



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: Documenting Ongoing ELD Progress
Using the Elementary ELD Assessment
Portfolio

NUMBER: REF-835

ISSUER: James Morris, Assistant Superintendent
Instructional Support Services

DATE: February 23, 2004

ROUTING

Local District
Superintendents
Local District Directors
Local District EL Program Staff
Local District Literacy Coach
Coordinator
Local District Special Education
Coordinator
Principals
EL Program Coordinators
Literacy Coach
Chapter Chairs

BACKGROUND: I. The California English Language Development (ELD) Standards for Grades K-12 were first distributed to schools in July 1999 for implementation in 1999-2000. The ELD standards define five levels of English proficiency and guide the ELD curriculum for English learners in all California schools. The ELD Standards identify the pathway to achieving the California English Language Arts (ELA) Content Standards. English learners must progress a minimum of one ELD level per year to make adequate progress toward meeting ELA Standards. Adequate progress is determined by the results of a student's classroom performance in the ELD standards and the California English Language Development Test (CELDT). All elementary teachers with one or more English learners, regardless of program, including those receiving special education services, are to provide a minimum of 20-30 minutes (Kindergarten) or 30-45 minutes (Grades 1-6) of daily ELD standards-based instruction during the ELD instructional block.

In order to meet federal and state requirements, teachers must document the ongoing progress of their English learners in the ELD standards. The District's ELD Assessment Portfolio is a state-approved tool for that purpose and must be made available for examination during district and state compliance reviews.

PURPOSE: I. PURPOSE

The purpose of this reference guide is to clarify the district-wide policy and procedures regarding the documentation of ongoing ELD progress and to address questions commonly asked about the use of ELD Assessment Portfolios.



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II. THE ELD ASSESSMENT PORTFOLIO

The consistent and systematic use of the ELD portfolio will ensure the implementation of a quality ELD program as defined by the Master Plan. The following references from the state program for English learners (ELs) indicate the need to monitor and evaluate students' progress in ELD:

EL Item 2b: Mechanism to Improve Programs

1. Use of consistent assessment procedures to determine the progress of individual ELs and groups of students.
2. Use of multiples measures to determine whether or not students are meeting ELD standards over time.

EL Item 3a: English Language Development

1. Use of ELD standards and district benchmark indicators to identify the rate of progress for ELs through the ELD curriculum.
2. Use of the ELD assessments to identify a student's level of English language proficiency.
3. Use of ELD group assessment data to demonstrate ELs are meeting district expectations for ELD.

III. ADMINISTRATOR RESPONSIBILITIES

Principals are required to observe classroom instruction to ensure that all teachers of English learners provide:

1. Daily ELD standards-based instruction for a minimum of 20-30 minutes (Kindergarten) or 30 to 45 minutes (Grades 1-6).
2. Instruction based on state-adopted ELD curriculum materials.
3. Differentiated instruction based on students' ELD level.
4. ELD interventions to accelerate progress, as described in the school's ELD Catch-Up Plan/Single Plan.

Principals are also required to monitor ELD progress by ensuring the following occurs:

1. Update ELD levels in the Student Information System (SIS).
2. Place ELs according to ELD level and program as stated in the Master Plan guidelines.
3. Establish team teaching partners, for the ELD instructional block, when a class is comprised of more than two consecutive ELD levels.
4. Review the EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year.



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5. Review ELD portfolios and Progress Report Cards to ensure that students and parents receive updated information of ELD progress at each reporting period.
6. Check readiness for promotion, reclassification or need for intervention.

Principals must schedule time for all teachers of English learners to work in grade-level teams to complete the following tasks:

1. Align data from the English Learners Monitoring Roster (Attachment B) to the District's Progress Benchmarks Matrix for English Learners (Attachment C) to identify discrepancies, make instructional grouping decisions, determine appropriate intervention services, and refer students to the Language Appraisal Team as needed.
2. Plan units of ELD instruction and identify appropriate assessments for each reporting period using state-adopted and district approved materials.
3. Review students' ELD assessments/work samples to identify their current instructional needs.
4. Establish a procedure for consistent ELD scoring of assessments/work samples, ELD Portfolio scores and Progress Report Card scores using the ELD Portfolio and Progress Report Card Scoring Guide (Attachment D). Teachers/grade-level teams may also use the ELD Assessment Scoring Label (Attachment E) and the ELD Portfolio Student Assessment Cover Sheet (Attachment F).
5. Analyze the pattern of portfolio scores to determine progress report card scores and identify grade level trends.
6. Establish a system for sharing the ELD Assessment Portfolio with students and parents during parent conferences and other meetings.



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ATTACHMENTS

The following attachments have been prepared to assist schools with the documentation of ongoing ELD progress using the ELD Assessment Portfolio:

ATTACHMENT A: Frequently-Asked Questions

Part I – Administrator and EL Program
Coordinator Responsibilities (Pages 1-4)

Part II – Classroom Teachers Responsibilities
(Pages 4-8)

ATTACHMENT B: English Learners Monitoring Roster

ATTACHMENT C: District's Progress Benchmark Matrix for English Learners

ATTACHMENT D: ELD Progress Report Card Scoring Guide

ATTACHMENT E: ELD Assessment Scoring Label (Optional)

ATTACHMENT F: ELD Portfolio Student Assessment Cover Sheet (Optional)

ATTACHMENT G: ELD Story Telling Criterion Chart (Optional)

ATTACHMENT H: ELD Composition Criterion Chart (Optional)

RELATED RESOURCES:

ASSISTANCE: For assistance, please call your Local District English Learner Program staff



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FREQUENTLY ASKED QUESTIONS

MANAGEMENT AND USE OF ELEMENTARY ELD ASSESSMENT PORTFOLIOS

Part I - Administrator and EL Program Coordinator Responsibilities:

I-A How does a school obtain ELD portfolio folders?

ELD Assessment Portfolios are listed in the District's Catalog of Supplies and Equipment. Schools purchase color-coded ELD portfolios using the District's regular purchasing procedures.

Elementary ELD Assessment Portfolios, color-coded by ELD level, are printed on file folder stock for Grades K-2, Grades 3-5, and Grades 6-8 (K-6 configured schools) and are available in packets of 50.

Elementary ELD Assessment Portfolios are available for ELD Levels 1 through 5 for the following grade spans: K-2, 3-5, and 6-8. Schools may purchase ELD portfolios through the District's Catalog of Supplies and Equipment.

I-B How are ELD portfolios distributed at a school?

The coordinator or administrator responsible for the school's Master Plan Programs for English learners usually distributes the portfolios. At the beginning of the school year, coordinators ensure that teachers receive the appropriate ELD portfolios for their English learners. Coordinators distribute new ELD portfolios as students make progress to a new ELD level or to a new grade span, (e.g., from Grade 2 to 3, and from Grade 5 to 6 in K-6 schools).

I-C What is an ELD Portfolio Label?

ELD Portfolio Labels are generated using screen 15, option 15 in the SIS Label Menu. The ELD Portfolio Label is placed at the top of the ELD portfolio folder, and provides the following information:



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Last, First Name	School ID#:
District ID#:	School Name
LEP Program Code (SEI, WB, DS, DK, or W)	Previous ELD Level _____
	& Date Completed

I-D When does the coordinator monitor and review ELD portfolios?

The coordinator or administrator for EL programs should review portfolios on an ongoing basis during the following time periods:

1. Classroom observation of the ELD instructional block.
2. Grade-level ELD portfolio review meetings.

The coordinator or administrator for EL programs must spot check portfolios on a periodic basis to ensure the following:

1. Portfolio scores align to progress report card scores, prior to each reporting period.
2. Progress report card comments align to District Progress Benchmarks for English learners, prior to each reporting period.
3. Completed portfolios demonstrate mastery (scores of 3 or 4) of all standards at that ELD level, prior to updating to the next ELD level in SIS.

I-E What happens when a student has met the standards for an ELD level?

When the teacher and coordinator agree that a student has met all standards for an ELD level, the coordinator:

1. Writes “completed” with the date across the top of the ELD portfolio folder and initials the entry.
2. Provides the teacher with a portfolio for the next ELD level.
3. Updates screen 6 in the SIS.
4. Files the completed ELD portfolio along with student work samples in the Cumulative Record (CUM).
5. Removes the contents of the previously filed portfolio and leaves the scored portfolio folder in the CUM.



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I-F What happens when the coordinator and the teacher do not agree that the student has met all standards for an ELD level?

If the teacher and coordinator have discussed their differences of opinion and cannot agree that the content of the student's portfolio indicates mastery of the ELD standards, the coordinator may assess the student independently.

The following assessment tasks may be used to resolve differences of opinion:

LISTENING AND SPEAKING	WRITING
Ask student to tell a story about a series of four sequenced pictures. Use any sequenced picture cards including those from the C.A.R.E. assessment. Score oral story using the ELD Story Telling Criterion Chart (Attachment G).	Ask student to write a story about the same series of four sequenced pictures. Discuss what must be included to meet criteria. Score written story using the ELD Composition Criterion Chart (Attachment H).

NOTE: If the disagreement continues, the independent assessments along with the content of the ELD portfolio must be presented to the Language Appraisal Team for a final decision.

I-G Can a school change a student's ELD level in the SIS to correspond to the CELDT?

No, the ELD level in the SIS should not be changed to match the CELDT score. Norm-referenced test scores should never be used in isolation to determine the ELD level of an English learner. When the annual CELDT score does not correspond to the ELD level in the SIS, the school must take steps to explore reasons for the discrepancy. It may be determined that the student is in need of intervention or that the student has demonstrated growth in ELD since the CELDT was administered.

An ELD level is changed in SIS only after the coordinator reviews the student's ELD portfolio and assessment/work samples evaluated by the teacher and both agree that the student has met all standards for an ELD level.



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I-H What happens to the ELD portfolio when a student is ready to reclassify?

When a teacher judges that a student has successfully met the standards for ELD levels 4 or 5 with proficiency scores of 3 or 4 for all listening-speaking, reading and writing standards, the teacher submits the portfolio for review to the coordinator or administrator for EL programs.

The coordinator or administrator reviews the following:

1. Content of the student's portfolio to verify scores of 3 or 4 on all ELD standards.
2. SIS Reclassification Eligibility Roster to verify that the student has met other academic criteria for reclassification.

I-I How does the coordinator document that a student has met reclassification criteria?

Once a student is identified as having met all reclassification criteria as verified by the Reclassification Eligibility Roster, the coordinator completes the following:

1. Prints the SIS Notification of Reclassification Letter.
2. Sends letter to parents for consultation and signature.
3. Enters a "Reclass Date" in the SIS when the letter is returned.
4. Files the signed parent notification letter along with the final ELD portfolio in the CUM.

NOTE: It is important that the final portfolio retain the student's benchmark assessments/work samples. The contents of all previous ELD portfolios are removed, but all ELD portfolio folders must be retained in the student's CUM.

I-J What is the process for transferring ELD portfolios to middle school?

Incomplete portfolio folders containing work samples are labeled "incomplete" and are filed in the CUM for transfer to the middle school.

Complete portfolio folders containing work samples indicating that all standards have been met, are labeled "complete" and are filed in the CUM for transfer to the middle school. The SIS is updated prior to a student's transfer to middle school.



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I-K How does the ELD portfolio assist in organizing classrooms according to the Master Plan for English Learners?

According to the Master Plan, all classrooms are to be organized by no more than two consecutive ELD levels, whenever possible. The coordinator is responsible for updating the ELD level in the SIS to ensure appropriate placement of students. The ELD levels in the SIS are based on the most current ELD portfolio.

Part II - Classroom Teachers Responsibilities:

II-A How will teachers know the instructional needs and ELD levels of continuing students at the beginning of the year?

At the beginning of a school year, the learning needs of continuing students may be determined by reviewing the benchmark assessments and scores of the previous year's ELD Portfolio. Teachers should also refer to the English Learners Monitoring Roster (Attachment B) for their own class.

II-B How do teachers identify the immediate instructional needs of newcomers and transfer students who do not have an ELD portfolio?

The learning needs of newcomers may be determined by reviewing hand-scored results of the initial CELDT. In addition, the classroom teacher may assess and evaluate the listening, speaking and writing skills of all new students to determine their immediate instructional needs using the following assessment tasks:

LISTENING AND SPEAKING	WRITING
Ask student to tell a story about a series of four sequenced pictures. Use any sequenced picture cards including those from the C.A.R.E. assessment. Score oral story using the ELD Story Telling Criterion Chart (Attachment G).	Ask student to write a story about the same series of four sequenced pictures. Discuss what must be included to meet criteria. Score written story using the ELD Composition Criterion Chart (Attachment H).



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II-C How do grade level teams establish a consistent instructional plan for ELD?

Grade-level teams should plan to teach the ELD Standards over the course of the school year using their state-adopted ELD curriculum, (e.g. *Into English*, and district-approved supplemental materials). Teams may consider dividing the curriculum into six-week instructional units aligned to the themes of the district reading program. Grade-level team members should support each other by using the same ELD assessments to measure their students' progress and by problem solving together how best to accelerate and improve instruction based on their ongoing assessment results.

II-D What do third grade teachers do when they receive incomplete K-2 ELD portfolios?

Second grade teachers label the K-2 portfolio folders containing work samples “incomplete” and file them in the CUM for transfer to third grade teachers.

Third-grade teachers should review each K-2 portfolio and then place it inside the new portfolio folder for the 3-5 grade-span of the same ELD level. Grade 3 instruction and assessment should continue to review and reinforce the ELD standards that were not met in Grade 2, while providing instruction appropriate to the new grade-span.

II-E What can be done to build consistency between instruction in Grades 2 and 3?

There is an instructional gap between grade spans. Students in the K-2 grade span are not expected to demonstrate proficiency in phonemic awareness, decoding and concepts about print until ELD level 5 whereas students in the 3-5 grade-span are expected to have proficiency in these same areas at ELD level 2. Similarly, ELD level 4 in the K-2 standards is equivalent to ELD level 2 or 3 in the 3-5 standards.

The implications for K-2 teachers are clear. To ensure successful transition to Grade 3, a second grade student must be at or near completion of the K-2, ELD level 3 standards in order to continue making adequate progress in Grade 3.

English learners who do not make adequate progress through Grades K-2 must be provided with early and immediate intervention services.



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II-F How do teachers differentiate ELD instruction when they have multiple ELD levels in the same class?

Classrooms should be organized with only one ELD level or two consecutive ELD levels. However, when teachers have multiple ELD levels in the same class, the administrator should facilitate the establishment of team teaching partners by ELD level.

Teachers may also differentiate instruction within the classroom by grouping students by ELD level for direct instruction. In addition, one lesson may be differentiated by asking students at different levels to respond to different questions and to complete assignments that correspond to their ELD levels.

II-G Should all student work be placed in the ELD portfolio?

No. The teacher should select assessment/work samples that most accurately represent the student's current level of performance in listening-speaking, reading and writing. As English learners make progress, work samples that no longer characterize the student's best work should be replaced with more representative samples. By the time an ELD portfolio is complete, it should contain at least one sample for each domain: listening-speaking, reading and writing.

II-H How often should teachers collect student ELD assessments/ work samples?

Teachers should collect assessments/work samples of ELD standards taught throughout each reporting period. All samples should be reviewed at the end of each reporting period, and only the most representative samples of a student's current performance should remain in the portfolio.

An ELD Portfolio Student Assessment Cover Sheet (Attachment E) may be attached to the set of work samples to facilitate portfolio and report card scoring.

II-I What ELD assessments are required to be included in the ELD portfolio?

The following assessments are required:

1. Publisher ELD Assessments

End-Of-Unit Assessments from the following state-adopted ELD programs:



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- ☐ Into English! by Hampton Brown
- ☐ Scott Foresman ESL
- ☐ Amazing English! by Addison Wesley
- ☐ Prentice Hall Regents ESL

In addition, teachers/grade-level teams may select ELD assessments from the following:

1. District CELDT-Like Assessments:

- ☐ ELD Story Telling Criterion Chart
- ☐ ELD Composition Criterion Chart

2. District ELD Benchmark Assessments:

- ☐ ELD Writing Assessment (formally known as *ELD Performance Assignment*)
- ☐ Performance-Based Assessment Task, Grade Spans K-2 and 3-5

3. District ELD Handbook Assessments

Examples of assessment tasks are found in the *Elementary ELD Teacher Handbook*.

4. Teacher/Grade-Level Created Performance Tasks

Teachers may develop additional assessment tasks following district models.

5. Observational Checklists

Teachers may use a variety of checklists to informally observe student performance in everyday activities.

6. Grade-Level Assignments

Core content areas assignments may be included as long as they were scored using an ELD standards-based scoring rubric.

II-J How do teachers/grade-level teams score student work and decide upon an ELD portfolio score?

Scoring each piece of student work selected for the ELD portfolio is a three-step process:

1. Teachers or grade-level teams select student assessments/work samples to be scored and identify the ELD standards assessed by the assignment.



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2. Teachers analyze assessments/work samples and use the **four-point rubric found on the ELD portfolio** to decide upon a score for each ELD standard identified to have been assessed. Teachers record the score for each ELD standard on the assignment.

Teachers may use the ELD Assessment Scoring Label (Attachment D) to record scores for individual ELD standards assessed by each assignment.

3. At each reporting period, teachers review a set of scores for each individual ELD standard assessed during that reporting period to determine a single score to record on the portfolio for each ELD standard.

Teachers may use the ELD Portfolio Student Assessment Cover Sheet (Attachment E) to transfer the scores from the ELD Assessment Scoring Labels for individual ELD standards, review the set of scores and determine a single portfolio score for each ELD standard assessed.

II-K How do teachers decide upon ELD progress report card scores?

Teachers should use the four-point **ELD Report Card Rubric** found on the ELD Progress Report Card Scoring Guide (Attachment F) to analyze the pattern of scores recorded in each domain of the ELD portfolio. Teachers then decide upon a single report card score that best reflects the student's ELD progress for each domain, Listening-Speaking, Reading and Writing.

Report card scores should reflect a student's progress toward mastery of the ELD standards taught during that specific grading period. The comment section of the report card should be used to alert parents as to whether or not the student is making adequate ELD progress toward the district's benchmark (a minimum of one ELD level per year).

II-L When is a student ready to move to the next ELD level?

When a teacher determines that a student has met all the ELD standards listed in each domain on the portfolio with scores of 3 or 4, as evidenced by the student's ELD assessments/work samples.

II-M How does the teacher inform the coordinator that a student is ready to move to the next ELD level?

The teacher submits the "completed" portfolio with the required assessments/work samples, including attached ELD Portfolio Student Assessment Cover Sheet(s), to the coordinator or administrator for review.



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II-N How does a teacher meet the needs of a student who is progressing faster through the standards of one domain in relation to the other?

Students must remain at their ELD level until they master all standards with scores of 3 or 4. However, English learners often master the standards of one domain, for example listening-speaking, more rapidly than another. Therefore, it is the teacher's responsibility to meet the student's learning needs by accelerating instruction in that domain by teaching the listening-speaking standards from the next ELD level. This occurs while the teacher continues to teach the remaining standards until the student masters those reading and writing standards. Instruction must always match identified student needs.

II-O How does a teacher document ELD progress when a student is progressing faster through the standards of one domain in relation to the others?

Teachers document accelerated ELD progress by adding a paper copy of the appropriate ELD level and domain to the student's current ELD portfolio folder. The student's current ELD portfolio folder, along with the paper copy of the next ELD level, should be used to differentiate instruction and inform parents of ELD progress. When a student has met all the standards in a domain for his/her current ELD level and is working on meeting the standards for the next level, his/her accelerated ELD progress should be indicated by a score of 4 on the Progress Report Card in that same domain.

NOTE: Students should not have two ELD Assessment Portfolio folders open at one time.

II-P What should teachers do with ELD portfolios for students who transfer to another school in the middle of the year?

When an English learner transfers to another school at any time during the school year, the teacher must update the ELD portfolio along with the CUM. The updated portfolio must be filed in the CUM and given to the person responsible for transferring records to the student's new school.

II-Q What should teachers do with ELD portfolios at the end of the year?

Teachers must update all scores on the ELD portfolios from the last reporting period. Updated portfolios should contain scored student assessments/work samples. All ELD portfolios are to be filed in the CUM to be passed on to the next teacher.



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II-R Should special education teachers file the Communicative Observation Matrix (COM) in the ELD portfolio?

No. Teachers should file the COM in the special education folder in the CUM. English learners, who function as low-verbal/non-verbal, will not use the ELD portfolio until they reach COM Level IV.

II-S Can an English learner with an IEP be given an ELD Portfolio that is out of their grade span if their IEP indicates that they are working below their age appropriate grade level?

Students must be afforded the opportunity to master the standards appropriate to their ELD level and grade-span. However, teachers are required to provide appropriate and immediate intervention services when students are struggling to master the standards at their identified ELD level and grade-span. Such interventions may include reteaching ELD standards at a lower ELD level and grade-span. Teachers document delayed progress using a paper copy of the appropriate domain and ELD level and include them in the student's current ELD portfolio folder.



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ATTACHMENT B

SAMPLE SIS - ENGLISH LEARNERS MONITORING ROSTER

ENGLISH LEARNERS MONITORING ROSTER
ROOM - TEACHER -

(Date Printed)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
ID #	NAME	GR	EL	ELD	ELD	-----CELDT SCORES-----					CST	PA
			YRS	LVL	YRS	DATE	OVER	ORAL	READ	WRIT	ELA	R/LA
1111	Kim, V	4	4.6	3	2.6	07-01-02	5	5	4	4	BB	X
2222	Taj, M	4	5.5	4	1.0	07-01-02	4	5	3	2	B	X
3333	Ash, Z	4R	4.5	3	2.5	07-01-02	3	4	3	2	FBB	X

English Learner Monitoring Roster Key

COLUMN NUMBER	COLUMN TITLE		DESCRIPTION
1	ID#		Student’s 4-digit school identification code
2	NAME		Student’s last and first names
3	GRADE		Grade level
4	EL YRS		Length of time student identified as an English learner, Eng. Prof. Test Date
5	ELD LVL		Current ELD Portfolio level, from Screen 6
6	ELD YRS		Length of time student has been at current ELD level
7	CELDT SCORES	DATE	Date of most recent CELDT administration
8		OVER	Overall CELDT proficiency level (1-5), from Screen 29
9		ORAL	Listening and Speaking skill area score (1-5), from Screen 29
10		READ	Reading skill area score (1-5), from Screen 29
11		WRIT	Writing skill area score (1-5), from Screen 29
12	CST ELA		Most recent California Standards Test scores for English Language Arts
13	PA R/LA		Most recent Performance Assignment score for Reading/Language Arts



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ATTACHMENT C

DISTRICT PROGRESS BENCHMARKS FOR ENGLISH LEARNERS Elementary ELD, ELA and Math

STRUCTURED ENGLISH IMMERSION PROGRAM						
Classification	LEP/EI	LEP/EI	LEP/EI	LEP/EI	LEP/P	RFEP
Years in Program	1	2	3	4	5	NA
ELD Portfolio	ELD Level 1	ELD Level 2	ELD Level 3	ELD Level 4	ELD Level 5	
Overall CELDT	Beginning (1)	Early-Interm. (2)	Intermediate (3)	Early-Advanced (4)	Advanced (5)	
California Standards Tests, Grades 2-5						
ELA	Far Below Basic		Below Basic	Basic	Basic to Proficient	Basic to Advanced
Math	Far Below Basic		Below Basic	Basic	Basic to Proficient	Basic to Advanced
District Standards-Based 6-8 Week Benchmark Assessments, Grades K-5						
ELA	Intensive (Red)		Strategic (Yellow)	Strategic/Benchmark	Benchmark (Green)	
Math	Intensive		Strategic	Strategic/Benchmark	Benchmark	

BASIC BILINGUAL PROGRAM						
Classification	LEP/WB	LEP/WB	LEP/WB	LEP/WB	LEP/P	RFEP
Years in Program	1	2	3	4	5	NA
ELD Portfolio	ELD Level 1	ELD Level 2	ELD Level 3	ELD Level 4	ELD Level 5	
Overall CELDT	Beginning (1)	Early-Interm. (2)	Intermediate (3)	Early-Advanced (4)	Advanced (5)	
APRENDIA / SABE Tests, Grades 1-5 (Spanish)						
Reading/Math	40 th percentile or above				NA	
California Standards Tests, Grades 2-5 (English)						
ELA	Far Below Basic		Below Basic	Basic	Basic to Proficient	Basic to Advanced
Math	Far Below Basic		Below Basic	Basic	Basic to Proficient	Basic to Advanced
District Standards-Based 6-8 Week Benchmark Assessments, Grades K-5 (Spanish and English)						
Language Arts	Benchmark in Spanish				Benchmark in English	
Math	Benchmark in Spanish		Phase IIB in Spanish Phase IIIA in English Strategic/Benchmark	Benchmark in English	Benchmark in English	



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ATTACHMENT D

ELD Progress Report Card Scoring Guide

The purpose of this form is to assist teachers in determining an ELD report card score.

<i>ELD Portfolio Rubric</i>	S C O R E	<i>ELD Report Card Rubric</i>
INSTRUCTIONS: 1. Score individual standards on assessments/work samples. 2. Determine a single portfolio score for each standard.		INSTRUCTIONS: 1. Analyze the pattern of scores recorded on the portfolio folder for individual ELD standards within Listening-Speaking, Reading and Writing. 2. Determine a report card score for each language domain.
Advanced Progress: Consistently exceeds the individual standard.	4	Has met <u>all</u> standards in a domain for the identified ELD level and is working on meeting the standards for the next level. Student behaviors: ▪ Scores mostly 4's and a few 3's in a domain on the portfolio ▪ Works well independently and requires minimal teacher support ▪ Performs consistently and effectively on assessment tasks/assignments
Average Progress: Meets the individual standard.	3	Meets the standards that were taught in a domain for that reporting period. May be ready to move to the next ELD level in a specified domain, if <u>all</u> standards have been met. Student behaviors: ▪ Scores mostly 3's, a few 4's and perhaps one 2 in a domain on the portfolio ▪ Works well independently and occasionally requires teacher support ▪ Performs appropriately on assessment tasks/assignments
Partial Progress: Demonstrates some progress in the individual standard.	2	Student is making progress towards meeting the standards that were taught in a domain for that reporting period. Student behaviors: ▪ Scores mostly 2's, a few 3's and perhaps one 1 in a domain on the portfolio ▪ Occasionally works independently and requires teacher support ▪ Performs inconsistently on assessment tasks/assignments ▪ May need in-class, on-track, and/or off-track intervention
Limited Progress: Demonstrates little or no progress in a standard.	1	Student is making little or no progress towards meeting the standards that were taught in a domain for that reporting period and ELD level. May be working below their identified ELD level. Student behaviors: ▪ Scores mostly 1's and a few 2's in a domain on the portfolio ▪ Unable to work independently and is dependent on teacher support ▪ Consistently performs with little or no ability on assessment tasks/assignments ▪ Must receive intensive in-class, on-track and off-track intervention services

NOTE: Students move to the next ELD level when all standards in all domains have been met for the current ELD level.



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ATTACHMENT E

ELD Assessment Scoring Label

Reproduce these labels on Avery Address Labels 5160

INSTRUCTIONS: Attach the scoring label(s) to student assessment/work to be reviewed for the reporting period.
Document the standard(s) assessed by recording the code# (e.g., LS1, RW1, WS1) and the score for each standard.

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							

ELD Lvl	Grade Lvl	K	1	2	3	4	5
CODE	SCORE	CODE	SCORE	CODE	SCORE	CODE	SCORE
L/S							
Rdng							
Wrtng							



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ATTACHMENT F

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ELD Portfolio Student Assessment Cover Sheet

INSTRUCTIONS: Document the standards assessed by recording the code # (e.g. LS1, RW1, WS1) and score(s) from the ELD Assessment Scoring Label(s) in the spaces provided. Review the set of scores for each standard to determine a single portfolio score for that standard and record that score on the portfolio folder. Attach the completed cover sheet to the set of student assessments/work samples collected during each reporting period

Student:		Date:	Grade:
Reporting Period: ☐ 1 ☐ 2 ☐ 3	ELD Level: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	Master Plan Instructional Program Code: ☐ SEI ☐ WB ☐ DL ☐ W ☐ P (PRP)	
IEP Master Plan Services: ☐ ELD w/Content using L1 instruction ☐ ELD w/Content using SDAIE ☐ ELD w/Content using SDAIE & L1 instructional support			
Accommodations/Modifications:			

ELD Standards Assessed

Domain	Standard	Scores
Listening-Speaking		
Domain	Standard	Scores
Writing		

Domain	Standard	Scores
Reading		

Area(s) of Strength	Area(s) of Need
Teacher Action Plan/Intervention	



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ATTACHMENT G

ELD STORY TELLING CRITERION CHART

Student Name _____

Date _____

School of attendance _____

DIRECTIONS: Ask student to tell a story about a sequence of four pictures (same as ELD Composition). Use any sequenced picture cards including those from the C.A.R.E. Assessment packet. Mark descriptors according to the students' response. Review the descriptors marked to determine the students' approximate ELD level for L/S.

ELD Level	LISTENING-SPEAKING PERFORMANCE DESCRIPTORS	Comments
1	☐ Response does not have a coherent subject and predicate. ☐ Response is minimal and fragmented, consisting only of isolated words. ☐ Response may include some non-English words. ☐ There is very little difference in responses across all age groups at this minimal level of production.	
2	☐ Response does not have a coherent, comprehensible story line or a string of connected thoughts. ☐ Response contains at least one complete sentence (contains a coherent subject and a predicate). ☐ Sentence constructions are very simple; some may be incoherent. ☐ Sentence constructions may include many vocabulary grammar and/or syntax errors. ☐ Response may be full of repetitions. ☐ Response may include some non-English words.	
3	☐ Response contains a recognizable story line or string of connected thoughts, although details may be minimal. ☐ Response may be skillfully constructed or complete in details; however, the errors in vocabulary, grammar, or syntax are not likely to be made by proficient English speakers. ☐ Sentences are longer and more coherent than ELD 2 responses. ☐ Response may contain many hesitations or repetitions. ☐ Response may contain some non-English words.	
4	☐ Response is a recognizable version of a story. ☐ Every sentence is coherent and the syntax is correct. ☐ Clauses are often joined by "and," "then." ☐ Sentence construction is usually simple-often a list of events told in plain vocabulary. ☐ Response may include hesitations or digressions that do not impede the narrative. ☐ Errors, if any, are minor (usually prepositions or adverbs) and do not detract from basic fluency. ☐ Response may include an occasional non-English word.	
5	☐ Response is fluent, articulate, and elaborated with detailed sequencing, vivid vocabulary, and complex constructions. ☐ Response may include a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.). ☐ Response may contain one or two minor errors commonly heard in the speech of articulate, proficient English speakers. ☐ Response may include an occasional non-English word.	



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ATTACHMENT H

ELD COMPOSITION CRITERION CHART

Student Name _____

Date _____

School of attendance _____

DIRECTIONS: Ask student to write a story about a sequence of four pictures (same as ELD Story Telling). Discuss what must be included to meet criteria. Mark descriptors according to the student's response. Review the descriptors marked to determine the student's approximate ELD level for writing.

ELD Level	ELD WRITING PERFORMANCE DESCRIPTORS	Comments
1	☐ Response may consist of only one correctly spelled word in English. ☐ Response may consist of isolated words and/or phrases. ☐ Response is identical to the directions or classroom environmental print. ☐ No response [NR] <u>or</u> writing is entirely in another language [HL].	
2	☐ Response consists of at least one discrete sentence (<i>simple subject and predicate or lacks appropriate beginning/ending punctuation</i>). ☐ Response contains numerous errors in grammar (<i>parts of speech</i>), mechanics (<i>capitalization, punctuation, spelling</i>), word choice and/or syntax (<i>word order</i>) that may destroy/seriously impede communication. ☐ Response may consist of several simple sentences unrelated to the 4-Picture prompt. ☐ Response may include non-English words. [Treat HL as missing words.]	
3	☐ Response consists of 2-3 simple sentences related to the prompt. ☐ Response contains numerous errors in grammar, syntax, word choice, and/or mechanics, but they do not impede communication. ☐ Response may use a few or repetitive transitional signals (<i>then, and then</i>). ☐ Response may include one or more non-English words.	
4	☐ Response consists of at least 3-4 logically sequenced sentences that include an appropriate beginning, middle, and end. ☐ Response contains a few errors in grammar and/or mechanics. ☐ Response may use a few transitional signals (<i>then, next, after that, when</i>); although sentence structure and word choice are usually simple. ☐ Response may have run-on sentences connected by "and" or "and then." ☐ Response may include a few details/examples of character and setting. ☐ Response may include one or more non-English words.	
5	☐ Response consists of 4 or more logically sequenced sentences that include appropriate details/examples of character, setting and events. ☐ Response contains fluent sentence structures of varied length. ☐ Response uses vivid/precise vocabulary & accurate transitional signals. ☐ May contain a few minor errors, which are acceptable in a "first draft."	

* Source: CELDT K-5 Scoring Rationale for Writing A Story (2001) & Writing-Short Compositions (2003), CA: CTB/Mc-Graw.