

SMUHSD ELD Level Descriptors

| | ELD I | ELD II | ELD III | Mainstream |
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| Descriptors | <p>An ELD I student is beginning to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use English as a means of communication <input type="checkbox"/> Communicate primarily in their native language | <p>An ELD II student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use English as a means of communication and is beginning to use it for learning | <p>An ELD III student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use English as a means of learning content in the mainstream program | <p>A mainstreamed ELD student is able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use English as a means of learning content in the mainstream program without specific ELD designated support. |
| Speaking | <p>An ELD I student is beginning to communicate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> with simple words or phrases <input type="checkbox"/> with some basic English vocabulary <input type="checkbox"/> in incomplete sentences | <p>An ELD II student is able to speak:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With a focus that addresses the question(s) <input type="checkbox"/> In basic English vocabulary <input type="checkbox"/> In a complete sentence with a subject and verb | <p>An ELD III student is able to speak:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With a focus that addresses extemporaneous question(s) <input type="checkbox"/> Using compound and complex sentences <input type="checkbox"/> Uses accurate and varied English vocabulary <input type="checkbox"/> Using mostly correct verb tenses (simple present, present progressive, simple past, simple future) | <p>A mainstreamed ELD student is able to speak:</p> <ul style="list-style-type: none"> <input type="checkbox"/> With a focus that addresses extemporaneous question(s) <input type="checkbox"/> Using complex and expanded sentence structure. <input type="checkbox"/> Uses accurate vocabulary, complex syntax <input type="checkbox"/> Using correct verb tense, and be able to transition between various tenses |
| Listening | <p>An ELD I student is beginning to understand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> only in primary language <input type="checkbox"/> little to some English and basic vocabulary (oral directions, partner or group interactions) when supported with visuals <input type="checkbox"/> little to some oral presentation on familiar social and academic topics with substantial support | <p>An ELD II student is able to understand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> some English and basic vocabulary (simple multi-step oral directions, partner or group interactions) <input type="checkbox"/> oral presentation on familiar social and academic topics with substantial support | <p>An ELD III student is able to understand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the majority of what is said in English (multi-step oral directions, partner or group interactions) <input type="checkbox"/> oral presentations on variety of social and academic topics with moderate support | <p>A mainstreamed ELD student is able to understand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> what is said in English (complex, multi-step oral directions, partner or group interactions) <input type="checkbox"/> oral presentations on variety of social and academic topics comparable to peers |

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| Reading (SRI) | An ELD I student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> Read at a Lexile level under 200 <input type="checkbox"/> Locate information in a simple text. <input type="checkbox"/> Understand minimal details from a simple story. | An ELD II student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> Read at a minimum Lexile level of 200-300 <input type="checkbox"/> Identify a sequence of events <input type="checkbox"/> Identify the use of simple vocabulary within the context of a short passage. | An ELD III student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> Read at a minimum Lexile level of 700 <input type="checkbox"/> Interpret literature and texts <input type="checkbox"/> <i>Draw conclusions about literal information from literature and text.</i> | A mainstreamed ELD student is able to: <ul style="list-style-type: none"> <input type="checkbox"/> Read at a minimum Lexile level of 1000 <input type="checkbox"/> Interpret grade-level literature and texts <input type="checkbox"/> <i>Draw conclusions about literal and symbolic information from literature and text</i> |
| | ELD I Essay Samples | ELD II Essay Samples | ELD III Essay Samples | Mainstream Essay Samples |
| Writing Prompt Structure Vocabulary Details Tenses Analysis Length | An ELD I student is able to write: <ul style="list-style-type: none"> <input type="checkbox"/> May or may not address a simple prompt <input type="checkbox"/> Basic or fragmented sentences <input type="checkbox"/> Using little English vocabulary <input type="checkbox"/> Using at least one detail <input type="checkbox"/> Little to no analysis <input type="checkbox"/> Writes a few sentences | An ELD II student is able to write: <ul style="list-style-type: none"> <input type="checkbox"/> With a focus that mostly addresses the prompt <input type="checkbox"/> Using basic paragraph structure <input type="checkbox"/> Using basic English vocabulary and some academic language <input type="checkbox"/> Using a sentence with a subject and verb <input type="checkbox"/> Using some detail/evidence <input type="checkbox"/> Using various tenses (simple past, simple present, present progressive, and future tenses) some of the time. <input type="checkbox"/> Limited analysis <input type="checkbox"/> Writes one paragraph | An ELD III student is able to write: <ul style="list-style-type: none"> <input type="checkbox"/> With a focus that addresses the prompt <input type="checkbox"/> Using basic paragraph/essay structure <input type="checkbox"/> Using accurate English vocabulary and academic language <input type="checkbox"/> Using compound and complex sentences that utilizes some transitional language <input type="checkbox"/> Using multiple details/evidence <input type="checkbox"/> Using mostly correct verb tense (simple past, simple present, present progressive, and future tenses). <input type="checkbox"/> Mostly summary, attempt at some analysis <input type="checkbox"/> Writes multiple paragraphs | A mainstreamed student is able to write: <ul style="list-style-type: none"> <input type="checkbox"/> With a focus that demonstrates the understanding of prompt <input type="checkbox"/> Using concrete paragraph/essay structure <input type="checkbox"/> Using accurate and varied English vocabulary and academic language <input type="checkbox"/> Using a variety of sentence types and transitional language <input type="checkbox"/> Using multiple details/evidence <input type="checkbox"/> Using correct verb tense (simple past, simple present, present progressive, and future tenses); attempts to use all twelve tenses <input type="checkbox"/> Moves beyond summary into analysis |