**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**

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

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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
 |  |  |  |  |  |  |  |  |