

# Middleborough

School: \_\_\_\_\_ Date: \_\_\_\_\_ Contact: \_\_\_\_\_

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

### **LISTENING**

- \_\_\_\_\_ Student can comprehend **some academic discourse** and complex **questions** on both academic and non-academic topics.
- \_\_\_\_\_ Student demonstrates comprehension of **academic vocabulary** in select categories, common words with multiple meanings, words in English frequently used in their first language, some idioms, and some formal vs. informal language.
- \_\_\_\_\_ Student can identify details that support a main idea in a literary or informational text that is heard.
- \_\_\_\_\_ Student is able to pick up on differences in meaning produced by variations in **intonation** and **word stress** (S.2.34, 2.35)

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

### **SPEAKING**

- \_\_\_\_\_ Student can request information, express and support opinions, and give compliments, permission, and apologies.
- \_\_\_\_\_ Student can employ synonyms and antonyms and some idiomatic expressions in conversation.
- \_\_\_\_\_ Student uses grade-level academic content vocabulary.
- \_\_\_\_\_ Student can **restate or elaborate** to ensure comprehension and resolve misunderstandings.
- \_\_\_\_\_ Student is more aware of the listener and can **interpret body language and culturally appropriate gestures**.
- \_\_\_\_\_ Student can **respond to factual and inferential questions** on academic content and can **explain the thinking process used** in academic content areas.
- \_\_\_\_\_ Student can **summarize a story orally** as well as **state a position and support it**.
- \_\_\_\_\_ Student can plan and deliver oral presentations, including the **dramatization of stories, plays, and poems**, and can answer questions following the presentation. Presentations reflect understanding of assessment criteria.
- \_\_\_\_\_ Student can analyze, compare and contrast behavioral norms of different **cultural communities**.

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

### **READING**

- \_\_\_\_\_ Student uses **dictionaries** and **glossaries** and is familiar with many prefixes and suffixes.
- \_\_\_\_\_ Student is aware of **text features** (table of contents, footnotes, etc.) and **structural features within a text** (topic sentences, introduction, etc.).
- \_\_\_\_\_ Student can distinguish cause from effect and fact from opinion, and analyze theme, mood and tone in literature.
- \_\_\_\_\_ Student can generate questions, list sources, and summarize data gathered through **research**.

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

## WRITING

\_\_\_\_\_ Student can **edit and evaluate writing** using a pre-approved rubric.

\_\_\_\_\_ Student can distinguish between **sentence fragments and run-on sentences** and can use a variety of **simple, compound, and complex sentences** when editing.

\_\_\_\_\_ Student can write **poetry, responses to literary and informational texts, and stories**, organizing writing into **multiple paragraphs**.

\_\_\_\_\_ Student can use a variety of sentence patterns and lengths, and can select words that take into consideration distinctions between formal and informal language used in writing.

\_\_\_\_\_ Student uses **multiple media** to **research** and analyze information and create presentations. Students use 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:** \_\_\_\_\_