

## Guide to ELD Student Report: Grades K–5

The first section of this guide contains instructions for completing the *ELD (English Language Development) Student Report*, showing ELD progress for an English learner each grading period. The following sections discuss the purpose of the *ELD Student Report*, its connection to the big ideas in the Map, and suggestions for its use. It is permissible to copy the English Language Development Student Report as included and to download and adapt it from <http://www.wested.org/reportcard>.

### Instructions for Completing the Report

There is a reporting form specific to each grade span — K–2 and 3–5. The form has a section for entering CELDT data at the top and local assessment data (district, school, classroom) in the bottom portion of the form. The intention is that teachers who use the *Map of Standards for English Learners* to instruct and assess English learners will use the *ELD Student Report* as a supplement to the regular report card for English-language arts.

- **School Name:** Insert the school’s name in the second line of the form.
- **Student Name:** Insert the student’s name and, optionally, student ID in the top left box.
- **ELD Levels from CELDT Data:**
  - **Grade level:** Select the row with the appropriate grade level.
  - **M/Yr:** Enter month and year of CELDT administration for that grade level.
  - **Total, Listening & Speaking, Reading, and Writing:** Enter the ELD level (B, EI, I, EA, A) in the left column for each category and the scale score in the right column.
- **ELD Levels from Local Assessment Data:**
  - **ELD Levels:** These follow California’s levels: B – beginning, EI – early intermediate, I – intermediate, EA – early advanced, A – advanced. A student who has mastered the performance described in the ELD standard is judged to be at that ELD level.
  - **Big Ideas:** “Big ideas” are the ELD cluster labels in the *Map of Standards for English Learners*. Big ideas are organized by domain/strand according to those used by California’s ELA and ELD standards documents. (Connection charts on pages 6 and 7 lists the Map page on which to locate each ELD cluster.)
- **Boxes under ELD Levels:**
  - **Shaded boxes:** These indicate that there are no state ELD standards for those ELD levels.
  - **Blank boxes:** Fill in the grade level and grading period when this ELD level has been mastered; for example, 5G1 means fifth grade, first quarter or trimester.
    - Leave blank if not assessed or not mastered.
    - Option: use a pencil to mark “+” at the next ELD level if meaningful progress has been made but the standard has not been mastered.
    - Option for each domain/strand: summarize overall achievement across big ideas within each of the seven domains/strands.

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## Purpose

The *ELD Student Report* is a boon both to teachers and parents. As John Carr, the report's originator, says, "This is the report I wish I received for my [English learner] children — to really see their areas of progress and to anchor discussions with their teachers."

Whether standards-based or more traditional, report cards for English learners are frequently uninformative or even misleading. In California, many school districts use standards-based report cards that show all state English-language arts (ELA) standards or a subset of essential standards. Such grading systems are inadequate to show English learners' progress in learning English. Many teachers struggle with which mark to give students who are beginning to learn English because the grading system for ELA standards does not fit or is not sensitive to an English learner's development of English language and literacy skills. In standards-based grading systems, novice English learners often appear to achieve significantly below grade level and not make progress on ELA standards, yet a student may be making expected progress on ELD standards, for example, moving from beginning to early intermediate overall and perhaps to intermediate on some listening and speaking standards.

California's English Language Development (ELD) standards represent developmental stages for English learners toward eventual proficiency on the ELA standards. Instruction and assessment of English learners in the classroom should be aligned with California's accountability system that uses the California English Language Development Test (CELDT) to measure their progress. The CELDT measures California's ELD standards. Report cards should communicate to parents of English learners what students are being taught and what the teacher and state expect and assess — the grade-span ELD standards as developmental steps toward the grade-level ELA standards.

The *ELD Student Report* is intended to be a supplement to the regular report card and used in conjunction with WestEd's *Map of Standards for English Learners*. The *ELD Student Report* displays the "big ideas" from the Map; each big idea captures the essence of the concept or skill for a cluster of ELD standards from beginning to advanced levels as well as the matching ELA standards. It is intended that teachers will use the Map to teach and assess English learners, and use the *ELD Student Report* to report progress to students and their parents. (The *ELD Student Report* is available in Spanish as well as English, for use with those Spanish-speaking parents who may be more comfortable communicating in their first language.)

Another valuable use of the *ELD Student Report* is for inclusion in students' cumulative folders, so that teachers can communicate with one another about students' ELD progress from grade to grade and school to school.

## Big Ideas in the ELD Student Report

The big ideas in the *ELD Student Report* come directly from the fifth edition of the *Map of Standards for English Learners*. Not all big ideas in the Map itself are contained in the *ELD Student Report*. The authors determined which of the Map's big ideas are appropriate for an English learner's report. There is a large overlap between the big ideas in the *ELD Student Report* and the Map's essential standards (those ELA Standards most assessed on the California Standards Test [CST]), standards assessed by CSWT (grade 4 California Standards Writing Test), and standards assessed by CELDT; but not all assessed or essential standards were determined to be highly important for the *ELD Student Report*. Teachers should not be overwhelmed trying to fill in grades for every standard, and parents should not be overwhelmed trying to understand every standard. The rationale guiding the development of the *ELD Student Report* was to maintain its alignment with the Map and the state assessment system

while at the same time limiting its scope to the most important standards for a report card and parent-teacher conference.

**Connection charts** list the big ideas on the *ELD Student Report* and their location in the *Map of Standards for English Learners, Fifth Edition*, by page and cluster number (see pages 6 and 7). A checkmark in the column labeled “CELDT Standards” identifies ELD standards measured by CELDT (Form E). ELA standards reference numbers are shown in the column labeled “CST Essential Standards” for each grade level.

In summary, the *ELD Student Report* is a tool for reporting student progress on the essential ELD standards. The essential ELD standards are determined by their importance in California’s assessment system; namely, CELDT and CST. The *ELD Student Report* is a supplement to a regular report card in English-language arts for teachers who use the *Map of Standards for English Learners* to teach and assess English learners. The *ELD Student Report* displays the essential big ideas — the ELD-ELA cluster labels found in the Map. Districts may wish to add other big ideas that are highly valued locally.

## Suggestions for Use

From our experience working with districts across California on establishing local assessment systems that are accurate, standards-based, and useful, we have developed a number of suggestions for most effective use of the Map and the *ELD Student Report*.

**Select common assessments.** It is recommended that the district or school review existing classroom assessments (including textbook tests and trained teacher observations), identify local assessments that effectively measure achievement of English learners according to ELD standards, and ensure the common use of these assessments for completing the *ELD Student Report*. Note that the difference from beginning up to advanced for many ELD clusters (see the Map) requires the student to produce more detailed answers and/or go from remembering to applying and analyzing in Bloom’s taxonomy of critical thinking skills. Open-ended tests in which the student creates an answer are appropriate to capture these answers; classroom tests in which the student selects an answer (forced-choice tests such as multiple choice, Cloze, match, true-false) often are not appropriate.

**Use appropriate accommodations for accuracy.** English learners, particularly at beginning to intermediate levels, need accommodations to assessments designed for English-only students in order to accurately show what they have learned. For example, the beginning student cannot write a three-paragraph essay with detailed sentences analyzing a main idea, but the student should be able to identify the main idea by orally responding to a teacher’s prompts or filling in a graphic organizer with a few words or phrases.

California’s ELD standards often contain key words and phrases such as “orally,” “using gestures or a few words,” or “using detailed sentences.” These are clues to teachers both about how to teach to the English learner’s comprehensible input level and how to assess for understanding at the student’s output level. The ELD clusters in the Map are like rubrics.

Suggestions of accommodations that teachers may use in classroom assessments for English learners include the following:

- Provide extra time for students to read and understand the test questions and to think back and forth in the primary language and English.
- Provide word walls; for higher-level English learners, provide glossaries and dictionaries unless test items are definitions. These accommodations allow English learners to communicate conceptual thinking.

- Provide models of expected student work, particularly for students who have never produced this kind of product; show the scoring guides (rubrics) that will be used to judge the work. Models and scoring guides make public how the teacher will judge student work.
- Segment multi-step directions by stating each part direction followed by student response, or, when answers cannot be segmented, by having students use the directions as a checklist to review that the completed task covers all points in the checklist.
- Allow oral responses, particularly from beginning and early intermediate English learners while the rest of the class completes a written test. When students can conference with the teacher out of range of the class, their anxiety may lessen and the teacher can scaffold the conversations as necessary to elicit meaning from the students.
- Read directions aloud; orally rephrase item and test directions; be sure to use the same key words during teaching or change test-item wording to fit synonyms used in prior teaching. Recognize that multiple choice items are written succinctly with few context clues, unlike good teaching when the teacher provides rich context and redundancy for English learners.
  - Simplify test directions as much as possible; some test directions can be much more difficult to understand than the concepts measured.
- Administer the test to a small group of English learners to lessen their anxiety.
- Ignore grammar and language convention errors when content area (e.g., science, math, or social studies) standards do not address them; focus on meaning and understanding content; the time for correcting English language errors is during instruction; expect early English learners to make many errors as they struggle to communicate meaning.
- For written tests, the writing demands should match English learners' ELD levels (see *Map of Standards for English Learners*); for example:
  - Beginning level English learners may fill in a graphic organizer, draw illustrations, give brief oral answers, and perhaps write a few simple phrases or sentences.
  - Early intermediate level English learners may produce a few simple sentences orally or in writing for each item.
  - Intermediate level English learners may write short paragraphs and clarify ambiguities through oral prompting by the teacher.
  - Early advanced and advanced English learners may profit from graphic organizers to organize ideas, but they should be expected to produce paragraphs and compositions.
- Obtain accurate, stable assessment data. Obtaining multiple measures for a student builds solid evidence and confidence that achievement results are accurate and reliable, or stable, for a student. There are several approaches to gathering multiple measures:
  - Administer different types of assessments measuring the same concepts/skills, such as oral and written tasks, multiple-choice and open-ended response tests, and trained student observations. Look for consistency of test results and, if there is disagreement, use professional judgment about which type(s) of assessment yield the most accurate results for particular students.
  - Administer the same assessment several times in the same or slightly different contexts, such as the same type of reading comprehension test for several different stories over a

short time period (e.g., a few weeks) or math tests on the same skills/concepts administered two or three times, and look for similar results.

- When there is a significant time lapse between assessments, and scores indicate a rising trend (learning impacted by teaching during a grading period), consider using end results or a formula to give more weight to end results to reflect final, highest achievement in the grading period.<sup>1</sup>

**Encourage collaboration among all teachers.** Data entered by a teacher should be accurate. It is tough to get all teachers to accurately assess all students. It is tough to resist marking “improvement” when actually the student has not progressed. Scoring a student inaccurately may result in wrong instructional decisions such as redesignation before the student really is ready for complete mainstream classes. Collaboration on assessments and reviewing results are correlated to their accuracy and consistency.

**Back up *ELD Student Reports* with student portfolios.** Marking mastery for each essential ELD standard should be based on evidence. We recommend that teachers maintain a portfolio of student work samples that show mastery at each ELD level of a big idea. English learners can review their portfolios of benchmark work samples and really see their progress over time. Parents of English learners can see their children’s progress during parent-teacher conferences and better understand their children’s achievements.

**Include *ELD Student Reports* as part of cumulative records.** Each form covers a grade span and many big ideas repeat across grade spans. The *ELD Student Report* can be a cumulative record of ELD progress in grades K–12 and maintained as part of a student’s cumulative record. At the beginning of a school year, a teacher can review *ELD Student Reports* in the cumulative folders for incoming English learners to plan instruction, based on achievements levels at the end of the prior grade level.

**Include *ELD Student Reports* as part of accountability system.** A school district is encouraged to consider including teacher assessment data in the system of accountability for English learners. Earlier suggestions address ways to establish common assessments and ways to achieve accurate, consistent test results among teachers. Ongoing, accurate, fresh achievement data from the classroom can be a prime source for school and district accountability systems.<sup>2</sup>

## Permission for Use

WestEd is charging no license or other fee for use of the *English Language Development Student Report* by schools, districts, and teachers. On request, WestEd will also provide an electronic Microsoft Word file that can be adapted. For example, some users may wish to add other valued standards or big ideas; some may wish to embed the form in a school or district database or a district’s report card system. To register for the electronic Word file, please go online to <http://www.wested.org/reportcard>.

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<sup>1</sup> Guskey, T.R., & Bailey, J.M. (2005). *Developing and Reporting Grading Systems for Student Learning*. Thousand Oaks, CA: Corwin Press.

Marzano, R.J. (2000). *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development.

Carr, J. (2000). “Technical issues of grading methods” in E. Trumbull, & B. Farr, (Eds.), *Grading and Reporting Student Progress in an Age of Standards*. Norwood, MA: Christopher Gordon.

<sup>2</sup> Carr, J., & Artman, E.M. (2002). *The Bottom-Up Simple Approach to School Accountability and Improvement*. Norwood, MA: Christopher Gordon.

**Connection Chart**  
**ELD Student Report: Grades K–2**

This chart lists the “big ideas” that appear on the *ELD Student Report*, grades K–2, and their location in the *Map of Standards for English Learners, Fifth Edition*, by page and cluster number.

CELDT Standards					CST Essential Standards			Map of Standards for English Learners			
B	EI	I	EA	A	K	1	2	Big Ideas		Location	
								<b>Listening &amp; Speaking</b>		Page	Cluster
✓		✓	✓					Listen with Understanding		1	1
	✓							Ask and Answer Questions		3	5
			✓					Retell Stories and Narrate Events		3	6
								<b>Reading: Word Analysis</b>			
		✓			1.6			Understand Concepts about Print		4	1
✓	✓	✓						Recognize and Produce Phonemes		4	2
		✓	✓			1.10		Understand Sound-Symbol Relationships		5	3
		✓	✓					Segment Sounds in Words		6	4
			✓		1.15	1.11 1.12	1.1 1.2 1.3	Read Sight Words and Use Word Parts		7	6
								<b>Reading: Fluency &amp; Systematic Vocabulary Development</b>			
✓		✓						Use Vocabulary for Communication		9	4
	✓			✓				Use Social and Academic Vocabulary		10	5
			✓					Understand Prefixes and Suffixes		10	7
				✓			1.7 1.10	Recognize Word Meanings		11	8
								<b>Reading: Comprehension</b>			
	✓	✓	✓		2.5	2.2	2.6	Respond to Comprehension Questions		12	3
✓					2.4	2.7	2.5	Identify Sequence of Events		13	4
	✓	✓	✓		2.2	2.5	2.4	Draw Inferences		13	6
								<b>Reading: Literary Response &amp; Analysis</b>			
					3.3	3.1	3.1	Identify Characters and Setting		14	2
<b>Only grade 2</b>								<b>Writing: Strategies &amp; Applications</b>			
		✓						Write Narratives		16	3
						1.1	1.1 1.4	Use the Writing Process		16	5
<b>Only grade 2</b>								<b>Writing: Conventions</b>			
				✓	1.1	1.1 1.2 1.3	1.1 1.3	Create Coherent Sentences		17	1
				✓	1.2	1.4 1.8	1.7 1.8	Use Correct Mechanics and Spelling		18	3

**Connection Chart**  
**ELD Student Report: Grades 3–5**

This chart lists the “big ideas” that appear on the *ELD Student Report*, grades 3–5, and their location in the *Map of Standards for English Learners, Fifth Edition*, by page and cluster number.

CELDT Standards					CST Essential Standards			Map of Standards for English Learners		
B	EI	I	EA	A	3	4	5	Big Ideas		Location
										Page Cluster
	✓	✓	✓					<b>Listening &amp; Speaking</b>		
	✓							Listen with Understanding		1 1
	✓							Ask and Answer Questions		4 6
	✓		✓					Retell Stories and Summarize Main Idea		4 7
								<b>Reading: Word Analysis</b>		
✓	✓							Recognize and Produce Phonemes		6 1
	✓			✓				Apply Knowledge of Word Parts		6 2
								<b>Reading: Fluency &amp; Systematic Vocabulary Development</b>		
		✓			1.8	1.3	1.4	Apply Knowledge of Word Parts		7 2
		✓						Use Social and Academic Vocabulary		8 3
	✓		✓		1.6			Decode and Interpret New Words		9 5
			✓		1.4	1.6	1.3	Recognize Word Meanings		9 6
			✓			1.2	1.5	Recognize Analogies and Metaphors		9 7
								<b>Reading: Comprehension</b>		
✓		✓	✓		2.4 2.5	2.4 2.5	2.3 2.4	Describe Main Ideas and Draw Inferences		12 6
					2.6	2.6	2.5	Distinguish Evidence in Informational Materials		12 7
								<b>Reading: Literary Response &amp; Analysis</b>		
✓				✓				Describe Characters		14 4
	✓				3.2	3.2	3.2	Describe Plots		15 5
								<b>Writing: Strategies &amp; Applications</b>		
	✓				1.1	1.1 1.2	1.2	Use Elements of Discourse		16 1
				✓		2.1		Write Narratives (CSWT* grade 4)		17 2
					1.3 1.4	1.8 1.10	1.6	Use the Writing Process		19 5
								<b>Writing: Conventions</b>		
				✓	1.4	1.1 1.3	1.1 1.2	Create Coherent Sentences		20 1
					1.8	1.7	1.3 1.5	Use Correct Mechanics and Spelling		21 3

\*CSWT = California Standards Writing Test at grade 4 (selections from narrative, summary, information report, response to literature)

English Language Development Student Report: Grades K–2

School:

Student:					ELD Levels from CELDT						
ID #:					Grade	M/Yr	Total		Listening & Speaking	Reading	Writing
Teacher: _____					K						
					1						
					2						
ELD Levels from Local Assessments					Map of Standards for English Learners, Fifth Edition						
B	EI	I	EA	A	Big Ideas						
					<b>Listening &amp; Speaking</b>						
					Listen with Understanding						
					Ask and Answer Questions						
					Retell Stories and Narrate Events						
					<b>Reading: Word Analysis</b>						
					Understand Concepts about Print						
					Recognize and Produce Phonemes						
					Understand Sound-Symbol Relationships						
					Segment Sounds in Words						
					Read Sight Words and Use Word Parts						
					<b>Reading: Fluency &amp; Systematic Vocabulary Development</b>						
					Use Vocabulary for Communication						
					Use Social and Academic Vocabulary						
					Understand Prefixes and Suffixes						
					Recognize Word Meanings						
					<b>Reading: Comprehension</b>						
					Respond to Comprehension Questions						
					Identify Sequence of Events						
					Draw Inferences						
					<b>Reading: Literary Response &amp; Analysis</b>						
					Identify Characters and Settings						
					<b>Writing: Strategies &amp; Applications</b>						
					Write Narratives						
					Use the Writing Process						
					<b>Writing: Conventions</b>						
					Create Coherent Sentences						
					Use Correct Mechanics and Spelling						

English Language Development Student Report: Grades 3–5

School:

Student:					ELD Levels from CELDT											
ID #:					Grade	M/Yr	Total		Listening & Speaking		Reading		Writing			
Teacher: _____					3											
					4											
					5											
ELD Levels from Local Assessments					Map of Standards for English Learners, Fifth Edition											
B	EI	I	EA	A	Big Ideas											
					Listening & Speaking											
					Listen with Understanding											
					Ask and Answer Questions											
					Retell Stories and Summarize Main Idea											
					Reading: Word Analysis											
					Recognize and Produce Phonemes											
					Apply Knowledge of Word Parts											
					Reading: Fluency & Systematic Vocabulary Development											
					Apply Knowledge of Word Parts											
					Use Social and Academic Vocabulary											
					Decode and Interpret New Words											
					Recognize Word Meanings											
					Recognize Analogies and Metaphors											
					Reading: Comprehension											
					Describe Main Ideas and Draw Inferences											
					Distinguish Evidence in Informational Materials											
					Reading: Literary Response & Analysis											
					Describe Characters											
					Describe Plots											
					Writing: Strategies & Applications											
					Use Elements of Discourse											
					Write Narratives											
					Use the Writing Process											
					Writing: Conventions											
					Create Coherent Sentences											
					Use Correct Mechanics and Spelling											

Reporte del desarrollo del lenguaje Inglés del estudiante (ELD): Grados K–2

School:

Nombre del estudiante:					Niveles de ELD de acuerdo con el examen CELDT									
ID #:					Grado	Mes/ Año	Total		Escucha y Habla		Lectura		Escritura	
Maestro(a): _____					K									
					1									
					2									
Niveles de ELD de acuerdo a evaluaciones escolares					<i>El mapa de estándares, 5a edición</i>									
B (Principiante)	EI (Primario- Intermedio)	I (Intermedio)	EA (Primario- Avanzado)	A (Avanzado)	Ideas comprensivas y categorías por estándares									
					<b>Escuchando y Hablando</b>									
					Escucha con entendimiento									
					Hace preguntas y dá respuestas									
					Recita historias y narra los eventos									
					<b>Lectura: Análisis de palabras</b>									
					Entiende el concepto de la palabra escrita									
					Reconoce y produce fonemas (sonidos/sílabas/palabras)									
					Entiende la relación entre sonidos y letras (símbolos)									
					Reconoce sonidos y sílabas dentro de las palabras									
					Lee “palabras de uso frecuente” y usa las partes de las palabras									
					<b>Lectura: Fluidez y desarrollo sistemático del vocabulario</b>									
					Usa el vocabulario para comunicarse									
					Usa el vocabulario social y el académico									
					Entiende qué son los sufijos y los prefijos									
					Entiende el significado de las palabras									
					<b>Lectura: Comprensión de la lectura</b>									
					Responde a preguntas de comprensión									
					Identifica la secuencia de los eventos									
					Llega a conclusiones									
					<b>Lectura: Análisis e interacción con la literatura</b>									
					Identifica el lugar y los caracteres de una historia									
					<b>Escritura: Estrategias y aplicaciones de la escritura</b>									
					Escribe y narra en prosa									
					Usa el proceso de la escritura (planea, revisa y corrige)									
					<b>Escritura: Reglas convencionales de la escritura</b>									
					Crea oraciones coherentes									
					Usa correctamente la morfología y la ortografía									

Reporte del desarrollo del lenguaje Inglés del estudiante (ELD): Grados 3–5

School:

Nombre del estudiante:					Niveles de ELD de acuerdo con el examen CELDT					
ID #:					Grado	Mes/ Año	Total	Escucha y Habla	Lectura	Escritura
Maestro(a): _____					3					
					4					
					5					
Niveles de ELD de acuerdo a evaluaciones escolares					<i>El mapa de estándares, 5a edición</i>					
B (Principiante)	EI (Primario- Intermedio)	I (Intermedio)	EA (Primario- Avanzado)	A (Avanzado)	Ideas comprensivas y categorías por estándares					
					<b>Escuchando y Hablando</b>					
					Escucha con entendimiento					
					Hace preguntas y dá respuestas					
					Recita historias y dá un resumen de la idea principal					
					<b>Lectura: Análisis de palabras</b>					
					Reconoce y produce fonemas (sonidos/sílabas/palabras)					
					Aplica conocimiento de las partes de las palabras					
					<b>Lectura: Fluidez y desarrollo sistemático del vocabulario</b>					
					Aplica conocimiento de las partes de las palabras					
					Usa el vocabulario social y el académico					
					Descifra e interpreta palabras nuevas					
					Reconoce el significado de las palabras					
					Entiende el significado de las palabras, las analogías y las metáforas					
					<b>Lectura: Comprensión de la lectura</b>					
					Describe la idea principal y llega a conclusiones					
					Distingue la evidencia en el material de información					
					<b>Lectura: Análisis e interacción con la literatura</b>					
					Describe los personajes o los caracteres					
					Describe la trama					
					<b>Escritura: Estrategias y aplicaciones de la escritura</b>					
					Usa elementos del discurso					
					Escribe narración y relatos					
					Usa el proceso de la escritura (planea, revisa y corrige)					
					<b>Escritura: Reglas convencionales de la escritura</b>					
					Crea oraciones coherentes					
					Usa correctamente la morfología y la ortografía					