

Student's Name: Last _____ First _____ M.I. _____

ACCESS Assessment Folder of Adequate Yearly Progress

Grade: _____ School: _____ Teacher: _____

Primary Language: _____ Date Started: _____

Gender: M F

ADEQUATE YEARLY PROGRESS NOTES	
Year	Teacher Comments

ASSESSMENT	
Test and Date Tested	Test Results

Directions: 1) Record general information about students. 2) Write notes on adequate yearly progress. 3) Record annual ELL assessment scores. 4) Retain folder for the following year.

Student's Name: Last

First

M.I.

Primary Language: _____

Assessment Folder

B e g i n n i n g

ORAL COMMUNICATION

Listening Skills

- _____ Reacts to social greetings and expressions
- _____ Understands and follows oral directions
- _____ Repeats words and phrases in choral readings
- _____ Positions labels on pictures, manipulates objects in response to simple directions
- _____ Responds nonverbally to classroom instructions

Verbal Skills

- _____ Repeats words and phrases
- _____ Asks questions using simple phrases
- _____ Answers questions using simple phrases and sentences
- _____ Actively involved in recitation, singing, and role playing
- _____ Indicates need for words
- _____ Initiates greetings and farewells
- _____ Expresses preferences using simple phrases and simple sentences
- _____ Give short responses in one word for phrases
- _____ Pantomimes simple English phrases/expressions
- _____ Shows use of an expanding vocabulary

Fluency

- _____ Contributes to group stories
- _____ Utilizes cue system, such as punctuation and word endings
- _____ Reads aloud words or phrases in texts, word tiles, or games
- _____ Self-corrects when reading simple words

READING

Word Analysis/Vocabulary Development

- _____ Recognizes and recites the English alphabet
- _____ Matches sounds to corresponding letters and letter combinations
- _____ Identifies beginning and ending sounds in words
- _____ Demonstrates understanding of vocabulary with a simple response
- _____ Retells common stories or situational experiences (with gestures, expressions, drawings, and simple words)
- _____ Produces vocabulary words from lessons to signal needs
- _____ Keeps a vocabulary notebook
- _____ Recognizes language cues, such as plurals, punctuation, and changes in verb tenses

Reading Comprehension

- _____ Participates in choral reading of big ideas, headings, and summaries
- _____ Identifies single words in sentences, as in captions
- _____ Reads short sentences and paragraphs with a partner
- _____ Reads short sentences and paragraphs silently
- _____ Uses words and phrases from a text to come up with meaning
- _____ Demonstrates comprehension by placing labels on pictures, ordering pictures in sequence, pointing in response to questions, using gestures and pantomime, and short one-word or phrase responses

LANGUAGE PRODUCTION

Writing and Grammar

- _____ Writes the alphabet in uppercase and lowercase
- _____ Copies printed models
- _____ Follows patterns for sentences and short paragraphs
- _____ Begins using capitalization rules and ending punctuation rules correctly
- _____ Responds to instructional material with drawings, lists, captions, and charts
- _____ Uses models to write sentences
- _____ Identifies the subject of a paragraph
- _____ Completes basic forms in which information such as one's name, address, and telephone number is requested

Activities

- _____ Names objects in photographs
- _____ Recognizes key words introduced in photographs
- _____ Matches key words to photographs
- _____ Identifies reading cues, introductory paragraphs, headings, captions, and summaries
- _____ Illustrates or pantomimes key vocabulary
- _____ Draws to show comprehension
- _____ Works with a partner or in a small group drawing ideas, pantomiming, gesturing, and trying to use English words and phrases

Directions: 1) Make weekly observations of class discussions and activities.

2) In the chart above, note the date the student meets benchmarks.

3) Record progress for the student monthly or quarterly.

Student's Name: Last _____

First _____

M.I. _____

Primary Language: _____

Assessment Folder

I n t e r m e d i a t e

ORAL COMMUNICATION

Listening Skills

- _____ Initiates or engages in conversations with peers
- _____ Participates in choral readings or songs
- _____ Follows multi-step directions of simple sentences
- _____ Listens closely to oral presentations and identifies important details by using both verbal and nonverbal responses

Verbal Skills

- _____ Repeats simple sentences or phrases when asked
- _____ Asks questions using simple complete sentences
- _____ Answers questions appropriately with simple sentences
- _____ Retells or restates simple stories or texts in class
- _____ Relates activities done outside of school
- _____ Communicated basic needs with simple sentences
- _____ Able to give short oral presentations

Fluency

- _____ Reads simple vocabulary learned in class
- _____ Uses simple phrases or sentences to express ideas
- _____ Reads simple phrases independently
- _____ Self-corrects when reading simple phrases and sentences
- _____ Shows understanding of punctuation marks while reading

READING

Word Analysis/Vocabulary Development

- _____ Begins identifying new words by using surrounding context clues
- _____ Recognizes syllables
- _____ Keeps a vocabulary notebook
- _____ Identifies and begins to use basic word resources (dictionary, glossary, index)
- _____ Responds to simple questions related to text
- _____ Uses letter combinations to form words
- _____ Breaks down unfamiliar words into sounds to decode word
- _____ Forms simple sentences to signal needs
- _____ Recognizes and responds to language cues, such as plurals, punctuation, and verb tenses

Reading Comprehension

- _____ Identifies facts from opinions
- _____ Identifies causes and their effects using simple phrases
- _____ Demonstrates understanding of sequence by retelling, ordering pictures
- _____ States the main idea with a simple sentence
- _____ Determines meaning by using surrounding sentences and text
- _____ Gives a summary of a reading passage with simple sentences
- _____ Recognizes and uses some cognates

LANGUAGE PRODUCTION

Writing and Grammar

- _____ Writes familiar words and common sentences without prompt
- _____ Uses prewriting techniques to write long passages
- _____ Forms sentences and short paragraphs
- _____ Groups similar thoughts into paragraphs
- _____ Responds to text with simple sentences
- _____ Performs simple editing tasks when focused on one skill (e.g., capital letters, periods, commas, question marks)
- _____ Begins to show more consistent use of spelling and grammar
- _____ Recognizes some parts of speech
- _____ Works at subject-verb agreement
- _____ Uses writing models to write
- _____ Revises writing from feedback by teacher or peers

Activities

- _____ Uses pictures to make predictions
- _____ Takes notes with a K-W-L chart
- _____ Finds main idea in reading passages
- _____ Compares and contrasts text with personal experience
- _____ Compares and contrasts items with description
- _____ Participates in role plays
- _____ Expresses opinions
- _____ Explains own thinking
- _____ Completes graphic organizers
- _____ Evaluates cartoons, graphs, and charts

Directions: 1) Make weekly observations of class discussions and activities.
 2) In the chart above, note the date the student meets benchmarks.
 3) Record progress for the student monthly or quarterly.

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Assessment Folder

A d v a n c e d

ORAL COMMUNICATION

Listening Skills

- _____ Comprehends multi-step directions with minimal questions
- _____ Writes down answers to oral questions
- _____ Listens attentively to stories on topics and identifies the main ideas and supporting details

Verbal Skills

- _____ Interacts with English-speaking students in common conversations
- _____ Asks appropriate questions related to lesson topic
- _____ Retells stories or texts with 3 or more details
- _____ Varies speaking according to audience
- _____ Initiates conversations related to topics outside of school
- _____ Able to prepare and give oral presentations
- _____ Participates freely in class discussions and group activities
- _____ Understands and uses figurative language and idiomatic expressions

Fluency

- _____ Reads up to one to two pages aloud in class
- _____ Shows expression while reading
- _____ Reads words in groups and pauses or stops at appropriate places

READING

Word Analysis/Vocabulary Development

- _____ Identifies and uses word parts (prefixes, suffixes, and roots) and verb tenses
- _____ Understands how word meanings can change
- _____ Recognizes words with multiple meanings
- _____ Uses resources (dictionary, thesaurus, glossary) to develop own vocabulary
- _____ Keeps a vocabulary notebook

Reading Comprehension

- _____ Locates the main idea
- _____ Lists the supporting details
- _____ Can discuss cause and effect in a passage
- _____ Identifies stated information and inferred information from texts
- _____ Distinguishes between fact/opinion, statement/inference, and cause/effect
- _____ Draws conclusions about text
- _____ Demonstrates comprehension in role plays, writing, and organizes ideas to persuade an audience
- _____ Understands detailed information on a variety of topics
- _____ Uses text features, such as index, glossary, table of contents, headings, boldface type, graphics, and captions to get information from texts
- _____ Understands and uses parts of the reading process

LANGUAGE PRODUCTION

Writing and Grammar

- _____ Writes in simple, compound, and complex sentences
- _____ Organizes ideas in outline form
- _____ Forms narrative pieces with a beginning, middle, and end
- _____ Organizes paragraphs to make sense
- _____ Writes persuasive and descriptive paragraphs
- _____ Responds to texts with complete thoughts and complex sentences
- _____ Performs editing tasks for basic grammar and capitalization skills
- _____ Spells most words correctly
- _____ Writes simple expository, narrative, descriptive, and persuasive pieces using models

Activities

- _____ Holds a discussion based on a picture, using information given and connecting it to personal experience
- _____ Reads silently with on-level books
- _____ Uses texts to make predictions
- _____ Takes notes using graphic organizers
- _____ Finds main idea in reading passages
- _____ Compares and contrasts text with personal experience
- _____ Participates in role plays
- _____ Expresses opinions
- _____ Explains own thinking and reasoning
- _____ Completes graphic organizers
- _____ Evaluates cartoons, graphs, and charts

Directions: 1) Make weekly observations of class discussions and activities.
 2) In the chart above, note the date the student meets benchmarks.
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