

MIDDLEBOROUGH

School: _____

Date: _____

Contact: _____

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

N/A = Not Applicable

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

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

Student can listen for **important and relevant information** in extended speech while using teacher-generated note-taking templates

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 use single words, phrases, statements, monologues, and specific, technical, and/or abstract **vocabulary of grade-level, academic content.**

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

Student **varies speech to fit audience and communicative intent.** He/she selects suitable conversational topics, rephrases speech when a culturally based misunderstanding occurs, and uses appropriate pronunciation, word stress, and intonation.

Student can employ **idioms**, create **humor**, and use **vocabulary from 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 can **analyze text**, supporting their opinions with evidence. They begin to identify theme, distinguish cause from effect, and distinguish fact from opinion.

Comments: _____

WRITING

- _____ Student **revises and edits** his/her writing to vary sentence length, utilize references such as thesaurus to vary word choices, use correct mechanics, spelling and sentence structure.
- _____ Student moves from writing stories and letters to writing **responses to information** he/she has read.
- _____ Student uses multiple media to gather and analyze information and create presentations.
- _____ Student uses agreed-upon criteria to evaluate the effectiveness of presentations.

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: _____