Los Angeles Unified School District
MULTILINGUAL & MULTICULTURAL EDUCATION DEPARTMENT
Elementary Progress Report ELD Marking Protocol
**Note:** This resource is available for teacher use to assist in communicating student progress

Student Name:	Teacher:	School Year:

Consider the following when grading:

1. Select student work and use teacher observations (e.g. SPF's, Content Area work, formal and informal assessments from Designated and Integrated ELD) based on the targeted ELD Standards for the lesson
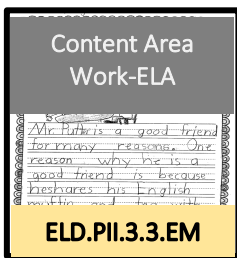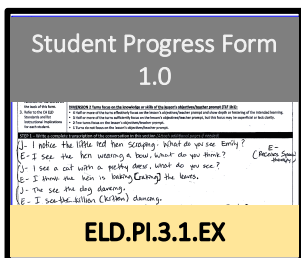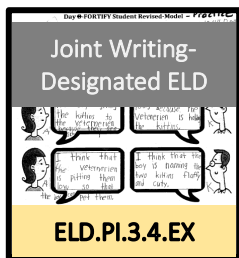

Joint Writing-Designated ELD

Student Progress Form 1.0

Content Area Work-ELA
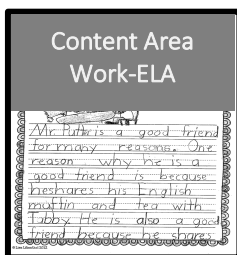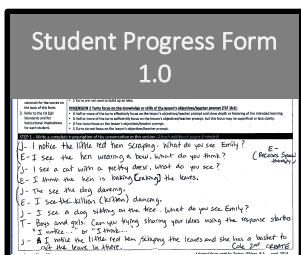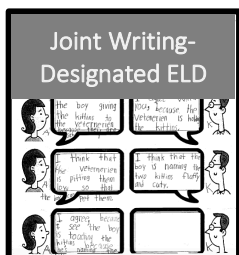
2. Identify the ELD Standards addressed using the ELD Standards at a Glance and indicate the current level of performance for each ELD standard

EM = Emerging
EX = Expanding
BR = Bridging

PI.3.1.EX

PI.3.4.EX
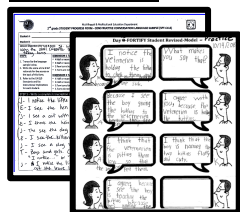
PII.3.3.EM

3. Label work with the CA ELD Standards

Joint Writing-Designated ELD

Student Progress Form 1.0

Content Area Work-ELA

ELD.PI.3.4.EX

ELD.PI.3.1.EX

ELD.PII.3.3.EM

4. Sort representative work into modes and/or processes

Part I: Interacting in Meaningful ways
- Collaborative
- Interpretive
- Productive

Collaborative

Part II: Learning About How English Works
- Structuring Cohesive Texts
- Expanding & Enriching Ideas
- Connecting & Condensing Ideas

Expanding and Enriching Ideas

5. Use the CA ELD Standards to determine Overall Proficiency score for each Mode or Process (Provide sufficient student work samples and teacher anecdotal records as rationale for score).

6. Use the English Language Development Scoring and Proficiency Level Key to determine rate of progress within each reporting period for each Mode or Process

BR	Bridging: Students at this 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 at this 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 at this 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.	

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

2nd Grade Part I: Interacting in Meaningful Ways

	EMERGING	EXPANDING	BRIDGING	RP1	RP2	RP3
A. Collaborative (engagement in dialogue with others) (Circle Overall Proficiency Level and Rate of Progress)				SCORE		
1. Exchanging information and ideas - SL.2.1,6; L.2.1,3,6	1. Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and learned phrases.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	1. Contribute to class, group, and partner discussions, including sustained dialogue, by listening attentively, following turntaking rules, asking relevant questions, affirming others, adding pertinent information, building on responses, and providing useful feedback.			
2. Interacting via written English- W.2.6; L.2.1,3,6	2. Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	2. Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	**BR** **EX** **EM**	**BR** **EX** **EM**	**BR** **EX** **EM**
3. Offering opinions - SL.2.1,6; L.2.1,3,6	3. Offer opinions and negotiate with others in conversations using learned phrases (e.g., I think X.), as well as open responses, in order to gain and/or hold the floor.	3. Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., I agree with X, but X.), as well as open responses, in order to gain and/or hold the floor, provide counterarguments, etc.	3. Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., That's a good idea, but X.), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	4 3 2 1	4 3 2 1	4 3 2 1
4. Adapting language choices- W.2.4-5; SL.2.1,6; L.2.1,3,6	4. Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom) with substantial support from peers or adults.	4. Adjust language choices (e.g., vocabulary, use of dialogue, etc.) according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peers versus adults) with moderate support from peers or adults.	4. Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher) with light support from peers or adults.			
B. Interpretive (comprehension and analysis of written and spoken texts) (Circle Overall Proficiency Level and Rate of Progress)				RP1	RP2	RP3
				SCORE		
5. Listening actively - SL.2.1-3; L.2.3	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions with oral sentence frames and substantial prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions with oral sentence frames and occasional prompting and support.	5. Demonstrate active listening to readalouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.			
6. Reading/ viewing closely - RL.2.1-7,9-10; RI.2.1-7,9-10; SL.2.2-3; L.2.3,4,6	6. Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., main idea, characters, events) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.	6. Describe ideas, phenomena (e.g., how earthworms eat), and text elements (e.g., setting, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.	6. Describe ideas, phenomena (e.g., erosion), and text elements (e.g., central message, character traits) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.	**BR** **EX** **EM**	**BR** **EX** **EM**	**BR** **EX** **EM**
7. Evaluating language choices - RL.2.3-4,6; RI.2.2,6,8; SL.2.3; L.2.3-6	7. Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.	7. Describe the language writers or speakers use to present or support an idea (e.g., the author's choice of vocabulary or phrasing to portray characters, places, or real people) with prompting and moderate support.	7. Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary used to present evidence is strong enough) with light support.	4 3 2 1	4 3 2 1	4 3 2 1
8. Analyzing language choices - RL.2.4-5; RI.2.4-5; SL.2.3; L.2.3-6	8. Distinguish how two different frequently-used words (e.g., describing a character as happy versus angry) produce a different effect on the audience.	8. Distinguish how two different words with similar meaning (e.g., describing a character as happy versus ecstatic) produce shades of meaning and different effects on the audience.	8. Distinguish how multiple different words with similar meaning (e.g., pleased versus happy versus ecstatic, heard or knew versus believed) produce shades of meaning and different effects on the audience.			
C. Productive (creation of oral presentations and written texts) (Circle Overall Proficiency Level and Rate of Progress)				RP1	RP2	RP3
				SCORE		
9. Presenting - SL.2.4-6; L.2.1,3,6	9. Plan and deliver very brief oral presentations (e.g., recounting an experience, retelling a story, describing a picture).	9. Plan and deliver brief oral presentations on a variety of topics (e.g., retelling a story, describing an animal).	9. Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., retelling a story, recounting a science experiment, describing how to solve a mathematics problem).			
10. Writing - W.2.1-8,10; L.2.1-3,6	10. Write very short literary texts (e.g., story) and informational texts (e.g., a description of a volcano) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	10. Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	10. Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently.	**BR** **EX** **EM** 4 3 2 1	**BR** **EX** **EM** 4 3 2 1	**BR** **EX** **EM** 4 3 2 1
11. Supporting opinions - W.2.1,4,10; SL.2.4,6; L.2.1-3,6	11. Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	11. Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	11. Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.			

	EMERGING	EXPANDING	BRIDGING	RP1	RP2	RP3
12. Selecting language resources: - W.2.4-5; SL.2.4,6; L.2.1,3,5-6	12. a) Retell texts and recount experiences using key words. b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word generous to describe a character, using the word lava to explain volcanic eruptions) while speaking and writing.	12. a) Retell texts and recount experiences using complete sentences and key words. b) Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word suddenly to signal a change), or create shades of meaning (e.g., scurry versus dash) while speaking and writing.	12. a) Retell texts and recount experiences using increasingly detailed complete sentences and key words. b) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language (e.g., He was as quick as a cricket.) to create an effect, precision, and shades of meaning while speaking and writing.			

2nd Grade Part II: How English Works

	EMERGING	EXPANDING	BRIDGING	RP1	RP2	RP3
A. Structuring Cohesive Texts (Circle Overall Proficiency Level and Rate of Progress)				SCORE		
1. Understanding text structure - RL.2.5; RI.2.5; W.2.1-5; SL.2.4	1. Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	1. Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an information report is organized by topic and details) to comprehending texts and composing texts with increasing independence.	1. Apply understanding of how different text types are organized predictably to express ideas (e.g., a narrative versus an informative/explanatory text versus an opinion text) to comprehending and writing texts independently.	BR EX EM	BR EX EM	BR EX EM
2. Understanding cohesion - RL.2.5; RI.2.5; W.2.1-4; SL.2.4; L.2.1,3	2. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using more everyday connecting words or phrases (e.g., today, then) to comprehending and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.	2. Apply understanding of how ideas, events, or reasons are linked throughout a text using a growing number of connecting words or phrases (e.g., after a long time, first/next) to comprehending texts and writing texts with increasing independence.	2. Apply understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., for example, after that, suddenly) to comprehending and writing texts independently.	4 3 2 1	4 3 2 1	4 3 2 1
B. Expanding and Enriching Ideas (Circle Overall Proficiency Level and Rate of Progress)				RP1 RP2 RP3 SCORE		
3. Using verbs and verb phrases - W.2.5; SL.2.6; L.2.1,3,6	3. a) Use frequently used verbs (e.g., walk, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and sometimes independently. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and sometimes independently.	3. a) Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) with increasing independence. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) with increasing independence.	3. a) Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) independently. b) Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) independently.	BR EX EM	BR EX EM	BR EX EM
4. Using nouns and noun phrases - W.2.5; SL.2.6; L.2.1,3,6	4. Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.	4. Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and to add details about ideas, people, things, etc., with increasing independence.	4. Expand noun phrases in a variety of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of phrases/sentences and to add details about ideas, people, things, etc., independently.	4 3 2 1	4 3 2 1	4 3 2 1
5. Modifying to add details - W.2.5; SL.2.4,6; L.2.1,3,6	5. Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	5. Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	5. Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.			
C. Connecting and Condensing Ideas (Circle Overall Proficiency Level and Rate of Progress)				RP1 RP2 RP3 SCORE		
6. Connecting ideas within sentences W.2.1-3,5; SL.2.4,6; L.2.1,3,6	6. Combine clauses in a few basic ways to make connections between and to join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.	6. Combine clauses in an increasing variety of ways to make connections between and to join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked.) with increasing independence.	6. Combine clauses in a wide variety of ways (e.g., rearranging complete simple to form compound sentences) to make connections between and to join ideas (e.g., The boy was hungry. The boy ate a sandwich. -> The boy was hungry so he ate a sandwich.) independently.	BR EX EM	BR EX EM	BR EX EM
7. Condensing ideas within sentences - W.2.1-3,5; SL.2.4,6; L.2.1,3,6	7. Condense clauses in simple ways (e.g., changing: It's green. It's red. -> It's green and red.) to create precise and detailed sentences in shared language activities guided by the teacher and sometimes independently.	7. Condense clauses in a growing number of ways (e.g., through embedded clauses as in, It's a plant. It's found in the rainforest. -> It's a green and red plant that's found in the rainforest.) to create precise and detailed sentences with increasing independence.	7. Condense clauses in a variety of ways (e.g., through embedded clauses and other condensing as in, It's a plant. It's green and red. It's found in the tropical rainforest. -> It's a green and red plant that's found in the tropical rainforest.) to create precise and detailed sentences independently	4 3 2 1	4 3 2 1	4 3 2 1