



STOUGHTON PUBLIC SCHOOLS
ENGLISH LANGUAGE LEARNER PROGRESS REPORT
GRADE: KINDERGARTEN
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 Descriptors for Kindergarten

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"> • Match oral language to classroom and everyday objects • Point to stated pictures in context • Respond non-verbally to oral commands or statements • Find familiar people and places named orally 	<ul style="list-style-type: none"> • Identify people or objects in illustrated short stories • Repeat words, simple phrases • Answer yes/no questions about personal information • Name classroom and everyday objects 	<ul style="list-style-type: none"> • Match symbols to corresponding pictures • Identify name in print • Find matching words or pictures • Find labeled classroom objects 	<ul style="list-style-type: none"> • Draw pictures and scribble • Circle or underline pictures, symbols, and numbers • Trace figures and letters
Level 2 Emerging	<ul style="list-style-type: none"> • Sort pictures or objects according to oral instructions • Match pictures, objects or movements to oral descriptions • Follow one-step oral directions • Identify simple patterns described orally • Respond with gestures to songs, chants, or stories 	<ul style="list-style-type: none"> • Restate some facts from illustrated short stories • Describe pictures, classroom objects or familiar people using simple phrases • Answer questions with one or two words • Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> • Match examples of the same form of print • Distinguish between same and different forms of print (e.g., single letters and symbols) • Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) • Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> • Connect oral language to print • Reproduce letters, symbols, and numbers from models in context • Copy pictures of familiar environmental print • Draw objects from models and label with letters

Level 3 Developing	<ul style="list-style-type: none"> • Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions • Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) • Act out songs and stories using gestures 	<ul style="list-style-type: none"> • Retell short narrative stories through pictures • Repeat sentences from rhymes and patterned stories • Make predictions (e.g. “What will happen next?”) • Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> • Use pictures to identify words • Classify visuals according to labels or icons (e.g., animals v. plants) • Demonstrate concepts of print (e.g., title, author, illustrator) • Sort labeled pictures by attributes 	<ul style="list-style-type: none"> • Communicate using letters, symbols, and numbers in context • Make illustrated “notes” and cards with distinct letter combinations • Make connections between speech and writing • Copy familiar words from labeled models or illustrations
Level 4 Expanding	<ul style="list-style-type: none"> • Find pictures that match oral descriptions • Follow oral directions and compare with visual or nonverbal models (e.g., Draw a circle under the line.) • Distinguish between what happens first and next in oral activities or readings • Role play in response to stories read aloud 	<ul style="list-style-type: none"> • Retell stories through pictures with emerging detail • Sing repetitive songs and chants independently • Compare attributes of real objects (e.g., size, shape, color) • Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> • Identify some high frequency words in context • Order a series of labeled pictures described orally to tell stories • Match pictures to phrases/short sentences • Classify labeled pictures by two characteristics 	<ul style="list-style-type: none"> • Produce symbols and strings of letters associated with pictures • Draw pictures and use words to tell a story • Label familiar people and objects • Produce familiar words/phrases from environmental print and illustrated text
Level 5 Bridging	<ul style="list-style-type: none"> • Order pictures of events according to sequential language • Arrange objects or pictures according to descriptive oral discourse • Identify pictures/realia associated with grade-level academic concepts from oral descriptions • Make patterns from real objects or pictures based on detailed oral descriptions 	<ul style="list-style-type: none"> • Tell original stories with emerging detail • Explain situations (e.g., involving feelings) • Offer personal opinions • Express likes, dislikes, or preferences with reasons 	<ul style="list-style-type: none"> • Find school-related vocabulary items • Differentiate between letters, words, and sentences • String words together to make short sentences • Indicate features of words, phrases, or sentences that are the same and different 	<ul style="list-style-type: none"> • Create content-based representations through pictures and words • Make “story books” with drawings and words • Produce words/phrases independently • Relate everyday experiences using phrases/short sentences