

Santee School District
Report Card Addendum for English Language Development
2nd Grade – Expanding



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>1. Exchanging information and ideas Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>			
<p>2. Interacting via written English Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc</p>			
<p>3. Offering opinions Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X.), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.</p>			
<p>4. Adapting language choices Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.</p>			
<p>5. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.</p>			
<p>6. Reading/viewing closely Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>			
<p>7. Evaluating language choices Describe the language writers or speakers use to present or support an idea (e.g., the author’s choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.</p>			
<p>8. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.</p>			
<p>9. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).</p>			
<p>10. Writing Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>			
<p>11. Supporting opinions Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.</p>			

ELD Standards	T1	T2	T3
<p>12. Selecting language resources</p> <p>a) Retell texts and recount experiences using complete sentences and key words.</p> <p>b Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.</p>			
<p align="right">ELD Grading for Report Card (Total number of +) 10-12 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</p>			