

English Language Development Progress Reports

These progress report templates were developed in alignment with the 2020 WIDA English Language Development (ELD) Standards Framework. The proficiency descriptors have been adapted into plain, family-friendly language to help multilingual families better understand their child's progress.

Educators may choose from several versions of the report:

- A general progress report with overall proficiency descriptors for Levels 1–6 in reading, writing, listening, and speaking, or
- Grade-level specific reports, which use language adapted from WIDA's grade-level charts.

Language proficiency should be measured through multiple sources of evidence including classroom observations, student self-assessments, performance tasks, and standardized assessments. It's important to remember that language development is not linear. Students may make rapid progress in one language area while developing more gradually in another. Each child's growth reflects a unique and dynamic language-learning journey.

To customize the templates, make a local copy by going to [File > Make a Copy](#).

Progress Report Templates

[Annotated Template](#)

[General Elementary](#)

[General Secondary](#)

[Kindergarten](#)

[Grade 1](#)

[Grades 2-3](#)

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Customize with your school logo.

English Language Development (ELD) Progress Report Template

Begin by entering basic student information.

Student:

ELD Teacher:

Quarter:

1

2

3

4

Grade:

Academic Year:

Classroom Teacher:

Language learning takes time and looks different for every student. Growth depends on many factors, including each child's strengths and how their home language supports English learning. To keep developing, it's important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child's progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we'll focus on next. Please note that students don't always move up a full proficiency level in just one quarter – and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Level	Proficiency Descriptors	Listening	Speaking	Reading	Writing
1	Understands or uses single words, pictures, or familiar short phrases	☐	☐	☐	☐
2	Understands or uses simple, repeated patterns and short sentences	☐	☐	☐	☒
3	Understands or uses words and phrases form simple sentences	☐	☒	☐	☐
4	Understands or uses words and phrases form simple sentences	☐	☐	☐	☐
5	Understands or uses more words and co more detail.	☐	☐	☐	☐
6	Understands or uses precise words for d communicates through multiple organiz paragraphs.	☒	☐	☐	☐

This quarter we worked on...

What language functions and features have you been working on?
Use WIDA language expectations to identify specific language skills.
These language skills should also be guiding your quarterly planning.

My language goal is...

Based on current proficiency level, what does the student need to work on to advance to the next level?

Additional Notes on Progress:

Summarize the language skills you have worked on this quarter, the goal(s) you have for the student next quarter, and any additional notes on progress.

English Language Development (ELD) Progress Report Template

Begin by entering basic student information.				Student:		ELD Teacher:		Quarter:		1	2	3	4
Grade:		Academic Year:		Classroom Teacher:						☐	☐	☐	☐

Language learning takes time and looks different for every student. Growth depends on many factors, including each child's strengths and how their home language supports English learning. To keep developing, it's important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child's progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we'll focus on next. Please note that students don't always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Level	Proficiency Descriptors	Listening	Speaking	Reading	Writing	
1	Understands or uses single words, pictures, or familiar short phrases	☐	☐	☐	☐	
2	Understands or uses simple, repeated patterns and short sentences	☐	☐	☐	☒	
3	Understands or uses words and phrases form simple sentences	For each language domain, describe what the student can do based on their current level of English development. Use what you see in classroom work, participation, and assessments, not just their most recent WIDA score. These examples are adapted from WIDA's Proficiency Level Descriptors (PLDs). Keep in mind that language domains are not always balanced.			☒	☐
4	Understands or uses words and phrases form simple sentences				☐	☐
5	Understands or uses more words and co more detail.				☐	☐
6	Understands or uses precise words for d communicates through multiple organiz paragraphs.				☐	☐

This quarter we worked on...	My language goal is...
<i>What language functions and features have you been working on?</i> <i>Use WIDA language expectations to identify specific language skills.</i> <i>These language skills should also be guiding your quarterly planning.</i>	<i>Based on current proficiency level, what does the student need to work on to advance to the next level?</i>

Additional Notes on Progress:

Summarize the language skills you have worked on this quarter, the goal(s) you have for the student next quarter, and any additional notes on progress.

English Language Development (ELD)
Progress Report | Elementary

Student:				ELD Teacher:				Quarter:	1	2	3	4
								☐	☐	☐	☐	☐
Grade:		Academic Year:		Classroom Teacher:								

Language learning takes time and looks different for every student. Growth depends on many factors, including each child’s strengths and how their home language supports English learning. To keep developing, it’s important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child’s progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we’ll focus on next. Please note that students don’t always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Level	Proficiency Descriptors	Listening	Speaking	Reading	Writing
1	Understands or uses single words, pictures, or familiar short phrases	☐	☐	☐	☐
2	Understands or uses simple, repeated patterns and short sentences	☐	☐	☐	☐
3	Understands or uses words and phrases that fit the situation and can form simple sentences	☐	☐	☐	☐
4	Understands or uses words and phrases that fit the situation and can form simple sentences	☐	☐	☐	☐
5	Understands or uses more words and connects sentences to give more detail.	☐	☐	☐	☐
6	Understands or uses precise words for different situations and communicates through multiple organized sentences or short paragraphs.	☐	☐	☐	☐

This quarter we worked on...	My language goal is...

Additional Notes on Progress:

English Language Development (ELD)

Progress Report | Secondary

Student:				ELD Teacher:				Quarter:	1	2	3	4
								☐	☐	☐	☐	☐
Grade:		Academic Year:		Homeroom Teacher:								

Language learning takes time and looks different for every student. Growth depends on many factors, including each child’s strengths and how their home language supports English learning. To keep developing, it’s important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child’s progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we’ll focus on next. Please note that students don’t always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Level	Proficiency Descriptors	Listening	Speaking	Reading	Writing
1	Understands or uses familiar words and short phrases that repeat often, with clear and predictable patterns in communication or text.	☐	☐	☐	☐
2	Understands or uses more words and longer phrases, forms simple sentences, and starts to organize ideas in a logical way.	☐	☐	☐	☐
3	Understands or uses words and phrases more flexibly and accurately, creates compound sentences, and begins using language patterns specific to school subjects.	☐	☐	☐	☐
4	Understands or uses many words and phrases with growing detail and precision, shows understanding of words with more than one meaning, and organizes ideas clearly using compound and complex sentences.	☐	☐	☐	☐
5	Understands or uses many different words and phrases, adds detail on purpose, and connects ideas using different kinds of complex sentences.	☐	☐	☐	☐
6	Understands or uses a wide range of words and phrases in different subjects and situations, choosing more complex sentence types when needed for different audiences.	☐	☐	☐	☐

This quarter we worked on...	My language goal is...

Additional Notes on Progress:

English Language Development (ELD)

Progress Report | Kindergarten

Student:		ELD Teacher:		Quarter:	1	2	3	4
					☐	☐	☐	☐
Grade:	K	Academic Year:		Classroom Teacher:				

Language learning takes time and looks different for every student. Growth depends on many factors, including each child's strengths and how their home language supports English learning. To keep developing, it's important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child's progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we'll focus on next. Please note that students don't always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Interpretive Language (Understanding)

Level	Proficiency Descriptors	Listening	Reading
1	Recognizes single words or short phrases about everyday things. Follows common classroom words and directions about things that are happening right now.	☐	☐
2	Notifies simple or loosely connected ideas in short texts or conversations. Recognizes familiar words and short, repeated phrases. Uses common words and home-language connections to make sense of familiar topics.	☐	☐
3	Begins to see how ideas connect in short texts or conversations. Recognizes familiar sentence patterns and short chunks of meaning. Understands words and phrases about everyday experiences and classroom routines.	☐	☐
4	Notifies how ideas are linked with words like <i>and</i> or <i>because</i> . Understands short phrases and simple sentences with some basic transition words that show how ideas go together. Begins to notice word parts (like -s, -ed, un-) that change or add meaning.	☐	☐
5	Follows the order of ideas and notices how describing words add detail. Understands short, basic sentences with different structures. Figures out simple words that can have more than one meaning.	☐	☐
6	Recognizes how ideas are organized and expanded with details and phrases. Understands how short sentences connect to show cause or time (for example, <i>because</i> , <i>when</i>). Understands classroom and subject-specific words.	☐	☐

Expressive Language (Communicating)

Level	Proficiency Descriptors	Speaking	Writing
1	Communicates basic ideas one word or phrase at a time. Talks or writes about things that are happening right now using very common classroom words.	☐	☐
2	Shares ideas using short, familiar phrases and memorized expressions. Uses common, everyday words to talk or write about familiar things.	☐	☐
3	Shares ideas with short or repeated phrases and occasional complete sentences. Uses basic words and phrases to describe personal experiences or classroom activities.	☐	☐

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Level	Proficiency Descriptors	Speaking	Writing
4	Connects ideas with simple words like <i>and</i> , <i>but</i> , or <i>because</i> . Uses short sentences that are mostly clear and becoming more accurate. Begins to change word parts (like -s, -ed, un-) to create new words.	☐	☐
5	Shares ideas in order using words like <i>first</i> , <i>next</i> , and <i>then</i> . Uses mostly simple sentences with some variety in how they start or connect. Chooses words that can fit different situations or have more than one meaning.	☐	☐
6	Organizes ideas clearly and connects them with words like <i>this</i> , <i>that</i> , <i>because</i> , or <i>when</i> . Uses simple sentences to explain thinking and starts to add some connected phrases that add more information. Begins to use subject-area vocabulary to share more detailed ideas.	☐	☐

Adapted from WIDA (2025). [WIDA Language Charts](#).

This quarter we worked on...	My language goal is...

Additional Notes on Progress:

English Language Development (ELD)

Progress Report | 1st Grade

Student:		ELD Teacher:		Quarter:	1	2	3	4
Grade:	1	Academic Year:		Classroom Teacher:				

Language learning takes time and looks different for every student. Growth depends on many factors, including each child's strengths and how their home language supports English learning. To keep developing, it's important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child's progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we'll focus on next. Please note that students don't always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Interpretive Language (Understanding)

Level	Proficiency Descriptors	Listening	Reading
1	Notifies simple or loosely connected ideas in short texts or conversations. Recognizes familiar words and short, repeated phrases. Uses common words and home-language connections to make sense of familiar topics.	☐	☐
2	Begins to see how ideas connect in short texts or conversations. Recognizes familiar sentence patterns and short chunks of meaning. Understands words and phrases about everyday experiences and classroom routines.	☐	☐
3	Notifies how ideas are linked with words like <i>and</i> or <i>because</i> . Understands short phrases and simple sentences with some basic transition words that show how ideas go together. Begins to notice word parts (like -s, -ed, un-) that change or add meaning.	☐	☐
4	Follows the order of ideas and notifies how describing words add detail. Understands short, basic sentences with different structures. Figures out simple words that can have more than one meaning.	☐	☐
5	Recognizes how ideas are organized and expanded with details and phrases. Understands how short sentences connect to show cause or time (for example, <i>because</i> , <i>when</i>). Understands classroom and subject-specific words.	☐	☐
6	Analyzes how ideas connect and expand within texts. Understands both simple and compound sentences with different structures. Recognizes word combinations and common expressions that sound natural in English.	☐	☐

Expressive Language (Communicating)

Level	Proficiency Descriptors	Speaking	Writing
1	Shares ideas using short, familiar phrases and memorized expressions. Uses common, everyday words to talk or write about familiar things.	☐	☐
2	Shares ideas with short or repeated phrases and occasional complete sentences. Uses basic words and phrases to describe personal experiences or classroom activities.	☐	☐
3	Connects ideas with simple words like <i>and</i> , <i>but</i> , or <i>because</i> . Uses short sentences that are mostly clear and becoming more accurate. Begins to change word parts (like -s, -ed, un-) to create new words.	☐	☐

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Level	Proficiency Descriptors	Speaking	Writing
4	Shares ideas in order using words like <i>first</i> , <i>next</i> , and <i>then</i> . Uses mostly simple sentences with some variety in how they start or connect. Chooses words that can fit different situations or have more than one meaning.	☐	☐
5	Organizes ideas clearly and connects them with words like <i>this</i> , <i>that</i> , <i>because</i> , or <i>when</i> . Uses simple sentences to explain thinking and starts to add some connected phrases that add more information. Begins to use subject-area vocabulary to share more detailed ideas.	☐	☐
6	Builds clear connections between ideas and repeats them using similar or related words. Uses simple and compound sentences with growing variety. Begins to use word combinations and common expressions that sound natural in English.	☐	☐

Adapted from WIDA (2025). [WIDA Language Charts](#).

This quarter we worked on...	My language goal is...

Additional Notes on Progress:

English Language Development (ELD)

Progress Report | Grades 2-3

Student:		ELD Teacher:		Quarter:	1	2	3	4
					☐	☐	☐	☐
Grade:		Academic Year:		Classroom Teacher:				

Language learning takes time and looks different for every student. Growth depends on many factors, including each child's strengths and how their home language supports English learning. To keep developing, it's important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child's progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we'll focus on next. Please note that students don't always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Interpretive Language (Understanding)

Level	Proficiency Descriptors	Listening	Reading
1	Begins to see how ideas connect in short texts or conversations. Recognizes familiar sentence patterns and short chunks of meaning. Understands words and phrases about everyday experiences and classroom routines.	☐	☐
2	Notices how ideas are linked with words like <i>and</i> or <i>because</i> . Understands short phrases and simple sentences with some basic transition words that show how ideas go together. Begins to notice word parts (like -s, -ed, un-) that change or add meaning.	☐	☐
3	Follows the order of ideas and notices how describing words add detail. Understands short, basic sentences with different structures. Figures out simple words that can have more than one meaning.	☐	☐
4	Recognizes how ideas are organized and expanded with details and phrases. Understands how short sentences connect to show cause or time (for example, <i>because</i> , <i>when</i>). Understands classroom and subject-specific words.	☐	☐
5	Analyzes how ideas connect and expand within texts. Understands both simple and compound sentences with different structures. Recognizes word combinations and common expressions that sound natural in English.	☐	☐
6	Follows expanded ideas within and across texts. Understands compound and complex sentences with a variety of structures. Recognizes precise words that show when, how, or where things happen.	☐	☐

Expressive Language (Communicating)

Level	Proficiency Descriptors	Speaking	Writing
1	Shares ideas with short or repeated phrases and occasional complete sentences. Uses basic words and phrases to describe personal experiences or classroom activities.	☐	☐
2	Connects ideas with simple words like <i>and</i> , <i>but</i> , or <i>because</i> . Uses short sentences that are mostly clear and becoming more accurate. Begins to change word parts (like -s, -ed, un-) to create new words.	☐	☐

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Level	Proficiency Descriptors	Speaking	Writing
3	Shares ideas in order using words like <i>first</i> , <i>next</i> , and <i>then</i> . Uses mostly simple sentences with some variety in how they start or connect. Chooses words that can fit different situations or have more than one meaning.	☐	☐
4	Organizes ideas clearly and connects them with words like <i>this</i> , <i>that</i> , <i>because</i> , or <i>when</i> . Uses simple sentences to explain thinking and starts to add some connected phrases that add more information. Begins to use subject-area vocabulary to share more detailed ideas.	☐	☐
5	Builds clear connections between ideas and repeats them using similar or related words. Uses simple and compound sentences with growing variety. Begins to use word combinations and common expressions that sound natural in English.	☐	☐
6	Connects ideas smoothly within and across paragraphs by repeating or replacing key words. Uses compound and complex sentences with more control and variety. Includes more precise words that show when, how, or where things happen.	☐	☐

Adapted from WIDA (2025). [WIDA Language Charts](#).

This quarter we worked on...	My language goal is...

Additional Notes on Progress:

English Language Development (ELD)

Progress Report | Grades 4-5

Student:		ELD Teacher:		Quarter:	1	2	3	4
					☐	☐	☐	☐
Grade:		Academic Year:		Classroom Teacher:				

Language learning takes time and looks different for every student. Growth depends on many factors, including each child's strengths and how their home language supports English learning. To keep developing, it's important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child's progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we'll focus on next. Please note that students don't always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Interpretive Language (Understanding)

Level	Proficiency Descriptors	Listening	Reading
1	Notifies how ideas are linked with words like <i>and</i> or <i>because</i> . Understands short phrases and simple sentences with some basic transition words that show how ideas go together. Begins to notice word parts (like -s, -ed, un-) that change or add meaning.	☐	☐
2	Follows the order of ideas and notices how describing words add detail. Understands short, basic sentences with different structures. Figures out simple words that can have more than one meaning.	☐	☐
3	Recognizes how ideas are organized and expanded with details and phrases. Understands how short sentences connect to show cause or time (for example, <i>because</i> , <i>when</i>). Understands classroom and subject-specific words.	☐	☐
4	Analyzes how ideas connect and expand within texts. Understands both simple and compound sentences with different structures. Recognizes word combinations and common expressions that sound natural in English.	☐	☐
5	Follows expanded ideas within and across texts. Understands compound and complex sentences with a variety of structures. Recognizes precise words that show when, how, or where things happen.	☐	☐
6	Analyzes how writers pack meaning into longer phrases. Understands many ways to combine ideas into complex sentences. Recognizes language that shows opinion or possibility (<i>might</i> , <i>could</i> , <i>probably</i> , <i>important</i>).	☐	☐

Expressive Language (Communicating)

Level	Proficiency Descriptors	Speaking	Writing
1	Connects ideas with simple words like <i>and</i> , <i>but</i> , or <i>because</i> . Uses short sentences that are mostly clear and becoming more accurate. Begins to change word parts (like -s, -ed, un-) to create new words.	☐	☐
2	Shares ideas in order using words like <i>first</i> , <i>next</i> , and <i>then</i> . Uses mostly simple sentences with some variety in how they start or connect. Chooses words that can fit different situations or have more than one meaning.	☐	☐

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Level	Proficiency Descriptors	Speaking	Writing
3	Organizes ideas clearly and connects them with words like <i>this, that, because, or when</i> . Uses simple sentences to explain thinking and starts to add some connected phrases that add more information. Begins to use subject-area vocabulary to share more detailed ideas.	☐	☐
4	Builds clear connections between ideas and repeats them using similar or related words. Uses simple and compound sentences with growing variety. Begins to use word combinations and common expressions that sound natural in English.	☐	☐
5	Connects ideas smoothly within and across paragraphs by repeating or replacing key words. Uses compound and complex sentences with more control and variety. Includes more precise words that show when, how, or where things happen.	☐	☐
6	Builds clear and connected writing by linking new ideas to earlier ones and using paragraph openings that guide the reader. Uses compound and complex sentences on purpose to show how ideas relate. Chooses words that show opinion or possibility (<i>might, could, probably, important</i>) to explain thinking with more precision.	☐	☐

Adapted from WIDA (2025). [WIDA Language Charts](#).

This quarter we worked on...	My language goal is...

Additional Notes on Progress:

English Language Development (ELD)

Progress Report | Grades 6-8

Student:		ELD Teacher:		Quarter:	1	2	3	4
					☐	☐	☐	☐
Grade:		Academic Year:		Classroom Teacher:				

Language learning takes time and looks different for every student. Growth depends on many factors, including each child's strengths and how their home language supports English learning. To keep developing, it's important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child's progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we'll focus on next. Please note that students don't always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Interpretive Language (Understanding)

Level	Proficiency Descriptors	Listening	Reading
1	Follows the order of ideas and notices how describing words add detail. Understands short, basic sentences with different structures. Figures out simple words that can have more than one meaning.	☐	☐
2	Recognizes how ideas are organized and expanded with details and phrases. Understands how short sentences connect to show cause or time (for example, <i>because</i> , <i>when</i>). Understands classroom and subject-specific words.	☐	☐
3	Analyzes how ideas connect and expand within texts. Understands both simple and compound sentences with different structures. Recognizes word combinations and common expressions that sound natural in English.	☐	☐
4	Follows expanded ideas within and across texts. Understands compound and complex sentences with a variety of structures. Recognizes precise words that show when, how, or where things happen.	☐	☐
5	Analyzes how writers pack meaning into longer phrases. Understands many ways to combine ideas into complex sentences. Recognizes language that shows opinion or possibility (<i>might</i> , <i>could</i> , <i>probably</i> , <i>important</i>).	☐	☐
6	Analyzes and evaluates how ideas connect across texts written for different purposes. Understands different sentence types and how they show relationships between ideas. Recognizes when writers use precise word choices, figurative language, or tone to create deeper meaning or effect.	☐	☐

Expressive Language (Communicating)

Level	Proficiency Descriptors	Speaking	Writing
1	Shares ideas in order using words like <i>first</i> , <i>next</i> , and <i>then</i> . Uses mostly simple sentences with some variety in how they start or connect. Chooses words that can fit different situations or have more than one meaning.	☐	☐
2	Organizes ideas clearly and connects them with words like <i>this</i> , <i>that</i> , <i>because</i> , or <i>when</i> . Uses simple sentences to explain thinking and starts to add some connected phrases that add more information. Begins to use subject-area vocabulary to share more detailed ideas.	☐	☐

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Level	Proficiency Descriptors	Speaking	Writing
3	Builds clear connections between ideas and repeats them using similar or related words. Uses simple and compound sentences with growing variety. Begins to use word combinations and common expressions that sound natural in English.	☐	☐
4	Connects ideas smoothly within and across paragraphs by repeating or replacing key words. Uses compound and complex sentences with more control and variety. Includes more precise words that show when, how, or where things happen.	☐	☐
5	Builds clear and connected writing by linking new ideas to earlier ones and using paragraph openings that guide the reader. Uses compound and complex sentences on purpose to show how ideas relate. Chooses words that show opinion or possibility (<i>might, could, probably, important</i>) to explain thinking with more precision.	☐	☐
6	Organizes ideas clearly and connects them in a logical, engaging way for the audience. Uses a variety of sentence types to show clear relationships between ideas. Chooses precise or figurative language to make meaning richer and more expressive.	☐	☐

Adapted from WIDA (2025). [WIDA Language Charts](#).

This quarter we worked on...	My language goal is...

Additional Notes on Progress:

English Language Development (ELD)

Progress Report | Grades 9-12

Student:		ELD Teacher:		Quarter:	1	2	3	4
					☐	☐	☐	☐
Grade:		Academic Year:		Classroom Teacher:				

Language learning takes time and looks different for every student. Growth depends on many factors, including each child's strengths and how their home language supports English learning. To keep developing, it's important that your child has regular chances to listen, speak, read, and write in both English and your home language. This report shows your child's progress in English during the past quarter. It explains what we have been working on, how your child is developing within their current proficiency level, and the goals we'll focus on next. Please note that students don't always move up a full proficiency level in just one quarter—and sometimes not even within a full school year. However, we can still see meaningful growth within a level through their language goals and classroom progress.

Interpretive Language (Understanding)

Level	Proficiency Descriptors	Listening	Reading
1	Recognizes how ideas are organized and expanded with details and phrases. Understands how short sentences connect to show cause or time (for example, <i>because</i> , <i>when</i>). Understands classroom and subject-specific words.	☐	☐
2	Analyzes how ideas connect and expand within texts. Understands both simple and compound sentences with different structures. Recognizes word combinations and common expressions that sound natural in English.	☐	☐
3	Follows expanded ideas within and across texts. Understands compound and complex sentences with a variety of structures. Recognizes precise words that show when, how, or where things happen.	☐	☐
4	Analyzes how writers pack meaning into longer phrases. Understands many ways to combine ideas into complex sentences. Recognizes language that shows opinion or possibility (<i>might</i> , <i>could</i> , <i>probably</i> , <i>important</i>).	☐	☐
5	Analyzes and evaluates how ideas connect across texts written for different purposes. Understands different sentence types and how they show relationships between ideas. Recognizes when writers use precise word choices, figurative language, or tone to create deeper meaning or effect.	☐	☐
6	Examines how writers organize and connect complex ideas for a clear purpose or audience. Understands many sentence types, including long or embedded clauses that show relationships between ideas. Recognizes precise word choices and language that make arguments stronger, more persuasive, and clearer.	☐	☐

Expressive Language (Communicating)

Level	Proficiency Descriptors	Speaking	Writing
1	Organizes ideas clearly and connects them with words like <i>this</i> , <i>that</i> , <i>because</i> , or <i>when</i> . Uses simple sentences to explain thinking and starts to add some connected phrases that add more information. Begins to use subject-area vocabulary to share more detailed ideas.	☐	☐

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Level	Proficiency Descriptors	Speaking	Writing
2	Builds clear connections between ideas and repeats them using similar or related words. Uses simple and compound sentences with growing variety. Begins to use word combinations and common expressions that sound natural in English.	☐	☐
3	Connects ideas smoothly within and across paragraphs by repeating or replacing key words. Uses compound and complex sentences with more control and variety. Includes more precise words that show when, how, or where things happen.	☐	☐
4	Builds clear and connected writing by linking new ideas to earlier ones and using paragraph openings that guide the reader. Uses compound and complex sentences on purpose to show how ideas relate. Chooses words that show opinion or possibility (<i>might, could, probably, important</i>) to explain thinking with more precision.	☐	☐
5	Organizes ideas clearly and connects them in a logical, engaging way for the audience. Uses a variety of sentence types to show clear relationships between ideas. Chooses precise or figurative language to make meaning richer and more expressive.	☐	☐
6	Presents ideas that are clear, organized, and connected in ways that fit the audience and purpose. Uses a wide variety of sentence types including compound, complex, and embedded clauses to show clear relationships between ideas. Chooses precise, purposeful language to build strong arguments, persuade effectively, and avoid confusion.	☐	☐

Adapted from WIDA (2025). [WIDA Language Charts](#).

This quarter we worked on...	My language goal is...

Additional Notes on Progress: