

## SMUHSD ELD Level Descriptors

	An <b>ELD I student</b> is beginning to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use English as a means of communication</li> <li><input type="checkbox"/> Communicate primarily in their native language</li> </ul>	An <b>ELD II student</b> is able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use English as a means of communication and is beginning to use if for learning</li> </ul>	An <b>ELD III student</b> is able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use English as a means of learning content in the mainstream program</li> </ul>	A <b>mainstreamed ELD student</b> is able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> Use English as a means of learning content in the mainstream program without specific ELD designated support.</li> </ul>
<b>ELPAC initial score<sup>1</sup></b>	150-249	250-349	350-449	400-449 <sup>2</sup>
<b>ELPAC summative score<sup>3</sup></b>	1150-1480 (Level 1)	1481-1530 (Level 2)	1531-1580 (Level 3)	1581-1950 (Level 4)
<b>Speaking</b>	An ELD I is beginning to communicate: <ul style="list-style-type: none"> <li><input type="checkbox"/> with simple words or phrases</li> <li><input type="checkbox"/> with some basic English vocabulary</li> <li><input type="checkbox"/> in incomplete sentences</li> </ul>	An ELD II student is able to speak: <ul style="list-style-type: none"> <li><input type="checkbox"/> With a focus that addresses the question(s)</li> <li><input type="checkbox"/> In basic English vocabulary</li> <li><input type="checkbox"/> In a complete sentence with a subject and verb</li> </ul>	An ELD III student is able to speak: <ul style="list-style-type: none"> <li><input type="checkbox"/> With a focus that addresses extemporaneous question(s)</li> <li><input type="checkbox"/> Using compound and complex sentences</li> <li><input type="checkbox"/> Uses accurate and varied English vocabulary</li> <li><input type="checkbox"/> Using mostly correct verb tenses (simple present, present progressive, simple past, simple future)</li> </ul>	A mainstreamed ELD student is able to speak: <ul style="list-style-type: none"> <li><input type="checkbox"/> With a focus that addresses extemporaneous question(s)</li> <li><input type="checkbox"/> Using complex and expanded sentence structure.</li> <li><input type="checkbox"/> Uses accurate vocabulary, complex syntax</li> <li><input type="checkbox"/> Using correct verb tense, and be able to transition between various tenses</li> </ul>
<b>Listening</b>	An ELD I is beginning to understand: <ul style="list-style-type: none"> <li><input type="checkbox"/> only in primary language</li> <li><input type="checkbox"/> little to some English and basic vocabulary (oral directions, partner or group interactions) when supported with visuals</li> <li><input type="checkbox"/> little to some oral presentation on familiar social and academic topics with substantial support</li> </ul>	An ELD II student is able to understand: <ul style="list-style-type: none"> <li><input type="checkbox"/> some English and basic vocabulary (simple multi-step oral directions, partner or group interactions)</li> <li><input type="checkbox"/> oral presentation on familiar social and academic topics with substantial support</li> </ul>	An ELD III student is able to understand: <ul style="list-style-type: none"> <li><input type="checkbox"/> the majority of what is said in English (multi-step oral directions, partner or group interactions)</li> <li><input type="checkbox"/> oral presentations on variety of social and academic topics with moderate support</li> </ul>	A mainstreamed ELD student is able to understand: <ul style="list-style-type: none"> <li><input type="checkbox"/> what is said in English (complex, multi-step oral directions, partner or group interactions)</li> <li><input type="checkbox"/> oral presentations on variety of social and academic topic comparable to peers</li> </ul>

<sup>1</sup> ELPAC score will be weighed in conjunction with lexile and writing for placement

<sup>2</sup> State has set 450-600 as IFEP - placement in ELD III or Mainstream will depend on lexile and writing results

<sup>3</sup> Summative score represents assessment from the spring of the previous school year

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<b>Reading</b> (Average of RI and Edge)	An ELD I student is able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read at a Lexile level under 200</b></li> <li><input type="checkbox"/> Locate information in a simple text.</li> <li><input type="checkbox"/> Identify basic English vocabulary to understand minimal details from a story.</li> </ul>	An ELD II student is able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read independently at a minimum Lexile level of 200</b></li> <li><input type="checkbox"/> Identify a sequence of events</li> <li><input type="checkbox"/> Identify main ideas and key details</li> <li><input type="checkbox"/> Identify the use of simple vocabulary using the context in a short passage.</li> </ul>	An ELD III student is able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read independently at a minimum Lexile level of 400</b></li> <li><input type="checkbox"/> Comprehend and interpret literature and texts</li> <li><input type="checkbox"/> Draw literal conclusions from literature and text.</li> </ul>	A mainstreamed ELD student is able to: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read independently at a minimum Lexile level of 750</b></li> <li><input type="checkbox"/> Comprehend and interpret grade-level literature and texts</li> <li><input type="checkbox"/> Draw literal and inferential conclusions from literature and text</li> </ul>
<b>Rubric</b>	<b>ELD I</b> <a href="#">Essay Samples</a>	<b>ELD II</b> <a href="#">Essay Samples</a>	<b>ELD III</b> <a href="#">Essay Samples</a>	<b>Mainstream</b> <a href="#">Essay Samples</a>
<b>Writing</b>  <b>Structure</b>  <b>Vocabulary</b>  <b>Tenses</b>	An ELD I student is able to write: <ul style="list-style-type: none"> <li><input type="checkbox"/> Simple or fragmented sentences</li> <li><input type="checkbox"/> Using little English vocabulary</li> <li><input type="checkbox"/> Using at least one detail</li> <li><input type="checkbox"/> Writes a few sentences</li> <li><input type="checkbox"/> Grammatical errors (verb tense, agreement, run-ons...) prevent readers' understanding</li> </ul>	An ELD II student is able to write: <ul style="list-style-type: none"> <li><input type="checkbox"/> Writes one paragraph</li> <li><input type="checkbox"/> Using basic paragraph structure</li> <li><input type="checkbox"/> Using basic English vocabulary and some academic language</li> <li><input type="checkbox"/> Using complete sentences</li> <li><input type="checkbox"/> Using some detail/evidence</li> <li><input type="checkbox"/> Writes with many grammatical errors (verb tense, agreement, run-ons...) that may interfere with readers' understanding</li> </ul>	An ELD III student is able to write: <ul style="list-style-type: none"> <li><input type="checkbox"/> Using basic paragraph/essay structure</li> <li><input type="checkbox"/> Using accurate English vocabulary and academic language</li> <li><input type="checkbox"/> Using compound and complex sentences that utilizes some transitional language</li> <li><input type="checkbox"/> Using multiple details/evidence</li> <li><input type="checkbox"/> Writes with some grammatical errors (verb tense, agreement, run-ons...) that don't interfere with readers' understanding</li> <li><input type="checkbox"/> Writes multiple paragraphs</li> </ul>	A mainstreamed student is able to write: <ul style="list-style-type: none"> <li><input type="checkbox"/> Using concrete paragraph/essay structure</li> <li><input type="checkbox"/> Using accurate and varied English vocabulary and academic language</li> <li><input type="checkbox"/> Using a variety of sentence types and transitional language</li> <li><input type="checkbox"/> Using multiple details/evidence</li> <li><input type="checkbox"/> Writes with few or no grammatical errors (verb tense, agreement, run-ons...)</li> <li><input type="checkbox"/> Writes multiple paragraphs</li> </ul>