

Student Name _____

Los Angeles Unified School District
Grades 3-5 Portfolio Record
ELD 1 Beginning Level

Date of Birth _____ SIS ID Number _____

Use this ELD Scoring Guide to determine the student's progress toward mastery of each ELD standard. ELD progress is determined by scoring multiple standards-based assessment tasks. Sample tasks must be included within this portfolio to document student progress. Record scores for each reporting period.

- 4 Advanced Progress:** Exceeds the standards for the identified ELD level.
- 3 Average Progress:** Meets the standards for the identified ELD level..
- 2 Partial Progress:** Demonstrates some progress towards mastery of the standards.
- 1 Limited Progress:** Demonstrates little or no progress towards mastery of the standards.

Grade	Teacher	Date
3		
3		
3		
4		
4		
4		
5		
5		
5		
S/I/E*		

* Summer Session / Intersession / EIEP

Listening and Speaking: Strategies and Applications

	Third Grade	Fourth Grade	Fifth Grade	3			4			5			S/I/E		
LS 1	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).		S												
LS 2				Answer simple questions with one- to two-word responses.	O										
LS 3	Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objectives.		R												
LS 4	Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").		S												
Listening & Speaking Report Card Scores															

Reading: Word Analysis

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E
RW 1	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.			S									
RW 2	Recognize sound/symbol relationships in own writing.												
				O									
				R									
				E									
				S									

Reading: Fluency and Systematic Vocabulary Development

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E																											
RF 1	Read aloud simple words in stories or games (e.g., nouns and adjectives).			S																																				
RF 2	Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).													C																										
RF 3	Demonstrate comprehension of simple vocabulary with an appropriate action.																						O																	
RF 4	Retell simple stories using drawings, words, or phrases.																															R								
RF 5	Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).																																							
				S																																				

Reading: Comprehension

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/E
RC 1	Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear").												
RC 2	Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.												S
RC 3	Understand and follow simple one-step directions for classroom or work- related activities.												C
RC 4	Identify the basic sequences of events in stories read to them, using key words or pictures.												O
RC 5	Identify the main idea in a story read aloud using key words and/or phrases.												R
RC 6	Point out text features such as title, table of contents and chapter headings.												E
													S

Reading: Literary Response and Analysis

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/E
RL 1	Listen to a story and respond orally by answering factual comprehension questions using one-or two-word responses.												S
RL 2	Orally identify different characters and settings in simple literary texts using words or phrases.												C
RL 3	Orally distinguish between fiction and non-fiction using one- or two-word responses.												O
RL 4	Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths and legends.												R
													E
Reading Report Card Scores													S

Writing: Strategies and Applications

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E
WS 1	Write the English alphabet legibly.												
WS 2	Label key parts of common objects.												
WS 3	Create simple sentences or phrases with some assistance.												
WS 4	Use models to write short narratives.												
WS 5	During group writing activities, write brief narratives and stories using a few standard grammatical forms.												

Writing: Conventions

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E
WC 1	Use capital letters when writing own name and at the beginning of sentences.												
WC 2	Use a period at the end of a sentence.												
Writing Report Card Scores													