

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



**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.), as well as open responses in order to gain and/or hold the floor, elaborate on an idea, etc.			
<b>4. Listening actively</b> Demonstrate active listening to read- alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.			
<b>5. Reading/viewing closely</b> Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, main idea) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support..			
<b>6. Evaluating language choices</b> Describe the language writers or speakers use to present or support an idea (e.g., the adjectives used to describe people and places) with prompting and moderate support..			
<b>7. Analyzing language choices</b> Distinguish how two different words with similar meaning (e.g., large versus enormous) produce shades of meaning and a different effect on the audience.			
<b>8. Presenting</b> 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, etc.).			
<b>9. Writing</b> Write short literary texts (e.g., a story) and informational texts (e.g., an informative text on the life cycle of an insect) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.			
<b>10. Supporting opinions</b> Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).			
<b>11. Selecting language resources</b> 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, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., prance versus walk) 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>			