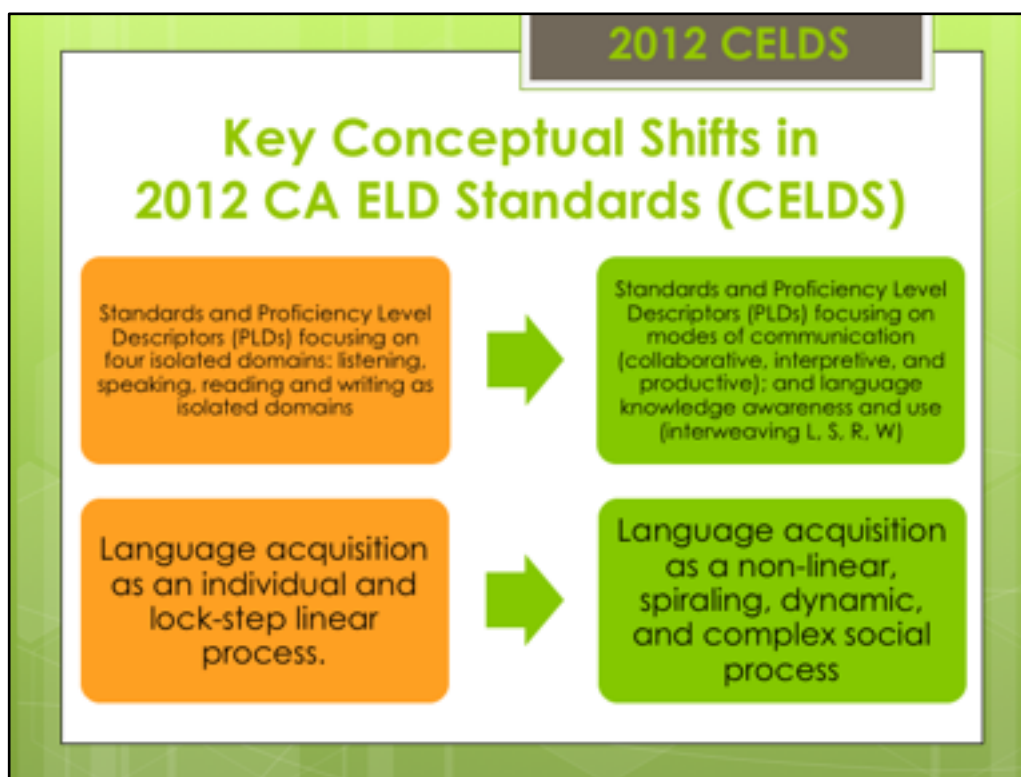


The Multilingual & Multicultural Education Department has developed a two-module series called Elementary Progress Report ELD Marking Guidance. The module will serve as a tool to assist elementary teachers of English Learners during this time of transition in communicating student progress using the current progress report with the 2012 CA ELD Standards.

Module 1 focuses on aligning the new CA ELD Standards with the 4 Language Domains.

**How do we align the
New CA ELD
Standards (CELDS) to
the L/S/R/W domains
to provide grades?**

Grades will be recorded based on the current progress report card. But, how do we align the NEW CA ELD Standards or (CELDS) to the Listening, Speaking, Reading, and Writing domains in order to provide our students with grades that communicate their progress?



Let's begin by reviewing two Key Conceptual Shifts in the 2012 CA ELD Standards or CELDS.

We have made the shift from targeting isolated domains to standards and proficiency level descriptors or PLDs that focus modes of communication and language awareness—all of which interweave each of the 4 language domains.

We have also shifted from viewing language as an individual and lock-step linear process to one that is non-linear, spiraling, dynamic, and socially complex.

What is New?

- CA ELD Standards (CELDS)
- Proficiency levels:
 - Emerging
 - Expanding
 - Bridging
- ELD 15-Day Start Smart Lessons with Constructive Conversation Skills
- Designated ELD Frame of Practice
- New Progress Report Card to be piloted at some LAUSD schools

Given these shifts, let's review what's new. Again, this is where we are now—in full implementation of the new 2012 CA ELD Standards or CELDS.

We are also incorporating the new proficiency levels of Emerging, Expanding, and Bridging. Students will no longer be recorded on the report cards based on ELD Portfolio levels 1-5.

ELD 15-Day Start Smart lessons that highlight Constructive Conversation Skills have been rolled out at schools along with the Designated ELD Frame of Practice to support instruction of the CA ELD Standards.

There is a new report card on the horizon that will be piloted at some LAUSD schools. At this time, however, we will be utilizing the current report card that is in MiSiS.

Four Domains

- Listening
- Speaking
- Reading
- Writing

English Learners will still receive an ELD grade of a 1, 2, 3, or 4 for each of the four domains based on the current progress report card.

Schools will continue to use the same progress report card from last school year.

As such, teachers of ELs will continue to provide progress marks for their ELs using the 4 domains of Listening, Speaking, Reading, and Writing.

English Learners will still receive an ELD grade of a 1, 2, 3, or 4 for each of the four domains based on the current progress report card.

Alignment – CELDS Part I		
<p>Los Angeles Unified School District MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT California ELD Standards Grading Alignment Document As we implement the new CA ELD Standards this alignment will provide support to teachers in aligning CA ELD standards to Report Card domains.</p>		
Part I CELDS: Interacting in Meaningful Ways		
<div>Collaborative Mode</div> <div>Interpretive Mode</div> <div>Productive Mode</div>	A1. Exchanging information and ideas Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	Listening/ Speaking
	1. Exchanging information and ideas Exchanging information/ideas with others through oral collaborative conversations on a range of social & academic topics.	Listening/ Speaking/Writing
	Adapting language choices to various contexts (based on task, purpose, audience, & text type)	Listening/ Speaking
	B5. Listening actively Listening actively to spoken English in a range of social & academic contexts	Speaking
	B6. Reading/Viewing closely Reading closely literary & informational texts & viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	Listening/ Speaking/Writing
	B7. Evaluating language choices Evaluating how well-written & speakers use language to support ideas & opinions with details or reasons depending on modality, text type, purpose, audience, topic, & content area	Listening/ Speaking
	B8. Analyzing language choices Analyzing how writers & speakers use vocabulary & other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, & content area	Reading/ Speaking
	C9. Presenting Presenting information & ideas in formal presentations on academic topics	Reading/ Speaking
	C10. Writing Writing literary & informational texts to present, describe & explain ideas & information, using appropriate technology	Listening/ Speaking/ Reading
	C11. Supporting opinions Supporting own opinions & evaluating other's opinions in speaking & writing	Speaking
	C12. Selecting language choices	Writing
	C13. Selecting language choices	Speaking/
<p>* The leading domain is determined by the lesson objective. For Kindergarten and First Grade, shared writing activities are required to address Part II of the ELD standards.</p>		

As we are in full implementation of 2012 CA ELD standards the Multilingual and Multicultural Education department has created a Grading Alignment document to provide support to teachers in aligning the new CELDS to the current progress report card—which is still organized by language domain.

1. Here we see the alignment for the Part I CELDS – Interacting in Meaningful Ways
2. Note that three modes of communication are listed
3. Collaborative
4. Interpretive
5. And Productive along with each of the 12 strands for Part I

6. Let's take a look at an example of from Part 1 A. Collaborative Mode – Strand 1 – Exchanging Information and Ideas. The standard for this strand across all grade levels calls for students to Exchange Information and Ideas with others through oral collaborative conversations on a range of social and academic topics. Although the new CELDS interweave all four language domains of Listening, Speaking, Reading, and Writing, when we consider the language of demands of the standard within this particular strand, Listening and Speaking are truly at its core and thus are listed as the Leading Domains.

7. We have listed Leading Domains for each of the 12 strands in Part I. However, it bears noting that in order to accurately determine the leading domain we must consider the language demands of each task—in other words, the Leading Domain is truly determined by the lesson objective.

Processing – 10-15 minutes

Let's Practice

- In a group of 3 to 4, choose a grade level to focus on.
- Access the ELD standards for that grade level.
- Read the language at expanding proficiency level for a standard.
- Refer to the alignment and discuss the "leading domains" identified for the standard you read.
 - Think about why those domains were highlighted and how might you explain this alignment to your colleagues.
- Read another standard and follow the same protocol.

Let's take some time to process this new information.

Reviewed:

- key shifts in the ELD Standards
- new resources and materials available to support implementation of the ELD Standards
- alignment of the new CA ELD Standards (CELDS) and the four language domains

In closing, let's take a moment to review what we covered in Module 1.

We reviewed...

Thank you for your continued dedication to our students and their families.