

**Santee School District**  
**Report Card Addendum for English Language Development**  
**2<sup>nd</sup> Grade – Emerging**



**Student:**  
**ELD Assessment Level:**

**School:**  
**EL Start Date:**

**Assess by Trimester Only. Indicate with a plus or minus that satisfactory progress for each standard.**

ELD Standards	T1	T2	T3
<p><b>1. Exchanging information and ideas</b>            Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and learned phrases.</p>			
<p><b>2. Interacting via written English</b>            Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>			
<p><b>3. Offering opinions</b>            Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X.), as well as open responses, in order to gain and/or hold the floor.</p>			
<p><b>4. Adapting language choices</b>            Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.</p>			
<p><b>5. Listening actively</b>            Demonstrate active listening to read- alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.</p>			
<p><b>6. Reading/viewing closely</b>            Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.</p>			
<p><b>7. Evaluating language choices</b>            Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.</p>			
<p><b>8. Analyzing language choices</b>            Distinguish how two different frequently-used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.</p>			
<p><b>9. Presenting</b>            Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).</p>			
<p><b>10. Writing</b>            Write very short literary texts (e.g., story) and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.</p>			
<p><b>11. Supporting opinions</b>            Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).</p>			
<p><b>12. Selecting language resources</b>            a) Retell texts and recount experiences using key words.            b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.</p>			
<p><b>ELD Grading for Report Card (Total number of +)</b>  <b>10-12 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</b></p>			