



Fourth 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)
<u>Collaborative</u> ____1. Can ask and answer yes/no and wh-questions and respond using short phrases. ____2. Can work with peers on writing projects of short informational texts and stories using technology where appropriate. ____3. Can negotiate with others or persuade others in conversations using basic learned phrases, as well as open responses. ____4. Can adjust language choices according to social settings and audience with support.	<u>Collaborative</u> ____1. Can contribute to class, group, and partner discussions by speaking, following turn-taking rules, and asking and answering questions. ____2. Can work with peers on writing projects of longer informational texts and stories and use technology where appropriate. ____3. Can negotiate with others or persuade others in conversations using a large set of learned phrases, as well as open responses. ____4. Can adjust language choices according to purposes, task, and audience with some support.	<u>Collaborative</u> ____1. Can contribute to class, group, and partner discussions by speaking, following turn-taking rules, and asking and answering questions, building on responses and providing feedback. ____2. Can work with peers on writing projects of longer informational texts and stories using technology where appropriate. ____3. Can negotiate with others or persuade others in conversations using a variety of learned phrases, as well as open responses. ____4. Can adjust language choices according to purposes, task, and audience with little support from peers or adults.
<u>Interpretive</u> ____5. Can listen to read-alouds and oral presentations by asking and answering basic questions with support. ____6. Can describe ideas and text elements based on understanding of grade-level texts with support. Can use affixes to determine the meaning of unknown words. ____7. Can describe the specific language writers or speakers use to present an idea with prompting and support. ____8. Can distinguish how different words produce different effects.	<u>Interpretive</u> ____5. Can actively listen to read-alouds and oral presentations by asking and answering questions with occasional prompting and some support. ____6. Can describe ideas and text elements in greater detail based on grade-level texts with some support. Can use affixes, roots, and base words to determine the meaning of unknown words. ____7. Can describe the language writers or speakers use to present an idea with prompting and some support. ____8. Can distinguish how different words with similar meaning can make shades of meaning and produce different effects.	<u>Interpretive</u> ____5. Can actively listen to read-alouds and oral presentations by asking and answering detailed questions with little prompting. ____6. Can describe ideas and text elements using key details based on grade-level texts with little support. Can use affixes, roots, and base words to determine the meaning of unknown words. ____7. Can describe how well a writer or speaker uses language to support or present an idea with little support. ____8. Can distinguish how multiple different words with similar meaning can make shades of meaning and produce different effects.
<u>Productive</u> ____9. Can plan and deliver very short presentations on many topics and content areas with support. ____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. ____11. Can support opinions by using evidence or background knowledge with support. Can express opinions or statements using basic expressions. ____12. Can use academic words to speak and write with some precision. Can select a few affixes for accuracy.	<u>Productive</u> ____9. Can plan and deliver short presentations on many topics and content areas. ____10. Can write longer stories and informational texts with an adult and peers independently. Can write summaries of texts and experiences using complete sentences and key words. ____11. Can support opinions or persuade others by using some evidence or background knowledge, with some support. Can express opinions or statements using familiar expressions. ____12. Can use academic words, synonyms and antonyms to speak and write with precision. Can select affixes for accuracy.	<u>Productive</u> ____9. Can plan and deliver longer presentation on many topics in different content areas with little support. ____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. ____11. Can support opinions or persuade others by using detailed evidence or background knowledge, with little support. Can express opinions or statements using modal expressions. ____12. Can use academic words, synonyms and antonyms to speak and write with precision. Can select a variety of affixes for accuracy.