

**Santee School District**  
**Report Card Addendum for English Language Development**  
**1<sup>st</sup> Grade – Bridging**



**Student:**  
**ELD Assessment Level:**

**School:**  
**EL Start Date:**

**Assess by Trimester Only. Indicate with a plus or minus that satisfactory progress for each standard.**

<b>ELD Standards</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.			
<b>2. Interacting via written English</b> Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.			
<b>3. Offering opinions</b> Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I think/don't think X. I agree with X.), and open responses in order to gain and/or hold the floor, elaborate on an idea, provide different opinions, etc			
<b>4. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.			
<b>5. Reading/viewing closely</b> Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.			
<b>6. Evaluating language choices</b> Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary to portray characters, places, or real people) with prompting and light support.			
<b>7. Analyzing language choices</b> Distinguish how multiple different words with similar meaning (e.g., big, large, huge, enormous, gigantic) produce shades of meaning and a different effect on the audience.			
<b>8. Presenting</b> 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).			
<b>9. Writing</b> Write longer literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of insects) collaboratively with an adult (e.g., joint construction), with peers, and independently.			
<b>10. Supporting opinions</b> Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).			
<b>11. Selecting language resources</b> 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 (e.g., The dog was as big as a house.) to create an effect, precision, and shades of meaning while speaking and writing.			
<b>ELD Grading for Report Card (Total number of +)</b> <b>10-11 = (4), 7-9 = (3), 3-6 = (2), 0-2 = (1)</b>			