

# SCHOOL LOGO HERE

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

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

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

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

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

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

ESL Teacher: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

## **LANGUAGE DEVELOPMENT**

### **KEY:**

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill (Standard)

N/A = Not Applicable

### **LISTENING**

Student demonstrates comprehension of **extended explanations, 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 demonstrates comprehension of the use of **referents** (such as pronouns and demonstrative adjectives, *eg. this, that, these, those*) in academic discourse.

Student demonstrates **understanding of a speaker's attitude** towards subject matter. (nuance, tone, word choice, etc.)

Student can use teacher-generated note-taking templates to **listen for and record specific and relevant information.**

Student understands differences in meaning produced by varying **word stress** within a statement.

Student **comprehends content explanation** without concrete referents as well as **abstract and inferential questions** on academic content.

Student's expanding **vocabulary** allows him/her to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Student is also able to understand some **jargon**, more **phrasal verbs**, common words with **multiple meanings**, and many **idioms**, and can comprehend forms of dominant culture's humor.

Using **dictionaries, glossaries, and thesauruses**, student can determine the meaning of words with inflections and is familiar with many prefixes and suffixes.

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

### **SPEAKING**

Student can **rephrase or elaborate information** to ensure understanding.

Student can **summarize and critique** information, **support conclusions** with reasons, and **participate fully in classroom discussions** and academic interactions.

Student varies **pace, sentence structure, and pauses** appropriate to purpose, audience and grade-level. Student uses appropriate **pronunciation, word stress, and intonation.**

Student can employ **idioms**, create **humor**, and use **vocabulary of grade-level academic content.**

Student incorporates his/her interpretation of literary texts, films, or dramatic productions in **oral presentations** and **participates in creating scoring guides** to evaluate these presentations.

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

**READING**

- \_\_\_\_\_ Student can identify the elements of **poetry, including similes and sensory images, rhythm, repetition, and rhyme.**
- \_\_\_\_\_ Student recognizes differences in format and purpose for various kinds of printed materials such as **newspapers, magazines, textbooks, and encyclopedias.**
- \_\_\_\_\_ Student can generate questions, list sources, and summarize data gathered through **research** at a grade-appropriate level.
- \_\_\_\_\_ Student uses strategies to improve reading **fluency and comprehension**, such as identifying transitional words and phrases (*first, second, next, last*), previewing text features (*titles, headings, illustrations*) to predict meaning, and pausing while reading silently to self-check for comprehension.
- \_\_\_\_\_ Student **analyzes text**, supporting opinions with evidence. Student begins to identify **theme**, distinguish **cause from effect**, and distinguish **fact from opinion**.

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

**WRITING**

- \_\_\_\_\_ Student **revises and edits** his/her writing using correct mechanics (such as capitalization, end punctuation, commas within a series), spelling, and sentence structure (such as subject-verb agreement, basic sentence structure)
- \_\_\_\_\_ Students move from writing stories and letters to writing **poetry** and **responses to information** they have read.
- \_\_\_\_\_ Student can use a grade-appropriate writing rubric to evaluate 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: \_\_\_\_\_

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