Illinois English Language Proficiency Standards for English Language Learners (K - 12)

Division of English Language Learning

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Illinois
English Language Proficiency Standards for English Language Learners K-12

FRAMEWORKS FOR LARGE-SCALE STATE AND CLASSROOM ASSESSMENT

Overview Document

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I. Introduction

Illinois is the fifth largest state with the highest number of English Language Learners (ELLs). The state's *English Language Proficiency Standards for English Language Learners (K-12): Frameworks for Large-scale State and Classroom Assessment* is the first published product of an enhanced assessment system developed and implemented by a consortium of states. Federal grant monies available under the *No Child Left Behind Act* of 2001 were awarded to **Wi**sconsin (the lead state), **D**elaware, and **A**rkansas (WIDA), the original partners, in early 2003. Within the first half-year of the project, the District of Columbia, Maine, New Hampshire, Rhode Island, and Vermont joined the team, followed by Illinois in October 2003. The Illinois State Board of Education adopted the new standards in February 2004.

This document is designed for the many audiences in the field of education who are impacted by ELLs, linguistically and culturally diverse students who have been identified as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade level content in English. This audience includes: English language learners themselves as well as those with disabilities; teachers; principals; program, district, and regional administrators; test developers; teacher educators; and other stakeholders who are members of the consortium of states under the WIDA umbrella.

The two frameworks that constitute this document are to be used for planning curriculum, instruction, and assessment of English language learners. Their common elements are the following: 1). English language proficiency standards, 2). language domains, 3). grade level clusters, and 4). language proficiency levels. Overlaying the standards are the performance definitions that describe each level of language proficiency. These definitions, by delineating the stages of second language acquisition, provide the parameters in which the model performance indicators operate.

While there are shared elements of the frameworks, there are different foci. The primary thrust of the framework for large-scale state assessment is to identify the range of model performance indicators that will be used to generate the specifications for the English language proficiency test as well as the anchors for the measure itself. On the other hand, the framework for classroom assessment is largely geared toward measuring student performance on classroom-centered indicators. The classroom framework tends to be more topic specific to assist teachers in planning and implementing instruction and assessment.

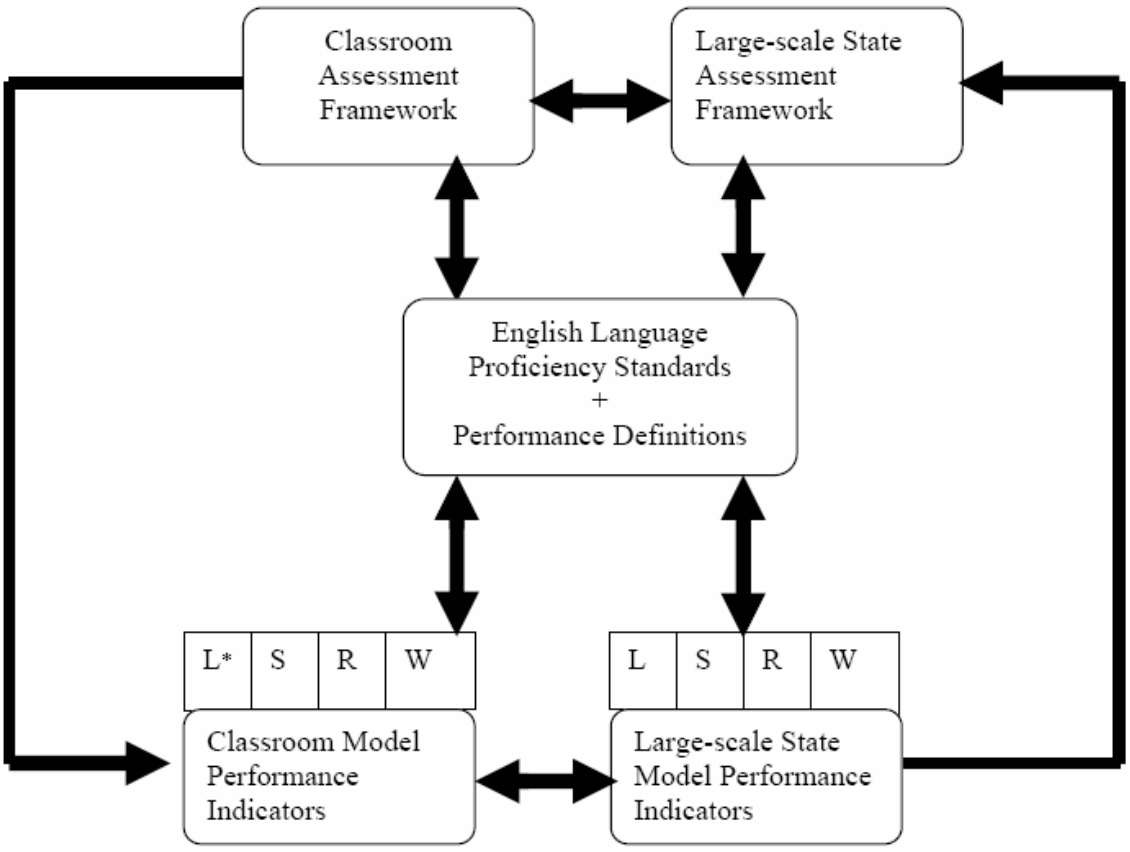
School districts, schools, or programs are welcome to utilize the classroom framework to complement the large-scale state one; in doing so, large-scale assessments may be developed locally for the classroom framework as well. The section on enhancing the model performance indicators across language domains and frameworks (page 16) provides a template for expanding the scope of the standards.

The frameworks for large-scale state and classroom assessment appear like rubrics. This matrix format is intentionally used in order for educators to visualize the developmental nature of language acquisition across language proficiency levels and emphasize the scaffolding of language demands at each grade level cluster. It is built upon the assumption that the effects of

acquiring language at each subsequent grade level cluster and language proficiency level are cumulative.

II. Organization and Format of the Frameworks

The English language proficiency standards are the centerpiece for both the classroom and large-scale state assessment frameworks. Each framework, however, generates a separate set of model performance indicators for the language domains of listening, speaking, reading, and writing. The classroom framework, along with its model performance indicators, informs and enhances the large-scale state framework.



*The language domains: Listening, Speaking, Reading, Writing

Figure 1. The organization of Illinois' English language proficiency standards.

A. The English Language Proficiency Standards

The five **English language proficiency standards** are identical for the classroom and large-scale state assessment frameworks. They reflect the social and academic dimensions of acquiring a second language that are expected of English language learners in grade levels K-12 attending schools in the United States. Each English language proficiency standard addresses a specific context for language acquisition (social and instructional settings as well as language arts, mathematics, science, and social studies) and is divided into four **grade level clusters**: K-2, 3-5, 6-8, and 9-12.

Overall, the language proficiency standards center on the **language** needed and used by English language learners to succeed in school:

English Language Proficiency Standard 1:
English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

English Language Proficiency Standard 2:
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

English Language Proficiency Standard 3:
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

English Language Proficiency Standard 5:
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

B. The Language Domains

Each of the five English language proficiency standards encompasses four **language domains:** listening, speaking, reading, and writing. The language domains reflect the modality of the communication that is further delineated by the language proficiency levels and their model performance indicators. The definitions of the language domains are as follows:

Listening—process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking—engage in oral communication in a variety of situations for an array of purposes and audiences

Reading—process, interpret and evaluate written language, symbols and text with understanding and fluency

Writing—engage in written communication in a variety of forms for an array of purposes and audiences

Spolsky (1989), in his theory of second language learning, imposes a set of conditions that shape the acquisition process. Among them is the recognition that individual language learners vary in their productive and receptive skills, with receptive language (listening and reading) generally developing prior to and to a higher level than productive language (speaking and writing). Thus, English language learners may not be at a uniform level of English language proficiency across the four domains. This pattern may also be reflected in their native language proficiency. Unless English language learners have been schooled in their native language, their oral language or literacy may not be fully developed for their age level. The differential language acquisition of these students in the four language domains must be taken into consideration in instructional planning and assessment.

C. The Language Proficiency Levels and Performance Definitions

The five **language proficiency levels** outline the progression of language development implied in the acquisition of English as an additional language, from 1, **Entering** the process, to 5, **Bridging** to the attainment of state academic content standards. The language proficiency levels delineate expected performance and describe what English language learners can do within each domain of the standards. Figure 2 illustrates the levels of language proficiency as stepping-stones along the pathway to academic success. The figure is continued on the next page (in Figure 3) where English language learners cross the bridge from English language proficiency to meet state academic content standards.

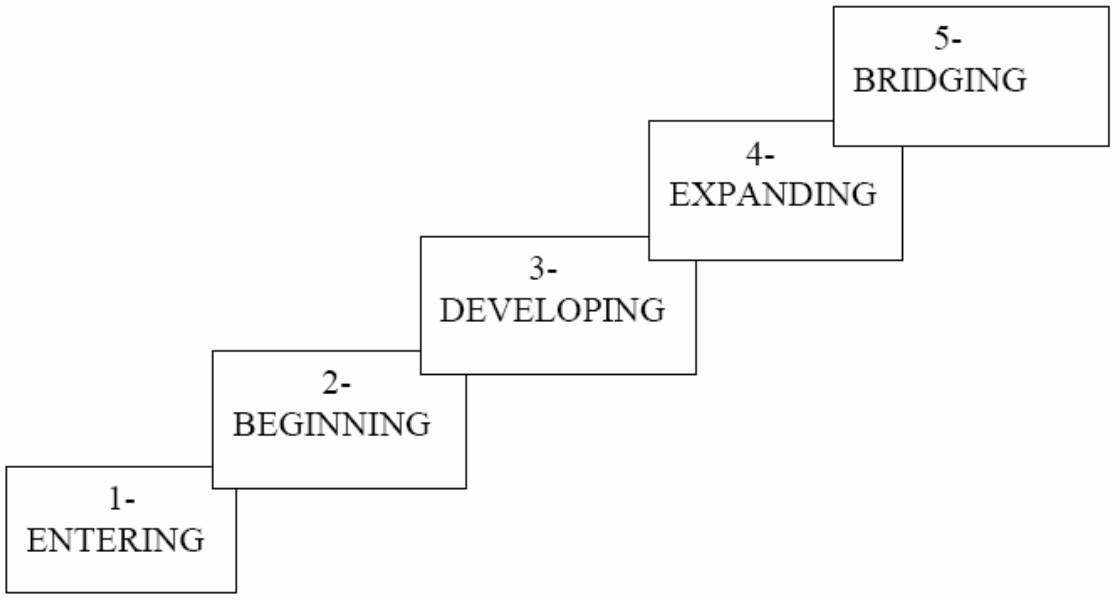


Figure 2. The levels of English language proficiency

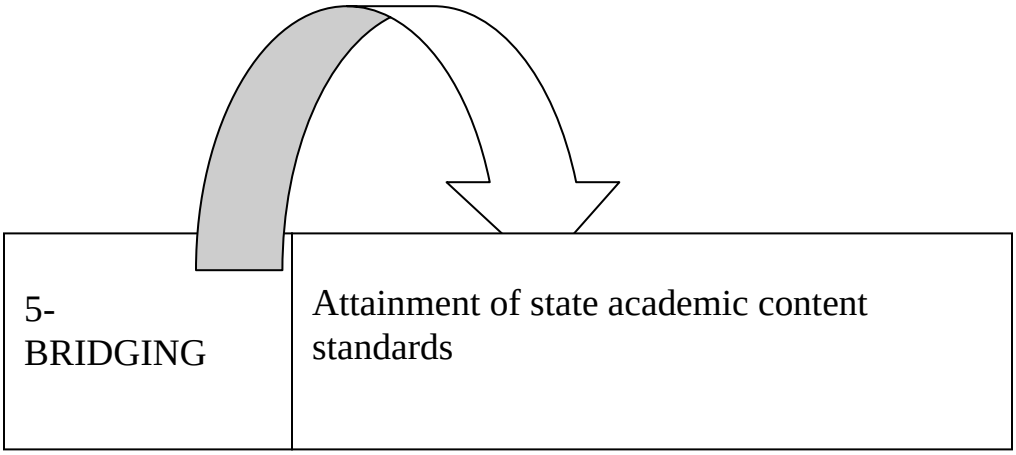


Figure 3. The bridge bewteen English language proficiency and academic achievement for English language learners

The performance definitions provide a global overview of the language acquisition process. They serve as a summary and synthesis of the model performance indicators for each language proficiency level. Three criteria or descriptors have been used to form the definitions. They are based on the students' increasing 1. comprehension and use of the technical language of the content areas, 2. linguistic complexity of oral interaction or writing, and 3. development of phonological, syntactic, and semantic understanding or usage as they move through the second language acquisition continuum. Figure 4 provides the performance definitions for the five language proficiency levels of the English language proficiency standards.

At the given level of English language proficiency, English language learners will process, understand, produce, or use:	
5- Bridging	• the technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; ➢ oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas; • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; ➢ oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
3- Developing	• general and some specific language of the content areas; • expanded sentences in oral interaction or written paragraphs; ➢ oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
2- Beginning	• general language related to the content areas; • phrases or short sentences; ➢ oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
1- Entering	• pictorial or graphic representation of the language of the content areas; • words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Figure 4. Performance definitions for the K-12 English language proficiency standards

D. The Model Performance Indicators

Each language proficiency standard is illustrated by **model performance indicators** that are representative samples from the corpus of language associated with English language learners' acquisition of social and academic proficiencies. The model performance indicators are functional, measurable indices of the language domains (listening, speaking, reading, and writing) and aimed at the targeted age/developmental levels of English language learners.

As their label implies, model performance indicators are merely examples that have been drawn from a myriad of English language proficiency and state academic content standards; suggestions for augmenting what is currently in place are offered in Part D of Section VI. There are three components of a model performance indicator: 1). function (how the students use language), 2). content (what the students are expected to communicate), and 3). modality (how the students process the input either through oral or written language). For some indicators, there are suggested topics that add clarity or specificity; these ideas are introduced by the phrase "such as." Other indicators have "e.g.," followed by an example of an expected language pattern that students may use in their response.

The model performance indicators in these frameworks are adapted from the preK-12 ESL standards (1997) developed by Teachers of English to Speakers of Other Languages (TESOL) and the academic content standards of states, in particular, Wisconsin, Delaware, Arkansas, and the District of Columbia. The academic content standards of Maine, New Hampshire, Rhode Island, Vermont, and Illinois have also been incorporated into the model performance indicators.

The model performance indicators are presented in a developmental sequence across language proficiency levels and grade level clusters. They represent a full range of linguistic complexity and cognitive engagement within and across content areas that incorporate the language necessary for English language learners to move towards the attainment of state academic content standards. For English Language Proficiency Standard 1, the model performance indicators refer to language acquisition that occurs within classroom and school contexts. For English Language Proficiency Standards 2-5 (language arts, mathematics, science, and social studies), language acquisition is reflective of content specific contexts.

The model performance indicators designed for Entering, Beginning and, at times, Developing English language learners (language proficiency levels 1, 2, and 3) incorporate visual or graphic support, realia, or manipulatives in order to provide the students access to meaning through multiple modalities or sources. The model performance indicators for Bridging (language proficiency level 5) assume students are exposed to and working with grade level material.

At times, there are two strands of model performance indicators within a grade level cluster; reviewers of the document felt that these additions were necessary to create a closer alignment with state academic content standards. A visual layout of the components of the standards is displayed in Figure 5. The English language proficiency levels head each column and the grade level clusters begin each row. The remaining cells contain at least one model performance indicator, creating a strand or strands across proficiency levels within a grade level cluster. (Figure 5 points to an example of a strand of performance indicators for grade level cluster 3-5.)

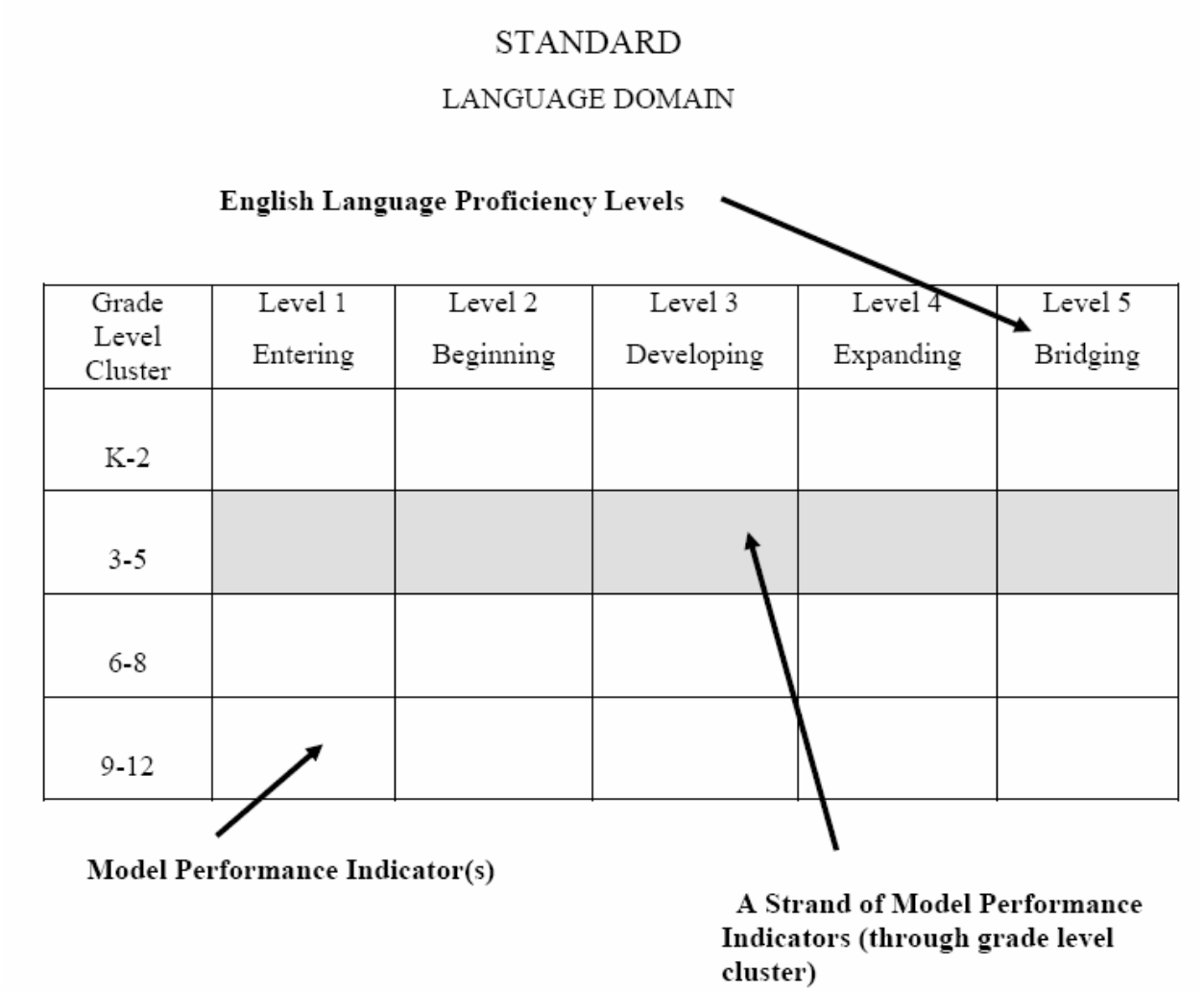


Figure 5. The format of the English language proficiency standards for large-scale state and classroom frameworks

To summarize, the total of more than **800 unique model performance indicators** in this document is calculated from the:

2 assessment frameworks,

5 English language proficiency standards,

4 language domains,

4 grade level clusters, and

5 levels of language proficiency.

III. Alignment of the Model Performance Indicators and Versatility of the Frameworks

The spiraling nature of curriculum across all grade levels and the developmental progression of the second language acquisition process across all ages of students have been taken into account in the development of the model performance indicators. Reading the model performance indicators horizontally across language proficiency levels from 1 (Entering) to 5 (Bridging) is the basis for horizontal alignment while reading them downward (vertically) by language proficiency levels across grade level clusters (from K-2 to 9-12) produces vertical alignment. The conscious attempt to align the model performance indicators vertically and horizontally across both frameworks promotes systemic validity, from curriculum planning to delivery of instruction and from the development of the English language proficiency test specifications to the design of the instrument.

The model performance indicators for each grade level cluster are built on the assumption that students have acquired the language proficiency associated with the previous indicators. However, students of limited formal schooling who enter high school may also need to be exposed to requisite model performance indicators from lower grade level clusters as building blocks. The specific tasks designed for these students, however, should be reflective of their age and cognitive development.

With the goal of producing a teacher-friendly document and in order to avoid redundancy (thus reducing the size of the document), model performance indicators have not been repeated (either in other language domains or grade level clusters). To gain a thorough understanding of the scope of the content of the model performance indicators for a grade level cluster, it is best to examine all language domains (listening, speaking, reading, and writing) for both the large-scale state and classroom frameworks.

The model performance indicators at each language proficiency level can be adapted for use across domains and grade level clusters. It may also be applied across language domains and frameworks as described under Phase IV, Method 2, "Augmenting the model performance indicators within the large-scale state and classroom frameworks." Through sustained professional development, teachers should be offered opportunities to adapt the model performance indicators for their classrooms.

IV. An Enhanced Assessment System

As seen in Figure 6, our vision of this enhanced assessment system is that the components associated with English language proficiency (listening, speaking, reading, and writing) overlay those associated with academic achievement (the content areas of language arts/reading, mathematics, science, and social studies). The English language proficiency standards for the classroom framework for assessment dovetail with those for large-scale state assessment, which, in turn, incorporate state academic content standards.

The process of developing alternate academic assessments parallels that of English language proficiency testing as it is undergirded, in large part, by an identical set of core academic content standards and specifications. The overlap between the sets of components ensures alignment and

validation of the assessment system. Ultimately, the development of the English language proficiency test, alternate assessment of academic achievement, and state assessment with accommodations for English language learners will all be linked. Thus, the system will produce a continuous stream of data that will allow English language learners to make a seamless transition as they progress toward the attainment of state academic content standards.

Professional development for education staff will facilitate the implementation and use of the system. Additionally, technology will enhance the ability of school districts and the state of Illinois to track and share information, data and expertise while continuing to work with the WIDA Consortium to create a truly exemplary assessment model.

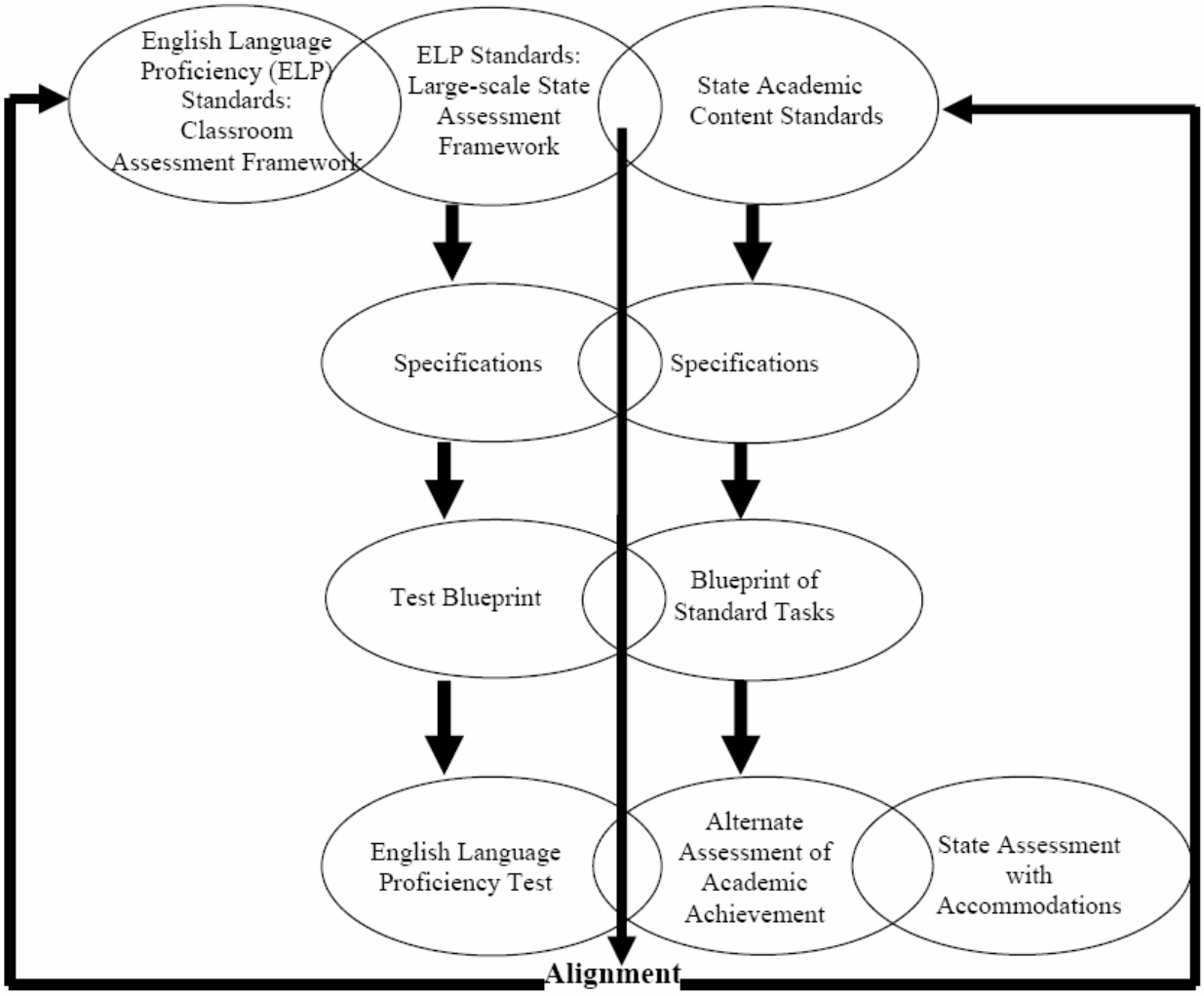


Figure 6. WIDA's enhanced assessment system for English language learners

V. Rationale for the English Language Proficiency Standards

The need to develop English language proficiency standards that articulate with Illinois' Learning Standards (academic content standards) stems from three sources: 1). pedagogy, 2). assessment, and 3). educational policy. These changes, spurred by the standards-based movement and federal legislation, directly impact English language learners in elementary and secondary schools throughout the United States. States and school districts, now required to implement English language proficiency standards, are responding to this mandate.

The notion of how we, as bilingual and English as a second language (ESL) educators, envision language proficiency as a vehicle for instruction has changed quite drastically over the past decade. In K-12 classrooms with English language learners, subject matter content has become infused into language learning as an instructional approach (Chamot & O'Malley, 1994; Echevarria, Vogt, & Short, 2000; Snow & Brinton, 1997). As a result, our vision of language proficiency has expanded to encompass both social contexts associated with language acquisition and academic contexts tied to schooling, in general, and standards, curriculum, and instruction, in particular. Standards-based instruction that integrates language and content represents a refinement of the seminal work by Cummins (1980, 1981), in which he first posits the constructs of basic interpersonal communication skills and cognitive academic language proficiency (Gottlieb, 2003a).

English language proficiency standards need to capture the full range and complexities of methodologies that blend language and content learning. To this end, we must expand the coverage of current English language proficiency (or development) standards to bring them into alignment with practice. In addition, we must ensure that English language proficiency standards dovetail academic content standards to create a continuous pathway to academic success for our English language learners.

Language proficiency assessment, in large part, has not remained apace with changing teaching practices for our English language learners. We need to retool existing language proficiency assessment measures to match the pedagogical shift to content-based instruction. English language proficiency standards guide the development of test blueprints, task specifications, and English language proficiency measures. Thus, language proficiency standards are the first step in the construction of reliable and valid assessment tools. We must create rigorous language proficiency standards as the anchor of a sound assessment system for English language learners.

The *No Child Left Behind Act* of 2001 has given us the impetus to embark on this journey of redefining assessment for English language learners. Specific tenets within the Act (under Titles I and III) make it clear that states are to create English language proficiency standards, tied to their academic content standards, as the basis for the development of English language proficiency measures. In addition, English language learners in grade levels K-12 must be assessed annually for their English language proficiency in listening, speaking, reading, and writing. English as a second language (ESL) benchmarks for the annual measurable achievement objectives are to be based on state English language proficiency standards. Educational policy regarding English language learners in our schools reiterates the need for school districts, and schools to comply with the requirements of this federal legislation.

VI. Designing an Assessment System: The Process of Developing English Language Proficiency Standards

The K-12 English language proficiency standards represent an amalgam of the thinking of educators of English language learners participating in the WIDA Consortium. More than 65 teachers, administrators, and researchers at the classroom, district, state, university, and national levels, all closely or directly involved with creating and implementing programs for English language learners, have provided invaluable input and feedback to the process. The result is a useful product unique to the field of language testing and teaching. The English language proficiency standards serve to ground large-scale state and classroom assessment as well as stimulate and guide curriculum and instruction. The development of the English language proficiency standards has been a four-phase undertaking.

A. Phase I: Setting the parameters for the English language proficiency standards

The theoretical base for the standards stems from a model (see Figure 7) that envisions academic language proficiency as a three-dimensional figure that addresses language complexity, cognitive engagement, and context within the domains of language (Gottlieb, 2002; 2003). In the case of Illinois' English language proficiency standards, the contexts of interaction are defined by the standards themselves; that is, social and instructional settings, English language arts, mathematics, science, and social studies. Varying degrees of cognitive engagement are incorporated into the model performance indicators while the range of language complexity is expressed by the performance definitions.

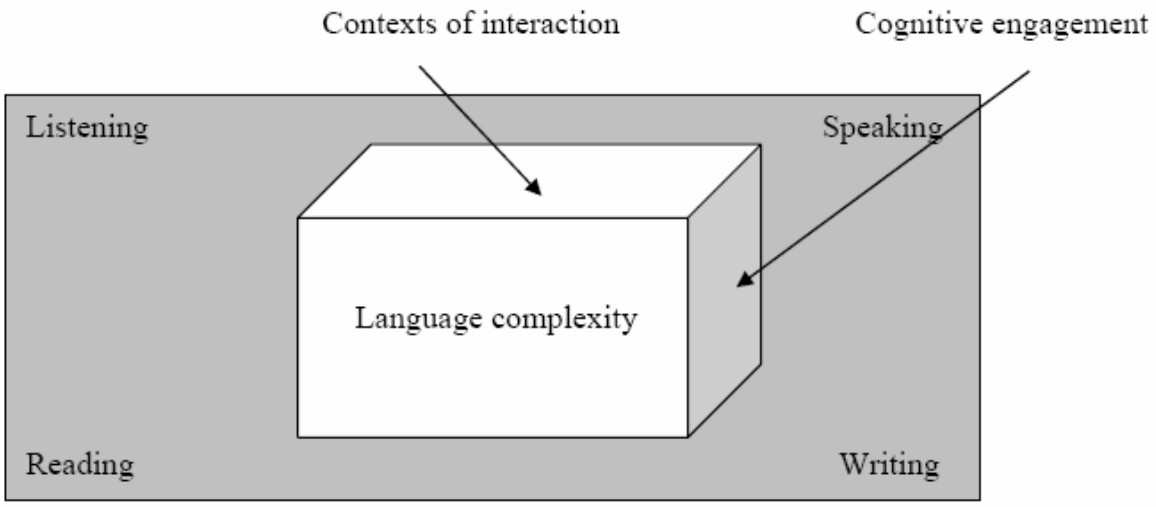


Figure 7. A model of academic language proficiency

The notion of academic language proficiency, the language used in the classroom or other academic settings directly tied to learning, has been acknowledged in research (Bailey & Butler,

2002; Stevens, Butler, & Castellon-Wellington, 2001) and has, in recent times, transformed instruction into content-based methodologies in second language classrooms. This vision was shared and accepted by educators in the consortium at our initial meeting. Thus, the English language proficiency standards that evolved from our discussion represent both the social and academic contexts that students encounter in school and provide the roadmap to sound instruction and assessment.

Given this backdrop, several steps were taken to convert theory and research into practice. Because TESOL's (1997) *ESL standards for preK-12 students* have served as the national template, this document was used as a starting point for our analysis. First, descriptors and sample progress indicators for each grade level cluster (preK-3, 4-8, 9-12) were classified as being amenable or not to large-scale state or classroom assessment. Next, the descriptors and sample progress indicators applicable to large-scale state assessment were sorted and color-coded according to language domains (listening, speaking, reading, and writing). Then a matrix was created consisting of 5 language proficiency levels (as used by the lead states in the Consortium) and 4 language domains with relevant progress indicators inserted from TESOL and other states' English language proficiency standards.

Fifty national and local educational experts that included Illinois, (see participant list) convened in Madison, Wisconsin, in May 2003. The goal of the two-day meeting was to determine the breadth and depth of the English language proficiency standards and the role of the standards in the enhanced assessment system for English language learners. The first day was devoted to inspecting and expanding existing English language proficiency and English language development standards from TESOL and around the country. Groups applied specific criteria for the selection of progress indicators or student achievement standards for determining their relevance and potential adoption by the Consortium. Next, the groups augmented the progress indicators, taking into account the following considerations:

- The language complexity required of the standard;
- The level of cognitive engagement required of the student;
- The presence of a developmental progression in relation to the other standards; and
- An equal representation of standards across language domains for a given grade level cluster.

At the close of the first day, the entire group reached consensus on the core English language proficiency standards and identified sample progress indicators (later to be named model performance indicators) at each grade level cluster.

On the second day, representatives from individual states examined their academic content standards and, based on a set of criteria derived from linguistic theory (Bachman, 1990; Halliday, 1973, 1976), agreed on a common set of language functions to be used across content areas for the various levels of cognitive engagement. Groups worked with their individual state academic content standards in the areas of language arts/reading, mathematics, science, and social studies to extract the language functions to be applied to the English language proficiency standards.

From the two-day discussion emerged a consensus among the eight participating states on key decision points. It was agreed upon that there would be four standards (to represent the domains of listening, speaking, reading, and writing) to be defined by progress indicators, six areas of language proficiency confined to the school setting (to represent social language, academic language and the language of the content areas of language arts, math, science, and social studies), five levels of language proficiency, four grade level clusters, and two applications [large-scale state and classroom]. In regard to the coverage of specific content areas, *No Child Left Behind* minimally requires the assessment of language arts/reading, mathematics, and science for academic achievement. However, the members of the Consortium strongly felt that the English language proficiency standards, as well as the English language proficiency test, should also address the content area of social studies.

B. Phase II: Creating and reviewing the K-12 English language proficiency standards

The work that the eight groups of participants generated over the two-day meeting was synthesized. The synthesis involved a systematic review of all materials (disks and paper copies) produced. Model performance indicators for each English language proficiency standard, derived from English language proficiency frameworks and state academic content standards, were then plotted onto a map by grade level cluster and language proficiency level. Additional documents from the states (see source documents) provided full sets of the states' academic content standards that helped supplement the model performance indicators. Subsequently, the WIDA development team decided on the most appropriate format to display the performance indicators. The initial K-12 English language proficiency standards were drafted in July 2003.

WIDA's K-12 English language proficiency standards for large-scale state assessment underwent formal review at the Center for Applied Linguistics in Washington, DC in August 2003. Eighteen representatives from consortium states and outside experts participated in the vetting process (see participant list). The purpose of the review was to elicit specific, useful feedback on the standards prior to undergoing revision and refinement. This step was critical as the standards are to serve all member states of the Consortium and are to be used as anchors for task specifications that, in turn, will impact item writing for the language proficiency test.

Each component of the language proficiency standards was meticulously examined, through a set of guiding questions, in small groups divided by grade level clusters. From the whole group debriefing, a set of decisions emerged: 1). the standards should be reorganized (the areas of language proficiency were to become the standards and the current standards were to become the domains); 2). the sample progress indicators should be renamed model performance indicators; 3). for the large-scale state framework, the model performance indicators should largely represent declarative knowledge with some cross-referencing to procedural knowledge that would be mainly captured in the classroom framework; 4). the model performance indicators should maintain a uniform level of specificity; and 5). the model performance indicators should each present a clear focus on language use in content areas rather than on content *per se*.

Based on the recommendations and the materials from the initial development phase, the K-12 English language proficiency standards for large-scale state assessment were revised during August and edited in early September 2003. The names of the proficiency levels were finalized

and draft performance definitions were proposed for each level. The introduction was amplified to include a rationale and a more thorough description of the process and products of standards development. The standards have since been adopted by the participating states. The Illinois State Board of Education adopted the English Language Proficiency Standards in February 2004.

C. Phase III: Developing the K-12 classroom framework

The third phase of development of the English language proficiency standards involved the addition of a classroom framework primarily intended for teachers working with English language learners. The classroom framework, like the large-scale state assessment prototype, includes unique model performance indicators that delineate each of the five standards across language domains and language proficiency levels. Likewise, it has been built following the same process and sources.

Its original pool of model performance indicators was derived from TESOL's (1997) descriptors and sample progress indicators for the ESL standards, state English language proficiency frameworks, and the participant states' academic content standards in the areas of language arts/reading, mathematics, science, and social studies. The model performance indicators represent the language and cognitive functions needed for English language learners to reach full language proficiency, as presented along a developmental continuum of the five language proficiency levels. Figure 8 illustrates the crosswalk between the two frameworks.

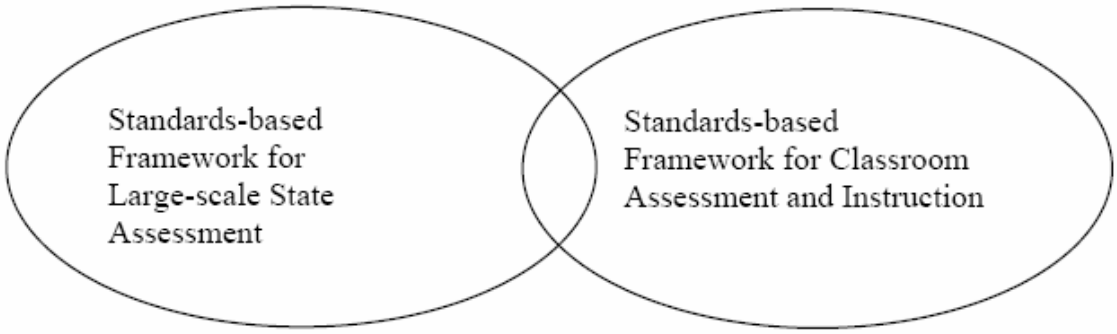


Figure 8. The relationship between the state and classroom frameworks for WIDA's English language proficiency standards

The classroom framework for WIDA's K-12 English language proficiency standards is designed to complement the large-scale state framework; together, the two offer a comprehensive, integrated set of model performance indicators that inform curriculum, instruction, and assessment of English language learners. The large-scale state framework is largely characterized by declarative knowledge or language outcomes that better lend themselves to testing under standard conditions. The classroom framework represents more procedural knowledge associated with the language acquisition process. Thus, the framework for classroom instruction and assessment has a stronger focus on the use of learning strategies, peer and self-assessment, the use of multiple resources, and long-term, classroom-based tasks and projects (such as process writing, inquiry, and student interaction).

D. Phase IV: Augmenting the model performance indicators within the large-scale state and classroom frameworks

The WIDA model performance indicators serve as a bridge between school district English language proficiency standards for English language learners and state academic content standards for all learners, as shown in Figure 9.

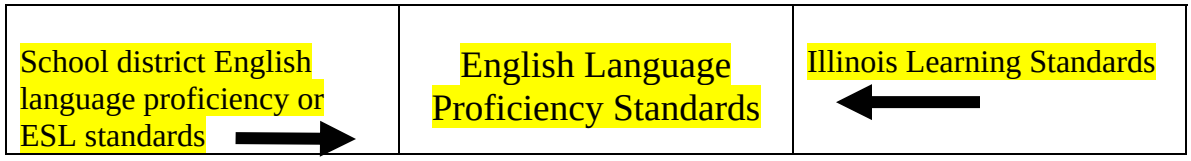


Figure 9. The positioning of the English language proficiency standards

The large-scale state and classroom frameworks for English language proficiency standards may be used as templates for potential augmentation by school districts. School districts are invited to enhance the model performance indicators of the frameworks by adding others specific to their district's English language proficiency standards, if applicable, and academic content standards. The enhancement of the model performance indicators is to be framed within professional development for teachers and administrators. Ideally, teachers should work in teams by grade level clusters (K-2, 3-5, 6-8, and 9-12), validating each other's additions to the WIDA core model performance indicators. There are two methods that may be undertaken in this process.

> *Method 1:* Blending English language proficiency or academic content standards with the model performance indicators

The following steps are suggested for augmenting the base model performance indicators from the Illinois English language proficiency standards:

1. Consider how to adjust (collapse or expand) the district's or state's English as a Second Language (ESL) standards and academic content standards to fit the WIDA framework, standards, grade level clusters, domains, and language proficiency levels.
2. Brainstorm ideas on how best to enhance the model performance indicators, such as by introducing new language functions, linguistic structures, or topics for a given content area.
3. Create and implement a way to systematically make the conversion, such as using highlighters or presorting performance indicators by domain (listening, speaking, reading and writing).
4. Use the WIDA framework as the working shell.
5. Match WIDA's model performance indicators with your district's ESL standards and select those that best reflect curriculum and instruction. Place model performance indicators on a developmental continuum to represent the five English language proficiency levels and add them as bullets to the designated cells in the frameworks.
6. Repeat the process, matching WIDA's model performance indicators with your academic content standards and performance indicators in the areas of language arts/reading, mathematics, science, and social studies. Place the model performance indicators on a

developmental continuum to represent the five English language proficiency levels and add them as bullets to the designated cells in the frameworks.

7. Check to ensure that horizontal and vertical alignment has been maintained throughout the document.

Case Study: Illinois

Having joined the Consortium in Fall 2003 after the initial draft of the WIDA English language proficiency standards had been formulated, Illinois became the first test case in augmenting WIDA's model performance indicators. It was a truly collaborative effort on the part of more than 20 Illinois educators (see participant list), including representation from the state assessment office, the Division of English Language Learning, consultants, administrators, coordinators of ESL and bilingual education programs, and teachers, working together over five days.

Illinois was in a unique position in that although the state did not have established English language proficiency standards, its largest district, Chicago, had formulated them. Teachers working with English language learners had participated in professional development on the preK-12 ESL standards and were afforded a wealth of supplemental materials for planning lessons and record keeping. In addition, the state had a history of addressing the needs of its English language learners through task forces and advisory groups. From their work throughout the 1990s, Illinois emerged as the first state to develop a test specifically designed for its English language learners. It also produced accompanying classroom products aimed at improving the language proficiency and academic achievement of this targeted group of students.

Given this historical backdrop and the expertise of the professionals involved, the group utilized what was currently in place as building blocks for the WIDA English language proficiency standards. Figure 10 illustrates how the two sets of Illinois standards blended in the augmentation process.

Chicago Public Schools' ESL Goals and Standards Pre-K through 12 →	WIDA's English Language Proficiency Standards	Illinois Learning Standards and Assessment Frameworks ←

Figure 10. Integrating Chicago's English as a Second Language Goals and Standards with Illinois Learning Standards into WIDA's English Language Proficiency Standards

Having accepted the distinguishing features and parameters of the English language proficiency standards developed by the Consortium, the whole Illinois group was given an orientation to the WIDA project and what had been accomplished to date. The steps outlined at the beginning of this section for enhancing the model performance indicators were generally followed, with some modification. In fact, upon reflecting on the experience, replication of the exact process is quite difficult as each state brings its own history and circumstances that ultimately shape the final document.

Prior to embarking on the task of examining the model performance indicators, four groups were formed, corresponding to the grade level clusters. The participants then selected roles for each team member, including the:

a. organizer—responsible for resources, materials, and disks;
b. facilitator—responsible for time keeping (pacing) and decision-making of group;
c. master recorder—responsible for the team's final products (paper and disk); and
d. spokesperson—responsible for providing the team's input during debriefing to the whole group.

The first activity centered on sorting and categorizing Chicago Public Schools' ESL performance indicators, which had been grounded in TESOL's preK-12 standards. The groups inspected the TESOL sample performance indicators reordered by language domain that had been the genesis for the creation of WIDA's English language proficiency Standard 1.

Using the analysis of large-scale state/classroom applications (conducted by the University of Illinois at Urbana-Champaign) as a resource and a list of criteria, the first sort was to determine the applicability of the performance indicators to state assessment. Those amenable to large-scale state settings were then highlighted, categorized by domain, and examples were posted around the room.

The second activity focused on expanding the selected performance indicators from the prior activity across language proficiency levels. After reading WIDA's English language proficiency standards 1 and 2 for each grade level cluster, the performance indicators from Chicago Public Schools were matched against those from WIDA. If the performance indicators were not represented, the groups added a new bullet at each language proficiency level.

The same matching procedure was repeated with the Illinois Assessment Frameworks, derived from the Illinois Learning Standards for language arts/reading, mathematics, science, and social studies. A summary of the areas and standards offered a sense of the coverage of concepts and skills that were to be anchored in the language proficiency standards. Grade level cluster groups systematically translated these concepts into the language necessary for English language learners to access the content.

The teams representing grade level clusters reviewed the work of their colleagues followed by a discussion by the whole group. Then teams were then assigned a domain and examined the vertical and horizontal alignment of all the model performance indicators. The input and feedback of the group were incorporated into the large-scale state assessment framework.

The draft documents were disseminated, accompanied by a description of the rationale, process, and products, to approximately 750 educators at the Illinois Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students (December 9-12, 2003). Participants who attended the sessions were encouraged to submit the feedback form. In addition, an external review of the English language proficiency standards was conducted with the largest school districts in Illinois. The draft frameworks were also shared with WIDA partner states for comment.

Method 2: Enhancing the model performance indicators across language domains and frameworks

2a. Another way of expanding the number of model performance indicators for a designated grade level cluster is to replicate the content stem across the various language domains and provide additional language functions appropriate for listening, speaking, reading, and writing. An example from the speaking domain (bolded) from Standard 4 for grade level cluster K-2 in the large-scale state assessment framework is illustrated in Figure 10 (page 19). It shows how the given model performance indicators for speaking at each language proficiency level may be modified and applied to create additional, complementary model performance indicators for listening, reading, and writing.

This expansion activity is useful for developing integrated lessons and curriculum for English language learners around a content-based topic. It also has application for assessment; teachers can create tools that can require the use of multiple language domains. In conducting professional development around the English language proficiency standards, teachers can envision how each one of the model performance indicators within large-scale state and classroom frameworks can be the genesis for numerous other related ones.

2b. The second step to this method expands the strands of model performance indicators even further. Once the full range of indicators has been created for one framework, they can readily be converted to the other. Using the example in Figure 11 from the large-scale state framework for Standard 4, science, the strand of model performance indicators for grade level cluster K-2 may now be modified for the classroom framework. Figure 12 (page 22) provides an example of how to adapt the model performance indicators for a grade level cluster from one assessment framework to the other (in this case in the domain of speaking). Note that in the conversion to the classroom framework, student interaction and the suggestion of real-world assessment methods, as in the use of scientific tools (such as thermometers) and observation by students, are introduced.

English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Grade Level Cluster: K-2

Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	identify scientific facts about weather or environment depicted in pictures or photographs (such as temperature, seasons, precipitation) from oral statements	find examples of scientific hypotheses about weather or environment from pictures or photographs and oral descriptions	respond to oral questions about weather or environment using pictures or photographs	predict results related to scientific hypotheses about weather or environment from pictures or photographs and oral scenarios	interpret results, along with reasons, based on scientific hypotheses about weather or environment from pictures or photographs and oral reading of grade level materials
Speaking	**use words or phrases related to weather or environment from pictures/photographs (such as temperatures, seasons, or precipitation)**	**restate scientific hypotheses about weather or environment from pictures or photographs**	**ask WH- questions about weather or environment from pictures or photographs**	**predict results and provide reasons based on scientific hypotheses about weather or environment from oral or written information**	**evaluate and weigh options related to scientific hypotheses about weather or environment from oral or written information**
Reading	locate scientific words about weather or environment from pictures or photographs (such as seasons, temperature, precipitation)	select scientific hypotheses about weather or environment from pictures or photographs with text	respond to scientific questions about weather or environment from visually supported text	atch predictions and reasons related to scientific hypotheses about weather or environment to written text	infer results and reasons based on scientific hypotheses about weather or environment based on grade level text
Writing	produce scientific words or diagrams about weather or environment from pictures or photographs (such as seasons, temperature, precipitation)	(re)state scientific hypotheses about weather or environment from pictures or photographs	answer scientific questions about weather or environment from pictures or photographs	make predictions and/or give reasons based on scientific hypotheses about weather or environment	explain results and provide reasons based on scientific hypotheses about weather or environment

Figure 11. Enhancing the model performance indicators across language domains within a grade level cluster: An example from the large-scale state assessment framework

English Language Proficiency Standard 4:
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

Grade Level Cluster: K-2

Large-scale state assessment framework:

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Speaking	**use words or phrases related to weather or environment from pictures/photographs (such as seasons, temperatures, or precipitation)**	**restate scientific hypotheses about weather or environment from pictures or photographs**	**ask WH- questions about weather or environment from pictures or photographs**	**predict results and provide reasons based on scientific hypotheses about weather or environment from oral or written information**	**evaluate and weigh options related to scientific hypotheses about weather or environment from oral or written information**

Possible extensions of a strand from the large-scale assessment framework to a strand in the classroom assessment framework:

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Speaking	use words or phrases related to weather or based on observation and instruments (such as thermometers)	state and test scientific hypotheses about weather or environment based on observation and instruments (individually or in small groups)	ask and answer scientific questions about weather or environment based on observation and instruments (in pairs or small groups)	predict and confirm results, along with reasons, based on scientific hypotheses about weather or environment from experiments conducted (individually or in small groups)	evaluate and weigh results from experiments and provide evidence based on scientific hypotheses about weather or environment

Figure 12. Adapting model performance indicators from one assessment framework to the other

E. Phase V: Reformatting the frameworks

The two frameworks have been designed for various purposes and are to be used by numerous stakeholders, from teachers to school boards. In order to maximize the usefulness of the documents, we plan to rearrange them into three other configurations. These include offering the model performance indicators by:

1. grade level clusters,
2. language domains, and
3. English language proficiency levels.

VII. Uses for the English Language Proficiency Standards

The primary use of the English language proficiency standards is to guide and align curriculum, instruction, and assessment for English language learners. In doing so, the English language proficiency standards, by incorporating the language of the classroom as well as that of the academic subject areas, provide a pathway for English language learners to academic success.

Acquiring a new language involves the integration of all language domains; listening, speaking, reading, and writing are naturally interwoven in the instruction of English language learners. It is suggested, therefore, that for teaching, the series of model performance indicators at a grade level cluster serve as the starting point for creating integrated language lessons. By enhancing the model performance indicators across language domains and frameworks described in this document, teachers and administrators will gain a sense of how to maximize the use of the language proficiency standards.

Likewise, the intersection of different content areas lends itself to thematic teaching, an endorsed approach for English language learners (Freeman & Freeman, 2002). Teachers are invited to use the model performance indicators to develop curricular themes or units of instruction that involve multiple content areas. Furthermore, teachers can formulate both language and content objectives for both curriculum and instruction from the standards' model performance indicators.

The large-scale state assessment framework provides a skeleton and the parameters for the creation of the specifications for the English language proficiency test. Concomitantly, it offers teachers and administrators a measurable index for supporting instruction. The classroom framework dovetails with that for large-scale state assessment. Its primary use is to serve as a tool for instruction and formative assessment.

The K-12 English language proficiency standards developed by the WIDA Consortium, and adopted by Illinois, are carefully crafted to meet compliance with the requirements of Titles I and III of the *No Child Left Behind Act* of 2001. Representing the work and commitment of dedicated professionals, it is our sincere wish that educators find these standards a useful starting point in the education of their English language learners in elementary, middle, and high schools around the United States.

VIII. Contributors to the Development of WIDA's K-12 English Language Proficiency Standards

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Developing the English Language Proficiency Standards, Classroom Assessment Framework, October 2003

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Augmenting the English Language Proficiency Standards, Large-scale State Assessment Framework for Illinois, October/November 2003

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IX. Glossary of Terms Associated with WIDA's English Language Proficiency Standards

Academic content standards: statements that define what students are expected to know and be able to do in order to attain competency in challenging subject matter associated with schooling

Academic success: demonstrated knowledge needed to meet state academic content standards

Commands: imperative statements

Communicate: express understanding and use of language through listening, speaking, reading, or writing

Descriptions: a cohesive series of sentences that include explanations with details (more than three but less than discourse level)

Directions: two or three sentences of explanation

Discourse: extended, connected language that may include explanations, descriptions, and propositions

English language learners: linguistically and culturally diverse students who have been identified through reliable and valid assessment as having levels of English language proficiency that preclude them from accessing, processing, and acquiring unmodified grade level content in English and, thereby, qualifying for support services

Framework for classroom assessment: English language proficiency standards that include model performance indicators that largely represent procedural knowledge, involving the processes of learning

Framework for large-scale state assessment: English language proficiency standards that include model performance indicators that largely represent declarative knowledge, involving the products of learning

Functions: descriptions of how language is used or definitions of the intent of the communication

Instructional purposes: related to learning in the classroom and school environments

Language domains: the areas of language proficiency—listening, speaking, reading and writing

Language proficiency levels: the demarcations along the second language acquisition continuum that are defined within the standards by a series of model performance indicators

Language proficiency standards: statements that define the language necessary for English language learners to attain social and academic competencies associated with schooling

Listening: the domain of language proficiency that encompasses how students process, understand, interpret, and evaluate spoken language in a variety of situations

Model performance indicators: sample kernel ideas or concepts composed of language functions, content, and contexts that exemplify the language proficiency levels of the language proficiency standards

Performance standards: statements that define the extent to which students are meeting the stated standards; in the instance of English language proficiency standards, performance definitions correspond to descriptions of what students can do at each language proficiency level

Reading: the domain of language proficiency that encompasses how students process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Realia: real-life objects, displays, or materials, such as having young children sort colors using M and Ms rather than picture cards of different colors

Social purposes: the basic fluency needed to interact or communicate effectively in a variety of situations within school

Speaking: the domain of language proficiency that encompasses how students engage in oral communication in a variety of situations for a variety of purposes and audiences

Statements: declarative sentences of fact

Strand: the series of model performance indicators from language proficiency level 1, Entering, through 5, Bridging, within a grade level cluster and language domain

Visually supported: print or text that is accompanied by pictures, illustrations, photographs, charts, tables, graphs, graphic organizers, or reproductions that enables English language learners opportunities to access meaning from multiple sources

Writing: the domain of language proficiency that encompasses how students engage in written communication in a variety of forms for a variety of purposes and audiences

X. Source Documents for the Development of WIDA's K-12 English Language Proficiency Standards

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XI. WIDA K-12 English Language Proficiency (ELP) Standards Feedback Form

Directions: To what extent are the ELP Overview Document, frameworks, standards, and model performance indicators representative of the second language acquisition process and compliant with the requirements of the *No Child Left Behind Act*? Please complete the following rating scale by circling 1 (not at all), 2 (somewhat), or 3 (fully). Any additional comments are welcome; contact Margo Gottlieb by e-mail, mgottlieb@thecenterweb.org, fax, (847) 803-2828, or send the form to the Illinois Resource Center, 1855 Mt. Prospect Road, Des Plaines, IL 10018-1805. Thank you!

	1 Not at all	2 Somewhat	3 Fully
1. The Overview Document			
a) Does the Overview Document adequately describe the format and organization of the standards?	1	2	3
b) Does the Overview Document adequately explain the rationale and uses for the standards?	1	2	3
c) Does the Overview Document adequately describe the development process?	1	2	3
2. The Classroom and Large-scale State Frameworks			
a) Do the frameworks help guide assessment?	1	2	3
b) Do the frameworks help inform curriculum and instruction?	1	2	3
3. Standards			
a) Are the standards clear and informative?	1	2	3
b) Do the standards reflect the domains being described?	1	2	3
4. Model performance indicators (PIs)			
a) Do the model PIs represent a useful level of specificity?	1	2	3
b) Are the model PIs of adequate depth and breadth?	1	2	3
c) Are the model PIs vertically and horizontally aligned?	1	2	3
d) Do the model PIs adequately reflect the L2 acquisition continuum?	1	2	3

Name (optional): E-mail (optional):

Position: State:

These standards are the result of the collaborative efforts of
eight state members of the WIDA Consortium, including Illinois.
The Consortium now consists of 10 member states: Alabama, Arkansas,
Delaware, Washington, D.C., Illinois, Maine, New Hampshire, Rhode Island,
Vermont and Wisconsin

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• position manipulatives or realia according to oral commands such as to show spatial relations (e.g., "Put the book on the table.")	• position manipulatives or realia according to multiple oral commands such as to show spatial relations (e.g., "Put the cubes in a row across the paper.")	• follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers (e.g., "Fold the paper in half and place it on your table the long way.")	• follow verbal directions without visual or nonverbal support (e.g., "Put your name on the top line of the paper.")	• follow sequence from verbal directions without visual or nonverbal support (e.g., "Put your name on the left-hand side of the paper, then put the date on the right-hand side.")
3-5	• identify materials needed to complete tasks from realia and oral statements	• match materials or resources needed to complete tasks with their uses based on realia and oral directions	• select materials or resources needed to complete tasks based on realia and oral descriptions	• sequence use of materials or resources needed to complete tasks based on oral directions	• evaluate use of materials or resources needed to complete tasks based on oral discourse
6-8	• follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus)	• role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking)	• role play positive ways of interacting socially and culturally based on oral descriptions	• role play or identify situations of peer pressure based on oral descriptions	• role play consequences of succumbing to peer pressure based on oral scenarios
9-12	• follow instructions or requests from peers (e.g., "Meet me at my locker after 9th period.")	• follow conversations (e.g., telephone), process and respond to announcements over the intercom or by teachers	• process and respond to discourse from unfamiliar speakers (such as at assemblies or on field trips)	• process and respond to discourse from indirect sources (such as cassettes or CDs)	• evaluate the appropriateness of messages or information from a variety of sources

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• give and ask for permission or make requests	• share feelings and emotions, likes or dislikes	• indicate interests, opinions, or preferences	• persuade peers to join in activities or games	• negotiate solutions to problems, interpersonal misunderstandings, or disputes
3-5	• ask for assistance with a task or needed supplies	• ask or provide the meaning of words, phrases, or uses of relevant resources	• ask questions to seek information or provide opinions, preferences, or wishes	• ask for or provide clarification of information by restating ideas	• ask for or provide specific information that confirms or denies beliefs
6-8	• respond to and offer greetings, compliments, introductions, or farewells	• ask questions or exchange information with peers	• initiate or engage in conversation with peers or within a small group	• initiate and respond to idiomatic expressions or slang in conversation	• express or respond to humor or sarcasm in conversation
9-12	• state preferences for types of music, games, TV programs, or recreational activities	• describe preferred movies, magazines, stories, or authors	• recommend games, songs, books, films, poems, or computer programs and give reasons for selection	• discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles	• critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• respond to icons or pictures on board games or in activities	• respond to pictures with words or phrases on board games or in activities	• respond to words or phrases on board games or in activities	• follow written directions with peer or teacher assistance	• follow written directions independently
3-5	• use cues for sounding out unfamiliar words with accompanying visuals • identify words or phrases around school or the community	• use visually supported context to derive meaning and facilitate fluency • use prior knowledge to make predictions	• use punctuation for expression and fluency • confirm predictions based on prior knowledge	• use self-monitoring and self-correcting strategies to increase fluency • compare/contrast personal experiences with text	• adjust pace and expression while reading orally • evaluate validity of information based on personal experiences
6-8	• search topics of interest on the Internet or in libraries	• classify topics identified through hypermedia or multiple sources	• sort relevant from irrelevant information on topics gathered from the Internet or libraries	• arrange information on topics gathered from the Internet or libraries in logical order	• reread information on topics gathered from the Internet or libraries to confirm or summarize sequence
9-12	• preview visually supported text to glean basic facts	• connect information from visually supported text to self	• scan material to verify information or hypotheses	• skim material for relevant information	• revise thoughts and conclusions based on information from text

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• draw or orally dictate personal experiences	• draw or label personal experiences	• produce phrases or sentences about personal experiences	• maintain diaries or journals of personal experiences	• produce illustrated stories based on personal experiences
3-5	• draw, label, and differentiate between safe and harmful pictures of substances or objects around school, home, or community	• describe pictures of unsafe practices around school, home, or community (such as pedestrian safety)	• describe procedures to take in cases of emergencies at school, home, or community (such as fire or disaster drills, accidents on the playground)	• describe strategies for maintaining personal safety and health at school, home or community	• create brochures or newsletters that outline safety or health rules with examples for the classroom, school, home, or community
6-8	• respond to requests, invitations, "to do" lists through pictures and words	• respond to and initiate e-mails, messages, postcards, or notes to friends	• respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes	• respond to and initiate raps, songs, poetry, or prose	• respond to and initiate humor or language that contains multiple meanings
9-12	• jot down key points about language learning (such as use of capital letters for days of week and months of year)	• test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries)	• reflect on use of newly acquired language or language patterns (such as through self-assessment checklists)	• edit, revise, or rephrase written language based on feedback	• expand and elaborate written language as directed

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• follow along in role play activities described orally	• role play familiar, everyday activities described orally	• role play characters seen in plays, TV shows, or videos	• reenact scenes seen in plays, TV shows, or videos	• reenact, role play, or dramatize grade level stories that are read or seen
3-5	• respond to teachers' reading of picture books by pointing to letter combinations, words, parts of books, or illustrations	• respond to teachers' reading of illustrated stories or trade books by following directions (such as creating word families or word walls)	• respond to or interact with teachers and/or peers during shared reading to show comprehension (such as giving thumbs-up/thumbs-down signals)	• respond to or interact with teachers and/or peers during guided reading to show use of reading strategies	• respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles to show self-reflection
6-8	• match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets)	• follow oral directions associated with learning strategies represented visually (such as use of multiple-choice format)	• follow oral directions in using learning strategies (such as "Answer easy questions first on tests.")	• practice identifying and using learning strategies associated with oral discourse	• use multiple learning strategies associated with grade level oral discourse
9-12	• process information from speakers who use visual or graphic support (such as meteorologists)	• match information from TV, films, video, or DVDs to titles of segments	• form general ideas based on information from familiar speakers or media	• identify summaries of information from radio, cassettes, CDs, or multimedia	• integrate information from oral documentaries and other sources on unfamiliar topics

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes)	• interact in small group or paired activities	• converse about classroom and social activities	• describe and share personal experiences and school-related activities	• participate in and contribute to academic classroom discussions
3-5	• describe self with words and gestures (such as features, clothing, or likes and dislikes)	• compare self with other familiar persons (such as friends, family members, or movie stars)	• compare self with characters in literary works	• compare self with motives or points of view of characters in literary works	• explain differences between self-motives or points of view and those of characters in literary works
6-8	• answer WH-questions regarding visually supported information on ads, cartoons, signs, or posters	• restate or paraphrase visually supported information from newspapers, magazines, or brochures	• present reviews from newspapers/magazines (such as cartoons or advice columns)	• present reviews of trade books or short stories	• give oral book summaries or reviews including critiques and self-assessment
9-12	• state facts about personal interests or those of friends or members of your family	• do task analyses of familiar processes (such as recipes [how to make X] and games [how to play X])	• give narrative speeches on personal topics of interest	• give persuasive speeches on school-related topics	• engage in debates on school-related topics or issues

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• follow directionality of print • sequence a series of pictures to tell stories	• match voice to print by pointing to words • match a series of pictures that tell stories with sequence words (such as first, then, last)	• cross-check pictures and phonics clues • select titles to match a series of pictures	• use phonics clues to sound out words • sequence sentences to tell stories	• predict what word or phrase comes next based on grade level text • sequence short paragraphs to tell stories
3-5	• follow repetitive word patterns from leveled, illustrated books	• follow language patterns from predictable, illustrated trade books (such as repetitive phrases)	• identify language patterns and story structure from illustrated fiction (such as fairytales, legends, or tall tales)	• identify language patterns from different forms of prose or poetry	• identify and select language patterns associated with various genres from grade level **language arts** materials
6-8	• identify words or phrases supported by illustrations associated with various genres	• match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse)	• predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece)	• match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads)	• infer types of genres associated with written descriptions or summaries from grade level **language arts** text
9-12	• identify facts from pictures and sentences	• use graphic organizers to compare/contrast information between texts	• compare/contrast information between and among texts using graphic organizers	• critique information from various sources, including the Internet	• evaluate validity of information from various sources, including the Internet

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• produce icons, letters, or pictures (for wall charts or displays)	• produce symbols and words (for wall charts or displays)	• produce word patterns and pictures (for wall charts or displays)	• produce and organize word patterns and phrases (for wall charts or displays)	• produce and organize word patterns, phrases, or sentences (for wall charts or displays)
3-5	• produce word lists for personal reasons from pictures (such as chores or shopping)	• use models to create phrases as personal reminders (such as homework assignments)	• edit own writing based on teacher feedback	• edit and revise own writing based on class or peer reviews	• edit and revise own writing (using word processing) to produce final drafts
6-8	• use bilingual or picture dictionaries to generate language relevant to the task • use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs)	• use computers, peers, or models to check spelling or grammar • use graphic organizers to plan writing (such as T charts)	• engage in peer editing using checklists during process writing • select and use graphic organizers to present ideas for writing (such as venn diagrams)	• use thesauruses, dictionaries, or checklists for self-editing during process writing • use graphic organizers to reflect on writing (such as KWL charts)	• use rubrics to self-assess process writing • evaluate self or peer writing by comparing information on graphic organizers to that in pieces
9-12	• jot down key words or symbols from visuals pertaining to discussions	• list key phrases or sentences from discussions	• take notes and produce sentence outlines from discussions and lectures	• produce outlines and summary paragraphs from lecture notes	• produce essays based on notes from lectures

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• use manipulatives or realia to illustrate oral **math** statements	• use manipulatives or draw pictures to illustrate **math** operations from oral directions	• use manipulatives, draw pictures, or make tallies to illustrate oral **math** stories	• use manipulatives or bar graphs to compare oral information (e.g., "There are more girls here today than boys.")	• complete or produce graphs (such as histograms) to show comparisons given orally (e.g., "Most children are wearing red, some are wearing blue, and one child is wearing green.")
3-5	• estimate prices (using visually supported newspaper ads) from oral questions (e.g., "Which one costs about $1000?")	• compare prices (using visually supported newspaper ads) from oral questions (e.g., "Which one costs more, X or X?")	• narrow the range of prices (using newspaper ads) from oral questions (e.g., "Which one costs under $1000?")	• make relative comparisons (using newspaper ads) from oral questions (e.g., "Which one is most expensive?")	• make conditional purchases (using newspaper ads) from oral questions (e.g., "If you had $1000, which items would you buy?")
6-8	• identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another)	• depict graphically examples of measures of central tendency based on oral directions	• select appropriate measures of central tendency based on visual and oral descriptions of real-life situations	• make predictions about estimates based on measures of central tendency from oral scenarios	• make inferences about uses of measures of central tendency from oral scenarios of grade level materials
9-12	• identify properties of quadrilaterals based on visual representations and oral descriptions	• visualize, draw, or construct geometric figures described orally	• compare two and three dimensional figures (including circles and spheres) based on oral descriptions	• locate intersections of geometric figures described orally (such as points, lines, or planes)	• follow oral directions from grade level material to transform figures (such as rotations, reflections or enlargements)

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• give identifying information that involves numbers (such as age, address, or telephone number)	• give examples of things with numbers (such as room #s, bus #s, or calendars)	• give examples of how or when you use numbers outside of school	• tell how to play games that involves numbers (such as sports, board games, or hopscotch)	• tell a story that involves numbers from oral scenarios
3-5	• repeat new information about **math** processes involving computation with use of manipulatives or realia (e.g., "Here are 3 groups of 4.")	• rephrase new information about **math** processes involving computation with use of visual support	• relate new information about **math** processes involving computation to previous experiences	• explain or discuss uses of information about **math** processes involving computation	• integrate or synthesize information about **math** processes involving computation to create own problems
6-8	• define real-life objects or figures in terms of measurement using words and gestures (such as height or weight)	• identify measurement tools (from pictures and objects) and state uses (e.g., "You use a scale to weigh things.")	• describe situations where measurement is needed (such as at the clinic or marketplace)	• explain how to use measurement in real life situations (such as construction, architecture, or cartography)	• explain how to convert measurement (standard or metric) in real life situations (such as in recipes or temperatures)
9-12	• identify steps in problem solving using realia or visual support	• sequence steps in problem solving using technology or visual support (such as calculators)	• sequence steps in problem solving relying on mental **math** or think-alouds	• describe two or more approaches to solving the same **math** problems	• describe and give examples of strategies for solving grade level **math** problems

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• sort real-life objects by size or weight using pictures and descriptive words (such as big, little)	• sort real-life objects by size or weight using non-standard measurement and comparative language (such as smaller, longer, lighter)	• match real-life pictures/ words with standard, metric, or non-standard measurement tools (such as use of paperclips, hands, rulers, or yardsticks)	• estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., "About how many...")	• decide appropriate standard, metric, or non-standard measurement tools based on grade level text for everyday situations
3-5	• recreate drawings from models and written directions (e.g., "Make a car like this.")	• construct or recognize scale drawings from models and written directions	• construct scale drawings from everyday experiences based on written sets of directions	• build models based on pictures and written sets of directions (such as geoboards)	• build models based on pictures and written instructions (such as 3D puzzles)
6-8	• compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use)	• follow listed instructions that involve hands-on **math** (such as games or recipes from cookbooks or the Internet)	• follow instructions that involve hands-on **math** (such as from sewing kits or alarm clocks)	• follow instructions to determine when and how to apply percent in real life situations (such as sales or food tax, interest rates, or tips)	• follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation)
9-12	• organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports)	• collect and organize graphically displayed data from newspapers or magazines (such as stock market trends)	• collect, organize, and display data in charts, tables, or graphs	• collect, organize, display, and interpret data	• collect, organize, display, and interpret data; generalize and apply findings to other data sets

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• make collages or pictures of numbers and quantities (from newspapers or magazines)	• dictate, draw, or make notes of examples of everyday **math**	• keep an illustrated log or journal of examples of everyday **math**	• describe uses of everyday **math** with illustrated examples	• explain how you use everyday **math** (such as when shopping or cooking)
3-5	• show what's needed to problem solve through drawings and labels	• show process of problem solving through drawings and sequential language (e.g., "First…. Second…")	• give step-by-step process of how to problem solve and check work	• describe strategies to use in the process of **math** problem solving (such as mental math or use of calculators)	• analyze and evaluate strategies to use in the process of **math** problem solving
6-8	• record and label outcomes of events involving chance (such as coin flips or rolling cubes)	• estimate probability with words or illustrations from a sample of observed outcomes	• estimate probability with sentences and illustrations from a sample of observed outcomes and describe results	• describe combinations possible based on probability	• explain and justify which combinations are most likely based on probability
9-12	• produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., "This shows rain in summer.")	• make generalizations related to data presented in graphs, tables, or charts depicting practical situations (e.g., "It rains more in June than July.")	• summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines)	• draw conclusions related to data from graphs, tables, or charts from everyday sources	• provide a rationale and explain use of data presented in graphs, tables, or charts

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• explore movement of real-life objects by following commands (e.g., "Roll the ball.")	• follow movement of real-life objects by following multiple step directions (e.g. "The car goes backwards then forwards.")	• compare movement of objects based on oral statements by pointing to pictures or objects (e.g., "Which goes fastest, bikes, buses, or airplanes?")	• predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., "Show what happens when you let go of balloons.")	• interpret the effects of force on motion by pointing or demonstration based on oral descriptions
3-5	• differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions	• select/draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions	• compare choices for meals or lifestyles by following oral directions (e.g., "Choose the healthier food for dinner: banana bread or carrots.")	• categorize choices for meals or lifestyles and chart following oral directions	• evaluate choices for meals or lifestyles by following oral descriptions
6-8	• match oral statements of **scientific** facts with illustrations (e.g., "White is made up of all colors.")	• create **scientific** models based on illustrations and oral directions (e.g., "Show how light or sound travels;" "Show how the earth goes around the sun.")	• classify examples of properties (of light, sound, stars or planets) based on illustrations and oral directions	• apply oral descriptions of properties (of light, sound, stars or planets) to everyday life	• seek explanations of the properties (of light, sound, stars or planets) through oral scenarios
9-12	• collect and prepare real-life materials needed for **scientific** experiments based on oral directions	• replicate **scientific** experiments using real-life materials based on oral directions	• build different hypotheses based on oral descriptions of **science** issues	• match different oral explanations of the results with evidence of the findings	• conduct **scientific** inquiry using multimedia resources that include oral input

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• associate body parts with senses and physical actions	• give examples of how or when you use your senses or other body parts	• describe a series of activities that involve using your senses or other body parts	• explain why senses or other body parts are useful	• predict what you would do if one of your senses or other body parts was injured
3-5	• make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks)	• describe natural phenomena from real-life examples (e.g., "This leaf has five points.")	• describe the step-by-step process of making and organizing collections of natural phenomena (e.g., "First, I went to the park.")	• compare features of natural phenomena (e.g., "This leaf has five points while this one has two.")	• report on the physical relationships among natural phenomena
6-8	• chart change over time and offer information from charts or graphs (such as phases of the moon, temperatures, daylight hours)	• describe differences over time based on information from charts or graphs	• compare differences based on information from charts or graphs	• summarize and present information from charts or graphs related to change	• explain patterns of change over time based on evidence from charts or graphs
9-12	• create and present collages or depictions of **scientific** issues	• brainstorm ideas based on illustrations of **scientific** issues that affect everyday life (e.g., "What are some examples of pollution?")	• describe ways in which **scientific** issues can be resolved (e.g., "How can we reduce pollution?")	• discuss pros and cons of **scientific** issues using graphic organizers	• engage in debates on **scientific** issues (such as genetic engineering, nuclear energy)

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• make posters from magazine pictures labeled with different forms of water or other natural resources	• search for words in big books or trade books associated with water or other natural resources (such as rain, ice, hot)	• distinguish activities that use water or other natural resources from those that don't, based on written phrases and pictures (such as "brush hair" or "take a bath")	• classify activities that you do *with* water or other natural resources from those you do *in* water (such as brush teeth or go swimming)	• sequence sentences to show how to do activities that involve water or other natural resources (such as cooking rice)
3-5	• collect, sort, and recycle materials or use other energy sources based on labels and realia	• find ways to conserve water and energy from pictures and written text (e.g., "Stop leaving lights on." "Stop leaving the shower on.")	• sequence descriptive sentences and pictures to illustrate the recycling process or other forms of conservation	• find solutions to environmental problems presented in texts	• compile a class portfolio of agencies and organizations that deal with conservation from grade level reading material
6-8	• chart time and places of natural disasters (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) based on headlines and pictures	• respond to WH-questions regarding natural disasters based on graphic organizers and pictures	• identify characteristics and conditions related to natural disasters based on text and pictures	• compare natural disasters using multiple written sources, including the Internet and graphic organizers	• interpret impact of natural disasters on people and places from grade level text
9-12	• match pictures of **scientific** equipment with their uses (such as telescope-see stars)	• match pictures of **scientific** equipment with descriptions of kinds of scientists (e.g., "Biologists use this tool to see cells.")	• identify **scientific** equipment needed for **scientific** investigations (e.g., "You are examining the migratory patterns of birds. Which scientific tools will help you?")	• identify **scientific** equipment associated with descriptions of **scientific** investigations	• evaluate relative use of **scientific** equipment based on readings from **scientific** investigations (e.g., "Which works best to predict weather patterns and why?")

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• collect, identify, label (and make collages of) objects made of different materials and textures (such as paper, cotton, or wool)	• match objects or pictures of different materials or textures with their sources (such as rubber with trees)	• describe objects made of different materials or textures from pictures or realia (e.g., "Silk is shiny and smooth.")	• produce a sequence of the process for making different natural and synthetic materials	• evaluate the usefulness of different produced goods from natural and synthetic materials
3-5	• draw pictures and label **scientific** phenomena based on observations (such as life cycles)	• draw pictures and note observations of **scientific** phenomena	• describe observations, with visuals, of **scientific** phenomena (in learning logs)	• maintain **scientific** journals based on observations	• maintain **scientific** journals with explanations of observations
6-8	• make posters or label diagrams related to scientific questions (such as force or motion)	• make posters or label diagrams following the **scientific** method	• create **science** exhibits with statements for each step of the **scientific** method	• create science exhibits with descriptions of each step of the **scientific** method	• create **science** exhibits with explanations of each step of the **scientific** method
9-12	• use drawings, words, and phrases to answer WH-questions on lab reports based on experiments	• use phrases, sentences, and diagrams to answer questions on lab reports based on experiments	• complete lab reports following step-by-step procedures based on experiments	• produce lab reports from outlines or learning logs based on **science** experiments	• produce narrative lab reports based on grade level **science** experiments

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings)	• identify buildings in neighborhoods from pictures (e.g., "Firefighters work here.")	• locate places in neighborhoods from maps (e.g., "The house is next to the park.")	• find locations using maps of neighborhoods (e.g., "The school is at the corner of First and Oak.")	• construct maps or reproductions of neighborhoods based on field trips or oral directions
3-5	• identify prehistoric animals or tools from pictures and oral statements (e.g., "This animal looked like a horse.")	• identify prehistoric animals or tools from pictures and oral descriptions (e.g., "This animal was taller than a 5 story building.")	• match pictures of prehistoric animals or tools and their environments with oral scenarios	• re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies	• interpret the work of paleontologists and anthropologists through oral readings, videos, or movies
6-8	• locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands	• select appropriate maps to identify regions, countries, or land forms from oral statements	• select appropriate maps based on oral information about regions, countries, land forms, or highways	• compare and contrast different types of maps from oral descriptions	• evaluate the usefulness of different types of maps for different purposes from oral descriptions
9-12	• identify distribution of natural resources around the world from maps or graphs and oral statements	• indicate availability of natural resources from oral statements by constructing graphs or maps	• compare availability of natural resources of two or more countries from maps or graphs and oral statements	• analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions	• interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• participate in brainstorm of classroom or school rules based on models	• state classroom or school rules based on models	• provide suggestions for classroom or school rules based on pictures, lists, models, and experiences	• discuss the importance of classroom or school rules	• explain consequences of breaking classroom or school rules
3-5	• locate and show places on maps by pointing (e.g., "Here is Delaware.")	• describe locations of places on maps (e.g., "Wisconsin is between Minnesota and Michigan.")	• share locations of places on maps with partners (such as two-way tasks where each student has a map with half of the locations indicated)	• give directions from place to place on maps using sequential language (e.g., "First, next, finally.")	• give explanations for places on maps (e.g., "I know it's the capital because there is a star.")
6-8	• identify historical, governmental, or social figures or events from photographs and illustrations	• describe historical, governmental, or social figures or events from photographs, illustrations and video	• role play scenes from historical events or the lives of governmental or social figures from photographs, illustrations, video, and readings	• re-enact historical events or the lives of governmental or social figures based on multi-media	• participate in plays or give monologues of historical events or people
9-12	• state current events (in the news) supported visually	• restate or orally sketch current or past events supported visually	• discuss current or past events or situations and their personal impact	• analyze current or past events, situations, or issues	• critique current or past events, situations, issues, or policies giving pros and cons

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• distinguish among colors associated with seasons from pictures (such as by making collages or murals with pictures and color words)	• find weather related words and pictures associated with seasons (such as in illustrated trade books)	• categorize characteristics of different seasons (such as from open sorts of phrases and pictures)	• compare characteristics and activities associated with different seasons (e.g., "It's colder in winter.")	• draw pictures of seasons described in grade level text or match seasons with written descriptions
3-5	• trace immigration or migration routes on globes or maps	• compare immigration or migration routes based on globes or maps (e.g., "Asia is farther from the U.S. than Mexico.")	• organize information about students' home cultures or immigration patterns through investigation (using graphic support)	• compare information about students' home cultures and the U.S. through investigation (on the Internet or in newspapers, libraries)	• identify reasons and explanations for immigration or migration based on grade level multicultural stories
6-8	• chart trends based on statements with graphic support (such as changes in crop production or population shifts over a five-year period)	• compare data based on same year information from text and charts (e.g., "Which state has the most people today?")	• compare data from year-to-year based on information from text and charts (e.g., "Which crop is produced less today than 5 years ago?")	• predict data for upcoming years based on information from text and charts (e.g., "If this trend continues, which state will have the most people in 5 years?")	• interpret data from year-to-year based on information from grade level text and charts (e.g., "Why do you think X crop has increased over the past 5 years?")
9-12	• locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet	• locate visually supported information in newspaper articles, magazines, or on the Internet	• process information in newspaper and magazine articles or on the Internet	• compare and contrast information from various news sources	• evaluate authenticity or bias in information from various news sources

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• draw, select, or label pictures of animals or plants (such as at the zoo or on a farm)	• match pictures of animals or plants and their habitats or characteristics (e.g., "Birds live in nests.")	• describe features of animals or plants from visual prompts (e.g., "Dogs bark. Birds fly.")	• describe favorite animals or plants and defend your choice	• maintain logs about caring for classroom animals, personal pets, or plants
3-5	• reproduce historical highlights from timelines or visually supported newspaper headlines	• produce entries for historical journals from timelines or visually supported newspaper headlines	• maintain historical journals in chronological order based on timelines or newspaper headlines	• produce reports from historical journals (using technology)	• produce historical documentaries from multiple sources (using technology)
6-8	• use graphic organizers to produce features of historical periods	• use graphic organizers to compare features of historical periods	• use graphic organizers to produce descriptions of historical periods	• use graphic organizers to produce contrastive summaries of historical periods	• use graphic organizers to produce historical essays
9-12	• label results of visually supported surveys related to **social studies** using yes/no questions (in small groups)	• plot and describe results of surveys related to **social studies** using WH-questions (in small groups)	• develop and administer surveys related to **social studies** using WH-questions and analyze results (in small groups)	• develop, analyze, plot results of surveys related to **social studies**, and summarize responses to interview questions (in small groups)	• develop, analyze, and plot results of surveys related to **social studies**, summarize, and explain results (in small groups)

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify symbols found in classrooms and schools from pictures and oral statements (such as "Office" or "Exit")	• identify or locate areas of the classroom and school described orally with visual support (such as corner, library, or hallway)	• match school personnel with oral descriptions of their job functions (such as answer the phone in the office or serve food)	• identify school-related activities from oral descriptions (such as field trips or assemblies)	• match oral descriptions of school personnel with individual needs or situations (e.g., "If…then;" "Suppose…")
3-5	• follow one step oral commands • respond (non-verbally) to questions, statements, commands, or social courtesies given orally	• follow multi-step oral commands • identify topics, some words, or phrases of oral communications	• follow multi-step oral commands that incorporate language of polite requests (e.g., "I wish that you could; would you please…") • identify the main idea(s) of multiple-sentence communication	• follow directions from oral discourse • identify the main idea(s) and literal details of oral discourse	• follow directions from indirect oral discourse (such as using a cassette tape) • identify the main idea(s) and implied details of oral discourse
6-8	• identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers)	• match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)	• categorize needed resources with types of assignments based on pictures and oral descriptions	• analyze assignments and match with needed resources based on oral discourse	• evaluate and select the most appropriate resources needed to complete assignments based on oral discourse
9-12	• respond (non-verbally) to commands pertaining to classroom routines (e.g., "Close your book.")	• respond (non-verbally) to questions pertaining to multiple-step classroom instructions (e.g., "What is the last word on page 45 of the dictionary?")	• respond (non-verbally) to explicit language pertaining to classroom instructions	• respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., "What do you do when you hit the books?")	• respond (non-verbally) to figurative language pertaining to classroom instructions (such as to the use of hyperboles or metaphors)

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify and name everyday objects described orally with visual support (such as classroom supplies or household items)	• tell the uses of everyday objects depicted visually	• sort everyday objects depicted visually and explain their uses	• compare/contrast the uses of everyday objects	• judge and justify the effectiveness of the uses of everyday objects
3-5	• provide identifying information • respond to WH-questions	• make personal introductions • ask and respond to questions	• exchange personal information • ask questions and express ideas in response	• restate personal information • ask questions and respond with related or connected ideas	• summarize personal information • ask and respond to questions with ease and fluency
6-8	• repeat, restate, or respond to oral instructions or assignments	• paraphrase or retell oral instructions, assignments, or stories	• summarize oral instructions, assignments, or stories	• analyze oral instructions, assignments, or stories using detailed descriptions	• analyze and explain oral instructions, assignments, or stories appropriate for grade level
9-12	• answer questions that express likes and dislikes	• answer a range of questions that express personal preferences	• express personal preferences or points of view	• express and defend personal preferences, opinions, or points of view	• express and defend points of view other than from a personal perspective

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify environmental print (such as signs around school or the community)	• extract information from environmental print (such as signs, bulletin boards, or menus)	• restate information found in visually supported print (such as school schedules, field trips, or celebrations)	• summarize information found in visually supported print on classroom or school activities	• interpret rules and procedures (such as from the classroom or school)
3-5	• identify topics from pictures, words, or phrases (such as daily routines associated with time periods)	• identify explicit messages from visually supported, non-technical text (such as from language experience stories)	• identify main ideas from visually supported, explicit text (such as from school permission slips, notes about school events)	• identify main ideas and major details (such as from school announcements, dress or discipline codes)	• make inferences about main ideas and use details as supporting evidence (such as from comic books)
6-8	• locate facts or information on socially-related topics (such as the school dance) • match everyday information to visuals	• connect facts or information on socially-related topics to examples • identify main idea from everyday information supported by visuals	• compare/contrast facts or information on socially-related topics • summarize everyday information, supported by visuals (such as on billboards, ads, or instructions)	• interpret facts or information on socially-related topics • identify details or related information that support the main idea	• apply facts or information on socially-related topics to new situations • infer what to do based on everyday information
9-12	• identify text features or web resources used for assignments (such as titles or authors)	• match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics)	• match types of books or web resources with information needed for assignments	• use text features or web resources to confirm information for assignments (such as indexes or glossaries)	• scan entries in books or web sites to locate information for assignments

English Language Proficiency Standard 1: **English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• trace, copy, or produce words about self	• make lists for varying purposes related to self	• relate personal facts	• compose friendly notes or personal messages	• narrate or compose personal stories with illustrations
3-5	• label or produce icons for school rules or procedures • compose using pictures, labels, and phrases	• list dos and don'ts regarding school rules or procedures • compose using phrases and simple sentences	• give examples of school rules or procedures • compose using expanded sentences with some complexity	• explain the usefulness or importance of school rules or procedures • compose using a variety of sentence lengths and levels of complexity	• discuss or propose consequences of breaking school rules or procedures • compose using a variety of sentence lengths and levels of complexity with clear meaning
6-8	• make lists of words associated with school subjects	• outline or complete organizers with school schedule and subjects	• describe a typical school day and discuss favorite school subjects	• suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., "I would like to…")	• write a proposal to add school subjects and give reasons for choices
9-12	• complete forms read orally with identifying information or produce facts about self	• complete real life forms (such as leases, applications, licenses)	• create announcements, invitations, or form paragraphs stating who, what, when, and why	• make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs	• compose social letters, editorials, advice columns, reviews, or resumes

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• match pictures to sentences read aloud	• order pictures of related sentences read aloud using ordinal numerals (such as first, second, last)	• sequence pictures of stories read aloud by beginning, middle, and end	• reproduce stories read aloud through a series of pictures	• sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings
3-5	• identify elements of stories from oral directions supported by illustrations (such as characters or settings)	• select literal meanings from oral descriptions (such as from oral reading of realistic fiction) and match to illustrations	• identify the main idea(s) or make predictions from oral discourse (such as from oral reading of realistic or science fiction) and select from illustrations	• identify cause/ effect in oral discourse (such as from oral reading of realistic or science fiction)	• make connections and draw conclusions from oral discourse (such as from oral reading of grade level realistic or science fiction)
6-8	• identify words and phrases related to different time frames following oral directions with visual support (e.g., "before," "during," "after")	• match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., "Long ago; right now; in the future.")	• identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback)	• analyze use of literary devices related to different time frames found in short stories read orally	• interpret use of literary devices related to different time frames from grade level **language arts** oral reading
9-12	• identify and locate sources of information based on oral directions and visual support	• select or sort sources of information based on oral descriptions and visual support	• compare and contrast sources of information based on oral discourse	• connect information from various sources based on oral discourse	• evaluate information from various sources based on oral discourse

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• name characters or settings of stories from (wordless) picture books or short stories • identify features of illustrations and photographs	• describe characters or settings of stories from (wordless) picture books or short stories • describe features of illustrations and photographs	• outline plots or themes of stories from picture books or short stories • predict what a story is about from visual and oral prompts	• narrate main events of plot sequences and state main idea from picture books or short stories • predict what will happen next from oral prompts	• re/tell stories using story grammar from picture books or short stories • state alternative endings to grade level stories from oral prompts
3-5	• name story elements of various genres depicted visually (such as non-fiction works, fairy tales, myths, fables, or legends)	• describe explicit story elements of various genres supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends)	• summarize issues or conflicts in various genres, supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends)	• discuss relationships among ideas and offer opinions on issues in various genres (such as non-fiction works, fairy tales, myths, fables, or legends)	• make connections and propose options or solutions to issues or conflicts in various genres and support with details
6-8	• answer WH- questions from pictures related to biographies or human interest stories	• describe pictures related to biographies or human interest stories	• relate information from graphic organizers on biographies or human interest stories	• summarize points from outlines derived from biographies or human interest stories	• create impromptu speeches from notes derived from grade level biographies or human interest stories
9-12	• state facts related to the news or information in visually supported magazines or newspapers read orally	• differentiate opinions from facts related to information in visually supported magazines or newspapers read orally	• provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies)	• critique in detail editorials, reviews, or literary works read orally	• debate issues with coherent arguments related to editorials, critiques, reviews, or literary works read orally

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context	• match letters/ diagraphs within and across words (such as common rhyming words or word families) with pictures	• sort words and phrases, with visual support, into phonological or semantic categories	• match words and phrases with pictures or other visual support (such as graphics, charts, or visual organizers)	• match sentences with pictures or other visual support (such as graphics, charts, or visual organizers)
3-5	• match labels or identify facts from pictures and phrase (e.g., "I see, there is…")	• identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics (e.g., "I know that…," "it is true that…")	• identify language associated with stating opinions found in fiction or non-fiction text (e.g., "I think that...;" "We believe that…;" "It could be...")	• differentiate between statements of fact and opinion found in various reading selections	• identify authors' reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade level language arts text
6-8	• locate organizational features of visually supported texts (such as headings, paragraphs, or format) • respond to literal questions from illustrations or visually supported text • identify word patterns in context	• differentiate among organizational features of texts (such as indices and glossaries) • predict outcomes from visually supported text • use knowledge of affixes or root words to determine meaning in context	• use organizational features of texts to glean main ideas (such as bold print) • confirm predictions and make generalizations from visually supported, explicit text • use context clues to determine word meanings (such as for homonyms or metaphors)	• use organizational features of texts to compare/contrast ideas • make inferences from text • identify figures of speech (such as similes, alliteration, or personification)	• apply knowledge of organizational features of texts to summarize ideas • draw conclusions from explicit and implicit text • apply knowledge of structural analysis, cognates, or context to determine word meanings
9-12	• identify words and phrases related to author's purpose • match key vocabulary within graphic supported texts to visuals	• identify ideas related to author's purpose • locate key facts in graphics and texts	• identify ideas and supporting details related to author's purpose • summarize information in graphics and texts	• analyze information related to author's purpose • make generalizations from explicit and implicit literary texts	• interpret author's purpose and apply to other contexts • identify extended analogies, symbolism, or abstract ideas in literary texts

English Language Proficiency Standard 2: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• draw pictures in sequential order in response to stories read orally	• produce pictures and words to depict sequence in stories	• produce phrases in sequential order to relate a series of events in stories	• use sequential language in sentences to relate a series of events in stories (e.g., "First…. Then…")	• use language of storytelling to relate a series of events (e.g., "Once upon a time…")
3-5	• describe personal experiences using pictures, words, or phrases	• relate personal information or experiences using limited descriptive language	• compare/contrast personal information or experiences with those of others using descriptive language	• compose personal narratives or autobiographical sketches	• produce pieces that make personal connections or integrate personal experiences with literature (such as assume character's role or relate to events)
6-8	• produce symbols, words, or phrases to convey basic information	• produce notes, construct charts or graphic organizers to convey information	• construct paragraphs to convey information (such as produce journal entries)	• create original ideas by synthesizing information	• defend positions or stances using original ideas with supporting details
9-12	• copy facts pertaining to current events or issues • produce key words or phrases from written texts	• express opinions or reactions to current events or issues • extract key phrases or sentences from written texts	• produce editorial comments on current events or issues • take notes or produce outlines from written texts	• rewrite stories on current events or issues in different time frames • summarize notes from written texts in paragraph form	• rewrite stories on current events or issues from different perspectives or points of view • produce essays and reports from notes or outlines

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify illustrations of **math** figures described orally (e.g., "Find a shape that looks like the sun.")	• identify illustrations of **math** figures whose attributes are described orally (e.g., "Find a shape with 4 sides."[such as a door or window])	• complete repeated **math** patterns of alternating figures described orally	• complete repeated **math** patterns described orally (such as + + - - ☺ ☺)	• predict sequence of complex **math** patterns from oral descriptions according to grade level
3-5	• identify quantities, **math** symbols, operations, or geometric attributes from oral statements and illustrations (such as shape or size)	• compare quantities or attributes based on oral directions, illustrations, or statements using contrastive language (such as longer, shorter, greater or less than)	• identify examples of **mathematical** terms based on oral descriptions of their properties or attributes (such as differentiate among geometric figures based on length, width, or height)	• apply language of formulas required for problem solving or data analysis as directed orally	• construct models of geometric figures, real-world problems, numerical functions or patterns based on grade level **mathematical** oral discourse
6-8	• match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., "Which ___ shows ___?")	• follow multi-step directions to identify proportional representation in graphs	• match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., "If…then...")	• analyze and apply the use of proportion from oral word problems	• evaluate ways of using proportion to solve grade level oral word problems
9-12	• select problem-solving tools from oral statements and visual support	• select problem-solving methods and tools from oral descriptions and visual support	• select problem-solving methods and tools to address everyday experiences described orally	• select problem-solving methods and tools from extended oral discourse	• select problem-solving methods and tools from oral reading of grade level **math** text

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• recite **math**-related words or phrases from pictures of everyday objects and oral statements	• restate simple **math** operations from oral statements, referring to pictures of everyday objects	• describe **math** representations and operations from pictures of everyday objects and oral descriptions	• compare/contrast **math** operations needed in problem solving from pictures and oral descriptions	• explain the process of **math** problem solving from pictures and oral descriptions at grade level
3-5	• tell place values of large whole numbers (such as using manipulatives for numbers of 3 to 7 digits) • respond to WH-questions related to **math** symbols and geometric shapes	• describe large whole numbers from pictures of everyday objects ask and respond to questions about patterns, data, or measurement	• give examples of large whole numbers from real life experiences • describe operations, procedures, or functions with real life examples	• explain use/reasons for large whole numbers presented orally from **math** texts • summarize or predict information from math texts	• create word problems involving large whole numbers presented orally from grade level **math** texts • explain the reasoning in selecting problem-solving strategies
6-8	• identify line segments from pictures of everyday objects (such as types of angles or parallel lines) • restate **math** problems with visual support (involving algebra)	• define or describe types of line segments from pictures of everyday objects (e.g., "Opposite sides are parallel.") • paraphrase **math** problems with visual support (involving algebra)	• compare/contrast types of line segments from pictures presented orally from **math** text (such as parallel v. perpendicular lines) • summarize relevant information from **math** problems (involving algebra)	• explain how to use different types of line segments presented orally from **math** text (such as in geometric figures) • interpret information from **math** problems (involving algebra)	• create **math** problems using different types of line segments presented orally • infer steps to solving grade level **math** problems (involving algebra)
9-12	• state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration) • name operations that apply to numbers and figures (such as factoring or coefficients)	• describe derived attributes and their units of measurement using pictures and notation • describe operations that apply to problem-solving (such as determining the slopes of lines)	• give examples of derived attributes along with their units of measurement presented orally from **math** text • give examples of **math**-related, real life situations (such as use of tips, discounts, or earn run averages)	• discuss the use derived attributes presented orally from text-based **math** problems • discuss the relevance/usefulness of **math**-related, real life situations	• justify the use of derived attributes presented orally from grade level text-based **math** problems • justify and defend **mathematical** solutions to real life situations

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• match pictures of everyday objects in context with **math** symbols	• match pictures depicting varying quantities in context with **math**-related words or phrases	• sort **math** sentences according to language associated with different operations (such as altogether, more, sum, plus, in all; take away, left, minus, fewer)	• order **math** sentences involving different operations using sequential language	• analyze **math** sentences from grade level texts to produce sequences for problem solving
3-5	• match words or pictures with **math** symbols, quantities, and figures (such as denominations with money or time with clocks)	• match words/phrases with **math**-related terms and operations supported visually (such as prices of items or time-related activities)	• choose examples of language of **math**-related terms and information from procedural descriptions or word problems	• summarize language of **math**- related terms and information in procedural descriptions or word problems	• interpret or evaluate language of **math**-related terms and information in procedural descriptions or word problems from grade level texts
6-8	• match vocabulary needed for problem solving with graphics, symbols, or figures	• classify written examples supported visually of **math** procedures used in real world problems (such as perimeter or area)	• classify written examples of **math** procedures used in text-based problems	• order steps of procedures involved in problem solving using sequential language	• select reasons for the uses of procedures in grade level **math** problems
9-12	identify numbers in a variety of forms and **mathematical** notation within visually supported phrases (such as percent, powers, or roots)	• identify numbers in a variety of forms and **mathematical** terms within visually supported sentences	• classify **mathematical** functions and relationships	• compare/contrast **mathematical** functions and relationships in word problems	• analyze **mathematical** functions and relationships in grade level texts

English Language Proficiency Standard 3: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• illustrate and label whole numbers (such as from 1-100)	• match whole numbers with words, symbols, or illustrations	• list uses of whole numbers using words, phrases, symbols, or illustrations	• describe and compare whole numbers using words, phrases, symbols, or illustrations	• create **math** story problems using whole numbers in words, phrases, or sentences
3-5	• draw three dimensional shapes in response to vocabulary (such as cones, cylinders, or prisms)	• make lists of real world examples and label three dimensional figures	• describe the attributes of three dimensional figures	• compare/contrast the attributes of three dimensional figures (e.g., "A __ is like a __ because __")	• describe procedures used to solve real world problems that incorporate three dimensional figures
6-8	• show pictorial representation and label **math** terms (such as parts of whole numbers, algebraic equations or geometrical relations)	• express the meaning and give examples of **math** terms (such as area, perimeter, angles, or patterns) shown graphically	• state step-by-step process of **math** operations, procedures, patterns, or functions	• write everyday **math** word problems and explain problem-solving strategies	• summarize, reason, predict, and compare/contrast **math** information or problem-solving strategies
9-12	• produce **math** equations or formulas from dictation with visual support (e.g., "Twenty plus X equals thirty.") • produce tables from everyday sets of facts (such as months and precipitation rates)	• produce **math** equations or formulas from illustrations (e.g., "Use math sentences to describe equations for this figure.") • produce tables, charts, or graphs from authentic data sources	• describe uses of **math** equations or formulas (e.g., "Give examples of when you would use the following…") • outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the Internet)	• describe **math** equations or formulas along with steps involved in problem solving (e.g., "If…then") • interpret tables, charts, or graphs embedded in text	• describe **math** equations/formulas with a rationale for use in problem solving • give implications of information derived from tables, graphs, or charts embedded in grade level text

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify pictures pertaining to health or safety from oral statements (such as fire, weather) • identify objects according to chemical or physical properties from pictures and oral statements (e.g., "The ball is round.")	• classify pictures of safe/unsafe or healthy/unhealthy conditions from oral directions • match objects with their chemical or physical properties from pictures and oral statements	• identify symbols related to safety or health precautions from oral descriptions • identify and group objects according to chemical or physical properties from oral statements (e.g., "Water and milk are liquids.")	• identify examples or rules related to safety or health precaution from oral discourse • analyze objects based on their chemical or physical properties from oral descriptions (e.g., "Ice is cold because…")	• predict consequences of not following safety or health precautions from oral scenarios • analyze objects based on their chemical or physical properties from oral reading of grade level **science** text
3-5	• identify examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements with visual support (such as gases, liquids, solids or magnetism)	• distinguish among examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements and visual support	• make predictions or hypotheses about **science** experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns	• compare/contrast relationships that verify or contradict hypotheses as described orally in **science** experiments pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns	• show proof or disproof of hypotheses based on results from **science** experiments read orally pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns
6-8	• match **science** domains or their tools with pictures from oral statements (such as earth, life, or physical science)	• categorize **science** domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens)	• identify **science** domains or their tools from oral descriptions of examples	• compare/contrast examples of **science** domains or their tools and uses from oral descriptions (such as the difference between telescopes and microscopes)	• give examples of **science** domains or their tools from oral reading of grade level **science** text
9-12	• locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or constellations)	• differentiate types of physical, biological, chemical, or earth/space structures from pictures and oral statements (such as plant cells, kidneys and liver, compounds, or solar systems)	• match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/dormancy or atomic/nuclear structures)	• compare/contrast the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as fossils/genetics or boiling/ melting points)	• match analogies (of the functions) of related biological, chemical, or physical structures from oral descriptions from grade level **science** text

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	use words or phrases related to weather or environment from pictures/photographs (such as temperatures, seasons, or precipitation)	• restate **scientific** hypotheses about weather or environment from pictures or photographs	• ask WH- questions about weather or environment from pictures or photographs	• predict results and provide reasons based on **scientific** hypotheses about weather or environment from oral or written information	• evaluate and weigh options related to **scientific** hypotheses about weather or environment from oral or written information
3-5	• name organisms or parts of systems depicted visually (such as food webs or biomes)	• classify or give examples of organisms or types of systems depicted visually	• describe how organisms or systems work from short text with visual support	• explain or discuss how the functions of organisms or systems impact everyday life	• hypothesize or describe the causes or effects of changes in organisms or systems
6-8	• use vocabulary associated with **scientific** events or discoveries based on illustrations (such as x-rays or vaccines)	• describe **scientific** events or discoveries based on illustrations	• compare/contrast **scientific** events or discoveries described orally with visual support (e.g., "__is similar/ different from __ because __.")	• predict future **scientific** events or discoveries based on oral or graphic evidence (e.g., "__ could/will/may/might/ lead to __.")	• predict the effects of future **scientific** events or discoveries based on oral evidence (e.g., "__ will/may/ might/make it necessary to __.")
9-12	identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles)	• give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries of the circulatory system)	• describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle)	• discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems)	• explain and give examples of the principle of interdependence of systems or the iterative nature of chains and cycles (such as endocrine system)

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify living organisms from symbols, photographs, labels, graphs, or charts	classify living organisms (such as birds and mammals) by using pictures or icons	• complete graphs or charts using pictures or icons to address questions related to living organisms	• respond to questions about graphs or charts related to living organisms by using icons and text	• interpret graphs or charts related to living organisms by using icons and explicit, grade level **science** text
3-5	• match pictures representing **scientific** objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines)	• associate descriptive phrases with visually supported **scientific** objects or terms	• classify or differentiate among **scientific** objects or terms based on illustrated sets of features, characteristics, or properties	• interpret information on **scientific** objects, terms, or disciplines from charts, tables, graphic organizers, or written text	• apply information on **scientific** objects, terms, or disciplines to new contexts using grade level **science** text
6-8	match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., "An example of ___ is __.")	• match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., " __ goes with __ .")	• sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., "before, after; goes with and belongs to; is like, is different from…")	• identify systems or processes from descriptions from **science** text (e.g., "As a result of ___; ___ is caused by ___.")	• identify functions of systems or processes from grade level **science** text (e.g., "In order to ___, it is necessary to ____.")
9-12	• identify data from **scientific** studies from tables, charts, or graphs	• match sources of data depicted in tables, charts, or graphs from **scientific** studies with research questions	• extract information on the use of data presented in text and tables	• interpret data presented in text and tables in **scientific** studies	• evaluate **scientific** data and discuss the implications of the studies presented in grade level text

English Language Proficiency Standard 4: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• identify similarities or differences of **science**-related objects through drawings or copying labels	• note **scientific** change by identifying the stages of processes or cycles (such as from seeds to plants or from caterpillars to butterflies) through drawings, words, or phrases	• describe **scientific** change through the graphic or written depiction of processes or cycles	• compare/contrast **scientific** change by inserting words or phrases into graphic organizers	• explain the process of **scientific** change with complete thoughts
3-5	• label and draw objects of the physical, chemical, earth, biological, or astronomical **sciences** (such as planets, stars, or solar system)	• describe and draw features of objects of the physical, chemical, earth, biological, or astronomical **sciences**	• compare/contrast objects of the physical chemical, earth, biological, or astronomical **sciences**	• describe relationships among objects of the physical, chemical, earth, biological, or astronomical **sciences**	• evaluate the potential usefulness of objects of the physical, chemical, earth, biological, or astronomical **sciences** to explain real world issues
6-8	• identify forms of energy and everyday examples depicted visually (such as light, sound, heat)	• describe and draw examples of forms of energy	• compare/contrast two forms of energy (e.g., " ___ and ___ are alike/different in these ways.")	• explain uses of different forms of energy (e.g., "__ is used to ___.")	• evaluate and defend the most efficient forms of energy (e.g., "The similarities between/among __ are __; __ is __er than __.")
9-12	• draw pictures and label steps in **scientific** experiments (such as distillation)	• state procedures for **scientific** experiments in biology, chemistry, physics, or earth/space **science**	• provide information learned from **scientific** experiments in a lab report**,** including pre-experiment predictions	• interpret findings gleaned from data from **scientific** experiments	• justify conclusions reached from examining **scientific** data

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.**

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• locate reference points on local or world maps or globes from oral commands (such as around the school and community)	• identify major physical features of the earth on local or world maps or globes based on oral statements (such as mountains and oceans)	• identify directions and cardinal points on local maps or scales based on a series of oral directions (such as the compass rose or legends)	• distinguish among geographic locations on local or regional maps based on oral descriptions that include directionality	• follow travel routes on maps based on a series of directionality and sequence statements
3-5	• identify information from oral statements supported visually such as points on timelines or other visual aids	• arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions	• order or sequence information on timelines, graphs, charts, maps or other visual aids from oral directions	• interpret information on timelines, graphs, charts, maps or other visual aids from oral directions	• draw conclusions from information on timelines, graphs, charts, maps or other visual aids read aloud
6-8	• identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., "Locate corn on the map.")	• locate resources or products on maps or graphs from oral descriptions (e.g., "Show where corn is grown.")	• categorize resources or products of regions (on maps or graphs) from oral descriptions (e.g., "IL grows corn and wheat; AR produces cotton and rice.")	• find patterns associated with resources or products of regions described orally (e.g., "The Northeast and Midwest manufacture more goods than the South.")	• draw conclusions about resources or products in various regions based on oral descriptions (e.g., "There is more manufacturing near rivers.")
9-12	• identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps	• match regions or countries with similar political, economic, or historical significance to U.S. or world history from oral descriptions and maps	• find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios and maps	• compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading	• distinguish between rationales (economic, political, or historical) for significant events in U.S. or world history from oral reading or tapes representing varying perspectives

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES**

Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• tell personal information about family using visual support (such as names of family members from photographs or drawings) • identify community workers from pictures	• tell information or experiences about your family (such as heritage and language) • describe roles of community workers from pictures	• give examples of personal responsibilities of family members • describe personal encounters with community workers	• predict consequences of irresponsible family members • explain importance of community workers	• explain the importance of your contributions to family • predict consequences of not having community workers
3-5	• name and relate information about personal heroes, leaders, or important figures depicted in illustrations • state daily personal needs	• give examples of what people do to become heroes, leaders, or important figures • describe how personal needs are met (e.g., "When I was little I…. Now I...")	• state reasons for choice of personal heroes, leaders, or important figures • discuss how personal needs change over time	• compare/contrast personal heroes, leaders, or important figures to others in history • predict consequences of personal needs not met	• give examples and explanations of heroism or leadership • evaluate the importance of personal needs
6-8	• associate events or people with time frames in U.S. or world history shown on timelines or in graphics	• list features or characteristics of major events or people in U.S. or world history depicted in illustrations	• discuss the significance of major events or people in U.S. or world history (e.g., "This is important because…")	• provide reasons behind major events or people's actions in U.S. or world history	• explain cause and effect of the major events people's actions in U.S. or world history (e.g., "This happened as a result of…")
9-12	• name elements of major historical, cultural, or economic themes depicted in illustrations (such as 'war' for revolution)	• list characteristics of major historical, cultural, or economic themes depicted in illustrations	• give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons)	• explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives	• discuss and pose solutions to issues associated with major historical, cultural, or economic themes (depicted in illustrations or political cartoons)

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES**

Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• match vocabulary or pictures with illustrated holidays or seasons	• sort vocabulary, pictures, or phrases according to holidays or seasons	• find explicit information about holidays or seasons from text and visual sources	• interpret explicit information about holidays or seasons from visual sources	• interpret implicit information about holidays or seasons from grade level text and visual sources
3-5	• match examples of historical events, innovations, or people from history, geography, economics or government with illustrations and labels	• identify features, people, systems or events from history, geography, economics or government depicted in illustrations and phrases	• compare/contrast different time periods, innovations, or people from history, geography, economics or government using graphic organizers and written descriptions	• interpret the effects of geography, economics, government/political systems and/or historical events on people's lives during different time periods from **social studies** text	• project and predict ways in which people will live and innovations of the future from grade level **social studies** text based on geographic, economic, political, or historical facts and influences
6-8	• identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases	• match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements	• match examples of the rights or responsibilities of people in the U.S. or other countries with written descriptions	• analyze the rights or responsibilities of people in the U.S. or other countries from **social studies** text	• infer the rights or responsibilities of people in the U.S. or other countries from grade level **social studies** text
9-12	• match people and places with significant periods in world history through illustrations and timelines	• identify features of significant periods in world history from written statements and timelines	• match features of significant periods in world history with written descriptions	• compare/contrast significant periods in world history based on **social studies** text	• analyze significant periods in world history from grade level **social studies** text

English Language Proficiency Standard 5: **English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES**

Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	• draw symbols or logos for products in the marketplace	• draw or describe products in the marketplace	• compare/contrast the attributes of two products	• state advantages of using one product over another	• evaluate usefulness of products and provide reasons for choices or decisions
3-5	• draw and label features of your community or region (such as location, people, places, or resources)	• describe your community or region (such as location, people, places, resources, or history)	• compare/contrast your community or region with another one (in relation to location, people, places, resources, history, or government)	• describe your community in relation to its state or region (regarding location, people, places, resources, history, or government)	• analyze what your community or region has and discuss what it needs (regarding location, people, places, resources, history, or government)
6-8	• label features of U.S. or other governments through illustrations	• describe functions of U.S. or other governments using graphic organizers	• compare/contrast functions of the U.S. or other governments based on graphic organizers	• analyze functions of the U.S. or other governments in response to recent events	• discuss which functions of the U.S. or other governments are most effective and why (such as branches or elected officials)
9-12	• label significant individuals, through illustrations or photographs, in history, politics, economics, or society	• outline the contributions of significant individuals in history, politics, economics, or society	• describe the contributions of significant individuals in history, politics, economics, or society	• discuss how significant individuals have impacted history, politics, economics, or society	• explain and evaluate the contributions of significant individuals in history, politics, economics, or society