

Santee School District

Report Card Addendum for English Language Development 7th 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.

ELD Standards	T1	T2	T3
1. Exchanging information and ideas Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, and paraphrasing key ideas.			
2. Interacting via written English Engage in longer written exchanges with peers and collaborate on more detailed written texts on a variety of topics, using technology when appropriate.			
3. Supporting opinions and persuading others Negotiate with or persuade others in conversations (e.g., to provide counter- arguments) using learned phrases (I agree with X, but . . .), and open responses.			
4. Adapting language choices Adjust language choices according to purpose (e.g., explaining, persuading, entertaining), task, and audience			
5. Listening actively Demonstrate active listening in oral presentation activities by asking and answering detailed questions with occasional prompting and moderate 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 moderate support. b) Express inferences and conclusions drawn based on close reading of grade- appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). 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 and new topics.			
7. Evaluating language choices Explain how well writers and speakers use specific language to present ideas of support arguments and provide detailed evidence (e.g., showing the clarity of the phrasing used to present an argument) when provided with moderate support.			
8. Analyzing language choices Explain how phrasing, different words with similar meaning (e.g., describing a character as diplomatic versus respectful) or figurative language (e.g., The wind whispered through the night.) produce shades of meaning and different effects on the audience.			
9. Presenting Plan and deliver longer oral presentations on a variety of topics, using details and evidence to support ideas.			

<p>10. Writing</p> <p>a) Write longer literary and informational texts (e.g., an argument for wearing school uniforms) collaboratively (e.g., with peers) and independently using appropriate text organization.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>			
<p>11. Justifying and arguing</p> <p>a) Justify opinions or persuade others by providing relevant textual evidence or relevant background knowledge with moderate support.</p> <p>b) Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/would/should).</p>			
<p>12. Selecting language resources</p> <p>a) Use a growing set of academic words (e.g., cycle, alternative, indicate, process), domain-specific words (e.g., scene, soliloquy, sonnet, friction, monarchy, fraction), synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b) Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., She likes walking to school. That's impossible.).</p>			
<p>ELD Grading for Report Card (Total number of +) 10-12 = (A), 7-9 = (B), 3-6 = (C), 0-2 = (D)</p>			