

# MIDDLEBOROUGH

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

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

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

## ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – EARLY ELEMENTARY Grade Span: K 1 2 (circle appropriate)

**Level of Proficiency:**  
**EARLY INTERMEDIATE**

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

ESL Teacher: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

### LANGUAGE DEVELOPMENT

#### KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill (Standard)

N/A = Not Applicable

#### LISTENING

\_\_\_\_\_ Student has command of **vocabulary for common objects/activities** and an awareness of **verbal cues indicating when to focus attention and agreed-upon rules for small-group decision making**.

\_\_\_\_\_ Student demonstrates understanding of **sentences and conversations** when spoken slowly and with repetition as needed.

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

\_\_\_\_\_ Student can identify the **characters, setting, and main event** of a **story** read aloud.

\_\_\_\_\_ Student comprehends **some *wh*-questions**, including oral questions about academic content that require short answers.

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

#### SPEAKING

\_\_\_\_\_ Student starts to organize words into **categories** (transportation words, science words, actions, etc.).

\_\_\_\_\_ Student can use language to **describe, make requests, express agreement/disagreement, give directions, tell stories, and grant permission**.

\_\_\_\_\_ Student can briefly **ask and answer questions on academic content**.

\_\_\_\_\_ Student can **participate orally in class activities** and give very **basic presentations** on personal topics.

\_\_\_\_\_ Student can **retell events** in a familiar story read aloud.

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

#### READING

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

\_\_\_\_\_ Student uses knowledge of **word context and text structures** to comprehend text.

\_\_\_\_\_ Student can identify the **main idea** of a story he/she has read.

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

#### WRITING

\_\_\_\_\_ Student begins to write individual words and can **spell** some familiar words correctly.

\_\_\_\_\_ Student plans out stories he/she will write, showing beginning awareness of both **purpose and audience** in writing.

\_\_\_\_\_ Student identifies a beginning, middle, and end to the **stories** he/she creates.

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

## PERSONAL AND SOCIAL GROWTH

### KEY:

B = Beginning to Work Toward Skill (Standard)

P = Progressing Toward Skill (Standard)

M = Has Mastered Skill (Standard)

N/A = Not Applicable at this level

### **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.
- \_\_\_\_\_ 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:** \_\_\_\_\_