

**Santee School District**  
**Report Card Addendum for English Language Development**  
**3<sup>rd</sup> 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><b>1. Exchanging information and ideas</b><br/>           Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>   |    |    |    |
| <p><b>2. Interacting via written English</b><br/>           Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.</p>  |    |    |    |
| <p><b>3. Offering opinions</b><br/>           Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, and...), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.</p>  |    |    |    |
| <p><b>4. Adapting language choices</b><br/>           Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.</p>   |    |    |    |
| <p><b>5. Listening actively</b><br/>           Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.</p>   |    |    |    |
| <p><b>6. Reading/viewing closely</b><br/>           Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support</p>  |    |    |    |
| <p><b>7. Evaluating language choices</b><br/>           Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.</p>  |    |    |    |
| <p><b>8. Analyzing language choices</b><br/>           Distinguish how different words with similar meanings (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.</p>   |    |    |    |
| <p><b>9. Presenting</b><br/>           Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).</p>  |    |    |    |
| <p><b>10. Writing</b></p> <p>a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p> <p>b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.</p> |    |    |    |
| <p><b>11. Supporting opinions</b><br/>           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><b>12. Selecting language resources</b><br/>           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 style="text-align: right;"><b>ELD Grading for Report Card (Total number of +)</b><br/> <b>10-12 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</b></p>  |    |    |    |