

MIDDLEBOROUGH

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – ELEMENTARY Grade Span: 3 4 (circle appropriate)

Level of Proficiency:
EARLY INTERMEDIATE

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)

LISTENING

Student has command of **vocabulary for common objects/activities** and an awareness of **verbal cues indicating when to focus attention and agreed-upon rules for small-group decision making**.

Student demonstrates understanding of **sentences, dialogues, and stories** connected to everyday, personal, or school-related topics, when spoken slowly and with repetition as needed.

Student can **connect new information to prior knowledge** and can **use prior knowledge** to identify important information about academic content.

Student begins to comprehend **academic vocabulary** with visual support.

Student can identify the characters, setting, and main event, as well as the beginning, middle, and end of a simple **story** read aloud.

Student can comprehend **some wh-questions**, including oral questions about academic content that require short answers.

Comments: _____

SPEAKING

Student starts to **organize words into categories** (transportation words, science words, actions, etc.).

Student **requests clarification and expresses agreement/disagreement** while employing the basics of English grammar.

Student can briefly **ask and answer questions based on a text that is heard**.

Student can **participate orally in class activities** and give very **basic presentations** on personal topics, cultural topics, or planned activities. Student's informal presentations have a sense of organization.

Students can restate a **main event** and **retell the beginning, middle, and end of a story** read aloud.

Student is becoming aware of the characteristics of the English language at the phrase level, including **intonation** and **word stress patterns**.

Comments: _____

READING

Student is able to use **word analysis, parts of speech, sentence structure, word context, and text features** to comprehend simple texts.

Student can identify **the main idea** in a text.

Student can **recognize different forms of traditional literature** including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths.

Comments: _____

WRITING

- _____ Student can **spell** some familiar words correctly when editing.
- _____ Student shows increasing awareness of both **purpose and audience** in writing, and adds details to personal accounts to help the reader understand his/her ideas better.
- _____ Student identifies a beginning, middle, and end to the **stories** he/she creates.
- _____ Student can write both **stories and letters**, using appropriate spacing between words.
- _____ Student writes **sentences in logical order**.

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.
- _____ 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: _____