

## **Can Do Descriptors: Grade Level Cluster 9-12**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul> <li>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>Match everyday oral information to pictures, diagrams, or photographs</li> <li>Group visuals by common traits named orally (e.g., "These are polygons.")</li> <li>Identify resources, places, products, figures from oral statements, and visuals</li> </ul>	<ul> <li>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</li> <li>Sort oral language statements according to time frames</li> <li>Sequence visuals according to oral directions</li> </ul>	<ul> <li>Evaluate information in social and academic conversations</li> <li>Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>Use learning strategies described orally</li> <li>Categorize content-based examples described orally</li> </ul>	<ul> <li>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>Analyze content-related tasks or assignments based on oral discourse</li> <li>Categorize examples of genres read aloud</li> <li>Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	Interpret cause and effect scenarios from oral discourse  Make inferences from oral discourse containing satire, sarcasm, or humor  Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)  Evaluate intent of speech and act accordingly
SPEAKING	<ul> <li>Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>Provide identifying information about self</li> <li>Name everyday objects and pre-taught vocabulary</li> <li>Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul> <li>Describe persons, places, events, or objects</li> <li>Ask WH- questions to clarify meaning</li> <li>Give features of content-based material (e.g., time periods)</li> <li>Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul> <li>Suggest ways to resolve issues or pose solutions</li> <li>Compare/contrast features, traits, characteristics using general and some specific language</li> <li>Sequence processes, cycles, procedures, or events</li> <li>Conduct interviews or gather information through oral interaction</li> <li>Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul> <li>Take a stance and use evidence to defend it</li> <li>Explain content-related issues and concepts</li> <li>Compare and contrast points of view</li> <li>Analyze and share pros and cons of choices</li> <li>Use and respond to gossip, slang, and idiomatic expressions</li> <li>Use speaking strategies (e.g., circumlocution)</li> </ul>	Give multimedia oral presentations on grade-level material     Engage in debates on content-related issues using technical language     Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")     Negotiate meaning in pairs or group discussions

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



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	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Match visual representations to words/phrases     Read everyday signs, symbols, schedules, and school-related words/phrases     Respond to WH- questions related to illustrated text     Use references (e.g., picture dictionaries, bilingual glossaries, technology)	<ul> <li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>Classify or organize information presented in visuals or graphs</li> <li>Follow multi-step instructions supported by visuals or data</li> <li>Match sentence-level descriptions to visual representations</li> <li>Compare content-related features in visuals and graphics</li> <li>Locate main ideas in a series of related sentences</li> </ul>	<ul> <li>Apply multiple meanings of words/phrases to social and academic contexts</li> <li>Identify topic sentences or main ideas and details in paragraphs</li> <li>Answer questions about explicit information in texts</li> <li>Differentiate between fact and opinion in text</li> <li>Order paragraphs or sequence information within paragraphs</li> </ul>	Compare/contrast authors' points of view, characters, information, or events     Interpret visually- or graphically-supported information     Infer meaning from text     Match cause to effect     Evaluate usefulness of data or information supported visually or graphically	Interpret grade-level literature     Synthesize grade-level expository text     Draw conclusions from different sources of informational text     Infer significance of data or information in grade-level material     Identify evidence of bias and credibility of source	Level 6 - Reaching
WRITING	Label content-related diagrams, pictures from word/phrase banks     Provide personal information on forms read orally     Produce short answer responses to oral questions with visual support     Supply missing words in short sentences	<ul> <li>Make content-related lists of words, phrases, or expressions</li> <li>Take notes using graphic organizers or models</li> <li>Formulate yes/no, choice and WH- questions from models</li> <li>Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul> <li>Complete reports from templates</li> <li>Compose short narrative and expository pieces</li> <li>Outline ideas and details using graphic organizers</li> <li>Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul> <li>Summarize content-related notes from lectures or text</li> <li>Revise work based on narrative or oral feedback</li> <li>Compose narrative and expository text for a variety of purposes</li> <li>Justify or defend ideas and opinions</li> <li>Produce content-related reports</li> </ul>	<ul> <li>Produce research reports from multiple sources</li> <li>Create original pieces that represent the use of a variety of genres and discourses</li> <li>Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>Explain, with details, phenomena, processes, procedures</li> </ul>	

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