

# MIDDLEBOROUGH

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

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

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

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

**Level of Proficiency: BEGINNER**

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 an awareness of **classroom expectations and conventions**, such as raising hands, taking turns, and storing classwork.

\_\_\_\_\_ Student understands **whom to consult for assistance**, and has an awareness of **rules** for small-group decision-making.

\_\_\_\_\_ Student demonstrates comprehension of **single words, short phrases, and expressions** connected to everyday personal needs, likes/dislikes, and classroom vocabulary and routines.

\_\_\_\_\_ Student **comprehends simple requests, information, sentences and conversations** when spoken slowly and with repetitions as needed.

\_\_\_\_\_ Student can comprehend **very basic stories and poems with visual support** and can identify **characters, setting, and some events** in a story.

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

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

### **SPEAKING**

\_\_\_\_\_ Student can speak about everyday, personal, or school-related topics using **single words or short phrases**.

\_\_\_\_\_ Student can give **basic directions and make basic requests**.

\_\_\_\_\_ Student can ask **concrete questions about familiar content**.

\_\_\_\_\_ Student can **ask for clarification** when he/she does not understand classroom directions, lessons and peer interaction.

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

### **READING**

\_\_\_\_\_ Student has awareness of text elements, and can locate the **title, author's name, text, and pictures** in a book.

\_\_\_\_\_ Student identifies the **sounds that letters make**, and use this knowledge to begin to decode text.

\_\_\_\_\_ Student is aware of **basic features of written English**, such as upper vs. lower-case letters, punctuation at the end of a sentence and capitalization at the beginning.

\_\_\_\_\_ Student recognizes high-frequency words and phrases.

\_\_\_\_\_ Student uses reading strategies, such as word context, word analysis, sentence structure, and parts of speech to comprehend text.

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

### **WRITING**

\_\_\_\_\_ Student **plans for writing** by creating lists of words and phrases needed to accomplish a writing task.

\_\_\_\_\_ Student has a **basic awareness of audience and purpose** and can generate a **topic and questions** that consider the purpose of the writing task.

\_\_\_\_\_ Student can use **correct mechanics** when editing, including appropriate capitalization and end punctuation.

\_\_\_\_\_ Student can write stories with a beginning, middle, and end.

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

## PERSONAL AND SOCIAL GROWTH

### KEY:

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### **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:

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### **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:

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**Signature ESL**

**Teacher:**

\_\_\_\_\_

**Date:**

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