

Herricks Public Schools

ENL Progress Report Grades 9-12

Student:		Date:	
Grade:	ENL Teacher:	Student Proficiency Level: Entering Emerging Transitioning <u>Expanding</u> Commanding	
Student Progress 4-Exceeds current proficiency level expectations 3- Meets current proficiency level expectations 2- Approaching current proficiency level expectations 1- Below current proficiency level expectations N/A- Not assessed at this time			
TARGETS OF MEASUREMENT			
LISTENING		January	June
Can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in grade-level spoken discourse.			
Can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine grade-level spoken discourse.			
Can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary and the cumulative meaning of words and phrases, and their impact in grade-level spoken discourse.			
Can identify language structures (words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship) in grade-level spoken discourse.			
SPEAKING		January	June
Can use grade-appropriate language to ask questions, paraphrase information, and contribute to a conversation.			
Can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.			
Can use grade-appropriate language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.			
WRITING		January	June

Can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.		
Can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.		
Can use grade-appropriate language to provide or refer to multiple characters, well-chosen details, sequenced events, and closure to develop a narrative text.		
Can use grade-appropriate language to provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text.		
READING	January	June
Can identify words, phrases, or sentences that signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme in a grade-level text.		
Can identify words, phrases, or sentences that signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions that develop or refine a grade-level text.		
Can determine the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact in a grade-level text.		
Can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that together develop a story or a topic, a description, a claim and evidence, events, or a relationship.		
Can identify significant elements, connections, relationships, topics, and/or themes that are established by text structures.		
WORK HABITS		
4= Excellent 3= Very Good 2= Good 1= Needs Improvement		
Willing to try new things.		
Asks for help when it is needed.		
Puts forth consistent effort.		
Participates in class activities.		
Works independently.		
Prepared for class with all materials.		
COMMENTS		

January

June