



Sixth Grade "I Can" Statement for ELD Checklist

I Can statement for ELD Checklist

Directions for completing the ELD Checklists:

- 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 have conversations by ask and answer yes-no and wh-questions and respond using short phrases.</p> <p>_____ 2. Can work with peers on simple written texts using technology when 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.</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 longer, written texts on a variety of topics using technology when 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.</p>	<p><u>Collaborative</u></p> <p>_____ 1. Can contribute to class, group, and partner discussions by following turn-taking rules, asking and answering questions, building on responses and providing feedback.</p> <p>_____ 2. Can work with peers on simple written texts using technology when 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 explain ideas and text relationships based on close reading of grade-level texts and multimedia and with support. Can draw conclusions of grade-level texts and multimedia using verbs. 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 explain 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 relationships in greater detail based on close reading of grade - level texts with some support. Can draw conclusions of grade-level texts and multimedia using verbs. 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 explain 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 relationships using key details based on close reading of grade - level texts with little support. Can draw conclusions of grade-level texts and multimedia using academic verbs. 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 arguments or present an idea with little support.</p> <p>_____ 8. Can explain 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 independently. Can write brief summaries of texts and experiences using complete sentences and key words.</p> <p>_____ 11. Can justify opinions by providing evidence or background knowledge with support.</p> <p>_____ 12. Can use academic words to speak and write with precision. Can use knowledge of words to select basic affixes.</p>	<p><u>Productive</u></p> <p>_____ 9. Can plan and deliver longer presentations on many topics and content areas using evidence to support ideas.</p> <p>_____ 10. Can write longer stories and informational texts with peers and independently. Can write summaries of text and experiences using complete sentences and key words.</p> <p>_____ 11. Can justify opinions or persuade other by providing evidence or background knowledge with support. Can express opinions or statements with familiar expressions.</p> <p>_____ 12. Can use academic words, synonyms, and antonyms to speak and write with precision. Can use knowledge of words to select affixes.</p>	<p><u>Productive</u></p> <p>_____ 9. Can plan and deliver longer presentations on many topics in content areas using evidence to support ideas.</p> <p>_____ 10. Can write longer detailed stories and informational texts with peers and independently. Can write clear summaries of texts and experiences using complete sentences and key words.</p> <p>_____ 11. Can justify opinions or persuade others by providing evidence or background knowledge with little support. Can express opinions or statements with modal expressions.</p> <p>_____ 12. Can use an expanded set of academic words, synonyms, and antonyms to speak and write with precision. Can use knowledge of words to select affixes.</p>