

Santee School District

Report Card Addendum for English Language Development 8th Grade – Bridging



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 by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.</p>			
<p>2. Interacting via written English Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.</p>			
<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations using an appropriate register (e.g., to acknowledge new information and justify views) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and that’s a good point. I still think Y, though, because . . .) and open responses.</p>			
<p>4. Adapting language choices Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, and audience.</p>			
<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.</p>			
<p>6. Reading/viewing closely</p> <p>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).</p> <p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p>			
<p>7. Evaluating language choices Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) when provided with light support.</p>			

ELD Standards	T1	T2	T3
<p>8. Analyzing language choices Explain how phrasing or different words with similar meanings (e.g., cunning versus smart, stammer versus say) or figurative language (e.g., Let me throw some light onto the topic.) produce shades of meaning, nuances, and different effects on the audience language (e.g., Let me throw some light onto the topic.) produce shades of meaning and different effects on the audience.</p>			
<p>9. Presenting Plan and deliver longer oral presentations on a variety of concrete and abstract topics using reasoning and evidence to support ideas and using a growing understanding of register.</p>			
<p>10. Writing</p> <p>a) Write longer and more detailed literary and informational texts (e.g., an argument about whether the government should fund research using stem cells) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>			
<p>11. Justifying and arguing</p> <p>a) Justify opinions or persuade others by providing detailed and relevant textual evidence or relevant background knowledge with light support.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., potentially/certainly/absolutely, should/might).</p>			
<p>12. Selecting language resources</p> <p>a) Use an expanded set of general academic words (e.g., specific, contrast, significant, function, adequate, analysis), domain-specific words (e.g., scene, irony, suspense, analogy, cell membrane, fraction), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing destroy -> destruction, probably -> probability, reluctant -> reluctantly).</p>			
<p style="text-align: right;">ELD Grading for Report Card (Total number of +) 10-12 = (A), 7-9 = (B), 3-6 = (C), 0-2 = (D)</p>			