



Los Angeles Unified School District
MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT

Elementary Progress Report ELD Marking Protocol

Note: This resource is available for teacher use to assist in communicating student progress

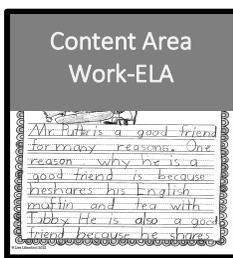
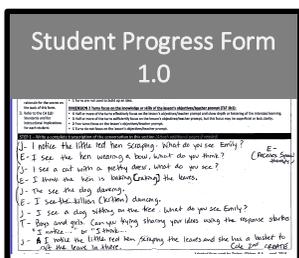
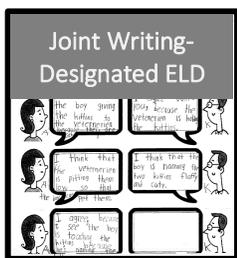
Student Name:

Teacher:

School Year:

Consider the following when grading:

- Select student work and use teacher observations (e.g. SPF's, Content Area work, formal and informal assessments from Designated and Integrated ELD) based on the targeted ELD Standards for the lesson



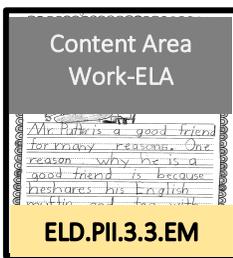
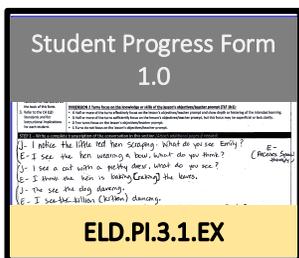
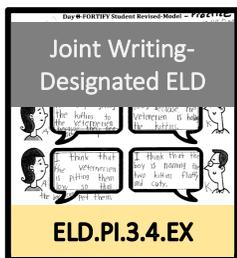
- Identify the ELD Standards addressed using the ELD Standards at a Glance and indicate the current level of performance for each ELD standard

EM = Emerging
 EX = Expanding
 BR = Bridging

PI.3.1.EX
PI.3.4.EX

PII.3.3.EM

- Label work with the CA ELD Standards

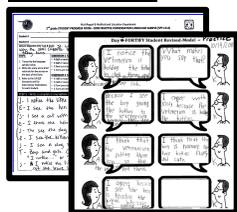


- Sort representative work into modes and/or processes

Part I: Interacting in Meaningful ways

- Collaborative
- Interpretive
- Productive

Collaborative



Part II: Learning About How English Works

- Structuring Cohesive Texts
- Expanding & Enriching Ideas
- Connecting & Condensing Ideas

Expanding and Enriching Ideas



- 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).
- Use the English Language Development Scoring and Proficiency Level Key to determine rate of progress within each reporting period for each Mode or Process

Student Name:		Teacher:		School Year:				
3 rd Grade Part I: Interacting in Meaningful Ways		Overall Proficiency Level and Rate of Progress			RPI	RPI	RPI	
		EMERGING	EXPANDING	BRIDGING		BR	BR	BR
1. Exchanging information and ideas - SL.3.1.6, L.3.1.3, 1.6	1.1. Contribute to conversations and express ideas by asking and answering yes-no and who-questions and responding using short phrases.	1.1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	1.1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	1.1. Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	4	4	4	
2. Interacting via written English - W.3.6, L.3.1.3, 1.6	2. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	4	4	4	
3. Offering opinions - SL.3.1.6, L.3.1.3, 1.6	3. Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., I think...), as well as open responses in order to gain and/or hold the floor.	3. Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, and...), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.	3. Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	3. Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	4	4	4	
4. Adapting language - SL.3.1.6, 5. SL.3.1.6, L.3.1.3, 1.6	4. Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	4. Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults) with moderate support from peers or adults.	4. Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	4. Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.	3	3	3	
					2	2	2	
					1	1	1	

BR	Bridging: Students at this level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. Students are ready to transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

4 = Demonstrating ADVANCED PROGRESS in the ELD Proficiency level descriptors

3 = Demonstrating AVERAGE PROGRESS in the ELD Proficiency level descriptors

2 = Demonstrating PARTIAL PROGRESS in the ELD Proficiency level descriptors

1 = Demonstrating LIMITED PROGRESS in the ELD Proficiency level descriptors

Student Name:		Teacher:		School Year:		
Kindergarten Part I: Interacting in Meaningful Ways						
EMERGING		EXPANDING		BRIDGING		
				RP1	RP2	RP3
A. Collaborative (engagement in dialogue with others) (Circle Overall Proficiency Level and Rate of Progress)				SCORE		
1. Exchanging information and ideas - SL.3.1.6; L.3.1,3,6	1. Contribute to conversations and express ideas by asking and answering yes-no and wh- questions and responding using gestures, words, and simple phrases.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.			
2. Interacting via written English- W.3.6; L.3.1,3,6	2. Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.	22. 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.	2. 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.	BR EX EM	BR EX EM	BR EX EM
3. Offering opinions - SL.3.1,6; L.3.1,3,6	3. Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X.), as well as open responses.	3. 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.	3. 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.	4 3 2 1	4 3 2 1	4 3 2 1
4. Adapting language choices- W.3.4-5; SL.3.1,6; L.3.1,3,6	4. No standard for kindergarten.	4. No standard for kindergarten.	4. No standard for kindergarten.			
B. Interpretive (comprehension and analysis of written and spoken texts) (Circle Overall Proficiency Level and Rate of Progress)				RP1	RP2	RP3
				SCORE		
5. Listening actively - SL.3.1-3; L.3.3	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and whquestions with oral sentence frames and substantial prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	5. Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.			
6. Reading/ viewing closely - RL.3.1-7,9-10; RI.3.1-7,9-10; SL.3.2-3; L.3.3,4,6	6. Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of gradelevel texts and viewing of multimedia with substantial support	6. 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.	6. 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.	BR EX EM	BR EX EM	BR EX EM
7. Evaluating language choices - RL.3.3-4,6; RI.3.2,6,8; SL.3.3; L.3.3-6	7. Describe the language an author uses to present an idea (e.g., the words and phrases used when a character is introduced) with prompting and substantial support.	7. Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.	7. 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.	4 3 2 1	4 3 2 1	4 3 2 1
8. Analyzing language choices - RL.3.4-5; RI.3.4-5; SL.3.3; L.3.3-6	8. Distinguish how two different frequently used words (e.g., describing an action with the verb walk versus run) produce a different effect.	8. 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.	8. Distinguish how multiple different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.			
C. Productive (creation of oral presentations and written texts) (Circle Overall Proficiency Level and Rate of Progress)				RP1	RP2	RP3
				SCORE		
9. Presenting - SL.3.4-6; L.3.1,3,6	9. Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	9. 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).	9. 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).			
10. Writing - W.3.1-8,10; L.3.1-3,6	10. Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	10. 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.	10. 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.	BR EX EM	BR EX EM	BR EX EM
11. Supporting opinions - W.3.1,4,10; SL.3.4,6; L.3.1-3,6	11. Offer opinions and provide good reasons (e.g., My favorite book is X because X.) referring to the text or to relevant background knowledge.	11. Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	11. Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).	4 3 2 1	4 3 2 1	4 3 2 1
12. Selecting language resources - W.3.4-5; SL.3.4,6; L.3.1,3,5-6	12. a) Retell texts and recount experiences using a select set of key words. b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word spicy to describe a favorite food, using the word larva	12. 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.,	12. 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			

	when explaining insect metamorphosis) while speaking and composing.	using the word scurry versus run) while speaking and composing.	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.			
Kindergarten Part II: How English Works						
	EMERGING		EXPANDING		BRIDGING	
A. Structuring Cohesive Texts (Circle Overall Proficiency Level and Rate of Progress)				RP1	RP2	RP3
				SCORE		
1. Understanding text - RL.3.5; RI.3.5; W.3.1-5; SL.3.4	1. Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	1. Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	1. Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.			
2. Understanding cohesion - RL.3.5; RI.3.5; W.3.1-4; SL.3.4; L.3.1,3	2. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., one time, then) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	2. Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., next, after a long time) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	2. Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., first/second/third, once, at the end) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and independently.	BR EX EM	BR EX EM	BR EX EM
				4 3 2 1	4 3 2 1	4 3 2 1
B. Expanding and Enriching Ideas (Circle Overall Proficiency Level and Rate of Progress)				RP1	RP2	RP3
				SCORE		
3. Using verbs and verb phrases - W.3.5; SL.3.6; L.3.1,3,6	3. a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.	3. a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.	3. a) Use a wide variety of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.	BR EX EM	BR EX EM	BR EX EM
				4 3 2 1	4 3 2 1	4 3 2 1
4. Using nouns and noun phrases - W.3.5; SL.3.6; L.3.1,3,6	4. Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	4. Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and with increasing independence.	4. Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.			
5. Modifying to add details - W.3.5; SL.3.4,6; L.3.1,3,6	5. Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	5. Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.	5. Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.			
C. Connecting and Condensing Ideas (Circle Overall Proficiency Level and Rate of Progress)				RP1	RP2	RP3
				SCORE		
6. Connecting ideas within sentences - W.3.1-3,5; SL.3.4,6; L.3.1,3,6	6. Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.	6. Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked.) in shared language activities guided by the teacher and with increasing independence.	6. Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.) in shared language activities guided by the teacher and independently.	BR EX EM	BR EX EM	BR EX EM
7. Condensing ideas within sentences - W.3.1-3,5; SL.3.4,6; L.3.1,3,6	7. No standard for kindergarten.	7. No standard for kindergarten.	7. No standard for kindergarten.	4 3 2 1	4 3 2 1	4 3 2 1