

ELD formative assessment guide

Overview

In Amplify ELD, teachers utilize a rubric to formally and informally assess student progress on the following: conversation and discussion on familiar topics, reading text and discussing it, writing for conversation (about experience), writing about text, and language connections. The rubric details early and exit skills for each ELD level (Emerging, Expanding, and Bridging). Within these activities, teachers can assess various skills (CA ELD Standards skills). Teachers can use this rubric for informal and formal assessments. Every time the students are working on an activity, the teacher can assess what level the students are working in according to the specific skill sets for that language domain.

Students working at the Emerging level

| | <p>Conversation and discussion on familiar topics [Lessons 1, 2, 4]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Productive • Accuracy of Production | <p>Reading text and discussing it [Lessons 1, 2, 3, 4, 5]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Interpretive • Productive • Metalinguistic Awareness • Accuracy of Production |
|---------------------|---|--|
| <p>Early</p> | <ul style="list-style-type: none"> • Express basic personal ideas and respond to questions using visuals, sentence frames, short phrases, and gestures • Use familiar words related to everyday topics • Be comprehensible when using memorized or copied words or phrases • May exhibit frequent errors in grammar and pronunciation that often impede meaning | <ul style="list-style-type: none"> • Express basic ideas and respond to questions using visuals, sentence frames, short phrases, and gestures • Use familiar words and phrases related to academic topics • Read brief grade-appropriate text with adaptations • Comprehend familiar words and phrases drawn from content areas • Be comprehensible when using memorized or copied words or phrases • May exhibit frequent errors in grammar and pronunciation that often impede meaning |
| <p>Exit</p> | <ul style="list-style-type: none"> • Express basic personal ideas and respond to questions on social topics using some sentence frames • Produce basic statements • Be comprehensible when using simple or learned sentences • May exhibit frequent errors in grammar and pronunciation that may sometimes impede meaning | <ul style="list-style-type: none"> • Express basic personal ideas and respond to questions on social topics using some sentence frames • Use academic and domain-specific vocabulary and phrases • Read brief grade-appropriate text without adaptations • Demonstrate understanding of words and phrases from previously learned content material • Be comprehensible when using simple or learned sentences • May exhibit frequent errors in grammar and pronunciation that may sometimes impede meaning |

| <p>Writing for conversation (about experience) [Lessons 1, 2, 4]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Productive • Accuracy of Production | <p>Writing about text [Lessons 1, 3, 5]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Interpretive • Productive • Metalinguistic Awareness • Accuracy of Production | <p>Language connections [Lessons 1, 4, 5, 6]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Productive • Metalinguistic Awareness • Accuracy of Production |
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| <ul style="list-style-type: none"> • Write learned words and phrases • Write ideas using visuals and sentence frames • Write familiar words and phrases related to everyday topics • Be comprehensible when using memorized or copied words or phrases • May exhibit frequent errors in grammar and writing conventions that often impede meaning | <ul style="list-style-type: none"> • Read brief grade-appropriate text with adaptations • Comprehend familiar words and phrases drawn from content areas • Write ideas using visuals, graphic organizers, and sentence frames • Write familiar words and phrases related to academic topics • Have emerging awareness of ways in which different kinds of language are appropriate for different tasks, purposes, and audiences • Be comprehensible when using memorized or copied words or phrases • May exhibit frequent errors in grammar and writing conventions that often impede meaning | <ul style="list-style-type: none"> • Express basic ideas and respond to questions using visuals, sentence frames, short phrases, and gestures • Use familiar words and phrases related to academic topics • Have emerging awareness of ways in which different kinds of language are appropriate for different tasks, purposes, and audiences • May exhibit frequent errors in grammar, pronunciation and writing conventions that often impede meaning |
| <ul style="list-style-type: none"> • Write basic statements using some sentence frames • Write learned vocabulary drawn from academic content areas • Be comprehensible when using simple or learned sentences • May exhibit frequent errors in grammar and writing conventions that may sometimes impede meaning | <ul style="list-style-type: none"> • Read brief grade-appropriate text without adaptations • Demonstrate understanding of words and phrases from previously learned content material • Write basic statements using some sentence frames and graphic organizers • Write learned vocabulary drawn from academic content areas • Have awareness of ways in which different kinds of language are appropriate for different tasks, purposes, and audiences • Be comprehensible when using simple or learned sentences • May exhibit frequent errors in grammar and writing conventions that may sometimes impede meaning | <ul style="list-style-type: none"> • Express basic personal ideas and respond to questions on social topics using some sentence frames • Use academic and domain-specific vocabulary and phrases • Have awareness of ways in which different kinds of language are appropriate for different tasks, purposes, and audiences • May exhibit frequent errors in grammar, pronunciation, and writing conventions that may sometimes impede meaning |

Students working at the Expanding level

| | <p>Conversation and discussion on familiar topics [Lessons 1, 2, 4]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Productive • Accuracy of Production | <p>Reading text and discussing it [Lessons 1, 2, 3, 4, 5]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Interpretive • Productive • Metalinguistic Awareness • Accuracy of Production |
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| Early | <ul style="list-style-type: none"> • Express a variety of personal ideas and opinions on social topics in highly structured and scaffolded interaction • Initiate simple conversation and respond to questions using short sentences on social topics • Be comprehensible when using simple and some expanded sentences • May exhibit fairly frequent errors in pronunciation and grammar that may sometimes impede meaning | <ul style="list-style-type: none"> • Express complex feelings, ideas, and opinions using extended oral production • Respond to questions using extended discourse • Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate • Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning • Have awareness of ways in which language may be different based on task, purpose, and audience • Be comprehensible when using expanded sentences • May exhibit fairly frequent errors in pronunciation and grammar that usually do not impede meaning |
| Exit | <ul style="list-style-type: none"> • Express complex feelings, ideas, and opinions using extended oral production • Respond to questions using extended discourse • Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate • Be comprehensible when using expanded sentences • May exhibit fairly frequent errors in pronunciation and grammar that usually do not impede meaning | <ul style="list-style-type: none"> • Express complex feelings, ideas, and opinions using extended oral production • Respond to questions using extended discourse • Participate actively in collaborative conversations in all content areas with moderate to light support as appropriate • Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning • Have awareness of ways in which language may be different based on task, purpose, and audience • Be comprehensible when using expanded sentences • May exhibit fairly frequent errors in pronunciation and grammar that usually do not impede meaning |

| <p>Writing for conversation (about experience) [Lessons 1, 2, 4]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Productive • Accuracy of Production | <p>Writing about text [Lessons 1, 3, 5]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Interpretive • Productive • Metalinguistic Awareness • Accuracy of Production | <p>Language connections [Lessons 1, 4, 5, 6]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Productive • Metalinguistic Awareness • Accuracy of Production |
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| <ul style="list-style-type: none"> • Write ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support • Be comprehensible when using expanded sentences • May exhibit fairly frequent errors in grammar and writing conventions that usually do not impede meaning | <ul style="list-style-type: none"> • Read increasingly complex grade-level text while relying on context and prior knowledge to obtain meaning • Write ideas to meet most social and academic needs through the recombination of learned vocabulary and structures with support • Have awareness of ways in which language may be different based on task, purpose, and audience • Be comprehensible when using expanded sentences • May exhibit fairly frequent errors in grammar and writing conventions that usually do not impede meaning | <ul style="list-style-type: none"> • Express complex feelings, ideas, and opinions using extended oral production • Respond to questions using extended discourse • Participate actively in collaborative conversations in all content areas with moderate-to-light support as appropriate • Have awareness of ways in which language may be different based on task, purpose, and audience • Be comprehensible when using expanded sentences • May exhibit fairly frequent errors in grammar, pronunciation, and writing conventions that usually do not impede meaning |
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Students working at the Bridging level

| | <p>Conversation and discussion on familiar topics [Lessons 1, 2, 4]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Productive • Accuracy of Production | <p>Reading text and discussing it [Lessons 1, 2, 3, 4, 5]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Interpretive • Productive • Metalinguistic Awareness • Accuracy of Production | |
|---------------------|---|--|--|
| <p>Early</p> | <ul style="list-style-type: none"> • Express increasingly complex feelings, ideas, and opinions in a variety of settings • Respond to questions using extended discourse • Initiate and sustain dialogue on a variety of grade-level social and academic topics • Be comprehensible when using a variety of grade-level expanded discourse • May exhibit some errors in pronunciation and grammar that usually do not impede meaning | <ul style="list-style-type: none"> • Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes • Express ideas to meet increasingly complex academic demands for specific purposes • Read complex text at grade level and technical text support by pictures • Comprehend concrete and many abstract topics and begin to recognize language subtleties • Be comprehensible when using a variety of grade-level expanded discourse • May exhibit some errors in pronunciation and grammar that usually do not impede meaning | |

| <p>Writing for conversation (about experience) [Lessons 1, 2, 4]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Productive • Accuracy of Production | <p>Writing about text [Lessons 1, 3, 5]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Interpretive • Productive • Metalinguistic Awareness • Accuracy of Production | <p>Language connections [Lessons 1, 4, 5, 6]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Productive • Metalinguistic Awareness • Accuracy of Production |
|--|---|--|
| <ul style="list-style-type: none"> • Write increasingly complex feelings, ideas, and opinions in a variety of settings • Be comprehensible when using a variety of grade-level expanded discourse • May exhibit some errors in grammar and writing conventions that usually do not impede meaning | <ul style="list-style-type: none"> • Write and express ideas to meet increasingly complex academic demands for specific purposes and audiences • Read complex text at grade level and technical text support by pictures • Comprehend concrete and many abstract topics and begin to recognize language subtleties • Have sophisticated awareness of ways in which language may be different based on task, purpose, and audience • Use a range of grade-level academic and domain-specific vocabulary related to new topics • Extend grade-level academic discourse in a variety of ways in written texts • Be comprehensible when using a variety of grade-level expanded discourse • May exhibit some errors in grammar and writing conventions that usually do not impede meaning | <ul style="list-style-type: none"> • Produce, initiate, and sustain interactions with increasing awareness of tailoring language to specific purposes • Express ideas to meet increasingly complex academic demands for specific purposes • Have sophisticated awareness of ways in which language may be different based on task, purpose, and audience • Use a range of grade-level academic and domain-specific vocabulary related to new topics • Extend grade-level academic discourse in a variety of ways in written texts • Be comprehensible when using a variety of grade-level expanded discourse • May exhibit some errors in grammar, pronunciation and writing conventions that usually do not impede meaning |

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| <p>Exit</p> | <ul style="list-style-type: none"> • Participate fully in all collaborative conversations in all content areas at grade level with occasional support as necessary • Participate fully in both academic and non-academic setting requiring English • Be comprehensible when using a variety of grade-level expanded discourse on a variety of topics • May exhibit some minor errors in pronunciation and grammar that do not impede meaning | <ul style="list-style-type: none"> • Produce, initiate, and sustain extended interactions tailored to specific purposes • Express ideas to meet a variety of social needs and academic demands for specific purposes • Read, with limited comprehension difficulty, a variety of grade-level and technical texts in all content areas • Comprehend concrete and abstract topics and recognize language subtleties • Have sophisticated awareness of ways in which language may be different based on task, purpose, and audience • Use a range of grade-level academic and domain-specific vocabulary related to new topics across the disciplines • Extend grade-level academic discourse in a variety of ways in written texts across the disciplines • Be comprehensible when using a variety of grade-level expanded discourse on a variety of topics • May exhibit some minor errors in pronunciation and grammar that do not impede meaning | |

| <p>Writing for conversation (about experience) [Lessons 1, 2, 4]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Productive • Accuracy of Production | <p>Writing about text [Lessons 1, 3, 5]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Interpretive • Productive • Metalinguistic Awareness • Accuracy of Production | <p>Language connections [Lessons 1, 4, 5, 6]</p> <p>Skills:</p> <ul style="list-style-type: none"> • Collaborative • Productive • Metalinguistic Awareness • Accuracy of Production |
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| <ul style="list-style-type: none"> • Write ideas to meet a variety of social needs for specific purposes and audiences • Be comprehensible when using a variety of grade-level expanded discourse on a variety of topics • May exhibit some minor errors in grammar and writing conventions that do not impede meaning | <ul style="list-style-type: none"> • Write ideas to meet a variety of social needs and academic demands for specific purposes and audiences • Read, with limited comprehension difficulty, a variety of grade-level and technical texts in all content areas • Comprehend concrete and abstract topics and recognize language subtleties • Have sophisticated awareness of ways in which language may be different based on task, purpose, and audience • Use a range of grade-level academic and domain-specific vocabulary related to new topics across the disciplines • Extend grade-level academic discourse in a variety of ways in written texts across the disciplines • Be comprehensible when using a variety of grade-level expanded discourse on a variety of topics • May exhibit some minor errors in grammar and writing conventions that do not impede meaning | <ul style="list-style-type: none"> • Produce, initiate, and sustain extended interactions tailored to specific purposes • Express ideas to meet a variety of social needs and academic demands for specific purposes • Have sophisticated awareness of ways in which language may be different based on task, purpose, and audience • Use a range of grade-level academic and domain-specific vocabulary related to new topics across the disciplines • Extend grade-level academic discourse in a variety of ways in written texts across the disciplines • Be comprehensible when using a variety of grade-level expanded discourse on a variety of topics • May exhibit some minor errors in grammar, pronunciation, and writing conventions that do not impede meaning |