



STOUGHTON PUBLIC SCHOOLS
ENGLISH LANGUAGE LEARNER PROGRESS REPORT
GRADES: 3-5
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******

<p><u>Term 1</u> <u>Teacher Comments:</u></p>	<p><u>Term 2</u> <u>Teacher Comments:</u></p>	<p><u>Term 3</u> <u>Teacher Comments:</u></p>
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Can Do Descriptions Grades 3, 4, & 5

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"> • Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., “Which one is a rock?”) • Match classroom oral language to daily routines 	<ul style="list-style-type: none"> • Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions 	<ul style="list-style-type: none"> • Match pictures or diagrams with words/concepts • Make sound/symbol/word relations • Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> • Label objects, pictures, or diagrams from word/phrase • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words
Level 2 Emerging	<ul style="list-style-type: none"> • Categorize pictures or objects from oral descriptions • Arrange pictures or objects from oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> • Ask simple, everyday questions (e.g., “Who is absent?”) • Restate facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers 	<ul style="list-style-type: none"> • Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story (e.g. characters, setting) • Follow picture supported written directions (e.g., “Draw a star in the sky.”) 	<ul style="list-style-type: none"> • Make lists from labels or with peers • Complete/produce sentences from word/phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually supported materials

Level 3 Developing	<ul style="list-style-type: none"> • Follow multi-step oral directions • Identify illustrated main ideas from conversations • Match meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> • Answer simple questions • Retell short stories or events • Make predictions from discussion • Offer solutions to social conflict • Present information • Engage in problem-solving 	<ul style="list-style-type: none"> • Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories • Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> • Produce simple expository (essays of fact) or narrative text (telling a story) • String related sentences together • Compare/contrast information • Describe events, people, processes, procedures
Level 4 Expanding	<ul style="list-style-type: none"> • Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discussion • Infer from and act on oral information • Role play the work of authors, from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> • Answer opinion questions with details • Discuss stories, issues, and concepts • Give oral reports • Offer creative solutions to issues/problems • Compare/contrast functions and relationships 	<ul style="list-style-type: none"> • Classify features of various genres of text (e.g., “and they lived happily ever after”—fairy tales) • Find details that support main ideas • Differentiate between fact and opinion 	<ul style="list-style-type: none"> • Take notes using graphic organizers • Summarize information • Write multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problem
Level 5 Bridging	<ul style="list-style-type: none"> • Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	<ul style="list-style-type: none"> • Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments) 	<ul style="list-style-type: none"> • Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level 	<ul style="list-style-type: none"> • Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports