

**Santee School District**  
**Report Card Addendum for English Language Development**  
**4<sup>th</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>            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>            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>            Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), 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>            Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.</p>			
<p><b>5. Listening actively:</b>            Demonstrate active listening of 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>            a) Describe ideas, phenomena (e.g., animal migration), and text elements (main idea, central message, etc.) in greater detail based on close reading of a variety of grade-level texts with moderate support.            b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar topics.</p>			
<p><b>7. Evaluating language choices</b>            Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with prompting and moderate support.</p>			
<p><b>8. Analyzing language choices</b>            Distinguish how different words with similar meanings (e.g., describing a character as smart versus an expert) and figurative language (e.g., as big as a whale) produce shades of meaning and different effects on the audience.</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, reporting on a current event, recounting a memorable experience, etc.) with moderate support.</p>			
<p><b>10. Writing</b>            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.            b) Write increasingly concise 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 or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts) or relevant background knowledge about content with moderate support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., maybe/probably, can/must).</p>			
<p><b>12. Selecting language resources</b></p> <p>a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes . . . , 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>			