

Student Name _____

Los Angeles Unified School District
 Grades 3-5 Portfolio Record
ELD 3 Intermediate 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	3	3	4	4	4	5	5	5	S/I/E
LS 1	Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).												S
LS 2	Ask and answer instructional questions with some supporting elements (e.g., "Is it your turn to go to the computer lab?").												C
LS 3	Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.												O
LS 4	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.												R
LS 5	Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.												E
													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	Produce most English phonemes correctly while reading aloud.			S									
RW 2	Use common English morphemes in oral and silent reading.				C								
				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	Use content-related vocabulary in discussions and reading.												
RF 2	Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).			S									
RF 3	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts.				C								
RF 4	Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.				O								
RF 5	Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.				R								
RF 6	Create a simple dictionary of frequently used words.				E								
					S								

Reading: Comprehension

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E
RC 1	Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").												
RC 2	Read and use more detailed sentences to orally describe relationships between text and their own experiences.												S
RC 3	Understand and follow some multi-step directions for classroom-related activities.												C
RC 4	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.												O
RC 5	Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.												R
RC 6	Read and orally identify examples of fact/opinion, and cause/effect in literature and content area texts.												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	Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.												S
RL 2	Apply knowledge of language to derive meaning/comprehension from literary texts.												C
													O
													R
													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	Narrate a sequence of events with some detail.												
WS 2	Begin to use a variety of genres in writing (e.g. expository, narrative, poetry).												S
WS 3	Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence).												C
WS 4	Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g. math, science, history/social science).												O
WS 5	Independently write a letter using detailed sentences.												R
WS 6	Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.												E
													S

Writing: Conventions

	Third Grade	Fourth Grade	Fifth Grade	3	3	3	4	4	4	5	5	5	S/I/E
WC 1	Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.												S
WC 2	Use standard word order but may have inconsistent grammatical forms (e.g., subject/verb agreement).												C
													O
													R
													E
													S
Writing Report Card Scores													