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Reporting success is important for all students. Reporting progress is particularly important for THE CBL to ensure that they actually succeed. But, it is important not only for the ELL teacher to track their progress, but also to inform teachers and parents/guardians of this progress. Perhaps one of the trickiest parts of this work is trying to communicate with content field teachers and make sure they have a good understanding of where ELLs are in their English study journey and how teachers can meet them where they are. I'm still figuring out the best way to report to teachers and parents. Getting Started with Progress Reports Before We Went Department-wide with standardized ELL progress reports, I created a little thing I called esl snapshot, which was meant to be similar to the IEP At-Glance that content teachers receive for students. I used it for several years and updated it every two years. In Snapshot I included: basic demographic info: name, grade, years in the country, home language language strengths/problems learning suggestions WIDA levels student Description CAN DO Descriptors copied and pasted from WIDA site references to show what student should be able to do given their language level ELL Snapshots Here's a screenshot part of one of these Snapshots with identification information removed: If you would like a copy of an empty template. You can download a copy of the word here-> ELL Snapshot Template Progress Reports on the Web These Snapshots were quite time intensive and difficult to streamline, so the department we moved to a standardized progress reporting system this year. We looked around the web about what other districts did and found some good things. Boulder Valley School District ESL Progress Reports I can't find a link to their progress reports, but the St. Vrain Valley School-ESL Department had a great template that we ended up building our final progress report template off. I wish I could find the link, but I'll show you what we ended up creating. I started creating a draft template for reading, writing, mathematics, listening and speaking, science and social studies, and 1-5. That iteration is here-> Progress project Template Top is the main demographic information as well as all services provided, the latest ACCESS scores and sites to add other evaluation data. For me this usually involves monitoring the reading progress I have done with every student, which means their QRI level and writing assessment score as well. Working habits We also wanted to track other aspects of student progress, such as work habits, so we created a section at the bottom of the page. In the above project you can see that we started with the idea of a 1-5 scale, but that it is too subjective. Instead of being numbers 1-3, we decided on starting, developmental and safe. This was a way to take into account those other aspects of student behavior that affect learning, but may not be directly related to language learning. Wida CAN DO Descriptors On the other side of the report is wida can do descriptors rubric with check boxes. Therefore, the progress report will need to be modified for each grade level, because these can perform descriptors at different levels. As the report is dated, you can simply tick the boxes to whatever skills the student has shown. We save copies of reports as we do well, so the student has more and more boxes checked the longer they receive ELL services. Here's a copy of the full report on google drive-> 9-12 ELL progress report Since I don't do all the work of other grade-level sets like PK-K, 1-2, 3-5, and 6-8 I don't want to share them, but you can easily see how to easily change these other category levels, just copy and paste the Dos from another grade level set. Are there any tools you have found useful to their progress reports for ELLs? Who has worked to collaborate with teachers in the field of content? PreK, Kindergarten, 1, LPR 2 is used if the learner has sufficient evidence (aimed at 8 to 10 artifacts) in one or more of the four skills (Listening, Speaking, Reading, Writing) – and it will be issued whether or not the benchmark level changes. A separate LPR is provided for each course attended by the learner. If the learner does not have sufficient evidence (aiming at 8 to 10 artifacts) in any of the four skills (listening, speaking, reading, writing), there is no mandatory reporting form. Student portfolios may not have sufficient evidence for a number of reasons: students may have started late or, for example, have visited sporadic. In such cases, the programmes may choose to issue a student conference summary (LCS) using a template previously developed by the CCLB or your own template. However, this is not mandatory. The Electronic Student Progress Report options for LPR forms are available in two formats: one with a report label drop-down menu and one without a drop-down menu. Determine which electronic version you want (Note: Verify that you have the appropriate Adobe program and how to download and save forms.) Two electronic versions of LPR in PDF format: one with a drop-down menu and one without. The programmes are responsible for determining whether teachers should use a reporting form for learners who do not have enough artifacts in any of the four skills. If programmes decide to use a reporting form in this situation, for example, it is no longer mandatory to A conference summary (LCS) template is available for download. You can modify this template to meet the needs of the program, or the program can choose to develop its own LCS. LCS in Word format. Programme considerations for LPR (before-use) programmes are responsible for creating protocols to complete the learners' progress report. Before using it, programmes should set out schedules for training conferences and student progress reports. Format of the programme and/or class name to ensure consistency and clarity when teachers complete the PROGRAMME. The name and address of the provider or organization must also be Administrators so that they can decide if they want to add additional information if there is a location (for example, satellite locations may want to include a location). Systems to deliver CLB levels to teachers and determine whether CLB has been awarded by an assessment centre (i.e. a young learner) or a former teacher (i.e. a further learner). Protocols to ensure consistency in reporting on student criteria where skills are taught by more than one teacher at the same time. Remember: Students can only be assigned one criterion for each skill. Systems to provide teachers with the necessary information about the visit. The protocol can choose to sign each report or insert your own digital signature for the administrators you need. File name format to be used when maintaining LPR electronically to ensure consistency when submitting reports (e.g. submitted in secondary class, or by class and learner name). Protocols to ensure that the LPA is completed and stored in a safe and consistent manner, including how long the progress report is kept. Copies are not submitted to the funder. Protocols for solving learners' problems at the teacher's defined CLB level. LPR completion instructions The Learner Progress Report is used by both ESL and ESL learners. Progress reports are intended as a record for learners' progress in English learning. They are completed after portfolio revisions. When reporting CLB levels, teachers complete the CLB level, IE or NA for each skill. Remember that completion means... the learner has reached and demonstrated a level of communicativeness associated with the majority or all (traditionally 70% – 100%) descriptors for benchmarks assigned to each of the four skills (CIC, 2013, p. 3). For various reasons, students can succeed in the term without completing the CLB level. This information is included in the Learner Strengths and Progress section. You could point to the progress that learners have made, as well as some strategic recommendations for improvement. For detailed guidance on filling in the learner's progress report, see the Guide to the Progress Report of the Learner (2007 Current reporting terms PBLA reporting labels have been revised (March 2018) to align with ircc reporting names. The student scoreboard will now be labeled the same as the iCARE/HARTS. As a result, the terms indicated in the linc certificate and the LPR will be the same. For more information on the new terms and their use, see the additional report Reporting on progress in iCARE and PBLA. If this tool saves you time, please turn off the ad blocker for this site or donate to keep the site running. Welcome to ESLReports.com! This website is a tool that is designed to make life for ESL/EFL teachers easier when it comes to reporting at the time of writing. The reality for many teachers is that writing unique, meaningful comments to hundreds of students each month, term or semester is too difficult. Especially when school owners, managers or principals are making sure that all your comments are positive white lies. ESLReports aims to provide several ways to get your report card comments on your driver's desk ASAP. If you find any problems, typos, grammatical errors or errors on the site, please use the contact link above to let me know and I'll fix it ASAP. ASAP.

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