ELD Portfolio: Tool for Progress Monitoring

San Bernardino City Unified School District:
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Presenters:
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Camisha Richards, Support Teacher, English Learner Programs
Objectives

* SBCUSD demographics & other data.
* Preview all sections of the ELD Portfolio
* Show how both ELA/ELD standards work in tandem
* Share how to fill out the document
* SLD Portfolio
Our District

* 9th Largest School District in California
* 53,000 Students
* 10 High Schools / 11 Middle Schools / 50 Elementary Schools/ 2 Alternative Programs/ 1 Adult
* 12 Charter Schools authorized by SBCUSD-6%
* 26.6% of Population - English Learners
* 91% of Population - High Poverty
* 11% Special Education
* 8.3% Homeless
* 1% Foster
Background of Students

Languages of English Learners 2015-2016 SBCUSD

- Spanish: 13,966
- Vietnamese: 106
- Khmer: 75
- Arabic: 72
- Filipino: 45
- Samoan: 41
- Other non-English languages: 31
Program Options for English Learners

* English Language Mainstream
* Structured English Immersion
* Bilingual/Alternative Programs at 17 Schools
* Dual Immersion Programs at 10 Schools K-12
Key Performance Indicators (KPIs)

- The Superintendent and his cabinet have identified several key performance indicators to monitor progress at each school site.

* One key performance indicator is that 15% of ELs at each school site will be reclassified annually.
Accountability and Monitoring

**Formal State Testing**
- CELDT (California English Language Development Test)
  - Administered on an annual basis until reclassified
- ELPAC (English Language Proficiency Assessments for California)

**District ELD Monitoring**
- TELL (Test of English Language Learning)
  - Provides immediate data
- IPT (Idea Proficiency Test)
  - Administered to all incoming potential English learners in English and Spanish
- ELD Portfolio
  - Monitors progress of instructional ELD levels
- ELLEVATION
  - Data management system
English learners who have not been reclassified to Fluent English Proficient (R-FEP) by the end of their 6th year in U.S. schools are formally classified as long term English learners (LTELs).
Which bar represents our English Only, English Learners, and R-FEP students?
Table Talk

- How does your district:
  - Monitor English Learner Progress?
  - Review English Learner data with teachers and parents?
Goals of the ELD Portfolio

* Goal was to design a teacher-friendly tool that:
  * displays the progress that English learner students are making in English Language Development
  * monitors the rate that English learner students are meeting the EL Progression Timeline
  * identifies specific standards that students are excelling in or needing support/intervention
  * easily transfers student's information on to the report card.
The ELD Portfolio corresponds to the Second Language Development section in the report card K-6th

**COMMON CORE STANDARDS-BASED PUPIL PROGRESS REPORT**  
**GRADE 1**

<table>
<thead>
<tr>
<th>Marking Key</th>
<th>Student is receiving services from Special Education (IEP)</th>
<th>Program Model</th>
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</thead>
<tbody>
<tr>
<td>4 Exceeds Standard/expectation</td>
<td>Speech _____ RSP _____ SDC _____</td>
<td>Language Instructional Level Marking</td>
</tr>
<tr>
<td>3 Meets Standard/expectation</td>
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<td>EM</td>
</tr>
<tr>
<td>2 Working toward Standard/expectation</td>
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<td>EX</td>
</tr>
<tr>
<td>1 Not meeting Standard/expectation</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>X Strand not graded during this reporting period</td>
<td>Current 504 Plan _____</td>
<td>R</td>
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**Second Language Development**

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<tr>
<td>Riting in Meaningful Ways</td>
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<td>Learning About How Language Works</td>
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<td>uring Cohesive Texts</td>
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<td>standing and Enriching Ideas</td>
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<td>eecting and Condensing Ideas</td>
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**Mathematics**

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</table>
The ELD Portfolio corresponds to the Second Language Development section in the report card.

<table>
<thead>
<tr>
<th>Second Language Development</th>
<th>1st</th>
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<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting in meaningful ways</td>
<td>ELD</td>
<td></td>
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</tr>
<tr>
<td>Collaborative</td>
<td>EM</td>
<td></td>
<td></td>
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<td>Interpretive</td>
<td>EM</td>
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<td>Productive</td>
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<tr>
<td>Learning About How Language Works</td>
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<tr>
<td>Structuring Cohesive Texts</td>
<td>EM</td>
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<tr>
<td>Expanding and Enriching Ideas</td>
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<td></td>
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<tr>
<td>Connecting and Condensing Ideas</td>
<td>EM</td>
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</table>
The purpose of the ELD Portfolios is to guide instruction based on the student’s level of language proficiency as the teacher scaffolds instruction with the CA ELD standards. When English learners meet the ELD standards at their current instructional level, they should be moved to the next English language instructional level on the ELD Portfolio. Teachers should then mark the **Common Core Standards-Based Pupil Progress Report** according to the student’s new level using one of the levels in the “Language Instructional Level Marking Key” of the report card. The following visual provides an example of the ELD portfolio.

### Academic Anecdotal Notes

<table>
<thead>
<tr>
<th>Standard #</th>
<th>ELD Instruction Level</th>
<th>Comment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Em. Ex. Br.</td>
<td>Simple Phrases</td>
<td>10-7-14</td>
</tr>
<tr>
<td>2</td>
<td>Em. Ex. Br.</td>
<td>Works well with teacher</td>
<td>9-10-14</td>
</tr>
<tr>
<td>3</td>
<td>Em. Ex. Br.</td>
<td>Uses computer</td>
<td>1-20-15</td>
</tr>
<tr>
<td>4</td>
<td>Em. Ex. Br.</td>
<td>Offers ideas</td>
<td>9-24-14</td>
</tr>
<tr>
<td>5</td>
<td>Em. Ex. Br.</td>
<td>Active listening and participation</td>
<td>9-22-14</td>
</tr>
<tr>
<td>6</td>
<td>Em. Ex. Br.</td>
<td>Answers questions</td>
<td>3-20-14</td>
</tr>
<tr>
<td>7</td>
<td>Em. Ex. Br.</td>
<td>Uses taught phrases</td>
<td>4-20-14</td>
</tr>
<tr>
<td>8</td>
<td>Em. Ex. Br.</td>
<td>Can show-tell</td>
<td>8-18-14</td>
</tr>
<tr>
<td>9</td>
<td>Em. Ex. Br.</td>
<td>Supportive</td>
<td>3-18-14</td>
</tr>
</tbody>
</table>

**Part I: Interacting in Meaningful Ways**

**Emerging**

1. **Exchange information/ideas**
   - Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases.

2. **Interacting via written English**
   - Collaborate with teacher and peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.

3. **Offering opinions**
   - Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X), as well as open responses in order to gain and/or hold the floor.

4. **Adapting language choices**
   - No standard for grade 1 (N/A at Grade 1)

5. **Listening actively**
   - Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh-questions, with oral sentence frames and substantial prompting and support.

6. **Reading/viewing closely**
   - Describe ideas, phenomena (e.g., plant life cycle), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.

7. **Evaluating language choices**
   - Describe the language writers or speakers use to present an idea (e.g., the words and phrases used to describe a character) with prompting and substantial support.

8. **Analyzing language choices**
   - Distinguish how different frequently used words (e.g., large versus small) produce a different effect on the audience.

9. **Presenting**
   - Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).

10. **Composing/Writing**
    - Write short literary texts (e.g., story and informational texts (e.g., a description of an insect) using familiar vocabulary collaboratively with an adult (e.g., joint construction of texts), with peers, and sometimes independently.

11. **Supporting opinions**
    - Offer opinions and provide good reasons (e.g., My favorite book is X because X) referring to the text or to relevant background knowledge.
ELD Portfolio Sections

The program provided by English learners (ELs) are guided by the CA English Language Development (ELD) Standards. Designation as an EL means that students must be provided with an English language development course of study using the CA ELD Standards. Part 1 of the ELD Standards requires that students interact in meaningful ways through ongoing engagement in dynamic activities, including (for example, conversation, reading, writing, and speaking), and producing (proficiency in reading, writing, and speaking). Part 1 requires that students learn about the culture and language of their home community, and that they learn about the culture and language of the United States.

The ELD Standards also require that students demonstrate competence in listening, speaking, reading, and writing through the implementation of the CA ELD Standards. Students must be proficient in the use of the language of their home community, and they must also demonstrate competence in listening, speaking, reading, and writing through the implementation of the CA ELD Standards.

The ELD Portfolio is cumulative within one grade level. It provides an ongoing record of student progress, which can be used to inform instruction. The ELD Portfolio should be updated as needed to reflect changes in student performance. The ELD Portfolio should be kept in a secure location, such as a student's desk drawer, and should be accessible to teachers and students.

Texts and Discourse in Context

The purpose of using language includes:
- Describing
- Understanding
- Questioning
- Explaining
- Defining
- Interpreting
- Justifying
- Summarizing
- Clarifying

The purpose of writing includes:
- Describing
- Understanding
- Questioning
- Explaining
- Defining
- Interpreting
- Justifying
- Summarizing
- Clarifying

The purpose of reading includes:
- Describing
- Understanding
- Questioning
- Explaining
- Defining
- Interpreting
- Justifying
- Summarizing
- Clarifying

The purpose of listening includes:
- Describing
- Understanding
- Questioning
- Explaining
- Defining
- Interpreting
- Justifying
- Summarizing
- Clarifying

The purpose of speaking includes:
- Describing
- Understanding
- Questioning
- Explaining
- Defining
- Interpreting
- Justifying
- Summarizing
- Clarifying

Instructional English Language Development Level at the End of the School Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructional ELD Level</th>
<th>Teacher</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Part I</td>
<td>Part II</td>
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</tbody>
</table>
1. Complete the student’s information in the portfolio for each EL student.
2. Mark an (X) next to the program the student is participating in.
The programs provided for English learners (EL) are guided by the CA English Language Development (ELD) Standards.

Designation as an EL means that students must be provided with an English language development course of study using the CA ELD standards. Part I of the ELD standards requires that students interact in meaningful ways by collaborating (engagement in dialogue with others), interpreting (comprehension and analysis of written and spoken texts), and producing (creation of oral presentations and written texts). Part II requires that students learn about how English works by structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas. The CA English Language Arts (ELA) standards and ELD standards work in tandem promoting dual integration of both standards. Both sets of standards promote students’ use of the skills of the language arts to gain content knowledge and to express their understandings and later apply that knowledge. Students will be listening, speaking, reading, and writing through the implementation of the CCSS ELA and ELD standards.

The ELD Portfolio is cumulative within one grade level. It provides an ongoing record of student progress, which provides legal documentation of services provided for each student. It is also a source of valuable information that can be used to group students for Designated ELD instruction based upon their needs as the State requires. In addition, this portfolio provides consistent District-wide criteria for advancing students from one proficiency level to another in order to help students meet the EL Progression Timeline. Keep in mind that the level indicated in this ELD Portfolio is considered the Instructional ELD level of the student. Teachers are to regularly monitor the progress ELS make in achieving the ELD standards by providing the necessary notes and markings in the portfolio; As evidence of meeting each standard, student work samples must be collected in the ELD Portfolio where indicated (*).

The information recorded on the ELD Portfolio will be used as a progress monitoring tool to keep track of the progress each EL student is achieving and provide assistance with appropriate placement and support as needed. The ELD Portfolio will inform parents, students, and other stakeholders of the student’s progress in English language development.

ELD instruction continues until the student is reclassified.

For students new to the District, documentation on the ELD Portfolio should begin immediately using the initial overall score on the most current (CELDT) determined upon entering by the District. For students arriving from another U.S. school, documentation on the ELD Portfolio should begin with the prior district’s English Language Development assessment level.

English learners generally follow a common path to second language development. The CA ELD Standards refer to the stages along this continuum as Emerging, Expanding, and Bridging.

District Progression Timeline (R-FEP by 5)

In SBCUSD, English learners are expected to progress one English language proficiency level annually.

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<table>
<thead>
<tr>
<th>Years in U.S. Schools</th>
<th>Emerging</th>
<th>Expanding</th>
<th>Bridging</th>
<th>Reclassification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emerging</td>
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<tr>
<td>2</td>
<td>Emerging</td>
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<tr>
<td>3</td>
<td>Expanding</td>
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<td>4</td>
<td>Expanding</td>
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<td>5</td>
<td></td>
<td>Bridging</td>
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<td>6</td>
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</table>

*Reclassification*
Entry date of student into a grade level

When a student enters your class, fill in this section with the entry date (month/day/year), teacher, and school.

<table>
<thead>
<tr>
<th>Entry Date</th>
<th>Teacher</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Have the parent sign and date this section after an explanation of the student’s report card and portfolio has been provided.

<table>
<thead>
<tr>
<th>Date</th>
<th>Parent Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Conference</td>
<td></td>
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<tr>
<td>2nd Conference</td>
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</tbody>
</table>
This is a resource for teachers. It is displayed in each portfolio at every grade level.
Place the CELDT label with the student’s current CELDT scores in the space provided.
In this section, record the student’s ELD instructional level at the end of the year.

### Instructional English Language Development Level at the End of the School Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructional ELD Level</th>
<th>Teacher</th>
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<tbody>
<tr>
<td></td>
<td>Part I</td>
<td>Part II</td>
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<tr>
<td>C:</td>
<td>SCT:</td>
<td></td>
</tr>
<tr>
<td>I:</td>
<td>E&amp;EI:</td>
<td></td>
</tr>
<tr>
<td>P:</td>
<td>C&amp;CI:</td>
<td></td>
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</tbody>
</table>

**Legend:**
- C: Collaborative
- SCT: Structuring Cohesive Texts
- I: Interpretive
- E & EI: Expanding & Enriching Ideas
- P: Productive
- C & CI: Connecting & Condensing Ideas

*English Learner Programs Department*

*San Bernardino City Unified School District*

*July 2014*
## Additional Comments Section

**Additional Comments (e.g. LAT, IEP, RTI Mtg.)**

<table>
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ELD Portfolio Directions

ELD Portfolio Directions

When a student moves from one grade to another, the receiving teacher should review the standards achieved by the student in the previous grade to analyze the student’s instructional ELD level and possible needs. Once the teacher has reviewed the previous year’s portfolio, it can be placed back in the student’s cum folder. At the start of the new school year, begin a new portfolio for the current grade level for each EL student. If the student moves within the same school year, place the portfolio in the student’s cum so that it follows the student to the next school.

Cover page (pg. 1):

1. Complete the information on the identifying portion of the ELD Portfolio for each English learner student in your class.
2. Programs: Mark (X) next to the program model that the student is participating in; SEI/ELM, ABE, or Dual.
3. When a student enters your class, use the specified section to fill in the entry date (month, day and year), teacher, and school.
4. In the specified section, have the parent date and sign during Parent-Teacher-Conferences after you have explained the student’s report card along with the ELD Portfolio to the parent.
5. The “Text and Discourse in Context” section is to be used as a reference for teachers.
6. Place the CELDT label with the student’s current CELDT scores in the space provided.
7. In the specified section, teacher must record student’s ELD instructional level at the end of the school year by entering the date (month/day/year), the language instructional level of the student in Part I and Part II of the ELD Standards, and teacher’s signature.

Pg. 2:

8. Additional Comments; any additional comments that will provide more information about the student and academic progress should be entered by the teacher in this section. (e.g., if the student left before the end of the year, has a LAT in place, has an IEP, is easily progressing in some areas, and/or student is behind the District progression timeline, etc.)

Pg. 3:

9. Academic anecdotal notes should be recorded in this section by the teacher. Teacher will select the ELD standards that the student is working on, circle the ELD instructional level of the student in the particular standard(s), provide a comment of what the student can do using key words from the standard(s) and date (month/day/year).

pp. 3-4:

10. These pages contain Part I of the ELD Standards (Collaborative, Interpretive, Productive) with their respective three language proficiency levels (Emerging, Expanding, Bridging) and descriptors. When a student has consistently met an ELD standard and the teacher has documented and/or collected evidence, the teacher will record mastery by entering the month, day, and year on the line provided to the left of each standard. Note: ELA CCSS are displayed in parenthesis next to the ELD standard.

pp. 5-6:

11. These pages contain Part II of the ELD Standards (Structuring Cohesive Texts, Expanding and Enriching Ideas, Connecting and Condensing Ideas) with their respective three language proficiency levels (Emerging, Expanding, Bridging). When a student has consistently met an ELD standard and the teacher has documented and/or collected evidence, the teacher will record mastery by entering the month, day, and year on the line provided to the left of each standard. Note: ELA CCSS are displayed in parenthesis next to the ELD standard.
# Academic Anecdotal Notes, ELD Standards Part I, and ELA standards

## Part I: Interacting in Meaningful Ways

<table>
<thead>
<tr>
<th>Stand. #</th>
<th>ELD Instruct. Level</th>
<th>Comment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Em. Ex. Br.</td>
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<td>2</td>
<td>Em. Ex. Br.</td>
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<td>Em. Ex. Br.</td>
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<td>4</td>
<td>Em. Ex. Br.</td>
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</tbody>
</table>

### 1. Exchanging information and ideas
Contribute to conversations and express ideas by asking and answering *yes-no* and *wh-questions* and responding using short phrases.

### 2. Interacting via written English *
Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.

### 3. Offering opinions
Negotiate with or persuade others in conversations using basic learned phrases (e.g., *I think...*), as well as open responses, in order to gain and/or hold the floor.

### 4. Adapting language choices
Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.
### Academic Anecdotal Notes

<table>
<thead>
<tr>
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<th>Date</th>
</tr>
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<tbody>
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<td>1</td>
<td>Em. Ex. Br.</td>
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<td>Em. Ex. Br.</td>
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</table>

### Part II: Learning About How English Works

**1. Understanding text structure** *(RL.5.5; RI.5.5; W.5.1-5; SL.5.4)*

Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.

**2. Understanding cohesion** *(RL.5.5; RI.5.5; W.5.1-4; SL.5.4; L.5.1,3)*

a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.

b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., *first*, *next*, *at the beginning*) to comprehending texts and writing basic texts.
Writing*

*a) Write short literary and informational texts (e.g., descriptions of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.

B) Paraphrase texts and recount experiences using key words from notes or graphic organizers.
Writing samples and labeling standards

(*) Asterisk on the ELD Portfolio
* Three writing samples are collected. One per trimester.
* Part I and Part II can be combined.
* Student’s work samples must be labeled with date, Part I or Part II, grade, and standard #

* Example: Part I, 3rd grade, standard #10
  
  PI.3.10

* Example: Part II, 3rd grade, standard #4

  PII.3.4

TRIMESTER 1 ___ 2___ 3___
EM ___ EX ___ BR ___
P1 4.2 ___ 4.10 4.11 4.12 ___
P2 4.1 ___ 4.2 4.3 4.4 4.5 4.6 4.7 ___
How to mark the document. Example: 5th

A. Structuring Cohesive Texts

- 1. Understanding text structure *(LS.5.5; W.5.5; L.5.1.3)*
  - Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehend texts and writing basic texts.

- 2. Understanding cohesion *(LS.5.5; L.5.1.3; W.5.5; L.5.1.3)*
  - a. Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehend texts and writing basic texts.
  - b. Apply basic understanding of ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., first/next, at the beginning, to) to comprehend texts and writing basic texts.

B. Expanding & Enriching Ideas

- 3. Using verbs and verb phrases *(W.5.5; L.5.1.3)*
  - Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, seeing, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.

- 4. Using nouns and noun phrases *(W.5.5; L.5.1.3)*
  - Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.

- 5. Modifying to add details *(W.5.5; L.5.1.3)*
  - Expand and enrich sentences with adverbs (e.g., adverbs, adjective phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.

C. Collaborative

- 1. Exchanging information and ideas *(LS.5.1.3; L.5.1.3)*
  - Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.

- 2. Interacting via written English *(W.5.5; L.5.1.3)*
  - Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphs, etc.

- 3. Offering opinions *(LS.5.1.3; L.5.1.3)*
  - Negotiate with or persuade others in conversations using basic learned phrases (e.g., I think...), as well as open responses, in order to gain and/or hold the floor.

- 4. Adapting language choices *(W.5.5; L.5.1.3)*
  - Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.

D. Interpreting

- 5. Listening actively *(LS.5.1.3; L.5.3)*
  - Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.

- 6. Reading/viewing closely *(L.3.1.7-10; L.5.1.7-9; L.5.2.8; L.5.1.3)*
  - a. Understand ideas, phenomena, processes, and text relationships (e.g., compare contrast, causal effect, problem/solution) based on close reading of a variety of grade-level texts and a variety of informational and/or literary texts.

- 7. Evaluating language choices *(L.5.1.3; L.5.3)*
  - Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.

- 8. Analyzing language choices *(L.5.4.5; L.5.4.6; L.5.3.1; L.5.3)*
  - Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as angry versus furious).
Advancement to the next ELD proficiency level will be documented by the classroom teacher using the ELD Portfolio as a progress-monitoring tool.

* This is an in-house mechanism that will be used to inform any stakeholder of a student's current ELD instructional level.
The ELD Portfolio is a legal document and will be used on an ongoing basis.

- It is an expectation that teachers will review student progress during parent/teacher conferences. Parent signature is required each trimester.
- Site/District personnel can at any time review the ELD Portfolio if needed in order to assist in creating an intervention plan for English learners or to monitor student’s progress.

<table>
<thead>
<tr>
<th>Date</th>
<th>Parent Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Conference</td>
<td></td>
</tr>
<tr>
<td>2nd Conference</td>
<td></td>
</tr>
</tbody>
</table>
Colors for each ELD Portfolio by Grade Level

- Kinder – red-orange
- 1st grade – green
- 2nd grade – blue
- 3rd grade – tan
- 4th grade – teal
- 5th grade – purple
- 6th grade – pink
SBCUSD also uses an SLD Portfolio for DUAL language classrooms to monitor Spanish Language Development.

- Format is the same
- Aligned to CCSS in Spanish
Table Talk

* How would a portfolio help teachers plan instruction and monitor students?

* Do you see your district using this document to monitor English Learners?
ELD PART III:
FOUNDATIONAL LITERACY SKILLS FOR ENGLISH LEARNERS
Purpose and rationale

* ELD Portfolio addresses *only* Part I and Part II of the CCSS ELD Standards
* Foundational Skills for English learners is found in Appendix A of the ELD Standards
Foundational literacy skills are critical for English learners of all ages and backgrounds. Part III of the ELD standards outlines foundational literacy skills English learners may need, depending on their previous literacy and educational experiences. The foundational standards outlined in this portfolio can be used for students in grades K-5. For English learners at the secondary level (grades 6-12), the standards will need to be adapted with appropriate instructional strategies and materials, and may need to be taught at an accelerated rate in order to meet the particular needs of those students.

- California English Language Development Standards Overview, 2014

SBCUSD: English Language Development Portfolio Addendum

Student’s Name

<table>
<thead>
<tr>
<th>Last:</th>
<th>First:</th>
<th>M.I.:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Student ID Number:</th>
<th>Entry Date:</th>
</tr>
</thead>
</table>

(To be placed in student’s ELD portfolio)

English Learner Programs Department, SBCUSD
November 2014
# Part III: Appendix A, Foundational Skills (K-5)

<table>
<thead>
<tr>
<th>Oral Skills</th>
<th>Print Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No or little spoken English Proficiency</strong></td>
<td><strong>No or little native language literacy.</strong></td>
</tr>
<tr>
<td>1. <strong>Phonological Awareness</strong></td>
<td>1. <strong>Print Concepts</strong></td>
</tr>
<tr>
<td>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>2. <strong>Read Concepts</strong></td>
<td><strong>Phonics and Word Recognition</strong></td>
</tr>
<tr>
<td>a. Recognize and produce rhyming words.</td>
<td>3. Know and apply grade level phonics and word analysis skills in decoding words.</td>
</tr>
<tr>
<td>b. Count, pronounce, blend, and segment onsets and rimes of single-syllable spoken words.</td>
<td><strong>RF.K.1</strong></td>
</tr>
<tr>
<td>c. Blend and segment onsets and rimes of single-syllable spoken words.</td>
<td><strong>RF.1.2</strong></td>
</tr>
<tr>
<td>d. Blend two to three phonemes into recognizable words.</td>
<td><strong>RF.2.3</strong></td>
</tr>
<tr>
<td>e. Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /w/, or /y/.)</td>
<td><strong>RF.4.3</strong></td>
</tr>
<tr>
<td>f. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.</td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td>2. <strong>Phonological Awareness</strong></td>
<td>1. <strong>Instruction of Print Concepts, Phonics and Word Recognition, and Fluency skills as noted above.</strong></td>
</tr>
<tr>
<td>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>a. Distinguish long from short vowel sounds in spoken single-syllable words.</td>
<td>1. Follow words from left to right, top to bottom, and page by page.</td>
</tr>
<tr>
<td>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</td>
<td>b. Recognize that spoken words are separated by spaces in print.</td>
</tr>
<tr>
<td>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
<td>c. Recognize and name all upper and lower case letters of the alphabet.</td>
</tr>
<tr>
<td>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</td>
<td>1. <strong>Instruction of Print Concepts, Phonics and Word Recognition, and Fluency skills as noted above.</strong></td>
</tr>
</tbody>
</table>
Based on the student’s need, the teacher determines a strand to focus on:

- Oral Skills
- Print Skills

Next, the teacher considers the student’s primary language and proficiency, as well as the literacy characteristics of the primary language.
<table>
<thead>
<tr>
<th>Student Language and Literacy Characteristics</th>
<th>CCSS for ELA Reading Standards: Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Skills</strong></td>
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</tr>
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<td><strong>Print Skills</strong></td>
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<tr>
<td></td>
<td>and basic features of print.</td>
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<tr>
<td>Foundational literacy proficiency in a</td>
<td>Phonics and Word Recognition</td>
</tr>
<tr>
<td>language not using the Latin alphabet</td>
<td>3. Know and apply grade level phonics and word</td>
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<td></td>
<td>analysis skills in decoding words.</td>
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<td>*RF.K.3</td>
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<td></td>
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<tr>
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<td>Fluency</td>
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<tr>
<td>language using the Latin alphabet (e.g.,</td>
<td>4. Read with sufficient accuracy and fluency</td>
</tr>
<tr>
<td>Spanish)</td>
<td>to support comprehension.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Foundational literacy proficiency in a</td>
<td>Instruction of Print Concepts, Phonics and</td>
</tr>
<tr>
<td>language not using the Latin alphabet</td>
<td>Word Recognition, Fluency.</td>
</tr>
</tbody>
</table>

- No or little spoken English → Phonological Awareness
- No or little native language fluency → Print Concepts.
- Foundational literacy proficiency in a language not using the Latin alphabet → Foundational skills as needed
- Foundational literacy proficiency in a language using the Latin alphabet → Phonics and Word Recognition, Fluency.
1. **Progress Monitoring:** document identified standards chosen as goals or interventions

2. **Standards organized by grade level**

3. **Phonological Awareness and Print Concepts are only listed for grades K-1**

<table>
<thead>
<tr>
<th>Date and Comments:</th>
<th>Kindergarten</th>
<th>1st grade</th>
</tr>
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<tr>
<td>c. Blend and segment onsets and rimes of single-syllable spoken words.</td>
<td>c. Isolate and pronounce initial, medial, vowel, and final sounds (phonemes) in spoken single-syllable words.</td>
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<td>d. Blend two to three phonemes into recognizable words.</td>
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<td>e. Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (CVC) words. (This does not include CVCs ending with /l/, /w/, or /x/.)</td>
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<td></td>
</tr>
<tr>
<td>a. Follow words from left to right, top to bottom, and page by page.</td>
<td>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)</td>
<td></td>
</tr>
<tr>
<td>b. Recognize that spoken words are separated by spaces in print.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Recognize and name all upper and lower case letters of the alphabet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Page 2 lists Foundational Standards of Print Skills for grades K-5

2. Print Skills includes:
   1. Phonics and Word Recognition
   2. Fluency

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>4th grade</th>
<th>5th grade</th>
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</tr>
<tr>
<td>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., of, to, you, she, my, it, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. e. Read words with instructional endings. Recognize and read grade-appropriate irregularly spelled words.</td>
<td>a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final-e and common vowel team combinations for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with instructional endings. Recognize and read grade-appropriate irregularly spelled words.</td>
<td>a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.</td>
<td>a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.</td>
<td>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
<td>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</td>
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<td>Date and Comments</td>
<td>Date and Comments</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td>4. Read emergent-reader texts with purpose and understanding.</td>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>a. Read on-level test with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</td>
<td>4. Read with sufficient accuracy and fluency to support comprehension.</td>
<td>4. Read on-level text with purpose and understanding.</td>
<td>4. Read on-level text with purpose and understanding.</td>
</tr>
</tbody>
</table>

Created by M. Bracken and L. Rosales, SICUSD English Learner Programs Department, November 2014

Sources used to create this document: CA English Language Development Standards, Appendix A, CA ELD Framework, 2014
The following are suggested resources for teaching foundational skills to English learners: CORE Teaching Reading Sourcebook, CORE Assessing Reading Multiple Measures, PRIM Handbook, MIE Phonics Resource Book, HM Phonics Lessons, HM Phonics and Decoding Routine Cards, STAR Reading and Early Literacy Reports, Phonemic Awareness in Young Children, SIPPS, Read Naturally (English and Spanish), Estrellitas, Pasaporte

<table>
<thead>
<tr>
<th>Anecdotal Notes:</th>
</tr>
</thead>
</table>
Use of ELD Portfolio in the Classroom

https://www.youtube.com/watch?v=YDPQcg8s6_g
https://www.cde.ca.gov/ci/rl/cf/isvideos.asp
Thank you!

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Lester Ojeda, Assistant English Learner Programs Director K-12
Melanie McGrath, Coordinator

Victor Portillo - Program Specialist
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