

Yorkdale Elementary School

Grades K – 2

ELD LEVEL 1 – Beginning

Student Name _____

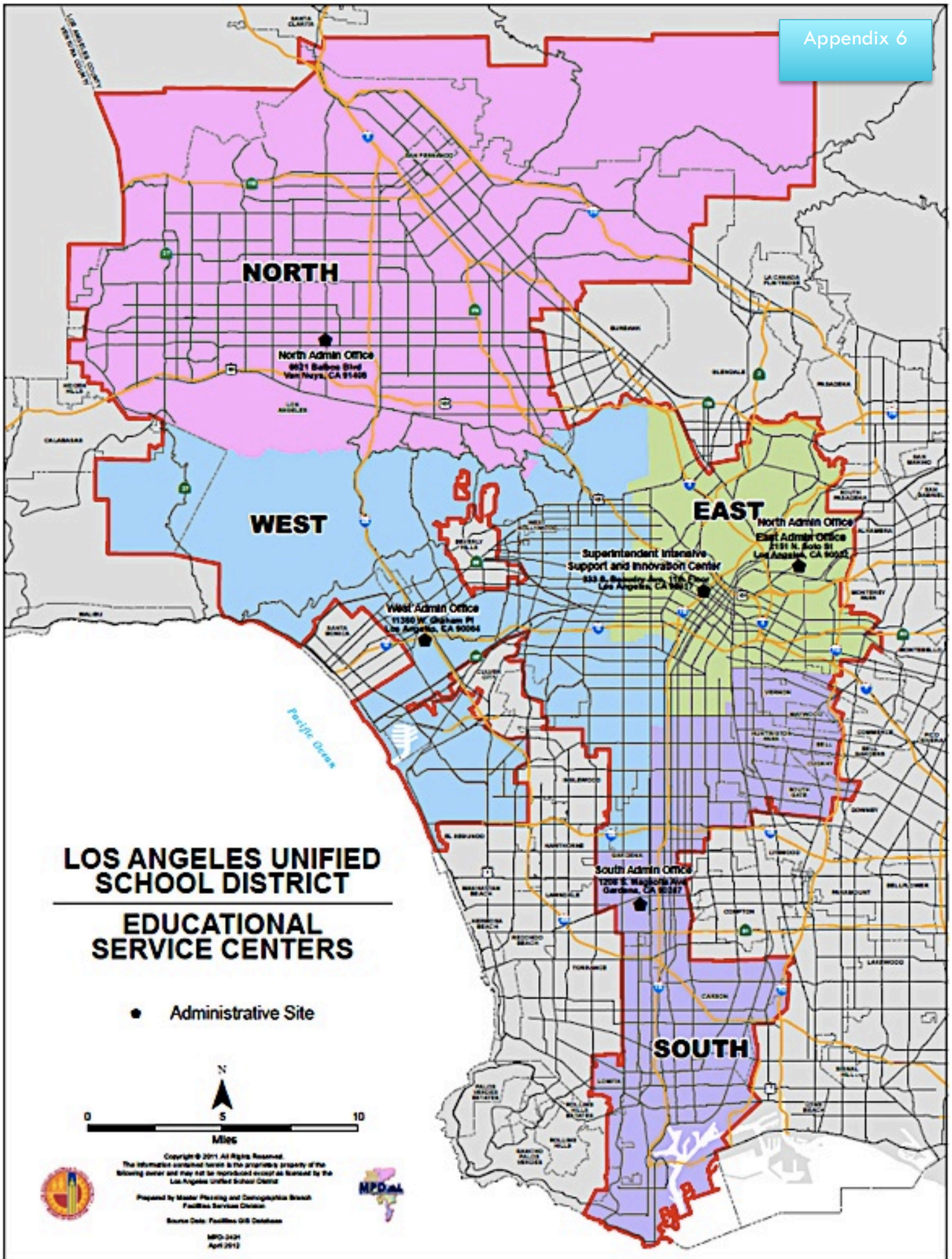
Teacher Name _____

Date _____

Score	Code	ELD Standard
	RW 2	Recognize English Phonemes that correspond to phonemes students already hear and produce.
	RW 3	Identify words that begin with the same sound. (Grade 1 only.)
	RF 2	Match upper and lower case letters. (Grade 2 identify and sort common words in basic categories (e.g., colors, shapes, foods).
	RF 4	Retell simple stories using drawings or words, (includes phrases for grades 1 and 2).
	RC 3	Draw pictures from student's own experience related to a story or topic (e.g., community in social studies).
	RC 5	Identify the basic sequence of events in stories read to them, using key words or pictures.
	RL 2	Draw pictures related to a work of literature identifying setting and characters.
	WS 1	Copy the English alphabet legibly
	WS 2	Copy words posted and commonly used in the classroom.
	WS 3	Write a few words or phrases about an event or character from a story read by the teacher.
	WS 4	Write a phrase or simple sentence about an experience generated from a group story.
	WC 1	Use capital letters when writing own name.

Use this ELD Scoring Guide to determine the student's progress toward mastery of each ELD standard. ELD progress is determined by scoring multiple standards-based assessment tasks.

- 4 Advanced Progress:** Exceeds the standards for the identified ELD level.
3 Average Progress: Meets the standards for the identified ELD level
2 Partial Progress: Demonstrates some progress towards mastery of the standards.
1 Limited Progress: Demonstrates little or no progress towards mastery of the standards.



LOS ANGELES UNIFIED SCHOOL DISTRICT

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Prepared by Master Planning and Demographic Branch
Facilities Services Division

Source Data: Facilities GIS Database

MPO-2421
April 2012



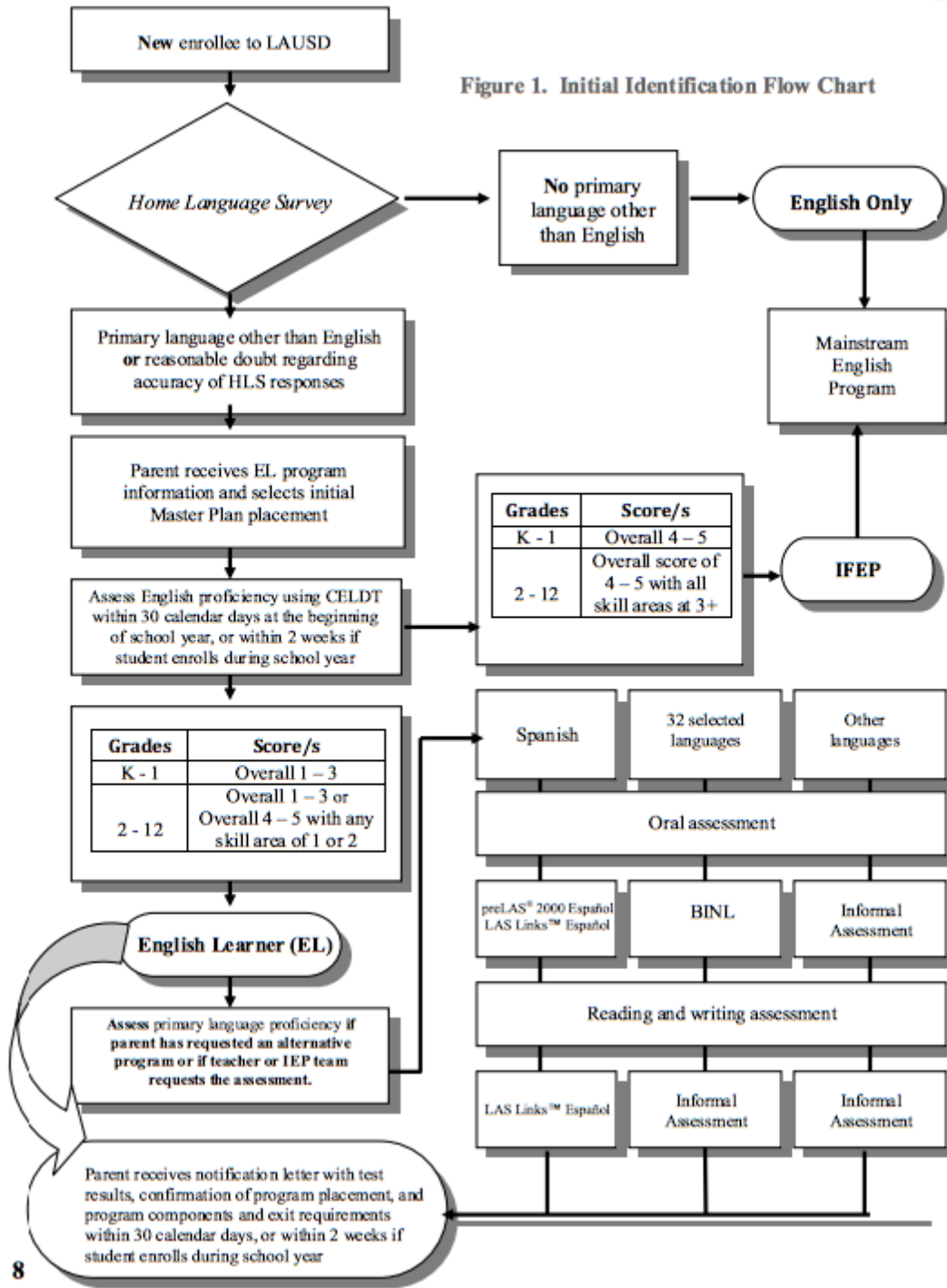


Figure 2. Elementary Instructional Program Options

Elementary Instructional Program Option (Grades K-5/6)	Target/Eligible Student Population					Program Goals	Key Instructional Services			
	EL (1-3)	EL (4-5)	RFEP	IFEP	EO		ELD	SDAIE	L1 Support	L1 Instruction
Structured English Immersion (SEI) Grades K-5	X					Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.	X	X	X	
Mainstream English Program ² Grades K-5		X	X	X	X	Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.	X	X		
Transitional Bilingual Education (TBE) ³ Grades K-3	X					Acquire English language proficiency and grade-level academic content through a combination of core content instruction via primary language, ELD and differentiated instruction in English	X	X	X	X
Maintenance Bilingual Education Program Grades K-5 ⁴	X	X	X	X		Acquire language proficiency and academic achievement in two languages: English and the students' primary language	X	X	X	X
Dual Language Two-Way Immersion Grades K-5	X	X	X	X	X	Acquire language proficiency and academic achievement in two languages: English and the target language, as well as positive cross-cultural competencies for ELs and English-proficient students	X	X	X	X
							Target Language Dev. for EOs			

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Figure 4. Minimum Progress Expectations for Structured English Immersion to Mainstream (Elementary)

Minimum Progress Expectations for Structured English Immersion to Mainstream (Elementary)						
Timeline (Starting Point Based on Initial Level at 1 st Year)	1 st Year →	2 nd Year	3 rd Year	4 th Year	5 th Year	
		1 st Year →	2 nd Year	3 rd Year	4 th Year	
			1 st Year →	2 nd Year	3 rd Year	
				1 st Year →	2 nd Year	
CELDT	Beginning	Early Intermediate	Intermediate	Early Adv / Adv - Not English Proficient	English Proficient ¹	
ELD Standards-based measures (e.g., revised ELD progress profile)	ELD 1	ELD 2	ELD 3	ELD 4/5	ELD 4/5	
English Lang. Arts: CST/CMA, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (K-3), Core K-12	FBB	BB	Basic ¹ (low to mid*)	Basic (mid* to high)	Proficient/ Advanced	
Math: CST/CMA, Core K-12	FBB	BB	Basic (low to mid*)	Basic (mid* to high)	Proficient/ Advanced	
FBB=Far Below Basic, BB=Below Basic, B=Basic, P=Proficient, A=Advanced. (*Mid-Basic = 325 on CST/CMA-ELA.)						
¹ ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 6 th year are considered Long-Term ELs.						

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Figure 25. Mandatory Time for English Language Development Instruction

Grade and English Language Proficiency Levels	Required Daily Minutes of Instruction
Elementary ELD Levels 1-3	1 hour minimum per day <i>in addition to</i> grade-level core reading/language arts
Elementary ELD Levels 4-5	45 minutes minimum per day <i>in addition to</i> grade-level core grade-level core English-language arts
Secondary	<p>1-3 periods minimum per day, depending on the instructional program.</p> <ul style="list-style-type: none"> • For Newcomers with fewer than 2 years in U.S. schools enrolled in ELD 1A or 1B, ELD <i>replaces</i> grade-level core English-language arts. • For all others, ELD is <i>in addition to</i> grade-level core English-language arts.

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A Sample of Teacher Interview Questions Asked:

Interview Questions

Personal, One on One Interviews with LAUSD Multiple-Subject Teachers

*Note: These are semi-structured, I am hoping the conversation flows naturally and questions may be possibly altered to ensure this.

Semi-Structured Interview Questions:

- How did you get started teaching?
- How long have you been teaching?
- What is your favorite subject to teach?
- What is your year-end goal for your students/you?
- What do your students struggle with the most?
- What do your ELL students struggle with the most?
- How were teachers at the schools site selected to teach the ELL class?
- Is there an additional stipend?
- Do you have a BCLAD?
- Have you attended any trainings, workshops this past summer/school year?
- Are you familiar with the new ELL master plan? Have you looked it over?
- What has been the reaction to the plan among teachers?
- Is there anything that you are hesitant about in this plan?
- Who would you turn to help you properly deliver the ELL instruction in your class?
- Do you feel supported by your ELL Coordinator? Principal? LAUSD?
- What has been the most helpful professional development you have received during your career?
- Do you share lesson plans with your colleagues?
- If LAUSD or your school were to provide you with support when teaching ELLs, what would you like them to do?
- On a scale from 1 from to 10 what would you rate teacher morale as at this site?
- What kind of support do you believe the district should be providing?
- Do you see yourself teaching this class next year? Would you like to?
- Where do you see yourself in 10 years?
- Do you think the district will be able to fully implement the ELL MP? Do you have any concerns?
- What strategies work best for ELL comprehension in your classroom? Are they supported in the plan?
- Do you think this plan has the potential to close the achievement gap?
- Do you find your ELL Coordinator to be helpful with in the classroom techniques?
- What do you think about the Treasures Curriculum? Do you use it?
- During the school year do you see parents as allies? What role do you think parents play in educating children?
- If this plan will be added time and stress, what type of sacrifices will be made? What are some additional planning and preparation steps you need to take as you implement the master plan?
- Do you have anything else to add?

A Sample of Administrator Interview Questions Asked:**Interview Questions**

Personal, One on One Interviews with non- teachers

*Note: These are semi-structured, and will vary depending on the interviewee's professional role.

Semi-Structured Interview Questions:

- How long have you worked for LAUSD? In education?
- To your knowledge, how did the ELL master plan come about?
- What is the process for implementing?
- What role do you play in its implementation?
- What do you think is the number one issue facing English Language Learners?
- What in the plan do you believe will have the most influence in closing the achievement gap?
- How do you think teachers will react to the plan?
- Do you believe teachers will need additional support? If so, what?
- What is your motivation behind implementation?
- What challenges do you think the district will face?
- What has been successful in getting ELL's to pass the CELDT?
- Are you supportive of the plan?
- Do you have any hesitations?
- In five years, what do you see the status of English Language Learners in the District being?
- In your experience, what was the most successful professional development you've received?
- What are you the most passionate about in your work?
- Do you believe a federal mandate (similar to LAUSD) could be a model for program improvement nationally?
- Do you have anything else to say on this topic?
- Do you have any advice for me when performing subsequent interviews?