

## Portfolio Evaluation Rubric

|   | <b>Approaches</b>   | <b>Meets Expectations</b>   | <b>Exceeds</b>   |
|---|---|---|--|
| <b>Oral language proficiency (listening/speaking)</b> | Demonstrates ability to comprehend and produce spoken English across content areas <i>with ELD support(s)</i>   | Demonstrates ability to comprehend and produce spoken English across content areas <i>with support comparable to that given to native speakers of English</i>   | De<br>Demonstrates ability to comprehend and produce spoken English across content areas.                                  |
| <b>Interactive language</b>                           | Demonstrates ability to interact with peers and teachers across content area classrooms <i>with ELD support(s)</i> .                                  | Demonstrates ability to interact with peers and teachers across content area classrooms <i>with support comparable to that given to native speakers of English</i>                                    | Demonstrates ability to interact with peers and teachers across content area classrooms.                                   |
| <b>Content Area Writing Proficiency</b>               | Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas, <i>with ELD support(s)</i> | Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas, <i>with support comparable to that given to native speakers of English</i> | Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas. |
| <b>Content Area Language Comprehension</b>            | Demonstrates ability to comprehend academic concepts, across content areas <i>with ELD support(s)</i>   | Demonstrates ability to comprehend academic concepts, across content areas <i>with support comparable to that given to native speakers of English</i>   | Demonstrates ability to comprehend academic concepts, across content areas.  |
| <b>Sociolinguistic Competency</b>                     | Does not actively seek academic or linguistic resources or clarification.   | Demonstrates ability to actively seek resources and self-advocate for linguistic and academic needs   | Can accurately self-report grades, reflect on language use and adapt as needed.  |

