

**Department of Education**  
**ESL MODIFICATIONS/ACCOMMODATION REPORT for SCHOOL YEAR \_\_\_\_\_**

Student's Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Home Room \_\_\_\_\_ School: \_\_\_\_\_

SUBJECT	1st QTR grade	TEACHER	SUBJECT	2nd QTR grade	3rd QTR grade	TEACHER
Language Arts			Language Arts			
Math			Math			
Reading (level _____)			Reading (level _____)			
Science			Science			
Social Studies			Social Studies			
Chamorro			Chamorro			
Arts _____			Arts _____			

1	3	Please check modification/accommodations used for ESL students in your classroom for each quarter and mark the appropriate boxes according to the legend on the left. (1 = 1 <sup>st</sup> quarter, etc.)
2	4	

**ENVIRONMENT**

1	3	Provide low-anxiety learning atmosphere.	1	3	Allow student to sit near teacher or near student role models
2	4		2	4	
1	3	Allow breaks between tasks.	1	3	Adjust audio visual and auditory distractions
2	4		2	4	
1	3	Provide a checklist to organize desk and work materials.	1	3	Other
2	4		2	4	
1	3	Demonstrate/model expected behaviors	1	3	None
2	4		2	4	

**MATERIALS**

1	3	Provide vocabulary listing of key words and terms	1	3	Increase/decrease the number of math word problems
2	4		2	4	
1	3	Adjust the amount of work presented or required to be learned	1	3	Increase/decrease the number of choices in multiple choice questions
2	4		2	4	
1	3	Provide simplified written directions/ instructions	1	3	Post assistive visuals around the classroom
2	4		2	4	
1	3	Use worksheets with fill-in-the-blank, true/false, multiple choice questions	1	3	Other
2	4		2	4	
1	3	Use materials ( models, realia etc) appropriate to student's social learning	1	3	None
2	4		2	4	

**INSTRUCTION**

1	3	Provide hands-on activities, if applicable.	1	3	Check for understanding.
2	4		2	4	
1	3	Allow extra time in class and outside of class to complete work/assignments.	1	3	Provide guided practice.
2	4		2	4	
1	3	Simplify instructions, limit steps.	1	3	Adjust the amount of work presented or required.
2	4		2	4	
1	3	Repeat instructions using simple words and phrases.	1	3	Allow students to tape classroom lectures.
2	4		2	4	
1	3	Use samples of completed work as models.	1	3	Use songs, rhymes, chants, etc. to assist memorization.
2	4		2	4	
1	3	Use graphics and/or visuals.	1	3	Use large-print instructional materials, books-on-tape, electronic translators, etc..
2	4		2	4	
1	3	Write key points on board or overhead.	1	3	Use instructional strategies/methods appropriate to student's social learning
2	4		2	4	
1	3	Provide or allow peer assistance/peer tutoring	1	3	Other
2	4		2	4	
1	3	Cooperative learning groups	1	3	None
2	4		2	4	

ASSESSMENT/GRADING			
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1	3	Use portfolios to document progress over time.	1	3	Provide student guides with key concepts and vocabulary in advance of the test.
2	4		2	4	
1	3	Allow tests to be read orally and oral answers in lieu of written responses.	1	3	Use rubric(s) as a scoring tool.
2	4		2	4	
1	3	Accept student generated work (projects, timelines, models, drawings, etc.) that show student learning.	1	3	Use fill-in-the-blank, true/false, matching.
2	4		2	4	
1	3	Allow spelling, punctuation, grammar errors.	1	3	Allow the use of note cards or open book during testing.
2	4		2	4	
1	3	Reduce number of test items.	1	3	Allow extra credit work.
2	4		2	4	
1	3	Allow student to retake test.	1	3	Use alternative evaluative methods
2	4		2	4	
1	3	Allow students more time to take test or to take tests in sections	1	3	Other
2	4		2	4	
1	3	Use a modified grading scale.	1	3	None
2	4		2	4	

Teacher Comments			
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1		3	
2		4	

**First Semester Signatures:**


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Regular Classroom Teacher

Date

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ESL Coordinator

Date

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School Administrator

Date

**Second Semester Signatures:**


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Regular Classroom Teacher

Date

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ESL Coordinator

Date

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School Administrator

Date