

SCHOOL LOGO HERE

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – MIDDLE SCHOOL Grade Span: 7 - 8 (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 vary speech to fit audience and topic as well as correct misunderstandings.

Student's awareness of language concepts allows him/her to talk about language and its connection to culture.

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 **dictionaries, glossaries, and 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 and edits to use precise vocabulary and correct mechanics.
- _____ 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: _____