

ESL Student Progress Report

STUDENT INFORMATION				
First Name			Last Name	
ID #			Level	
Teacher			District	
DOB (optional)				

ACADEMIC SKILLS							
MIDTERM	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	END OF TERM	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
Listening				Listening			
Speaking				Speaking			
Reading				Reading			
Writing				Writing			
Grammar				Grammar			

CLASSROOM PARTICIPATION									
MIDTERM	HOURS ATTENDED	TOTAL INSTRUCTIONAL HOURS			END OF TERM	HOURS ATTENDED	TOTAL INSTRUCTIONAL HOURS		
		ALWAYS	USUALLY	RARELY			ALWAYS	USUALLY	RARELY
Attendance					Attendance				
Homework Completion		HIGH	AVERAGE	LOW	Homework Completion		HIGH	AVERAGE	LOW
Class Engagement					Class Engagement				
Digital Literacy					Digital Literacy				
Preparedness					Preparedness				
Punctuality					Punctuality				

TEST SCORES					
MIDTERM	FORM	SCORE	END OF TERM	FORM	SCORE
CASAS Pretest			CASAS Post-Test		
CASAS Post-Test			CASAS Post-Test		
Other Tests			Other Tests		

COMMENTS	
Midterm	End of Term

REVIEW AND RECOMMENDATION			
Midterm:		End of Term:	Continue Current Level <input type="checkbox"/> Advance to Next Level <input type="checkbox"/>
Student:	_____	Student:	_____
	Signature Date		Signature Date
Teacher:	_____	Teacher:	_____
	Signature Date		Signature Date

The following represents “Satisfactory” performance at each proficiency level.

Criteria	Beginning	Intermediate	Advanced
Listening	<p><i>Demonstrates understanding of:</i></p> <ul style="list-style-type: none"> • Introductions, greetings and everyday classroom interactions • Simple questions and statements • Simple instructions and commands 	<p><i>Demonstrates understanding of:</i></p> <ul style="list-style-type: none"> • Directions using sequence words such as “before” and “after” • Basic everyday idioms • Speech related to familiar topics 	<p><i>Demonstrates understanding of:</i></p> <ul style="list-style-type: none"> • Advice related to daily and emergency situations • Main ideas and supporting detail of info presented in diverse media and formats • Level appropriate conversations with native and non-native speakers of English • Formal and informal speech
Speaking	<ul style="list-style-type: none"> • Asks and answers simple questions • Discusses familiar topics using previously learned vocabulary • Expresses needs, goals, and wants 	<ul style="list-style-type: none"> • Asks for and gives directions using sequence words • Discusses key current events and news items • Discusses and clarify simple reading 	<ul style="list-style-type: none"> • Participates in class discussions and presentations • Converses with increased fluency in a variety of social situations • Uses appropriate language and idiomatic expressions • Uses accurate pronunciation
Reading	<ul style="list-style-type: none"> • Reads and follows written classroom directions and assignment instructions • Scans basic text for key information about daily schedules • Reads short conversations 	<ul style="list-style-type: none"> • Interprets simple narrative and descriptive passages on unfamiliar topics if material includes visual or other cues • Predicts meaning of unfamiliar vocabulary through contextual clues • Identifies the main idea of a paragraph 	<ul style="list-style-type: none"> • Reads stories and summarizes reading passages • Interprets authentic materials with controlled vocabulary on familiar subjects • Applies appropriate reading strategies on unfamiliar topics or technical information • Reads and interprets graphs, charts, and maps
Writing	<ul style="list-style-type: none"> • Writes simple sentences and short paragraphs related to class work • Fills out simplified forms that require personal information • Writes appropriate responses to questions about key information in a text 	<ul style="list-style-type: none"> • Summarizes a paragraph or short passage • Takes notes from a short presentation • Writes a two-paragraph essay on a familiar topic 	<ul style="list-style-type: none"> • Takes notes from media presentations, lectures and interviews • Writes summaries of reading passages • Uses prewriting strategies and strengthens writing by revising and editing three-five paragraph essays • Completes a wide variety of authentic forms, e.g. credit card applications
Grammar	<p><i>Demonstrates an understanding of:</i></p> <ul style="list-style-type: none"> • The verb “to be” in simple present and simple past • Simple present and simple past of regular verbs • Subject, object, and possessive pronouns • Common prepositions of time and location 	<p><i>Demonstrates an understanding of:</i></p> <ul style="list-style-type: none"> • The difference between simple present, simple past, and present perfect • Comparatives and superlatives • Expressions with modals • Infinitives and gerunds 	<p><i>Demonstrates an understanding of:</i></p> <ul style="list-style-type: none"> • Appropriate use of ALL verb tenses • Real and unreal conditionals • Passive and active voice • Noun, adjective, and adverb clauses • Direct and reported speech