

Santee School District

Report Card Addendum for English Language Development 8th 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>1. Exchanging information and ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.</p>			
<p>2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.</p>			
<p>3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or to ask for clarification) using learned phrases (e.g., I think . . . Would you please repeat that?) and open responses.</p>			
<p>4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).</p>			
<p>5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial 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-appropriate texts and viewing of multimedia with substantial support.</p> <p>b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on).</p> <p>c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meanings of unknown and multiple-meaning words on familiar topics</p>			
<p>7. Evaluating language choices Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) when provided with substantial support.</p>			
<p>8. Analyzing language choices Explain how phrasing or different common words with similar meanings (e.g., choosing to use the word persistent versus the term hard worker) produce different effects on the audience.</p>			
<p>9. Presenting Plan and deliver brief informative oral presentations on concrete topics</p>			

<p>10. Writing</p> <p>a) Write short 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.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>			
<p>11. Justifying and arguing</p> <p>a) Justify opinions by providing some textual evidence or relevant background knowledge with substantial support.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</p>			
<p>12. Selecting language resources</p> <p>a) Use a select number of general academic words (e.g., specific, contrast) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing.</p> <p>b) Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X. He walked to school.).</p>			
<p>ELD Grading for Report Card (Total number of +) 10-12 = (A), 7-9 = (B), 3-6 = (C), 0-2 = (D)</p>			