



**Multilingual and Multicultural Education Department**  
**COMPREHENSIVE ELD GRADING GUIDANCE**  
 Instructional Resources & Formative Assessments



Below are the recommended instructional resources, formative assessments and student work samples that can be used when grading Comprehensive ELD. All resources, formative assessments and work samples must be based on the implementation of the CA ELD Standards.

	RECOMMENDED INSTRUCTIONAL RESOURCES	FORMATIVE ASSESSMENTS	Student Work Samples
Designated ELD	<ul style="list-style-type: none"> <li>Start Smart 1.0</li> <li>Constructive Conversation Skills Companion Cards</li> </ul>	<ul style="list-style-type: none"> <li>Student Progress Form 1.0</li> </ul>	<ul style="list-style-type: none"> <li>Revised Non-Models</li> <li>Coding the Model</li> <li>Constructive Conversation Skills Poster</li> <li>Oral Final Presentations on Constructive Conversation Skills Poster</li> </ul>
	<ul style="list-style-type: none"> <li>Start Smart 2.0</li> <li>Constructive Conversation Skills Companion Cards</li> </ul>	<ul style="list-style-type: none"> <li>Student Progress Form 2.0</li> <li>Oral Output Assessment Tool (OOAT)</li> <li>Written Output Assessment Tool (WOAT)</li> </ul>	<ul style="list-style-type: none"> <li>Coding the Model</li> <li>Non-Model Revision Tool</li> <li>Oral Paragraph</li> <li>Written Paragraph</li> <li>Final Multimedia Projects and Oral Presentations</li> <li>Oral Presentation Checklist</li> </ul>
	Benchmark Advance	<ul style="list-style-type: none"> <li>English Language Development Weekly Assessment</li> <li>Daily Formative Assessment</li> <li>Student Progress Form 1.0 Based on Engaged Thinking Conversations Section</li> <li>Student Progress Form 1.0 Effective Oral and Written Language Expression Section</li> </ul>	<ul style="list-style-type: none"> <li>Language or written samples from Effective Language Expression Section</li> <li>Formative Assessment Rubrics</li> <li>Assessment Checklist</li> </ul>
	Wonders	<ul style="list-style-type: none"> <li>Student Progress Form 1.0 along with Respond to the Text Section</li> <li>Oral Output Assessment Tool (OOAT) with retell</li> <li>Written Output Assessment Tool with retell</li> </ul>	<ul style="list-style-type: none"> <li>Language or written samples of Respond to the Text Section</li> <li>Language and written sample of retell</li> </ul>
Integrated ELD (Content)	Benchmark Advance	<ul style="list-style-type: none"> <li>Informal and Formal Observations of Integrated ELD Lessons</li> <li>Collaborative Conversations</li> <li>Student Progress Form 1.0</li> </ul>	<ul style="list-style-type: none"> <li>Texts for Close Reading Annotations for Part II Standards</li> <li>Observation Checklist for Collaborative Conversations</li> <li>Language or written samples of iELD section</li> </ul>



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	Wonders	<ul style="list-style-type: none"> <li>Informal and Formal Observations of Integrated ELD Lessons</li> <li>Collaborative Conversations</li> <li>Student Progress Form 1.0</li> </ul>	<ul style="list-style-type: none"> <li>Language and written samples</li> </ul>
	<ul style="list-style-type: none"> <li>My Math Integrated ELD/Math                             <ul style="list-style-type: none"> <li>Three Reads Protocol</li> <li>Math Interview</li> <li>Math Summit</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Integrated ELD/Math Lessons</li> <li>Student Progress Form 1.0</li> </ul>	<ul style="list-style-type: none"> <li>Language and written samples</li> <li>Construct Conversation Summit Posters</li> </ul>
<p>Consider the following when grading:</p> <ol style="list-style-type: none"> <li>Select student work and use teacher observations (e.g. SPF's, Content Area work, formal and informal assessments from Designated and Integrated ELD)</li> <li>Identify the ELD Standards addressed using the ELD Standards at a Glance</li> <li>Label work with the CA ELD Standards</li> <li>Sort representative work into modes and/or processes</li> <li>Circle the current level of performance for each ELD standard</li> <li>Use the CA ELD Standards to determine Overall Proficiency score for each Mode or Process (Provide sufficient student work samples and teacher anecdotal records as rationale for score).</li> <li>Use the English Language Development Scoring and Proficiency Level Key to determine rate of progress within each reporting period for each Mode or Process</li> </ol>			