



# Elementary Student Progress Reports



According to the Annual Achievement Objectives, English learners are to advance at least **one performance level** per academic year. Simply recording a performance level limits the teacher's ability to account for the progress or growth over the course of the school year. For this reason, teachers are asked to gauge where each English learner is currently performing within a given performance band.

English learners must be monitored on an ongoing regular basis both in their language development and academic progress. You may do this using the following tools/documents:

- ELPAC Performance Level Descriptors ([https://www.scoe.org/blog\\_files/ELPAC%20ELD.pdf](https://www.scoe.org/blog_files/ELPAC%20ELD.pdf))
- ELD Standards (<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>)
- ELD Bundles (<https://sites.google.com/sandi.net/sdusd-eld-bundles/home>)
- Ongoing Assessment of Oral Language Practice
- Writing Rubrics (i.e., Lucy Calkins, Benchmark)
- Common Core ELA Standards, Appendix C ([http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf))

In order to assess language development through writing, students need to be able to produce a sufficient amount of on-demand writing to analyze. For K/1 students, it is *essential* to review several work samples at once in order to gain a realistic picture of the student's current English language development in writing.

ELPAC scores should only be used to help narrow down an approximate performance level and *should not be used/transferred to the Elementary Student Progress Reports (ESPR) for the Written Language and Oral Language marks.*

## ELPAC Performance Levels:

4 – Well Developed, 3 – Moderately Developed, 2 – Somewhat Developed, 1 – Minimally Developed

## Reporting a Performance Level of A, B, or C for Oral and Written Expression

Below is a sample of the format on the ESPR for reporting an English learner's progress in ELD.

English Language Development (SAMPLE)			
	EO1	EO2	EO3
<b>Expected Performance Level</b> <i>(by the end of the academic school year)</i>	4	4	4
<b>Written Language</b> <i>(for the current reporting period)</i>	2-B		
<b>Oral Language</b> <i>(for the current reporting period)</i>	3-A		

An alphabet system of **A, B, or C** is used to note progress within a specified English language performance level. The letters indicate the student is:

**A = beginning** to show behaviors or characteristics in a performance level.

**B = consistent/solid** within a given performance level.

**C = solid within a level and beginning to show behaviors or characteristics of the next performance level.**

The "Expected Performance Level" (XPL) will be pre-populated on the ESPR and is projected based on the student's most recent ELPAC assessment (2018 Summative ELPAC). Below is the ELPAC Expected Performance Level table:

ELPAC Summative OPL		Expected Performance Level (XPL)
Level 1 – Minimally Developed	➡	Level 2 - Somewhat Developed
Level 2 – Somewhat Developed	➡	Level 3 – Moderately Developed
Level 3 – Moderately Developed (Year 1)	➡	Level 3 – Moderately Developed
Level 3 – Moderately Developed (Year 2)	➡	Level 4 – Well Developed
Level 4 – Well Developed (Year 1)	➡	Reclassified (RFEP)
Level 4 – Well Developed (Year 2)	➡	Reclassified (RFEP)

The new Written and Oral Language grades were added to the drop down menu for the 1st reporting period and so should be available for the use of this reporting period. Please be careful to only use the new performance level marks.

**XPL will not be required or generated for Initials ELs. For Initial ELs please enter NA for XPL. Initial ELs are to be graded in Written Language and Oral Language as all other English learners.**

Also, the A, B, C marks are currently not explained in the legend on the ESPR. As a result, parents will depend on your expertise in explaining these marks.