

**Santee School District**  
**Report Card Addendum for English Language Development**  
**4<sup>th</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 short 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>            Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think . . .), as well as open responses, in order to gain and/or hold the floor.</p>			
<p><b>4. Adapting language choices</b>            Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.</p>			
<p><b>5. Listening actively</b>            Demonstrate active listening of read- alouds and oral presentations by asking and answering basic questions with prompting and substantial support.</p>			
<p><b>6. Reading/viewing closely</b>            a) Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (main idea, characters, events, etc.) based on close reading of a select set of grade-level texts with substantial support.             b) Use knowledge of frequently-used affixes (e.g., un-, mis-) and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>			
<p><b>7. Evaluating language choices</b>            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 substantial support.</p>			
<p><b>8. Analyzing language choices</b>            Distinguish how different words with similar meaning produce different effects on the audience (e.g., describing a character’s actions as whined versus said).</p>			
<p><b>9. Presenting</b>            Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).</p>			
<p><b>10. Writing</b>            a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.            b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>			

ELD Standards	T1	T2	T3
<p><b>11. Supporting opinions</b></p> <p>a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.</p> <p>b) Express ideas and opinions or temper statements using basic modal expressions (e.g., can, will, maybe).</p>			
<p><b>12. Selecting language resources</b></p> <p>a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm unhappy.).</p>			
<p style="text-align: right;"><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>			