

FREQUENTLY ASKED QUESTIONS

Why are there new English Language Development (ELD) Standards?

The California Department of Education developed new ELD Standards to make sure English Learners access the language and content expectations of the Common Core State Standards.

Why is there an ELD section in my child's Report Card?

Your child is identified as an English Learner, a student who is learning English as a second language. English Learner students are monitored for the development of English on grade level Common Core State Standards. This progress is reported using the District ELD Report Card.

How is the ELD Report Card marked?

Student progress is reported using the proficiency level descriptors of the New ELD Standards. These descriptors identify what English Learners know and are able to do at each stage.

When will my child stop receiving the ELD Report Card?

Once students are reclassified fluent English proficient they will no longer receive an ELD Report Card.

CHULA VISTA ELEMENTARY SCHOOL DISTRICT

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CHULA VISTA ELEMENTARY SCHOOL DISTRICT

“Each Child is an Individual of
Great Worth”

A Parent Guide for the New English Language Development Report Card



LANGUAGE ACQUISITION
AND DEVELOPMENT
SERVICES AND SUPPORT

THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

Approved and adopted in November 2012 by the California Department of Education.

PURPOSE:

The New English Language Development (ELD) Standards emphasize the language English Learners will need for the requirements of the Common Core State Standards.

GOAL:

The goal of the ELD Standards is for English Learners to engage with and achieve in grade level academic content while they are learning English.

PROFICIENCY LEVELS:

The New ELD Standards identify three Proficiency Levels that show progress for learning English.

- **Emerging**
- **Expanding**
- **Bridging**

The proficiency level descriptors explain student's knowledge and abilities at the early and at the exit stage of each level.

The ELD Standards contain three parts:

- **Part I** focuses on using language to communicate
- **Part II** focuses on understanding the structures and grammar of English at a higher level
- **Part III** focuses on early English literacy skills

STUDENT SUPPORT:

The new ELD Standards identify varying levels of support based on language needs at each proficiency level.

EXAMPLE STUDENT TASKS BY PROFICIENCY LEVEL DESCRIPTORS

Emerging

Stage E1=Early Emerging Students:

- communicate basic needs using gestures, word or short phrases
- comprehend frequently occurring words and basic phrases
- read brief text with simple sentences
- write or use familiar words and phrases

Stage E2=Exit Emerging Students:

- communicate basic needs using simple sentences
- comprehend a sequence of information on familiar topics and conversations
- read text with simple sentences and familiar vocabulary
- write or use learned academic vocabulary

Expanding

Stage EX1= Early Expanding Students:

- communicate ideas and opinions and respond to questions using short sentences
- comprehend information on familiar topics and some unfamiliar topics
- read independently a variety of text with simple sentences
- write or use academic vocabulary to provide information and respond
- begin to recognize language differences with some self-monitoring

Stage EX2=Exit Expanding Students:

- communicate ideas, and opinions using extended discourse
- comprehend detailed information on unfamiliar topics
- read increasingly complex text using prior knowledge
- write and use academic vocabulary to express ideas to meet increasing demands
- self-monitor and adjust oral and written language

Bridging

Stage B1=Early Bridging Students:

- communicate increasingly complex feelings, needs, ideas, and opinions in a variety of settings; respond to questions using elaborated discourse
- initiate and sustain dialogue on a variety of grade-level academic and social topics
- comprehend concrete and many abstract topics and begin to recognize language subtleties in a variety of communicate settings
- read increasingly complex text
- write and express ideas to meet increasing complex academic demands for specific purposes and audiences
- self-monitor and adjust oral and written language in some content areas

Stage B2: =Exit Bridging Students:

- 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 settings requiring English
- comprehend concrete and abstract topics and recognize language subtleties in a variety of communicative settings
- read, with limited comprehension difficulty, a variety of complex text
- write and express complex ideas to meet a variety of complex academic demands for specific purposes and audiences
- self-monitor and adjust oral and written language in all content areas