



Fifth Grade "I Can" Statement for ELD Checklist

I Can statement for ELD Checklist		
Directions for completing the ELD Checklists: <ul style="list-style-type: none"> Use the "I can" statements below to complete the ELD Checklists. Determine an overall proficiency level for ELD Part I and Part II on the ELD Checklist form. File completed ELD Checklists into student cumulative folder at the end of the school year. 		Student Name: Teacher Name:
Emerging (Beginning-Early Intermediate)	Expanding (Intermediate)	Bridging (Early Advanced-Advanced)
<p><u>Collaborative</u></p> <p>___1. Can ask and answer yes/no and wh-questions and respond using short phrases.</p> <p>___2. Can work with peers on writing projects of short informational texts and stories using technology where appropriate.</p> <p>___3. Can negotiate with others or persuade others in conversations using basic learned phrases, as well as open responses.</p> <p>___4. Can adjust language choices according to social settings and audience with support.</p>	<p><u>Collaborative</u></p> <p>___1. Can contribute to class, group, and partner discussions by speaking, 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 negotiate with others or persuade others in conversations, using a large set of learned phrases, as well as open responses.</p> <p>___4. Can adjust language choices according to purposes, task, and audience with some support.</p>	<p><u>Collaborative</u></p> <p>___1. Can contribute to class, group, and partner discussions by speaking, following turn-taking rules and asking and answering questions, building on response and providing feedback.</p> <p>___2. Can work with peers on writing projects of longer informational texts and stories using technology where appropriate.</p> <p>___3. Can negotiate with others or persuade others in conversations using a variety of learned phrases, as well as open responses.</p> <p>___4. Can adjust language choices according to purposes, task, and audience with little support.</p>
<p><u>Interpretive</u></p> <p>___5. Can listen to read-alouds and oral presentations by asking and answering basic questions with support.</p> <p>___6. Can describe ideas and text relationships based on close reading of grade-level texts with support. Can use affixes to determine the meaning of unknown words.</p> <p>___7. Can describe the specific language writers or speakers use to present an idea with prompting and support.</p> <p>___8. Can distinguish how different words with similar meanings produce different effects.</p>	<p><u>Interpretive</u></p> <p>___5. Can actively listen to read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and some support.</p> <p>___6. Can describe ideas and text elements in greater detail based on close reading of grade-level texts with some support. Can use affixes, roots, and base words to determine the meaning of unknown words.</p> <p>___7. Can explain how well writers or speakers use language to support or present an idea with some support.</p> <p>___8. Can distinguish how different words with similar meanings can make shades of meaning and produce different effects.</p>	<p><u>Interpretive</u></p> <p>___5. Can actively listen to read-alouds and oral presentations by asking and answering detailed questions with little prompting and support.</p> <p>___6. Can describe ideas and text elements using key details based on close reading of grade-level texts with little support. Can use affixes, roots, and base words to determine the meaning of unknown words.</p> <p>___7. Can describe how well a writer or speaker uses language to support or present an idea with little support.</p> <p>___8. Can distinguish how different words with similar meaning can make shades of meaning and produce different effects.</p>
<p><u>Productive</u></p> <p>___9. Can plan and deliver short presentations on many topics and content areas with support.</p> <p>___10. Can write short stories and informational texts with an adult, peers, and sometimes independently. Can write brief summaries of texts and experiences using complete sentences and key words.</p> <p>___11. Can support opinions by using evidence or background knowledge with little support. Can express opinions or statements using basic modal expressions.</p> <p>___12. Can use academic words, synonyms, and antonyms to speak and write with precision. Can select a few affixes for accuracy.</p>	<p><u>Productive</u></p> <p>___9. Can plan and deliver longer presentations on many topics and content areas with some support.</p> <p>___10. Can write longer stories and informational texts with an adult, peers, independently. Can write summaries of text and experiences using complete sentences and key words.</p> <p>___11. Can support opinions or persuade others by using evidence or background knowledge, with little support. Can express opinions or statements using basic familiar expressions.</p> <p>___12. Can use academic words, synonyms and antonyms to speak and write with precision. Can select affixes for accuracy.</p>	<p><u>Productive</u></p> <p>___9. Can plan and deliver longer presentations on many topics in different content areas with little support.</p> <p>___10. Can write longer detailed stories and informational texts with an adult or independently. Can write clear summaries of texts and experiences using complete sentences and key words.</p> <p>___11. Can support opinions or persuade others by using evidence or background knowledge, with little support. Can express opinions or statements with modal expressions.</p> <p>___12. Can use academic words, synonyms and antonyms to speak and write with precision. Can select a variety of affixes for accuracy.</p>