**Grade: 9th-12th**

**WIDA Level:**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Level 1 Entering** | **Level 2****Emerging** | **Level 3 Developing** | **Level 4****Expanding** | **Level 5****Bridging**  |  |
| **L****I****S****T****E****N****I****N****G** | ***The student can:***● Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally● Match everyday oral information to pictures, diagrams, or photographs ● Group visuals by common traits named orally (e.g., “These are polygons.”) ● Identify resources,places, products, figures from oral statements, and visuals | ***The student can:***● Match or classify oral descriptions to real-life experiences or visually represented, content-related examples ● Sort oral language statements according to time frames ● Sequence visuals according to oral directions | ***The student can:***● Evaluate information in social and academic conversations ● Distinguish main ideas from supporting points in oral, content-related discourse ● Use learning strategies described orally ● Categorize content-based examples described orally | ***The student can:***● Distinguish between multiple meanings of oral words or phrases in social and academic contexts  ● Analyze content-related tasks or assignments based on oral discourse ●Categorize examples of genres read aloud ● Compare traits based on visuals and oral descriptions using specific and some technical language | ***The student can:*** ● Interpret cause and effect scenarios from oral discourse ● Make inferences from oral discourse containing satire, sarcasm, or humor ● Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) ● Evaluate intent of speech and act accordingly | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
| **S****P****E****A****K****I****N****G** | ***The student can:***● Answer yes/no or choice questions within context of lessons or personal experiences ● Provide identifying information about self ● Name everyday objects and pre-taught vocabulary ● Repeat words, short phrases, memorized chunks of language | ***The student can:*** ● Describe persons, places, events, or objects ● Ask WH-questions to clarify meaning● Give features of content based material (e.g., time periods) ● Characterize issues, situations, regions shown in illustrations | ***The student can:***  ●Suggest ways to resolve issues or pose solutions●Compare/contrast features, traits, characteristics using general and some specific language●Sequence processes, cycles, procedures, or events●Conduct interviews or gather information through oral interaction●Estimate, make predictions or pose hypotheses from models    | ***The student can:***●Take a stance and use evidence to defend it ●Explain content-related issues and concepts ●Compare and contrast points of view ●Analyze and share pros and cons of choices ● Use and respond to gossip,slang, and idiomatic expressions ● Use speaking strategies (e.g., circumlocution) | ***The student can:***● Give multimedia oral presentations on grade-level material ● Engage in debates on content-related issues using technical language ● Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) ● Negotiate meaning in pairs or group discussions | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
|  | **Level 1 Entering** | **Level 2****Beginning** | **Level 3 Developing** | **Level 4****Expanding** | **Level 5****Bridging**  |  |
| **R****E****A****D****I****N****G** | ***The student can:***● Match visual representations to words/phrases ● Read everyday signs, symbols, schedules, and school-related words/phrases ● Respond to WH- questions related to illustrated text ● Use references (e.g., picture dictionaries, bilingual glossaries, technology) | ***The student can:*** ● Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) ● Classify or organize information presented in visuals or graphs ● Follow multi-step instructions supported by visuals or data ● Match sentence-level descriptions to visual representations ● Compare content-related features in visuals and graphics ●Locate main ideas in a series of related sentences | ***The student can:***  ● Apply multiple meanings of words/phrases to social and academic contexts ● Identify topic sentences or main ideas and details in paragraphs ●Answer questions about explicit information in texts ● Differentiate between fact and opinion in text ● Order paragraphs or sequence information within paragraphs | ***The student can:***  ● Compare/contrast authors’ points of view, characters, information, or events  ● Interpret visually-or graphically-supported information  ● Infer meaning from text  ● Match cause to effect  ● Evaluate usefulness of data or information supported visually or graphically | ***The student can:***● Interpret grade-level literature ● Synthesize grade-level expository text ● Draw conclusions from different sources of informational text ● Infer significance of data or information in grade-level material ● Identify evidence of bias and credibility of source | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
| **W****R****I****T****I****N****G** | ***The student can:***● Label content-related diagrams, pictures from word/phrase banks ● Provide personal information on forms read orally ● Produce short answer responses to oral questions with visual support ● Supply missing words in short sentences  | ***The student can:***● Make content-related lists of words, phrases, or expressions ● Take notes using graphic organizers or models ● Formulate yes/no, choice and WH- questions from models ● Correspond for social purposes (e.g., memos, e-mails, notes) | ***The student can:***● Complete reports from templates ● Compose short narrative and expository pieces ● Outline ideas and details using graphic organizers ● Compare and reflect on performance against criteria (e.g., rubrics)  | ***The student can:***● Summarize content-related notes from lectures or text ● Revise work based on narrative or oral feedback ● Compose narrative and expository text for a variety of purposes ● Justify or defend ideas and opinions ● Produce content-related reports | ***The student can:***● Produce research reports from multiple sources ● Create original pieces that represent the use of a variety of genres and discourses ● Critique, peer-edit and make recommendations on others’ writing from rubrics ● Explain, with details, phenomena, processes, procedures  | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |