Progress Checklist for English Learners

Mississippi Department of Education
August 2020

Purpose
The purpose of this document is to serve as a guide for planning language acquisition goals for English Learner (EL) students for the 2020-2021 academic year. Many of our EL students were not assessed or did not complete the English Learner Proficiency Test (ELPT) in the 2019-2020 academic year due to school closings related to the COVID-19 pandemic. As a result, many schools/districts are seeking a way to determine language goals for the upcoming year. This document serves as a tool to assist in determining language levels for individual students and may be used for multiple purposes including setting goals for student Language Service Plans.

Suggestions for Implementation
The Mississippi Department of Education (MDE) encourages flexibility in implementing the use of this tool and encourages districts/schools to use it in a manner that will best meet the needs of their staff and students. Below are suggestions for the implementation of this tool:
1. Collaboration is key and general education and EL teachers are encouraged to work together to complete the tool
2. Information should be based upon the most recent interactions with the student (spring, summer, etc.)
3. Teachers from the previous year should be involved in order to get information from personnel who know the students well
4. Teachers are encouraged to observe linguistic interactions in a holistic manner.

Can Do Descriptor Key

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist Speaking (Kindergarten)

Please provide feedback for domain specific skills for this EL student.   Student Name _____

Teacher(s) completing this form_____   Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. **The student can produce simple sentences and use correct grammar when:** ❑ making requests ❑ asking for clarification ❑ describing situations 2. **The student can recount by:** ❑ Retelling familiar stories, including key details with prompting and support ❑ Describing details about characters, settings, and major events in illustrated stories with prompting and support 3. **The student can explain by:** ❑ Comparing two objects using measurable attributes (e.g., "The table is higher than the chair.") ❑ Describing the causes or effects of different phenomena based on observations and experiences (e.g., pull/push, sink/float) 4. **The student can argue by:** ❑ Agreeing or disagreeing with reasons for categorizing content-related information with a partner ❑ Stating personal opinions with justification for content-related ideas or topics ***Continued on next page***	1. **The student can recount by:** ❑ Relating school-based content and personal experiences with peers and adults ❑ Rephrasing events from stories or information with a partner (e.g., class rules or routines) 2. **The student can explain by:** ❑ Providing details related to classroom activities and tasks in small groups (e.g., how we work together) ❑ Describing steps in familiar cycles and processes (e.g., getting in a circle to play a game) 3. **The student can argue by:** ❑ Offering personal opinions about content-related ideas in small groups ❑ Giving reasons for content-related information when modeled (e.g. "These animals go together because they have spots.") 4. **The student can discuss by:** ❑ Asking questions to extend conversations ❑ Demonstrating active listening to show respect to the speaker	1. **The student can produce simple sentences and use correct grammar when:** ❑ making requests ❑ asking for clarification 2. **The student can use appropriate words and phrases to:** ❑ label and describe the purpose of less common objects 3. **The student can use accurate vocabulary to** ❑ narrate a story related to a sequence of pictures about school related activities 4. **The student can recount by:** ❑ Retelling familiar stories through a series of pictures ❑ Sharing personal stories or experiences with others (e.g., in multiple languages) 5. **The student can explain by:** ❑ Describing classroom routines (e.g., putting away puzzles) ❑ Comparing and contrasting placement of real-life objects and phenomena (e.g., "on the table," v. "under the table") ***Continued on next page***	1. **In social <u>and</u> academic settings, the student can use appropriate words and phrases when:** ❑ conducting transactions ❑ making requests ❑ asking for clarification 2. **The student can narrate a story related to a sequence of pictures about school-related activities using vocabulary that is:** ❑ mostly accurate ❑ limited 3. **The student can recount by:** ❑ Retelling main events in short narrative stories to peers using pictures ❑ Describing attributes of familiar objects, people, and places 4. **The student can explain by:** ❑ Comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider) ❑ Stating reasons for classroom routines or procedures with a partner (e.g., expected behaviors) ***Continued on next page***	1. **In social <u>and</u> academic situations, students typically use basic vocabulary and simple phrases to:** ❑ name or describe common objects ❑ express opinions or preferences. 2. **The student can narrate a story** related to a sequence of pictures about school-related activities using: ❑ restricted vocabulary ❑ developing grammar which limits expression 3. **The student can recount by:** ❑ Restating some language associated with illustrated short stories or informational text (e.g., "I see." "I hear.") ❑ Re-enacting various roles when interacting in pairs or in small groups 4. **The student can explain by:** ❑ Describing uses of everyday objects or roles of familiar people (e.g., "Teacher reads.") ❑ Stating attributes and classifying objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes) ***Continued on next page***	1. **The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English 2. **The student can narrate a story with extensive and accurate:** ❑ vocabulary ❑ grammar appropriate for their age 3. **The student can recount by:** ❑ Repeating words, simple phrases or expressions from familiar stories as a whole class ❑ Participating in group songs, chants, or poems using gestures or physical movement 4. **The student can explain by:** ❑ Identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and in English) ❑ Rehearsing and acting out key steps in procedures or classroom routines following models (e.g., "Put away toys. Get in line.") ***Continued on next page***

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

5. The student can discuss by: ❑ Sustaining conversations on a topic ❑ Building on comments/ responses of others		**6. The student can argue by:** ❑ Expressing likes, dislikes, or preferences with reasons (e.g., "I like ___ because___.") ❑ Giving reasons for classifying familiar objects with classmates (e.g., in open sorts) **7. The student can discuss by** ❑ Proposing ideas to contribute to conversations ❑ Asking questions to request clarification **8. Minor errors** ❑ Do not interfere with communication	**5. The student can argue by:** ❑ Stating personal preferences or opinions (e.g., "Recess is best.") ❑ Predicting everyday situations or events from illustrations **6. The student can discuss by** ❑ Working together collaboratively *(e.g., taking turns, listening to others)* ❑ Using language and body movement to include others in conversations **7. The student provides** ❑ Mostly clear information although errors interfere with communication	**5. The student can argue by:** ❑ Stating personal preferences (e.g., "I like this) ❑ Agreeing or disagreeing with familiar questions (e.g., "Are you ready?" "Yes, I am.") **6. The student can discuss by** ❑ *Addressing others according to relationship* (e.g., student-student, student-teacher) ❑ *Participating in exchanges between peers* (e.g., thumb buddies, turn and talk) **7. Errors** Frequently impede communication	**5. The student can argue by:** ❑ Stating personal likes from oral prompts (e.g., sports, food, animals) ❑ Naming choices from models (e.g., "Apples or bananas?") **6. The student can discuss by** ❑ Attending to the speaker to demonstrate understanding ❑ Following routines, chants, and songs

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Listening Kindergarten)

Please provide feedback for domain specific skills for this EL student.
Student Name _____

Teacher(s) completing this form_____
Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically ❏ recalls details ❏ recalls sequence of events ❏ determines the main idea(s) in oral stories that have advanced vocabulary **2. The student can process recounts by:** ❏ Identifying drawings or other visual displays from elaborate descriptions with details ❏ Identifying detailed information in oral discourse or through multimedia **3. The student can process explanations by:** ❏ Recognizing language related to scientific or mathematical processes ❏ Identifying patterns in procedures or natural phenomena in illustrated stories read aloud *Continued on next page*	**1. The student can process recounts by:** ❏ Arranging content-related objects or illustrations according to oral discourse with a partner ❏ Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.") **2. The student can process explanations by:** ❏ Identifying illustrations related to cause and effect from oral information ❏ Reenacting procedural information obtained from videos or other media (e.g., "Show me how to make day and night.") *Continued on next page*	**1. The student typically:** ❏ follows oral directions to distinguish the location of an object in relation to another object ❏ recalls details in an oral story ❏ makes inferences ❏ identifies the main idea(s) in more complex stories **2. The student can process recounts by:** ❏ Role playing in response to illustrated stories read aloud ❏ Matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., "The bright yellow ball is shining in the sky.") **3. The student can process explanations by:** ❏ Drawing individual phases or steps to "how" questions (e.g., "How does a caterpillar change into a butterfly?") ❏ Pointing out illustrated details that match oral descriptions of cycles or procedures *Continued on next page*	**1. The student typically** ❏ follows simple oral directions ❏ identifies locations ❏ identifies main idea(s) ❏ makes some inferences from simple oral stories **2. The student can process recounts by:** ❏ Acting out songs, chants, stories and poems with gestures as a whole group ❏ Following sequential language for oral directions one step at a time (e.g., "Walk to the door. Now come to the circle.") **3. The student can process explanations by:** ❏ Identifying language associated with features of objects or print (e.g., "Show me a word in the title.") ❏ Following peer-modeled oral commands with a partner *Continued on next page*	**1. The student typically** ❏ follows some simple oral directions using knowledge of everyday tasks and basic academic vocabulary ❏ identifies common shapes, letters, numbers, and familiar locations ❏ identifies details in simple oral stories **2. The student can process recounts by:** ❏ Responding with gestures to songs, chants, or stories modeled by teachers ❏ Matching familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.") **3. The student can process explanations by:** ❏ Matching real-life objects to illustrations about their use based on oral statements ❏ Identifying people and places associated with everyday events described orally (e.g., "It is Monday. You are in school.") *Continued on next page*	**1. The student is starting to develop** ❏ receptive skills in English ❏ productive skills in English **2. The student can process recounts by:** ❏ Pointing to pictures described orally in context (e.g., "the big dog") ❏ Finding familiar people, places, or objects named orally (e.g., "Where's your chair?") **3. The student can process explanations by:** ❏ Identifying illustrated activities described orally ❏ Following modeled actions to show likes or dislikes (e.g., using "or" words and phrases, "read" or "write") **4. The students can process arguments by:** ❏ Identifying personal choices (e.g., "Show me your favorite…") from different examples ❏ Classifying everyday objects by descriptive features (e.g., red ones, blue ones)

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

4. The students can process arguments by:	**3. The students can process arguments by:**	**4. The students can process arguments by:**	**4. The students can process arguments by:**	**4. The students can process arguments by:**	
❑ Interpreting which side to take and why from dialogs or short conversations ❑ Identifying details of stories or scenarios read aloud that represent different points of view	❑ Agreeing or disagreeing with oral claims using gestures (e.g., "Tomorrow will be hotter than today.") ❑ Identifying reasons for choices in real life scenarios read aloud (e.g., by circling pictures)	❑ Drawing to make predictions from illustrated stories read aloud (e.g., "What happens next?") ❑ Classifying fact from fiction in oral discourse (e.g., through physical responses or sorting pictures)	❑ Acting out opposites using gestures (e.g., through songs or chants) ❑ Responding non-verbally to show agreement or disagreement with opinions of others (e.g., thumbs up, thumbs down) **5. The student produces errors which interfere with** ❑ Communication comprehension	❑ Discriminating between words and phrases related to personal choices (e.g., "The park or the zoo?") ❑ Identifying oral preferences stated by others (e.g., choosing pictures or objects) **5. The student's restricted vocabulary and developing grammar limit** ❑ comprehension ❑ communication	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Reading Kindergarten)

Please provide feedback for domain specific skills for this EL student.

Student Name _____

Teacher(s) completing this form_____

Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*

Above Proficient/Reaching — *(Check all that apply)*

1. The student typically:
- ❑ Uses context clues to determine meanings of words
- ❑ recalls subtle details
- ❑ identifies sequence in short passages
- ❑ recognizes words that relate to spatial relationships

2. The student can process recounts by:
- ❑ Identifying major events in stories with prompting and support
- ❑ Identifying main ideas and details in common types of illustrated text (e.g., trade books, rhymes)

3. The student can process explanations by:
- ❑ Drawing sketches or models to show how to solve problems read from illustrated informational text
- ❑ Locating descriptive language related to "how" or "why" in illustrated text in small groups

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Bridging — *(Check all that apply)*

1. The student can process recounts by:
- ❑ Ordering words to form short sentences from oral models (e.g., using pocket charts, cards)
- ❑ Identifying language related to spatial relations (e.g., in front of, next to, in between)

2. The student can process explanations by:
- ❑ Matching familiar descriptive phrases to objects or illustrations with a partner (e.g., steps in morning routines)
- ❑ Comparing how to do something in different ways from illustrated stories (e.g., making fruit salad)

3. The student can process arguments by:
- ❑ Evaluating situations in picture books and matching them to related reasons for choices
- ❑ Agreeing or disagreeing with actions of characters in illustrated text read aloud

Proficient/Expanding — *(Check all that apply)*

1. The student typically:
- ❑ identifies rhyming words
- ❑ matches words to definitions or descriptions
- ❑ makes Inferences
- ❑ recalls events from short passages
- ❑ reads simple sentences Independently
- ❑ does not allow errors to interfere with comprehension

2. The student can process recounts by:
- ❑ Identifying words in picture dictionaries (e.g., in multiple languages)
- ❑ Recognizing common types of text (e.g., storybooks, poems) read aloud

3. The student can process explanations by:
- ❑ Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., "the big tall giraffe and the teeny tiny mouse")
- ❑ Classifying how to resolve situations faced by characters or in content-related text using graphic organizers

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Intermediate/Developing — *(Check all that apply)*

1. The student typically:
- ❑ decodes words with short vowel sounds
- ❑ matches text to pictures
- ❑ recalls details and main ideas in short passages
- ❑ makes simple inferences
- ❑ recognizes words that relate to spatial relationships

2. The student can process recounts by:
- ❑ Identifying familiar words in context (e.g., in Big Books or wall charts) in small groups
- ❑ Recognizing persons and settings in illustrated text read aloud

3. The student can process explanations by:
- ❑ Pointing out causes or motives in illustrated stories read aloud
- ❑ Showing relationships depicted in informational text with real-life objects (e.g., "5 is more than 3.")

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Early Intermediate/Emerging — *(Check all that apply)*

1. The student typically:
- ❑ identifies capital and lowercase letters in isolation
- ❑ identifies beginning, middle, and ending sounds
- ❑ identifies main ideas and details in simple texts
- ❑ matches text to pictures
- ❑ applies letter-sound relationships
- ❑ has restricted vocabulary
- ❑ is limited in comprehension due to developing grammar

2. The student can process recounts by:
- ❑ Reproducing content-related information in oral text through drawings
- ❑ Acting out familiar rhymes from text read aloud or chanted in small groups

3. The student can process explanations by:
- ❑ Identifying illustrated words or icons to show why (e.g., in play-based activities)
- ❑ Following illustrated directions with a peer (e.g., to form shapes or patterns)

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Beginning/Entering — *(Check all that apply)*

1. The student is starting to develop:
- ❑ receptive skills in English
- ❑ productive skills in English

2. The student can process recounts by:
- ❑ Matching icons and symbols to corresponding pictures
- ❑ Identifying labeled real-life classroom objects (e.g., tables, books, door)

3. The student can process explanations by
- ❑ Matching illustrations with modeled language with a partner
- ❑ Identifying steps in procedures from illustrations and icons (e.g., "It goes up. It comes down.")

4. The student can process arguments by:
- ❑ Pointing to labeled pictures or objects of personal preferences
- ❑ Matching illustrations to words of personal interest as modeled

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

4. The student can process arguments by: ❑ Identifying different points of view from illustrated text with prompting and support ❑ Identifying similarities in and differences between two texts on the same topic (e.g., pasting or matching words found in both sources)		**4. The student can process arguments by:** ❑ Interpreting pictures in informational text as true or false in small groups ❑ Comparing choices of different characters in illustrated text read aloud (e.g., using T charts)	**4. The student can process arguments by:** ❑ Predicting next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures) ❑ Indicating agreement or disagreement with authors' points of view of text read aloud with a partner **5. Produces errors that** ❑ interfere with comprehension	**4. The student can process arguments by:** ❑ Classifying labeled pictures of personal choices from stories according to different character traits ❑ Making choices from illustrated descriptions read aloud and sharing with peers (e.g., based on "or" phrases) **5. Produces errors that** ❑ frequently impede comprehension	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Writing Kindergarten)

Please provide feedback for domain specific skills for this EL student.

Student Name _____

Teacher(s) completing this form_____

Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply) **1. The student typically:** ❑ writes a complete sentence to describe a picture ❑ writes a complete sentence to respond to prompts ❑ forms regular plural nouns and possessive pronouns ❑ chooses correct sentence-ending punctuation **2. The student typically communicates in a way that is:** ❑ clear and complete ❑ communicates content that may contain minor errors 3. The student can recount by: ❑ Stating information to answer modeled questions about experiences with guidance ❑ Using new words and phrases acquired through conversations or oral reading in short illustrated sentences ***Continued on next page***	*(Check all that apply)* **1. The student can recount by:** ❑ Describing everyday experiences using illustrated phrases and short sentences ❑ Producing illustrated stories about self or family (e.g., using one or more languages) **2. The student can explain by:** ❑ Describing uses of tools or objects with a peer (e.g., from illustrated phrase walls) ❑ Sequencing content-related processes by drawing and describing objects (e.g., from seeds to plants) **3. The student can argue by:** ❑ Making requests to indicate preferences (e.g., "Can I have…?") ❑ Listing reasons for content-related choices with guidance and support (e.g., "Why do you like number 5?")	*(Check all that apply)* **1. The student typically:** ❑ uses correct basic grammar ❑ capitalizes the beginning of a sentence ❑ uses correct ending punctuation in declarative, interrogative, and imperative sentences ❑ identifies standard sentence structure ❑ generates descriptive and explanatory sentences **2. The student can recount by:** ❑ Producing familiar words and phrases from environmental print and illustrated text ❑ Drawing and describing different parts of stories, personal experiences, or events (e.g., written conversations) with a peer **3. The student can explain by:** ❑ Describing how to do something through a sequence of pictures and words ❑ Composing group drafts on different processes based on oral input or experiences modeled by teachers ***Continued on next page***	*(Check all that apply)* **1. The student typically:** ❑ writes one or more words to describe a picture ❑ writes one or more words to respond to other prompts ❑ is beginning to recognize correct sentence format **2. The student can recount by:** ❑ Reproducing familiar words from labeled models or illustrations (e.g., labeled dioramas) ❑ Restating facts about personal experiences shared with classmates (e.g., through illustrated text) **3. The student can explain by:** ❑ Describing familiar events or phenomena using sentence starters and drawings ❑ Identifying self as an author through pictures and invented words (e.g., by keeping a journal) **4. The student can argue by:** ❑ Agreeing or disagreeing with choices (e.g., producing "yes" or "no") from models ❑ Completing text about personal opinions on different topics (e.g., "I like…") ***Continued on next page***	*(Check all that apply)* **1. The student typically:** ❑ copies simple words and sentences that describe pictures or respond to other prompts **2. The student can recount by:** ❑ Reproducing symbols, numbers, and illustrated words from models in context ❑ Drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards) **3. The student can explain by:** ❑ Connecting oral language to print (e.g., through language experience) ❑ Reproducing labeled pictures or photographs to describe processes or procedures (e.g., producing an album) **4. The student can argue by:** ❑ Drawing and reproducing words about preferences (e.g., from charts or posters) ❑ Stating personal choices from models (e.g., labeling photos or drawings of self) ***Continued on next page***	*(Check all that apply)* 1 **. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Dictating personal information scribed by adults (e.g., about self and family members) ❑ Reproducing icons or environmental print related to self from models **3. The student can explain by:** ❑ Describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages) ❑ Drawing what comes next (e.g., in stories or experiments) **4. The student can argue by:** ❑ Illustrating likes or dislikes from real-life objects or pictures ❑ Drawing or making collages about personal interests or content-related topics in small groups

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

4. The student can explain by: ❑ Stating steps of familiar routines or events by drawing, dictating, and writing ❑ Responding to "how" questions and suggestions from peers, with guidance from adults, to add details to text **5. The student can argue by:** ❑ Composing opinion pieces using content-related language with prompting and support ❑ Making claims using content-related language about topics or books (e.g., dictated to adults)		**4. The student can argue by:** ❑ Producing statements about choices using different models as examples (e.g., "I want to…") ❑ Building short sentences from personal preferences using pictures or photos with partners **5. The student typically communicates in a way that:** ❑ produces errors that do not interfere with communication	**5. The student typically communicates in a way that:** ❑ produces errors that interfere with communication	**5. The student typically communicates in a way that:** ❑ produces errors that frequently impede communication

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Speaking Grade 1)

Please provide feedback for domain specific skills for this EL student.
Teacher(s) completing this form_____

Student Name _____
Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply) **1. The student typically:** ❑ produces simple sentences **2. The student typically uses correct grammar when:** ❑ making requests and conducting transactions in the classroom ❑ describing familiar social situations ❑ describing a process **3. The student typically narrates a story with:** ❑ extensive and accurate vocabulary appropriate to their age ❑ grammar appropriate to their age **4.The student recounts by:** ❑ Producing discourse appropriate to task and situation ❑ Rehearsing content-related presentations with peers **5. The student explains by:** ❑ Asking and answering content-related "how" and "why" questions ❑ Expressing connected ideas with supporting details ***Continued on next page***	*(Check all that apply)* **1. The student recounts by:** ❑ Presenting information on content-related topics ❑ Sharing details about personal experiences with peers and adults **2. The student explains by:** ❑ Stating conditions for cause and effect (e.g., "If it rains, I play inside.") ❑ Elaborating on details of content-related procedures **3. The student argues by:** ❑ Comparing and contrasting content-related ideas (e.g., "Winter is hot in Hawaii. Winter is cold in Alaska.") ❑ Providing evidence for specific claims **4. The student discusses by:** ❑ Asking and answering questions to maintain conversations ❑ Elaborate on someone else's comments to participate in conversations	*(Check all that apply)* **1. The student typically:** ❑ produces simple and accurate sentences when making requests ❑ produces simple and accurate sentences when asking for clarifications ❑ uses appropriate words and phrases to label and describe the purpose of less common objects ❑ narrates a story related to a sequence of pictures about school-related activities using accurate vocabulary **2. The student recounts by:** ❑ Restating information with some details ❑ Summarizing a series of familiar events or routines **3. The student explains by:** ❑ Connecting ideas by building on guided conversations with peers ❑ Describing in detail the function of objects or roles of people **4. The student argues by:** ❑ Justifying the use of objects for particular purposes ❑ Supporting content-related ideas with examples ***Continued on next page***	*(Check all that apply)* **1. The student typically uses appropriate words and phrases when:** ❑ conducting transactions ❑ making requests and asking for clarification in social and academic settings ❑ narrates a story related to a sequence of pictures about school-related activities using mostly accurate, although limited, vocabulary ❑ provides mostly clear information **2. The student recounts by:** ❑ Retelling simple stories from picture cues ❑ Participating in dialog with peers on familiar topics **3. The student explains by:** ❑ Stating associations between two objects, people, or events (e.g., "Lisa is my sister and Lydia is my sister.") ❑ Telling why something happened ***Continued on next page***	*(Check all that apply)* **1. The student typically uses basic vocabulary and simple phrases to:** ❑ name or describe common objects ❑ express opinions or preferences in social and academic situations ❑ narrates a story related to a sequence of pictures about school-related activities using basic vocabulary **2. The student typically uses:** ❑ restricted vocabulary that limits expression ❑ developing grammar that limits expression **3. The student recounts by:** ❑ Stating content-related facts in context (e.g., playing telephone) ❑ Describing characters or places in picture books **4. The student explains by:** ❑ Demonstrating how to do something using gestures or real-life objects (e.g., tie a bow) ❑ Describing what people do from action pictures (e.g., jobs of community workers) ***Continued on next page***	*(Check all that apply)* **1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student recounts by:** ❑ Repeating words, phrases and memorized chunks of language related to different topics ❑ Answering yes or no questions about stories or experiences **3. The student explains by:** ❑ Answering questions with words or phrases (e.g., "Go washroom.") ❑ Describing pictures or classroom objects **4. The student argues by:** ❑ Expressing preferences in naming and pointing to objects ❑ Repeating language to express agreement or disagreement **5. The student discusses by:** ❑ Tracking the speakers to demonstrate understanding ❑ Sharing pictures, created work, or visuals to contribute to conversations

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

6. The student argues by: ❑ Defending solutions to simple problems ❑ Elaborating reasons to justify content-related ideas **The student discusses by:** ❑ Sustaining conversations by responding to comments made in multiple exchanges ❑ Asking and answering questions about key details in social and academic contexts		**5. The student discusses by:** ❑ Using intonation appropriate for the purposes of communication ❑ Restating statements to clarify ideas 5. Produces errors that ❑ do not interfere with communication	**4. The student argues by:** ❑ Describing characters or objects using pictures or actions ❑ Stating choices of materials or supplies and reasons for their selection **5. The student discusses by:** ❑ Asking clarifying questions ❑ Inviting others to participate **6. The student typically:** ❑ produces errors which interfere with communication	**5. The student argues by:** ❑ Responding to short statements or questions about choices (e.g., "I am sure. I am not sure.") ❑ Stating likes and dislikes to participate in conversations with peers **6. The student discusses by:** ❑ Following along familiar routines of small and large groups ❑ Recognizing different types of intonation used by speakers **7. The student typically:** ❑ produces errors that frequently impede communication	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Listening Grade 1)

Please provide feedback for domain specific skills for this EL student.
Teacher(s) completing this form_____

Student Name _____
Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply) **1. The student typically:** ❑ recalls details ❑ recalls the sequence of events ❑ determines the main idea(s) in oral stories that have advanced vocabulary **2. The student can process recounts by:** ❑ Matching relevant details to main ideas presented in oral discourse ❑ Identifying different genres through multiple readings of text by adults (e.g., rhymes, stories, informational text) **3. The student can process explanations by:** ❑ Identifying details from oral descriptions of processes or procedures ❑ Representing ideas from oral discussions or multimedia **4. The student can process arguments by:** ❑ Identifying reasons authors give to support points in text read aloud ❑ Distinguishing opinions from reasons in oral discourse	*(Check all that apply)* **1. The student can process recounts by:** ❑ Constructing models based on instructions from extended oral discourse with a partner ❑ Following multi-step oral directions during content-related activities **2. The student can process explanations by:** ❑ Organizing causes and effects of various phenomena presented orally ❑ Using strategies and procedures shared by peers **3. The student can process arguments by:** ❑ Identifying claims and reasons from oral discourse ❑ Identifying reasons for choices from oral stories	*(Check all that apply)* **1. The student typically:** ❑ follows oral directions to distinguish the location of an object in relation to another object ❑ recalls details in an oral story ❑ draws inferences ❑ identifies main idea(s) in more complex stories **2. The student can process recounts by:** ❑ Identifying characters, plots, and settings from oral stories ❑ Finding details in illustrated narrative or informational text read aloud **3. The student can process explanations by:** ❑ Following illustrated content-related procedures shared orally ❑ Organizing real-life objects based on oral comparisons **4. The student can process arguments by:** ❑ Organizing information from oral comparisons of people or objects ❑ Identifying claims about real-life objects or events based on observations or experiences	*(Check all that apply)* **1. The student typically:** ❑ follows simple oral directions ❑ identifies locations ❑ identifies main idea(s) ❑ makes simple inferences from simple oral stories **2. The student can process recounts by:** ❑ Sequencing pictures of stories read aloud (e.g., beginning, middle, end) ❑ Following modeled oral instructions related to content **3. The student can process explanations by:** ❑ Following peer statements to create projects ❑ Identifying illustrated cycles or processes described orally **4. The student can process arguments by:** ❑ Classifying objects according to descriptive oral statements ❑ Following conditional directions (e.g., "Raise two hands if you like ice cream.") **5. Produces errors** ❑ which interfere with communication	*(Check all that apply)* **1. The student typically:** ❑ follows some simple oral directions using knowledge of everyday tasks and basic academic vocabulary ❑ identifies common shapes ❑ identifies letters ❑ identifies numbers ❑ identifies familiar locations ❑ identifies details in simple oral stories ❑ possesses restricted vocabulary and developing grammar which limit comprehension **2. The student can process recounts by:** ❑ Acting out oral statements using manipulatives or real-life objects ❑ Pointing to objects, characters or places from oral descriptions **3. The student can process explanations by:** ❑ Classifying real-life objects according to their function based on oral directions ❑ Interpreting oral descriptions and matching them to illustrations *Continued on next page*	*(Check all that apply)* **1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can process recounts by:** ❑ Mimicking gestures or movement associated with oral commands ❑ Matching key words or expressions in songs, chants, and poems to illustrations **3. The student can process explanations by:** ❑ Identifying real-life objects based on descriptive oral phrases or short sentences ❑ Pointing to objects or people reflective of content-related vocabulary (e.g., family members) **4. The student can process arguments by:** ❑ Answering questions about likes and preferences ❑ Identifying words or phrases that express opinions

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

| | | | | 4. **The student can process arguments by:**
 ❑ Evaluating options to make personal choices from oral simple sentences

 ❑ Signaling agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday. Clap one time for yes. Clap two times for no.")

 5. **Produces errors**
 ❑ which frequently impede communication | |

Additional comments:

EL Progress Checklist (Reading Grade 1)

Please provide feedback for domain specific skills for this EL student.   Student Name _____

Teacher(s) completing this form_____   Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ uses context clues to determine meanings of words ❑ recalls subtle details ❑ determines sequence in short passages ❑ uses interpretation and inference to comprehend a story ❑ recognizes words that relate to spatial relationships **2. The student processes recounts by:** ❑ Identifying who is telling the story at various points in texts ❑ Matching original text to paraphrased versions **3. The student processes explanations by:** ❑ Identifying words and phrases related to cause and effect ❑ Identifying reasons for actions in stories, songs, and poems **4. The student processes arguments by:** ❑ Predicting meaning of words based on clues from sentence-level context ❑ Identifying similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	**1. The student processes recounts by:** ❑ Distinguishing among characters, settings, and events in narratives ❑ Reconstructing texts read orally using drawings or re-enacting text with performances **2. The student processes explanations by:** ❑ Ordering content-related events according to information in illustrated texts ❑ Identifying steps or stages of content-related processes or events from informational or explanatory texts **3. The student processes arguments by:** ❑ Determining what happens next from illustrated observations ❑ Identifying evidence or reasons in peers' written text	**1. The student typically:** ❑ identifies rhyming words ❑ matches basic text to pictures ❑ makes inferences ❑ recalls details and main ideas in short passages ❑ reads simple sentences independently **2. The student processes recounts by:** ❑ Identifying the main topic of texts ❑ Ordering illustrations based on sequence of events from texts read aloud **3. The student processes explanations by:** ❑ Finding details in illustrated narrative or informational texts read aloud ❑ Identifying what authors say in oral stories **4. The student processes arguments by:** ❑ Distinguishing characters' opinions or preferences from illustrated text read aloud ❑ Determining the author's point of view from illustrated texts **5. Produces errors that** ❑ do not interfere with comprehension	**1. The student typically:** ❑ decodes basic words ❑ matches text to pictures ❑ makes simple inferences ❑ recognizes words related to spatial relationships **2. The student processes recounts by:** ❑ Identifying wh-words in questions (e.g., who, what, when) ❑ Recalling content-related information from illustrated texts read aloud **3. The student processes explanations by:** ❑ Sorting illustrated content words and phrases into categories ❑ Matching labeled illustrations to "how" or "why" questions **4. The student processes arguments by:** ❑ Identifying persuasive words in written phrases or statements in context (e.g., "have to," "must") ❑ Identifying language of wants and needs in illustrated short stories read aloud **5. Produces errors that** ❑ interfere with comprehension	**1. The student typically:** ❑ identifies capital and lowercase letters in isolation ❑ identifies beginning, middle, and ending sounds ❑ recalls main idea(s) and important details in simple text ❑ applies letter-sound relationships **2. The student typically possesses:** ❑ a restricted vocabulary that limits comprehension ❑ developing grammar that limits comprehension **3. The student processes recounts by:** ❑ Pointing to icons, letters, or illustrated words that represent ideas ❑ Identifying repetitive words and phrases in texts **4. The student processes explanations by:** ❑ Matching descriptive labels or headings to illustrated text ❑ Identifying labeled illustrations signaled by wh- questions ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student processes recounts by:** ❑ Using pictures and illustrations to identify themes or storylines ❑ Matching vocabulary to illustrated stories **3. The student processes explanations by:** ❑ Identifying icons from illustrated texts or media with a partner ❑ Sorting objects according to their use based on labeled illustrations **4. The student processes arguments by:** ❑ Categorizing labeled pictures or photographs ❑ Identifying opinions from illustrated statements (e.g., likes and dislikes)

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

5. The student processes arguments by:
- ❑ Identifying information related to events from graphics (e.g., birthday charts, weather calendars)
- ❑ Sharing likes and dislikes using environmental print

6. The student typically produces errors that frequently impede:
- ❑ communication
- ❑ comprehension

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Writing Grade 1)

Please provide feedback for domain specific skills for this EL student.   Student Name _____

Teacher(s) completing this form_____   Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply) **1. The student typically:** ❏ writes a complete sentence to describe a picture or respond to other prompts ❏ forms regular plural nouns ❏ forms possessive pronouns ❏ chooses correct sentence-ending punctuation ❏ communicates in a clear and complete way ❏ communicates content that may contain minor errors **2. The student can recount by:** ❏ Producing narratives with at least two sequential events ❏ Producing narrative sequences from timelines and labeled drawings **3. The student can explain by:** ❏ Predicting how stories, events, or situations might end ❏ Producing texts that can name a topic and supply topic-related facts **4. The student can argue by:** ❏ Using persuasive language in a variety of sentences ❏ Producing opinion pieces by stating an opinion and providing a connected reason	*(Check all that apply)* **1. The student can recount by:** ❏ Composing stories or narratives using sequential language ❏ Editing personal narratives based on criteria for success **2. The student can recount by:** ❏ Composing stories or narratives using sequential language ❏ Editing personal narratives based on criteria for success **3. The student can explain by:** ❏ Describing causes and effects of actions and strategies ❏ Sequencing steps in solving problems using short sentences, illustrations, and symbols **4. The student can argue by:** ❏ Providing simple edits to peers' writing ❏ Elaborating content-related claims with examples	*(Check all that apply)* **1. The student typically:** ❏ uses correct basic grammar ❏ capitalizes the beginning of a sentence ❏ uses correct ending punctuation in declarative, interrogative, and imperative sentences ❏ identifies standard sentence structure ❏ generates descriptive and explanatory sentences **2. The student can recount by:** ❏ Producing a series of related sentences from transition word starters (e.g., first, next, last) ❏ Describing observations first-hand or from media **3. The student can explain by:** ❏ Describing models related to content-related phenomena in pictures or real-life ❏ Expressing feelings and a reason related to situations or events **4. The student can argue by:** ❏ Describing patterns in processes and stories to use as evidence ❏ Stating reasons for particular claims or opinions in content-related topics *Continued on next page*	*(Check all that apply)* **1. The student typically:** ❏ writes words, phrases, or sentences that attempt to describe or explain a picture **2. The student typically begins to recognize sentences illustrating:** ❏ correct grammar ❏ proper subject/verb agreement ❏ correct pluralization ❏ correct capitalization **3. The student typically:** ❏ possesses a limited range of vocabulary knowledge **4. The student can recount by:** ❏ Describing feelings or reactions to personal events or situations ❏ Recalling information from events or experiences **5. The student can explain by:** ❏ Classifying illustrated words and phrases into groups (e.g., "Animals that fly." "Animals that swim.") ❏ Comparing real-life objects, numbers, or animals using models *Continued on next page*	*(Check all that apply)* **1. The student typically:** ❏ copies simple sentences ❏ writes one or more words to describe or explain a picture ❏ selects grammatically correct sentences from a set of choices **2. The student typically possesses:** ❏ restricted vocabulary which limits expression ❏ developing grammar which limits expression **3. The student can recount by:** ❏ Providing information in graphic organizers ❏ Presenting content-related information labeling visuals or graphics **4. The student can explain by:** ❏ Labeling and illustrating observations over time (e.g., growing plants) ❏ Describing people, places, or objects from illustrated examples *Continued on next page*	*(Check all that apply)* **1. The student is starting to develop:** ❏ receptive skills in English ❏ productive skills in English **2. The student can recount by:** ❏ Forming words using a variety of strategies ❏ Answering wh- oral questions or using icons to plan stories **3. The student can explain by:** ❏ Designing, drawing and labeling content-specific models ❏ Identifying topics through photographs, illustrated word walls, or software **4. The student can argue by:** ❏ Indicating agreement with opinions of others using labeled drawings ❏ Drawing icons or symbols to represent preferences

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

| | | 5. Produces errors which
❑ do not interfere with communication | 6. The student can argue by:
❑ Participating in interactive journals with peers
❑ Stating preferences related to social and academic topics (e.g., "I want to go…")

7. Produces errors which
❑ interfere with communication | 5. The student can argue by:
❑ Producing simple sentences from models about likes, wants, and needs (e.g., "I like…," "I don't like…")
❑ Supplying facts about topics

6. The student typically produces errors that frequently impede:
❑ communication
❑ comprehension | |

Additional comments:

EL Progress Checklist Speaking (Grades 2-3)

Please provide feedback for domain specific skills for this EL student. Student Name _____

Teacher(s) completing this form_____ Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Expanding	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically produces sentences with sophisticated vocabulary and correct grammar when: ❑ providing information ❑ describing situations ❑ explaining their reasoning **2. The student recounts by:** ❑ Providing descriptive details of content-related information or activities ❑ Naming the steps for producing multi-media presentations with some detail **3. The student explains by:** ❑ Elaborating on ideas in light of conversations among students ❑ Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media **4. The student argues by:** ❑ Connecting personal comments to the remarks of others to build a case for ideas or opinions ❑ Summarizing ideas or opinions from two sides *Continued on next page*	**1. The student recounts by:** ❑ Describing main ideas of content-related information ❑ Asking and answering questions about information from speakers **2. The student explains by:** ❑ Connecting ideas in content-related presentations ❑ Elaborating on the cause of various phenomena (e.g., shooting stars, sunsets) **3. The student argues by:** ❑ Expressing and supporting different ideas with examples ❑ Providing evidence to defend own ideas **4. The student discusses by:** ❑ Initiating and maintaining conversations ❑ Challenging ideas respectfully ❑ Listening to, building, and extending ideas	**1. The student typically produces complete sentences with few grammatical and vocabulary errors when:** ❑ describing situations ❑ explaining their reasoning ❑ narrating a story **2. The student typically uses broad vocabulary to accurately:** ❑ express opinions or preferences ❑ ask appropriate questions **3. The student recounts by:** ❑ Sequencing events in stories with temporal transitions (e.g., "After the sun sets…") ❑ Describing situations and events from school and the community **4. The student explains by:** ❑ Stating details of processes or procedures ❑ Describing consequences of behaviors or occurrences *Continued on next page*	**1. The student typically uses appropriate words and phrases when:** ❑ expressing a preference ❑ asking questions ❑ providing information ❑ providing explanations ❑ naming common objects ❑ describing common functions **2. The student typically produces:** ❑ mostly accurate sentences when narrating simple stories about familiar events and situations **3. The student recounts by:** ❑ Retelling simple stories from picture cues ❑ Stating information from personal or school-related experiences **4. The student explains by:** ❑ Describe relationships between objects or uses for tools ❑ Expressing cause and effect of behaviors or events *Continued on next page*	**1. The student typically:** ❑ uses basic vocabulary and grammar **2. The student typically produces simple phrases or sentences to:** ❑ make requests or comparisons ❑ ask questions ❑ express opinions or preferences ❑ describe a sequence of pictures about familiar events and situations **3. The student recounts by:** ❑ Reproducing facts or statements in context ❑ Participating in multi-media presentations based on research **4. The student explains by:** ❑ Naming steps in processes or procedures ❑ Describing familiar phenomena in words or phrases **5. The student argues by:** ❑ Telling what comes next and showing why ❑ Sharing reasons for opinions or claims (e.g., science experiments) *Continued on next page*	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student recounts by:** ❑ Responding to questions related to stories or experiences (e.g., "Who comes to the door?") ❑ Acting out and naming events or experiences throughout the school day **3. The student explains by:** ❑ Describing the outcomes of experiments or stories with guidance and visual support ❑ Naming or answering wh-questions related to classroom routines (e.g., "What do we do now?") **4. The student argues by:** ❑ Stating a claim or position from models or examples ❑ Sharing facts as evidence using sentence starters or sentence frames *Continued on next page*

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

5. The student discusses by:		5. The student argues by:	5. The student argues by:	6. The student discusses by:	5. The student discusses by:
❑ Sharing topic-related information ❑ Building on remarks of others by linking comments ❑ Maintaining audience engagement through specific language and body movement		❑ Defending claims or opinions to content-related topics ❑ Posing different solutions to content-related issues or problems	❑ Describing organizing categories for content-related information (e.g., fish/birds, forests/ deserts) ❑ Asking and answering questions in collaborative groups	❑ Asking yes or no questions to request clarification ❑ Recognizing how different intonation conveys different meanings	❑ Expressing own ideas through drawings, gestures, words and phrases ❑ Expressing agreement/ disagreement nonverbally (e.g., thumbs up or down)
		6. The student discusses by: ❑ Expressing own ideas and supporting ideas of others ❑ Proposing new solutions to resolve conflict in small groups	**6. The student discusses by:** ❑ Negotiating agreement in small groups ❑ Expressing own ideas consistent with the topic discussed	**7. The student typically:** ❑ produces errors which frequently impede communication	
		7. The student typically: ❑ produces minor errors which do not interfere with communication	**7. Produces errors which** ❑ interfere with communication		

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Listening Grades 2-3)

Please provide feedback for domain specific skills for this EL student. Student Name _____

Teacher(s) completing this form_____ Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically recalls: ❑ details ❑ sequence of events **2. The student typically:** ❑ determines main ideas in oral stories that have advanced vocabulary **3. The student can process recounts by:** ❑ Identifying key ideas or details from texts read aloud or information presented orally ❑ Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats **4. The student can process explanations by:** ❑ Distinguishing shades of meaning among closely related words in oral discourse (e.g., jump/leap, huge/ enormous) ❑ Comparing strategies from extended oral discourse ***Continued on next page***	**1. The student can process recounts by:** ❑ Identifying details of content-related topics from oral discourse ❑ Making designs or models following oral directions and specifications (e.g., maps, origami) **2. The student can process explanations by:** ❑ Identifying the purpose of language/the message in each content area ❑ Following a series of short oral directions to create models of content-area phenomena or processes **3. The student can process arguments by:** ❑ Comparing oral arguments with representations and models ❑ Identifying claims in oral presentations	**1. The student typically:** ❑ understands academic vocabulary ❑ follows some complex directions ❑ recalls subtle details ❑ determines main idea(s) ❑ identifies speaker purpose **2. The student can process recounts by:** ❑ Re-enacting content-related situations or events from oral descriptions ❑ Identifying content-related ideas from oral discourse using multi-media (e.g., retracing steps of a process) **3. The student can process explanations by:** ❑ Identifying connectors in speech or text read aloud ❑ Identifying content-related ideas and details in oral discourse **4. The student can process arguments by:** ❑ Interpreting oral information from different sides ❑ Identifying opposing sides of arguments in dialogues	**1. The student typically:** ❑ understands a limited range of vocabulary ❑ recalls details ❑ identifies main idea(s) ❑ draws inferences in more complex oral stories **2. The student can process recounts by:** ❑ Identifying linking words or phrases related to passage of time in speech (e.g., "on Monday," "the next day") ❑ Illustrating events in response to audio recordings of stories or poems **3. The student can process explanations by:** ❑ Carrying out steps described orally to solve problems ❑ Completing graphic organizers or representations from oral comparisons ***Continued on next page***	**1. The student typically:** ❑ follows simple oral directions ❑ identifies high-frequency vocabulary ❑ identifies a few details ❑ makes simple inferences from oral stories 2. **The student can process recounts by:** ❑ Identifying the "who," "where" and "when" of illustrated statements ❑ Identifying main materials or resources from oral descriptions 3. **The student can process explanations by:** ❑ Matching oral descriptions to photos, pictures, or icons ❑ Following simple sequences presented orally to create patterns or sequences ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can process recounts by:** ❑ Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) ❑ Drawing or providing other visual displays of people, animals, or objects in response to oral prompts **3. The student can process explanations by:** ❑ Pointing to visual characteristics of models or real-life objects from oral clues ❑ Pairing objects, pictures, or equations as directed by a partner **4. The student can process arguments by:** ❑ Indicating personal points of view in response to oral phrases or short sentences (e.g., by thumbs up/thumbs down; agree/disagree cards) ❑ Identifying preferences from short oral statements

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

5. The student can process arguments by: ❑ Identifying evidence to support claims/ opinions from multimedia ❑ Following agreed-upon rules for discussions around differing opinions			**4. The student can process arguments by:** ❑ Identifying similarities and differences from oral content-related materials or equipment ❑ Identifying different points of view in short oral dialogues **5. The student typically produces errors which interfere with:** ❑ communication ❑ comprehension	**4. The student can process arguments by:** ❑ Distinguishing opinions from facts from peers' oral presentations ❑ Categorizing content-based pictures or objects from oral descriptions (e.g., "animals that form groups to help members survive") **5. Produces errors which** ❑ frequently impede communication	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Reading 2-3)

Please provide feedback for domain specific skills for this EL student.

Student Name _____

Teacher(s) completing this form_____

Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically identifies: ❑ two-syllable words ❑ rhyming words written with digraphs **2. The student typically:** ❑ uses common multiple-meaning words ❑ recognizes synonyms ❑ makes generalizations ❑ uses self-monitoring techniques to check for understanding **3. The student typically determines:** ❑ story sequence ❑ details of fictional and academic texts **4. The student processes recounts by:** ❑ Identifying setting and character details from grade-level text ❑ Determining the central messages, lessons, or morals of fables and folktales from diverse cultures **5. The student processes explanations by:** ❑ Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts ❑ Connecting ideas with details in extended content area texts ***Continued on next page***	**1. The student processes recounts by:** ❑ Paraphrasing narratives or informational text with support (e.g., arranging paragraph strips) ❑ Highlighting relevant information in grade-level texts to produce summaries **2. The student processes explanations by:** ❑ Identifying relevant information from texts on the same content area topic (e.g., in open sorts) ❑ Identifying the main purpose of texts **3. The student processes arguments by:** ❑ Identifying data from written sources to support positions ❑ Matching opinions to reasons in informational texts and literature	**1. The student typically identifies:** ❑ synonyms of social and academic vocabulary ❑ literary features **2. The student typically recalls:** ❑ implicit details ❑ main idea(s) **3. The student typically:** ❑ interprets words and phrases ❑ uses context clues to determine meaning ❑ makes complex inferences ❑ transfers concepts to new situations **4. The student processes recounts by:** ❑ Ordering a series of events based on familiar texts ❑ Identifying main ideas and details in illustrated texts **5. The student processes explanations by:** ❑ Illustrating cause/ effect relationships in content area texts ❑ Classifying main ideas and details in informational or explanatory texts ***Continued on next page***	**1. The student typically applies:** ❑ knowledge of morphemes ❑ knowledge of syllables **2. The student typically recalls:** ❑ stated details ❑ main idea(s) **3. The student typically:** ❑ matches words to definitions or descriptions ❑ interprets words and basic phrases ❑ makes inferences ❑ determines characters' feelings **4. The student processes recounts by:** ❑ Creating timelines or graphic organizers from illustrated related statements or paragraphs ❑ Identifying temporal-related words that signal order of events (e.g., "In the beginning…") **5. The student processes explanations by:** ❑ Sequencing sentences descriptive of processes or procedures in informational texts ❑ Locating details in content area texts or media ***Continued on next page***	**1. The student typically understands:** ❑ word meanings ❑ synonyms **2. The student typically:** ❑ possesses basic knowledge of morphemes and syllables ❑ identifies one-syllable words ❑ recognizes simple rhyming words ❑ makes simple inferences **3. The student processes recounts by:** ❑ Identifying time-related language in context (e.g., in biographies) ❑ Illustrating experiences of characters in illustrated statements **4. The student processes explanations by:** ❑ Interpreting images, illustrations, and graphics ❑ Identifying elements of expository texts (e.g., graphs, captions) in illustrated texts **5. The student processes arguments by:** ❑ Distinguishing fact from fiction (e.g., using sentence strips or highlighting texts) ❑ Identifying claims or opinions in illustrated texts ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student processes recounts by:** ❑ Identifying key words and phrases in illustrated text ❑ Signaling language associated with content-related information (e.g., during preview, view, & review) **3. The student processes explanations by:** ❑ Identifying words and phrases in titles and highlighted texts ❑ Matching pictures with graphic information from illustrated texts **4. The student processes arguments by:** ❑ Identifying facts in illustrated informational text read orally ❑ Identifying language related to likes, needs, and wants in labeled illustrations

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

6. The student processes arguments by: ❑ Identifying authors' point of view in texts ❑ Evaluating characters, settings, and events from a variety of media		**6. The student processes arguments by:** ❑ Sorting content-related information according to specific criteria (e.g., pros and cons) ❑ Identifying reasons to strengthen arguments **7. Produces errors that** ❑ do not interfere with comprehension	**6. The student processes arguments by:** ❑ Identifying different ideas or opinions in written texts ❑ Identifying general academic and content-related words and phrases in text relevant to the genre/key use (e.g., "once upon a time" indicates a fairy tale) **7. Produces errors that** ❑ interfere with comprehension	**6. Produces errors that** ❑ frequently impede comprehension	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Writing 2-3)

Please provide feedback for domain specific skills for this EL student.
Teacher(s) completing this form_____

Student Name _____
Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically writes fluently to a variety of pictures, prompts, or purposes with: ❑ precise vocabulary ❑ ease of expression **2. The student typically uses:** ❑ correct verb tenses ❑ subject/verb agreement ❑ appropriate articles ❑ appropriate punctuation **3. The student can recount by:** ❑ Signaling order of events using temporal words and phrases ❑ Relating real or imagined experiences or events **4. The student can explain by:** ❑ Elaborating topics with facts, definitions, and details ❑ Comparing different strategies related to procedures or problem-solving **5. The student can argue by:** ❑ Elaborating on opinions and reasons ❑ Comparing and contrasting important points and details presented in two texts on the same topic *Continued on next page*	**1. The student can recount by:** ❑ Describing the sequence of content-related ideas ❑ Providing details and examples about narratives **2. The student can explain by:** ❑ Describing details of processes, procedures, and events ❑ Producing "how to" manuals based on personal experiences or scientific experiments **3. The student can argue by:** ❑ Producing persuasive pieces supported by multiple reasons or details ❑ Stating reasoning for content-related choices	**1. The student typically:** ❑ makes predictions in response to pictures using complete sentences ❑ expresses opinions in response to pictures using complete sentences ❑ uses correct auxiliary verb forms and verb tenses ❑ correctly uses writing conventions such as capitalization and punctuation ❑ organizes and writes responses in logical and sequential order **2. The student can recount by:** ❑ Describing a series of events or procedures ❑ Creating stories with details about characters and events **3. The student can explain by:** ❑ Relating details and illustrating stages of different cycles (e.g. frogs, plants) ❑ Describing strategies to solve problems *Continued on next page*	**1. The student typically:** ❑ responds to various prompts or pictures using multiple sentences ❑ makes simple predictions in response to pictures **2. The student typically expresses:** ❑ some opinions in response to pictures ❑ meaning, which is somewhat clear, although vocabulary may be limited **3. The student typically:** ❑ identifies appropriate verb forms based on contextual clues **4. The student can recount by:** ❑ Retelling past experiences ❑ Expressing ideas in various genres (e.g., poetry, interactive journals) **5. The student can explain by:** ❑ Comparing causes of different phenomena ❑ Stating ideas about content-related topics *Continued on next page*	**1. The student typically:** ❑ describes, explains, or expresses ideas in sentences ❑ makes simple comparisons **2. The student typically demonstrates basic:** ❑ vocabulary knowledge ❑ grammar skills such as use of auxiliary verbs, verb tenses, and conjunctions **3. The student can recount by:** ❑ Listing ideas using graphic organizers ❑ Describing visual information **4. The student can explain by:** ❑ Describing elements of processes or procedures ❑ Stating how something happens using illustrations and sequential language (e.g., eruption of volcanoes) **5. The student can argue by:** ❑ Participating in shared opinion writing experiences ❑ Connecting preferences, choices, or opinions to reasons *Continued on next page*	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Labeling images that illustrate the steps for different processes (e.g., writing workshop) ❑ Creating visual representations of ideas or stories **3. The student can explain by:** ❑ Listing and illustrating ideas ❑ Stating facts associated with images or illustrations **4. The student can argue by:** ❑ Indicating decisions or preferences through labeled pictures, words, or phrases ❑ Providing evidence of natural phenomena or opinions through labeled drawings

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

6. The student typically produces: ❑ responses which contain few digressions or repetitions ❑ communication that is clear and complete ❑ communication that though may contain minor errors		**4. The student can argue by:** ❑ Supporting main ideas or opinions with evidence from texts ❑ Providing evidence to support or refuse peers' ideas **5. Produces errors that** ❑ do not interfere with communication	**6. The student can argue by:** ❑ Communicating different content-related ideas or opinions ❑ Describing pros and cons related to social issues or familiar topics **7. Produces errors that** ❑ interfere with communication	**6. The student typically:** ❑ produces errors which frequently impede communication	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Speaking Grades 4-5)

Please provide feedback for domain specific skills for this EL student.
Teacher(s) completing this form_____

Student Name _____
Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically produces sentences with sophisticated vocabulary and correct grammar when: ❑ providing information, ❑ describing situations, ❑ asking questions, ❑ expressing opinions and subtle nuances of meanings, and ❑ explaining processes and their reasoning **2. The student:** ❑ creates detailed and structured narratives **3. The student can recount by:** ❑ Summarizing discussions on content-related topics ❑ Expanding on topics with descriptive details using varied vocabulary **4. The student can explain by:** ❑ Analyzing how variables contribute to events or outcomes ❑ Maintaining a formal register ***Continued on next page***	**1. The student can recount by:** ❑ Conveying personal and content-related experiences in a team ❑ Using technical and specific vocabulary when sharing content information **2. The student can explain by:** ❑ Elaborating by adding precision and details to content-related sequence or causal phenomena ❑ Describing relationships of components within systems (*e.g., ecosystems, government*) **3. The student can argue by:** ❑ Supporting claims with evidence from various sources ❑ Using claims and evidence to persuade an audience **4. The student can discuss by:** ❑ Recognizing how language can be used to express bias and influence others ❑ Challenging ideas respectfully ❑ Managing conversations to stay focused on a topic	**1. The student typically *produces complete sentences* when:** ❑ providing information, ❑ asking questions, ❑ explaining a process, ❑ expressing an ❑ opinion, and ❑ narrating a story **2. The student can:** ❑ organize responses in logical and sequential order ❑ accurately identify and compare and contrast features of less common objects **3. The student can recount by:** ❑ Giving content-related oral reports ❑ Sequencing steps to solve a problem **4. The student can explain by:** ❑ Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts ❑ Presenting detailed information in small groups ***Continued on next page***	1. **The student typically uses *appropriate words and phrases and complete sentences* when:** ❑ making requests, ❑ expressing opinions or preferences, ❑ providing information, and ❑ describing locations **2. The student can:** ❑ construct a narrative from a sequence of pictures and ❑ compare and contrast information found in texts and graphic organizers using mostly accurate, although limited, vocabulary **3. The student can recount by:** ❑ Presenting detailed content-related information that has been rehearsed ❑ Stating main ideas in classroom conversations on social and academic topics **4. The student can explain by:** ❑ Stating clear sequential procedures to peers ❑ Comparing data or information ***Continued on next page***	**1. The student typically uses *basic vocabulary and grammar and simple sentences* to:** ❑ identify common objects and describe their function, ❑ provide basic information, ❑ make requests, ❑ ask questions, and ❑ express opinions or preferences **2. The student can:** ❑ construct a narrative from a sequence of pictures about familiar events and school-related activities and ❑ compare and contrast information found in texts and graphic organizers using basic vocabulary **3. The student can recount by:** ❑ Retelling short stories or content-related events ❑ Stating procedural steps across content areas **4. The student can explain by:** ❑ Giving reasons why or how something works using diagrams, charts or images ❑ Stating key words or phrases in processes in a sequential order ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Stating key words and phrases associated with the content using visual or graphic support ❑ Communicating personal experiences orally **3. The student can explain by** ❑ Naming components of phenomena using illustrations, photographs, or diagrams ❑ Demonstrating procedures using realia **4. The student can argue by:** ❑ Stating reasons for choices using words or phrases ❑ Answering yes/no or choice questions across content or personal preferences **5. The student can discuss by:** ❑ Expressing own ideas in a variety of ways (*e.g., drawing, using gestures, graphing*) ❑ Tracking the person speaking ❑ Sharing own work (*e.g., graphic organizers, drawings*) to contribute to the conversation

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

5. The student can argue by: ❑ Countering with a different point of view ❑ Stating conclusions based on a summary of information from the various sides **6. The student can discuss by:** ❑ Examining the value of examples to bring clarity to statements ❑ Extend conversations by developing topics with clear examples and information		**5. The student can argue by:** ❑ Stating relevant evidence for claims ❑ Responding to opinion statements of others with reasons or evidence **6. The student can discuss by:** ❑ Elaborating on statements of others to extend ideas ❑ Presenting creative solutions to resolve communication issues ❑ Contributing ideas to co-create group responses **7. Errors** ❑ are minor that do not interfere with communication	**5. The student can argue by:** ❑ Expressing opinions using content-area specific language ❑ Presenting content-based facts that support a position **6. The student can discuss by:** ❑ Asking clarifying questions to demonstrate engagement ❑ Using examples to clarify statements ❑ Answering questions to contribute to a topic **7. Errors** ❑ interfere with communication	**5. The student can argue by:** ❑ Stating opinions based on experiences ❑ Responding to opinion statements of others with personal preferences **6. The student can discuss by:** ❑ Taking turns and applying conventions specific to particular conversations ❑ Addressing others according to relationship (*e.g., student-peers, student-teacher*) **7. Errors** ❑ frequently impede communication	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Listening Grades 4-5)

Please provide feedback for domain specific skills for this EL student.

Student Name _____

Teacher(s) completing this form_____

Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ follows directions that use verb phrases and ❑ determines key information to summarize a task **2. The student can:** ❑ recall subtle details, identify main ideas and speaker purpose ❑ The student can: ❑ make sophisticated inferences from classroom discussions and lessons **3. The student can process recounts by:** ❑ Identifying the overall structure (*e.g., chronology*) of events, ideas, concepts, or information in oral presentations ❑ Differentiating similarities and differences of information presented through multimedia and written text **4. The student can process explanations by:** ❑ Interpreting the specific language used to enhance descriptions of phenomena ❑ Attending to the language related to events or phenomena in peer presentations ***Continued on next page***	**1. The student can process recounts by:** ❑ Conveying personal and content-related experiences in a team ❑ Using technical and specific vocabulary when sharing content information **2. The student can process explanations by:** ❑ Recognizing language used to enhance the specificity of phenomena in class discussions ❑ Identifying components of systems (*e.g., ecosystems, branches of government*) in small group interactions **3. The student can process arguments by:** ❑ Distinguishing certainty from uncertainty of spoken words or phrases in context ❑ Identifying the degree of formality in oral presentations	**1. The student typically:** ❑ follows multistep directions using academic vocabulary, ❑ recalls details, identifies main ideas, and ❑ determines sequence of steps in classroom discussions and lesson **2. The student can:** ❑ make inferences from more complex oral stories **3. The student can:** ❑ interpret tables and other graphic organizers **4. The student can process recounts by:** ❑ Sequencing events or steps based on oral reading of informational text ❑ Recognizing the language of related genres (*e.g., news reports, historical accounts*) **5. The student can process explanations by:** ❑ Identifying precise details, descriptions, or comparisons that support conversation ❑ Following oral information on how or why phenomena occur ***Continued on next page***	**1. The student typically:** ❑ follows oral directions and ❑ interprets both basic vocabulary and idiomatic expressions **2. The student can:** ❑ identify some main ideas and ❑ make simple inferences from passages **3. The student can:** ❑ understand details within graphic organizers **4. The student can process recounts by:** ❑ Identifying the beginning, middle and end in oral retelling of a text ❑ Following tasks and directions retold by peers **5. The student can process explanations by:** ❑ Interpreting cause and effect relationships in conversations ❑ Recognizing relationships in a series of oral statements ***Continued on next page***	**1. The student typically:** ❑ follows some simple oral directions and ❑ understands common vocabulary and idiomatic expressions **2. The student can:** ❑ identify details **3. The student can process recounts by:** ❑ Classifying time-related language in oral statements (*e.g., present, past, future*) ❑ Connecting the context of narratives (*e.g., the who, what, when, & where*) to illustrations **4. The student can process explanations by:** ❑ Organizing routine causal or sequential relationships described orally ❑ Following oral directions to show recurring steps in cycles or problem-solving ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can process recounts by:** ❑ matching oral words and phrases to content-related pictures or objects ❑ identify the topic in oral statements **3. The student can process recounts by:** ❑ Matching oral words and phrases to content-related pictures or objects ❑ Identifying the topic in oral statements **4. The student can process explanations by:** ❑ Sequencing oral procedures or cycles with images ❑ Distinguishing key words and phrases related to phenomena ***Continued on next page***

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

5. The student can process arguments by:		**6. The student can process arguments by:**	**6. The student can process arguments by:**	**5. The student can process arguments by:**	**5. The student can process arguments by:**
❑ Recognizing the strength of the quality of evidence presented in oral discourse ❑ Identifying the purpose of arguments		❑ Identifying evidence that supports predictions or hypotheses ❑ Differentiating between multiple points of view in class discussions	❑ Identifying different perspectives, stances, or points of view ❑ Recognizing reasons for positions in oral presentations **7. Errors** ❑ interfere with communication and comprehension	❑ Sorting evidence and claims from oral descriptions ❑ Distinguishing words and phrases related to opinions or facts from oral statements **6. Errors** ❑ frequently impede communication and comprehension	❑ Matching illustrations with oral points of view ❑ Identifying language related to facts or opinions from oral presentations

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Reading Grades 4-5)

Please provide feedback for domain specific skills for this EL student.

Student Name _____

Teacher(s) completing this form_____

Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ identifies synonyms and antonyms of less familiar words and ❑ interprets complex words and phrases **2. The student can:** ❑ use prediction, ❑ determine story sequence, and ❑ use self-monitoring techniques to check for understanding **3. The student can process recounts by:** ❑ Identifying the overall structure (*e.g., chronology*) of events, ideas, concepts, or information in text ❑ Highlighting events or procedures that happened in historical, scientific, or technical text ***Continued on next page***	**1. The student can process recounts by:** ❑ Becoming familiar with the language of related genres (*e.g., news reports, historical accounts*) ❑ Summarizing information from multiple related sources **2. The student can process explanations by:** ❑ Identifying how text provides clear details of the topic or phenomena ❑ Identifying components of systems (*e.g., ecosystems, government*) **3. The student can process arguments by:** ❑ Connecting personal experience with textual evidence to strengthen an interpretation of the text ❑ Evaluating the strength of evidence as support for claims	**1. The student typically:** ❑ uses knowledge of more advanced affixes to determine word meanings ❑ can identify synonyms, ❑ use context clues to determine word meanings, and interpret slightly complex words and phrases **2. The student can:** ❑ read for specific information in graphic organizers, ❑ make inferences from information and ❑ draw conclusions **3. The student can process recounts by:** ❑ Connecting details to main ideas or themes ❑ Identifying conclusions in multi-paragraph text ***Continued on next page***	**1. The student typically:** ❑ uses knowledge of high-frequency affixes to determine word meanings **2. The student can:** ❑ recall main ideas and stated details in text, and ❑ can interpret simple words and phrases **3. The student can process recounts by:** ❑ Sequencing events in stories or content-related processes ❑ Identifying main ideas in narrative and informational text **4. The student can process explanations by:** ❑ Matching causes with effects ❑ Identifying words or phrases to determine the type of explanation (*e.g., linear sequence, cycle, system*) ***Continued on next page***	**1. The student typically:** ❑ interprets basic words and phrases and ❑ identifies some main ideas and details in simple text **2. The student can explain by:** ❑ Classifying time-related language in text as present or past ❑ Identifying the "who," "what," "where," and "when" in narrative text with a partner **3. The student can process explanations by:** ❑ Identifying different types of connectors (*e.g., first, next, because, so*) ❑ Identifying key words and phrases that describe the topic or phenomena ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can process recounts by:** ❑ Identifying words in context during oral reading of illustrated text on familiar topics or experiences ❑ Highlighting previewed or familiar phrases **3. The student can process explanations by:** ❑ Matching illustrated words/ phrases to causal or sequential language ❑ Sequencing sentences strips to show content-area processes from illustrated texts **4. The student can process arguments by:** ❑ Identifying key words and phrases of claims ❑ Identifying a claim or an opinion in multimedia with a partner

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

4. The student can process explanations by:

- ❑ Identifying how text presents information in a factual or neutral manner
- ❑ Evaluating the specific language used to enhance descriptions of phenomena

5. The student can process arguments by:

- ❑ Evaluating claims and evidence by drawing from multiple print sources
- ❑ Differentiating from the strength of different pieces of evidence as support for claims

4. The student can process explanations by:

- ❑ Identifying the different words or phrases that are used to describe the same topic or phenomena
- ❑ Organizing information on how or why phenomena occur

5. The student can process arguments by:

- ❑ Hypothesizing or predicting based on evidence
- ❑ Comparing multiple points of view on a topic

6. Errors
- ❑ do not interfere with comprehension

5. The student can process arguments by:

- ❑ Identifying evidence from multiple places within text
- ❑ Identifying different perspectives, stances, or points of view

6; Errors
- ❑ interfere with comprehension

4. The student can process arguments by:

- ❑ Identifying language indicative of points of view
- ❑ Organizing evidence based on sequential language in texts
- ❑ Differentiating between claims and evidence

5. Errors
- ❑ frequently impede comprehension

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Writing Grades 4-5)

Please provide feedback for domain specific skills for this EL student.   Student Name _____

Teacher(s) completing this form_____   Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ writes fluently in response to a variety of prompts and purposes ❑ can skillfully organize, interpret, summarize, and evaluate information from texts and graphic organizers **2. Communication is:** ❑ clear and complete, though it may contain minor errors **3. The student can recount by:** ❑ Summarizing content-related information ❑ Using narrative themes to extend the storyline **4. The student can explain by:** ❑ Presenting information on processes or phenomena supported by facts and details in essays and reports ❑ Selecting the appropriate organizational structure for the particular purpose **5. The student can argue by:** ❑ Organizing ideas and information logically and coherently ❑ Integrating information from multiple sources to provide evidence for claims	**1. The student can recount by:** ❑ Producing content-related reports ❑ Creating narratives that connect personal experiences and content **2. The student can explain by:** ❑ Describing how factors contribute to events or outcomes ❑ Describing how systems relate or interact **3. The student can argue by:** ❑ Evaluating positive and negative implications associated with various positions (*e.g., historical events, scientific discoveries*) ❑ Including evidence from multiple sources	**1. The student typically:** ❑ writes complete sentences with mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, prepositional phrases, and other conventions **2. The student can:** ❑ summarize passages; ❑ interpret, compare, and contrast information from graphic organizers and from implicit and explicit context clues; and ❑ organize and write responses to open-ended questions in logical and sequential order **3. The student can recount by:** ❑ Relating a sequence of events using a variety of transitional words, phrases, and clauses ❑ Synthesizing information across related texts (*e.g., author study*) **4. The student can explain by:** ❑ Presenting information on processes or phenomena from a variety of sources ❑ Elaborating topics with facts, definitions, concrete details, or quotations and examples ***Continued on next page***	**1. The student typically:** ❑ responds appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar **2. The student's:** ❑ meaning is somewhat clear, although ❑ vocabulary may be limited **3. The student demonstrates a grasp of** ❑ pronouns, prepositions, auxiliary verbs and verb tenses **4. The student can recount by:** ❑ Using key words and phrases reflective of main ideas ❑ Conveying details using concrete words and phrases **5. The student can explain by:** ❑ Connecting related ideas or concepts using linking words and phrases ❑ Answering "how" or "why" questions (*e.g., "How does the water cycle work?" "Why are there three branches of government?"*) ***Continued on next page***	**1. The student typically writes sentences using basic vocabulary and grammar to:** ❑ describe and discuss text, ❑ interpret graphic organizers, and ❑ compare and contrast information **2. The student can recount by:** ❑ Listing procedural steps across content areas ❑ Listing positive and negative effects of events in informational or narrative text **3. The student can explain by:** ❑ Using key terms related to phenomena ❑ Ordering linear and cyclical sequences of phenomena (*e.g., the steps of how a volcano erupts*) **4. The student can argue by:** ❑ Stating reasons for particular points of view ❑ Listing pros and cons of issues **5. Errors in organization, grammar, word choice, and mechanics:** ❑ frequently impede communication	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Communicating personal experiences through drawings and words ❑ Reproducing a series of events through illustrated text **3. The student can explain by:** ❑ Producing short-answer responses to questions using word/ phrase banks ❑ Labeling charts and graphs to describe phenomena (*e.g., organisms in ecosystems*) **4. The student can argue by:** ❑ Selecting words and phrases to represent points of view using facts from illustrated text or posters ❑ Using key words or phrases related to the topic

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

		5. The student can argue by:	**6. The student can argue by:**		
		❑ Comparing and contrasting evidence for claims	❑ Connecting reasons to opinions supported by facts and details		
		❑ Providing reasons and evidence which support particular points	❑ Making adjustments for audience and context		
		6. Errors	**7. Errors in organization, grammar, word choice, and mechanics:**		
		❑ do not interfere with communication	❑ interfere with communication		

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Speaking Grades 6-8)

Please provide feedback for domain specific skills for this EL student.   Student Name _____
Teacher(s) completing this form_____   Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. When expressing opinions, providing information, making requests, identifying and describing objects, and explaining processes and their reasoning, the student typically produces sentences with: ❑ sophisticated vocabulary and correct grammar and ❑ subtle nuances of meaning **2. The student typically:** ❑ produces detailed narratives of complex structure and ❑ skillfully organizes information for presentations **3. The student can recount by:** ❑ Restating new information expressed by others in extended speech ❑ Posing questions that elicit elaboration and responding to others' questions and comments *Continued on next page*	**1. The student can recount by:** ❑ Producing oral multimedia, content-related reports based on research from multiple sources ❑ Tracing the evolution of literary characters, themes, and plots from different venues *(e.g., digital text or video)* **2. The student can explain by:** ❑ Giving demonstrations with step-by-step details *(e.g., converting Fahrenheit to Celsius)* ❑ Evaluating the significance of events, people, or phenomena in oral presentations **3. The student can argue by:** ❑ Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence ❑ Defending points of view with specific claims **4. The student can discuss by:** ❑ Building on the ideas of others ❑ Listening to others with a purpose *(e.g., to challenge own or others' ideas)*	**1. The student typically produces complete sentences to:** ❑ express opinions, ❑ provide information, ❑ conduct transactions, ❑ make requests ❑ explain processes, ❑ give instructions, and ❑ describe social situations **2. The student can:** ❑ produce generally fluent narratives with some hesitations or self-corrections that do not obscure meaning **3. The student can:** ❑ organize responses in logical and sequential order and ❑ incorporate idiomatic expressions **4. Speech is:** ❑ coherent and clear but lacks elaboration or detail *Continued on next page*	**1. When expressing opinions, providing information, conducting transactions, or describing common functions the student typically:** ❑ uses appropriate words and phrases and ❑ uses complete sentences **2. The student can:** ❑ describe common social situations and ❑ narrate simple stories **3. Grammatical or vocabulary errors** ❑ interfere with communication, but the intended meaning is somewhat clear **4. The student can recount by:** ❑ Relating a series of events by expressing time in multiple tenses ❑ Connecting ideas in content-related discourse using transitions *Continued on next page*	**1. When describing social situations, giving instructions, and identifying locations the student typically:** ❑ produces simple sentences using basic vocabulary and grammar **2. The student can:** ❑ construct a narrative from a sequence of pictures about familiar events and school-related activities and ❑ compare and contrast information found in texts and graphic organizers **3. The student can recount by:** ❑ Stating main ideas or points of classroom conversations ❑ Restating details of content-related topics (in home language and English) in small groups **4. The student can explain by:** ❑ Describing situations from modeled sentences ❑ Connecting two content-related ideas that define "how" or "why" *Continued on next page*	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Answering select Wh-questions ❑ Naming and briefly describing past community or school events using visual support *(e.g., posters, photographs)* **3. The student can explain by:** ❑ Comparing attributes of real-life objects with a partner ❑ Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams **4. The student can argue by:** ❑ Responding yes or no to short statements or questions related to a claim ❑ Expressing personal points of view (in home language and English) in support of or against a claim *Continued on next page*

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

4. The student can explain by:		**5. The student can recount by:**	**5. The student can explain by:**	**5. The student can argue by:**	**5. The student can discuss by:**
❑ Adapting speech to a variety of contexts and tasks *(e.g., use of register)* ❑ Posing questions that connect several speakers' ideas and responding to others' ideas		❑ Paraphrasing and summarizing content-related ideas presented orally ❑ Connecting ideas with supporting details in a variety of oral venues	❑ Demonstrating how to conduct experiments, engage in processes, or solve problems with supports ❑ Stating why events occur, phenomena exist, or some things happen	❑ Answering simple questions related to claims ❑ Stating evidence to support claims (in home language and English)	❑ Using appropriate nonverbal behaviors to show engagement and listening ❑ Contributing to conversations by sharing own work *(e.g., pictures, posters, graphics)*
5. The student can argue by:		**6. The student can explain by:**	**6. The student can argue by:**	**6. The student can discuss by:**	
❑ Paraphrasing new information expressed by others and, when warranted, modifying views or positions ❑ Making presentations with multimedia components to clarify claims and emphasize salient points		❑ Comparing content-related concepts ❑ Connecting ideas with supporting details to show relationships *(e.g., characters' actions to their feelings)*	❑ Critiquing opposing claims ❑ Evaluating the value of options in content-based situations	❑ Inviting others to participate ❑ Answering Wh-questions in conversations ❑ Connecting ideas to one's experiences	
6. The student can discuss by:		**7. The student can argue by:**	**7. The student can discuss by:**	**7. Errors**	
❑ Presenting organized ideas and information on content topics including the use of graphics and multimedia ❑ Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas		❑ Connecting ideas with supporting details or evidence ❑ Taking stances and summarizing ideas supporting them	❑ Supporting ideas with examples ❑ Asking clarifying questions to demonstrate engagement ❑ Generating new questions to maintain conversations	❑ frequently impede communication	
		8. The student can discuss by:			
		❑ Recognizing purposes of contributions in conversations ❑ Demonstrating awareness of personal bias when defending one's point of view			

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist Listening (Grades 6-8)

Please provide feedback for domain specific skills for this EL student.　　　　Student Name _____
Teacher(s) completing this form_____　　　　Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ follows complex instructions, ❑ recalls subtle details, ❑ determines and evaluates key information to summarize a task, and ❑ makes sophisticated inferences and predictions from classroom discussions or lengthy oral stories **2. The student can:** ❑ understand increasingly abstract idiomatic expressions, ❑ locate new information in a wider context, and ❑ distinguish relevant from extraneous information **3. The student can process recounts by:** ❑ Identifying key ideas expressed orally ❑ Identifying new information expressed by others ***Continued on next page***	**1. The student can process recounts by:** ❑ Categorizing details of content-related main ideas seen and heard in videos or other technologies ❑ Sequencing a series of illustrated events from oral passages *(e.g., historical recaps)* **2. The student can process explanations by:** ❑ Carrying out a series of oral directions to construct mathematical or scientific models ❑ Connecting details to main ideas based on extended oral discourse **3. The student can process arguments by:** ❑ Establishing connections among claims, arguments, and supporting evidence within oral discourse ❑ Comparing opposing points-of-view presented within oral discourse	**1. The student typically:** ❑ follows complex multistep directions ❑ determines main ideas, ❑ makes inferences from directions, ❑ draws simple conclusions and ❑ predicts logical outcomes in oral stories **2. The student typically:** ❑ understands metaphorical language and uncommon idiomatic expressions, and ❑ recognizes technical academic vocabulary **3. The student can process recounts by:** ❑ Identifying main ideas and details in oral discourse ❑ Evaluating oral presentations of peers based on criteria for success ***Continued on next page***	**1. The student typically:** ❑ follows multistep directions that use academic vocabulary **2. The student can:** ❑ recall details from class discussions or short oral stories and ❑ identify the main purpose of conversation **3. The student can:** ❑ interpret graphic organizers and ❑ extrapolate conclusions from discussions **4. The student can process recounts by:** ❑ Matching main ideas of familiar text read aloud to visuals ❑ Stating the next event in a series based on clues from narrative or informational oral texts ***Continued on next page***	**1. The student typically:** ❑ follows simple oral directions and ❑ understands common vocabulary and idiomatic expressions and **2. The student can:** ❑ identify details **3. The student can process recounts by:** ❑ Sequencing labeled visuals per oral directions ❑ Identifying settings or time frames in narrative or informational scenarios read aloud **4. The student can process explanations by:** ❑ Classifying content-related visuals per oral descriptions *(e.g., environmental v. genetic factors)* ❑ Matching oral sentences of cause and effect to illustrations *(e.g., weather or climate conditions)* ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can process recounts by:** ❑ Identifying familiar objects or places from oral statements ❑ Pointing to objects, people, or places based on short oral descriptions **3. The student can process explanations by:** ❑ Matching instructional language, given orally, with visual representation *(e.g., "Show me your schedule.")* ❑ Identifying functions of content-related topics based on short oral statements reinforced visually *(e.g., organisms in ecosystems)* **4. The student can process arguments by:** ❑ Signaling agreement or disagreement of short oral statements or questions ❑ Identifying points of view *(e.g., first or third person)* from short statements

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

4. The student can process explanations by:		**4. The student can process explanations by:**	**5. The student can process explanations by:**	**5. The student can process arguments by:**
❑ Evaluating main ideas and supporting details presented in diverse media and oral formats ❑ Developing models from oral discourse and multimedia *(e.g., YouTube videos)* **5. The student can process arguments by:** ❑ Evaluating the soundness of opposing claims presented orally ❑ Identifying bias within claims in oral discourse		❑ Identifying relationships between people, ideas, or events in oral discourse ❑ Matching complex oral descriptions to images, graphs, or formulas **5. The student can process arguments by:** ❑ Matching evidence to claims in oral discourse ❑ Formulating opinions based on evidence presented within oral discourse	❑ Matching main ideas of familiar text read aloud with visuals ❑ Showing differences between or among content-related phenomena described orally *(e.g., descriptive statistics)* **6. The student can process arguments by:** ❑ Illustrating claims or reasons from oral narratives ❑ Identifying opposing perspectives from oral text *(e.g., sides in wars, regimes, or revolutions)* **7. Errors** ❑ interfere with communication and comprehension	❑ Identifying claims from a series of oral statements ❑ Identifying evidence to support claims from charts and tables **6. Errors** ❑ frequently impede communication and comprehension

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Reading Grades 6-8)

Please provide feedback for domain specific skills for this EL student. Student Name _____

Teacher(s) completing this form_____ Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ identifies synonyms and antonyms, ❑ interprets less familiar idiomatic expressions, ❑ applies word definitions, and ❑ restates meanings in variant language **2. The student:** ❑ prioritizes main and supporting details, and ❑ reads closely to make logical inferences. **3. The student:** ❑ uses prediction to read fluently and to identify author's purpose and literary techniques **4. The student can process recounts by:** ❑ Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments ❑ Evaluating how a central event is introduced, illustrated, and elaborated in text *(e.g., through examples or anecdotes)* ***Continued on next page***	**1. The student can process recounts by:** ❑ Sequencing main ideas, events, and conclusions in narrative and informational text ❑ Matching details of content-related topics to main ideas **2. The student can process explanations by:** ❑ Sorting grade-level text by highlighting elements of the genre *(e.g., differentiating the "how" from the "why")* ❑ Sequencing events based on cause and effect *(e.g., how machines operate)* **3. The student can argue by:** ❑ Evaluating evidence presented in support of claims ❑ Developing a stance in favor of or against claims presented within content-related text	**1. The student:** ❑ interprets idioms and ❑ determines synonyms of grade level words **2. The student can:** ❑ recall stated and implicit details in a variety of genres, ❑ identify specific information in graphic organizers, and ❑ determine main ideas in fiction and academic texts **3. The student can:** ❑ analyze the structure of texts and ❑ identify literary techniques **4. The student can process recounts by:** ❑ Ordering paragraphs in narrative and informational text ❑ Identifying summaries of passages in a variety of genres ***Continued on next page***	**1. The student:** ❑ identifies synonyms of familiar social and academic vocabulary and ❑ interprets common idiomatic expressions using context clues **2. The student typically:** ❑ distinguishes main ideas from supporting details and ❑ makes inferences from clues in text **3. The student can process recounts by:** ❑ Identifying topic sentences, main ideas, and details in paragraphs ❑ Connecting people to actions based on oral descriptions with details **4. The student can process explanations by:** ❑ Illustrating relationships between main ideas and details in paragraphs ❑ Sequencing steps or events to describe processes *(e.g., solving math problems)* ***Continued on next page***	**1. The student typically:** ❑ follows simple oral directions and ❑ understands common vocabulary and idiomatic expressions **2. The student can** ❑ identify some details **3. The student can process recounts by:** ❑ Sequencing illustrated text of narrative or informational events ❑ Locating main ideas in a series of simple sentences **4. The student can process explanations by:** ❑ Comparing ideas on the same topic in a series of simple sentences ❑ Identifying how content-related phenomena relate to one another in illustrated text or media ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can process recounts by:** ❑ Identifying responses to Wh-questions in charts or illustrated text ❑ Identifying icons in graphs, charts, and environmental print related to familiar topics **3. The student can process explanations by:** ❑ Matching content-related objects, pictures, or media to words and phrases ❑ Identifying social or academic topics highlighted in text **4. The student can process arguments by:** ❑ Identifying words or phrases associated with topic choices ❑ Classifying true from false short statements

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

5. The student can process explanations by: ❑ Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics ❑ Identifying factors that contribute to phenomena in explanations **6. The student can process arguments by:** ❑ Identifying specific evidence to support analyses of content area text ❑ Distinguishing among facts, reasoned judgment, and speculation in text		**5. The student can process explanations by:** ❑ Matching content-related cause to effect in graphically supported text ❑ Highlighting text evidence that points to how systems function *(e.g., different forms of government)* **6. The student can process arguments by:** ❑ Identifying evidence to support analysis of what texts say *(e.g., position papers)* ❑ Classifying pros and cons of claims and evidence presented within written texts **7. Errors** ❑ do not interfere with comprehension	**5. The student can process arguments by:** ❑ Identifying claims and the reasons for each claim ❑ Identifying opposing points of view **6. Errors** ❑ interfere with comprehension	**5. The student can process arguments by:** ❑ Distinguishing facts from opinions in text ❑ Identifying features associated with content-related claims **6. Errors** ❑ frequently impede comprehension

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Writing Grades 6-8)

Please provide feedback for domain specific skills for this EL student.
Teacher(s) completing this form_____

Student Name _____
Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ crafts original responses to prompts, fluently conveying sequenced logical exposition **2. The student responds to open-ended questions requiring them to:** ❑ extrapolate from information indicated in prompts, ❑ interpret and synthesize complex information from graphic organizers, ❑ draw sophisticated inferences, ❑ explain reasoning, and ❑ express and support opinions **3. The student can recount by:** ❑ Providing a concluding statement or section that follows from and supports the information presented ❑ Conveying sequence, signaling shifts from one timeframe to another, and showing the relationships among experiences and events *Continued on next page*	**1. The student can process recounts by:** ❑ Producing research reports using multiple sources ❑ Summarizing conclusions reached from steps in problem-solving or conducting experiments **2. The student can process explanations by:** ❑ Producing informational text around graphs and charts ❑ Comparing content-related ideas from multiple sources in essays, reports, and narratives **3. The student can process arguments by:** ❑ Presenting opinions in persuasive essays or reports backed by content-related research ❑ Justifying ideas using multiple sources	**1. The student typically:** ❑ writes logically sequenced responses that ❑ incorporate idiomatic expressions and ❑ convey original thought in response to open-ended prompts **2. The student:** ❑ accurately interprets pictures or graphical information **3. The student uses:** ❑ correct verb tense and agreement, ❑ subordinating conjunctions, ❑ capitalization, ❑ punctuation, and ❑ adjective and adverb placement **4. The student can recount by:** ❑ Producing content-related reports ❑ Reproducing a sequence of events or experiences using transitional words *Continued on next page*	**1. The student typically:** ❑ writes complete sentences to describe, explain, or compare or contrast verbal or graphic prompts **2. The student** ❑ writes responses to open-ended questions and summarizes passages **3. The student** ❑ uses sentence-ending punctuation, pronouns, prepositional phrases, auxiliary verbs and verb tenses **4. The student's responses** ❑ have limited range of vocabulary **5. The student can recount by:** ❑ Producing short paragraphs with main ideas and some details ❑ Composing dialogues or blogs based on personal experiences *Continued on next page*	**1. The student typically:** ❑ writes complete sentences using basic vocabulary and grammar to describe, explain, or compare verbal or graphic prompts **2. The student:** ❑ responds to simple open-ended questions and ❑ summarizes simple passages **3. The student can recount by:** ❑ Completing sentences using word banks ❑ Producing statements related to main ideas on familiar topics in home language and English **4. The student can explain by:** ❑ Connecting short sentences ❑ Comparing illustrated descriptions of content-related concepts *(e.g., mitosis v. meiosis)* **5. The student can argue by:** ❑ Stating opinions using evaluative language related to content *(e.g., "I agree. Metric is better.")* ❑ Connecting simple sentences to form content-related ideas *Continued on next page*	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Producing labeled illustrations of conclusions reached in problem-solving with a partner ❑ Reproducing words and phrases related to topics *(e.g., including cognates)* **3. The student can explain by:** ❑ Indicating relationships by drawing and labeling content-related pictures on familiar topics ❑ Describing processes or cycles by labeling diagrams and graphs **4. The student can argue by:** ❑ Generating words and phrases that represent opinions *(e.g., "I think…")* ❑ Making lists of topic choices with peers

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

4. The student can explain by: ❑ Determining two or more central ideas in text and tracing their development ❑ Evaluating the interactions between individuals, events, and ideas in text *(e.g., how ideas influence individuals or events and the converse)* **5. The student can argue by:** ❑ Introducing claims and opposing claims, along with their associated reasons and evidence ❑ Closing with concluding statements or paragraphs that support claims **6. Minor errors** ❑ are possible, but generally negligible		**5. The student can explain by:** ❑ Describing relationships between details or examples and supporting ideas ❑ Connecting content-related themes or topics to main ideas **6. The student can argue by:** ❑ Crafting persuasive pieces *(e.g., editorials)* with a series of substantiated content-related claims ❑ Composing scripts with protagonists and antagonists **7. Errors** ❑ do not interfere with communication	**6. The student can explain by:** ❑ Comparing and contrasting information, events, or characters ❑ Producing descriptive paragraphs around a central idea **7. The student can argue by:** ❑ Substantiating opinions with content-related examples and evidence ❑ Providing feedback to peers on language used for claims and evidence **8. Errors in organization, grammar, word choice, and mechanics** ❑ interfere with communication	**6. Errors in organization, grammar, word choice, and mechanics** ❑ frequently impede communication	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Speaking Grades 9-12)

Please provide feedback for domain specific skills for this EL student.   Student Name _____

Teacher(s) completing this form_____   Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ produces complex sentences with sophisticated and precise vocabulary and correct grammar **2. The student can** ❑ conveys detailed academic content and expressive nuances of meaning and ❑ skillfully organizes information for presentations **3. The student can recount by:** ❑ Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience ❑ Presenting information that follows discipline-specific organization *(e.g., orientation to topic, sequence of events, conclusion)* ***Continued on next page***	**1. The student can recount by:** ❑ Engaging in extended discussion of effects, impacts, or events related to content topics ❑ Giving multimedia oral presentations on content-related material learned from various sources **2. The student can explain by:** ❑ Presenting information using an objective, neutral tone in extended discourse ❑ Using nominalization to compress information and maintain coherence *(e.g., "This expansion…," "Weathering…," "An implication...")* **3. The student can argue by:** ❑ Challenging evidence and claims in debates ❑ Convincing audiences of personal points of view using persuasive language ***Continued on next page***	**1. The student typically:** ❑ uses complete sentences to express opinions, explain processes, conduct transactions, and describe personal experiences **2. The student:** ❑ uses accurate vocabulary and grammar to describe the purpose of less common objects and ❑ fluently narrates stories with creative detail **3. The student:** ❑ organizes responses in logical and sequential order and ❑ incorporates idiomatic expressions **4. The student** ❑ conveys subtle distinctions through rich, specific, and varied vocabulary **5. The student can recount by:** ❑ Presenting factual information on content-related topics to the class ❑ Paraphrasing and summarizing content-related ideas in large and small groups ***Continued on next page***	**1. When providing information, expressing preferences, conducting transactions, and describing personal experiences the student typically** ❑ uses appropriate words and phrases and complete sentences **2. The student also typically:** ❑ describes social situations, ❑ gives instructions, and ❑ narrates a simple story **3. The students intended meaning is** ❑ mostly clear, but sometimes requires comprehension-check questions **4. The student** ❑ is capable of communicating some nuances of meaning **5. The student can recount by:** ❑ Posing and responding to questions in small group discussions ❑ Describing the sequence of processes, cycles, procedures, or events with details ***Continued on next page***	**1. When interpreting language related to social, school, and academic contexts, explaining personal preferences or describing a sequence of pictures about familiar events and social situations the student typically** ❑ produces simple sentences using basic vocabulary and grammar **2. The student can recount by:** ❑ Restating information using content-specific terms ❑ Providing examples of content-related information previously studied **3. The student can explain by:** ❑ Naming properties, characteristics or features of illustrated content-related topics ❑ Posing and responding to Wh-questions that relate to phenomena ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English. **2. The student can recount by:** ❑ Naming and briefly describing content topics using visual support *(e.g., posters, diagrams, pictures)* ❑ Answering select yes/no or Wh-questions **3. The student can explain by:** ❑ Ordering events or stages of phenomena with sequential language *(e.g., first, next, step 1)* ❑ Using words and phrases to identify visually supported phenomena **4. The student can argue by:** ❑ Relating points of view with visual support *(e.g., posters, photographs)* ❑ Stating pros and cons listed visually on a topic ***Continued on next page***

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

4. The student can explain by:	4. The student can discuss by:	6. The student can explain by:	6. The student can explain by:	4. The student can argue by:	5. The student can discuss by:
☐ Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms ☐ Following discipline-specific organization *(e.g., orienting the reader, details, conclusion)* and supporting presentations with graphs, formulas, quotes or other media **5. The student can argue by:** ☐ Organizing claims and counter claims in debates with evidence from multiple sources ☐ Negotiating differing cultural perspectives in pairs or small groups **6. The student can discuss by:** ☐ Identifying and reacting to subtle differences in speech and register *(e.g., hyperbole, satire, comedy)* ☐ Producing coherent oral discourse appropriate to task, purpose, and audience ☐ Synthesizing and sharing information from a variety of sources and perspectives	☐ Co-creating novel perspectives on issues ☐ Responding to diverse perspectives and recognizing bias in one's own view ☐ Generating new ideas or questions to sustain conversations	☐ Describing components of systems in small groups and class discussions ☐ Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures **7. The student can argue by:** ☐ Taking stances and defending them with evidence *(e.g., using data or citations)* ☐ Comparing and contrasting different points of view **8. The student can discuss by:** ☐ Demonstrating stamina when building ideas in a small group ☐ Validating ideas of others ☐ Sorting through one's own ideas to determine relevant ones ☐ Providing and receiving constructive feedback from others tactfully	☐ Connecting causes to effects in a series of statements ☐ Sequencing processes, cycles, or procedures in short extended discourse **7. The student can argue by:** ☐ Stating claims matched to evidence using a series of related sentences ☐ Suggesting details or reasons to reinforce points of view **8. The student can discuss by:** ☐ Suggesting creative ways to resolve communication issues ☐ Clarifying one's own ideas using a variety of strategies *(e.g., analogies or metaphors, paraphrasing)* ☐ Asking clarifying questions in a respectful manner **9. Grammatical or vocabulary errors** ☐ interfere with communication, but the intended meaning is somewhat clear	☐ Responding to oral or written claims ☐ Offering facts or opinion statements as appropriate to discussion **5. The student can discuss by:** ☐ Asking and answering questions ☐ Communicating need for clarity of messages ☐ Recognizing intonation used to achieve various purposes of communication **6. Errors frequently impede communication due to:** ☐ minimal English vocabulary and ☐ minimal English grammar knowledge	☐ Representing one's ideas using various media ☐ Responding to yes and no questions posed by the group ☐ Using nonverbal signals to demonstrate engagement in conversations

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Listening Grades 9-12)

Please provide feedback for domain specific skills for this EL student.   Student Name _____

Teacher(s) completing this form_____   Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically ❑ interprets more complex grammar and academic vocabulary to follow complex instructions **2. The student** ❑ uses context clues to interpret new vocabulary and ❑ draws conclusions about a character in an oral story **3. The student** ❑ distinguishes subtleties of tone and point of view, ❑ recalls extensive details, ❑ grasps abstract and uncommon idiomatic expressions, and ❑ analyzes the structure of oral passages **4. The student can process recounts by:** ❑ Categorizing perspectives of multiple speakers ❑ Identifying important information on specific events and concepts from lectures and presentations ***Continued on next page***	**1. The student can process recounts by:** ❑ Reconstructing past experiences or series of events based on oral discourse ❑ Recognizing nuanced meanings of words and phrases in extended oral discourse **2. The student can process explanations by:** ❑ Identifying effects and consequences of events and phenomena from class discussions ❑ Identifying interdependence of different parts of systems from multimedia presentations **3. The student can process arguments by:** ❑ Identifying how language choices connect to particular audiences ❑ Evaluating the purpose of arguments presented by others	**1. The student typically** ❑ interprets idiomatic expressions and complex academic vocabulary and concepts ❑ distinguishes essential details and nuances of meaning, ❑ synthesizes answers from fragmentary information, and ❑ determines key information to summarize a task from complex narratives and discussions **2. The student can process recounts by:** ❑ Following the steps of content-related tasks or assignments given orally ❑ Identifying details from oral discussions *(e.g., when, who, where, what, and why)* **3. The student can process explanations by:** ❑ Identifying components of systems from multimedia ❑ Interpreting cause and effect from oral discourse **4. The student can process arguments by:** ❑ Classifying claims and evidence from oral presentations ❑ Differentiating multiple perspectives presented orally	**1. The student typically** ❑ interprets simple academic vocabulary and idiomatic expressions **2. The student:** ❑ extrapolates logical outcomes, ❑ places new information in a broader context, and ❑ recalls details from classroom discussions or oral stories **3. The student can process recounts by:** ❑ Identifying main ideas from short content-related oral presentations ❑ Classifying examples of genres read aloud *(e.g., types of narration)* **4. The student can process explanations by:** ❑ Recognizing relationships in a series of oral statements ❑ Identifying causes for particular events or phenomena in short oral presentations ***Continued on next page***	**1. The student typically:** ❑ follows multistep directions ❑ identifies main ideas ❑ makes simple inferences and ❑ draws conclusions **2. The student can process recounts by:** ❑ Matching oral descriptions of characters or main events in content-related topics ❑ Following modeled oral commands **3. The student can process explanations by:** ❑ Sequencing steps in processes or procedures described orally ❑ Comparing information, symbols, or icons on charts or tables described orally **4. The student can process arguments by:** ❑ Recognizing the pros or cons of issues from short oral statements ❑ Identifying claims in oral statements **5. Errors** ❑ frequently impede communication and comprehension	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can process recounts by:** ❑ Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs ❑ Selecting resources, places, products, or figures from oral statements and visual supports **3. The student can process explanations by:** ❑ Ordering events or stages of phenomena from oral statements ❑ Identifying words and phrases related to sequence **4. The student can process arguments by:** ❑ Matching oral information to pictures, diagrams, or photographs that show points of view ❑ Distinguishing words and phrases related to opinions or facts from oral statements

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5. The student can process explanations by: ❑ Recognizing specific language used to enhance clarity and precision ❑ Recognizing and following language related to the same event or phenomenon throughout presentations **6. The student can process arguments by:** ❑ Identifying strengths, limitations, and potential biases from oral presentations ❑ Organizing claims and counter claims presented in debates		**5. The student can process arguments by:** ❑ Organizing information related to different perspectives presented orally ❑ Identifying language choices that represent specific points of view from a series of oral statements **6. Errors** ❑ interfere with communication and comprehension	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Reading Grades 9-12)

Please provide feedback for domain specific skills for this EL student.

Student Name _____

Teacher(s) completing this form_____

Subject(s) you teach/taught this student _____

Above Proficient/ Reaching	Bridging	Proficient/Expanding	Intermediate/Developing	Early Intermediate/ Emerging	Beginning/Entering
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student ❑ recognizes uncommon synonyms, subtle gradations of meanings using context clues, and unfamiliar idioms **2. The student uses prediction to:** ❑ read fluently, ❑ make inferences from challenging texts, ❑ synthesize text, ❑ recognize literary techniques, and ❑ uses self-monitoring techniques to check for understanding **3. The student can recount by:** ❑ Analyzing and comparing how authors use language for specific purposes and audiences ❑ Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts ***Continued on next page***	**1. The student can recount by:** ❑ Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms ❑ Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples **2. The student can explain by:** ❑ Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms ❑ Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples **3. The student can argue by:** ❑ Recognizing multiple perspectives and points of view on any given issue ❑ Identifying evidence of bias and credibility of sources	**1. The student typically:** ❑ draws complex conclusions from lengthy passages and ❑ distinguishes nuances of meaning **2. The student:** ❑ interprets alternate expressions of ideas, ❑ analyzes the organization of passages, and ❑ identifies theme, tone, and author's purpose **3. The student can recount by:** ❑ Identifying how the authors make language choices and adjusts for audience and purpose ❑ Reflecting on various accounts of a subject told in different media *(e.g., print and multimedia)* **4. The student can explain by:** ❑ Identifying the interdependence of parts of systems *(e.g., technical, government, chemical)* ❑ Comparing information on phenomena across a variety of multimedia sources ***Continued on next page***	**1. The student typically** ❑ uses knowledge of high-frequency affixes and context clues to determine word meanings and identify synonyms of high-frequency social and academic vocabulary **2. From a simple narrative, the student can:** ❑ recall stated and implicit details, ❑ distinguish main ideas, ❑ compare and contrast information ❑ draw conclusions, and ❑ make some inferences **3. The student can recount by:** ❑ Recognizing lexical chains that show how characters and ideas are labeled across the text ❑ Identifying detailed descriptions, procedures, and information in paragraphs **4. The student can explain by:** ❑ Identifying how language provides clarity and precision in describing topics or phenomena ❑ Summarizing information with diagrams, models, flow charts, or illustrations ***Continued on next page***	**1. The student:** ❑ recalls simple information from text, ❑ identifies main ideas and supporting details, and ❑ makes simple inferences **2. The student can:** ❑ identify common idiomatic expressions and ❑ paraphrases passages **3. The student can recount by:** ❑ Identifying patterns specific to narrative or informational text *(e.g., orientation, presentation of events, conclusion)* ❑ Locating main ideas in a series of related sentences **4. The student can explain by:** ❑ Identifying different types of connectors that show relationships between topics and phenomena ❑ Differentiating between technical and everyday vocabulary that describe phenomena ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Matching key content-related terms and ideas to images, graphs, icons, or diagrams ❑ Sequencing illustrated text of narrative or informational events **3. The student can explain by:** ❑ Identifying key words and phrases that describe the topics or phenomena ❑ Recognizing sequence statements and illustrations that describe phenomena **4. The student can argue by:** ❑ Matching media *(e.g., posters, photos, banners)* with point of view words and phrases ❑ Connecting characters/historical figures with positions or stances on various issues

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4. The student can explain by:		5. The student can argue by:	5. The student can argue by:	5. The student can argue by:	
❑ Recognizing discipline-specific patterns *(e.g., orienting the reader, part-whole classification, neutral/ authoritative tone)* ❑ Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices **5. The student can argue by:** ❑ Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions ❑ Identifying the logical connections among claims, counterclaims, reasons, and evidence		❑ Identifying persuasive language across content areas ❑ Following the progression of logical reasoning **6. Errors** ❑ do not interfere with comprehension	❑ Identifying their purposes and audiences ❑ Evaluating the strength of evidence statements **6. Errors** ❑ interfere with comprehension	❑ Making connections between statements that make claims and those providing evidence ❑ Distinguishing language that identifies facts and opinions **6. Errors** ❑ frequently impede comprehension	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

EL Progress Checklist (Writing Grades 9-12)

Please provide feedback for domain specific skills for this EL student.
Teacher(s) completing this form_____

Student Name _____
Subject(s) you teach/taught this student _____

Above Proficient	**Proficient**	**Intermediate**	**Early Intermediate**	**Beginning/Entering**
(Check all that apply)	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*	*(Check all that apply)*
1. The student typically: ❑ writes using precise, sophisticated, and varied vocabulary ❑ demonstrates fluent and varied expression; ❑ expresses subtle nuances of meaning; and ❑ expands responses to prompts using related background knowledge **2. The student can recount by:** ❑ Summarizing content-related notes from lectures or readings ❑ Producing research reports using multiple sources of information **3. The student can explain by:** ❑ Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations ❑ Maintaining discipline-specific patterns that bridge across key uses *(e.g., explanation to argument in history, explanation to recount for information reports)* ***Continued on next page***	**1. The student can recount by:** ❑ Sequencing using language that creates coherence ❑ Organizing information according to content-specific expectations **2. The student can explain by:** ❑ Synthesizing information and details about phenomena from a variety of sources ❑ Organizing information and details logically and cohesively **3. The student can argue by:** ❑ Organizing information to show logical reasoning ❑ Integrating multiple perspectives and evidence from a variety of sources	**1. The student typically** ❑ writes fluently, using complete sentences with accurate vocabulary to interpret texts and graphical information, while distinguishing nuances of meaning **2. The student:** ❑ incorporates idiomatic expressions and ❑ produces responses to open-ended questions and ❑ writes summaries and comparisons that correctly use verb forms, capitalization, punctuation, and advanced grammar **3. The student's** ❑ responses exhibit minor errors in grammar and content organization that do not interfere with communication ***Continued on next page***	**1. The student typically:** ❑ uses correct basic grammar and ❑ is beginning to demonstrate use of conjunctions in compound sentences **2. The students also typically** ❑ summarizes texts and analyze information in graphic organizers **3. The student's** ❑ meaning is somewhat clear, although vocabulary may be limited **4. The student can recount by:** ❑ Summarizing content-related material ❑ Including important information and related details **5. The student can explain by:** ❑ Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures ❑ Integrating headings, introductory statements, and other features to organize text ***Continued on next page***	**1. The student typically:** ❑ writes complete sentences using basic vocabulary and grammar to express ideas **2. The student** ❑ compares and summarizes information found in texts or graphic organizers **3. The student** ❑ demonstrates a basic knowledge of auxiliary verbs, pronouns, and conjunctions. **4. The student can recount by:** ❑ Following patterns specific to narrative or informational text *(e.g., orientation, presentation of events, conclusion)* ❑ Sequencing narratives or informational text using linking words and phrases **5. The student can explain by:** ❑ Using transitions and connectors to show causal relationships or procedures ❑ Choosing everyday or technical language to describe phenomena ***Continued on next page***	**1. The student is starting to develop:** ❑ receptive skills in English ❑ productive skills in English **2. The student can recount by:** ❑ Listing content words or phrases that relate to the topic ❑ Including images, diagrams, and charts to add details to the topic **3. The student can explain by:** ❑ Producing short responses to questions using word/phrase banks ❑ Labeling charts, graphs, timelines, or cycles to describe phenomena **4. The student can argue by:** ❑ Selecting words and phrases to represent points of view ❑ Listing pros and cons of issues

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4. The student can argue by: ❑ Evaluating positive and negative implications associated with various positions *(e.g., historical events, scientific discoveries, individuals)* ❑ Organizing information logically and coherently to represent contrasting views **5. Minor errors** ❑ are possible, but generally negligible		**4. The student can recount by:** ❑ Creating narrative or informational extended text of past events or experiences *(e.g., lab reports, current events)* ❑ Connecting main points, events, and central ideas to conclusions **5. The student can explain by:** ❑ Presenting information objectively by using a neutral tone appropriate to the content area ❑ Integrating images, diagrams, formulas, or charts to describe phenomena **6. The student can argue by:** ❑ Evaluating and challenging evidence presented ❑ Creating persuasive essays or reports making adjustments for specific audiences	**6. The student can argue by:** ❑ Justifying reasons or opinions with evidence ❑ Summarizing opposing positions with evidence **7. Errors** ❑ interfere with communication	**6. The student can argue by:** ❑ Expressing claims with evidence *(e.g., "Socialism is a good government system because...")* ❑ Listing content-related ideas that represent different points of view on issues **7. Errors in organization, grammar, word choice, and mechanics** ❑ frequently impede communication	

Additional comments:

Based on LAS Links Proficiency Level Descriptors and WIDA Can Do Descriptors

References:
1. LAS Links Proficiency Level Descriptors http://laslinks.com/PDFs/PLDs_LAS_Links_English_FormA_Interpretation_Guide.pdf
2. WIDA Can Do Descriptors https://wida.wisc.edu/teach/can-do/descriptors

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