ESL Progress Report
(Year)

Student's Name: _____   _Grade:_ **2ND_3RD**   _Teacher:_ _____   _ESL_
Teacher: _____

✔ = On Track   ✗ = Not Met   **E** = Exceeded

LISTENING	1	2	3	4
Level 1 student moving to Level 2 Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in listening, by demonstrating mastery of the following Can Do Descriptors: ● Identifying the "who," "where" and "when" of illustrated ● Identifying main materials or resources from oral descriptions ● Matching oral descriptions to photos, pictures, or icons ● Following simple sequences presented orally to create patterns or sequences				

SPEAKING	1	2	3	4
Level 1 student moving to Level 2 Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in speaking, by demonstrating mastery of the following Can Do Descriptors: ● Reproducing facts or statements in context ● Participating in multi-media presentations based on research ● Naming steps in processes or procedures ● Describing familiar phenomena in words or phrases				

READING	1	2	3	4
Level 1 student moving to Level 2 Student will move from a Level 1 (Entering) to a Level 2 (Beginning) reading, by demonstrating mastery of the following Can Do Descriptors: ● Identifying time related language in context (e.g., in biographies) ● Illustrating experiences of characters in illustrated statements ● Interpreting images, illustrations, and graphics ● Identifying elements of expository texts (e.g., graphs, captions) in illustrated texts				

WRITING	1	2	3	4
Level 1 student moving to Level 2 Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in writing, by demonstrating mastery of the following Can Do Descriptors: ● Listing ideas using graphic organizers ● Describing visual information ● Describing elements of processes or procedures ● Stating how something happens using illustrations and sequential language (e.g., eruption of volcanoes				

TEACHER COMMENTS: QUARTER 1

ESL Progress report
(Year)

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LISTENING	1	2	3	4
Level 2 student moving to Level 3 Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in listening, by demonstrating mastery of the following Can Do Descriptors: ● Identifying linking words or phrases related to passage of time in speech (e.g., "on Monday" "the next day") ● Illustrating events in response to audio recordings of stories or poems ● Carrying out steps described orally to solve problems ● Completing graphic organizers or representations from oral comparisons				

SPEAKING	1	2	3	4
Level 2 student moving to Level 3 Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in speaking, by demonstrating mastery of the following Can Do Descriptors: ● Retelling simple stories from picture cues ● Stating information from personal or school-related experiences ● Describe relationships between objects or uses for tools ● Expressing cause and effect of behaviors or events				

READING	1	2	3	4
Level 2 student moving to Level 3 Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in reading, by demonstrating mastery of the following Can Do Descriptors: ● Creating timelines or graphic organizers from illustrated related statements or paragraphs ● Identifying temporal-related words that signal order of events (e.g., "In the beginning…") ● Sequencing sentences descriptive of processes or procedures in informational texts ● Locating details in content area texts or media				

WRITING	1	2	3	4
Level 2 student moving to Level 3 Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in writing, by demonstrating mastery of the following Can Do Descriptors: ● Retelling past experiences ● Expressing ideas in various genres (e.g., poetry, interactive journals) ● Comparing causes of different phenomena				

● Stating ideas about content-related topics				

Teacher Comments: Quarter 1

ESL Progress Report
(Year)

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LISTENING	1	2	3	4
Level 3 Student moving to Level 4 Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in listening, by demonstrating mastery of the following Can Do Descriptors: ● Re-enacting content-related situations or events from oral descriptions ● Identifying content related ideas from oral discourse using multi-media (e.g., retracing steps of a process) ● Identifying connectors in speech or text read aloud ● Identifying content-related ideas and details in oral discourse				
SPEAKING	1	2	3	4
Level 3 Student moving to Level 4 Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in speaking, by demonstrating mastery of the following Can Do Descriptors: ● Sequencing events in stories with temporal transitions (e.g., "After the sun set...") ● Describing situations and events from school and the community ● Stating details of processes or procedures ● Describing consequences of behaviors or occurrences				
READING	1	2	3	4
Level 3 Student moving to Level 4 Student will move from a Level 3 (Developing) to a Level 4 (Expanding) reading, by demonstrating mastery of the following Can Do Descriptors: ● Describing a series of events or procedures ● Creating stories with details about characters and events ● Illustrating cause/ effect relationships in content area texts ● Classifying main ideas and details in informational or explanatory texts				
WRITING	1	2	3	4

Level 3 Student moving to Level 4				
Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in writing, by demonstrating mastery of the following Can Do Descriptors: ● Describing a series of events or procedures ● Creating stories with details about characters and events ● Relating details and illustrating stages of different cycles (e.g. frogs, plants) ● Describing strategies to solve problems				

Teacher Comments: Quarter 1

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LISTENING	1	2	3	4
Level 4 Student moving to Level 5 Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in listening by demonstrating mastery of the following Can Do Descriptors: ● Identifying details of content-related topics from oral discourse ● Making designs or models following oral directions and specifications (e.g., maps, origami) ● Identifying the purpose of language/the message in each content area ● Following a series of short oral directions to create models of content-area phenomena or processes				
SPEAKING	1	2	3	4
Level 4 Student moving to Level 5 Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in speaking, by demonstrating mastery of the following Can Do Descriptors: ● Describing main ideas of content-related information ● Asking and answering questions about information from speakers ● Connecting ideas in content-related presentations ● Elaborating on the cause of various phenomena (e.g., shooting stars, sunsets)				
READING	1	2	3	4
Level 4 Student moving to Level 5 Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in reading, by demonstrating mastery of the following Can Do Descriptors: ● Paraphrasing narratives or informational text with support (e.g., arranging paragraph strips) ● Highlighting relevant information in grade-level texts to produce summaries ● Identifying relevant information from texts on the same content area topic (e.g., in open sorts) ● Identifying the main purpose of texts				

WRITING	1	2	3	4
Level 4 Student moving to Level 5 Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) writing, by demonstrating mastery of the following Can Do Descriptors: ● Describing the sequence of content-related ideas ● Providing details and examples about narratives ● Describing details of processes, procedures, and events ● Producing "how to" manuals based on personal experiences or scientific experiments				

TEACHER COMMENTS: QUARTER 1