



# English Language Development Progress Monitoring Grades K-5

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

Student ID: \_\_\_\_\_

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

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

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

All English Learners are expected to grow at least one level annually in the areas of listening, speaking, reading, and writing, as measured through TELPAS. Students who had a rating of Advanced High in the prior year must maintain the composite rating of Advanced High in the current year in order to be considered as having made progress.

### TELPAS Data from Eduphoria Aware (Grades 1-5)

	Previous SY	Current SY	Previous SY	Current SY
Years in U.S. Schools:				
Yearly Progress Indicator:				

  

Language Domain	25%	Previous SY	Current SY
Listening:	25%		
Speaking:	25%		
Reading:	25%		
Writing:	25%		
<b>Composite:</b>			

Grading Period 1			
Listening:			
Speaking:			
Reading:			
Writing:			
		<b>Overall</b>	<b>Comments:</b>

Grading Period 2			
Listening:			
Speaking:			
Reading:			
Writing:			
		<b>Overall</b>	<b>Comments:</b>

Grading Period 3			
Listening:			
Speaking:			
Reading:			
Writing:			
		<b>Overall</b>	<b>Comments:</b>

Grading Period 4			
Listening:			
Speaking:			
Reading:			
Writing:			
		<b>Overall</b>	<b>Comments:</b>

The following performed-based activities are used to gather information on how students are progressing in English language development. The list of activities is not intended to be exhaustive. \*Excerpted from the TEA Educator Guide to TELPAS.

Listening	Speaking
Reacting to oral presentations; responding to text read aloud; following directions; cooperative group work; informal interactions with peers; large-group and small-group instructional interactions; one-on-one interviews; individual student conferences.	Cooperative group work; oral presentations; informal interactions with peers; large-group and small group instructional interactions; one-on-one interviews; classroom discussions; articulation of problem-solving strategies; individual student conferences.
Reading	Writing
Paired reading; sing-alongs and read-alongs, including chants and poems; shared reading with big books, charts, overhead transparencies, and other displays; guided reading with level readers; reading subject-area texts and related materials; independent reading; cooperative group work; reading-response journals; read and think aloud, using high-interest books relating to student's background	Shared writing for literacy and content area development; language experience dictation; organization of thoughts and ideas through prewriting strategies; making lists for specific purposes; labeling pictures, objects, and items from projects; descriptive writing on a familiar topic or writing about a familiar process; narrative writing about a past event; reflective writing, such as journaling; extended writing from language arts classes; expository or procedural writing from science, mathematics, and social studies classes.