

MIDDLEBOROUGH

School: _____

Date: _____

Contact: _____

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

Level of Proficiency:
TRANSITIONING

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 demonstrates comprehension of **extended explanations, multi-step instructions, and educational videos.**
- _____ Student demonstrates comprehension of **popular or historical cultural referents** from the community culture, appropriate to age and context.
- _____ Student demonstrates comprehension of the use of **referents** (such as pronouns and demonstrative adjectives, *eg. this, that, these, those*) in academic discourse.
- _____ Student demonstrates **understanding of a speaker's attitude** towards subject matter. (nuance, tone, word choice, etc.)
- _____ Student can use teacher-generated note-taking templates to **listen for and record specific and relevant information.**
- _____ Student understands differences in meaning produced by varying **word stress** within a statement.
- _____ Student **comprehends content explanation** without concrete referents as well as **abstract and inferential questions** on academic content.
- _____ Student's expanding **vocabulary** allows him/her to comprehend more specific, technical, and/or abstract words and phrases of grade-level, academic content. Student is also able to understand some **jargon**, more **phrasal verbs**, common words with **multiple meanings**, and many **idioms**, and can comprehend forms of dominant culture's humor.
- _____ Using **dictionaries, glossaries, and thesauruses**, student can determine the meaning of words with inflections and is familiar with many prefixes and suffixes.

Comments: _____

SPEAKING

- _____ Student can **rephrase or elaborate information** to ensure understanding.
- _____ Student can **summarize and critique** information, **support conclusions** with reasons, and **participate fully in classroom discussions** and academic interactions.
- _____ Student varies **pace, sentence structure, and pauses** appropriate to purpose, audience and grade-level. Student uses appropriate **pronunciation, word stress, and intonation.**
- _____ Student can employ **idioms**, create **humor**, and use **vocabulary of grade-level academic content.**
- _____ Student incorporates his/her interpretation of literary texts, films, or dramatic productions in **oral presentations** and **participates in creating scoring guides** to evaluate these presentations.

Comments: _____

READING

- _____ Student can identify the elements of **poetry, including similes and sensory images, rhythm, repetition, and rhyme.**
- _____ Student recognizes differences in format and purpose for various kinds of printed materials such as **newspapers, magazines, textbooks, and encyclopedias.**
- _____ Student can generate questions, list sources, and summarize data gathered through **research** at a grade-appropriate level.
- _____ Student uses strategies to improve reading **fluency and comprehension**, such as identifying transitional words and phrases (*first, second, next, last*), previewing text features (*titles, headings, illustrations*) to predict meaning, and pausing while reading silently to self-check for comprehension.
- _____ Student **analyzes text**, supporting opinions with evidence. Student begins to identify **theme**, distinguish **cause from effect**, and distinguish **fact from opinion**.

Comments: _____

WRITING

- _____ Student **revises and edits** his/her writing using correct mechanics (such as capitalization, end punctuation, commas within a series), spelling, and sentence structure (such as subject-verb agreement, basic sentence structure)
- _____ Students move from writing stories and letters to writing **poetry** and **responses to information** they have read.
- _____ Student can use a grade-appropriate writing rubric to evaluate 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: _____