

MIDDLEBOROUGH

School: _____

Date: _____

Contact: _____

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

N/A = Not Applicable

LISTENING

- _____ Student can comprehend **some academic discourse** and **questions** on both academic and non-academic topics.
- _____ Student demonstrates comprehension of **academic vocabulary** in select categories and can recognize synonyms and antonyms.
- _____ Student **uses prior knowledge** to identify important information about academic content.
- _____ Student can identify what happened at the beginning, middle, and end of a story as well as details that support its main idea.

Comments: _____

SPEAKING

- _____ Student can **express and support opinions**, give **compliments and apologies**, and **compare and contrast**.
- _____ Student can **ask and answer a wide variety of questions**, including questions based on a text that is heard.
- _____ Students can restate **main event** and **retell the beginning, middle, and end of a story** read aloud.
- _____ Students can plan and deliver oral presentations on academic content, including the **dramatization of stories, plays, and poems**. Presentations reflect understanding of assessment criteria.

Comments: _____

READING

- _____ Student is able to use **word analysis and context cues** to comprehend new vocabulary in academic texts.
- _____ Student demonstrates awareness of the **chronological order of stories** and the general **characteristics of literary genres**.
- _____ Student can **summarize** both main ideas and supporting details.
- _____ Student **can analyze fiction and non-fiction texts**, and can identify details that support main ideas.
- _____ Student understands that dialogue develops the plot and characters of a **play**.
- _____ Student can **recognize different forms of traditional literature** including nursery rhymes, fables, fairy tales, tall tales, lullabies, and myths.

Comments: _____

WRITING

- _____ Student begins to **revise and edit** his/her writing with an audience in mind.
- _____ Student **makes ideas clearer** through **word choice and mechanics** and uses an **increasing level of detail** to help the reader understand better his/her message.
- _____ Student can write both **stories and letters**, using appropriate spacing between words.
- _____ 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)

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: _____