

ELD 1: Comprehension of English (Receptive English)

Child is progressing toward fluency in understanding English

☐ 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"/>
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)	Attends to interactions in English and sometimes participates in activities conducted in English; <i>and</i> Shows understanding of a few common English words in familiar contexts or routines	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	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	Shows understanding of most information and concepts communicated in English for both instructional and social purposes
Possible Examples				
<ul style="list-style-type: none"> ▶ 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?" ▶ Passes a book to another child when requested in the child's home language, having not responded to the same request in English. ▶ Seeks out and plays with peers who speak the child's home language, while in the dramatic play area. 	<ul style="list-style-type: none"> ▶ Pauses to listen to peers speaking English for a short period of time while playing in the sandbox. ▶ Begins to put blocks on a shelf when a peer says in English, "Clean-up time." 	<ul style="list-style-type: none"> ▶ Points to the ball when a peer says in English, "Where is the ball?" during outdoor play time. ▶ 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. ▶ 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]. 	<ul style="list-style-type: none"> ▶ Adds more blocks to a road when a peer communicates in English, "We need a longer road." ▶ Pretends to talk on the phone when a peer says in English, "Baby's sick. Call the doctor." ▶ 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." 	<ul style="list-style-type: none"> ▶ Sorts orange and green counting bears after an adult says in English, "Let's separate them by color." ▶ Brings a bigger block to a peer in response to a question in English by the peer, "Could you bring me the bigger block?" ▶ Nods head excitedly when a peer asks in English if child wants to ride bikes together outside.

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

ELD 1 (of 4)**Comprehension of English (Receptive English)****ELD 1 (of 4)**

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

Child shows increasing progress toward fluency in speaking 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"/>
Communicates in home language or nonverbally, or both	Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English	Communicates in English, using single words and common phrases (may mix English with home language)	Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)	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)
Possible Examples				
<ul style="list-style-type: none"> ▶ 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. ▶ 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. ▶ Communicates, "¿Puedo pintar contigo?" ["Can I paint with you?" in Spanish] while approaching a peer who is painting. ▶ 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. 	<ul style="list-style-type: none"> ▶ Communicates in English, "Bye," to a peer when leaving at the end of the day. ▶ Greets peers in home language and joins in singing the words "good morning" in English during the daily morning song. ▶ Chimes in with "The end!" in English when an adult finishes reading a story to a small group of children. 	<ul style="list-style-type: none"> ▶ Communicates in English, "Marker," to ask for a marker from a peer while playing restaurant in the dramatic play area. ▶ Communicates in English, "I do a house," when drawing. ["I made a house."] ▶ Communicates to a peer in English, "My turn," and gestures at the slide during outdoor play. ▶ 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. 	<ul style="list-style-type: none"> ▶ 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?"] ▶ 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. ▶ 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. ▶ Communicates to a peer "My dad ride a horse," ["My dad rides a horse"] while attempting to draw a horse. 	<ul style="list-style-type: none"> ▶ 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." ▶ 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]." ▶ 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.

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

ELD 2 (of 4)**Self-Expression in English (Expressive English)****ELD 2 (of 4)**

ELD 3: Understanding and Response to English Literacy Activities

Child shows an increasing understanding of and response to books, stories, songs, and poems presented in 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"/>
Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support	Uses home language, gestures, or single words in English to show understanding of literacy activities in English	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)	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)	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)
Possible Examples <ul style="list-style-type: none"> ▶ Joins in with peers who are singing a song or chant in home language. ▶ Looks at pages of a picture book with a peer while an adult reads the book aloud in English. ▶ Watches a retelling of <i>The Three Bears</i> in English on the flannel board, after the story has been read in home language. 	<ul style="list-style-type: none"> ▶ Makes faces, gestures, or sounds like a tiger when an adult reads an illustrated poem in English about tigers. ▶ 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. ▶ Comments in home language about a picture in a book, after hearing other children making comments. 	<ul style="list-style-type: none"> ▶ Repeats the first line of "Five Little Monkeys Jumping on the Bed," with accompanying hand motions. ▶ Draws a picture and communicates, "This is spider. This is fly," after listening to the book <i>The Very Busy Spider</i>. ▶ 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. 	<ul style="list-style-type: none"> ▶ Brings the book <i>Rosie's Walk</i> to a peer and communicates, "Chicken take a walk. Fox want eat her. Oh, no!" ▶ 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. ▶ 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. 	<ul style="list-style-type: none"> ▶ Communicates to a peer, "Sharks have sharp teeth to bite, and they swim fast," while paging through a book about the ocean. ▶ 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.] ▶ 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>.

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

ELD 3 (of 4)**Understanding and Response to English Literacy Activities****ELD 3 (of 4)**

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

Child shows an increasing understanding that print in English carries meaning

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

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

ELD 4 (of 4)**Symbol, Letter, and Print Knowledge in English****ELD 4 (of 4)**