San Ramon Valley Unified School District
English Language Development (ELD) Progress Report
(Grades 3-5)

Name: School: Teacher:

Academic Year:

Explanation of Marks			
+ - Exceeds expectation	√ – Meets expectations	N – Needs additional practice	X – Not evaluated at this time

READING	1	2
Beginning		
Demonstrates comprehension of simple vocabulary using drawings, simple words, or phrases		
Identifies sequence of a simple story and responds to comprehension questions with one or two words		
Orally distinguishes between fiction and non-fiction using one or two-word responses		
Identifies the characteristics of fairy tales, folktales, myths, and legends using graphic organizers		
Early Intermediate		
Begins self-monitoring and self-correction in speech and oral group reading		
Reads simple phrases and sentences independently		
Identifies and responds to main ideas, sequence and fact/opinion using simple sentences		
Orally describes story elements of a piece of literature using simple sentences		
Intermediate		
Self-monitors, self-corrects and reads with appropriate pacing, intonation and expression		
Applies prior knowledge of common roots and affixes to unknown words		
Reads and orally makes predictions, identifies fact/opinion, main idea, and cause/effect in more detail		
Uses expanded vocabulary for oral and written responses to familiar literary texts		
Early Advanced		
Reads complex narrative and expository texts aloud with appropriate pacing, intonation and expression		
Recognizes literary elements in literature and text		
Answers inferential and comprehension questions, distinguishes fact/opinion and cause/effect in familiar text		
Recognizes and describes themes and motives of characters		
Advanced		
Applies knowledge of roots and affixes to derive meaning from literature and text in the content areas		
Uses resources in the text to draw conclusions, inferences, and makes generalizations		
Identifies and evaluates the author's use of various techniques to influence reader's perspective		
Describes the major characteristics of poetry, drama, fiction, and non-fiction		

Comments   **Date** _____

_____
Teacher Signature

Comments   **Date** _____

_____
Teacher Signature

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LISTENING AND SPEAKING	1	2
Beginning (Level 1)		
Begins to speak with a few words		
Answers simple questions with one/two-word responses		
Independently uses common social greetings and simple repetitive phrases		
Retells familiar stories and short conversations by using appropriate gestures, expressions and props		
Early Intermediate (Level 2)		
Begins to be understood when speaking with inconsistent use of standard English		
Asks and answers questions using phrases/simple sentences		
Retells a known story using phrases/simple sentences		
Recites familiar poems, songs, simple stories in small groups		
Intermediate (Level 3)		
Is understood when speaking, using standard English with frequent errors		
Participates in social conversations on familiar topics		
Identifies basic story elements verbally and non-verbally		
Retells familiar stories using expanded vocabulary, descriptive words, and paraphrasing		
Early Advanced (Level 4)		
Is understood when speaking, using consistent standard English with random errors		
Initiates more extended social conversations on unfamiliar topics		
Demonstrates understanding of simple figurative language and idiomatic expressions		
Retells stories in greater detail including characters, setting and plot		
Advanced (Level 5)		
Uses idiomatic expressions and colloquialisms		
Narrates and paraphrases events in greater detail using more expanded vocabulary		
Negotiates and initiates social conversations on new topics		
Speaks clearly and comprehensibly using standard English		

WRITING	1	2
Beginning		
Labels items on project and/or posters for all content areas		
Creates brief narratives and/or stories using simple sentences during group activities		
Produced short autobiographies using storyboards and/or other graphic organizers		
Begins to use basic writing conventions		
Early Intermediate		
Writes a short paragraph following a model given by the teacher		
Writes short narratives that include elements of setting and characters		
Responds to familiar literature using simple sentences		
Continues to develop basic writing conventions		
Intermediate		
Narrates a sequence of events with some details		
Begins to use a variety of genres in writing		
Begins to independently use the writing process to edit selected writing drafts		
Writes with some errors in spelling and grammar		
Early Advanced		
Writes a detailed summary of a story		
Uses the writing process to produce multi-paragraph reports, narratives, stories, and letters		
Uses appropriate language to engage audience for a variety of purposes		
Self-monitors and self-corrects grammatical structures, spelling , and conventions of writing		
Advanced		
Uses all steps of the writing process to create narrative and expository compositions, personal and formal letters		
Writes narratives that describes the setting, characters, objects, and events		
Writes for specific purposes and audiences using various genres and reference materials		
Produces writing that demonstrates a command of the conventions of standard English		