

**Second Grade ELD Checklist**

Student \_\_\_\_\_

Teacher \_\_\_\_\_

Grade: 2 Year \_\_\_\_\_

**Emerging/Expanding/Bridging**

Please mark with one of the following: 1<sup>st</sup> Tri= ✓      2<sup>nd</sup> Tri= x      3<sup>rd</sup> Tri= •

EMERGING (Beg-E.Int)	EXPANDING (Int)	BRIDGING (E.Adv-Adv)
<p><b><u>Collaborative</u></b></p> <p>_____ 1. Can ask and answer yes-no and wh- questions and respond using gestures, words, and simple phrases.</p> <p>_____ 2. Can work with the teacher and peers on projects that include minimal writing, using technology where appropriate.</p> <p>_____ 3. Can offer opinions and ideas in conversations using learned phrases, as well as open responses.</p> <p>_____ 4. Can recognize that language choices vary according to social settings with support from peers or adults.</p>	<p><b><u>Collaborative</u></b></p> <p>_____ 1. Can contribute to class, group, and partner discussions by speaking and listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>_____ 2. Can work with peers on writing projects of longer informational texts and stories and use technology where appropriate.</p> <p>_____ 3. Can offer opinions and negotiate with others in conversations using a set of learned phrases, as well as open responses.</p> <p>_____ 4. Can adjust language choices according to purposes, tasks, and audience with some support from peers or adults.</p>	<p><b><u>Collaborative</u></b></p> <p>_____ 1. Can contribute to class, group, and partner discussions by speaking and listening attentively, following turn-taking rules, and asking and answering questions.</p> <p>_____ 2. Can work with peers on joint writing projects of longer informational texts and stories using technology where appropriate.</p> <p>_____ 3. Can offer opinions and negotiate with others in conversations using a large set of learned phrases, as well as open responses or add information to an idea.</p> <p>_____ 4. Can adjust language choices according to purposes, task, and audiences with little support from peers or adults.</p>
<p><b><u>Interpretive</u></b></p> <p>_____ 5. Can listen to read-alouds and oral presentations by asking and answering basic questions using sentence frames.</p> <p>_____ 6. Can describe ideas and text elements based on understanding of texts and multimedia with support.</p> <p>_____ 7. Can describe the language writers or speakers use to present an idea with prompting and support.</p> <p>_____ 8. Can distinguish how two different frequently used words produce a different effect.</p>	<p><b><u>Interpretive</u></b></p> <p>_____ 5. Can actively listen to read-alouds and oral presentations by asking and answering questions with sentence frames and some prompting.</p> <p>_____ 6. Can describe ideas and text elements in detail based on grade-level texts and multimedia with some support.</p> <p>_____ 7. Can describe the language a writers or speakers use to present an idea with prompting and some support.</p> <p>_____ 8. Can distinguish how two different words with similar meaning can make shades of meaning.</p>	<p><b><u>Interpretive</u></b></p> <p>_____ 5. Can actively listen to read-alouds and oral presentations by asking and answering detailed questions with little prompting.</p> <p>_____ 6. Can describe ideas and text elements using key details based on grade-level texts and multimedia with little support.</p> <p>_____ 7. Can describe how well a writer or speaker uses to support or present an idea with prompting and little support.</p> <p>_____ 8. Can distinguish how multiple different words with similar meaning can make shades of meaning.</p>
<p><b><u>Productive</u></b></p> <p>_____ 9. Can plan and deliver very short presentations.</p> <p>_____ 10. Can write very short stories and informational texts using familiar vocabulary shared with an adult, with peers, and sometimes independently.</p>	<p><b><u>Productive</u></b></p> <p>_____ 9. Can plan and deliver short presentations on many topics.</p> <p>_____ 10. Can write short stories and informational texts with and adult, peers and somewhat independently.</p>	<p><b><u>Productive</u></b></p> <p>_____ 9. Can plan and deliver longer presentations on many topics in different content areas.</p> <p>_____ 10. Can write longer stories and informational texts with and adult, peers and independently.</p>

1. Please fill out at the end of each Trimester. Look at CELDT Score for level and use that column to determine a student's proficiency.
2. Keep the original in the yellow folder and send a photocopy home to parents.