

# ELD 1: Comprehension of English (Receptive English)

Child is progressing toward fluency in understanding English

## Conditional Measure

This measure is not rated: English is the only language spoken in this child's home



Mark the latest developmental level the child has mastered:

Discovering English <input type="radio"/>	Exploring English <input type="radio"/>	Developing English <input type="radio"/>	Building English <input type="radio"/>	Integrating English <input type="radio"/>
<p><b>Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)</b></p> <p><b>Possible Examples</b></p>	<p><b>Attends to interactions in English and sometimes participates in activities conducted in English;</b></p> <p><i>and</i></p> <p><b>Shows understanding of a few common English words in familiar contexts or routines</b></p>	<p><b>Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both</b></p>	<p><b>Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both</b></p>	<p><b>Shows understanding of most information and concepts communicated in English for both instructional and social purposes</b></p>
<ul style="list-style-type: none"> <li>▶ Adds a block to the top of a tower in response to a question in the child's home language, "Can you make it taller?"</li> <li>▶ Passes a book to another child when requested in the child's home language, having not responded to the same request in English.</li> <li>▶ Seeks out and plays with peers who speak the child's home language, while in the dramatic play area.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Pauses to listen to peers speaking English for a short period of time while playing in the sandbox.</li> <li>▶ Begins to put blocks on a shelf when a peer says in English, "Clean-up time."</li> </ul>	<ul style="list-style-type: none"> <li>▶ Points to the ball when a peer says in English, "Where is the ball?" during outdoor play time.</li> <li>▶ Goes to get markers after an adult asks in English if child would like to use paint or markers to make a birthday card for a peer.</li> <li>▶ Approaches the door to go inside when an adult says in English, "It is time to go in for a snack," and adds, "¡Hora de comer!" ["Time to eat!" in Spanish].</li> </ul>	<ul style="list-style-type: none"> <li>▶ Adds more blocks to a road when a peer communicates in English, "We need a longer road."</li> <li>▶ Pretends to talk on the phone when a peer says in English, "Baby's sick. Call the doctor."</li> <li>▶ Puts drawing on the counter after an adult points to the counter and requests in English, "Please put your drawing on the counter. It's wet and it needs to dry."</li> </ul>	<ul style="list-style-type: none"> <li>▶ Sorts orange and green counting bears after an adult says in English, "Let's separate them by color."</li> <li>▶ Brings a bigger block to a peer in response to a question in English by the peer, "Could you bring me the bigger block?"</li> <li>▶ Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.</li> </ul>

- Child is emerging to the next developmental level
- Unable to rate this measure due to extended absence

## ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English

### Conditional Measure

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Discovering English <input type="radio"/>	Exploring English <input type="radio"/>	Developing English <input type="radio"/>	Building English <input type="radio"/>	Integrating English <input type="radio"/>
<p><b>Communicates in home language or nonverbally, or both</b></p> <p><b>Possible Examples</b></p>	<p><b>Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English</b></p>	<p><b>Communicates in English, using single words and common phrases (may mix English with home language)</b></p>	<p><b>Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)</b></p>	<p><b>Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)</b></p>
<ul style="list-style-type: none"> <li>▶ Takes an adult's arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container.</li> <li>▶ Nods "Yes" and responds in home language in response to a routine question such as "Do you want more milk?" while an adult holds up a pitcher of milk.</li> <li>▶ Communicates, "¿Puedo pintar contigo?" ["Can I paint with you?" in Spanish] while approaching a peer who is painting.</li> <li>▶ Communicates, "这是它们的家," ["This is their home." in Mandarin], while putting some toy animals under a blanket in the dramatic play area.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates in English, "Bye," to a peer when leaving at the end of the day.</li> <li>▶ Greets peers in home language and joins in singing the words "good morning" in English during the daily morning song.</li> <li>▶ Chimes in with "The end!" in English when an adult finishes reading a story to a small group of children.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates in English, "Marker," to ask for a marker from a peer while playing restaurant in the dramatic play area.</li> <li>▶ Communicates in English, "I do a house," when drawing. ["I made a house."]</li> <li>▶ Communicates to a peer in English, "My turn," and gestures at the slide during outdoor play.</li> <li>▶ Communicates, "The dog 变成一个 lady 了," ["The dog turned into a lady" in English and Mandarin] while helping to put a dress on a stuffed dog in the dramatic play area.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates to a peer while playing with play dough, "I make galletitas ["cookies" in Spanish] and pan ["bread" in Spanish]. You like it?" ["I made cookies and bread. Do you like it?"]</li> <li>▶ Communicates to a peer in English, "Come! I show you!" ["Come! I will show you!"] and brings the peer to child's cubby, where child takes a stuffed animal out of bag.</li> <li>▶ Communicates in English, "The lamb lick my hand!" ["The lamb licked my hand!"] when describing a family trip to a petting farm that occurred last weekend.</li> <li>▶ Communicates to a peer "My dad ride a horse," ["My dad rides a horse"] while attempting to draw a horse.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates in English, "This is happy new year. This is mommy and me. We saw the dragon," in response to an adult asking, "Tell me about your picture."</li> <li>▶ Communicates to a peer, "I ate huevitos ["little eggs" in Spanish]. The huevitos were really yummy! My papi ["daddy" in Spanish] and me, we get them at la tiendita ["the little store" in Spanish]."</li> <li>▶ Communicates in English, "I'm going to cook them now," while throwing play dough noodles into a toy pot, and later puts "cooked noodles" on a plate and communicates, "Here's a plate for you," while handing it to a peer.</li> </ul>

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- Unable to rate this measure due to extended absence

# ELD 3: Understanding and Response to English Literacy Activities

This measure is not rated: English is the only language spoken in this child's home

Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English



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<p><b>Participates in literacy activities in home language;</b> <i>and</i> <b>Attends to simple literacy activities in English with some support</b></p>	<p><b>Uses home language, gestures, or single words in English to show understanding of literacy activities in English</b></p>	<p><b>Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)</b></p>	<p><b>Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)</b></p>	<p><b>Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)</b></p>
<p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Joins in with peers who are singing a song or chant in home language.</li> <li>▶ Looks at pages of a picture book with a peer while an adult reads the book aloud in English.</li> <li>▶ Watches a retelling of <i>The Three Bears</i> in English on the flannel board, after the story has been read in home language.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers.</li> <li>▶ Gestures at a picture of a baby bear and says, "Baby," while an adult is reading <i>The Three Bears</i> in English to a small group of children.</li> <li>▶ Comments in home language about a picture in a book, after hearing other children making comments.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Repeats the first line of "Five Little Monkeys Jumping on the Bed," with accompanying hand motions.</li> <li>▶ Draws a picture and communicates, "This is spider. This is fly." after listening to the book <i>The Very Busy Spider</i>.</li> <li>▶ Communicates to a peer, "Look! Look! ¡Una oruga ["a caterpillar" in Spanish]! Like the book!" while playing outside, after <i>The Very Hungry Caterpillar</i> was read aloud in English.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Brings the book <i>Rosie's Walk</i> to a peer and communicates, "Chicken take a walk. Fox want eat her. Oh, no!"</li> <li>▶ Communicates, "Baby bear mad! The girl, she eat it all. ¡Todo! ["All of it!" in Spanish]" during a teacher-guided discussion in English about <i>The Three Bears</i>, which has been read aloud and retold on several occasions with props.</li> <li>▶ Communicates most of the words of "Five Little Monkeys Jumping on the Bed" and uses flannel-board pieces to show each of the monkeys falling off the bed and bumping his head.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates to a peer, "Sharks have sharp teeth to bite, and they swim fast," while paging through a book about the ocean.</li> <li>▶ Communicates, "My mommy kiss me before I come to school. She say, 'I love you, hijito.' Then she goes to work," while reading <i>The Kissing Hand</i> with an adult. ["Hijito" is a term of endearment that is often used with young children in some South American countries.]</li> <li>▶ Communicates, "She sat in Papa Bear's chair. It was enorme ["enormous" in Spanish]. She sat in Baby Bear's chair. It was teeny and she broke it! She was really scared," while playing with flannel-board characters in <i>The Three Little Bears</i>.</li> </ul>

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# ELD 4: Symbol, Letter, and Print Knowledge in English

Child shows an increasing understanding that print in English carries meaning

## Conditional Measure

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Discovering English <input type="radio"/>	Exploring English <input type="radio"/>	Developing English <input type="radio"/>	Building English <input type="radio"/>	Integrating English <input type="radio"/>
<p><b>Demonstrates awareness that symbols carry meaning or that print in home language carries meaning</b></p> <p><b>Possible Examples</b></p> <ul style="list-style-type: none"> <li>▶ Shows an adult a book and requests, "Can you read me this book?" in Vietnamese.</li> <li>▶ Gestures toward a Chinese character representing own name and says name.</li> <li>▶ Asks an adult to read a note written in home language by a parent.</li> <li>▶ Brings tricycle to a stop when a peer holds up a stop sign.</li> </ul>	<p><b>Demonstrates awareness that print in English carries meaning</b></p> <ul style="list-style-type: none"> <li>▶ Points to a caption written in English under a picture and asks an adult, in home language, what it says.</li> <li>▶ Points to the printed word "flower" under a picture of a flower and says, in home language, "That says 'flower.'"</li> <li>▶ Gestures to the title of a book about trucks and communicates to an adult, in home language, "This book is about trucks."</li> </ul>	<p><b>Demonstrates understanding that English print consists of distinct letters with names in English</b></p> <ul style="list-style-type: none"> <li>▶ Asks, in home language or in English mixed with home language, "What letter is this?" while pointing to the first letter of own name on cubby label.</li> <li>▶ Communicates in English, "M," while gesturing at a letter on a sign written in English during a neighborhood walk (the sign may or may not have the letter M).</li> <li>▶ Gestures toward the letter O on a peer's name tag after drawing an O in a sand tray.</li> </ul>	<p><b>Identifies several English letters;</b></p> <p><i>and</i></p> <p><b>Recognizes own name in English print</b></p> <ul style="list-style-type: none"> <li>▶ Gestures at name printed in English and communicates, in English or home language, "That's my name."</li> <li>▶ Names four English letters correctly while playing with magnetic letters with a peer.</li> <li>▶ Communicates, "I have a T, and you have a T. I have an A, but not you," ["I have an A, but <i>you don't.</i>"] while gesturing at own name and a peer's name.</li> </ul>	<p><b>Identifies at least ten English letters;</b></p> <p><i>and</i></p> <p><b>Identifies a few printed words frequently used in English</b></p> <ul style="list-style-type: none"> <li>▶ Names all the letters in own name correctly one by one, and then gestures at a friend's name and names several letters, while standing at the name chart.</li> <li>▶ Recognizes words posted in the writing center, such as "Mom," "Dad," and "love," after a small group activity about writing letters to family members.</li> <li>▶ Identifies labels such as "blocks," "door," "books," or "art" while showing own grandma around the room.</li> <li>▶ Communicates to a peer, "Mira, este dice ["Look, this says" in Spanish] 's- t-o-p' [using English letter names]," while pointing to a stop sign to a Spanish-speaking peer.</li> </ul>

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- Unable to rate this measure due to extended absence