

SCHOOL LOGO HERE

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – ELEMENTARY/MIDDLE Grade Span: 5 - 6 (circle appropriate)

**Level of Proficiency: EARLY
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 demonstrates comprehension of **explanations or instructions**, when clarification is given.
- _____ Student begins to recognize **synonyms and antonyms**.
- _____ Student can identify **words in English frequently used in their first language**.
- _____ Student can predict the meaning of unknown **compound words**, such as *daydream* and *snowman*.
- _____ Student can **comprehend basic oral questions about academic content** that require short answers.
- _____ Student can identify **important information about academic content**, using prior knowledge and/or visual cues, as needed.
- _____ Student can use graphic organizers to **take notes** while listening for **specific information**.
- _____ Student can identify the **main event in a story** that is heard.
- _____ Student has awareness of **base words and word endings** (*look, looks, looked, looking*).

Comments: _____

SPEAKING

- _____ Student starts to organize **grade-level content words into categories, themes, or topics**.
- _____ Student can request clarification and express agreement/disagreement, while employing the basics of English grammar.
- _____ Student can **answer wh-questions**, including questions based on a text that is heard.
- _____ Student can give very **basic presentations** on personal topics, cultural topics, or planned activities. Students' informal presentations have a sense of focus and organization.
- _____ Student can **narrate** stories, retell the **beginning, middle, end**, and **main event of a story** read aloud, and can make predictions based on a text that has been heard.
- _____ Student converses in **culturally and age-appropriate** ways, including initiating conversation, turn-taking, and concluding conversation.

Comments: _____

READING

- _____ Student can derive meaning of unfamiliar content words through context clues.
- _____ Student uses knowledge of the **characteristics of literary genres**, as well as **graphic features** and **organizational structure** to determine the purpose and meaning of text.
- _____ Student can **compare and contrast** characteristics of literary genres.
- _____ Student has an awareness of English spelling rules such as dropping the final *-e* or doubling the final consonant on base words before adding *-ing*.
- _____ Student can compare grammar patterns in English to those of his/her first language, such as word order, singular/plural formation, gender, etc.
- _____ Student can **analyze** the elements of fiction, including characters, setting, and plot and can identify theme.
- _____ Student can **summarize** both main ideas and supporting details and begin to **support conclusions with textual evidence**.
- _____ Student can identify the elements of **poetry** (*alliteration, figurative language, etc.*), **drama** (*dialog, setting, characters, plot, etc.*), and **expository materials and explain how they add meaning**.

Comments: _____

WRITING

- _____ Student can **spell** commonly used homophones (*too/to/two, there/their/they're*, etc.) and frequently misspelled words correctly when editing.
- _____ Student organizes and revises writing with a clear purpose and audience and identifies ways to **make his/her ideas clearer**, both through **word choice and mechanics**.

_____ Student can write both **stories and letters** that include organized paragraphs. Students also write **directions, instructions, or explanations** with sentences in logical order.

_____ 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: _____