

A Parent's Guide to the ELL Progress Report

In concert with family and community, The Hilliard City School District will empower all graduates to thrive in the 21st century.

Elementary Contact Numbers

Alton Darby	334-1400
Avery	771-2250
Beacon	771-2256
Britton	771-2275
Brown	771-2270
Darby Creek	850-1020
Hilliard Crossing	777-2202
Hilliard Horizon	851-2180
Hoffman Trails	334-0505
J.W. Reason	771-2253
Norwich	777-2418
Ridgewood	771-2262
Scioto Darby	771-2259
Washington	921-6200

If you have further questions about understanding the Elementary Progress Report, please call your child's ELL teacher.

Hilliard City School District
Department of Instruction, Assessment, and Accountability
5323 Cemetery Road
Hilliard, Ohio 43026

Monitoring the Progress of Our Students

The marking of student progress in the Hilliard Elementary Schools is done to provide teachers, students, and parents with a timely snapshot of student learning that reflects grade level expectations and state standards for learning, individual student progress toward expectations, and where students need help and support.

ELL students have two major goals in their development of English proficiency:

- **To use English in their academic achievement in all content areas; and**
- **To use English to participate effectively in U.S. society.**

In order to achieve these goals, ELL students need to develop English proficiency in the four communication domains of:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

Students also need to comprehend what they hear and what they read. Therefore, comprehension of both spoken and written English is an underlying competency that ELL students need to develop in order to achieve the above goals. The standards established for each of the four language domains are listed on the following page. It is important to note that all of these standards relate to language that is:

- **Used in grade-appropriate academic settings;**
- **Used in age-appropriate social settings; and**
- **Appropriate for American social and cultural contexts.**

Student progress in these domains is reflected on the ELL Progress Report.

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ELL STUDENTS

Listening Standards in English for ELL Students

1. ELL students will develop the English listening skills required both for academic achievement and for communication in socially and culturally appropriate ways.
 - 1.1 Comprehend spoken instructions
 - 1.2 Identify main ideas and supporting details of spoken English
 - 1.3 Determine speaker attitude and point of view
 - 1.4 Comprehend the meaning of academic and/or specialized vocabulary when spoken
 - 1.5 Make inferences and predictions when listening to speakers

Speaking Standards in English for ELL Students

2. ELL students will develop the English speaking skills required both for academic achievement and for communication in socially and culturally appropriate ways.
 - 2.1 Speak fluently, using clear pronunciation and with appropriate intonation and stress
 - 2.2 Speak using appropriate grammar and vocabulary
 - 2.3 Speak for varied purposes, both formal and informal, with focus, relevance and cohesion

Reading Standards in English for ELL Students

3. ELL students will develop the English reading skills required both for academic achievement and for communication in socially and culturally appropriate ways.
 - 3.1 Demonstrate reading strategies
 - 3.2 Identify the meaning of written vocabulary
 - 3.3 Read with comprehension
 - 3.4 Read for varied purposes

Writing Standards in English for ELL Students

4. ELL students will develop the English writing skills required both for academic achievement and for communication in socially and culturally appropriate ways.
 - 4.1 Write using appropriate conventions and grammar
 - 4.2 Write for varied purposes and audiences, with appropriate tone and voice, using various media
 - 4.3 Write using the writing process
 - 4.4 Write using a range of vocabulary, sentence structures and verb tenses

*Source: Ohio English Language Proficiency Standards for Limited English Proficient Students
The Ohio Department of Education*

Special Points of Interest:

Progress reports in the Hilliard Elementary Schools are sent to parents three times each school year at the conclusion of 12 week marking periods.

**2009-2010
Progress Report Dates:**

**November 20, 2009
March 5, 2010
June 4, 2010**

Understanding the "Academic Key"

In reporting a student's progress and growth in each communication domain, teachers use the "Academic Key" pictured below to mark individual progress and work traits/habits. Three levels of progress are noted. The letters in the key are an indication of performance with expectations that increase consistently throughout the school year. The letter represents the level of independence with which the student is performing the grade level task at that point in time.



