**EL Progress Report School Year: \_\_\_\_\_\_\_\_\_\_**

Teachers, please mark the effectiveness of the accommodations for your EL students. Use the following scale for your response.

**S-Successful, NS-Not Successful, NN- Not Necessary, NA-Not Applicable**

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| --- | --- | --- | --- | --- |
| **Accommodations** | **1st 9 weeks** | **2nd 9weeks** | **3rd 9 weeks** | **4th 9 weeks** |

**Teachers: T1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ T2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **T1** | **T2** | **T1** | **T2** | **T1** | **T2** | **T1** | **T2** |
| 1. Accept correct answers on tests or worksheets in any written form such as lists, phrases or inventive spelling |  |  |  |  |  |  |  |  |
| 1. Allow editing and revision before grading |  |  |  |  |  |  |  |  |
| 1. Allow for peer teaching/tutoring |  |  |  |  |  |  |  |  |
| 1. Allow students an opportunity to express key concepts in their own words |  |  |  |  |  |  |  |  |
| 1. Consider informal observations of performance and classroom participation as a percentage of the overall evaluation |  |  |  |  |  |  |  |  |
| 1. Create modified quiz or test in simple language |  |  |  |  |  |  |  |  |
| 1. Encourage students to underline key words or important facts |  |  |  |  |  |  |  |  |
| 1. Extend time for assignment completion |  |  |  |  |  |  |  |  |
| 1. For textbook or teacher made questions, add page numbers for answer location |  |  |  |  |  |  |  |  |
| 1. Give alternative homework or class work assignments suitable for the student’s linguistic ability for activities and assessments |  |  |  |  |  |  |  |  |
| 1. Give modified tests/alternative assessment |  |  |  |  |  |  |  |  |
| 1. Give student a daily or weekly syllabus of class and homework assignments |  |  |  |  |  |  |  |  |
| 1. Help student build a card file of vocabulary words |  |  |  |  |  |  |  |  |
| 1. Incorporate group work into the assessment process |  |  |  |  |  |  |  |  |
| 1. Label classroom objects in English or the child’s native language |  |  |  |  |  |  |  |  |
| 1. Permit the use of picture or bilingual dictionaries or electronic translating devices |  |  |  |  |  |  |  |  |
| 1. Pre-teach vocabulary |  |  |  |  |  |  |  |  |
| 1. Provide additional instructions or simplify language used in instruction, assignments, and assessments |  |  |  |  |  |  |  |  |
| 1. Provide an opportunity for the student to take the test individually with the instructor or provide a reader for the student |  |  |  |  |  |  |  |  |
| 1. Provide frequent feedback and comprehension checks |  |  |  |  |  |  |  |  |
| 1. Provide highlighted or underlined texts, materials, etc. |  |  |  |  |  |  |  |  |
| 1. Provide manipulatives or hands-on activities to enhance concepts |  |  |  |  |  |  |  |  |
| 1. Provide oral tests |  |  |  |  |  |  |  |  |
| 1. Provide notes and/or outlines |  |  |  |  |  |  |  |  |
| 1. Provide repeated reviews and drills |  |  |  |  |  |  |  |  |
| 1. Provide word banks |  |  |  |  |  |  |  |  |
| 1. Read to the student |  |  |  |  |  |  |  |  |
| 1. Reduce paper/pencil tasks |  |  |  |  |  |  |  |  |
| 1. Shorten assignments |  |  |  |  |  |  |  |  |
| 1. Substitute a hands-on activity or use different media in projects for written activity |  |  |  |  |  |  |  |  |
| 1. Teach in small group |  |  |  |  |  |  |  |  |
| 1. Teach new concepts in chunks |  |  |  |  |  |  |  |  |
| 1. Use computer websites, programs, or applications to reinforce learning |  |  |  |  |  |  |  |  |
| 1. Use visual and/or auditory aids |  |  |  |  |  |  |  |  |
| 1. Utilize alternate reading assignments/materials at the student’s reading level |  |  |  |  |  |  |  |  |
| 1. Utilize assignment notebooks and prompts |  |  |  |  |  |  |  |  |
| 1. Utilize resources in the student’s first language |  |  |  |  |  |  |  |  |
| 1. Other |  |  |  |  |  |  |  |  |