



English Language Development Progress Monitoring

Grades K-5

Student Name: _____ Sample Student _____ Student ID: _____ 1234567

School: _____ Multilingual ES (123) _____ Grade Level: _____ Grade 3 _____ School Year: _____ 2020-2021 _____

All English Learners are expected to grow at least one level annually in the areas of listening, speaking, reading, and writing, as measured through TELPAS. Students who had a rating of Advanced High in the prior year must maintain the composite rating of Advanced High in the current year in order to be considered as having made progress.

TELPAS Data from Eduphoria Aware (Grades 1-5)

	Previous SY	Current SY	Language Domain	Previous SY	Current SY
Years in U.S. Schools:	2	3	Listening:	25%	Beginning
			Speaking:	25%	Intermediate
			Reading:	25%	Advanced
			Writing:	25%	Advanced High
Yearly Progress Indicator:	1 Level Higher		Composite:	Advanced	Advanced High

Grading Period 1			
Listening:	Developing as Expected (DE)	Overall	Comments:
Speaking:	Continuing to Develop (CD)	CD	Comments for grading period 1
Reading:	Continuing to Develop (CD)		
Writing:	Continuing to Develop (CD)		

Grading Period 2			
Listening:	Developing as Expected (DE)	Overall	Comments:
Speaking:	Developing as Expected (DE)	CD	Comments for grading period 2
Reading:	Continuing to Develop (CD)		
Writing:	Continuing to Develop (CD)		

Grading Period 3			
Listening:	Developing as Expected (DE)	Overall	Comments:
Speaking:	Developing as Expected (DE)	DE	Comments for grading period 3
Reading:	Developing as Expected (DE)		
Writing:	Continuing to Develop (CD)		

Grading Period 4			
Listening:	Developing as Expected (DE)	Overall	Comments:
Speaking:	Developing as Expected (DE)	DE	Comments for grading period 4
Reading:	Developing as Expected (DE)		
Writing:	Developing as Expected (DE)		

The following performed-based activities are used to gather information on how students are progressing in English language development. The list of activities is not intended to be exhaustive. *Excerpted from the TEA Educator Guide to TELPAS.

Listening	Speaking
Reacting to oral presentations; responding to text read aloud; following directions; cooperative group work; informal interactions with peers; large-group and small-group instructional interactions; one-on-one interviews; individual student conferences.	Cooperative group work; oral presentations; informal interactions with peers; large-group and small group instructional interactions; one-on-one interviews; classroom discussions; articulation of problem-solving strategies; individual student conferences.
Reading	Writing
Paired reading; sing-alongs and read-alongs, including chants and poems; shared reading with big books, charts, overhead transparencies, and other displays; guided reading with level readers; reading subject-area texts and related materials; independent reading; cooperative group work; reading-response journals; read and think aloud, using high-interest books relating to student's background	Shared writing for literacy and content area development; language experience dictation; organization of thoughts and ideas through prewriting strategies; making lists for specific purposes; labeling pictures, objects, and items from projects; descriptive writing on a familiar topic or writing about a familiar process; narrative writing about a past event; reflective writing, such as journaling; extended writing from language arts classes; expository or procedural writing from science, mathematics, and social studies classes.