



Elementary Progress Report ELD Marking Protocol



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

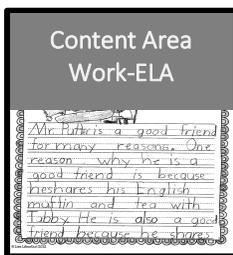
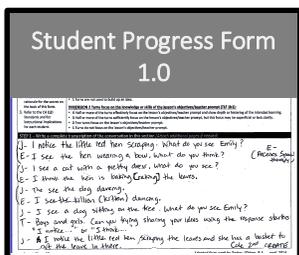
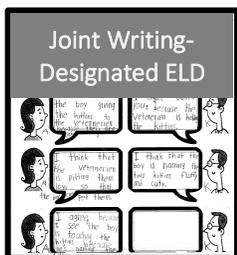
Student Name:

Teacher:

School Year:

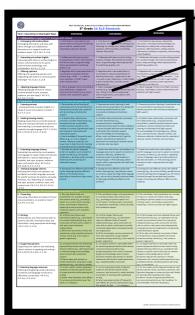
Consider the following when grading:

- 1. 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



- 2. 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

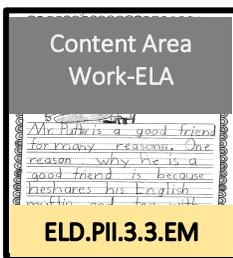
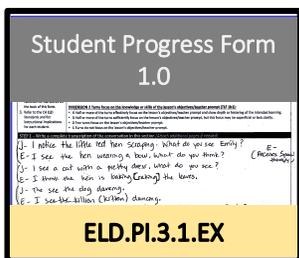
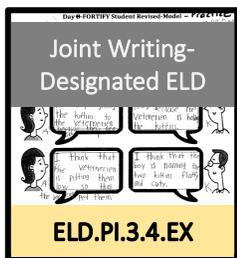


PI.3.1.EX
PI.3.4.EX



PII.3.3.EM

- 3. Label work with the CA ELD Standards

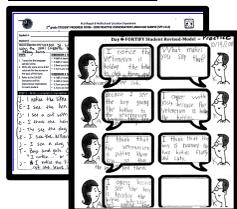


- 4. Sort representative work into modes and/or processes

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



- 5. 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).
6. Use the English Language Development Scoring and Proficiency Level Key to determine rate of progress within each reporting period for each Mode or Process

Table with columns for Student Name, Teacher, School Year, and a grid for ELD Standards (A-D) with proficiency levels (EM, EX, BR) and scores (1-4).

Summary table showing BR, EX, EM scores for three categories.

Legend table defining BR (Bridging), EX (Expanding), and EM (Emerging) levels and their descriptions.

Legend table defining proficiency level descriptors: 4 = Demonstrating ADVANCED PROGRESS, 3 = Demonstrating AVERAGE PROGRESS, 2 = Demonstrating PARTIAL PROGRESS, 1 = Demonstrating LIMITED PROGRESS.

Student Name:		Teacher:		School Year:		
<b>3<sup>rd</sup> Grade Part I: Interacting in Meaningful Ways</b>						
<b>EMERGING</b>		<b>EXPANDING</b>		<b>BRIDGING</b>		
				<b>RP1</b>	<b>RP2</b>	<b>RP3</b>
<b>A. Collaborative (engagement in dialogue with others) (Circle Overall Proficiency Level and Rate of Progress)</b>				<b>SCORE</b>		
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 short phrases.	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. 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.			
2. Interacting via written English- W.3.6; L.3.1.3,6	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.	<b>BR</b>	<b>BR</b>	<b>BR</b>
3. Offering opinions - SL.3.1.6; L.3.1.3,6	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.	<b>EX</b>	<b>EX</b>	<b>EX</b>
4. Adapting language choices- W.3.4-5; SL.3.1.6; L.3.1.3,6	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.	<b>EM</b>	<b>EM</b>	<b>EM</b>
				<b>4</b>	<b>4</b>	<b>4</b>
				<b>3</b>	<b>3</b>	<b>3</b>
				<b>2</b>	<b>2</b>	<b>2</b>
				<b>1</b>	<b>1</b>	<b>1</b>
<b>B. Interpretive (comprehension and analysis of written and spoken texts) (Circle Overall Proficiency Level and Rate of Progress)</b>				<b>RP1</b>	<b>RP2</b>	<b>RP3</b>
				<b>SCORE</b>		
5. Listening actively - SL.3.1-3; L.3.3	5. Demonstrate active listening to read- alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	5. Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate 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., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	6. Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) 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., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	<b>BR</b>	<b>BR</b>	<b>BR</b>
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 writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.	7. Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.	7. Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.	<b>EX</b>	<b>EX</b>	<b>EX</b>
8. Analyzing language choices - RL.3.4-5; RI.3.4-5; SL.3.3; L.3.3-6	8. Distinguish how different words produce different effects on the audience (e.g., describing a character as happy versus sad).	8. Distinguish how different words with similar meanings (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.	8. Distinguish how multiple different words with similar meanings (e.g., pleased versus happy versus ecstatic, heard versus knew versus believed) produce shades of meaning and different effects on the audience.	<b>EM</b>	<b>EM</b>	<b>EM</b>
				<b>4</b>	<b>4</b>	<b>4</b>
				<b>3</b>	<b>3</b>	<b>3</b>
				<b>2</b>	<b>2</b>	<b>2</b>
				<b>1</b>	<b>1</b>	<b>1</b>
<b>C. Productive (creation of oral presentations and written texts) (Circle Overall Proficiency Level and Rate of Progress)</b>				<b>RP1</b>	<b>RP2</b>	<b>RP3</b>
				<b>SCORE</b>		
9. Presenting - SL.3.4-6; L.3.1.3,6	9. Plan and deliver very brief oral presentations (e.g., retelling a story, describing an animal, etc.).	9. Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process, etc.).	9. Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, explaining a science process or historical event, etc.).			
10. Writing - W.3.1-8,10; L.3.1-3,6	10. a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. b) Paraphrase texts and recount experiences using key words from notes or graphic organizers.	10. a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers.	10. a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers.	<b>BR</b>	<b>BR</b>	<b>BR</b>
11. Supporting opinions - W.3.1,4,10; SL.3.4,6; L.3.1-3,6	11. Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to	11. Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text)	11. Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics	<b>EX</b>	<b>EX</b>	<b>EX</b>
				<b>EM</b>	<b>EM</b>	<b>EM</b>
				<b>4</b>	<b>4</b>	<b>4</b>
				<b>3</b>	<b>3</b>	<b>3</b>
				<b>2</b>	<b>2</b>	<b>2</b>
				<b>1</b>	<b>1</b>	<b>1</b>

	textual evidence or knowledge of content).	or relevant background knowledge about the content.	from text) or relevant background knowledge about the content.			
12. Selecting language resources: - W.3.4-5; SL.3.4,6; L.3.1,3,5-6	12. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word dangerous to describe a place, using the word habitat when describing animal behavior) while speaking and writing.	12. Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.	12. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.			
<b>3<sup>rd</sup> Grade Part II: How English Works</b>						
	<b>EMERGING</b>	<b>EXPANDING</b>	<b>BRIDGING</b>	<b>RP1</b>	<b>RP2</b>	<b>RP3</b>
<b>A. Structuring Cohesive Texts (Circle Overall Proficiency Level and Rate of Progress)</b>				<b>SCORE</b>		
1. Understanding text structure - RL.3.5; RI.3.5; W.3.1-5; SL.3.4	1. Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	1. Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	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 opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.			
2. Understanding cohesion - RL.3.5; RI.3.5; W.3.1-4; SL.3.4; L.3.1,3	2. a) Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., then, next) to comprehending texts and writing basic texts.	2. a) Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/end, first/next) to comprehending texts and writing texts with increasing cohesion.	2. a) Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts. b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., for example, afterward, first/next/last) to comprehending texts and writing cohesive texts.	<b>BR EX EM</b>	<b>BR EX EM</b>	<b>BR EX EM</b>
				<b>4 3 2 1</b>	<b>4 3 2 1</b>	<b>4 3 2 1</b>
<b>B. Expanding and Enriching Ideas (Circle Overall Proficiency Level and Rate of Progress)</b>				<b>RP1</b>	<b>RP2</b>	<b>RP3</b>
				<b>SCORE</b>		
3. Using verbs and verb phrases - W.3.5; SL.3.6; L.3.1,3,6	3. Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience).	3. Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description).	3. Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict).			
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 an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	4. Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	4. Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	<b>BR EX EM</b>	<b>BR EX EM</b>	<b>BR EX EM</b>
				<b>4 3 2 1</b>	<b>4 3 2 1</b>	<b>4 3 2 1</b>
5. Modifying to add details - W.3.5; SL.3.4,6; L.3.1,3,6	5. Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process (e.g., They walked to the soccer field.).	5. Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process (e.g., They worked quietly; They ran across the soccer field.).	5. Expand sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a range of familiar and new activities or processes (e.g., They worked quietly all night in their room.).			
<b>C. Connecting and Condensing Ideas (Circle Overall Proficiency Level and Rate of Progress)</b>				<b>RP1</b>	<b>RP2</b>	<b>RP3</b>
				<b>SCORE</b>		
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).	6. Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion came.) or to make a concession (e.g., She studied all night even though she wasn't feeling well.).	6. Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., The deer ran because the mountain lion approached them.), to make a concession (e.g., She studied all night even though she wasn't feeling well.), or to link two ideas that happen at the same time (e.g., The cubs played while their mother hunted.).	<b>BR EX EM</b>	<b>BR EX EM</b>	<b>BR EX EM</b>
				<b>4 3 2 1</b>	<b>4 3 2 1</b>	<b>4 3 2 1</b>
7. Condensing ideas within sentences - W.3.1-3,5; SL.3.4,6; L.3.1,3,6	7. Condense clauses in simple ways (e.g., changing: It's green. It's red. -> It's green and red.) to create precise and detailed sentences.	7. Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the tropical rainforest.) to create precise and detailed sentences.	7. Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It's a plant. It's green and red. It's found in the tropical rainforest. -> It's a green and red plant that's found in the tropical rainforest.) to create precise and detailed sentences.			