

# SCHOOL LOGO HERE

School: \_\_\_\_\_

Date: \_\_\_\_\_

Contact: \_\_\_\_\_

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

**Level of Proficiency:**  
**TRANSITIONING**

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 **extended explanations and academic discourse, sustained interpersonal interactions, multi-step instructions, and educational videos.**

\_\_\_\_\_ Student demonstrates comprehension of **popular or historical cultural** referents from the community culture, appropriate to age and context.

\_\_\_\_\_ Student **comprehends abstract content explanation** without concrete referents. They also can respond to **abstract and inferential questions** on academic content.

\_\_\_\_\_ Student demonstrates comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse.

\_\_\_\_\_ Student can distinguish irrelevant information (such as jokes, asides, anecdotes) from important information in lecture-style presentations and can discern the attitude of the speaker towards subject matter.

\_\_\_\_\_ Student comprehends specific, technical, and/or abstract words and phrases of grade-level, academic content. Students are also able to understand some jargon, phrasal verbs, idioms, various forms of humor, and can distinguish formal language from slang.

Comments: \_\_\_\_\_

**SPEAKING**

\_\_\_\_\_ Students can use specific, technical, and/or abstract **vocabulary of grade-level, academic content.**

\_\_\_\_\_ Student can **critique** information, **support conclusions** with reasons, and **participate** fully in the classroom.

\_\_\_\_\_ Student uses appropriate pronunciation, word stress, and intonation.

\_\_\_\_\_ Student can identify differences between oral and written language patterns.

\_\_\_\_\_ Students give persuasive presentations, interpretations of literary texts, films, or dramatic productions.

Comments: \_\_\_\_\_

**READING**

\_\_\_\_\_ Student uses **thesauruses** selectively

\_\_\_\_\_ Student can analyze **author's purpose** as well as analyze different texts including **myths, traditional and classical narratives, and primary source documents.**

\_\_\_\_\_ Student has a deeper understanding of the **origins of English vocabulary** words, such as Latin and Greek roots.

\_\_\_\_\_ Student recognizes the **use of arguments** for and against an issue.

\_\_\_\_\_ Student's **research reports** include quotations, footnotes or endnotes, and bibliographies.

Comments: \_\_\_\_\_

**WRITING**

- \_\_\_\_\_ Student revises writing to improve the organization of ideas.
- \_\_\_\_\_ Student can write multi-paragraph **essays and interpretations of literary texts** that include a topic statement and clear topic development, supporting details from the literature, and a conclusion.
- \_\_\_\_\_ Student can critique information presented in the media For example, students can **distinguish between facts and misleading information** in television.
- \_\_\_\_\_ Students can **understand and respect intellectual property** and cite sources appropriately, including the Internet.

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:** \_\_\_\_\_