

**Santee School District**  
**Report Card Addendum for English Language Development**  
**6<sup>th</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.**

ELD Standards	T1	T2	T3
<b>1. Exchanging information and ideas</b> Contribute to class, group, and partner discussions by following turn- taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.			
<b>2. Interacting via written English</b> Engage in extended written exchanges with peers and collaborate on complex written texts on a variety of topics, using technology when appropriate.			
<b>3. Supporting opinions and persuading others</b> Negotiate with or persuade others in conversations using appropriate register (e.g., to reflect on multiple perspectives) using a variety of learned phrases, indirect reported speech (e.g., I heard you say X, and Gabriel just pointed out Y), as well as open responses.			
<b>4. Adapting language choices</b> Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.			
<b>5. Listening actively</b> Demonstrate active listening in oral presentation activities by asking and answering detailed questions with minimal prompting and support.			
<b>6. Reading/viewing closely</b> a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.  b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using a variety of precise academic verbs (e.g., indicates that, influences).  c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple- meaning words on a variety of new topics.			
<b>7. Evaluating language choices</b> Explain how well writers and speakers use specific language resources to present ideas or support arguments and provide detailed evidence (e.g., identifying the specific language used to present ideas and claims that are well supported and distinguishing them from those that are not) with light support.			
<b>8. Analyzing language choices</b> Explain how phrasing, different words with similar meaning (e.g., stingy- economical-unwasteful-thrifty), or figurative language (e.g., The room was depressed and gloomy.) produce shades of meaning, nuances, and different effects on the audience.			

ELD Standards		T1	T2	T3
<b>9. Presenting</b> Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.				
<b>10. Writing</b> a) Write longer and more detailed literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently using appropriate text organization and growing understanding of register.  b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).				
<b>11. Justifying and arguing</b> a) Justify opinions or persuade others by providing detailed and relevant textual evidence (e.g., quoting from the text directly or referring to specific textual evidence) or relevant background knowledge with light support.  b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly/definitely, should/would, might) and phrasing (e.g., In my opinion . . .).				
<b>12. Selecting language resources</b> a) Use an expanded set of general academic words (e.g., affect, evidence, demonstrate, reluctantly), domain-specific words (e.g., scene, setting, plot, point of view, fraction, cell membrane, democracy), synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.  b) Use knowledge of morphology to appropriately select affixes in a variety of ways to manipulate language (e.g., changing observe -> observation, reluctant -> reluctantly, produce -> production, etc.).				
<b>ELD Grading for Report Card (Total number of +)</b> <b>10-12 = (A), 7-9 = (B), 3-6 = (C), 0-2 = (D)</b>				