



HILLSIDE ELEMENTARY SCHOOL

340 Homans Ave, Closter, NJ 07624 | (201) 768-3860

English as a Second Language (ESL) Progress Report

Student:

Grade:

School Year:

ESL Teacher:

ELP Level	Description of Proficiency Level
<input type="checkbox"/> 6 - Reaching	Knows and uses social and academic language at the highest level measured by WIDA standards
<input type="checkbox"/> 5 - Bridging	Knows and uses social English and academic language working with grade-level material
<input type="checkbox"/> 4 - Expanding	Knows and uses social English and some technical academic language
<input type="checkbox"/> 3 - Developing	Knows and uses social English and some specific academic language with visual and graphic support
<input type="checkbox"/> 2 - Beginning	Knows and uses some social English and general academic language with visual and graphic support
<input type="checkbox"/> 1 - Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support

Language Domains	MP1	MP2	MP3
Listening			
Speaking			
Reading			
Writing			

*Evaluation key: E= Exceeds expectation; M = Meets; P = Progressing; N/A = Not assessed at this time

Teacher Comments

MP1	
MP2	
MP3	



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support