

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



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 some writing (e.g., short sentences), 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.), as well as open responses, in order to gain and/or hold the floor</p>			
<p>4. Listening actively Demonstrate active listening to read- alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.</p>			
<p>5. Reading/viewing closely Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.</p>			
<p>6. Evaluating language choices Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.</p>			
<p>7. Analyzing language choices Distinguish how two different words with similar meaning (e.g., describing an action as walk versus march) produce shades of meaning and a different effect.</p>			
<p>8. Presenting Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).</p>			
<p>9. Composing/Writing Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>			
<p>10. Supporting opinions Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).</p>			
<p>11. Selecting language resources a) Retell texts and recount experiences using complete sentences and key words b) Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word scurry versus run) 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>			