

# MIDDLEBOROUGH

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

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

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

## **ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – ELEMENTARY/MIDDLE Grade Span: 5 - 6 (circle appropriate)**

**Level of Proficiency: EARLY  
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)

### **LISTENING**

- \_\_\_\_\_ Student demonstrates comprehension of **explanations or instructions**, when clarification is given.
- \_\_\_\_\_ Student begins to recognize **synonyms and antonyms**.
- \_\_\_\_\_ Student can identify **words in English frequently used in their first language**.
- \_\_\_\_\_ Student can predict the meaning of unknown **compound words**, such as *daydream* and *snowman*.
- \_\_\_\_\_ Student can **comprehend basic oral questions about academic content** that require short answers.
- \_\_\_\_\_ Student can identify **important information about academic content**, using prior knowledge and/or visual cues, as needed.
- \_\_\_\_\_ Student can use graphic organizers to **take notes** while listening for **specific information**.
- \_\_\_\_\_ Student can identify the **main event in a story** that is heard.
  
- \_\_\_\_\_ Student has awareness of **base words and word endings** (*look, looks, looked, looking*).

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

### **SPEAKING**

- \_\_\_\_\_ Student starts to organize **grade-level content words into categories, themes, or topics**.
- \_\_\_\_\_ Student can request clarification and express agreement/disagreement, while employing the basics of English grammar.
- \_\_\_\_\_ Student can **answer wh-questions**, including questions based on a text that is heard.
- \_\_\_\_\_ Student can give very **basic presentations** on personal topics, cultural topics, or planned activities. Students' informal presentations have a sense of focus and organization.
- \_\_\_\_\_ Student can **narrate** stories, retell the **beginning, middle, end, and main event of a story** read aloud, and can make predictions based on a text that has been heard.
- \_\_\_\_\_ Student converses in **culturally and age-appropriate** ways, including initiating conversation, turn-taking, and concluding conversation.

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

### **READING**

- \_\_\_\_\_ Student can derive meaning of unfamiliar content words through context clues.
- \_\_\_\_\_ Student uses knowledge of the **characteristics of literary genres**, as well as **graphic features** and **organizational structure** to determine the purpose and meaning of text.
- \_\_\_\_\_ Student can **compare and contrast** characteristics of literary genres.
- \_\_\_\_\_ Student has an awareness of English spelling rules such as dropping the final *-e* or doubling the final consonant on base words before adding *ing*.
- \_\_\_\_\_ Student can compare grammar patterns in English to those of his/her first language, such as word order, singular/plural formation, gender, etc.
- \_\_\_\_\_ Student can **analyze** the elements of fiction, including characters, setting, and plot and can identify theme.
- \_\_\_\_\_ Student can **summarize** main ideas and begin to **support conclusions with textual evidence**.
- \_\_\_\_\_ Student can identify the elements of **poetry** (*alliteration, figurative language, etc.*), **drama** (*dialog, setting, characters, plot, etc.*), and **expository materials and explain how they add meaning**.

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

### **WRITING**

- \_\_\_\_\_ Student can **spell** commonly used homophones (*too/to/two, there/their/they're*, etc.) and frequently misspelled words correctly when editing.
- \_\_\_\_\_ Student organizes and revises writing with a clear purpose and audience and identifies ways to **make his/her ideas clearer**, both through **word choice and mechanics**.
- \_\_\_\_\_ Student can write both **stories and letters** that include organized paragraphs. Students also write **directions, instructions, or**

\_\_\_\_\_ **explanations** with sentences in logical order.  
\_\_\_\_\_ 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)

**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:**

\_\_\_\_\_