

Standards Based Report Card Guidelines for Marking English Language Development

1. Gather evidence of an English learner’s expressive language, both oral and written, in order to assess each student’s current level of English language proficiency. (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced)

Don’t create more work for yourself! In addition to the work collected in Focused ELD time, you will revisit the body of evidence that you have already collected across the curriculum.

2. Assess and Monitor Language Development

Draw conclusions based on a body of work.

You will follow the same process you use when analyzing student work samples in the other content areas. CELDT scores may be used to point you toward an approximate proficiency level, (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced), as you begin to evaluate a student’s current progress toward English language proficiency. *However, annual CELDT scores should not be used/transferred to the SBRC as evidence of the student’s current level of English language proficiency.*

3. Determining 1,2, or 3 for Each Proficiency Level

| English Language Development | | | |
|---|-------|-------|----|
| Expected Proficiency Level <i>(by the end of the current school year)</i> | | | EA |
| Written Expression <i>(for the current reporting period)</i> | I - 2 | I - 3 | |
| Oral Expression <i>(for the current reporting period)</i> | I - 2 | I - 3 | |

Explanation:

The “Expected Proficiency Level” is pre-entered on the SBRC and is projected based on the student’s initial CELDT assessment upon being enrolled in the district, and thereafter is based on the expectation that an English learner will progress one proficiency level each year.

| | | | |
|--|-------|-------|--|
| Written Expression <i>(for the current reporting period)</i> | I - 2 | I - 3 | |
| Oral Expression <i>(for the current reporting period)</i> | I - 2 | I - 3 | |

The Written Expression and Oral Expression box indicated both a Proficiency Level (I for Intermediate) and a number (to indicate the progress within that proficiency level).

The district expectation is that English learners will grow one English language proficiency level per year. Simply recording a proficiency level limits the teacher’s ability to account for the progress or growth over the course of the school year.

For this reason, teachers are asked to gauge where each English learner is currently performing within a given proficiency band.

- ❖ #1: Mark a 1 to indicate that a student is ***beginning to show behaviors or characteristics*** in a proficiency level.
- ❖ #2: Mark a 2 to indicate that a student is ***consistent/solid*** within a given proficiency level.

- ❖ #3: Mark a 3 to indicate that a student is *solid within a level and beginning to show behaviors or characteristics* of the next proficiency level.

The 1, 2, 3 marks are currently not explained in the legend on the SBRC. Parents will depend on your expertise in understanding these marks. The numbers do not refer to first, second, third reporting periods, but **progress within the specified English language proficiency level.**

Tools for Determining Current English Language Proficiency

- **English Language Development Proficiency Indicator (ELDPI):**

The ELDPI is designed to provide information on how an English learner is using the English language to demonstrate their thinking and understanding of concepts across the curriculum as evidenced through writing samples. However, the ELDPI is not a writing rubric per se.

(You will find a copy of the ELDPI at: <http://www.sandi.net/depts/literacy/index.html> located in the Rubrics section.)

- **ELD Matrix: Scope and Sequence of Levels of Proficiency** (A copy of the matrix can be found in the Systematic ELD binder).
- **Language Development Continuums found in *Teaching English Language Learners: A How-To Handbook*, by T. Walter** (see page 26 – 27)

Teachers who have attended the Systematic ELD training have additional tools available that will assist in provided a well-rounded profile of the student’s current proficiency level.

- **Ongoing Assessment of Daily Oral Language Practice:** This is a tool that assists teachers in observing and noting how well students are acquiring and
 - practicing the language forms that are introduced through the daily focused
 - ELD lessons. This tool can be found in section three (3.32 - 3.34) of the
 - SELD binder (2nd Edition).
- **Taking Language to Application:** Each Systematic ELD lesson cycle ends with an opportunity for students to apply the language functions and forms learned in authentic, functional contexts. These language activities are excellent opportunities for teachers to gather observational notes on students’ oral and written expression.
- **ELD Lesson Cycle:** Systematic ELD lessons are designed on the premise that students are engaged in meaningful language practice at least 50% of the time. Each component of the lesson cycle provides opportunities for the teacher to gather observational notes on students’ developing use of the functions and forms introduced through the daily focused ELD lessons. Teachers are encouraged to use a variety of the Language Practice Routines that are found in section four of the SELD binder.

Final Considerations

- ❖ The “Expected Proficiency Level” is pre-entered on the SBRC and is projected based on the student’s CELDT upon district enrollment. Parents will also depend on your expertise in understanding where their children are currently performing (this is what you have marked) in relation to the district expectation .
- ❖ A student’s Re-designated status is automatically entered through IT once the process of reclassification has been completed and officially entered into Zangle by the Office of Language Acquisition. Classroom teachers do not enter this designation at the school sites.