

SMUHSD ELD Level Descriptors

	ELD I	ELD II	ELD III	Mainstream
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	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 	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 	An ELD III student is able to write: <ul style="list-style-type: none"> <input type="checkbox"/> With a focus that addresses the prompt 	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
Structure	<input type="checkbox"/> Basic or fragmented sentences	<input type="checkbox"/> Using basic paragraph structure	<input type="checkbox"/> Using basic paragraph/essay structure	<input type="checkbox"/> Using concrete paragraph/essay structure
Vocabulary	<input type="checkbox"/> Using little English vocabulary	<input type="checkbox"/> Using basic English vocabulary and some academic language	<input type="checkbox"/> Using accurate English vocabulary and academic language	<input type="checkbox"/> Using accurate and varied English vocabulary and academic language
Details	<input type="checkbox"/> Using at least one detail	<input type="checkbox"/> Using a sentence with a subject and verb	<input type="checkbox"/> Using compound and complex sentences that utilizes some transitional language	<input type="checkbox"/> Using a variety of sentence types and transitional language
Tenses	<input type="checkbox"/> Little to no analysis	<input type="checkbox"/> Using some detail/evidence	<input type="checkbox"/> Using multiple details/evidence	<input type="checkbox"/> Using multiple details/evidence
Analysis	<input type="checkbox"/> Writes a few sentences	<input type="checkbox"/> Using various tenses (simple past, simple present, present progressive, and future tenses) some of the time.	<input type="checkbox"/> Using mostly correct verb tense (simple past, simple present, present progressive, and future tenses).	<input type="checkbox"/> Using correct verb tense (simple past, simple present, present progressive, and future tenses); attempts to use all twelve tenses
Length		<input type="checkbox"/> Limited analysis	<input type="checkbox"/> Mostly summary, attempt at some analysis	<input type="checkbox"/> Moves beyond summary into analysis
		<input type="checkbox"/> Writes one paragraph	<input type="checkbox"/> Writes multiple paragraphs	