

MIDDLEBOROUGH

School: _____

Date: _____

Contact: _____

ENGLISH LANGUAGE EDUCATION PROGRAM PROGRESS REPORT – ELEMENTARY/MIDDLE Grade Span: 5 - 6 (circle appropriate)

Level of Proficiency:
TRANSITIONING

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)

LISTENING

_____ Student demonstrates comprehension of **extended explanations and academic discourse, sustained interpersonal interactions, 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 **comprehends abstract content explanation** without concrete referents. They also can respond to **abstract and inferential questions** on academic content.

_____ Student demonstrates comprehension of transition words and phrases (such as *furthermore, otherwise, likewise, instead, in any case*) that connect ideas in extended academic discourse.

_____ Student can distinguish irrelevant information (such as jokes, asides, anecdotes) from important information in lecture-style presentations and can discern the attitude of the speaker towards subject matter.

_____ Student comprehends specific, technical, and/or abstract words and phrases of grade-level, academic content. Students are also able to understand some jargon, phrasal verbs, idioms, various forms of humor, and can distinguish formal language from slang.

Comments: _____

SPEAKING

_____ Students can use specific, technical, and/or abstract **vocabulary of grade-level, academic content.**

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

_____ Student uses appropriate pronunciation, word stress, and intonation.

_____ Student can identify differences between oral and written language patterns.

_____ Students give persuasive presentations, interpretations of literary texts, films, or dramatic productions.

Comments: _____

READING

_____ Student uses **thesauruses** selectively

_____ Student can analyze **author's purpose** as well as analyze different texts including **myths, traditional and classical narratives, and primary source documents.**

_____ Student has a deeper understanding of the **origins of English vocabulary** words, such as Latin and Greek roots.

_____ Student recognizes the **use of arguments** for and against an issue.

_____ Student's **research reports** include quotations, footnotes or endnotes, and bibliographies.

Comments: _____

WRITING

_____ Student revises writing to improve the organization of ideas.

_____ Student can write multi-paragraph **essays and interpretations of literary texts** that include a topic statement and clear topic development, supporting details from the literature, and a conclusion.

_____ Student can critique information presented in the media. For example, students can **distinguish between facts and misleading information** in television.

_____ Students can **understand and respect intellectual property** and cite sources appropriately, including the Internet.

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: _____