



STOUGHTON PUBLIC SCHOOLS
ENGLISH LANGUAGE LEARNER PROGRESS REPORT
GRADES: 1-2
School Year: _____

Student: _____ Grade: _____ Date: _____

School: _____ ELL Teacher(s): _____

English Language Development Level (Overall Proficiency Level)															
L- Listening; S- Speaking; R- Reading; W-Writing															
<u>Proficiency Level</u>	<u>Term 1</u>	L	S	R	W	<u>Term 2</u>	L	S	R	W	<u>Term 3</u>	L	S	R	W
1	Entering					Entering					Entering				
2	Emerging					Emerging					Emerging				
3	Developing					Developing					Developing				
4	Expanding					Expanding					Expanding				
5	Bridging					Bridging					Bridging				

******SEE "CAN DO DESCRIPTORS" ON NEXT PAGE FOR DESCRIPTIONS OF LEVELS******

<u>Term 1</u> <u>Teacher Comments:</u>	<u>Term 2</u> <u>Teacher Comments:</u>	<u>Term 3</u> <u>Teacher Comments:</u>

Can Do Descriptors for Grades 1 & 2

The “Can Do Descriptors” describe what your child can do in English. The teacher has indicated on this chart the level at which your child is performing for the current term for Listening, Speaking, Reading, and Writing.

	LISTENING	SPEAKING	READING	WRITING
Level 1 Entering	<ul style="list-style-type: none"> • Follow modeled, one-step oral directions (e.g., “Find a pencil.”) • Identify pictures of everyday objects as stated orally (e.g., in books) • Point to real-life objects reflective of content related vocabulary or oral statements • Mimic gestures or movement associated with statements (e.g., “This is my left hand.”) 	<ul style="list-style-type: none"> • Repeat simple words, phrases, and memorized chunks of language • Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase • Identify and name everyday objects • Participate in whole group chants and songs 	<ul style="list-style-type: none"> • Identify symbols, pictures, and environmental print • Connect print to visuals • Match real-life familiar objects to labels • Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> • Copy written language • Use first language (L1, when L1 is used as the language of instruction) to help form words in English • Communicate through drawings • Label familiar objects or pictures
Level 2 Emerging	<p>Match oral reading of stories to illustrations.</p> <ul style="list-style-type: none"> • Carry out two- to three step oral commands (e.g., “Take out your science book. Now turn to page 25.”) • Sequence a series of oral statements using real objects or pictures • Locate objects described orally 	<ul style="list-style-type: none"> • Use first language to fill in gaps in oral English (code switch) • Repeat facts or statements • Describe what people do from action pictures (e.g., jobs of community workers) • Compare real-life objects (e.g., “smaller,” “biggest”) 	<ul style="list-style-type: none"> • Search for pictures associated with word patterns • Identify and interpret pre-taught labeled diagrams • Match voice to print by pointing to pictures, letters, or illustrated words • Sort words into word families 	<ul style="list-style-type: none"> • Provide information using graphic organizers • Generate lists of words/phrases from banks or walls • Complete modeled sentence starters (e.g., “I like ____.”) • Describe people, places, or objects from illustrated examples and models

<p>Level 3 Developing</p>	<ul style="list-style-type: none"> • Follow modeled multi-step oral directions • Sequence pictures of stories read aloud (e.g., beginning, middle, and end) • Match people with jobs or objects with functions based on oral descriptions • Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> • Ask questions of a social nature • Express feelings (e.g., “I’m happy because...”) • Retell simple stories from picture cues • Sort and explain grouping of objects (e.g., sink v. float) • Make predictions or hypotheses • Distinguish features of content-based observable fact (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> • Make text-to-self connections with prompting • Select titles to match a series of pictures • Sort illustrated content words into categories • Match phrases and sentences to pictures 	<ul style="list-style-type: none"> • Engage in prewriting strategies (e.g., use of graphic organizers) • Form simple sentences using word/phrase banks • Participate in interactive journal writing • Give content-based information using visuals or graphics
<p>Level 4 Expanding</p>	<ul style="list-style-type: none"> • Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information • Find details in illustrated, text read aloud • Identify illustrated activities from oral descriptions • Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> • Ask questions for social and academic purposes • Participate in class discussions on familiar social and academic topics • Retell stories with details • Sequence stories with transitions 	<ul style="list-style-type: none"> • Put words in order to form sentences • Identify basic elements of fictional stories (e.g., title, setting, characters) • Follow sentence-level directions • Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> • Produce original sentences • Create messages for social purposes (e.g., get well cards) • Compose journal entries about personal experiences • Use classroom resources (e.g., picture dictionaries) to compose sentences
<p>Level 5 Bridging</p>	<ul style="list-style-type: none"> • Use context clues to gain meaning from grade-level text read orally • Apply ideas from oral discussions to new situations • Interpret information from oral reading of narrative or expository text • Identify ideas/concepts expressed with grade-level content-specific language 	<ul style="list-style-type: none"> • Use academic vocabulary in class discussions • Express and support ideas with examples • Give oral presentations on content-based topics approaching grade level • Initiate conversation with peers and teachers 	<ul style="list-style-type: none"> • Begin using features of non-fiction text to aid comprehension • Use learning strategies (e.g., context clues) • Identify main ideas • Match figurative language to illustrations (e.g., “as big as a house”) 	<ul style="list-style-type: none"> • Create a related series of sentences in response to prompts • Produce content-related sentences • Compose stories • Explain processes or procedures using connected sentences