newsela Threads & Themes

Designated ELD Assessment Reporting Toolkit

Printable tracking forms and goal-setting templates for CA ELD Standards progress monitoring, Grades 6–8

About this Toolkit

The **Designated ELD Assessment Reporting Toolkit** is the printable, D-ELD-specific companion to the Newsela *Threads & Themes* Assessment Playbook. It provides ready-to-use tracking forms, skills checklists, and student goal-setting templates that teachers and Multi-Tiered System of Supports (MTSS) teams use to observe, document, and communicate English language development progress across all three parts of the CA ELD Standards.

Purpose

The toolkit gives teachers and MTSS teams concrete tools to capture proficiency-level evidence at the strand level — tracking where individual students are across the full range of CA ELD Standards, diagnosing specific foundational skill gaps, and supporting the goal-setting conversations that move students forward. The data collected through these templates is designed to inform tier placement decisions, guide instructional adjustments within and across tiers, and create a shared, documented picture of each student's language development trajectory that can be reviewed at MTSS meetings and communicated to families.

How to Use This Toolkit

Each template is designed for a specific purpose within the Designated ELD instructional cycle:

- **CA ELD Standards tracking:** Part I Class Observation Log (Interacting in Meaningful Ways — Collaborative, Interpretive, and Productive strands 1–12); Part II Class Observation Log (Learning About How English Works — strands 1–7); Part III Class Observation Log (Using Foundational Literacy Skills)
- **Foundational skills diagnosis:** Skills Checklist covering phonological awareness, decoding and word recognition, morphology and structural analysis, reading comprehension and vocabulary, and reading fluency — with particular attention to fluency tracked across three dimensions: prosody, accuracy, and rate, each with its own dedicated observation checklist
- **Student goal-setting and progress monitoring:** Student Goal-Setting Conference Form (SMART goal framework, skills self-tracking, shared roles and responsibilities, check-in schedule)

Templates are designed to be reproduced as needed and adapted to district-specific contexts.

Toolkit Templates

- **Template 1a:** ELD Student Progress Tracker – Part I: Interacting in Meaningful Ways
- **Template 1b:** ELD Student Progress Tracker – Part II: Learning About How English Works
- **Template 1c:** ELD Student Progress Tracker – Part III: Using Foundational Literacy Skills
- **Template 2:** Student Goal-Setting Conference Form
- **Template 3:** Skills Checklist
- **Template 4a:** Oral Reading Fluency – Prosody Checklist
- **Template 4b:** Oral Reading Fluency – Accuracy Checklist
- **Template 4c:** Oral Reading Fluency – Rate Checklist

Part I: Interacting in Meaningful Ways | Grades 6-8 | CA ELD Standards | Student Progress Tracker

Grade: _____ School Year: _____ Lesson / Unit: _____ Date: _____ Teacher: _____

Student Name	A. Collaborative				B. Interpretive				C. Productive			
	1 Exchanging information and ideas	2 Interacting via written English	3 Supporting opinions & persuading choices	4 Adapting language choices	5 Listening actively	6 Reading/ viewing closely	7 Evaluating language choices	8 Analyzing & critiquing arguments	9 Presenting	10 Writing	11 Supporting opinions in writing	12 Selecting language resources
Proficiency Level Key:	**E = Emerging**				**Ex = Expanding**				**B = Bridging**			

Part II: Learning About How English Works | Grades 6-8 | CA ELD Standards | Student Progress Tracker

Grade:_____ School Year: _____ Lesson / Unit: _____ Date:_____ Teacher: _____

Student Name	A. Structuring Cohesive Texts		B. Expanding and Enriching Ideas			C. Connecting and Condensing Ideas	
	1 Understanding text structure	2 Understanding cohesion	3 Using verbs and verb phrases	4 Using nouns and noun phrases	5 Modifying to add details	6 Connecting ideas	7 Condensing ideas

Part III: Using Foundational Literacy Skills | Grades 6-8 | CA ELD Standards | Student Progress Tracker

Grade:_____ School Year: _____ Lesson / Unit: _____ Date: _____ Teacher: _____

Student Name	Reading: Foundatinal Skills		Reading: Literature & Informational Text			Writing & Language			
	RF. 1 Phonics & word recognition	**RF. 2** Reading fluency	**RL/RI. 1** Key ideas & details	**RL/RI. 2** Craft & structure	**RL/RI. 3** Integration of Knowledge & ideas	**W. 1** Text types & purposes	**W. 2** Production & distribution of writing	**L. 1** Conventions of standard English	**L. 2** Vocabulary acquisition & use

TEMPLATE 2: STUDENT GOAL-SETTING CONFERENCE FORM

Complete at the beginning of each MTSS intervention cycle during a teacher–student (and ideally family) conference.

Student name: _____ Grade: _____ Date of Conference: _____

Teacher / Interventionist: _____ MTSS Tier: _____

Family Member Present: _____

MY READING GOAL (SMART)

Use the SMART framework: Specific · Measurable · Achievable · Relevant · Time-bound

S — Specific (What skill am I working on?)

M — Measurable (How will I track progress?)

A — Achievable (Is this realistic given my current level?)

R — Relevant (Why does this matter for my reading?)

T — Time-bound (By when will I reach this goal?)

My Goal Statement

My current score in _____ is _____. My goal is to reach _____ by _____

I will practice _____ days per week and track my progress every _____

SKILLS I AM WORKING ON

Skill Area	What I am Practicing	How I Know I'm Improving

OUR ROLES AND RESPONSIBILITIES

Student — What I will do to help reach my goal:

Teacher / Interventionist — What I will do to support the goal:

Family — What I will do to support the goal at home:

TEMPLATE 3: SKILLS CHECKLIST

Check (✓) when a student demonstrates consistent, accurate performance on the subskill across multiple contexts. Leave unchecked if still developing. Add notes in the Notes column. Blank rows allow teachers to add program-specific subskills.

Student name: _____ Grade: _____ MTSS Tier: _____

Skill Domain Focus: _____ Date Started: _____

PHONOLOGICAL AWARENESS

✓	Subskill	Date Mastered	Notes
	Identifies and produces rhyming words		
	Segments spoken words into syllables		
	Isolates initial, medial, and final phonemes		
	Blends phonemes into spoken words		
	Segments spoken words into phonemes		
	Manipulates phonemes (deletion, substitution, addition)		

DECODING & WORD RECOGNITION

✓	Subskill	Date Mastered	Notes
	Short vowel patterns (CVC)		
	Long vowel patterns (CVCe, vowel teams)		
	R-controlled vowels		
	Consonant blends and digraphs		
	Variable vowels / diphthongs		
	Open and closed syllables		
	2-syllable words		
	Multisyllabic words (3+ syllables)		
	High-frequency / irregular words		

MORPHOLOGY & STRUCTURAL ANALYSIS

✓	Subskill	Date Mastered	Notes
	Common prefixes (un-, re-, mis-, pre-, dis-)		
	Derivational suffixes (-tion, -ness, -ment, -able)		
	Inflectional suffixes (-s, -ed, -ing, -er, -est)		
	Greek and Latin roots (-port-, -scrib-, -dict-)		
	Compound words		
	Multisyllabic decoding by morpheme (structural analysis)		

READING FLUENCY

✓	Subskill	Date Mastered	Notes
	Reads at or above grade-level WCPM benchmark		
	Reads in meaningful phrases (not word-by-word)		
	Pauses appropriately at punctuation and phrase boundaries		
	Varies pitch to reflect sentence type		
	Emphasizes important words or ideas		
	Reads smoothly at a conversational rate		

READING COMPREHENSION & VOCABULARY

✓	Subskill	Date Mastered	Notes
	Identifies main idea and supporting details		
	Makes inferences from text evidence		
	Summarizes or retells a passage accurately		
	Uses context clues to determine word meaning		
	Uses morphological analysis to determine word meaning		
	Monitors comprehension and self-corrects		

CHECK-IN SCHEDULE

Check-in #	Date	Score	On Track? (Y/N)	Adjustment Needed
1				
2				
3				
Final				

Student Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Family Signature: _____ Date: _____

Oral Reading Fluency - Prosody Checklist	
☐	Reads in meaningful phrases, not word-by-word
☐	Pauses appropriately based on punctuation and phrase boundaries
☐	Varies pitch to reflect sentence type (statement, question, exclamation)
☐	Emphasizes important words or ideas
☐	Reads smoothly at a conversational rate

Oral Reading Fluency - Accuracy Checklist	
☐	Reads most words correctly on the first attempt
☐	Applies decoding strategies to read unfamiliar words
☐	Self-corrects errors that affect meaning
☐	Reads high-frequency and previously taught words on sight
☐	Pronounces multisyllabic words accurately

Oral Reading Fluency - Rate Checklist	
☐	Reads at a pace appropriate for the text and purpose
☐	Maintains a steady, even pace throughout the reading
☐	Recognizes most grade-level words automatically, without hesitation
☐	Adjusts reading rate based on text complexity and content
☐	Avoids reading too quickly or too slowly