

SCHOOL LOGO HERE

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – ELEMENTARY
Grade Span: 3 4 (circle appropriate)

Level of Proficiency:
INTERMEDIATE

Student Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill (Standard)

LISTENING

- _____ Student comprehends **extended speech, including some academic discourse** and complex **questions** on academic topics.
- _____ Student demonstrates comprehension of **academic vocabulary** in select categories, common words with multiple meanings, synonyms and antonyms, and words in English frequently used in their first language.
- _____ Student demonstrates **comprehension of texts** read aloud and can identify details that support a main idea in a text that is heard.
- _____ Students can **listen** for specific information during note-taking tasks.

Comments: _____

SPEAKING

- _____ Student's growing vocabulary allows him/her to **express and support opinions**, give **compliments and apologies**, and **compare and contrast** academic information.
- _____ Student can **restate or elaborate information** in order to make sure he/she is understood.
- _____ Student **responds to factual and inferential questions** on academic content.
- _____ Student can **compare and contrast** aspects of English grammar with his/her own language.
- _____ Student can **summarize a story**.
- _____ Student can plan and deliver oral presentations, including the **dramatization of stories, plays, and poems**. Presentations reflect understanding of assessment criteria.

Comments: _____

READING

- _____ Student uses knowledge of the **characteristics of literary genres**, the ability to distinguish **forms and purposes of informational and expository materials**, and **knowledge of organizational structures** in order to comprehend text.
- _____ Student can **compare features of English to features of other languages**.
- _____ Student can **use a rubric** to evaluate group work on a research project
- _____ Student identifies the elements of **poetry, including similes and sensory images, rhythm, repetition, and rhyme**.
- _____ Student identifies **plot and character** in a play.
- _____ Student can summarize both main ideas and supporting details and justify opinions with **evidence from the text**.

Comments: _____

WRITING

- _____ Student can **revise and edit** writing with an audience in mind.
- _____ Student **makes ideas clearer** through **word choice and mechanics**, and uses an **increasing level of detail** to help the reader better understand his/her message.
- _____ Student can write poems that contain simple sensory details.
- _____ Student can use a **basic rubric** to evaluate his/her writing.

Comments: _____

PERSONAL AND SOCIAL GROWTH

KEY:

B = Beginning to Work Toward Skill (Standard) P = Progressing Toward Skill (Standard) M = Has Mastered Skill (Standard)

WORK HABITS

- _____ Student listens attentively.
- _____ Student puts effort into work.
- _____ Student asks for help when appropriate.
- _____ Student works well independently.
- _____ Student self-checks for errors before handing in work.
- _____ Student works neatly and carefully.
- _____ Student completes homework.

Comments: _____

SOCIAL AND CULTURAL BEHAVIOR

- _____ Student is willing to try new things.
- _____ Student shows respect for others.
- _____ Student works effectively in a group.
- _____ Student responds well to suggestions.
- _____ Student accepts responsibility for own behavior.
- _____ Student shows adjustment to school setting.
- _____ Student interacts positively with others.

Comments: _____

Signature

ESL Teacher: _____

Date: _____