

Santee School District
Report Card Addendum for English Language Development
6th Grade – Emerging



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
1. Exchanging information and ideas Engage in conversational exchanges and express ideas on familiar topics by asking and answering yes-no and wh- questions and responding using simple phrases.			
2. Interacting via written English Engage in short written exchanges with peers and collaborate on simple written texts on familiar topics, using technology when appropriate.			
3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to gain and hold the floor or ask for clarification) using basic learned phrases (e.g., I think . . . , Would you please repeat that?), as well as open responses.			
4. Adapting language choices Adjust language choices according to social setting (e.g., classroom, break time) and audience (e.g., peers, teacher).			
5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering basic questions with prompting and substantial support.			
6. Reading/viewing closely 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 substantial support. b) Express inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.			
7. Evaluating language choices Explain how well writers and speakers use language to support ideas and arguments with detailed evidence (e.g., identifying the precise vocabulary used to present evidence, or the phrasing used to signal a shift in meaning) with substantial support			
8. Analyzing language choices Explain how phrasing or different common words with similar meaning (e.g., choosing to use the word cheap versus the phrase a good saver) produce different effects on the audience.			
9. Presenting Plan and deliver brief oral presentations on a variety of topics and content areas.			

ELD Standards		T1	T2	T3
10. Writing				
a)	Write short literary and informational texts (e.g., an argument for protecting the rainforests) collaboratively (e.g., with peers) and independently.			
b)	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).			
11. Justifying and arguing				
a)	Justify opinions by providing some textual evidence (e.g., quoting from the text) or relevant background knowledge with substantial support.			
b)	Express attitude and opinions or temper statements with some basic modal expressions (e.g., can, has to).			
12. Selecting language resources				
a)	Use a select number of general academic words (e.g., author, chart) and domain-specific words (e.g., scene, cell, fraction) to create some precision while speaking and writing.			
b)	Use knowledge of morphology to appropriately select affixes in basic ways (e.g., She likes X.).			
ELD Grading for Report Card (Total number of +) 10-12 = (A), 7-9 = (B), 3-6 = (C), 0-2 = (D)				