



Alternative Language Services



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ALS Identification, Assessment and Placement



Identification

Responsible Person: Registrar/Secretary

Procedure:

- Registrar/Secretaries at each site print the Primary or Home Language Other than English (PHLOTE) form within 2 school days of receiving the enrollment.
- The PHLOTE form is given to the interventionists.

Documentation:

In the student's MLL File and Cumulative School Record File :

- PHLOTE Form
- Program Qualification Letter which will include:
 - Student English Proficiency Level
 - How the level was determined (WIDA Test Date)
 - Methods of instruction proposed to increase language acquisition
 - Specific ALS exit requirements



Assessment

Responsible Person: Building ALS Coordinator

Procedure:

- The WIDA screener is given to all new students, within 30 calendar days of the first day of school.
- If the student starts after the first day, they must be screened within 10 calendar days of enrollment.

Documentation:

Initial Screener:

- Results are scanned to the Administrative Assistant to Student Services.
- A Program Qualification Letter is emailed to parents, classroom teachers and a copy is placed in the ELL File.

WIDA-ACCESS test:

- Parent Communication: Student WIDA Score Sheet, and Program Qualification Letter.
- MLL File: Copy of Student WIDA Score Sheet and Program Qualification Letter.



Placement

Responsible Persons: Building ALS Coordinator, and Secondary Counselors

Procedure:

- If a language other than English is identified as the primary home language, the WIDA screener is administered.
- Students who score a Screener composite Screener level 1-4.9 are eligible for English Language Development services. Those who receive a composite score of 5.0 or higher on the WIDA Screener do not require EL services.
- The WIDA Screener is for initial placement purposes. ALL students identified as Language Learners will be given the official WIDA-ACCESS test yearly as required by the State of Utah

Documentation:

- Parent Communication: WIDA Screener Student Score Report and Program Qualification Letter.
- MLL File: Copy of Student WIDA Screener Student Score Report and Program Qualification Letter.

Student Identification, Assessment and Placement for ALS Students

PCSD Mission and Vision Statement:

Our mission is to inspire and support all students equitably to achieve their academic and social potential.

Park City School District is student-centered with a focus and emphasis on the whole child; our students are safe, engaged, challenged and healthy.

Identification of Students needing Alternative Language Services:

During registration, families will complete the information requested on the PHLOTE form. If the student speaks a primary home language other than English, the school secretary or Registrar will notify the ALS Site Coordinator that the student should be tested for possible English Language Development (ELD) services.

Registrar/Secretary Role:

- The Registrar/Secretary is responsible for initially identifying all students according to information acquired on the PHLOTE (Primary or Home Language Other Than English) form.
- The Registrar/Secretary will ensure that identified students are referred to the appropriate academic counselor and the ALS Site Coordinator within 2 school days so that the student may be tested by using the WIDA Screener and placed in classes appropriate to the student's language level.

Required Documentation:

- Home Language Survey (HLS, formerly the PHLOTE) form: a copy will be placed in the student's cumulative file and MLL file. The ALS Site Coordinator will keep a copy of the WIDA screener in the student's MLL file.
- The ALS Site Coordinator will create an ELL Qualification Form and send it to the Assistant to the Student Services at the District Office.
- Parents will be notified of the student's enrollment in language services or if a student qualifies to be exited from services within 21 days of WIDA Score Reports.
- Teachers will be notified of the student's WIDA level and be provided with CAN-Do Descriptors appropriate to the student's level.



Student Identification, Assessment and Placement for ALS Students

Assessment of Identified PHLOTE Students:

If a student is identified through the Home Language Survey (HLS), the student will be referred to the ALS Site Coordinator //WIDA Coordinator and assessed for English proficiency by using the WIDA Screener.

ALS Site Coordinator:

The Coordinator is required to administer the WIDA Screener within 30 calendar days of enrollment within the first month of school, and within 10 school days of enrollment thereafter (Utah Rule).

Assessment of Transfer Students:

- **Student from another district in Utah:** If a student arrives from another district in Utah, school personnel should call the previous school to see if they have completed the WIDA, and request scores if the student reports were not transferred with the student's cumulative record.
- **Student from another WIDA state:** If a student arrives in Utah from another WIDA state and had previously reached a 4.2 Composite & 3.5 Speaking or higher on their ACCESS test, screening is required.
- **Student from another non-WIDA state or another country:** If a student arrived in Utah from a NON-WIDA state they need to be screened to determine initial placement or if ELD services are required.
- **Unusual Transfers:** If a student lived in Utah, moved out of state, then returned to an Utah school, do they need to be screened?
 - Yes, if it has been more than 2 years.
 - No, if it has been less than 2 years.

A student who has completed a PHLOTE form is not designated as ELL (English Language Learner) or LEP (Limited English Proficient) until they have been given a language screener or a previous WIDA assessment has been obtained.



Student Identification, Assessment and Placement for ALS Students

Placement of Students English Development Services:

If a language other than English is identified as the primary home language, the initial English Language Proficiency screener is administered to confirm ELD Status.

- Students who score a composite ELP level 1-4.9 on the WIDA Screener 1-12 or WIDA Screener for Kindergarten are eligible for English Language Development services.
- Those who receive a composite score of 5.0 or higher on the WIDA Screener do not qualify for EL services.
- The WIDA Screener is only given for initial placement purposes. ALL students identified as Language Learners will be given the official WIDA-ACCESS test each year as required by the State of Utah.

Students and families who qualify for ELD services will be sent an English Language Services Qualification Letter within 30 calendar days.

The Program Qualification Letter (See Appendix) will include the following information:

- Student English Proficiency Level
- WIDA Screener or WIDA Access Test Date
- Methods of instruction proposed to increase language acquisition
- A copy of the Individual Language Development Plan (ILDP)
- A specific description of how a student can exit the ELD services.

Protocol for Student Placement After Testing:

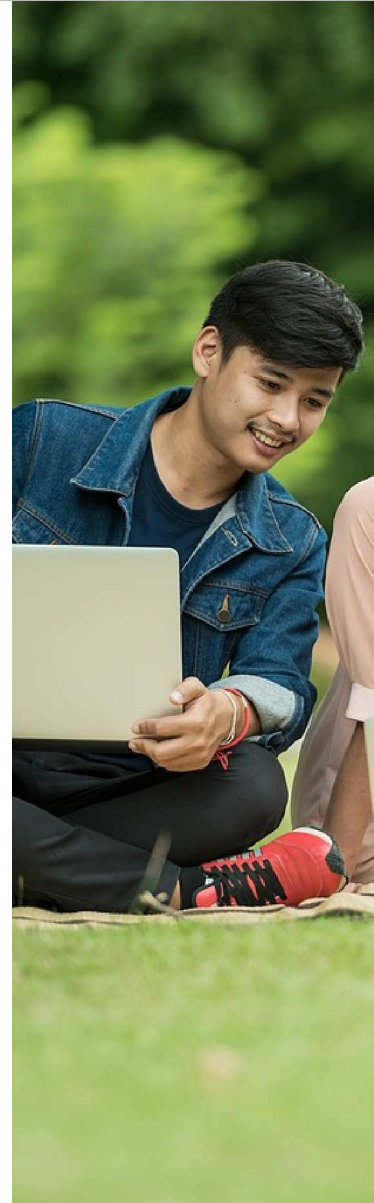
The ALS Site Coordinator will:

- Provide WIDA screening and WIDA testing for each identified student to assess student need and set goals for language development.
- Schedule students with the intent to place students in classes taught by ESL endorsed teachers who have demonstrated mastery with scaffolding, differentiation and language instruction.
- Ensure that students who are pre-emergent or emergent language learners or students with gaps in formal education receive push-in support from paraprofessionals in core classes.
- If the student started after the beginning of the school year, ELD teachers/WIDA coordinators will notify the parents within 30 calendar days with the ELD Program Qualification Letter (See Appendix) will include the following information:

School Counselor Role:

The building counselor will:

- Work closely with the ALS Site Coordinator /WIDA Coordinator to ensure that English language development courses and core classes that fit the MLL student's needs and language goals.
- Be intentional about placing students who are language learners with core subject teachers who have an ESL Endorsement.



Parent Communication

By law, parents must be informed if their student is receiving supplemental services outside of the general education program. Parents also have the right to waive these services.

Objective: To notify parent/guardian annually of a student's placement and progress in an alternative language program.

Timeline: Letters will be sent home with the student upon determination of a student's eligibility for alternative language services by July 31. For those students who have not been identified at the beginning of the school year, they must be assessed within 10 calendar days from enrollment, and parents/guardians should be notified of placement in a language instruction education program within 30 calendar days of enrollment.

Person Responsible: ALS Site Coordinator and Academic Counselor

Training:

- Yearly training within WIDA website.
- District ALS staff will provide annual training for school registrar/secretary and ALS site coordinators.
- ALS site coordinators will also be responsible to attend monthly meetings with the district ALS Supervisor/Coordinator to discuss MLL issues at school sites.

Procedure:

- Schools must provide student test results for all assessments, as required by state mandates.
- Parents must be provided with a copy of the Individual Language Development Plan (ILDP) for their child.

Parent OPT-Out of ELD Services:

If parents choose not to have their child participate in language services,

- a Written Parent Refusal of ELL services is needed and required yearly. Copies of this form must be retained in the student's ELL file.
- When a student qualifies to exit ELL services, parents must be notified. Documentation of exit must be retained in the student's cumulative file.
- The Monitor Form should be used to review progress at the end of each term and for four years following a student's exit from the program.
- Anecdotal records including grades, interim test results, and other data to indicate students' progress (e.g., reading and math scores, district testing, etc.) should be shared with parents and appropriate faculty to inform the ILDP.
- If the parent has a complaint regarding their student's free language assistance they should be referred to the building principal.

***Parents can not opt-students out of WIDA Access Annual Testing.**





Each school will address the needs of multilingual students as part of their Student Success Plan (SSP) and submit to the School Leadership Team, Superintendent, and Board of Education for approval, upon completion of the following steps:

- Consult with district ALS staff for information regarding appropriate models and programs.
- Review current school ALS accountability section in SSP.
- Review data, including the number of multilingual students per grade, languages spoken, English proficiency levels, and student performance data relative to the effectiveness of current program models and services and make recommendations or changes as needed
- Review all teacher and staff endorsements and degree of training.
- Consider approved models of instruction appropriate for the student population at the school, considering implications related to training, staffing, materials needed, and methods to evaluate progress.
- Select an approved instructional model (SIOP), implement it and hold educators accountable for its implementation. Consider the needs of MLL students when making program and staffing decisions, as it relates to school funding.

PCSD schools implement ALS programs in a manner that ensures that multilingual students have comparable access to educational facilities, programs, and services that are made available to all students. Multilingual students are assigned to appropriate classes according to their English proficiency level as assessed by the WIDA ACCESS and academic needs in accordance with the following guidelines:

- The number of MLLs assigned to the regular classroom (elementary or general education secondary level classroom) should not exceed 50% (or a percentage equal to the representative school population) of the total number of students in each class.
- To the extent that resources and facilities allow, the following guidelines for staffing with qualified personnel should be considered:
- ELD courses for students at the Entering (1) level should not exceed fifteen students.
- ELD courses for students at the Beginning (2) level should not exceed fifteen students.
- ELD courses for students at the Developing (3) and Expanding (4) Formerly (A – Advanced) level should not exceed twenty-five students.



Objective: All Multilingual Learners will receive a block of Tier 1 English Language Arts instruction. Differentiated instruction beyond the Tier 1 ELA instruction is designed and implemented for all learners. In addition to Tier I ELA, differentiated instruction is provided to homogeneous groups of students to extend learning, provide additional support or to provide intervention for students at risk or with identified skill gaps.

Course Progressions: The PCSD course progressions are designed to support Multilingual Learners. The progressions are differentiated based on school schedules and WIDA levels. The purpose of a progression is to provide students with a path to develop language competency while ensuring that all students feel academically successful and prepared for high school and beyond. Placement is fluid and should reflect WIDA levels, classroom performance and ongoing assessments.

Persons Responsible:

Identification: District Registrar, Site Registrar/Secretary, and ALS Site Coordinator

Screening: ALS Site Coordinator

Placement: ALS Site Coordinator, Academic Counselor

Course Progressions:

Progression 1:

- WIDA 1 and in a US School one year or less with interrupted schooling
- Interrupted Schooling: MLLs who have experienced interrupted education, or who have never had the opportunity to participate in any type of schooling before entering school in the US; or who have had a limited education due to lack of resources.

Progression 2:

- WIDA 1 or 2 and in US schools one year or less with prior formal schools
- Prior Formal Schooling: MLLs who have attended a formal school in the US or another country within the last twelve months. These students are fluent in the heritage language.

Elementary English Language Development Services



Elementary English Language Development, Placement and Instructional Plan:

Objective: English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English.

Timeline: On-going

Person Responsible: ALS Site Coordinator

Training: Interventionists will obtain initial training based on the program chosen to use with our ELL students. After this, all new interventionists will receive training from the ESL Coach.

As a guide for all ELL students in the Park City School District. **Under the guidance of the Interventionists, ELL students will receive:**

- 20-45 minutes a day 4 days a week for WIDA level 1s & 2s.
- Push-in support will happen with the support of the classroom teacher for ELL students who are WIDA levels 1-5.
- Classroom teachers will differentiate their lessons in Tier 1 based on each student's WIDA level and provide appropriate scaffolding.

Secondary English Language Development Services



Secondary English Language Development, Placement and Instructional Plan:

Students in grades 6-12 will receive language instruction (one full class period) appropriate to their WIDA level from a licensed and endorsed ESL teacher. The ALS Site Coordinator will work closely with general education teachers to ensure that all curriculum delivered is linguistically and developmentally appropriate for each student, as students will be mainstreamed in general education core classes. Teachers will collaborate and utilize an individualized language plan to ensure that the student is thriving academically. Sheltered Instruction will be offered, as needed, as will interventions. The student's overall academic success will drive all scheduling decisions.

The following process will help to ensure equitable access for multilingual students as they enter secondary schools:

- Counselors will review transcript (if available) of new multilingual students and begin the Student Education Occupation Plan (SEOP) process by meeting with the student, a parent/guardian, and interpreter (if necessary) to explain graduation requirements and SEOP.
- The ALS Site Coordinator and Academic Counselor will meet annually with the student, parent, and interpreter (if necessary) to check student progress and review and/or revise the SEOP.

The following options are available to students whose graduation is in jeopardy:

- Continued attendance at regular high school through completion of academic year of nineteenth birthday
- Summer courses offered by the school or district
- Attendance at after school or evening courses

Course Progressions and Placement in Park City Secondary English Language Development Grades 6-8:

Identification Factor	Suggested Course	Content
WIDA Score of 1-2 or Newcomer	<input type="checkbox"/> English Language Development - Level 1-2 (Beginning) Daily	<ul style="list-style-type: none"> • Students receive extension support for the general education content.
WIDA Score of 2.1-3.9 (Screener/Access 2.0)	<input type="checkbox"/> English Language Development – Level 3-4 (Intermediate)	<ul style="list-style-type: none"> • Teachers will reinforce content-related academic language and pre-teach core content in small groups in an extension class (Dream Big or Content Link)
WIDA Score of 4.1-4.9 (Screener/Access 2.0)	<input type="checkbox"/> English Language Development – Level 4-5 Advanced	

- Educators are intentional about placing students who are language learners with teachers who have an ESL Endorsement.
- Counselors and ALS Site Coordinator make efforts to place students with teachers who have demonstrated mastery with scaffolding, differentiation and language instruction.
- Students who score as pre-emergent or emergent on the WIDA or students with interrupted formal education receive push-in support from paraprofessionals in core classes.

Secondary English Language Development Services



High school (Grades 9-12) students who test as Limited in English Proficiency will take classes from highly-qualified, ESL Endorsed teachers. Coordination of services is increasingly critical as students begin to work toward the completion of graduation credit. Specific English Language Development instruction is required in addition to courses required for graduation. The high school service plan will include ongoing support and monitoring of ALS services. These may include:

- ELD classes based on the student's language proficiency level. The district adopted curriculum for language instruction is English-3D, a research-based program designed for language learners AND
- ESL Language Arts and/or Reading courses with qualified teachers;
- Sheltered core curriculum courses with qualified teachers.
- Support in other courses by teachers who are trained in SIOP.

Course Progressions and Placement in Park City Secondary English Language Development Grades 9-12:

Identification Factor	Suggested Course	Content
WIDA Score (Screener/Access 2.0)	<input type="checkbox"/> 1-2 English Language Development <input type="checkbox"/> 3-4 English Language Development	The ALS Coordinator works closely with the general education teacher to reinforce basic skills across the curriculum
WIDA Score of 1-4 or Newcomer Status	<input type="checkbox"/> Content Link Extension	<ul style="list-style-type: none"> • Students receive extension/academic support to ensure access to the general education content.
Multilingual students wishing to take an AP course at PCHS:	<input type="checkbox"/> Dream Big <input type="checkbox"/> Students must complete a Dream Big contract. <input type="checkbox"/> Students require a good attendance record. <input type="checkbox"/> Students must be able to attend a summer program.	<ul style="list-style-type: none"> • These are students who are progressing or have reached proficiency (including long-term language learners, monitored or exited students). • Students interested in enrolling in AP classes. • Students on track to attend college.
Multilingual students with foundational deficiencies	<input type="checkbox"/> Miner Advantage	<ul style="list-style-type: none"> • Students can recover lost credits. • Students may obtain more support due to absences or behavioral issues. • This class can also support students with time for class support.
Placement for Graduation	<input type="checkbox"/> Math Course <input type="checkbox"/> Science Course <input type="checkbox"/> ELA Course <input type="checkbox"/> Social Studies Course <input type="checkbox"/> CTE Coursework <input type="checkbox"/> Fine Arts <input type="checkbox"/> Electives	<ul style="list-style-type: none"> • Dream Big • ELD • Content Link Extension • LIA (Latinos in Action) • Miner Advantage <p>*These courses are all electives.</p>
Newcomers	Newcomers will follow a course progression designed to keep them on a graduation track while reinforcing language acquisition.	Sheltered Instruction in Math, Social Studies and Science is recommended

Student Services

Special Education Services:

Objective: To ensure that culturally and linguistically diverse students are appropriately identified and served in Special Education Programs.

Timeline: Ongoing

Person Responsible: Interventionists, Classroom teachers, SPED Staff, Student Support Team (SST)

Training: Regular yearly training.

Procedures:

Determining whether or not an ELL student's difficulties in the classroom are the result of a disability, the challenges typical of second language acquisition, or other factors, is not an easy determination to make. These guidelines are intended to provide direction in the use of appropriate tools and procedures to eliminate possible factors and determine other causal factors for a student's difficulty. We have a responsibility to locate and serve students with disabilities and, at the same time, provide accurate assessments which would not incorrectly classify a student as disabled whose difficulties are the result of factors associated with second language acquisition, previous schooling, primary language literacy, or cultural differences.

During the pre-referral meeting with district-level SPED staff, ELL services must be considered when determining eligibility for Special Education Services. If an ELL student qualifies for SPED services, they may continue to receive ELL services as well until they exit the program. (See exiting section for more details).

Referral procedures for Special Education do not differ for ELL students. Please follow PCSD's SPED referral process.

Pre-Referral Meeting:

- Use the district form for SST.
- WIDA scores are available for review.
- PHLOTE is available for review.
- Student's ELD programming is available for review, including length, targeted skills, and outcomes.
- An ELL expert/interventionist is available to collaborate with the team.
- Work samples are available for review.
- All other documentation is available for review. The process for an ELL student to qualify for SPED services is no different than any other student.
- If testing is warranted, then the following must occur:
- All testing must be completed in their native language as well as English, when possible.



Student Services

Gifted (PACE) and Advanced Placement Education Services:

Objective: Identify and Encourage Multilingual Learners to participate in Advanced-level classes.

Timeline:

The secondary schools within the Park City School District have an open enrollment policy with regard to Advanced-level classes

Students who are recommended to the PACE teacher for gifted placement who have limited English are given a non-verbal alternate assessment. Teacher recommendations for enrichment services are granted for language learners.

There is a 8/9 Gifted Math class available at Treasure Mountain by taking a skills test and a non-verbal cognitive assessment. High school students self-select their educational pathway. The Bright Futures and Dream Big are available for Latino students who choose to spend time over the summer working with core teachers who pre-teach AP courses.

Person Responsible: Elementary Building PACE teacher, Secondary Advanced/Honors or AP Teachers

Training: Elementary PACE teachers are trained to proctor the gifted assessment. AP Teachers are trained to prepare students for the Advanced Placement Exams.





Objective: To assess/evaluate the annual progress of (or lack thereof) previously identified ELL students and determine if the student has developed the English language skills necessary to succeed in the English curricula.

Timeline: Tested annually within the testing window set by the state office of education, typically done in February/March.

Person(s) Responsible: Trained and certified staff

Training: Staff involved with the administration of the annual WIDA-Access test will/must be trained yearly by qualified personnel.

Procedure: The assessment instrument used to evaluate a student's academic English language proficiency levels is the WIDA-ACCESS. This instrument has been designed specifically to test a student's language proficiency levels in the four domains of listening, speaking, reading, and writing.

English Language Proficiency Levels

1- Entering The student has limited or no understanding of oral or written English, so he/she participates by listening. The student may demonstrate comprehension by using a few isolated words or expressions of speech. The student typically draws, copies, or responds verbally in his/her native language to simple commands, statements and questions. The student may understand the relationship between oral and written languages. The student is required to receive DELD, and continues to be assessed annually with the WIDA-ACCESS.

2- Emerging The student has begun to understand that written language represents oral language. The student understands and responds to basic social conventions, simple questions, simple directions, and appropriate level text. He/she participates in classroom routines. In general, the student speaks, reads, and writes using single words, short phrases, or simple sentences with support. Overall, the student has a minimal expressive vocabulary. The student is required to receive DELD and continues to be assessed annually with the WIDA-ACCESS.

3- Developing The student begins to understand and use more abstract, unfamiliar, academic, and formal language. The student participates in content area discussions and tasks. The student uses simple, comprehensible sentences and questions marked with developmental errors. He/she understands common words, phrases, and everyday topics; however, they need continued support to read and write more complex narrative and expository texts. The student is required to receive DELD and continues to be assessed annually with the WIDA-ACCESS.



4- Expanding The student understands and uses more abstract, academic, and formal language and literacy skills. He/she participates actively in most social and classroom tasks, using idioms and more content-specific language in speech and writing. The student reads and writes independently for personal academic purposes. The student reads and writes about various topics using different genres for a variety of audiences. The student is not required to receive DELD but must have an ILDP on file. The student continues to be assessed annually with the WIDA-ACCESS.

5- Bridging The student is exited from the ELL program, having achieved fluency, and is participating fully in mainstream classes. Academic progress is monitored for a minimum of two years. For the purpose of calculating AYP, the student's scores are counted in the ELL subgroup for two years after exit. The student no longer receives federal funds. During the two-year monitoring period, the school may reevaluate the student to change proficiency level as appropriate. At the end of the two years, an exit date is attached along with the F designation. The student is no longer assessed annually with the WIDA-ACCESS.

6- Reaching The student is exited from the ELL program, having achieved fluency, and is participating fully in mainstream classes. Reaching specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers

Recently arrived ELLs and/or students with significant disabilities may be administered WIDA Screener Paper with appropriate accommodations.

The WIDA-ACCESS is given annually to all identified English Language Learners (ELL) in the Entering, Emerging, Developing, and Expanding levels.

Testing may be done by any district employee who has been trained in WIDA-ACCESS testing procedures. Elementary interventionists, Secondary ELL teachers, and ELL specialists may assist in administering the test.

Adequate growth from year to year is determined by the state office of education (see page 20 of the [Utah Accountability Technical Manual](#)).

Determining Exit from ELD Services and Implementing MLL Student Monitoring

Objective: To determine if, once a student has reached the 4.2 Composite & 3.5 Speaking WIDA (Bridging; Fluent) Level, they should be:

- Reclassified from needing active/direct services to monitor status or
- Exited out of the Alternative Language Services program.

Timeline: (4) years of monitoring academic progress following a student exiting by Bridging.

Person(s) Responsible: Site MLL Coordinator, Principal, and School Counselor

Training: Annually, Interventionists and staff administering any WIDA assessment will receive WIDA training.

Procedure: Each identified MLL student will be tested annually using the WIDA ACCESS test. Once a student's composite score reflects fluency in all four areas of speaking, listening, reading, and writing, they are no longer tested annually.

Special Situations:

- If a student arrives in Utah from another WIDA state and previously attained a 4.2 Composite & 3.5 Speaking or higher on their ACCESS test, do they need to be screened? YES, to ensure whether they do or do not require ELL services in Utah.

Parent Communication: Once a student has demonstrated English language proficiency, parents and/or guardians shall receive notification that the student is to enter a (4)-year monitoring phase and will no longer receive direct English language acquisition instruction.

Monitoring:

- The student's academic progress will be monitored for a period of (4) years following reclassification to monitoring status.
- Student progress shall be reviewed at least twice yearly for (4) years.
- Classroom teachers, along with the site ALS Coordinators, will review each monitored student's academic progress to ascertain whether the student is, in fact, succeeding.
- The team will meet yearly to evaluate current student data to determine if the student meets or is below/above grade-level academic standards or benchmarks and complete the Monitoring Form by the end of the 1st Term.
- The monitoring form will be used yearly and updated in PowerSchool.

Students who do not demonstrate appropriate academic success will be referred to the ALS team, where a return to active/direct services or an evaluation for Special Education will be considered. If the student does not meet grade-level academic standards or benchmarks, the student will be placed on a Monitor Action Plan.

Determining Exiting from ELD Services and Implementing Monitoring Status

The Monitor Action Plan must be completed by the end of the 1st Term and reviewed in the 3rd Term. The student will then receive targeted support that may include but is not limited to:

- The student will remain in ELD services.
- Tier 2 Interventions as determined by the interventionist and ALS Coordinator.
- Additional training for general education teachers and staff, and/or
- Targeted ELD instruction in the core content area.

Students demonstrating academic success will continue to be monitored for a period of (4) years, at which time they will be exited from Alternative Language Services. Students will not be exited from the alternative language services program until they have demonstrated proficiency in English, as evidenced by a variety of assessments. An Exit Form documenting the exit procedure will be completed and placed in the student's cumulative file.

Parents will be notified by letter, email and or call that the child has been exited from the program and is no longer required to participate in the ELD class. The ALS Coordinator will share additional information and steps to parents about the monitoring efforts of the school to ensure the academic success of the child.

The ALS site coordinator, in collaboration with teachers, annually monitors the progress of students who have exited the ALS program using the Exit Plan. The student's SEOP, report card, and records of academic assessment results shall be considered. In the event that a former MLL student experiences insufficient academic progress, the student will be referred to the school or district-level ALS team to determine appropriate steps to remediate identified academic deficiencies. Recommended interventions may include, but are not limited to, strategies such as:

- Use of recommended in-class instructional techniques.
- Tier II Intervention in the specific content area.
- Support from ELD teachers.
- Provision of tutoring and/or academic counseling.
- Re-entry into the ALS program as necessary.

The ALS site coordinator, in collaboration with teachers and counselors, monitors the progress of students who have exited the ALS program using the Exit Plan (Appendix 5). Recommended interventions may include, but are not limited to, strategies such as:

- Use of recommended in-class instructional techniques.
- Tier II Intervention in the specific content area.
- Support from ELD teachers.
- Provision of tutoring and/or academic counseling.
- Re-entry into the ALS program as necessary



Objective: To ensure that PCSD has highly qualified staff to provide an appropriate, accessible and equitable learning experience for all multilingual students. PCSD holds all staff accountable for implementation of and fidelity to SIOP strategies across the secondary curriculum.

Timeline: This will be reviewed each school year.

Persons Responsible: PCSD Human Resources, District ALS Coordinator, WIDA Test Coordinator, Site-Based Coaches, ALS Site Coordinators, Support Staff and Building Administrators

Training: An ESL endorsement will be mandatory for all certified staff within the first three years of employment.

Professional Development: Ongoing and authentic professional development will be provided to licensed educators and paraprofessionals ranging from WIDA training (How to utilize the Can-Do Descriptors for differentiation) to SIOP (best instructional practice for all students).

Staffing and Supporting ELD Student Programs: ALS District Coordinator and Building Administrators will ensure that ESL-Endorsed, qualified educators are teaching ELD classes, at Elementary levels all supports will be under the guidance of the interventionists. Support staff will push-in to core classes under the supervision of the ALS Site Coordinator.

Chief Student Services Officer: The CSSO is expected to attend regular USBE meetings addressing roles, responsibilities, strategies, and program implementation for MLLs.

The ALS Site Coordinator oversees and coordinates data and record-keeping efforts at the site under the direction of the ALS District Administrator. The ALS Coordinator oversees and coordinates annual language proficiency testing (WIDA) at the site under the direction of the ALS District Administrator. Site Coordinators oversee and coordinate student placement in appropriate core classes and English Language Development classes and are always represented on the district educational equity committee when intervention and accommodation decisions are made for MLLs. The ALS Site Coordinator must also be represented in the development of Individualized Education Plans for all students including MLLs in special education.

ALS Faculty and Staff: The faculty and staff at all schools are charged with providing English education instructional programs in accordance with ESSA and Title III guidelines. The faculty and staff are required to meet all highly qualified criteria for ESSA ESL providers. We support our staff in bilingualism, biculturalism, phonology, syntax, language acquisition pedagogy, language transfer, and parent community relations as related to MLLs.

All faculty advocate for implementation of SIOP in the general education setting under the direction of and determined by the site administrator.

General Education Faculty: All teachers are expected to be highly qualified under ESSA in their subject area(s) as well as knowledgeable and current in best practices for Multilingual Learners (MLL). General education faculty and staff are accountable to implement Structured Immersion Observation Protocol (SIOP) based instruction and to provide meaningful English language instruction and academic support.

General education and enrichment faculty and staff must be aware of the English language proficiency levels (WIDA level) of their students as well as the WIDA English Language Proficiency standards for all levels of their MLLs. All data at the site regarding enrichment, intervention, and after school programs should be disaggregated to include MLL and migrant student information in order to monitor achievement, equity, access, and work toward AMO and AMAO targets for each subgroup and aggregate at the school. The faculty must also complete Migrant Assessment and Performance System (MAPS) forms for migrant students in their classrooms.



PROFESSIONAL DEVELOPMENT

Introduction:

It is Park City Schools' goal to keep our teachers current with contemporary best practices for teaching English learners through district level and on-site professional development.

District Responsibility:

PCSD offers two ESL endorsement courses per semester. Our purpose is to encourage teachers to become endorsed through continuing education. The endorsement is provided at no charge. The courses are offered in a revolving way so that teachers can work as a cohort in attaining the endorsement.

Courses Required for the ESL Endorsement: (3 credits each)

- EESL 5300/6300 - Foundations of Bilingual/ESL Instruction
- EESL 5310/6310 - Understanding Language Acquisition and Cognition
- EESL 5320/6320 - Assessment for a Diverse Linguistic Population
- EESL 5330/6330 - Methods and Materials for the Bilingual/ESL Classroom
- EESL 5340/6340 - Integrating Language Acquisition Into Content Instruction
- EESL 5350/6350 - Family/Parent Involvement in Education

ESL Certification Benefits: Obtaining ESL training to achieve ESL Certification provides salary benefits and state ESL endorsement.



Objective: To ensure full transparency to each school community of State and Local requirements.

Timeline: Ongoing

Person Responsible: Chief Student Services Officer, Administrators, ALS Site Coordinator, and Classroom Teachers

Training: Each school principal will train their staff on R277-716 to ensure full transparency. The following items must be reviewed at the beginning of each school year:

Purpose of Board Rule R277-716

- Definitions
- LEA responsibilities
- Superintendent responsibilities
- Teacher qualifications

Shared Responsibility

- Review district ALS plan
- Identifying MLLs
- Providing consistency across Park City School District

Site Level Responsibility

- Home language survey
- Language proficiency for program placement
- Uses valid and reliable assessment of a student's English proficiency in:
 - Listening, Speaking, Reading, Writing, and Comprehension
- Establish exit criteria using Utah English Language Proficiency Standards
- After receiving Title III funds, determine type of services for identified students
- Implement an approved language acquisition instructional program
- Ensure all identified students receive English language instructional services
- Provide adequate professional learning opportunities
 - Provide state and/or district approved curricular materials
- If there is evidence that a student with limited English proficiency has a disability, the staff shall refer the student for possible evaluation for eligibility under IDEA.

Evaluation of ALS Program

- Analyze results and determine the program's success or failure;

If the state has identified a school for improvement, it must:

- Evaluate current practices
- Modify program where needed
- Establish a process for MLL students who qualify under IDEA

Teacher Qualifications

An educator whose primary assignment is to provide English language instruction to a student learning English shall have:

- English as a Second Language (ESL) endorsement (Rule R277-520).
- Advanced degree or certification in teaching ESL
- Bilingual endorsement

Program Evaluation



Objective: To evaluate the effectiveness of the PCSD Alternative Language Services Program

Timeline: Annually (May of each school year)

Person Responsible: Chief Student Services Officer (CSSO), District Data Analyst, Principals, Instructional Coaches, ALS Site Coordinator and Classroom Teachers.

Training: The CSSO will review evaluations annually with principals.

Procedure: PCSD will conduct an annual evaluation of the district's Alternative Language Services Program. Data will be collected and maintained using ECRIS.

Classroom observations will be conducted 2-3 times yearly in the Tier 1 setting. These will be conducted by the Chief Student Services Officer, District ALS Coordinator and the Site Administrator. The principal may invite others to participate.

The End of Year Evaluation will consist of three parts:

1. Program implementation: The implementation report, requires that each school complete and maintain an accurate student documentation file.
2. Program self-evaluation: requires that each school complete any required School Compliance Report no later than the end of the school year. The following data will be collected and reported by each school:
 - A comparative longitudinal study
 - The percentage of limited English proficient students who have attained English
 - Proficiency (5 or 6) by the end of the school year.
 - The percentage of limited English proficient students who made adequate growth per the State formula.
 - The percentage of limited English proficient students who made growth in math and language arts as defined by Utah's accountability standards.
- 3- The Longitudinal Study, will be conducted annually to evaluate the effectiveness of the alternative language program. Each principal will gather this information to present to the Director of Student Services each school year in May. Achievement and non-achievement data available from the previous school year will be used. Each year, data collection will include but is not limited to:
 - Identification of all new students
 - English proficiency growth
 - Individual student and school achievement data
 - Other indicators that may be used to evaluate program effectiveness include attendance, dropout rates, referral to special programs, and State testing.

Alternative Language Services Forms and Letters



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2700 KEARNS BOULEVARD
PARK CITY, UT 84060

OFFICE: (435) 645-5600
FAX: (435) 645-5609

ESL Services Qualification Form

School:

ESL Teacher:

In district transfer? ☐

Student Information

First Name: Last Name:

Grade Level:

State Student #:

District Student #:

ELL Program Entry Date:

ELL Program Exit Date:

LEP Instruction type:

Initial Placement Designation (WIDA test score):

WIDA Test Date:

Specific Instructions /Additional Information: Please enter into the ESL

program with qualification screener score

EDUCATIONAL EXCELLENCE



2700 KEARNS BOULEVARD
PARK CITY, UT 84060
OFFICE: (435) 645-5600
FAX: (435) 645-5609

Fecha:
ID Alumno:
Escuela:
Grado:

Estimados Padres/Apoderado:

Nombre Apellido

El nivel de competencia del idioma inglés de su estudiante ha sido medido utilizando la Prueba de Competencia de Lenguaje WIDA. Los resultados de dicha evaluación indican que el nivel de competencia de su hijo/a es . En base a estos resultados, su hijo/a califica para recibir los servicios del Programa ESL y ha sido ubicado en el siguiente programa.

☐ nivel inicial ☐ servicios continuales

☐ **Programa de Inglés Segundo Idioma Educación Primaria (ESL):** Los alumnos de Primaria cuyo nivel esté entre 1.0 a 4.9 recibirán instrucción directa para el desarrollo del Lenguaje (ELD) en las áreas Auditiva, Verbal, Lectura y Composición Escrita con la instrucción de profesores certificados en ESL utilizando WIDA ELD estándares.

☐ **Programa de Inglés Segundo Idioma Educación Secundaria (ESL):** Los alumnos de Secundaria cuyo nivel esté entre 1.0 a 4.9 recibirán la clase de ESL o clases planificadas para reforzar el contenido central de las clases obligatorias al mismo tiempo de recibir instrucción directa en el Desarrollo del Lenguaje (ELD) en las áreas Auditiva, Verbal, Lectura y Composición Escrita con la instrucción de profesores certificados de ESL utilizando WIDA ELD estándares.

☐ **Programa de idiomas Inmersión Dual:** En dicho programa los alumnos recibirán el 50% de su instrucción en inglés y el otro 50% en un idioma global.

La totalidad de los programas incluyen instrucción estratégica cuyo propósito es diferenciar el nivel de competencia de inglés de cada alumno. Dichos programas se dirigen a asistir a que cada alumno logre competencia del inglés en las áreas de lectura, composición escrita, verbal, auditiva y lograr el éxito en todos los ramos que comprenden el currículo académico. Las expectativas para los estudiantes Emergentes Bilingües (EBs) es lograr alcanzar el punto de transición total hacia las clases regulares exigidas, cumplir los estándares académicos adecuados y avanzar al próximo nivel, junto con graduarse de high school al mismo tiempo que sus compañeros de habla inglesa. Para aquellos estudiantes que participan en ambos programas, ESL y Educación Especial, los profesores de cada departamento trabajarán en forma coordinada con el fin de asegurar que los objetivos de los Planes Educativos Individuales (IEP) sean incorporados a la instrucción impartida en el aula.

☐ Su hijo califica para salir el programa de servicios lingüísticos

Parámetros de salida programa ESL: Para salir del programa se deben cumplir las normativas de competencia del idioma inglés. El alumno debe cumplir los parámetros y lograr la competencia respectiva del idioma inglés para poder abandonar los servicios del Programa de ESL: al graduarse de high school el nivel de puntaje debe estar entre 5.0 a 6.0 conforme al examen WIDA Access. Después que su hijo/a sale del programa de ESL durante cuatro años estará bajo constante monitoreo.

La fecha y expectativa de salida del programa para su alumno es:

La fecha y expectativa de graduación de su alumno es:

Notificación paterna a su derecho a rehusar: Si tienen razones para que su hijo/a no reciba servicios directos del programa de ESL, deben dirigir su petición por escrito a la escuela de su hijo/a declinando los servicios. Las evaluaciones anuales del lenguaje continuarán hasta que su estudiante califique con un resultado de salida de 5.0 o superior en la evaluación WIDA y competencia del lenguaje. **El rehusar a los servicios es únicamente válido por el año en curso lo que significa que petición de declinación debe ser renovada cada año.**

Si tienen preguntas acerca de los resultados y puntajes de su hijo/a o el nivel de colocación en el programa, por favor contacte al Coordinador de ESL de su escuela. Agradecemos el hecho que comparta la experiencia de aprendizaje de su hijo/a con nosotros.

Director de información de PCSD: Andrew Frink

Firma de director de información de PCSD

Director de escuela:

Coordinador del programa de ESL:



2700 KEARNS BOULEVARD
PARK CITY, UT 84060
OFFICE: (435) 645-5600
FAX: (435) 645-5609

Date:
Student ID:
School:
Grade Level:

To the Parent or Guardian of:

First Last

Your student's English language proficiency has been measured using a WIDA English Language Proficiency Assessment. The results of this assessment show that your student's proficiency level is . Based on these results, your child qualifies for ESL Program services and has been placed in the following program:

☐ initial placement ☐ continuing placement

- ☐ **Elementary English as a Second Language (ESL) Program:** Elementary students whose proficiency level is 1.0 - 4.9 will receive direct English Language Development (ELD) instruction in Listening, Speaking, Reading and Writing by ESL endorsed teachers using WIDA ELD standards.
- ☐ **Secondary English as a Second Language (ESL) Program:** Secondary students whose proficiency level is 1.0 - 4.9 will be placed in ESL class/classes designed to give support to core content areas as well as provide direct English Language Development (ELD) instruction in Listening, Speaking, Reading and Writing by ESL endorsed teachers using WIDA ELD standards.
- ☐ **Dual Language Immersion Program:** Students in the program receive about 50% of their instruction in English and 50% in the student's other world language.

All programs include sheltered instruction teaching strategies used to differentiate for each student's level of English language proficiency. These programs are used to help each student reach proficiency in Listening, Speaking, Reading and Writing in English, and succeed academically in all core subjects. The expectations for Emergent Bilingual Students (EBs) are to fully transition into mainstream classes, meet appropriate academic achievement standards for grade promotion, and to graduate from high school at the same rate as their native speaking peers. For those students who participate in both ESL and Special Education programs, the teachers of each department will coordinate to ensure that the objectives of the Individual Education Plans (IEP) are incorporated into classroom instruction.

☐ Your child qualifies to exit ESL program services.

ESL Program Exit Criteria: A student must meet the following criteria in order to achieve English language proficiency and exit from ESL program services: upon graduation from high school or score a level 5.0 - 6.0 on the WIDA Access test. Your child's progress will be formally monitored for four years after exiting language services

Your student's expected exit date from ESL program services is:

Your student's expected graduation date is:

Notification of Parent Right of Refusal: If for any reason you prefer your child not receive direct ESL program services, you must submit a written request to decline to your child's school. Annual language proficiency testing will continue until your student qualifies to exit with a score of 5.0 or higher on the WIDA English language proficiency assessment. A refusal of services is only valid for the year of submission and must be renewed each year.

If you have questions about your child's scores or program placement, please contact the ESL Coordinator in your child's school. Thank you for sharing your child's learning adventure with us.

PCSD Chief Information Officer: Andrew Frink

PCSD Chief Information Officer (Signature)

School Principal:

School ESL Coordinator or Interventionist:

EXIT ESL Services Qualification Form

School:

ESL Teacher/s:

Student Information

First Name: Last Name

Grade Level: State Student Id # (SSID):

District Student Id #:

ESL Program EXIT Date (last day of school year):

LEP Instruction Type: EXIT

Annual WIDA Test Score:

Annual WIDA Test Date: 03 / 01 /

Specific Instructions / Additional Information:

Student qualified to EXIT ESL special programs with annual test score.

school year = Monitor year 1 of 4.

Tested Deemed NOT ELL

School: _____

ESL Teacher: _____

Student Information

First Name: _____ Last Name: _____

Grade Level: _____

State Student #: _____

District Student #: _____

Complete this form if:

- ORAL LANGUAGE SCREENER score of 1st semester Kindergarten student is between 5.0 - 6.0
- OVERALL/COMPOSITE SCREENER score for students in grades 1-12 is between 5.0 - 6.0.

ELL Program Entry Date (Test Date): _____

ELL Program Exit Date (Test Date): _____

Qualifying Placement Designation WIDA SCREENER test score (between 5.0-6.0): _____

Specific Instructions /Additional Information:

Please add the following to the "Comment" section in PowerSchool:

" WIDA SCREENER scores do not indicate that direct ELD services are required."



Monitoring Action Plan

	Programs (score)	from entry/ graduation = 2033	(Grade)	Overall	Listening	Speaking	Reading	Writing	Growth Goal
			K-MODEL WIDA screener						
			20 ()						0.6 - 1.0
			20 ()						0.5 - 1.0
			20 ()						0.3 - 1.0
			20 ()						0.2 - 1.0
			20 ()						0.1 - 1.0
			20 ()						0.1 - 1.0

Domain _____ Proficiency Level: _____

Tier 1 Goal to support student achievement.

Signature: _____ Date: _____

Domain _____ Proficiency Level: _____

Tier 1 Goal to support student achievement.

Signature: _____ Date: _____

WIDA Speaking Scoring Scale

GRADES 1–12

For scoring only. To interpret ACCESS for ELLs and WIDA Screener scores or to evaluate classroom performance, see the WIDA Speaking Rubric.

Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none"> Language use comparable to or going beyond the model in sophistication Clear, automatic, and fluent delivery Precise and appropriate word choice
Strong use of oral language to provide a detailed response	<ul style="list-style-type: none"> Language use approaching that of model in sophistication, though not as rich Clear delivery Appropriate word choice
Adequate use of oral language to provide a satisfactory response	<ul style="list-style-type: none"> Language use not as sophisticated as that of model Generally comprehensible use of oral language Adequate word choice
Attempted use of oral language to provide a response in English	<ul style="list-style-type: none"> Language use does not support an adequate response Comprehensibility may be compromised Word choice may not be fully adequate
No response (in English)	<ul style="list-style-type: none"> Does not respond (in English)

Scoring processes

Select the score point that best describes the overall response relative to the qualities of the model.

- Check to ensure each bullet point is met
- If not, check one level below

Scoring notes & rules

- For P1 tasks, assign a score of **Adequate and above** if the response includes more than one word in English. This includes an article plus noun (e.g., “a chair”), and words repeated verbatim from the model.
- For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks.
- At all task levels, simply repeating or reading all or part of the task question should be scored **Attempted**.
- At all task levels, responses of “I don’t know” should be scored **Attempted**.

Off-task response: The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of Attempted.

Off-topic response: The response shows a misinterpretation of the instructions. An off-topic response is *related* to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language use and is not considered off topic.) The maximum score for an off-topic response is Adequate. If any part of the response is on topic, the entire response is scored as on topic.



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Last revised 3/1/2021

WIDA Writing Scoring Scale

GRADES 1-12

For scoring only. To interpret ACCESS for ELLs and WIDA Screener scores or to evaluate classroom performance, see the WIDA Writing Rubric.

5+	Score Point 6 D: Sophisticated organization of text that clearly demonstrates an overall sense of unity throughout, tailored to context (e.g., purpose, situation, and audience) S: Purposeful use of a variety of sentence structures that are essentially error-free W: Precise use of vocabulary with just the right word in just the right place
	Score Point 5 D: Strong organization of text that supports an overall sense of unity, appropriate to context (e.g., purpose, situation, and audience) S: A variety of sentence structures with very few grammatical errors W: A wide range of vocabulary, used appropriately and with ease
4+	Score Point 4 D: Organized text that presents a clear progression of ideas, demonstrating an awareness of context (e.g., purpose, situation, and audience) S: Complex and some simple sentence structures, containing occasional grammatical errors that don't generally interfere with comprehensibility W: A variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning
3+	Score Point 3 D: Text that shows developing organization including the use of elaboration and detail, though the progression of ideas may not always be clear S: Simple and some complex sentence structures, whose meaning may be obscured by noticeable grammatical errors W: Some vocabulary beyond the stimulus and prompt, although usage is noticeably awkward at times
2+	Score Point 2 D: Text that shows emerging organization of ideas but with heavy dependence on the stimulus and prompt and/or resembles a list of simple sentences (which may be linked by simple connectors) S: Simple sentence structures; meaning is frequently obscured by noticeable grammatical errors when attempting beyond simple sentences W: Vocabulary primarily drawn from the stimulus and prompt
1+	Score Point 1 D: Minimal text that represents an idea or ideas S: Primarily words, chunks of language, and short phrases rather than complete sentences W: Distinguishable English words that are often limited to high frequency words or reformulated expressions from the stimulus and prompt
D: Discourse Level S: Sentence Level W: Word/Phrase Level	



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Scoring process

The 11 possible score points are as follows:

1 1+ 2 2+ 3 3+ 4 4+ 5 5+ 6

After reading the entire response, make an initial decision about which score point best captures the response as a whole (e.g., Score Point 3). Then, check the three descriptors (discourse, sentence, and word/phrase) for that score point.

- If all three descriptors are a good fit for the response, award the whole score point (e.g., Score Point 3).
- If there is clear evidence that one or two descriptors at a higher score point are a better fit, award a plus score point (e.g., Score Point 3+).
- If there is clear evidence that one or two descriptors at a lower score point are a better fit, go down one score point and award a plus score point (e.g., Score Point 2+).

Additional scoring rules

Nonscorable: The response is blank; consists only of verbatim copied text; consists only of text that is completely off task; or is entirely in a language other than English.

Completely off-task response: The entire response shows no understanding of or interaction with the prompt. It may be a memorized, previously practiced response or appear to answer another, unrelated prompt. A response that is entirely off task is **nonscorable**.

Completely off-topic response: The entire response shows a misinterpretation or misunderstanding of the prompt. An off-topic response is related to the prompt, but does not seem to address it as intended. However, the response is clearly not a memorized, previously practiced response. These responses are scored in their entirety using the scoring scale; however, **the maximum holistic score for a completely off-topic response is 2+.**

Partially off-task response: The response contains both off-task and on-task writing. These responses are scored by ignoring the off-task portion (which may be memorized and previously practiced) and scoring only the on-task portion using the scoring scale.

Partially off-topic response: The response contains both off-topic and on-topic writing (i.e., a portion of the response shows a misinterpretation or misunderstanding of the prompt). These responses are scored in their entirety using the scoring scale.



Glossary

Awareness of audience: Words, sentence structures, and text forms that are deliberately selected to suit the intended readers of a response

Awareness of purpose: Words, sentence structures, and text forms that are deliberately selected to serve the purpose of a writing task

Awareness of situation: Words, sentence structures, and text forms that are deliberately selected for the situation in which the writing task is taking place

Chunks of language: Memorized strings of very simple language

Complex sentence structures: Sentences with more than a subject, verb, and possible object (for more information, see the *Sentence Complexity Guidelines*)

Discourse: Extended written language conveying multiple connected ideas

Minimal text: Letters, words, or chunks of language

Overall sense of unity: Unity within text and across ideas

Reformulated expressions: Paraphrasing and adaptation of language used in the prompt and stimulus

Simple sentence structures: Subject and verb, may include a direct or indirect object (for more information, see the *Sentence Complexity Guidelines*)

Vocabulary: Words and phrases



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: KINDERGARTEN
By the end of each of the English language proficiency levels 1-5 English language learners can...

LISTENING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		<ul style="list-style-type: none"> Pointing to pictures described orally in context (e.g., "The big dog") Finding familiar people, places, or objects named orally (e.g., "Where's a chair?") 	<ul style="list-style-type: none"> Identifying illustrated activities described orally Following modeled actions to show likes or dislikes (e.g., phrases, "read" or "write") 	<ul style="list-style-type: none"> Identifying personal choices (e.g., "Show me your favorite...") from different examples Classifying everyday objects by descriptive features (e.g., red ones, blue ones)
Level 2 Emerging		<ul style="list-style-type: none"> Responding with gestures to songs, chants, or stories modeled by teachers Matching familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands") 	<ul style="list-style-type: none"> Matching real-life objects to illustrations about their use based on oral statements Identifying people and places associated with everyday events described orally (e.g., "It is Monday. You are at school") 	<ul style="list-style-type: none"> Discriminating between words and phrases related to personal choices (e.g., "The park or the zoo") Identifying oral preferences stated by others (e.g., choosing pictures or objects)
Level 3 Developing		<ul style="list-style-type: none"> Acting out songs, chants, stories and poems with gestures as a whole group Following sequential language for oral directions one step at a time (e.g., "The book is on the floor. Now, come to the circle") 	<ul style="list-style-type: none"> Identifying language associated with pictures of objects or print (e.g., "Show me a word in the title") Following peer-modeled oral commands with a partner 	<ul style="list-style-type: none"> Acting out opposites using gestures (e.g., through songs or chants) Responding nonverbally to show agreement or disagreement with opinions of others (e.g., thumbs up, thumbs down)
Level 4 Expanding		<ul style="list-style-type: none"> Role playing in response to illustrated stories read aloud Matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., "The bright yellow ball is shining in the sky") 	<ul style="list-style-type: none"> Drawing individual phrases or steps to "how" questions (e.g., "How does a caterpillar change into a butterfly?") Pointing out illustrated details that match oral descriptions of cycles or procedures 	<ul style="list-style-type: none"> Drawing to make predictions from illustrated stories read aloud (e.g., "What happens next?") Classifying fact from fiction in oral discourse (e.g., through physical response or sorting pictures)
Level 5 Bridging		<ul style="list-style-type: none"> Arranging content-related objects or illustrations according to oral discourse with a partner Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., "Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.") 	<ul style="list-style-type: none"> Identifying illustrations related to cause and effect from oral information Reenacting procedural information obtained from videos or other media (e.g., "Show me how to make a day and night.") 	<ul style="list-style-type: none"> Agreeing or disagreeing with oral claims using gestures (e.g., "Tomorrow will be hotter than today.") Identifying reasons for choices in real life scenarios read aloud (e.g., by circling pictures)
Level 6 Reaching		<ul style="list-style-type: none"> Identifying drawings or other visual displays from elaborate descriptions with details Identifying detailed information in oral discourse or through multimedia 	<ul style="list-style-type: none"> Recognizing language related to scientific or mathematical processes Identifying patterns in procedures or natural phenomena in illustrated stories read aloud 	<ul style="list-style-type: none"> Interpreting which side to take in literary dialogues or short conversations Identifying details of stories or scenarios read aloud that represent different points of view

SPEAKING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Repeating words, simple phrases or expressions from familiar stories as a whole class Participating in group songs, chants, or poems using gestures or physical movement 	<ul style="list-style-type: none"> Identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English) Rehearsing and acting out key steps in modeling classroom routines following models (e.g., "Put away toys. Get in line.") 	<ul style="list-style-type: none"> Stating personal likes from oral prompts (e.g., sports, food, animals) Naming choices from models (e.g., "Apple or banana?")
Level 2 Emerging		<ul style="list-style-type: none"> Restating some language associated with illustrated short stories or informational text (e.g., "I see." "I hear.") Re-enacting various roles when interacting in pairs or in small groups 	<ul style="list-style-type: none"> Describing uses of everyday objects or roles of familiar people (e.g., "Teacher reads.") Stating attributes and classifying objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes) 	<ul style="list-style-type: none"> Stating personal preferences (e.g., "I like this.") Agreeing or disagreeing with familiar questions (e.g., "Are you ready?" "Yes I am.")
Level 3 Developing		<ul style="list-style-type: none"> Retelling main events in short narrative stories to peers using pictures Describing attributes of familiar objects, people, and places 	<ul style="list-style-type: none"> Comparing sizes of familiar phenomena (e.g., bigger than/smaller than, longer/ wider) Stating reasons for classroom routines or procedures with a partner (e.g., expected behaviors) 	<ul style="list-style-type: none"> Stating personal preferences or opinions (e.g., "Recess is best.") Predicting everyday situations or events from illustrations
Level 4 Expanding		<ul style="list-style-type: none"> Retelling familiar stories through a series of pictures Sharing personal stories or experiences with others (e.g., in multiple languages) 	<ul style="list-style-type: none"> Describing classroom routines (e.g., putting away puzzles) Comparing and contrasting placement of real-life objects and phenomena (e.g., "On the table" vs. "Under the table") 	<ul style="list-style-type: none"> Expressing likes, dislikes, or preferences with reasons (e.g., "I like _____ because ____") Giving reasons for classifying familiar objects with classmates (e.g., in open sorts)
Level 5 Bridging		<ul style="list-style-type: none"> Relating school-based content and personal experiences with peers and adults Rephrasing events from stories or information with a partner (e.g., class rules or routines) 	<ul style="list-style-type: none"> Providing details related to classroom activities and tasks in small groups (e.g., how we work together) Describing steps in familiar cycles and processes (e.g., getting in a circle to play a game) 	<ul style="list-style-type: none"> Offering personal opinions about content-related ideas in small groups Giving reasons for content-related information when modeled (e.g., "These animals go together because they have spots.")
Level 6 Reaching		<ul style="list-style-type: none"> Retelling familiar stories, including key details with prompting and support Describing details about characters, settings, and major events in illustrated stories with prompting and support 	<ul style="list-style-type: none"> Comparing two objects using measurable attributes (e.g., "The table is higher than the chair.") Describing the causes or effects of different phenomena based on observations and experiences (e.g., pull/push, sink/float) 	<ul style="list-style-type: none"> Agreeing or disagreeing with reasons for categorizing content-related information with a partner Stating personal opinions with justification for content-related ideas or topics

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1-5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6. There is no ceiling for level 6.

For three of the Key Uses (Recount, Explain, and Argue) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: KINDERGARTEN

By the end of each of the English language proficiency levels 1-5 English language learners can...

ORAL LANGUAGE

Language Proficiency Level	Students	Discuss by:
Level 1 Entering		<ul style="list-style-type: none"> Attending to the speaker to demonstrate understanding Following routines, chants, and songs
Level 2 Emerging		<ul style="list-style-type: none"> Addressing others according to relationship (e.g., student-student, student-teacher) Participating in exchanges between peers (e.g., thumb buddies, turn and talk)
Level 3 Developing		<ul style="list-style-type: none"> Working together collaboratively (e.g., taking turns, listening to others) Using language and body movement to include others in conversations
Level 4 Expanding		<ul style="list-style-type: none"> Proposing ideas to contribute to conversations Asking questions to request clarification
Level 5 Bridging		<ul style="list-style-type: none"> Asking questions to extend conversations Demonstrating active listening to show respect to the speaker
Level 6 Reaching		<ul style="list-style-type: none"> Sustaining conversations on a topic Building on comments/ responses of others

READING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process
Level 1 Entering		<ul style="list-style-type: none"> Matching icons and symbols to corresponding pictures Identifying labeled real-life classroom objects (e.g., tables, books, door) 	<ul style="list-style-type: none"> Matching illustrations with modeled language with a partner Identifying steps in procedures from illustrations and icons (e.g., "It goes up, it comes down.") 	<ul style="list-style-type: none"> Pointing out causes or motives in illustrated stories read aloud Showing relationships depicted in informational text with real-life objects (e.g., "5 is more than 3.")
Level 2 Emerging		<ul style="list-style-type: none"> Reproducing content-related information in oral text through drawings Acting out familiar rhymes from text read aloud or chanted in small groups 	<ul style="list-style-type: none"> Identifying illustrated words or icons to show why (e.g., in play-based activities) Following illustrated directions with a peer (e.g., to form shapes or patterns) 	<ul style="list-style-type: none"> Pointing out causes or motives in illustrated stories read aloud Showing relationships depicted in informational text with real-life objects (e.g., "5 is more than 3.")
Level 3 Developing		<ul style="list-style-type: none"> Identifying familiar words in context (e.g., in Big Books or wall charts) in small groups Recognizing persons and settings in illustrated text read aloud 	<ul style="list-style-type: none"> Identifying words in picture dictionaries (e.g., in multiple languages) Recognizing common types of text (e.g., storybooks, poems) read aloud 	<ul style="list-style-type: none"> Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., "The big tall giraffe and the teeny tiny mouse") Classifying how to resolve situations faced by characters or in content-related text using graphic organizers
Level 4 Expanding				
Level 5 Bridging		<ul style="list-style-type: none"> Ordering words to form short sentences from oral models (e.g., using pocket charts, cards) Identifying language related to spatial relations (e.g., in front of, next to, in between) 	<ul style="list-style-type: none"> Matching familiar descriptive phrases to objects or illustrations with a partner (e.g., steps in morning routines) Comparing how to do something in different ways from illustrated stories (e.g., making fruit salad) 	<ul style="list-style-type: none"> Drawing sketches or models to show how to solve problems read from illustrated informational text Locating descriptive language related to "how" or "why" in illustrated text in small groups
Level 6 Reaching		<ul style="list-style-type: none"> Identifying major events in stories with prompting and support Identifying main ideas and details in common types of illustrated text (e.g., trade books, rhymes) 		

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6. There is no ceiling for level 6.



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: KINDERGARTEN

By the end of each of the English language proficiency levels 1-5 English language learners can...

WRITING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Dictating personal information scribed by adults (<i>e.g., about self and family members</i>) Reproducing icons or environmental print related to self from models 	<ul style="list-style-type: none"> Describing familiar routines by drawing pictures and dictating to adults (<i>e.g., in one or more languages</i>) Drawing what comes next (<i>e.g., in stories or experiments</i>) 	<ul style="list-style-type: none"> Illustrating likes or dislikes from real-life objects or pictures Drawing or making collages about personal interests or content-related topics in small groups
Level 2 Emerging		<ul style="list-style-type: none"> Reproducing symbols, numbers, and illustrated words from models in context Drawing and labeling familiar people, objects, or events from models (<i>e.g., word walls, posters, cards</i>) 	<ul style="list-style-type: none"> Connecting oral language to print (<i>e.g., through language experience</i>) Reproducing labeled pictures or photographs to describe processes or procedures (<i>e.g., producing an album</i>) 	<ul style="list-style-type: none"> Drawing and reproducing words about preferences (<i>e.g., from charts or posters</i>) Stating personal choices from models (<i>e.g., labeling photos or drawings of self</i>)
Level 3 Developing		<ul style="list-style-type: none"> Reproducing familiar words from labeled models or illustrations (<i>e.g., labeled dioramas</i>) Restating facts about personal experiences shared with classmates (<i>e.g., through illustrated text</i>) 	<ul style="list-style-type: none"> Describing familiar events or phenomena using sentence starters and drawings Identifying self as an author through pictures and invented words (<i>e.g., by keeping a journal</i>) 	<ul style="list-style-type: none"> Agreeing or disagreeing with choices (<i>e.g., producing "yes" or "no?"</i>) from models Completing text about personal opinions on different topics (<i>e.g., "I like ____."</i>)
Level 4 Expanding		<ul style="list-style-type: none"> Producing familiar words and phrases from environmental print and illustrated text Drawing and describing different parts of stories, personal experiences, or events (<i>e.g., written conversations</i>) with a peer 	<ul style="list-style-type: none"> Describing how to do something through a sequence of pictures and words Composing group drafts on different processes based on oral input or experiences modeled by teachers 	<ul style="list-style-type: none"> Producing statements about choices using different models as examples (<i>e.g., "I want to ____."</i>) Building short sentences from personal preferences using pictures or photos with partners
Level 5 Bridging		<ul style="list-style-type: none"> Describing everyday experiences using illustrated phrases and short sentences Producing illustrated stories about self or family (<i>e.g., using one or more languages</i>) 	<ul style="list-style-type: none"> Describing uses of tools or objects with a peer (<i>e.g., from illustrated phrase walls</i>) Sequencing content-related processes by drawing and describing objects (<i>e.g., from seeds to plants</i>) 	<ul style="list-style-type: none"> Making requests to indicate preferences (<i>e.g., "Can I have ...?"</i>) Listing reasons for content-related choices with guidance and support (<i>e.g., "Why do you like number 3?"</i>)
Level 6 Reaching		<ul style="list-style-type: none"> Stating information to answer modeled questions about experiences with guidance Using new words and phrases acquired through conversations or oral reading in short illustrated sentences 	<ul style="list-style-type: none"> Stating steps of familiar routines or events by drawing, dictating, and writing Responding to "how" questions and suggestions from peers, with guidance from adults, to add details to text 	<ul style="list-style-type: none"> Composing opinion pieces using content-related language with prompting and support Making claims using content-related language about topics or books (<i>e.g., dictated to adults</i>)

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help....

- Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADE 1 *By the end of each of the English language proficiency levels 1-5 English language learners can...*

LISTENING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		<ul style="list-style-type: none"> • Mimicking gestures or movement associated with oral commands • Matching key words or expressions in songs, chants, and poems to illustrations 	<ul style="list-style-type: none"> • Identifying real-life objects based on descriptive oral phrases or short sentences • Pointing to objects or people reflective of content-related vocabulary (e.g., <i>family members</i>) 	<ul style="list-style-type: none"> • Answering questions about likes and preferences • Identifying words or phrases that express opinions
Level 2 Emerging		<ul style="list-style-type: none"> • Acting out oral statements using manipulatives or real-life objects • Pointing to objects, characters or places from oral descriptions 	<ul style="list-style-type: none"> • Classifying real-life objects according to their function based on oral directions • Interpreting oral descriptions and matching them to illustrations 	<ul style="list-style-type: none"> • Evaluating options to make personal choices from oral simple sentences • Signaling agreement or disagreement with short oral statements using gestures (e.g., <i>"Today is Monday," "Clap one time for yes. Clap two times for no."</i>)
Level 3 Developing		<ul style="list-style-type: none"> • Sequencing pictures of stories read aloud (e.g., <i>beginning, middle, end</i>) • Following modeled oral instructions related to content 	<ul style="list-style-type: none"> • Following peer statements to create projects • Identifying illustrated cycles or processes described orally 	<ul style="list-style-type: none"> • Classifying objects according to descriptive oral statements • Following conditional directions (e.g., <i>"Raise two hands if you like ice cream."</i>)
Level 4 Expanding		<ul style="list-style-type: none"> • Identifying characters, plots, and settings from oral stories • Finding details in illustrated narrative or informational text read aloud 	<ul style="list-style-type: none"> • Following illustrated content-related procedures shared orally • Organizing real-life objects based on oral comparisons 	<ul style="list-style-type: none"> • Organizing information from oral comparisons of people or objects • Identifying claims about real-life objects or events based on observations or experiences
Level 5 Bridging		<ul style="list-style-type: none"> • Constructing models based on instructions from extended oral discourse with a partner • Following multistep oral directions during content-related activities 	<ul style="list-style-type: none"> • Organizing causes and effects of various phenomena presented orally • Using strategies and procedures shared by peers 	<ul style="list-style-type: none"> • Identifying claims and reasons from oral discourse • Identifying reasons for choices from oral stories
Level 6 Reaching		<ul style="list-style-type: none"> • Matching relevant details to main ideas presented in oral discourse • Identifying different genres through multiple readings of text by adults (e.g., <i>rhymes, stories, informational text</i>) 	<ul style="list-style-type: none"> • Identifying details from oral descriptions of processes or procedures • Representing ideas from oral discussions or multimedia 	<ul style="list-style-type: none"> • Identifying reasons authors give to support points in text read aloud • Distinguishing opinions from reasons in oral discourse

SPEAKING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> • Repeating words, phrases and memorized chunks of language related to different topics • Answering yes or no questions about stories or experiences 	<ul style="list-style-type: none"> • Answering questions with words or phrases (e.g., <i>"Go washroom."</i>) • Describing pictures or classroom objects 	<ul style="list-style-type: none"> • Expressing preferences in naming and pointing to objects • Repeating language to express agreement or disagreement
Level 2 Emerging		<ul style="list-style-type: none"> • Stating content-related facts in context (e.g., <i>playing telephone</i>) • Describing characters or places in picture books 	<ul style="list-style-type: none"> • Demonstrating how to do something using gestures or real-life objects (e.g., <i>the a bowl</i>) • Describing what people do from action pictures (e.g., <i>Jobs of community workers</i>) 	<ul style="list-style-type: none"> • Responding to short statements or questions about choices (e.g., <i>"I am sure," "I am not sure,"</i>) • Stating likes and dislikes to participate in conversations with peers
Level 3 Developing		<ul style="list-style-type: none"> • Retelling simple stories from picture cues • Participating in dialog with peers on familiar topics 	<ul style="list-style-type: none"> • Stating associations between two objects, people, or events (e.g., <i>"Udla is my sister and Ido is my sister."</i>) • Telling why something happened 	<ul style="list-style-type: none"> • Describing characters or objects using pictures or actions • Stating choices of materials or supplies and reasons for their selection
Level 4 Expanding		<ul style="list-style-type: none"> • Retelling information with some details • Summarizing a series of familiar events or routines 	<ul style="list-style-type: none"> • Connecting ideas by building on guided conversations with peers • Describing in detail the function of objects or roles of people 	<ul style="list-style-type: none"> • Justifying the use of objects for particular purposes • Supporting content-related ideas with examples
Level 5 Bridging		<ul style="list-style-type: none"> • Presenting information on content-related topics • Sharing details about personal experiences with peers and adults 	<ul style="list-style-type: none"> • Stating conditions for cause and effect (e.g., <i>"If it rains, I play inside."</i>) • Elaborating on details of content-related procedures 	<ul style="list-style-type: none"> • Comparing and contrasting content-related ideas (e.g., <i>"Winter is hot in Hawaii. Winter is cold in Alaska."</i>) • Providing evidence for specific claims
Level 6 Reaching		<ul style="list-style-type: none"> • Producing discourse appropriate to task and situation • Rehearsing content-related presentations with peers 	<ul style="list-style-type: none"> • Asking and answering content-related "how" and "why" questions • Expressing connected ideas with supporting details 	<ul style="list-style-type: none"> • Defending solutions to simple problems • Elaborating reasons to justify content-related ideas

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (Recount, Explain, and Argue) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADE 1

By the end of each of the English language proficiency levels 1-5 English language learners can...

ORAL LANGUAGE

Language Proficiency Level	Students	Discuss by:
Level 1 Entering		<ul style="list-style-type: none"> Tracking the speakers to demonstrate understanding Sharing pictures, created work, or visuals to contribute to conversations
Level 2 Emerging		<ul style="list-style-type: none"> Following along familiar routines of small and large groups Recognizing different types of intonation used by speakers
Level 3 Developing		<ul style="list-style-type: none"> Asking clarifying questions Inviting others to participate
Level 4 Expanding		<ul style="list-style-type: none"> Using intonation appropriate for the purposes of communication Restating statements to clarify ideas
Level 5 Bridging		<ul style="list-style-type: none"> Asking and answering questions to maintain conversations Elaborate on someone else's comments to participate in conversations
Level 6 Reaching		<ul style="list-style-type: none"> Sustaining conversations by responding to comments made in multiple exchanges Asking and answering questions about key details in social and academic contexts

READING

Language Proficiency Level	Students	Process Recounts by:	Process Extends by:
Level 1 Entering		<ul style="list-style-type: none"> Using pictures and illustrations to identify themes or storylines Matching vocabulary to illustrated stories 	<ul style="list-style-type: none"> Identifying illustrations with a part Sorting objects by their use or illustration
Level 2 Emerging		<ul style="list-style-type: none"> Pointing to icons, letters, or illustrated words that represent ideas Identifying repetitive words and phrases in texts 	<ul style="list-style-type: none"> Matching text or heading to text Identifying illustration questions
Level 3 Developing		<ul style="list-style-type: none"> Identifying Wh- words in questions (e.g., who, what, when) Recalling content-related information from illustrated texts read aloud 	<ul style="list-style-type: none"> Sorting illustrated words and categories Matching illustrations to "why" questions
Level 4 Expanding		<ul style="list-style-type: none"> Identifying the main topic of texts Ordering illustrations based on sequence of events from texts read aloud 	<ul style="list-style-type: none"> Finding details in narrative texts read aloud Identifying events in oral stories
Level 5 Bridging		<ul style="list-style-type: none"> Distinguishing among characters, settings, and events in narratives Reconstructing texts read orally using drawings or reenacting text with performances 	<ul style="list-style-type: none"> Ordering characters and events across informational texts Identifying content-related events from an explainer
Level 6 Reaching		<ul style="list-style-type: none"> Identifying who is telling the story at various points in texts Matching original text to paraphrased versions 	<ul style="list-style-type: none"> Identifying phrases related to effect Identifying actions in poems



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADE 1 *By the end of each of the English language proficiency levels 1-5 English language learners can...* **WRITING**

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Forming words using a variety of strategies Answering Wh- oral questions or using icons to plan stories 	<ul style="list-style-type: none"> Designing, drawing and labeling content-specific models Identifying topics through photographs, illustrated word walls, or software 	<ul style="list-style-type: none"> Indicating agreement with opinions of others using labeled drawings Drawing icons or symbols to represent preferences
Level 2 Emerging		<ul style="list-style-type: none"> Providing information in graphic organizers Presenting content related information labeling visuals or graphics 	<ul style="list-style-type: none"> Labeling and illustrating observations over time (e.g., growing plants) Describing people, places, or objects from illustrated examples 	<ul style="list-style-type: none"> Producing simple sentences from models about likes, wants, and needs (e.g., "I like... I don't like...") Supplying facts about topics
Level 3 Developing		<ul style="list-style-type: none"> Describing feelings or reactions to personal events or situations Recalling information from events or experiences 	<ul style="list-style-type: none"> Classifying illustrated words and phrases into groups (e.g., "Animals that fly. Animals that swim.") Comparing real-life objects, numbers, or animals using models 	<ul style="list-style-type: none"> Participating in interactive journals with peers Stating preferences related to social and academic topics (e.g., "I want to go...")
Level 4 Expanding		<ul style="list-style-type: none"> Producing a series of related sentences from transition word starters (e.g., first, next, last) Describing observations firsthand or from media 	<ul style="list-style-type: none"> Describing models related to content-related phenomena in pictures or real-life Expressing feelings and a reason related to situations or events 	<ul style="list-style-type: none"> Describing patterns in processes and stories to use as evidence Stating reasons for particular claims or opinions in content-related topics
Level 5 Bridging		<ul style="list-style-type: none"> Composing stories or narratives using sequential language Editing personal narratives based on criteria for success 	<ul style="list-style-type: none"> Describing causes and effects of actions and strategies Sequencing steps in solving problems using short sentences, illustrations, and symbols 	<ul style="list-style-type: none"> Providing simple edits to peers' writing Elaborating content-related claims with examples
Level 6 Reaching		<ul style="list-style-type: none"> Producing narratives with at least two sequential events Producing narrative sequences from timelines and labeled drawings 	<ul style="list-style-type: none"> Predicting how stories, events, or situations might end Producing texts that can name a topic and supply topic-related facts 	<ul style="list-style-type: none"> Using persuasive language in a variety of sentences Producing opinion pieces by stating an opinion and providing a connected reason

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards.

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help...

- Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency

Generously created for WIDA by **Becky Linderholm**

Eau Claire Area School District

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CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 2-3

By the end of each of the English language proficiency levels 1-5 English language learners can...

LISTENING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		<ul style="list-style-type: none"> Showing what happens next based on familiar oral stories (e.g., by pointing or drawing) Drawing or providing other visual displays of people, animals, or objects in response to oral prompts 	<ul style="list-style-type: none"> Pointing to visual elements of models or real-life objects from oral clues Pairing objects, pictures, or equations as directed by a partner 	<ul style="list-style-type: none"> Indicating personal points of view in response to oral phrases (e.g., by thumbs up/thumbs down, agree/disagree cards) Identifying preferences from short oral statements
Level 2 Emerging		<ul style="list-style-type: none"> Identifying the "who," "where," and "when" of illustrated statements Identifying main materials or resources from oral descriptions 	<ul style="list-style-type: none"> Matching oral descriptions to photos, pictures, or icons Following simple sequences presented orally to create patterns or sequences 	<ul style="list-style-type: none"> Distinguishing opinions from facts from peers' oral presentations Categorizing content-based pictures or objects from oral descriptions (e.g., "animals that form groups to help members survive")
Level 3 Developing		<ul style="list-style-type: none"> Identifying linking words or phrases related to passage of time in speech (e.g., "on Monday," "the next day") Illustrating events in response to audio recordings of stories or poems 	<ul style="list-style-type: none"> Carrying out steps described orally to solve problems Completing graphic organizers or representations from oral comparisons 	<ul style="list-style-type: none"> Identifying similarities and differences from oral content-related materials or equipment Identifying different points of view in short oral dialogues
Level 4 Expanding		<ul style="list-style-type: none"> Re-acting content-related situations or events from oral descriptions Identifying content-related ideas from oral discourse using <i>multi-media</i> (e.g., <i>retracing steps of a process</i>) 	<ul style="list-style-type: none"> Identifying connectors in speech or text read aloud Identifying content-related ideas and details in oral discourse 	<ul style="list-style-type: none"> Interpreting oral information from different sides Identifying opposing sides of arguments in dialogues
Level 5 Bridging		<ul style="list-style-type: none"> Identifying details of content-related topics from oral discourse Making designs or models following oral directions and specifications (e.g., <i>maps, origami</i>) 	<ul style="list-style-type: none"> Identifying the purpose of language/the message in each content area Following a series of short oral directions to create models of content area phenomena or processes 	<ul style="list-style-type: none"> Comparing oral arguments with representations and models Identifying claims in oral presentations
Level 6 Reaching		<ul style="list-style-type: none"> Identifying key ideas or details from texts read aloud or information presented orally Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats 	<ul style="list-style-type: none"> Distinguishing shades of meaning among closely related words in oral discourse (e.g., jump/leap, huge/enormous) Comparing strategies from extended oral discourse 	<ul style="list-style-type: none"> Identifying evidence to support claims/opinions Following agreed-upon rules for discussions around differing opinions

SPEAKING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Responding to questions related to stories or phrases (e.g., "who came to the school?") Acting out and naming events or experiences throughout the school day 	<ul style="list-style-type: none"> Describing the outcomes of experiments or stories with guidance and visual support Asking and answering Wh- questions related to classroom routines (e.g., "What do we do now?") 	<ul style="list-style-type: none"> Stating a claim or position from models or examples Using facts as evidence Using sentence starters or sentence frames
Level 2 Emerging		<ul style="list-style-type: none"> Reproducing facts or statements in context Participating in <i>multi-media</i> presentations based on research 	<ul style="list-style-type: none"> Naming steps in processes or procedures Describing familiar phenomena in words or phrases 	<ul style="list-style-type: none"> Telling what comes next and showing why Sharing reasons for opinions or claims (e.g., <i>science experiments</i>)
Level 3 Developing		<ul style="list-style-type: none"> Retelling simple stories from picture cues Sharing information from personal or school-related experiences 	<ul style="list-style-type: none"> Describe relationships between objects or uses for tools Expressing cause and effect of behaviors or events 	<ul style="list-style-type: none"> Describing organizing categories for content-related information (e.g., <i>fish/birds, forests/deserts</i>) Asking and answering questions in collaborative groups
Level 4 Expanding		<ul style="list-style-type: none"> Sequencing events in stories with temporal transitions (e.g., "After the sun set...") Describing situations and events from school and the community 	<ul style="list-style-type: none"> Stating details of processes or procedures Describing consequences of behaviors or occurrences 	<ul style="list-style-type: none"> Defend claims or opinions to content-related topics to content-related issues or problems
Level 5 Bridging		<ul style="list-style-type: none"> Describing main ideas of content-related information Asking and answering questions about information from speakers 	<ul style="list-style-type: none"> Connecting ideas in content-related presentations Elaborating on the cause of various phenomena (e.g., <i>shooting stars, sunsets</i>) 	<ul style="list-style-type: none"> Expressing and supporting different ideas with examples Providing evidence to defend own ideas
Level 6 Reaching		<ul style="list-style-type: none"> Providing descriptive details of content-related information or activities Naming the steps for producing multimedia presentations with some detail 	<ul style="list-style-type: none"> Elaborating on ideas in light of conversations among students Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media 	<ul style="list-style-type: none"> Connecting personal comments to the remarks of others to build a case for ideas or opinions Summarizing ideas or opinions from two sides

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (Recount, Explain, and Argue) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 2-3

By the end of each of the English language proficiency levels 1-5 English language learners can...

ORAL LANGUAGE

Language Proficiency Level	Students	Discuss by:
Level 1 Entering		<ul style="list-style-type: none"> Expressing own ideas through drawings, gestures, words and phrases Expressing agreement/disagreement nonverbally (e.g., thumbs up or down)
Level 2 Emerging		<ul style="list-style-type: none"> Asking yes or no questions to request clarification Recognizing how different intonation conveys different meanings
Level 3 Developing		<ul style="list-style-type: none"> Negotiating agreement in small groups Expressing own ideas consistent with the topic discussed
Level 4 Expanding		<ul style="list-style-type: none"> Expressing own ideas and supporting ideas of others Proposing new solutions to resolve conflict in small groups
Level 5 Bridging		<ul style="list-style-type: none"> Initiating and maintaining conversations Challenging ideas respectfully Listening to, building, and extending ideas
Level 6 Reaching		<ul style="list-style-type: none"> Sharing topic-related information Building on remarks of others by linking comments Maintaining audience engagement through specific language and body movement

READING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguing by:
Level 1 Entering		<ul style="list-style-type: none"> Identifying key words and phrases in illustrated text Signaling language associated with content-related information (e.g., during preview, view, & review) 	<ul style="list-style-type: none"> Identifying words and phrases in titles and highlighted texts Matching pictures with graphic information from illustrated texts 	<ul style="list-style-type: none"> Identifying fact information from illustrations Identifying language to likes, needs, labeled illustrations
Level 2 Emerging		<ul style="list-style-type: none"> Identifying time-related language in context (e.g., in biographies) Illustrating experiences of characters in illustrated statements 	<ul style="list-style-type: none"> Interpreting images, illustrations, and graphics Identifying elements of expository texts (e.g., graphs, captions) in illustrated texts 	<ul style="list-style-type: none"> Distinguishing fact from fiction (e.g., using strips or highlighting) Identifying clear opinions in illustrations
Level 3 Developing		<ul style="list-style-type: none"> Creating timelines or graphic organizers from illustrated related statements or paragraphs Identifying temporal-related words that signal order of events (e.g., "in the beginning...") 	<ul style="list-style-type: none"> Sequencing sentences, descriptive of processes or procedures in informational texts Locating details in content area texts or media 	<ul style="list-style-type: none"> Identifying different opinions in written text Identifying genre and content-related phrases in text to the genre/voice (e.g., "once upon a time" or "a fairy tale")
Level 4 Expanding		<ul style="list-style-type: none"> Ordering a series of events based on familiar texts Identifying main ideas and details in illustrated texts 	<ul style="list-style-type: none"> Illustrating cause/effect relationships in content area texts Classifying main ideas and details in informational or explanatory texts 	<ul style="list-style-type: none"> Sorting content information according to specific criteria (e.g., and conclusions) Identifying reasons strengthened arguments
Level 5 Bridging		<ul style="list-style-type: none"> Paraphrasing narratives or informational text with support (e.g., arranging paragraph strips) Highlighting relevant information in grade-level texts to produce summaries 	<ul style="list-style-type: none"> Identifying relevant information from texts on the same content area topic (e.g., in open sorts) Identifying the main purpose of texts 	<ul style="list-style-type: none"> Identifying data sources to support claims Matching opinions in informational texts and literal texts
Level 6 Reaching		<ul style="list-style-type: none"> Identifying setting and character details from grade-level text Determining the central messages, lessons, or morals of fables and folktales from diverse cultures 	<ul style="list-style-type: none"> Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts Connecting ideas with details in extended content area texts 	<ul style="list-style-type: none"> Identifying author's view in texts Evaluating character settings, and events, and variety of media

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CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 2-3

By the end of each of the English language proficiency levels 1-5 English language learners can...

WRITING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1		<ul style="list-style-type: none"> Labeling images that illustrate the steps for different processes (e.g., writing workshop) Creating visual representations of ideas or stories 	<ul style="list-style-type: none"> Listing and illustrating ideas Stating facts associated with images or illustrations 	<ul style="list-style-type: none"> Indicating decisions or preferences through labeled pictures, words, or phrases Providing evidence of natural phenomena or opinions through labeled drawings
Level 2 Entering		<ul style="list-style-type: none"> Listing ideas using graphic organizers Describing visual information 	<ul style="list-style-type: none"> Describing elements of processes or procedures Stating how something happens using illustrations and sequential language (e.g., <i>eruption of volcanoes</i>) 	<ul style="list-style-type: none"> Participating in shared opinion writing experiences Connecting preferences, choices, or opinions to reasons
Level 3 Emerging		<ul style="list-style-type: none"> Recalling past experiences Expressing ideas in various genres (e.g., poetry, interactive journals) 	<ul style="list-style-type: none"> Comparing causes of different phenomena Stating ideas about content-related topics 	<ul style="list-style-type: none"> Communicating different content-related ideas or opinions Describing pros and cons related to social issues or familiar topics
Level 4 Developing		<ul style="list-style-type: none"> Describing a series of events or procedures Creating stories with details about characters and events 	<ul style="list-style-type: none"> Relating details and illustrating stages of different cycles (e.g., <i>progs, plants</i>) Describing strategies to solve problems 	<ul style="list-style-type: none"> Supporting main ideas or opinions with evidence from texts Providing evidence to support or refute peers' ideas
Level 5 Expanding		<ul style="list-style-type: none"> Describing the sequence of content-related ideas Providing details and examples about narratives 	<ul style="list-style-type: none"> Describing details of processes, procedures, and events Producing "how to" manuals based on personal experiences or scientific experiments 	<ul style="list-style-type: none"> Producing persuasive pieces supported by multiple reasons or details Stating reasoning for content-related choices
Level 6 Bridging		<ul style="list-style-type: none"> Signaling order of events using temporal words and phrases Relating real or imagined experiences or events 	<ul style="list-style-type: none"> Elaborating topics with facts, definitions, and details Comparing different strategies related to procedures or problem-solving 	<ul style="list-style-type: none"> Elaborating on opinions and reasons Comparing and contrasting important points and details presented in two texts on the same topic
Level 6 Reaching				

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help....

- Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency

Generously created for WIDA by **Becky Linderholm**

Eau Claire Area School District



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 4-5

By the end of each of the English language proficiency levels 1-5 English language learners can...

LISTENING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		<ul style="list-style-type: none"> Matching oral words and phrases to content-related pictures or objects Identifying the topic in oral statements 	<ul style="list-style-type: none"> Sequencing oral procedures or cycles with images Distinguishing key words and phrases related to phenomena 	<ul style="list-style-type: none"> Matching illustrations with oral points of view Identifying language related to facts or opinions from oral presentations
Level 2 Emerging		<ul style="list-style-type: none"> Classifying time-related language in oral statements (e.g., <i>present, past, future</i>) Connecting the context of narratives (e.g., the who, what, when, & where) to illustrations 	<ul style="list-style-type: none"> Organizing routine causal or sequential relationships described orally Following oral directions to show recurring steps in cycles or problem-solving 	<ul style="list-style-type: none"> Sorting evidence and claims from oral descriptions Distinguishing words and phrases related to opinions or facts from oral statements
Level 3 Developing		<ul style="list-style-type: none"> Identifying the beginning, middle and end in oral retelling of a text Following tasks and directions retold by peers 	<ul style="list-style-type: none"> Interpreting cause and effect relationships in conversations Recognizing relationships in a series of oral statements 	<ul style="list-style-type: none"> Identifying different perspectives, stances, or points of view Recognizing reasons for positions in oral presentations
Level 4 Expanding		<ul style="list-style-type: none"> Sequencing events or steps based on oral reading of informational text Recognizing the language of related genres (e.g., news reports, historical accounts) 	<ul style="list-style-type: none"> Identifying precise details, descriptions, or comparisons that support conversation on how or why phenomena occur 	<ul style="list-style-type: none"> Identifying evidence that supports predictions or hypotheses Differentiating between multiple points of view in class discussions
Level 5 Bridging		<ul style="list-style-type: none"> Identifying related information from multiple sources presented orally Recognizing the key historical, scientific or technical language used in a mini-lecture 	<ul style="list-style-type: none"> Recognizing language used to enhance the specificity of phenomena in class discussions Identifying components of systems (e.g., ecosystems, branches of government) in small group interactions 	<ul style="list-style-type: none"> Distinguishing certainty from uncertainty of spoken words or phrases in context Identifying the degree of formality in oral presentations
Level 6 Reaching		<ul style="list-style-type: none"> Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or presentations Differentiating similarities and differences of information presented through multimedia and written text 	<ul style="list-style-type: none"> Interpreting the specific language used to enhance the quality of phenomena related to events or phenomena in peer presentations 	<ul style="list-style-type: none"> Recognizing the strength of the quality of evidence presented in oral discourse Identifying the purpose of arguments

SPEAKING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Stating key words and phrases associated with the content using visual or graphic support Communicating personal experiences orally 	<ul style="list-style-type: none"> Naming components of phenomena using illustrations, photographs, or diagrams Demonstrating procedures using realia 	<ul style="list-style-type: none"> Stating reasons for choices using words or phrases Answering yes/no or choice questions across content or personal preferences
Level 2 Emerging		<ul style="list-style-type: none"> Retelling short stories or content-related events Stating procedural steps across content areas 	<ul style="list-style-type: none"> Giving reasons why or how something works using diagrams, charts or images Stating key words or phrases in processes in a sequential order 	<ul style="list-style-type: none"> Stating opinions based on experiences Responding to opinion statements of others with personal preferences
Level 3 Developing		<ul style="list-style-type: none"> Presenting detailed content-related information that has been rehearsed Stating main ideas in classroom conversations on social and academic topics 	<ul style="list-style-type: none"> Stating clear sequential procedures to peers Comparing data or information 	<ul style="list-style-type: none"> Expressing opinions using content-area specific language Presenting content-based facts that support a position
Level 4 Expanding		<ul style="list-style-type: none"> Giving content-related oral reports Sequencing steps to solve a problem 	<ul style="list-style-type: none"> Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts Presenting detailed information in small groups 	<ul style="list-style-type: none"> Stating relevant evidence for claims Responding to opinion statements of others with reasons or evidence
Level 5 Bridging		<ul style="list-style-type: none"> Conveying personal and content-related experiences in a team Using technical and specific vocabulary when sharing content information 	<ul style="list-style-type: none"> Elaborating by adding precision and details to content-related sequence or causal phenomena Describing relationships of components within systems (e.g., ecosystems, government) 	<ul style="list-style-type: none"> Supporting claims with evidence from various sources Using claims and evidence to persuade an audience
Level 6 Reaching		<ul style="list-style-type: none"> Summarizing discussions on content-related topics Expanding on topics with descriptive details using varied vocabulary 	<ul style="list-style-type: none"> Analyzing how variables contribute to events or outcomes Maintaining a formal register 	<ul style="list-style-type: none"> Countering with a different point of view Stating conclusions based on a summary of information from the various sides

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (Recount, Explain, and Argue) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 4-5 *By the end of each of the English language proficiency levels 1-5 English language learners can...*

ORAL LANGUAGE

Language Proficiency Level	Students	Discuss by:
Level 1 Entering		<ul style="list-style-type: none"> Expressing own ideas in a variety of ways (e.g., drawing, using gestures, graphing) Tracking the person speaking Sharing own work (e.g., graphic organizers, drawings) to contribute to the conversation
Level 2 Emerging		<ul style="list-style-type: none"> Taking turns and applying conventions specific to particular conversations Addressing others according to relationship (e.g., student/peers, student/teacher)
Level 3 Developing		<ul style="list-style-type: none"> Asking clarifying questions to demonstrate engagement Using examples to clarify statements Answering questions to contribute to a topic
Level 4 Expanding		<ul style="list-style-type: none"> Elaborating on statements of others to extend ideas Presenting creative solutions to resolve communication issues Contributing ideas to co-create group responses
Level 5 Bridging		<ul style="list-style-type: none"> Recognizing how language can be used to express bias and influence others Challenging ideas respectfully Managing conversations to stay focused on a topic
Level 6 Reaching		<ul style="list-style-type: none"> Examining the value of statements to bring clarity to developing topics with clear examples and information

READING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process
Level 1 Entering		<ul style="list-style-type: none"> Identifying words in context during oral reading or illustrated text on familiar topics or experiences Highlighting previewed or familiar phrases 	<ul style="list-style-type: none"> Matching illustrated words/phrases to causal or sequential language Sequencing sentences strips to show content-area processes from illustrated texts 	<ul style="list-style-type: none"> Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in text Highlighting events or procedures that happened in historical, scientific, or technical text
Level 2 Emerging		<ul style="list-style-type: none"> Classifying time-related language in text as present or past Identifying the "who," "what," "where," and "when" in narrative text with a partner 	<ul style="list-style-type: none"> Identifying different types of connectors (e.g., first, next, because, so) Identifying key words and phrases that describe the topic or phenomena 	<ul style="list-style-type: none"> Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in text Highlighting events or procedures that happened in historical, scientific, or technical text
Level 3 Developing		<ul style="list-style-type: none"> Sequencing events in stories or content-related processes Identifying main ideas in narrative and informational text 	<ul style="list-style-type: none"> Matching causes with effects Identifying words or phrases to determine the type of explanation (e.g., linear sequence, cycle, system) 	<ul style="list-style-type: none"> Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in text Highlighting events or procedures that happened in historical, scientific, or technical text
Level 4 Expanding		<ul style="list-style-type: none"> Connecting details to main ideas or themes Identifying conclusions in multi-paragraph text 	<ul style="list-style-type: none"> Identifying the different words or phrases that are used to describe the same topic or phenomena Organizing information on how or why phenomena occur 	<ul style="list-style-type: none"> Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in text Highlighting events or procedures that happened in historical, scientific, or technical text
Level 5 Bridging		<ul style="list-style-type: none"> Becoming familiar with the language of related genres (e.g., news reports, historical accounts) Summarizing information from multiple related sources 	<ul style="list-style-type: none"> Identifying how text provides clear details of the topic or phenomena Identifying components of systems (e.g., ecosystems, government) 	<ul style="list-style-type: none"> Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in text Highlighting events or procedures that happened in historical, scientific, or technical text
Level 6 Reaching				<ul style="list-style-type: none"> Identifying how text presents information in a factual or neutral manner Evaluating the specific language used to enhance descriptions of phenomena

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For three of the Key Uses (Recount, Explain, and Argue) You'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

The WIDA Can Do Descriptors, Key Uses Edition and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based content curriculum, instruction, and assessment.



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 4-5 *By the end of each of the English language proficiency levels 1-5 English language learners can...*

WRITING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Communicating personal experiences through drawings and words Reproducing a series of events through illustrated text 	<ul style="list-style-type: none"> Producing short-answer responses to questions using word/phrase banks Labeling charts and graphs to describe phenomena (e.g., organisms in ecosystems) 	<ul style="list-style-type: none"> Selecting words and phrases to represent points of view using facts from illustrated text or posters Using key words or phrases related to the topic
Level 2 Emerging		<ul style="list-style-type: none"> Listing procedural steps across content areas Using positive and negative effects of events in informational or narrative text 	<ul style="list-style-type: none"> Using key terms related to phenomena Ordering linear and cyclical sequences of phenomena (e.g., the steps of how a volcano erupts) 	<ul style="list-style-type: none"> Stating reasons for particular points of view Listing pros and cons of issues
Level 3 Developing		<ul style="list-style-type: none"> Using key words and phrases reflective of main ideas Conveying details using concrete words and phrases 	<ul style="list-style-type: none"> Connecting related ideas or concepts using linking words and phrases Answering "how" or "why" questions (e.g., "How does the water cycle work?" "Why are there three branches of government?") 	<ul style="list-style-type: none"> Connecting reasons to opinions supported by facts and details Making adjustments for audience and context
Level 4 Expanding		<ul style="list-style-type: none"> Relating a sequence of events using a variety of transitional words, phrases, and clauses Synthesizing information across related texts (e.g., author study) 	<ul style="list-style-type: none"> Presenting information on processes or phenomena from a variety of sources Elaborating topics with facts, definitions, concrete details, or quotations and examples 	<ul style="list-style-type: none"> Comparing and contrasting evidence for claims Providing reasons and evidence which support particular points
Level 5 Bridging		<ul style="list-style-type: none"> Producing content-related reports Creating narratives that connect personal experiences and content 	<ul style="list-style-type: none"> Describing how factors contribute to events or outcomes Describing how systems relate or interact 	<ul style="list-style-type: none"> Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries) Including evidence from multiple sources
Level 6 Reaching		<ul style="list-style-type: none"> Summarizing content-related information Using narrative themes to extend the storyline 	<ul style="list-style-type: none"> Presenting information on processes or phenomena supported by facts and details in essays and reports Selecting the appropriate organizational structure for the particular purpose 	<ul style="list-style-type: none"> Organizing ideas and information logically and coherently Integrating information from multiple sources to provide evidence for claims

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help...

- Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency

Generously created for WIDA by **Becky Linderholm**
Eau Claire Area School District

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CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 6-8
By the end of each of the English language proficiency levels 1-5 English language learners can...

LISTENING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		<ul style="list-style-type: none"> Identifying familiar objects or places from oral statements Pointing to objects, people, or places based on short oral descriptions 	<ul style="list-style-type: none"> Matching instructional language given orally with visual representation (e.g., "Show me your schedule.") Identifying functions of content-related topics based on short oral statements reinforced visually (e.g., organisms in ecosystems) 	<ul style="list-style-type: none"> Signaling agreement or disagreement of short oral statements or questions Identifying points of view (e.g., first or third person) from short statements
Level 2 Emerging		<ul style="list-style-type: none"> Sequencing labeled visuals per oral directions Identifying settings or time frames in narrative or informational scenarios read aloud 	<ul style="list-style-type: none"> Classifying content-related visuals per oral descriptions (e.g., environmental v. genetic factors) Matching oral sentences of cause and effect to illustrations (e.g., weather or climate conditions) 	<ul style="list-style-type: none"> Identifying claims from a series of oral statements Identifying evidence to support claims from charts and tables
Level 3 Developing		<ul style="list-style-type: none"> Matching main ideas of familiar text read aloud to visuals Stating the next event in a series based on clues from narrative or informational oral texts 	<ul style="list-style-type: none"> Matching main ideas of familiar text read aloud with visuals Showing differences between or among content-related phenomena described orally (e.g., descriptive statistics) 	<ul style="list-style-type: none"> Illustrating claims or reasons from oral narratives Identifying opposing perspectives from oral text (e.g., sides in wars, regimes, or revolutions)
Level 4 Expanding		<ul style="list-style-type: none"> Identifying main ideas and details in oral discourse Evaluating oral presentations or peers based on criteria for success 	<ul style="list-style-type: none"> Identifying relationships between people, ideas, or events in oral discourse Matching complex oral descriptions to images, graphs, or formulas 	<ul style="list-style-type: none"> Matching evidence to claims in oral discourse Formulating opinions based on evidence presented within oral discourse
Level 5 Bridging		<ul style="list-style-type: none"> Categorizing details of content-related main ideas seen and heard in videos or other technologies Sequencing a series of illustrated events from oral passages (e.g., historical recaps) 	<ul style="list-style-type: none"> Carrying out a series of oral directions to construct mathematical or scientific models Connecting details to main ideas based on extended oral discourse 	<ul style="list-style-type: none"> Establishing connections among claims, arguments, and supporting evidence within oral discourse Comparing opposing points of view presented within oral discourse
Level 6 Reaching		<ul style="list-style-type: none"> Identifying key ideas expressed orally Identifying new information expressed by others 	<ul style="list-style-type: none"> Evaluating main ideas and supporting details presented in diverse media and oral formats Developing models from oral discourse and multimedia (e.g., YouTube videos) 	<ul style="list-style-type: none"> Evaluating the soundness of opposing claims presented orally Identifying bias within claims in oral discourse

SPEAKING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Answering select Wh-questions Naming and briefly describing past community or school events using visual support (e.g., posters, photographs) 	<ul style="list-style-type: none"> Comparing attributes of real-life objects with a partner Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams 	<ul style="list-style-type: none"> Responding yes or no statements or questions related to a claim Expressing personal point of view (in home language English) in support of, against a claim
Level 2 Emerging		<ul style="list-style-type: none"> Stating main ideas or points of classroom conversations Restating details of content-related topics (in home language and English) in small groups 	<ul style="list-style-type: none"> Describing situations from modeled sentences Connecting two content-related ideas that define "how" or "why" 	<ul style="list-style-type: none"> Answering simple questions related to claims Stating evidence to support claims (in home language English)
Level 3 Developing		<ul style="list-style-type: none"> Relating a series of events by expressing time in multiple tenses Connecting ideas in content-related discourse using transitions 	<ul style="list-style-type: none"> Demonstrating how to conduct experiments, engage in processes, or solve problems with supports Stating why events occur, phenomena exist, or some things happen 	<ul style="list-style-type: none"> Critiquing opposing claims Evaluating the value of options in content-based situations
Level 4 Expanding		<ul style="list-style-type: none"> Paraphrasing and summarizing content-related ideas presented orally Connecting ideas with supporting details in a variety of oral venues 	<ul style="list-style-type: none"> Comparing content-related concepts Connecting ideas with supporting details to show relationships (e.g., characters' actions to their feelings) 	<ul style="list-style-type: none"> Connecting ideas with supporting details or facts Taking stances and summarizing ideas supporting them
Level 5 Bridging		<ul style="list-style-type: none"> Producing oral multimedia, content-related reports based on research from multiple sources Tracing the evolution of literary characters, themes, and plots from different venues (e.g., digital text or video) 	<ul style="list-style-type: none"> Giving demonstrations with step-by-step details (e.g., converting Fahrenheit to Celsius) Evaluating the significance of events, people, or phenomena in oral presentations 	<ul style="list-style-type: none"> Engaging in debates on content-related topics claims and counterclaims along with reasonable evidence Defending points of view with specific claims
Level 6 Reaching		<ul style="list-style-type: none"> Restating new information expressed by others in extended speech Posing questions that elicit elaboration and responding to others' questions and comments 	<ul style="list-style-type: none"> Adapting speech to a variety of contexts and tasks (e.g., use of register) Posing questions that connect several speakers' ideas and responding to others' ideas 	<ul style="list-style-type: none"> Paraphrasing new information expressed by others in when warranted, mod views or positions Making presentations that multimedia component clarify claims and emphasize salient points

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 6-8

By the end of each of the English language proficiency levels 1-5 English language learners can...

ORAL LANGUAGE

Language Proficiency Level	Students	Discuss by:
Level 1 Entering		<ul style="list-style-type: none"> Using appropriate nonverbal behaviors to show engagement and listening Contributing to conversations by sharing own work (e.g., pictures, posters, graphics)
Level 2 Emerging		<ul style="list-style-type: none"> Inviting others to participate Answering Wh-questions in conversations Connecting ideas to one's experiences
Level 3 Developing		<ul style="list-style-type: none"> Supporting ideas with examples Asking clarifying questions to demonstrate engagement Generating new questions to maintain conversations
Level 4 Expanding		<ul style="list-style-type: none"> Recognizing purposes of contributions in conversations Demonstrating awareness of personal bias when defending one's point of view
Level 5 Bridging		<ul style="list-style-type: none"> Building on the ideas of others Listening to others with a purpose (e.g., to challenge own or others' ideas)
Level 6 Reaching		<ul style="list-style-type: none"> Presenting organized ideas and information on content topics including the use of graphics and multimedia Synthesizing ideas of several speakers, posing questions, and responding with evidence, examples, and ideas

READING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	P
Level 1 Entering		<ul style="list-style-type: none"> Identifying responses to Wh-questions in charts or illustrated text Identifying icons in graphs, charts, and environmental print related to familiar topics 	<ul style="list-style-type: none"> Matching content-related objects, pictures, or media to words and phrases Identifying social or academic topics highlighted in text 	<ul style="list-style-type: none">
Level 2 Emerging		<ul style="list-style-type: none"> Sequencing illustrated text of narrative or informational events Locating main ideas in a series of simple sentences 	<ul style="list-style-type: none"> Comparing ideas on the same topic in a series of simple sentences Identifying how content-related phenomena relate to one another in illustrated text or media 	<ul style="list-style-type: none">
Level 3 Developing		<ul style="list-style-type: none"> Identifying topic sentences, main ideas, and details in paragraphs Connecting people to actions based on oral descriptions with details 	<ul style="list-style-type: none"> Illustrating relationships between main ideas and details in paragraphs Sequencing steps or events to describe processes (e.g., solving math problems) 	<ul style="list-style-type: none">
Level 4 Expanding		<ul style="list-style-type: none"> Ordering paragraphs in narrative and informational text Identifying summaries of passages in a variety of genres 	<ul style="list-style-type: none"> Matching content-related cause to effect in graphically-supported text Highlighting text evidence that points to how systems function (e.g., different forms of government) 	<ul style="list-style-type: none">
Level 5 Bridging		<ul style="list-style-type: none"> Sequencing main ideas, events, and conclusions in narrative and informational text Matching details of content-related topics to main ideas 	<ul style="list-style-type: none"> Sorting grade-level text by highlighting elements of the genre (e.g., differentiating the "how" from the "why") Sequencing events based on cause and effect (e.g., how machines operate) 	<ul style="list-style-type: none">
Level 6 Reaching		<ul style="list-style-type: none"> Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments Evaluating how a central event is introduced, illustrated, and elaborated in text (e.g., through examples or anecdotes) 	<ul style="list-style-type: none"> Comparing and contrasting information from experiments, simulations, videos, or multimedia sources with that of text on the same topics Identifying factors that contribute to phenomena in explanations 	<ul style="list-style-type: none">

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (Recount, Explain, and Argue) you'll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use Discuss are only shown for oral language. The Key Use Discuss highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 6-8
By the end of each of the English language proficiency levels 1-5 English language learners can...

WRITING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Producing labeled illustrations of conclusions reached in problem-solving with a partner Reproducing words and phrases related to topics (e.g., including cognates) 	<ul style="list-style-type: none"> Indicating relationships by drawing and labeling content-related pictures on familiar topics Describing processes or cycles by labeling diagrams and graphs 	<ul style="list-style-type: none"> Generating words and phrases that represent opinions (e.g., "I think...") Making lists of topic choices with peers
Level 2 Emerging		<ul style="list-style-type: none"> Completing sentences using word banks Producing statements related to main ideas on familiar topics in home language and English 	<ul style="list-style-type: none"> Connecting short sentences Comparing illustrated descriptions of content-related concepts (e.g., mitosis v. meiosis) 	<ul style="list-style-type: none"> Stating opinions using evaluative language related to content (e.g., "I agree. Myric is better.") Connecting simple sentences to form content-related ideas
Level 3 Developing		<ul style="list-style-type: none"> Producing short paragraphs with main ideas and some details Composing dialogues or blogs based on personal experiences 	<ul style="list-style-type: none"> Comparing and contrasting information, events, or characters Producing descriptive paragraphs around a central idea 	<ul style="list-style-type: none"> Substantiating opinions with content-related examples and evidence Providing feedback to peers on language used for claims and evidence
Level 4 Expanding		<ul style="list-style-type: none"> Producing content-related reports Reproducing a sequence of events or experiences using transitional words 	<ul style="list-style-type: none"> Describing relationships between details or examples and supporting ideas Connecting content-related themes or topics to main ideas 	<ul style="list-style-type: none"> Crafting persuasive pieces (e.g., editorials) with a series of substantiated content-related claims Composing scripts with protagonists and antagonists
Level 5 Bridging		<ul style="list-style-type: none"> Producing research reports using multiple sources Summarizing conclusions reached from steps in problem-solving or conducting experiments 	<ul style="list-style-type: none"> Producing informational text around graphs and charts Comparing content-related ideas from multiple sources in essays, reports, and narratives 	<ul style="list-style-type: none"> Presenting opinions in persuasive essays or reports backed by content-related research Justifying ideas using multiple sources
Level 6 Reaching		<ul style="list-style-type: none"> Providing a concluding statement or section that follows from and supports the information presented Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events 	<ul style="list-style-type: none"> Determining two or more central ideas in text and tracing their development Evaluating the interactions between individuals, events, and ideas in text (e.g., how ideas influence individuals or events and the converse) 	<ul style="list-style-type: none"> Introducing claims and opposing claims, along with their associated reasons and evidence Closing with concluding statements or paragraphs that support claims

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, describing factors that contribute to events, examining relationships among content-related ideas and concepts
Argue	To persuade by making claims supported by evidence	stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Discuss	To interact with others to build meaning and share knowledge	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups

The WIDA Can Do Descriptors, Key Uses Edition can help...

- Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 9-12
By the end of each of the English language proficiency levels 1-5 English language learners can...

LISTENING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:	Process Arguments by:
Level 1 Entering		<ul style="list-style-type: none"> Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs Selecting resources, places, products, or figures from oral statements and visual supports 	<ul style="list-style-type: none"> Ordering events or stages of phenomena from oral statements Identifying words and phrases related to sequence 	<ul style="list-style-type: none"> Matching oral information to pictures, diagrams, or photographs that show points of view Distinguishing words and phrases related to opinions or facts from oral statements
Level 2 Emerging		<ul style="list-style-type: none"> Matching oral descriptions of characters or main events in content-related topics Following modeled oral commands 	<ul style="list-style-type: none"> Sequencing steps in processes or procedures described orally Comparing information, symbols, or icons on charts or tables described orally 	<ul style="list-style-type: none"> Recognizing the pros or cons of issues from short oral statements Identifying claims in oral statements
Level 3 Developing		<ul style="list-style-type: none"> Identifying main ideas from short content-related oral presentations Classifying examples of genres read aloud (e.g., types of narration) 	<ul style="list-style-type: none"> Recognizing relationships in a series of oral statements Identifying causes for particular events or phenomena in short oral presentations 	<ul style="list-style-type: none"> Organizing information related to different perspectives presented orally Identifying language choices that represent specific points of view from a series of oral statements
Level 4 Expanding		<ul style="list-style-type: none"> Following the steps of content-related tasks or assignments given orally Identifying details from oral discussions (e.g., when, who, where, what, and why) 	<ul style="list-style-type: none"> Identifying components of systems from multimedia Interpreting cause and effect from oral discourse 	<ul style="list-style-type: none"> Classifying claims and evidence from oral presentations Differentiating multiple perspectives presented orally
Level 5 Bridging		<ul style="list-style-type: none"> Reconstructing past experiences or series of events based on oral discourse Recognizing nuanced meanings of words and phrases in extended oral discourse 	<ul style="list-style-type: none"> Identifying effects and consequences of events and phenomena from class discussions Identifying interdependence of different parts of systems from multimedia presentations 	<ul style="list-style-type: none"> Identifying how language choices connect to particular audiences Evaluating the purpose of arguments presented by others
Level 6 Reaching		<ul style="list-style-type: none"> Categorizing perspectives of multiple speakers Identifying important information on specific events and concepts from lectures and presentations 	<ul style="list-style-type: none"> Recognizing specific language used to enhance clarity and precision Recognizing and following language related to the same event or phenomenon throughout presentations 	<ul style="list-style-type: none"> Identifying strengths, limitations, and potential biases from oral presentations Organizing claims and counter claims presented in debates

SPEAKING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures) Answering select yes/no or Wh-questions 	<ul style="list-style-type: none"> Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) Using words and phrases to identify visually supported phenomena 	<ul style="list-style-type: none"> Relating points of view visually support (e.g., posters, photographs) Stating pros and cons visually on a topic
Level 2 Emerging		<ul style="list-style-type: none"> Restating information using content-specific terms Providing examples of content-related information previously studied 	<ul style="list-style-type: none"> Naming properties, characteristics or features of illustrated content-related topics Posing and responding to Wh-questions that relate to phenomena 	<ul style="list-style-type: none"> Responding to oral or written claims Offering facts or opinions statements as appropriate to discussion
Level 3 Developing		<ul style="list-style-type: none"> Posing and responding to questions in small group discussions Describing the sequence of processes, cycles, procedures, or events with details 	<ul style="list-style-type: none"> Connecting causes to effects in a series of statements Sequencing processes, cycles, or procedures in short extended discourse 	<ul style="list-style-type: none"> Stating claims match evidence using a series related sentences Suggesting details or reasons to reinforce a view
Level 4 Expanding		<ul style="list-style-type: none"> Presenting factual information on content-related topics to the class Paraphrasing and summarizing content-related ideas in large and small groups 	<ul style="list-style-type: none"> Describing components of systems in small groups and class discussions Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures 	<ul style="list-style-type: none"> Taking stances and defending them with evidence (e.g., using or citations) Comparing and contrasting different points of view
Level 5 Bridging		<ul style="list-style-type: none"> Engaging in extended discussion of effects, impacts, or events related to content topics Giving multimedia oral presentations on content-related material learned from various sources 	<ul style="list-style-type: none"> Presenting information using an objective, neutral tone in extended discourse Using nominalization to compress information and maintain coherence (e.g., "This expansion..." "Weathering..." "An implication...") 	<ul style="list-style-type: none"> Challenging evidence claims in debates Convincing audience: personal points of view using persuasive language
Level 6 Reaching		<ul style="list-style-type: none"> Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience Presenting information that follows discipline-specific organization (e.g., orientation to topic, sequence of events, conclusion) 	<ul style="list-style-type: none"> Providing precision and accuracy in classifications, procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms Following discipline-specific organization (e.g., orienting the reader, details, conclusion) and supporting presentations with graphs, formulas, quotes or other media 	<ul style="list-style-type: none"> Organizing claims and counter claims in debates with evidence from multiple sources Negotiating differing cultural perspectives pairs or small groups



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 9-12
By the end of each of the English language proficiency levels 1-5 English language learners can...

ORAL LANGUAGE

Language Proficiency Level	Students	Discuss by:
Level 1 Entering		<ul style="list-style-type: none"> Representing one's ideas using various media Responding to yes and no questions posed by the group Using nonverbal signals to demonstrate engagement in conversations
Level 2 Emerging		<ul style="list-style-type: none"> Asking and answering questions Communicating need for clarity of messages Recognizing information used to achieve various purposes of communication
Level 3 Developing		<ul style="list-style-type: none"> Suggesting creative ways to resolve communication issues Clarifying one's own ideas using a variety of strategies (e.g., analogies or metaphors, paraphrasing) Asking clarifying questions in a respectful manner
Level 4 Expanding		<ul style="list-style-type: none"> Demonstrating stamina when building ideas in a small group Validating ideas of others Sorting through one's own ideas to determine relevant ones Providing and receiving constructive feedback from others tactfully
Level 5 Bridging		<ul style="list-style-type: none"> Co-creating novel perspectives on issues Responding to diverse perspectives and recognizing bias in one's own view Generating new ideas or questions to sustain conversations
Level 6 Reaching		<ul style="list-style-type: none"> Identifying and reacting to subtle differences in speech and register (e.g., <i>hyperbole, satire, comedy</i>) Producing coherent oral discourse appropriate to task, purpose, and audience Synthesizing and sharing information from a variety of sources and perspectives

READING

Language Proficiency Level	Students	Process Recounts by:	Process Explanations by:
Level 1 Entering		<ul style="list-style-type: none"> Matching key content-related terms and ideas to images, graphs, icons, or diagrams Sequencing illustrated text of narrative or informational events 	<ul style="list-style-type: none"> Identifying key words and phrases that describe the topics or phenomena Recognizing sequence statements and illustrations that describe phenomena
Level 2 Emerging		<ul style="list-style-type: none"> Identifying patterns specific to narrative or informational text (e.g., <i>orientation, presentation of events, conclusion</i>) Locating main ideas in a series of related sentences 	<ul style="list-style-type: none"> Identifying different types of connectors that show relationships between topics and phenomena Differentiating between technical and everyday vocabulary that describe phenomena
Level 3 Developing		<ul style="list-style-type: none"> Recognizing lexical chains that show how characters and ideas are labeled across the text Identifying detailed descriptions, procedures, and information in paragraphs 	<ul style="list-style-type: none"> Identifying how language provides clarity and precision in describing topics or phenomena Summarizing information with diagrams, models, flow charts, or illustrations
Level 4 Expanding		<ul style="list-style-type: none"> Identifying how the authors make language choices and adjust for audience and purpose Reflecting on various accounts of a subject told in different media (e.g., <i>print and multimedia</i>) 	<ul style="list-style-type: none"> Identifying the interdependence of parts of systems (e.g., <i>technical, government, chemical</i>) Comparing information on phenomena across a variety of multimedia sources
Level 5 Bridging		<ul style="list-style-type: none"> Identifying how text structure supports comprehension and retrieval of information and details Identifying the central idea or theme and how it is supported by clear descriptions and extended details 	<ul style="list-style-type: none"> Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples
Level 6 Reaching		<ul style="list-style-type: none"> Analyzing and comparing how authors use language for specific purposes and audiences Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts 	<ul style="list-style-type: none"> Recognizing discipline-specific patterns (e.g., <i>orienting the reader, part-whole classification, neutral/authoritative tone</i>) Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices

**The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6. There is no ceiling for level 6.



CAN DO DESCRIPTORS BY DOMAIN, PROFICIENCY LEVEL, AND KEY USE OF LANGUAGE: GRADES 9-12

By the end of each of the English language proficiency levels 1-5 English language learners can...

WRITING

Language Proficiency Level	Students	Recount by:	Explain by:	Argue by:
Level 1 Entering		<ul style="list-style-type: none"> Listing content words or phrases that relate to the topic Including images, diagrams, and charts to add details to the topic 	<ul style="list-style-type: none"> Producing short responses to questions using word/phrase banks Labeling charts, graphs, timelines, or cycles to describe phenomena 	<ul style="list-style-type: none"> Selecting words and phrases to represent points of view Listing pros and cons of issues
Level 2 Emerging		<ul style="list-style-type: none"> Following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion) Sequencing narratives or informational text using linking words and phrases 	<ul style="list-style-type: none"> Using transitions and connectors to show causal relationships or procedures Choosing everyday or technical language to describe phenomena 	<ul style="list-style-type: none"> Expressing claims with evidence (e.g., "Socialism is a good government system because...") Listing content-related ideas that represent different points of view on issues
Level 3 Developing		<ul style="list-style-type: none"> Summarizing content-related material Including important information and related details 	<ul style="list-style-type: none"> Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures Integrating headings, introductory statements, and other features to organize text 	<ul style="list-style-type: none"> Justifying reasons or opinions with evidence Summarizing opposing positions with evidence
Level 4 Expanding		<ul style="list-style-type: none"> Creating narrative or informational extended text of past events or experiences (e.g., job reports, current events) Connecting main points, events, and central ideas to conclusions 	<ul style="list-style-type: none"> Presenting information objectively by using a neutral tone appropriate to the content area Integrating images, diagrams, formulas, or charts to describe phenomena 	<ul style="list-style-type: none"> Evaluating and challenging evidence presented Creating persuasive essays or reports making adjustments for specific audiences
Level 5 Bridging		<ul style="list-style-type: none"> Sequencing using language that creates coherence Organizing information according to content-specific expectations 	<ul style="list-style-type: none"> Synthesizing information and details about phenomena from a variety of sources Organizing information and details logically and cohesively 	<ul style="list-style-type: none"> Organizing information to show logical reasoning Integrating multiple perspectives and evidence from a variety of sources
Level 6 Reaching		<ul style="list-style-type: none"> Summarizing content-related notes from lectures or readings Producing research reports using multiple sources of information 	<ul style="list-style-type: none"> Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations Maintaining discipline-specific patterns that bridge across key uses (e.g., explanation to argument in history, explanation to recount for information reports) 	<ul style="list-style-type: none"> Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries, individuals) Organizing information logically and coherently to represent contrasting views

The WIDA Can Do Descriptors, Key Uses Edition provides examples of academic language use for four specific communicative purposes. These purposes, referred to as Key Uses, were identified based on reviews of literature and a language analysis of college and career readiness standards:

KEY USE	DEFINITION	EXAMPLES
Recount	To retell to display knowledge or narrate experiences or events	telling or summarizing stories, producing information reports, and sharing past experiences, stating the steps to make something, describing experiences, ordering steps to get an answer
Explain	To clarify the "why" or the "how" of ideas, actions, or phenomena	describing life cycles, sharing why or how things work, stating causes and effects, sharing results of experiments, stating consequences of behaviors, stating preferences or opinions, constructing arguments supported with evidence, critiquing the reasoning of others, giving reasons for a stance
Argue	To persuade by making claims supported by evidence	Participating in small or large group activities and projects, contributing ideas to a conversation, extending knowledge with a mentor, elaborating ideas with peers, questioning and critiquing ideas in small groups
Discuss	To interact with others to build meaning and share knowledge	

The WIDA Can Do Descriptors, Key Uses Edition can help...

- Differentiate curriculum, instruction, and assessments designed in English based on language learners' levels of English language proficiency
- Collaborate and engage in instructional conversations about the academic success of language learners in English environments
- Advocate for equitable access to content for language learners based on their level of language proficiency

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