

# SCHOOL LOGO HERE

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

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

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

## ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – EARLY ELEMENTARY Grade Span: K 1 2 (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)

N/A = Not Applicable

### **LISTENING**

- \_\_\_\_\_ Student can comprehend **some academic discourse** and **questions** on both academic and non-academic topics.
- \_\_\_\_\_ Student demonstrates comprehension of **academic vocabulary** in select categories and can recognize synonyms and antonyms.
- \_\_\_\_\_ Student **uses prior knowledge** to identify important information about academic content.
- \_\_\_\_\_ Student can identify what happened at the beginning, middle, and end of a story as well as details that support its main idea.

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

### **SPEAKING**

- \_\_\_\_\_ Student can **express and support opinions**, give **compliments and apologies**, and **compare and contrast**.
- \_\_\_\_\_ Student can **ask and answer a wide variety of questions**, including questions based on a text that is heard.
- \_\_\_\_\_ Students can restate **main event** and **retell the beginning, middle, and end of a story** read aloud.
- \_\_\_\_\_ Students can plan and deliver oral presentations on academic content, including the **dramatization of stories, plays, and poems**. Presentations reflect understanding of assessment criteria.

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

### **READING**

- \_\_\_\_\_ Student is able to use **word analysis and context cues** to comprehend new vocabulary in academic texts.
- \_\_\_\_\_ Student demonstrates awareness of the **chronological order of stories** and the general **characteristics of literary genres**.
- \_\_\_\_\_ Student can **summarize** both main ideas and supporting details.
- \_\_\_\_\_ Student can **analyze fiction and non-fiction texts**, and can identify details that support main ideas.
- \_\_\_\_\_ Student understands that dialogue develops the plot and characters of a **play**.
- \_\_\_\_\_ Student can **recognize different forms of traditional literature** including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths.

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

### **WRITING**

- \_\_\_\_\_ Student begins to **revise and edit** his/her writing with an audience in mind.
- \_\_\_\_\_ Student **makes ideas clearer** through **word choice and mechanics**, and uses an **increasing level of detail** to help the reader better understand his/her message.
- \_\_\_\_\_ Student can write both **stories and letters**, using appropriate spacing between words.
- \_\_\_\_\_ 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)

N/A = Not Applicable at this level

### **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.
- \_\_\_\_\_ Completes homework.

Comments:

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### **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:

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**Signature**

**ESL Teacher:**

\_\_\_\_\_

**Date:**

\_\_\_\_\_