

Orange Public Schools  
Grading, Promotion, and Retention Guidelines



Gerald Fitzhugh, II, Ed.D.  
Superintendent of Schools

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## Committee Membership

Name	Representative Group	School/Organization
Gerald Fitzhugh, II, Ed.D.	Superintendent	Orange Board of Education
Shelly Harper	Special Services	Orange Board of Education
Karen Harris	English Language Arts and Testing	Orange Board of Education
Tina Powell, Ed.D.	Mathematics and Testing	Orange Board of Education
Terri Russo, D.Litt.	Curriculum and Instruction	Orange Board of Education
Faith Alcantara	Principal	Heywood Avenue School
Jacquelyn Blanton, Ed.D.	Principal	Orange Early Childhood Center
Debra Joseph-Charles, Ed.D.	Principal	Rosa Parks Community School
Salvatore Lima, Jr.	Principal	STEM Innovation Academy
Jason Belton	Principal	Orange High School
Samantha Fossella	Assistant Principal	Orange Preparatory Academy
Joshua Chuy	Assistant Principal	Rosa Parks Community School
Meng Li Chi Liu	Mathematics	Orange Board of Education
Franklin Tafur	Guidance	Orange Board of Education
Caroline Onyesonwu	Bilingual/ESL/World Languages	Orange Board of Education
Hooman Behzadpour	Mathematics Teacher	Orange High School
Monique Walker	English Teacher	Forest Street School
Marc Levenson	Social Studies Teacher	Cleveland Street School
Megan Breitenbach	English Teacher	Orange Preparatory Academy
Andrea Henry	STEM Coach	Office of Science
David Armstrong	Parent	Lincoln Avenue School
Rhonda Davis	Parent	Heywood Avenue School
David Wright	Community Member	City of Orange Township
Myledy Romero	School Counselor	Orange Preparatory Academy
Natasha Murphy	School Counselor	Rosa Parks Community School
Ivon Uribe	Science Teacher	Rosa Parks Community School



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## REFERENCES

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<http://www.ascd.org/readingroom/edlead/9410/guskey.html>

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Vatterott, Cathy (2015). *Rethinking Grading*. Alexandria, VA: ASCD





## **Orange Board of Education Vision and Mission Statements**

### **Vision:**

The Orange Public School District commits to provide a safe and caring environment where each is expected to grow and succeed. We pledge to prepare all students with equitable opportunities for college and career readiness, leading to lifelong learning and responsible citizenship in a competitive global community.

### **Mission Statement:**

- The Orange Public School District in collaboration with all stakeholders is responsible for promoting the academic, social, emotional and personal success of all students.
- With a commitment to academic excellence, the district provides teachers, families, and administrators the tools needed for all students to reach their full potential.
- The District serves all students in our schools, acknowledging their unique backgrounds, cultural perspectives and learning styles.
- The District recognizes that curiosity, discipline, integrity, responsibility and respect are necessary for success.
- The Orange Public School District cultivates a community of 21<sup>st</sup> century learners where students take ownership of the learning process, achieve high standards of excellence, and focus on academics.

**“Good to Great”**

## **Orange Public Schools Belief Statements**

### **We believe that:**

- All children can learn.
- High clear and consistent expectations yield high results.
- Excellence is required and attainable.
- Students require a safe environment, both physically and emotionally.
- Family and community involvement, advocacy and support are essential.
- Relationships are the foundation of a positive culture.

## **GRADING POLICY – (K-12)**

### **EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE**



The Orange Township Public School District recognizes that a system of grading student achievement will help students, teachers, and parents/guardians assess progress toward educational goals. Despite years of educational research, there is no evidence to indicate that one grading or reporting method works best under all conditions, in all circumstances (Guskey 1994). As an important component in the improvement of student learning, grading must be understood and articulated by all stakeholders in the educational process, including students, teachers, administrators, and parents/guardians. However, in developing practices that seek to be fair, equitable, and useful to students, parents, and teachers, educators can rely on two guidelines:

- Provide accurate and understandable descriptions of learning.
- Using grading and reporting methods to enhance, not hinder, teaching and learning.

In a standards-based educational system, it is important for grades to reflect a student's mastery of the standards at his/her grade level. This paradigm shift is a shift from a compliance culture driven by teacher power—where grades rewarded compliance and punished noncompliance—to a performance culture driven by student empowerment and mastery of learning (Vatterott 2015). Grading shall be that system of measuring and recording student progress and achievement, which enables students, teachers, and parents/guardians to learn the student's strengths and weaknesses and identify where instruction ought to be modified to provide for the student's advancement or remediation. Grades shall measure the student's progress against both individual potential for achievement and the achievements of others.

The implementation of a system of grading student achievement should result in the following:

- A. Each student should know what behavior and achievements are expected of him/her.
- B. Each student shall be kept informed of his/her progress during the course of the school year.
- C. Methods of grading shall be appropriate to the course of study and grade placement of students.
- D. Students shall be encouraged to review their own achievements.

Grading is an integral part of the teaching and learning process. Grades provide information about student progress as they guide and inform individual and group decisions. Student achievement is the primary factor to include in grades (Marzano 2000). Student achievement is defined as competence in subject-matter content.

### **Academic Grade Components**

A minimum of sixteen (16) grades should reflect student progress in grades 1-12, entered in Genesis each marking period, unless noted below.

- A minimum of five (5) grades should reflect student progress in grades 1-7 in World Languages, Visual and Performing Arts, Computer Literacy, STEM because they do not meet the same number of days as the core classes.
- Academic grades are not reduced as punishment for misconduct.
- Teachers are responsible for inputting grades in Genesis, and parents can see the grades through the Parent Portal.

## **Weights**

**25%** - summative assessments, which includes end of chapter tests, unit tests, and District assessments.

**25%** - authentic assessments, including portfolios, performance assessments, exhibitions, research, projects, internships, essays, book reports, speeches, and 21<sup>st</sup> century real world experiences.

**20%** - quizzes, including short assessments of targeted learning objectives.

**20%** - classwork and participation, including discussions, teamwork, problem solving daily journal entries, logs, demonstrations, and skill applications.

**10%** - homework, including interim checkpoints for long-term projects and independent reading.

## **Homework (Policy # 2330)**

The recommended total number of minutes per grade level may be differentiated for different tiers of students.

Kindergarten	20 minutes
Grades 1-2	30minutes
Grades 3-4	45 minutes
Grades 5-6	60 minutes
Grades 7-12	90-120 minutes

## **Frequency of Grade Reporting**

Report cards are disseminated quarterly. Progress reports are disseminated the fourth week of the each marking period. If a student is exhibiting unsatisfactory performance or is experiencing change in performance, the teacher must notify parents/guardians in a timely manner prior to the distribution of the progress report or report card. Please adhere to district calendar/signed report cards are due back to the reporting school no later than five (5) days after receipt of the report card.

## Kindergarten 2020-2021

Kindergarten teachers assess students using Work Sampling. The Work Sampling System, an authentic performance assessment, is based on teachers' observations of children at work in the classroom learning, solving problems, interacting, and creating products. The Work Sampling System includes three interrelated elements—developmental guidelines and checklists, portfolios and summary reports.

### Explanation of Academic Grades and Other Measures (1-8)

- 90-100 Exceeds the standard
- 80-89 Meets the standard
- 70-79 Marginally meets the standard
- 65-69 Approaching the standard
- <65 Below the standard

Any marking period or progress report grade less than 72% mandates a parent teacher conference.

### EFFORT

#### Student Responsibility Rubrics

4. The student participates in classroom activities and discussions without being asked.
3. The student participates in classroom activities and discussions when asked.
2. The student participates in classroom activities and discussions only when required to do so or when the request involves some form of explicit or implied threat.
1. The student refuses to engage in classroom activities and discussions.

#### Assignments Rubric

4. The student is punctual or early turning in assignments and goes beyond the stated requirements relative to neatness and adherence to conventions. The student submits all assignments.
3. The student is punctual in turning in assignments and meets the stated requirements relative to neatness and adherence to conventions. 75% of assignments are submitted.
2. The student is not punctual in turning in assignments or does not meet the stated requirements relative to neatness and adherence to conventions. Less than 75% of assignments are submitted.
1. The student is not punctual in turning in assignments and does not meet the stated requirements relative to neatness and adherence to conventions. Less than half of assignments are submitted.

### BEHAVIOR

#### Working in Groups Rubric

4. The student works toward the attainment of group goals without being asked.
3. The student works toward the attainment of group goals when asked or cued.
2. The student works toward the attainment of group goals only when required to do so or when the request involves strong urging or even some explicit or implicit threat.
1. The student refuses to work toward the attainment of group goals.



### Following Rules Rubric

4. The student follows classroom rules and procedures without being reminded or cued.
3. The student follows classroom rules and procedures when reminded or cued.
2. The student follows classroom rules and procedures only when required to do so or when the request involves strong urging or even some explicit or implicit threat.
1. The student refuses to follow classroom rules and procedures.

### ATTENDANCE

#### Absenteeism Rubric

4. The student is present.
3. The student is absent but provides a valid explanation or excuse.
2. The student is absent but provides a questionable explanation or excuse.
1. The student is absent without explanation or excuse.

#### Tardiness Rubric

4. The student is on time.
3. The student is tardy but provides a valid excuse.
2. The student is tardy and provides a questionable excuse.
1. The student is tardy without explanation or excuse.

<b>Honor Roll</b>	<b>Grades 1-12</b>
Principal's List	95%-100% average of all grades
High Honor Roll	90%-94% average of all grades
Honor Roll	80%-89% No grade lower than a 75%
Attendance Honors	100% attendance
Superintendent's List	Principal's List for 3 marking periods at the June Recognition Ceremony

### Graduation Requirements (Policy # 5460)

To receive a New Jersey endorsed diploma from Orange High School or STEM Innovation Academy of the Oranges, each student must earn a minimum of 125 credits.

School counselors must perform a Memorandum of Understanding (MOU) annually to ensure students are on target towards high school graduation.

COURSES*	YEARS	CREDITS
English	4	20
Mathematics	3	25
Science	3	15
Social Studies	3	15
Physical Education	4	16
Health and Safety Education	4	4
Visual and Performing Arts	1	5
World Languages	2	10
Financial Literacy, Economics, or Intro. to Business	.5*	2.5
21 <sup>st</sup> Century Life and Careers or Career Technical Education	1	5
Electives	3	15

\*Semester course

### Grade Progressions and Additional Graduation Requirements

- In order for a freshman to be promoted as a sophomore they must earn 30 credits
- In order for a sophomore to be promoted as a junior they must earn 60 credits
- In order for a junior to be promoted to a senior they must earn 95 credits
- In order to graduate, a student must earn a minimum of 125 credits in the required courses for graduation
- 125 credits minimum required to meet graduation requirements
- Meets or exceeds expectations on state assessments
- 60 hours of community Service (15 hours each year of school)

### Grade Appeal Process

Any parent has the right to appeal a student's grade according to the following guidelines:

Step One: Parent contacts the teacher to discuss the grade.

Step Two: If there is no resolution, parent contacts the grade level vice principal or the principal to arrange for a conference.

Step Three: If no resolution after steps 1 and 2, parent contacts the Office of the Superintendent to arrange for a conference where a final decision will be made.

Resolution to the appeal process should occur within a three-week time frame.

## Class Rank (Policy # 5430)

<b>Numeric</b>	<b>CP</b>	<b>Honors</b>	<b>AP/College Dual Enrollment</b>
97.0000-100.0000	4.3	4.8	5.3
90.0000-96.9999	4.0	4.5	5.0
87.0000-89.9999	3.5	4.0	4.5
80.0000-86.9999	3.0	3.5	4.0
77.0000-79.9999	2.5	3.0	3.5
70.0000-76.9999	2.0	2.5	3.0
67.0000-69.0000	1.5	2.0	2.5
65.0000-66.9999	1.0	1.5	2.0
<65	0.0	0.00	0.00

## Retention Guidelines

### Kindergarten:

There will be no Kindergarten retentions, unless approved by the Office of the Superintendent.

### Grades 1-8

1. Parents of elementary and middle school students in jeopardy of failing a content area are notified through progress reports, marking period report cards, and through access to all grades through the Parent Portal.
2. Intervention plans initiated for students whose grades were below 72% are available for review.
3. Monthly letters generated from Genesis and parent contact must be recorded for students in danger of failing.
4. Notes sent to parents must be recorded in Genesis.
5. A log in reference to parent contacts must be readily available.
6. An on-going folder of student work must be maintained.
7. A list of students being considered for retention must be sent by the building principal to the Superintendent of Schools no later than the last week of May. The data for each student must accompany the list, including but not limited to, intervention plans, contact logs, and a copy of the report card and progress reports.
8. In consultation with the building principal, the Superintendent of Schools will determine whether a student will be retained.
9. A formal letter of retention must be sent to the parents no later than the second week of June.
10. Parents may file an appeal; however, all appeals are finalized by the Superintendent of Schools.

There can only be one retention for children in grades 1-4 and only one retention for students in grades 5-8. All students who are in danger of failing should be referred to Intervention and Referral Services (I&RS).

## **Grades 9-12**

1. Parents of high school students in jeopardy of failing a content area are notified through progress reports, marking period report cards, and through access to all grades through the Parent Portal.
2. Intervention plans initiated for students whose grades were below 72% are available for review.
3. After the first marking period, notification of a more aggressive plan should be initiated immediately.
4. The school counselor shall initiate and document monthly contact with parents and students.
5. A teacher log (maintained in Genesis) in reference to parent contacts must be readily available.
6. At the close of the semester for a semester course after the third marking period, of a full year course, a formal letter of failure intent must be sent to parents.
7. Parents may file an appeal; however, the Superintendent of Schools must approve all appeals.
8. School Counselors will review transcripts to ensure that credit recovery is scheduled.
9. A student **may** lose credit in a course by exceeding eighteen (18) unexcused absences for a full year course or nine (9) unexcused absences in a semester course. In accordance with Board policy, a review will occur in these circumstances.

## **Students with Special Needs**

### **Accommodations**

Accommodations are changes made to the instructional/assessment procedures in order to provide a classified student with equal access to the curriculum and an equal opportunity to demonstrate knowledge and skills without fundamentally altering the content or performance criteria.

Accommodations do not change or modify the standard(s) or grading requirements for students. All accommodations for each student are found in his/her Individual Educational Plan.

Accommodations may include, but are not limited to:

- Presentation, format and/or procedure
- Response format and/or procedure
- Instructional strategies
- Time/scheduling
- Environmental alterations

- Assistive Technology

### **Modifications**

Modifications are changes made to assignments and assessments for the same reasons as stated above. All modifications for each student are found in his/her Individual Educational Plan.

Modifications may include:

- Content requirements
- Changes to assessments
- Performance criteria

## **English Language Learners**

The goal of these recommendations is to increase the linguistic and academic abilities of students, set students up for success, and give them a positive feeling of achievement if they are working hard in class.

- ELL student proficiency levels range from 1-6, beginning at the non-verbal and word level, and incrementally progressing towards grade level proficiency. See the “Can Do Descriptors” for more information.
- These recommendations are for English language learners who are in classrooms where English is the predominant language.
- When determining at which level to place a student, consider level of proficiency, grade level expectations, native language skills, class placement, program structure, and other contributing factors.
- Each student is different. What may work with one student may not work with another student. That is why there is overlap in the proficiency level bands below.
- Content area teachers should work in consultation with ESL teachers to evaluate student performance.
- Research suggests that grade retention because of language proficiency and academic background can have negative effects on students (Eastern Stream Center on Resources and Training, 1994, p.26).

WIDA Can Do Descriptors: <https://wida.wisc.edu/teach/can-do/descriptors>

## **Appendix**

A. High School Attendance Policy Appeal Form

B. Notice of Planned Intervention

C. Intervention Form

D. Student Appeal Form

E. Notice of Retention Form

F. Retention Educational Plan

G. Sample ESL Progress Report

Add school letterhead to all forms.

**Orange Board of Education  
ATTENDANCE POLICY APPEAL FORM  
For Graduating Seniors**

Please complete this form if you have exceeded eighteen (18) absences in a course due to extenuating circumstances. Students appealing for credit must have a passing average in the course.

If you wish to appeal the Orange Board of Education Attendance policy, please complete the following steps:

1. Complete this form and return it to the appropriate office.
2. Attach a statement from the student explaining the absences and the rationale for waiver
3. Attach a statement from the parent/guardian supporting the waiver
4. Attach **all** supporting documentation.
5. Return this form and its attachments the the appropriate office no later than \_\_\_\_\_.

Your attendance records, disciplinary records, and teacher recommendations will be considered in making a decision on your appeal. You will be notified by mail of the outcome of your appeal.



Student Name:\_\_\_\_\_

List the courses for which you are requesting an appeal.

Course Name	Teacher Name	Current Course Grade

Please list the high school staff members with whom you have been working to address attendance issues.

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Please attach an explanation of the extenuating circumstances you feel should result in a waiver of the Orange Public Schools Attendance Policy. Attach all medical or legal documentation related to the absences in question.

Student Signature\_\_\_\_\_

Parent/Guardian Signature\_\_\_\_\_

Date:\_\_\_\_\_

**APPENDIX B**

**Orange Public Schools  
Grading, Promotion, Retention Guidelines**

**Notice of Planned Intervention**

**Date** \_\_\_\_\_

**Name of Student** \_\_\_\_\_

**School** \_\_\_\_\_

**Present Grade** \_\_\_\_\_

Your child has not met the necessary proficiency requirements in \_\_\_\_\_  
**Subject/Content**  
and is presently in danger of failing the course.

It is imperative that a meeting is scheduled to discuss and develop the necessary interventions and timeline for implantation.

**Please call to set an appointment so that we may meet to discuss and develop necessary interventions and a timeline for implementation.**

**Thank you.**

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
School Phone Number

## APPENDIX C

### Orange Public Schools Grading, Promotion, Retention Guidelines

#### Intervention Form

I understand that my child needs assistance in the following areas:

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The agreed upon plan is as follows: (inclusive of standards to be addressed, materials, programs, and timelines.

Child Name \_\_\_\_\_

Grade \_\_\_\_\_

Intervention Meeting Date \_\_\_\_\_

I have reviewed assessments, work, etc. \_\_\_\_\_

Parent Signature

Intervention Plan with timelines:

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Principal Signature

**APPENDIX D**

**Orange Public Schools  
Grading, Promotion, Retention Guidelines**

**Student Promotion Appeal Form**

**Name of Student** \_\_\_\_\_

**School** \_\_\_\_\_

**Present Grade** \_\_\_\_\_

**Appealed by** \_\_\_\_\_

**Date** \_\_\_\_\_

**Level I**

**Reason for parent appeal:**

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**Principals Decision**

**Agree** \_\_\_\_\_

**Disagree** \_\_\_\_\_

**Reason for denial or recession:**

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**APPENDIX E**

**Orange Public Schools  
Grading, Promotion, Retention Guidelines**

**Notice of Retention**

Date \_\_\_\_\_

Dear \_\_\_\_\_

Please be informed that your child \_\_\_\_\_

Grade \_\_\_\_\_

Will not be promoted in the \_\_\_\_\_ school year.

His/Her performance has not improved with interventions and procedures set forth by meetings held during the school year.

Notifications of your child's progress were initially shared on \_\_\_\_\_ and contracts were signed.

Your child is being retained due to not reaching competency levels in assessments, cycle grades etc., in one or more of the following areas:

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Sincerely,

\_\_\_\_\_  
Principal

\_\_\_\_\_  
School Telephone Number

**APPENDIX F**

**Orange Public Schools**  
**Grading, Promotion, Retention Guidelines**

**Retention Education Plan**

**Name** \_\_\_\_\_ **Plan Year** \_\_\_\_\_

**Course/Grade** \_\_\_\_\_

**Days Absent** \_\_\_\_\_

(Parent teacher)

**Reasons for Retention (Specify)**

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**Key areas to support/provide reinforcement (define standards)**

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**Receiving Teacher Goals**

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**Student Comments:**

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Student Signature



# **Sample ESL Progress Report**

(Year)

Student's Name:

Grade: 2<sup>nd</sup>-3<sup>rd</sup>

Teacher:

ESL Teacher:

✓ = *On Track*

X = *Not Met*

E = *Exceeded*

<i>Listening</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 1 student moving to Level 2</u></b>  Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in listening, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>Identifying the “who,” “where” and “when” of illustrated</li> <li>Identifying main materials or resources from oral descriptions</li> <li>Matching oral descriptions to photos, pictures, or icons</li> <li>Following simple sequences presented orally to create patterns or sequences</li> </ul>				
<i>Speaking</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 1 student moving to Level 2</u></b>  Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in speaking, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>Reproducing facts or statements in context</li> <li>Participating in multi-media presentations based on research</li> <li>Naming steps in processes or procedures</li> <li>Describing familiar phenomena in words or phrases</li> </ul>				
<i>Reading</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 1 student moving to Level 2</u></b>  Student will move from a Level 1 (Entering) to a Level 2 (Beginning) reading, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>Identifying time related language in context (e.g., in biographies)</li> <li>Illustrating experiences of characters in illustrated statements</li> <li>Interpreting images, illustrations, and graphics</li> <li>Identifying elements of expository texts (e.g., graphs, captions) in illustrated texts</li> </ul>				
<i>Writing</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 1 student moving to Level 2</u></b>  Student will move from a Level 1 (Entering) to a Level 2 (Beginning) in writing, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>Listing ideas using graphic organizers</li> <li>Describing visual information</li> <li>Describing elements of processes or procedures</li> <li>Stating how something happens using illustrations and sequential language (e.g., eruption of volcanoes)</li> </ul>				

***Teacher Comments: Quarter 1***

## **ESL Progress report**

(Year)

Student's Name: \_\_\_\_\_

Grade: 2<sup>nd</sup>

Teacher: \_\_\_\_\_

ESL

Teacher: \_\_\_\_\_

✓ = On Track

X = Not Met

E = Exceeds

<i>Listening</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 2 student moving to Level 3</u></b>  Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in listening, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"><li>• Identifying linking words or phrases related to passage of time in speech (e.g., “on Monday” “the next day”)</li><li>• Illustrating events in response to audio recordings of stories or poems</li><li>• Carrying out steps described orally to solve problems</li><li>• Completing graphic organizers or representations from oral comparisons</li></ul>				
<i>Speaking</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 2 student moving to Level 3</u></b>  Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in speaking, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"><li>• Retelling simple stories from picture cues</li><li>• Stating information from personal or school-related experiences</li><li>• Describe relationships between objects or uses for tools</li><li>• Expressing cause and effect of behaviors or events</li></ul>				
<i>Reading</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 2 student moving to Level 3</u></b>  Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in reading, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"><li>• Creating timelines or graphic organizers from illustrated related statements or paragraphs</li><li>• Identifying temporal-related words that signal order of events (e.g., “In the beginning...”)</li><li>• Sequencing sentences descriptive of processes or procedures in informational texts</li><li>• Locating details in content area texts or media</li></ul>				
<i>Writing</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 2 student moving to Level 3</u></b>  Student will move from a Level 2 (Beginning) to a Level 3 (Developing) in writing, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"><li>• Retelling past experiences</li><li>• Expressing ideas in various genres (e.g., poetry, interactive journals)</li><li>• Comparing causes of different phenomena</li><li>• Stating ideas about content-related topics</li></ul>				

***Teacher Comments: Quarter 1***

## **ESL Progress Report**

(Year)

Student's Name: \_\_\_\_\_

Grade: 2<sup>nd</sup> - 3<sup>rd</sup>

Teacher: \_\_\_\_\_

ESL

Teacher: \_\_\_\_\_

✓ = On Track

X = Not Met

E = Exceeds

<i>Listening</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 3 Student moving to Level 4</u></b>  Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in listening, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>• Re-enacting content-related situations or events from oral descriptions</li> <li>• Identifying content related ideas from oral discourse using multi-media (e.g., retracing steps of a process)</li> <li>• Identifying connectors in speech or text read aloud</li> <li>• Identifying content-related ideas and details in oral discourse</li> </ul>				
<i>Speaking</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 3 Student moving to Level 4</u></b>  Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in speaking, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>• Sequencing events in stories with temporal transitions (e.g., "After the sun set...")</li> <li>• Describing situations and events from school and the community</li> <li>• Stating details of processes or procedures</li> <li>• Describing consequences of behaviors or occurrences</li> </ul>				
<i>Reading</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 3 Student moving to Level 4</u></b>  Student will move from a Level 3 (Developing) to a Level 4 (Expanding) reading, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>• Describing a series of events or procedures</li> <li>• Creating stories with details about characters and events</li> <li>• Illustrating cause/ effect relationships in content area texts</li> <li>• Classifying main ideas and details in informational or explanatory texts</li> </ul>				
<i>Writing</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 3 Student moving to Level 4</u></b>  Student will move from a Level 3 (Developing) to a Level 4 (Expanding) in writing, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>• Describing a series of events or procedures</li> <li>• Creating stories with details about characters and events</li> <li>• Relating details and illustrating stages of different cycles (e.g. frogs, plants)</li> </ul>				

- Describing strategies to solve problems

**Teacher Comments: Quarter 1**

## **ESL Progress Report** (year)

Student's Name: \_\_\_\_\_

Grade: 2<sup>nd</sup> – 3<sup>rd</sup>

Teacher: \_\_\_\_\_

ESL

Teacher: \_\_\_\_\_

✓ = *On Track*

X = *Not Met*

E = *Exceeds*

<i>Listening</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 4 Student moving to Level 5</u></b>  Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in listening by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>• Identifying details of content-related topics from oral discourse</li> <li>• Making designs or models following oral directions and specifications (e.g., maps, origami)</li> <li>• Identifying the purpose of language/the message in each content area</li> <li>• Following a series of short oral directions to create models of content-area phenomena or processes</li> </ul>				
<i>Speaking</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 4 Student moving to Level 5</u></b>  Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in speaking, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>• Describing main ideas of content-related information</li> <li>• Asking and answering questions about information from speakers</li> <li>• Connecting ideas in content-related presentations</li> <li>• Elaborating on the cause of various phenomena (e.g., shooting stars, sunsets)</li> </ul>				
<i>Reading</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b><u>Level 4 Student moving to Level 5</u></b>  Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) in reading, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>• Paraphrasing narratives or informational text with support (e.g., arranging paragraph strips)</li> <li>• Highlighting relevant information in grade-level texts to produce summaries</li> <li>• Identifying relevant information from texts on the same content area topic (e.g., in open sorts)</li> </ul>				

<ul style="list-style-type: none"> <li>Identifying the main purpose of texts</li> </ul>				
<i>Writing</i>	1	2	3	4
<b><u>Level 4 Student moving to Level 5</u></b>  Student will move from a Level 4 (Expanding) to a Level 5 (Bridging) writing, by demonstrating mastery of the following Can Do Descriptors: <ul style="list-style-type: none"> <li>Describing the sequence of content-related ideas</li> <li>Providing details and examples about narratives</li> <li>Describing details of processes, procedures, and events</li> <li>Producing “how to” manuals based on personal experiences or scientific experiments</li> </ul>				

***Teacher Comments: Quarter 1***