer choice in assignments.
1. What role do parents play in supporting their ELL child's math learning? Parents can help by creating a supportive home environment, communicating with the teacher, and providing opportunities for practice.
1. How can technology be used to support ELLs in math? Interactive software, online tutorials, and translation tools can help students access and understand mathematical concepts.
1. What are some signs that an ELL student is struggling in math, beyond low test scores? Lack of participation in class, avoidance of math tasks, and expressions of frustration or anxiety can

indicate difficulty.

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accommodations for ell students in math: *Assessing English Language Learners in the Content Areas* Florin Mihai, 2010-06-11 *Assessing English Language Learners in the Content Areas: A Research-into-Practice Guide for Educators* seeks to provide guidance to classroom teachers, staff developers, and test-item designers who want to improve ELL assessment outcomes, particularly in the areas of math, science and social studies. The first two chapters of the book establish the background for the discussion of content-area assessment for ELLs, examining several important characteristics of this rapidly growing student population (as well as critical legislation affecting ELLs) and providing a description of various forms of assessment, including how ELL assessment is different from the assessment of English-proficient students. Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided. Other chapters review ELL test accommodations nationwide (because, surprisingly, most teachers do not know what they can and cannot allow) and the research on the effectiveness of these types of accommodations. The book analyzes the characteristics of alternative assessment; it discusses three popular alternative assessment instruments (performance assessment, curriculum-based measurement, and portfolios) and makes recommendations as to how to increase the validity, reliability, and practicality of alternative assessments. The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress.

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myth that “math is math” and there is no language involved; yet ELLs are not doing well in this subject. About three quarters of ELLs speak Spanish at home--this book focuses on these students. Make math come alive for Spanish-speaking ELLs. You will grasp the strategies as easy as “uno, dos, tres!”

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accommodations for ell students in math: Teaching on Assessment Sharon L. Nichols, Divya Varier, 2021-03-01 In an age where the quality of teacher education programs has been called into question, it is more important than ever that teachers have a fundamental understanding of the principles of human learning, motivation, and development. Theory to Practice: Educational Psychology for Teachers and Teaching is a series for those who teach educational psychology in teacher education programs. At a time when educational psychology is at risk of becoming

marginalized, it is imperative that we, as educators, “walk our talk” in serving as models of what effective instruction looks like. Each volume in the series draws upon the latest research to help instructors model fundamental principles of learning, motivation, and development to best prepare their students for the diverse, multidimensional, uncertain, and socially-embedded environments in which these future educators will teach. The inaugural volume, *Teaching on Assessment*, is centered on the role of assessment in teaching and learning. Each chapter translates current research on critical topics in assessment for educational psychology instructors and teacher educators to consider in their teaching of future teachers. Written for practitioners, the aim is to present contemporary issues and ideas that would help teachers engage in meaningful assessment practice. This volume is important not only because of the dwindling presence of assessment-related instructional content in teacher preparation programs, but also because the policy changes in the last two decades have transformed the meaning and use of assessment in K-12 classrooms. Praise for *Teaching on Assessment* This thought-provoking book brings together perspectives from educational psychology and teacher education to examine how assessment can best support student motivation, engagement, and learning. In the volume, editors Nichols and Varier present a set of chapters written by leaders in the field to examine critical questions about how to best prepare teachers to make instructional decisions, understand assessment within the context of learning and motivation theory, and draw on assessment in ways which can meet the needs of diverse learners. Written in a highly accessible language and style, each chapter contains clear takeaway messages designed for educational psychologists, teacher educators, teachers, and pre-service teachers. This book is essential reading for anyone involved in teaching or developing our future teaching professionals. Lois R. Harris, Australian Catholic University This impressive book provides a wealth of contemporary and engaging resources, ideas and perspectives that educational psychology instructors will find relevant for helping students understand the complexity of assessment decision-making as an essential component of instruction. Traditional assessment principles are integrated with contemporary educational psychology research that will enhance prospective teachers’ decision-making about classroom assessments that promote all students’ learning and motivation. It is unique in showing how to best leverage both formative and summative assessment to boost student engagement and achievement, enabling students to understand how to integrate practical classroom constraints and realities with current knowledge about self-regulation, intrinsic motivation, and other psychological constructs that assessment needs to consider. The chapters are written by established experts who are able to effectively balance presentation of research and theory with practical applications. Notably, the volume includes very important topics rarely emphasized in other assessment texts, including assessment literacy frameworks, diversity, equity, assessment strategies for students with special needs, and data-driven decision making. The book will be an excellent supplement for educational psychology classes or for assessment courses, introducing students to current thinking about how to effectively integrate assessment with instruction. James McMillan, Virginia Commonwealth University.

accommodations for ell students in math: Handbook of Accessible Achievement Tests for All Students Stephen N. Elliott, Ryan J. Kettler, Peter A. Beddow, Alexander Kurz, 2011-04-28 The *Handbook of Accessible Achievement Tests for All Students: Bridging the Gaps Between Research, Practice, and Policy* presents a wealth of evidence-based solutions designed to move the assessment field beyond “universal” standards and policies toward practices that enhance learning and testing outcomes. Drawing on an extensive research and theoretical base as well as emerging areas of interest, the volume focuses on major policy concerns, instructional considerations, and test design issues, including: The IEP team’s role in sound assessment. The relationships among opportunity to learn, assessment, and learning outcomes. Innovations in computerized testing and the “6D” framework for standard setting. Legal issues in the assessment of special populations. Guidelines for linguistically accessible assessments. Evidence-based methods for making item modifications that increase the validity of inferences from test scores. Strategies for writing clearer test items. Methods for including student input in assessment design. Suggestions for better

measurement and tests that are more inclusive. This Handbook is an essential reference for researchers, practitioners, and graduate students in education and allied disciplines, including child and school psychology, social work, special education, learning and measurement, and education policy.

accommodations for ell students in math: State Assessment Policy and Practice for English Language Learners Charlene Rivera, Eric Collum, 2014-05-12 *State Assessment Policy and Practice for English Language Learners* presents three significant studies, each examining a different aspect of states' strategies for including English language learners in state assessments. *an Analysis of State Assessment Policies Regarding Accommodations for English Language Learners; *a Survey and Description of Test Translation Practices; and *an Examination of State Practices for Reporting Participation and Performance of English Language Learners in State Assessments. With the rise in population of English language learners and the subsequent stepped-up legislative focus on this student population over the past decade, states have been challenged to include English language learners in state assessment programs. Until now, the little data available on states' policies and practices for meeting this challenge has been embedded in various reports and professional journals and scattered across the Internet. This volume offers, for the first time, a focused examination of states' assessment policies and practices regarding English language learners. The three studies were supported by OELA, the U.S. Department of Education's Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students. *State Assessment Policy and Practice for English Language Learners* is of interest to researchers and professionals involved with the assessment of English language learners; state- and district-level policy makers; and academics, teacher educators, and graduate students in a number of fields, including educational and psychological assessment, testing and measurement, bilingual education, English as a second language, and second language acquisition.

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kindergarten to grade 12 is reviewed. The primary chapters of the book focus on these students' acquisition of oral language skills in English, their development of literacy (reading & writing) skills in English, instructional issues in teaching literacy, and achievement in academic domains (i.e., mathematics, science, and reading). The reviews and analyses of the research are relatively technical with a focus on research quality, design characteristics, and statistical analyses. The book provides a set of summary tables that give details about each study, including full references, characteristics of the students in the research, assessment tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations about particular areas that need further research.

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and politics.

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accommodations for ell students in math: *Fighting the White Knight* Jocelyn Turner, 2023-01-12 In her final year of teaching, Jocelyn Turner spent over one-fifth of each week administering mandatory tests and quizzes. She spent the remaining time preparing students to take those specific exams, regardless of the background knowledge and preparedness of individual students. While she was testing, she could not teach. Teachers were expected to present the same Common Core-based, grade-specific material to all their students at the same time-- whether Jake was reading at a first-grade level or Taylor at a ninth-grade level. It was a rare and lucky child who fit the profile of the year's onslaught of tests. Since No Child Left Behind, US schools have been burying students in tests and then drawing often misguided conclusions--when sometimes the only conclusion anyone ought to draw is that student X obviously spent hours staring at a set of questions he or she did not understand and maybe could not even read. We have been told that US education is in crisis. Ms. Turner agrees. In *Fighting the White Knight*, she argues that government mandates created and are now perpetuating this crisis, depriving children of remedial learning, instruction time, and personal attention. *Fighting the White Knight* also looks at the \$1.6 trillion student debt crisis, a consequence of today's single-minded, college-bound pipeline; vocabulary deficits left to fester due to narrowly targeted curricula; and the sneaky gutting of elective, vocational/technical, and gifted education. Ms. Turner concludes by advocating for changes she believes can rescue American education--guiding children back to the safe, inspirational learning experiences of a more student-focused time.

accommodations for ell students in math: *Teaching and Learning High School Mathematics* Charlene E. Beckmann, Denisse R. Thompson, Rheta N. Rubenstein, 2009-11-02 Too many high school students, faced with mathematics in courses at the level of algebra and beyond, find themselves struggling with abstract concepts and unwilling to pursue further study of mathematics. When students curtail their course taking in mathematics, they may be impacting their college and career options. Thus, high school mathematics teachers have the responsibility to help students recognize the value and importance of mathematics while also designing instruction that makes mathematics accessible to all students. Ball and Bass (2000), as well as other mathematics educators, have recognized that mathematics teachers not only need to know mathematics content and mathematics pedagogy (i.e., teaching strategies) but they also need to know how these ideas are integrated. This mathematical knowledge for teaching is the knowledge that teachers of mathematics need and it differs from the knowledge that research or applied mathematicians must know. This text is designed to provide teachers with insights into this mathematical knowledge for teaching. *Teaching and Learning High School Mathematics* is likely different from many other texts that you have used. It integrates both content and pedagogy to help you develop and build your own understanding of teaching. The text is designed to help you develop "deep conceptual understanding of fundamental mathematics" (Ma 1999) so that you are able to approach mathematics from multiple perspectives with many tools. Such flexibility in teaching is essential if teachers are to help all students become mathematically proficient. Throughout this book, you are encouraged to work in cooperative teams. This strategy is designed to help you develop a mathematics learning community and build a professional network that will be a valuable resource during your professional career. Hopefully, you will experience the benefits of engaging in rich mathematical discussions with peers and consider how to encourage such learning environments in your own classrooms. Lesson planning is another element pervasive throughout this text. To help teachers plan for effective student-centered lessons, the Question Response Support (QRS) Guide is introduced in Lesson 1.1

and used throughout the remainder of the lessons. The QRS Guide is a tool on which teachers may record tasks or questions (Q) for students, expected and observed student responses (R), and teacher support (S) in the form of additional “just enough” questions to support students in their progress on the task. In each unit, teachers expand their repertoire of teaching and learning elements and strategies and incorporate these elements as they plan additional lesson segments. In Unit 4 lesson planning is formally introduced as teachers put together elements from previous units into complete, cohesive lesson plans.

accommodations for ell students in math: Mathematics Education from an Asian Perspective (Penerbit USM) Lim Chap Sam, Chew Cheng Meng, Sriraman Bharath, 2020 This book presents an exceptional collection of 11 articles on contemporary research studies that address current and critical issues of researches, theories and practices in the fields of mathematics education at various levels from primary to tertiary education. In addition, the book covers various innovative research studies from both local and abroad such as cognitive diagnostic assessment (CDA) and assessment for learning (AfL), teaching and learning of mathematics using the dynamic geometry software (DGS), action-process-object-schema (APOS) theory and relationship mapping and inverse (RMI) principle, as well as mathematics lesson structure (MLS) and collaborative lesson research (CLR). The contents of this book should be of interest to both national and international researchers and scholars, particularly mathematics educators, mathematics education researchers, teacher trainers, university students, teachers, curriculum planners, as well as policymakers.

accommodations for ell students in math: High Stakes National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on Appropriate Test Use, 1999-01-16 Everyone is in favor of high education standards and fair testing of student achievement, but there is little agreement as to what these terms actually mean. High Stakes looks at how testing affects critical decisions for American students. As more and more tests are introduced into the country's schools, it becomes increasingly important to know how those tests are used—and misused—in assessing children's performance and achievements. High Stakes focuses on how testing is used in schools to make decisions about tracking and placement, promotion and retention, and awarding or withholding high school diplomas. This book sorts out the controversies that emerge when a test score can open or close gates on a student's educational pathway. The expert panel: Proposes how to judge the appropriateness of a test. Explores how to make tests reliable, valid, and fair. Puts forward strategies and practices to promote proper test use. Recommends how decisionmakers in education should—and should not—use test results. The book discusses common misuses of testing, their political and social context, what happens when test issues are taken to court, special student populations, social promotion, and more. High Stakes will be of interest to anyone concerned about the long-term implications for individual students of picking up that Number 2 pencil: policymakers, education administrators, test designers, teachers, and parents.

accommodations for ell students in math: Achievement Gaps Taslima Rahman, 2011

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measurement so that they can confidently work with students and parents in explaining results, whether they are from a high-stakes statewide assessment or the grading philosophy to which they ascribe.

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