

ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English

Conditional Measure

○ Measure not rated: English is the only language spoken in this child's home.

Mark the latest developmental level the child has mastered:

| Discovering Language ○ | Discovering English ○ | Exploring English ○ | Developing English ○ | Building English ○ | Integrating English ○ |
|--|---|--|--|---|--|
| Uses a few “first words” or word-like sounds or gestures to communicate in home language | Communicates in home language or nonverbally, or both | Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English | Communicates in English, using single words and common phrases (may mix English with home language) | Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language) | Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language) |
| Possible Examples <ul style="list-style-type: none"> Asks for food when hungry, by using a special word, sound, or gesture for food. Communicates from child's home language, “Mama,” “Dada,” or other word approximations. Reaches for or gestures for an object. | <ul style="list-style-type: none"> Takes an adult's arm and leads the adult to the drawing area, where several children are drawing, and reaches or gestures toward the paper container. Nods, “Yes,” and responds in home language in response to a routine question such as, “Do you want more milk?” while an adult holds up a pitcher of milk. Communicates, “¿Puedo pintar contigo?” [“Can I paint with you?” in Spanish] while approaching a peer who is painting. Communicates, “这是它们的家,” [“This is their home,” in Chinese] while putting some toy animals under a blanket in the dramatic play area. | <ul style="list-style-type: none"> Communicates in English, “Bye,” to a peer when leaving at the end of the day. Greets peers in home language and joins in singing the words “good morning” in English during the daily morning song. Chimes in with, “The end!” in English when an adult finishes reading a story to a small group of children. | <ul style="list-style-type: none"> Communicates in English, “Marker,” to ask for a marker from a peer while playing restaurant in the dramatic play area. Communicates in English, “I do a house,” [“I made a house,”] while painting. Communicates to a peer in English, “My turn,” and gestures at the slide during outdoor play. Communicates, “The dog 变成一个 lady 了,” [“The dog turned into a lady,” in English and Chinese] while helping to put a dress on a stuffed dog in the dramatic play area. | <ul style="list-style-type: none"> Communicates to a peer while playing with play dough, “I make galletitas [“cookies” in Spanish] and pan [“bread” in Spanish]. You like it?” [“I made cookies and bread. Do you like it?”] Communicates to a peer in English, “Come! I show you!” [“Come! I will show you!”] and brings the peer to child's cubby, where child takes a stuffed animal out of a bag. Communicates in English, “The lamb lick my hand!” [“The lamb licked my hand!”] when describing a family trip to a petting farm that occurred last weekend. Communicates to a peer, “My dad ride a ng a,” [“My dad rides a” in English; “horse” in Vietnamese] while attempting to draw a horse. | <ul style="list-style-type: none"> Communicates in English, “This is happy new year. This is mommy and me. We saw the dragon,” in response to an adult asking, “Tell me about your picture.” Communicates to a peer, “I ate huevitos [“little eggs” in Spanish]. The huevitos were really yummy! My papi [“daddy” in Spanish] and me, we get them at la tienda [“the little store” in Spanish].” Communicates in English, “I'm going to cook them now,” while throwing some noodles made with play dough into a toy pot, and later puts “cooked noodles” on a plate and communicates, “Here's a plate for you,” while handing it to a peer. |

○ Child is emerging to the next developmental level

○ Unable to rate this measure due to extended absence

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