

Student Name _____

Los Angeles Unified School District

Grades 3-5 Portfolio Record

Date of Birth _____ SIS ID Number _____

ELD 2 Early Intermediate Level

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 be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).												
LS 2	Ask and answer questions using phrases or simple sentences.												S
LS 3	Restate and execute multi-step oral directions.												C
LS 4	Orally identify the main points of simple conversations and stories that are read aloud using phrases or simple sentences.												O
LS 5	Orally communicate basic needs (e.g., "May I get a drink of water").												R
LS 6	Recite familiar rhymes, songs, and simple stories.												E
Listening & Speaking Report Card Scores													S

Reading: Word Analysis

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E
RW 1	While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in “cat”, final consonants).			S C O R E S									
RW 2	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).												

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	Apply knowledge of content-related vocabulary to discussions and reading.			S C O R E S									
RF 2	Read simple vocabulary, phrases and sentences independently.												
RF 3	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.												
RF 4	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.												
RF 5	Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.												

Reading: Comprehension

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E
RC 1	Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., "The bear is brown.").												
RC 2	Read and orally identify relationships between written text and their own experience using simple sentences.												
RC 3	Understand and follow simple two-step directions of classroom or work-related activities.												S
RC 4	Orally identify the basic sequence of written text using simple sentences.												C
RC 5	Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.												O
RC 6	Read and identify basic text features, such as title, table of contents, and chapter headings.												R
RC 7	Orally identify examples of fact/opinion in familiar texts read to them.												E
													S

Reading: Literary Response and Analysis

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E
RL 1	Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.												
RL 2	Orally identify the main events of the plot using simple sentences.												S
RL 3	Recite simple poems.												C
RL 4	Orally describe the setting of a piece of literature using simple sentences.												O
RL 5	Orally distinguish poetry, drama, and short stories using simple sentences.												R
RL 6	Orally describe what a character is like by what he/she does in a selection, using simple sentences.												E
													S
Reading Report Card Scores													

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 short narrative stories that include elements of setting and character.												
WS 2	Use drawings, pictures, lists, charts, and tables to respond to familiar literature using simple sentences.												S
WS 3	Follow a model given by the teacher to independently write short paragraphs of at least four sentences.												C O
WS 4	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).												R
WS 5	Given a model format, write a friendly letter.												E S
WS 6	Produce independent writing that is understood when read, but may include inconsistent use of 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 to begin sentences and proper nouns.												
WC 2	Use a period at the end of a sentence, and use some commas appropriately.												S C O R E S
WC 3	Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.												
Writing Report Card Scores													