

# SCHOOL LOGO HERE

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

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

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

## ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – HIGH SCHOOL Grade Span: 9 10 11 12 (circle those that apply)

**Level of Proficiency: BEGINNER**

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 has an awareness of **classroom expectations and conventions** and knows whom to ask for assistance.
- \_\_\_\_\_ Student comprehends **simple requests and information** when spoken to slowly and with repetitions as needed.
- \_\_\_\_\_ Student can comprehend very **basic stories or poems heard aloud** with the aid of pictures, objects and media graphics.
- \_\_\_\_\_ Student comprehends basic information when listening, drawing on prior knowledge and/or visual cues.

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

### SPEAKING

- \_\_\_\_\_ Student can speak about everyday, personal, or school-related topics using **single words or short phrases**.
- \_\_\_\_\_ Student can **ask for clarification** when he/she does not understand classroom directions, lessons and peer interactions.
- \_\_\_\_\_ Student can **ask concrete questions about familiar content**.

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

### READING

- \_\_\_\_\_ Student can locate the **title, author's name, text, and pictures** in a book.
- \_\_\_\_\_ Student can identify the **sounds that letters make**, and use this knowledge to begin to decode text.
- \_\_\_\_\_ Student is aware of **basic conventions of written English**, such as upper vs. lower-case letters, punctuation at the end of a sentence and capitalization at the beginning.
- \_\_\_\_\_ Student has some **reading strategies**, including context cues and understanding word parts (prefixes/suffixes) and high-frequency words.

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

### WRITING

- \_\_\_\_\_ Student **plans for writing** by creating lists of words and phrases needed to accomplish writing tasks.
- \_\_\_\_\_ Student begins to write **stories, letters, directions, instructions, and explanations** in complete sentences.
- \_\_\_\_\_ Student has **beginning awareness of purpose and audience** when writing.
- \_\_\_\_\_ Student uses correct mechanics when editing (capitalization at the beginning of a sentence, punctuation at the end).
- \_\_\_\_\_ Student uses **word processing** to publish 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:** \_\_\_\_\_