**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** |