

## English as an Additional Language (EAL) Report Card

Student: [REDACTED]  
 Homeroom Teacher: David, Emmy Jo  
 EAL Teacher: Carozza, Jeanne

Grade: 3  
 Year: 14-15  
 Trimester: T1

### English Proficiency Levels

Entering >> Beginning >> Developing >> Expanding >> Bridging >> Reaching

\*For an explanation about your child's proficiency levels, please see the other side of this report.

**Listening** - process, understand, interpret and evaluate spoken English in a variety of situations

**Level: Expanding**

**Speaking** - engage in oral communication in a variety of situations for different purposes/audiences

**Level: Developing**

**Reading** - process, interpret and evaluate written language with understanding and fluency

**Level: Expanding**

**Writing** - engage in written communication in a variety of forms for an array of purposes/audiences

**Level: Developing**

Behaviors That Promote Learning	T1	T2	T3
Seeks assistance from EAL teacher	Meeting		
Asks questions to check understanding	Meeting		
Organizes self, materials and belongings	Approaching		
Completes tasks within given time	Approaching		
Participates in class activities	Meeting		
Listens and follows directions	Approaching		
Works independently	Meeting		
Works collaborately with peers	Meeting		

### Student Progress Indicators

Meeting = The student meets grade level expectations.

Approaching = The student is approaching grade level expectations but not yet consistently meeting them.

Beginning = The student may be progressing, but is not meeting grade level expectations.

Exceeding = The student consistently exceeds grade level expectations.

Not Assessed refers to a standard that may be instructed and not yet assessed.

### Comments

**T1:** [REDACTED] has demonstrated a steady growth in his English language development. He uses English in social situations and participates in class. He generates his own ideas for writing and writes several sentences about one topic. In addition, [REDACTED] is beginning to read "just right" texts fluently and can make predictions and connections as he reads. He should continue to read nightly and retell the story in both English and his home language.

**T2:**

**T3:**