

SCHOOL LOGO HERE

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM
PROGRESS REPORT – ELEMENTARY/MIDDLE
Grade Span: 5 - 6 (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 can comprehend **some academic discourse** and complex **questions** on both academic and non-academic topics.
- _____ Student demonstrates comprehension of **academic vocabulary** in select categories, common words with multiple meanings, words in English frequently used in their first language, some idioms, and some formal vs. informal language.
- _____ Student can identify details that support a main idea in a literary or informational text that is heard.
- _____ Student is able to pick up on differences in meaning produced by variations in **intonation** and **word stress** (S.2.34, 2.35)

Comments: _____

SPEAKING

- _____ Student can request information, express and support opinions, and give compliments, permission, and apologies.
- _____ Student can employ synonyms and antonyms and some idiomatic expressions in conversation.
- _____ Student uses grade-level academic content vocabulary.
- _____ Student can **restate or elaborate** to ensure comprehension and resolve misunderstandings.
- _____ Student is more aware of the listener and can **interpret body language and culturally appropriate gestures**.
- _____ Student can **respond to factual and inferential questions** on academic content and can **explain the thinking process used** in academic content areas.
- _____ Student can **summarize a story orally** as well as **state a position and support it**.
- _____ Student can plan and deliver oral presentations, including the **dramatization of stories, plays, and poems**, and can answer questions following the presentation. Presentations reflect understanding of assessment criteria.
- _____ Student can analyze, compare and contrast behavioral norms of different **cultural communities**.

Comments: _____

READING

- _____ Student uses **dictionaries** and **glossaries** and is familiar with many prefixes and suffixes.
- _____ Student is aware of **text features** (table of contents, footnotes, etc.) and **structural features within a text** (topic sentences, introduction, etc.).
- _____ Student can distinguish cause from effect and fact from opinion, and analyze theme, mood and tone in literature.
- _____ Student can generate questions, list sources, and summarize data gathered through **research**.

Comments: _____

WRITING

- _____ Student can **edit and evaluate writing** using a pre-approved rubric.
- _____ Student can distinguish between **sentence fragments and run-on sentences** and can use a variety of **simple, compound, and complex sentences** when editing.
- _____ Student can write **poetry, responses to literary and informational texts, and stories**, organizing writing into **multiple paragraphs**.
- _____ Student can use a variety of sentence patterns and lengths, and can select words that take into consideration distinctions between formal and informal language used in writing.
- _____ Student uses **multiple media** to **research** and analyze information and create presentations. Students use agreed-upon criteria to evaluate the effectiveness of presentations.

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: _____