

MIDDLEBOROUGH

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – MIDDLE SCHOOL Grade Span: 7 - 8 (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 comprehends sentences, dialogues, and stories connected to **everyday, personal and school-related topics**
- _____ Student begins to recognize **synonyms and antonyms, words with multiple meanings, and some compound words.**
- _____ Student can identify **words in English frequently used in their first language.**
- _____ Student understands some **wh- questions** about academic content
- _____ Student begins to take notes while listening for specific academic content.
- _____ Student can identify the **main event in a story** that is heard.
- _____ Student begins to use dictionaries.

Comments: _____

SPEAKING

- _____ Student expands and organizes **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.
- _____ Student develops an awareness of **intonation and word stress patterns.**
- _____ Student's analysis of personal experiences shows an **understanding of culture.**

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 uses knowledge of the characteristics of literary genres to determine the purpose and meaning of texts.
- _____ 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 **analyze** the elements of fiction, including characters, setting, plot and theme.
- _____ Student can **summarize** both main ideas and supporting details 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.**
- _____ Student can recognize different forms of **traditional literature.**
- _____ Student **obtains information** from a variety of print and non-print resources.

Comments: _____

WRITING

- _____ Student can **spell familiar words** correctly.
- _____ Student begins to develop an awareness of **purpose and audience** in writing.
- _____ Student 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.
- _____ Student writes **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: _____