

Santee School District
Report Card Addendum for English Language Development
Kindergarten – Bridging



Student:
ELD Assessment Level:

School:
EL Start Date:

Assess by Trimester Only. Indicate with a plus (+) if satisfactory progress is being made for each standard.

ELD Standards	T1	T2	T3
<p>1. Exchanging information and ideas Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>			
<p>2. Interacting via written English Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.</p>			
<p>3. Offering opinions Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X, but . . .), as well as open responses, in order to gain and/or hold the floor or add information to an idea.</p>			
<p>4. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.</p>			
<p>5. Reading/viewing closely Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.</p>			
<p>6. Evaluating language choices Describe the language an author uses to present or support an idea (e.g., the vocabulary used to describe people and places) with prompting and light support.</p>			
<p>7. Analyzing language choices Distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.</p>			
<p>8. Presenting Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).</p>			
<p>9. Composing/Writing Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.</p>			
<p>10. Supporting opinions Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).</p>			
<p>11. Selecting language resources a) Retell texts and recount experiences using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word suddenly to signal a change) or to create shades of meaning (e.g., The cat's fur was as white as snow.) while speaking and composing.</p>			
<p>ELD Grading for Report Card (Total number of +) 10-11 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</p>			