



Los Angeles Unified School District

LOCAL DISTRICT WEST

Elementary Progress Report ELD Marking Guidance

Note: This resource is **available** and is meant to better assist teachers during this time of transition with communicating student progress.

Student Name _____ Grade Level _____ Teacher Name _____

Consider the following:

- **Identify** student work and teacher observations (e.g. SPF, Content Area work, formal and informal assessments) –Designated & Integrated ELD.
- **Review** ELD Standards addressed.
- **Use** the **CA ELD Standards Grading Alignment Document** and other tools (e.g. Elementary Progress Report ELD Marking Guidance) to determine **Overall Progress Report Card Mark** by domain (L/S/R/W).

English Language Development Proficiency Level Key

BR	BRIDGING: Students working at this ELD proficiency level continue to learn and apply a range of high level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. Students are ready to transition to full engagement in grade level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.
EX	EXPANDING: Students working at this ELD proficiency level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
EM	EMERGING: Students working at this ELD proficiency level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

ELD LISTENING

ELD LISTENING	Part I CELDS: Interacting in Meaningful Ways	Reporting Period 1			Reporting Period 2			Reporting Period 3		
	A1. Exchanging information and ideas	EM	EX	BR	EM	EX	BR	EM	EX	BR
	A2. Interacting via written text	EM	EX	BR	EM	EX	BR	EM	EX	BR
	A3. Offering opinions	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B5. Listening actively	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B7. Evaluating language choices	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B8. Analyzing language choices	EM	EX	BR	EM	EX	BR	EM	EX	BR
	OVERALL PROFICIENCY LEVEL	EM	EX	BR	EM	EX	BR	EM	EX	BR

English Language Development Scoring Key

4 = Demonstrating ADVANCED PROGRESS in the ELD Proficiency level standards	2 = Demonstrating PARTIAL PROFICIENT PROGRESS in the ELD Proficiency level standards
3 = Demonstrating AVERAGE PROGRESS in the ELD Proficiency level standards	1 = Demonstrating LIMITED PROGRESS in the ELD Proficiency level standards

ELD LISTENING – Development Score to be transferred to Progress Report

OVERALL DEVELOPMENT SCORES 4= Advanced Progress 3= Average Progress 2= Partial Proficient Progress 1= Limited Progress	Reporting Period 1				Reporting Period 2				Reporting Period 3			
	4	3	2	1	4	3	2	1	4	3	2	1



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ELD SPEAKING

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	A1. Exchanging information and ideas	EM	EX	BR	EM	EX	BR	EM	EX	BR
	A2. Interacting via written text	EM	EX	BR	EM	EX	BR	EM	EX	BR
	A3. Offering opinions	EM	EX	BR	EM	EX	BR	EM	EX	BR
	A4. Adapting language choices	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B5. Listening actively	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B6. Reading/Viewing closely	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B8. Analyzing language choices	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C9. Presenting	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C11. Supporting opinions	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C12. Selecting language choices	EM	EX	BR	EM	EX	BR	EM	EX	BR
	Part II CELDS: How English Works	Reporting Period 1			Reporting Period 2			Reporting Period 3		
	B3. Using Verbs and Verb Phrases	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B4. Using nouns and nouns phrases	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B5. Modifying to add details	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C6. Connecting Ideas	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C7. Condensing Ideas	EM	EX	BR	EM	EX	BR	EM	EX	BR
	OVERALL PROFICIENCY LEVEL	EM	EX	BR	EM	EX	BR	EM	EX	BR

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ELD READING

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	B6. Reading/Viewing closely	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B7. Evaluating language choices	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B8. Analyzing language choices	EM	EX	BR	EM	EX	BR	EM	EX	BR
	Part II CELDS: How English Works	Reporting Period 1			Reporting Period 2			Reporting Period 3		
	A1. Understanding Text Structure	EM	EX	BR	EM	EX	BR	EM	EX	BR
	A2. Understanding Cohesion	EM	EX	BR	EM	EX	BR	EM	EX	BR
	OVERALL PROFICIENCY LEVEL	EM	EX	BR	EM	EX	BR	EM	EX	BR

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ELD WRITING

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	A2. Interacting via written text	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C10. Writing	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C11. Supporting opinions	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C12. Selecting language choices	EM	EX	BR	EM	EX	BR	EM	EX	BR
	Part II CELDS: How English Works	Reporting Period 1			Reporting Period 2			Reporting Period 3		
	A1. Understanding Text Structure	EM	EX	BR	EM	EX	BR	EM	EX	BR
	A2. Understanding Cohesion	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B3. Using Verbs and Verb Phrases	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B4. Using nouns and nouns phrases	EM	EX	BR	EM	EX	BR	EM	EX	BR
	B5. Modifying to add details	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C6. Connecting Ideas	EM	EX	BR	EM	EX	BR	EM	EX	BR
	C7. Condensing Ideas	EM	EX	BR	EM	EX	BR	EM	EX	BR
	OVERALL PROFICIENCY LEVEL	EM	EX	BR	EM	EX	BR	EM	EX	BR

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