

MIDDLEBOROUGH

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM **PROGRESS REPORT – HIGH SCHOOL** **Grade Span: 9 10 11 12 (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)

NA = Not Applicable

LISTENING

_____ Student can comprehend longer strings of academic discourse as well as sustained, interpersonal interaction.

_____ Student is able to understand some jargon, most phrasal verbs, idioms, and slang.

_____ Student has a deeper comprehension of texts read aloud to him/her and can identify details that support a main idea in a text that is heard.

_____ Student demonstrates comprehension of cultural referents from the community culture.

Comments: _____

SPEAKING

_____ Student's vocabulary allows for more innovative generation of language in both social and academic situations. Student can now employ some idioms while speaking.

_____ Student varies speech to fit audience and communicative intent and can rephrase speech when misunderstandings occur.

_____ Student can summarize information, support conclusions with reasons, and participate fully in the classroom.

_____ Student can give formal academic presentations using self-created scoring guides/rubrics and plan for presentations following set criteria.

Comments: _____

READING

_____ Student can use awareness of text features (table of contents, footnotes, etc.), structural features within a text (topic sentences, introduction, conclusion, etc.) and improved word analysis skills as reading comprehension strategies.

_____ Student can distinguish fact from opinion, commend on mood and tone, analyze more complex elements of fiction (point of view, foreshadowing, irony) and provide evidence of an author's argument.

_____ Student can identify different kinds of informational and expository texts.

_____ Student can **summarize data gathered through research. Student's research reports include quotations, footnotes or endnotes, and bibliographies.**

_____ Students can give more in-depth summaries of texts they have read and distinguish between summarizing main ideas and retelling all of a text.

Comments: _____

WRITING

_____ Student begins to write responses to literature and informational texts, and research reports.

_____ Student can revise his/her writing to improve amount of detail, precision of language, and organization.

_____ Student uses multiple media to research and analyze information and create different kinds 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:
