

MIDDLEBOROUGH

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – HIGH SCHOOL Grade Span: 9 10 11 12 (circle those that apply)

**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)

NA = Not Applicable

LISTENING

- _____ Student has command of vocabulary for common objects and activities.
- _____ Student has an awareness of verbal cues indicating when to focus attention and agreed-upon rules for small-group decision-making.
- _____ Students can use teacher-generated templates to take notes while listening for **specific information**, can connect new information to prior knowledge and identify important information about academic content.
- _____ Student has a basic knowledge of **synonyms, antonyms, and words with multiple meanings**.
- _____ Student begins to comprehend **academic vocabulary** with visual cues.
- _____ Student comprehends basic **questions**, including oral questions about academic content that require short answers.

Comments: _____

SPEAKING

- _____ Student starts to organize grade-level content words into categories, themes, or topics.
- _____ Student can initiate conversations and speak at greater length, using a variety of language functions and employing the basics of English grammar.
- _____ Student can briefly **ask and answer questions on academic content**.
- _____ Student can **participate orally in class activities** and give **basic presentations** on personal topics with support.

Comments: _____

READING

- _____ Student can classify words into **sensory categories**.
- _____ Student begins to analyze **poetry, drama, informational and expository materials**.
- _____ Student can **summarize** both main ideas and supporting details in basic texts.
- _____ Student can **recognize different forms of traditional literature**.

Comments: _____

WRITING

- _____ Student **begins to revise and edit** his/her writing with an audience in mind.
- _____ Student identifies ways to **make his/her ideas clearer**, both through **word choice and mechanics**, and can follow a rubric.
- _____ Student's developing vocabulary allows him/her to **increase detail** and **vary expression** in writing.
- _____ Student can write **stories, letters, poems, and brief responses to literature**. Student organizes writing in multiple paragraphs.

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:
