English Language Development Progress Report
(Year)

Student's Name: Grade: 6th-8th   Teacher: ELD Teacher:

✓ = On Track   ✓+ = Met   X = Not Met   E = Exceeded

Listening: Level 1 (Entering)	1	2	3	4
Newcomers will move to a **Level 1 (Entering)** in listening, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Process recounts by • Identifying familiar objects or places from oral statements • Pointing to objects, people, or places based on short oral descriptions ● Process explanations by • Matching instructional language, given orally, with visual representation (e.g., "Show me your schedule.") • Identifying functions of content-related topics based on short oral statements reinforced visually (e.g., organisms in ecosystems) ● Process arguments by • Signaling agreement or disagreement of short oral statements or questions • Identifying points of view (e.g., first or third person) from short statements ● Discuss by • Using appropriate nonverbal behaviors to show engagement and listening • Contributing to conversations by sharing own work (e.g., pictures, posters, graphics)				

Speaking:Level 1 (Entering)	1	2	3	4
Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Recount by • Answering select Wh-questions • Naming and briefly describing past community or school events using visual support (e.g., posters, photographs) ● Explain by • Comparing attributes of real life objects with a partner • Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams ● Argue by • Responding yes or no to short statements or questions related to a claim • Expressing personal points of view (in home language and English) in support of or against a claim ● Discuss by • Using appropriate nonverbal behaviors to show engagement and listening • Contributing to conversations by sharing own work (e.g., pictures, posters, graphics)				

Reading:Level 1 (Entering)	1	2	3	4
Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Recount by • Answering select Wh-questions • Naming and briefly describing past community or school events using visual support (e.g., posters, photographs ● Process explanations by • Matching content related objects, pictures, or media to words and phrases • Identifying social or academic topics highlighted in text ● Process arguments by • Identifying words or phrases associated with topic choices • Classifying true from false short statements				

Writing: Level 1 (Entering)	1	2	3	4
Newcomers will move to a Level 1 (Entering) in listening, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Recount by • Completing sentences using word banks • Producing statements related to main ideas on familiar topics in home language and English ● Explain by • Connecting short sentences • Comparing illustrated descriptions of content-related concepts (e.g., mitosis v. meiosis) ● Argue by • Stating opinions using evaluative language related to content (e.g., "I agree. Metric is better.") • Connecting simple sentences to form content-related ideas				

Teacher Comments: Quarter 1

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Listening: Level 2 (Beginning)	1	2	3	4
Students in a Level 1 (Entering) will move to a **Level 2 (Beginning)** in listening, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Process recounts by • Sequencing labeled visuals per oral directions • Identifying settings or time frames in narrative or informational scenarios read aloud ● Process explanations by • Classifying content related visuals per oral descriptions (e.g., environmental v. genetic factors) • Matching oral sentences of cause and effect to illustrations (e.g., weather or climate conditions) ● Process arguments by • Identifying claims from a series of oral statements • Identifying evidence to support claims from charts and tables ● Process arguments by • Distinguishing facts from opinions in text • Identifying features associated with content-related claims				

Speaking: Level 2 (Beginning)	1	2	3	4
Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in speaking, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Recount by • Stating main ideas or points of classroom conversations • Restating details of content-related topics (in home language and English) in small groups ● Explain by • Describing situations from modeled sentences • Connecting two content-related ideas that define "how" or "why" ● Argue by • Answering simple questions related to claims • Stating evidence to support claims (in home language and English) ● Process arguments by • Distinguishing facts from opinions in text • Identifying features associated with content-related claims				

Reading: Level 2 (Beginning)	1	2	3	4
By the end of each of the given levels of English language proficiency; English language learners can... Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in reading, by demonstrating mastery of the following Can Do Descriptors: ● Process recounts by • Sequencing illustrated text of narrative or informational events • Locating main ideas in a series of simple sentences ● Process explanations by • Comparing ideas on the same topic in a series of simple sentences • Identifying how content-related phenomena relate to one another in illustrated text or media ● Process arguments by • Distinguishing facts from opinions in text • Identifying features associated with content-related claims				

Writing: Level 2 (Beginning)	1	2	3	4
Students in a Level 1 (Entering) will move to a Level 2 (Beginning) in writing, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** ● Recount by • Completing sentences using word banks • Producing statements related to main ideas on familiar topics in home language and English ● Explain by • Connecting short sentences • Comparing illustrated descriptions of content-related concepts (e.g., mitosis v. meiosis) ● Argue by • Stating opinions using evaluative language related to content (e.g., "I agree. Metric is better.") • Connecting simple sentences to form content-related ideas				

Teacher Comments: Quarter 1

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Student's Name: _____   Grade: 6th-8th   Teacher: _____   ELD Teacher: _____

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Listening:Level 3 (Developing)	1	2	3	4
Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in listening, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Process recounts by • Matching main ideas of familiar text read aloud to visuals • Stating the next event in a series based on clues from narrative or informational oral texts ● Process explanations by • Matching main ideas of familiar text read aloud with visuals • Showing differences between or among content-related phenomena described orally (e.g., descriptive statistics) ● Process arguments by • Illustrating claims or reasons from oral narratives • Identifying opposing perspectives from oral text (e.g., sides in wars, regimes, or revolutions) ● Discuss by • Supporting ideas with examples • Asking clarifying questions to demonstrate engagement • Generating new questions to maintain conversations				
Speaking:Level 3 (Developing)	1	2	3	4
Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in speaking, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Recount by • Relating a series of events by expressing time in multiple tenses • Connecting ideas in content-related discourse using transitions ● Explain by • Demonstrating how to conduct experiments, engage in processes, or solve problems with supports • Stating why events occur, phenomena exist, or some things happen ● Argue by • Critiquing opposing claims • Evaluating the value of options in content-based situations ● Discuss by • Supporting ideas with examples • Asking clarifying questions to demonstrate engagement • Generating new questions to maintain conversations				
Reading:Level 3 (Developing)	1	2	3	4

Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in reading, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Process recounts by • Identifying topic sentences, main ideas, and details in paragraphs • Connecting people to actions based on oral descriptions with details ● Process explanations by • Illustrating relationships between main ideas and details in paragraphs • Sequencing steps or events to describe processes (e.g., solving math problems) ● Process arguments by • Identifying claims and the reasons for each claim • Identifying opposing points of view				
Writing:Level 3 (Developing)	1	2	3	4
Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in writing, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Recount by • Producing short paragraphs with main ideas and some details • Composing dialogues or blogs based on personal experiences ● Explain by • Comparing and contrasting information, events, or characters • Producing descriptive paragraphs around a central idea ● Argue by • Substantiating opinions with content-related examples and evidence • Providing feedback to peers on language used for claims and evidence				

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Listening:Level 4 (Expanding)	1	2	3	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: **By the end of each of the given levels of English language proficiency; English language learners can…** ● Process recounts by • Identifying main ideas and details in oral discourse • Evaluating oral presentations of peers based on criteria for success ● Process explanations by • Identifying relationships between people, ideas, or events in oral discourse • Matching complex oral descriptions to images, graphs, or formulas ● Process arguments by • Matching evidence to claims in oral discourse • Formulating opinions based on evidence presented within oral discourse ● Discuss by • Recognizing purposes of contributions in conversations • Demonstrating awareness of personal bias when defending one's point of view				

Speaking:Level 4 (Expanding)	1	2	3	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: **By the end of each of the given levels of English language proficiency; English language learners can...** ● Recount by • Paraphrasing and summarizing content-related ideas presented orally • Connecting ideas with supporting details in a variety of oral venues ● Explain by • Comparing content related concepts • Connecting ideas with supporting details to show relationships (e.g., characters' actions to their feelings) ● Argue by • Connecting ideas with supporting details or evidence • Taking stances and summarizing ideas supporting them ● Discuss by • Recognizing purposes of contributions in conversations • Demonstrating awareness of personal bias when defending one's point of view				

Reading:Level 4 (Expanding)	1	2	3	4
Student will move from a Level 3 (Developing) to a Level 4 (Expanding) reading, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** - Process recounts by • Ordering paragraphs in narrative and informational text • Identifying summaries of passages in a variety of genres - Process explanations by • Matching content related cause to effect in graphically supported text • Highlighting text evidence that points to how systems function (e.g., different forms of government) - Process arguments by • Identifying evidence to support analysis of what texts say (e.g., position papers) • Classifying pros and cons of claims and evidence presented within written texts				

Writing:Level 4 (Expanding)	1	2	3	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: **By the end of each of the given levels of English language proficiency; English language learners can…** - Recount by • Producing content related reports • Reproducing a sequence of events or experiences using transitional words - Explain by • Describing relationships between details or examples and supporting ideas • Connecting content-related themes or topics to main ideas - Argue by • Crafting persuasive pieces (e.g., editorials) with a series of substantiated content-related claims • Composing scripts with protagonists and antagonists				

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Listening: Level 5 (Bridging)	1	2	3	4
Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in listening by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** • Process recounts by • Categorizing details of content-related main ideas seen and heard in videos or other technologies • Sequencing a series of illustrated events from oral passages (e.g., historical recaps • Process explanations by • Carrying out a series of oral directions to construct mathematical or scientific models • Connecting details to main ideas based on extended oral discourse • Process arguments by • Establishing connections among claims, arguments, and supporting evidence within oral discourse • Comparing opposing points of-view presented within oral discourse • Discuss by • Building on the ideas of others • Listening to others with a purpose (e.g., to challenge own or others' ideas)				
Speaking:Level 5 (Bridging)	1	2	3	4
Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in speaking, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** • Recount by • Producing oral multimedia, content-related reports based on research from multiple sources • Tracing the evolution of literary characters, themes, and plots from different venues (e.g., digital text or video) • Explain by • Giving demonstrations with step-by-step details (e.g., converting Fahrenheit to Celsius) • Evaluating the significance of events, people, or phenomena in oral presentations • Argue by • Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence • Defending points of view with specific claims • Discuss by • Building on the ideas of others • Listening to others with a purpose (e.g., to challenge own or others' ideas)				

Reading:Level 5 (Bridging)	1	2	3	4
Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in reading, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** ● Process recounts by • Sequencing main ideas, events, and conclusions in narrative and informational text • Matching details of content-related topics to main ideas ● Process explanations by • Sorting grade-level text by highlighting elements of the genre (e.g., differentiating the "how" from the "why") • Sequencing events based on cause and effect (e.g., how machines operate) ● Process arguments by • Evaluating evidence presented in support of claims • Developing a stance in favor of or against claims presented within content related text				

Writing:Level 5 (Bridging)	1	2	3	4
Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) writing, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** ● Recount by • Producing research reports using multiple sources • Summarizing conclusions reached from steps in problem-solving or conducting experiments ● Explain by • Producing informational text around graphs and charts • Comparing content related ideas from multiple sources in essays, reports, and narratives ● Argue by • Presenting opinions in persuasive essays or reports backed by content-related research • Justifying ideas using multiple sources				

Teacher Comments: Quarter 1

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✓ = On Track   ✓+ = Met   X = Not Met   E = Exceeds

Listening:Level 5 (Bridging)	1	2	3	4
Student will move from a Level 5 (Bridging) to a Level 6 (Reaching) in listening by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** ● Process recounts by • Identifying key ideas expressed orally • Identifying new information expressed by others ● Process explanations by • Evaluating main ideas and supporting details presented in diverse media and oral formats • Developing models from oral discourse and multimedia (e.g., YouTube videos) ● Process arguments by • Evaluating the soundness of opposing claims presented orally • Identifying bias within claims in oral discourse ● Discuss by • Presenting organized ideas and information on content topics including the use of graphics and multimedia • Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas				

Speaking:Level 5 (Bridging)	1	2	3	4
Student will move from a Level 5 (Bridging) to a Level 6 (Reaching) in speaking, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** ● Recount by • Restating new information expressed by others in extended speech • Posing questions that elicit elaboration and responding to others' questions and comments ● Explain by • Adapting speech to a variety of contexts and tasks (e.g., use of register) • Posing questions that connect several speakers' ideas and responding to others' ideas ● Argue by • Paraphrasing new information expressed by others and, when warranted, modifying views or positions • Making presentations with multimedia components to clarify claims and emphasize salient points ● Discuss by • Presenting organized ideas and information on content topics including the use of graphics and multimedia • Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas				

Reading:Level 5 (Bridging)	1	2	3	4
Student will move from a Level 5 (Bridging) to a Level 6 (Reaching) in reading, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** ● Process recounts by • Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments • Evaluating how a central event is introduced, illustrated, and elaborated in text (e.g., through examples or anecdotes) ● Process explanations by • Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics • Identifying factors that contribute to phenomena in explanations ● Process arguments by • Identifying specific evidence to support analyses of content area text • Distinguishing among facts, reasoned judgment, and speculation in text				

Writing:Level 5 (Bridging)	1	2	3	4
Student will move from a Level 5 (Bridging) to a Level 6 (Reaching) writing, by demonstrating mastery of the following Can Do Descriptors: **By the end of each of the given levels of English language proficiency; English language learners can…** ● Recount by • Providing a concluding statement or section that follows from and supports the information presented • Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events ● Explain by • Determining two or more central ideas in text and tracing their development • Evaluating the interactions between individuals, events, and ideas in text (e.g., how ideas influence individuals or events and the converse) ● Argue by • Introducing claims and opposing claims, along with their associated reasons and evidence • Closing with concluding statements or paragraphs that support claims				

Teacher Comments: Quarter 1