



Solana Beach School District

Progress Indicators for English Acquisition

_____ Elementary School

_____ School Year

Student: _____

Teacher: _____

ELD Proficiency Levels: General descriptors of language proficiency at each level:

EMERGING	EXPANDING	BRIDGING
As English Learners progress through the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	As English Learners progress through the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	As English Learners progress through the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts

Student Progress on the English Language Development Standards:

		T1	T2	T3
Collaborative	EMERGING: - Expresses basic personal and safety needs and ideas, and responds to questions on social and academic topics with gestures and words or short phrases. - Uses basic social conventions to participate in conversations.			
	EXPANDING: - Expresses a variety of personal needs, ideas, and opinions and responds to questions using short sentences. - Initiates simple conversations on social and academic topics.			
	BRIDGING: - Expresses increasingly complex feelings, needs, ideas, and opinions in a variety of settings; responds to questions using extended and more elaborate discourse. - Initiates and sustains dialogue on a variety of grade-level academic and social topics.			
Interpretive	EMERGING: - Comprehends frequently occurring words and basic phrases in immediate physical surroundings. - Reads very brief grade-appropriate text with simple sentences and familiar vocabulary, supported by graphics or pictures. - Comprehends familiar words, phrases, and questions drawn from content areas.			
	EXPANDING: - Comprehends information on familiar topics and on some unfamiliar topics in contextualized settings. - Reads independently a variety of grade-appropriate text with simple sentences. - Reads more complex text supported by graphics or pictures. - Comprehends basic concepts in content areas.			
	BRIDGING: - Comprehends concrete and many abstract topics and begins to recognize language subtleties in a variety of communication settings. - Reads increasingly complex text at grade level. - Reads technical text supported by pictures or graphics.			

Directions: General Education Teachers to complete, with ELD teacher input and consultation, prior to parent-teacher conferences each trimester, provide a copy to the parents/guardians and the ELD teacher at the end of each trimester and give the completed original document to the ELD teacher at the end of the school year. ELD teachers to file originals in students' red folders at the end of the school year.

Student Progress on the English Language Development Standards:		T1	T2	T3
Productive	EMERGING: • Produces learned words and phrases and uses gestures to communicate basic information. • Expresses ideas using visuals such as drawings, charts, or graphic organizers. • Writes or uses familiar words and phrases related to everyday and academic topics.			
	EXPANDING: • Produces sustained informational exchanges with others on an expanding variety of topics. • Expresses ideas in highly structured and scaffolded academic interactions. • Writes or uses expanded vocabulary to provide information and extended responses in contextualized settings.			
	BRIDGING: • Produces, initiates, and sustains interactions with increasing awareness of tailoring language to specific purposes and audiences. • Writes and expresses ideas to meet increasingly complex academic demands for specific purposes and audiences.			
Metalinguistic Awareness	Applies to their learning of English an EMERGING awareness of: • differences and similarities between their native language and English; • ways in which different kinds of language are appropriate for different tasks, purposes, and audiences; • how to intentionally and purposefully use a limited range of everyday vocabulary, phrases, and memorized statements and questions in English.			
	Applies to their learning of English an EXPANDING awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use mostly everyday vocabulary, and an expanding range of general academic and domain-specific vocabulary in English related mostly to familiar topics; • how to extend discourse in limited ways in a range of conversations; • how to recognize language differences and engage in some self-monitoring.			
	Applies to their learning of English a SOPHISTICATED awareness of: • differences and similarities between their native language and English; • ways in which language may be different based on task, purpose, and audience; • how to intentionally and purposefully use a range of precise and varied grade-level general academic and domain-specific vocabulary in English related to new topics; • how to extend grade-level academic discourse in a variety of ways in a range of conversations and written texts of varying lengths and complexities; • how to recognize language differences, engage in self-monitoring, and adjust oral and written language in a range of contexts.			
Accuracy of Production	EMERGING: • Is comprehensible when using memorized or copied words or phrases. • Produces English but may exhibit frequent errors in pronunciation, grammar, and writing conventions that often impede meaning.			
	EXPANDING: • Is comprehensible when using simple and some expanded sentences and discourse or texts. • Produces English but may exhibit fairly frequent errors in pronunciation, grammar, and writing conventions that may sometimes impede meaning.			
	BRIDGING: • Is comprehensible when using a variety of grade-level expanded discourse or texts. • Produces English but may exhibit some errors in pronunciation, grammar, and writing conventions that usually do not impede meaning.			

Comments: