

English Language Development Progress Report

(Year)

Student's Name:

Grade: 9th-12th Teacher:

ELD Teacher:

✓ = On Track

✓+ = Met

X = Not Met

E = Exceeded

Listening:Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by <ul style="list-style-type: none"> • Matching everyday oral content related words and phrases to pictures, diagrams, or photographs • Selecting resources, places, products, or figures from oral statements and visual supports ● Process explanations by <ul style="list-style-type: none"> • Ordering events or stages of phenomena from oral statements • Identifying words and phrases related to sequence ● Process arguments by <ul style="list-style-type: none"> • Matching oral information to pictures, diagrams, or photographs that show points of view • Distinguishing words and phrases related to opinions or facts from oral statements ● Discuss by <ul style="list-style-type: none"> • Representing one's ideas using various media • Responding to yes and no questions posed by the group • Using nonverbal signals to demonstrate engagement in conversations 				
Speaking:Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by <ul style="list-style-type: none"> • Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) • Answering select yes/no or Wh questions ● Explain by <ul style="list-style-type: none"> • Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) • Using words and phrases to identify visually supported phenomena ● Argue by <ul style="list-style-type: none"> • Relating points of view with visual support (e.g., posters, photographs) • Stating pros and cons listed visually on a topic ● Discuss by <ul style="list-style-type: none"> • Representing one's ideas using various media • Responding to yes and no questions posed by the group • Using nonverbal signals to demonstrate engagement in conversations 				

Reading:Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Matching key content-related terms and ideas to images, graphs, icons, or diagrams • Sequencing illustrated text of narrative or informational events ● Process explanations by • Identifying key words and phrases that describe the topics or phenomena • Recognizing sequence statements and illustrations that describe phenomena ● Process arguments by • Matching media (e.g., posters, photos, banners) with point of view words and phrases • Connecting characters/historical figures with positions or stances on various issues 				
Writing:Level 1 (Entering)	1	2	3	4
<p>Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Listing content words or phrases that relate to the topic • Including images, diagrams, and charts to add details to the topic ● Explain by • Producing short responses to questions using word/phrase banks • Labeling charts, graphs, timelines, or cycles to describe phenomena ● Argue by • Selecting words and phrases to represent points of view • Listing pros and cons of issues 				

Teacher Comments: Quarter 1

English Language Development Progress Report

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Student's Name: Grade: 9th-12th Teacher: ELD Teacher:

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Listening: Level 2 (Beginning)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Process recounts by • Matching oral descriptions of characters or main events in content related topics • Following modeled oral commands • Process explanations by • Sequencing steps in processes or procedures described orally • Comparing information, symbols, or icons on charts or tables described orally • Process arguments by • Recognizing the pros or cons of issues from short oral statements • Identifying claims in oral statements • Discuss by • Asking and answering questions • Communicating need for clarity of messages • Recognizing intonation used to achieve various purposes of communication 				
Speaking: Level 2 (Beginning)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> • Recount by • Restating information using content-specific terms • Providing examples of content-related information previously studied • Explain by • Naming properties, characteristics or features of illustrated content related topics • Posing and responding to Wh questions that relate to phenomena • Argue by • Responding to oral or written claims • Offering facts or opinion statements as appropriate to discussion • Discuss by • Asking and answering questions • Communicating need for clarity of messages • Recognizing intonation used to achieve various purposes of communication 				

Reading:Level 2 (Beginning)	1	2	3	4
<p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <ul style="list-style-type: none"> ● Process recounts by • Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Locating main ideas in a series of related sentences ● Process explanations by • Identifying different types of connectors that show relationships between topics and phenomena • Differentiating between technical and everyday vocabulary that describe phenomena ● Process arguments by • Making connections between statements that make claims and those providing evidence • Distinguishing language that identifies facts and opinions 				
Writing:Level 2 (Beginning)	1	2	3	4
<p>Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) • Sequencing narratives or informational text using linking words and phrases ● Explain by • Using transitions and connectors to show causal relationships or procedures • Choosing everyday or technical language to describe phenomena ● Argue by • Expressing claims with evidence (e.g., “Socialism is a good government system because...”) • Listing content related ideas that represent different points of view on issues 				

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Listening:Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Identifying main ideas from short content-related oral presentations • Classifying examples of genres read aloud (e.g., types of narration) ● Process explanations by • Recognizing relationships in a series of oral statements • Identifying causes for particular events or phenomena in short oral presentations ● Process arguments by • Organizing information related to different perspectives presented orally • Identifying language choices that represent specific points of view from a series of oral statements ● Discuss by • Suggesting creative ways to resolve communication issues • Clarifying one's own ideas using a variety of strategies (e.g., analogies or metaphors, paraphrasing) • Asking clarifying questions in a respectful manner 				
Speaking:Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Posing and responding to questions in small group discussions • Describing the sequence of processes, cycles, procedures, or events with details ● Explain by • Connecting causes to effects in a series of statements • Sequencing processes, cycles, or procedures in short extended discourse ● Argue by • Stating claims matched to evidence using a series of related sentences • Suggesting details or reasons to reinforce points of view ● Discuss by • Suggesting creative ways to resolve communication issues • Clarifying one's own ideas using a variety of strategies (e.g., analogies or metaphors, paraphrasing) • Asking clarifying questions in a respectful manner 				

Reading:Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by <ul style="list-style-type: none"> • Recognizing lexical chains that show how characters and ideas are labeled across the text • Identifying detailed descriptions, procedures, and information in paragraphs ● Process explanations by <ul style="list-style-type: none"> • Identifying how language provides clarity and precision in describing topics or phenomena • Summarizing information with diagrams, models, flow charts, or illustrations ● Process arguments by <ul style="list-style-type: none"> • Identifying their purposes and audiences • Evaluating the strength of evidence statements 				
Writing:Level 3 (Developing)	1	2	3	4
<p>Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by <ul style="list-style-type: none"> • Summarizing content-related material • Including important information and related details ● Explain by <ul style="list-style-type: none"> • Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures • Integrating headings, introductory statements, and other features to organize text ● Argue by <ul style="list-style-type: none"> • Justifying reasons or opinions with evidence • Summarizing opposing positions with evidence 				

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Listening:Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in listening, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Following the steps of content-related tasks or assignments given orally • Identifying details from oral discussions (e.g., when, who, where, what, and why) ● Process explanations by • Identifying components of systems from multimedia • Interpreting cause and effect from oral discourse ● Process arguments by • Classifying claims and evidence from oral presentations • Differentiating multiple perspectives presented orally ● Discuss by • Demonstrating stamina when building ideas in a small group • Validating ideas of others • Sorting through one's own ideas to determine relevant ones • Providing and receiving constructive feedback from others tactfully 				
Speaking:Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Presenting factual information on content-related topics to the class • Paraphrasing and summarizing content-related ideas in large and small groups ● Explain by • Describing components of systems in small groups and class discussions • Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures ● Argue by • Taking stances and defending them with evidence (e.g., using data or citations) • Comparing and contrasting different points of view ● Discuss by • Demonstrating stamina when building ideas in a small group • Validating ideas of others • Sorting through one's own ideas to determine relevant ones • Providing and receiving constructive feedback from others tactfully 				

Reading:Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Identifying how the authors make language choices and adjusts for audience and purpose • Reflecting on various accounts of a subject told in different media (e.g., print and multimedia) ● Process explanations by • Identifying the interdependence of parts of systems (e.g., technical, government, chemical) • Comparing information on phenomena across a variety of multimedia sources ● Process arguments by • Identifying persuasive language across content areas • Following the progression of logical reasoning 				
Writing:Level 4 (Expanding)	1	2	3	4
<p>Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events) • Connecting main points, events, and central ideas to conclusions ● Explain by • Presenting information objectively by using a neutral tone appropriate to the content area • Integrating images, diagrams, formulas, or charts to describe phenomena ● Argue by • Evaluating and challenging evidence presented • Creating persuasive essays or reports making adjustments for specific audiences 				

Teacher Comments: Quarter 1

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Listening: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in listening by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Reconstructing past experiences or series of events based on oral discourse • Recognizing nuanced meanings of words and phrases in extended oral discourse ● Process recounts by • Reconstructing past experiences or series of events based on oral discourse • Recognizing nuanced meanings of words and phrases in extended oral discourse ● Process arguments by • Identifying how language choices connect to particular audiences • Evaluating the purpose of arguments presented by others ● Discuss by • Co-creating novel perspectives on issues • Responding to diverse perspectives and recognizing bias in one's own view • Generating new ideas or questions to sustain conversations 				
Speaking: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Engaging in extended discussion of effects, impacts, or events related to content topics • Giving multimedia oral presentations on content-related material learned from various sources ● Explain by • Presenting information using an objective, neutral tone in extended discourse • Using nominalization to compress information and maintain coherence (e.g., "This expansion...", "Weathering...", "An implication...") ● Argue by • Challenging evidence and claims in debates • Convincing audiences of personal points of view using persuasive language ● Discuss by • Co-creating novel perspectives on issues • Responding to diverse perspectives and recognizing bias in one's own view • Generating new ideas or questions to sustain conversations 				

Reading:Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Identifying how text structure supports comprehension and retrieval of information and details • Identifying the central idea or theme and how it is supported by clear descriptions and extended details ● Process explanations by • Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms • Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples ● Process arguments by • Recognizing multiple perspectives and points of view on any given issue • Identifying evidence of bias and credibility of sources 				
Writing:Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Sequencing using language that creates coherence • Organizing information according to content-specific expectations ● Explain by • Synthesizing information and details about phenomena from a variety of sources • Organizing information and details logically and cohesively ● Argue by • Organizing information to show logical reasoning • Integrating multiple perspectives and evidence from a variety of sources 				

Teacher Comments: Quarter 1

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Listening: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 5 (Bridging) to a Level 6 (Reaching) in listening by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Categorizing perspectives of multiple speakers • Identifying important information on specific events and concepts from lectures and presentations ● Process explanations by • Recognizing specific language used to enhance clarity and precision • Recognizing and following language related to the same event or phenomenon throughout presentations ● Process arguments by • Identifying strengths, limitations, and potential biases from oral presentations • Organizing claims and counterclaims presented in debates ● Discuss by • Identifying and reacting to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Producing coherent oral discourse appropriate to task, purpose, and audience • Synthesizing and sharing information from a variety of sources and perspectives 				
Speaking: Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 5 (Bridging) to a Level 6 (Reaching) in speaking, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience • Presenting information that follows discipline specific organization (e.g., orientation to topic, sequence of events, conclusion) ● Explain by • Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms • Following discipline-specific organization (e.g., orienting the reader, details, conclusion) and supporting presentations with graphs, formulas, quotes or other media ● Argue by • Organizing claims and counterclaims in debates with evidence from multiple sources • Negotiating differing cultural perspectives in pairs or small groups ● Discuss by • Identifying and reacting to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Producing coherent oral 				

discourse appropriate to task, purpose, and audience • Synthesizing and sharing information from a variety of sources and perspectives				
Reading:Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 5 (Bridging) to a Level 6 (Reaching) in reading, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Process recounts by • Analyzing and comparing how authors use language for specific purposes and audiences • Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts ● Process explanations by • Recognizing discipline-specific patterns(e.g., orienting the reader, part-whole classification, neutral/ authoritative tone) <ul style="list-style-type: none"> • Identifying authors’ precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices ● Process arguments by • Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions • Identifying the logical connections among claims, counterclaims, reasons, and evidence 				
Writing:Level 5 (Bridging)	1	2	3	4
<p>Student will move from a Level 5 (Bridging) to a Level 6 (Reaching) writing, by demonstrating mastery of the following Can Do Descriptors:</p> <p><u>By the end of each of the given levels of English language proficiency; English language learners can...</u></p> <ul style="list-style-type: none"> ● Recount by • Summarizing content-related notes from lectures or readings <ul style="list-style-type: none"> • Producing research reports using multiple sources of information ● Explain by • Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations • Maintaining discipline-specific patterns that bridge across key uses (e.g., explanation to argument in history, explanation to recount for information reports) ● Argue by • Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries, individuals) <ul style="list-style-type: none"> • Organizing information logically and coherently to represent contrasting views 				

Teacher Comments: Quarter 1

