

Language Proficiency Level	LISTENING			SPEAKING			Students	Discuss by:	
	Students	Process <u>Recounts</u> by:	Process <u>Explanations</u> by:	Process <u>Arguments</u> by:	Students	<u>Recount</u> by:			<u>Explain</u> 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 		<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 to short statements or questions related to a claim Expressing personal points of view (in home language and English) in support of or against a claim 	<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"> 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 		<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 and English) 	<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"> 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) 		<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 	<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"> Identifying main ideas and details in oral discourse Evaluating oral presentations of 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 		<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 evidence Taking stances and summarizing ideas supporting them 	<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"> 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 		<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 with claims and counterclaims along with reasonable evidence Defending points of view with specific claims 	<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"> 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 		<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 and, when warranted, modifying views or positions Making presentations with multimedia components to clarify claims and emphasize salient points 	<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

**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.

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 contest curriculum, instruction, and assessment.



CAN DO DESCRIPTORS BY LANGUAGE 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...

**there is no ceiling for level 6

Language Proficiency Level	READING				WRITING			
	Students	Process <u>Recounts</u> by:	Process <u>Explanations</u> by:	Process <u>Arguments</u> by:	Students	<u>Recount</u> by:	<u>Explain</u> by:	<u>Argue</u> by:
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"> Identifying words or phrases associated with topic choices Classifying true from false short statements 		<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"> 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"> Distinguishing facts from opinions in text Identifying features associated with content-related claims 		<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. Metric is better.”) Connecting simple sentences to form content-related ideas
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"> Identifying claims and the reasons for each claim Identifying opposing points of view 		<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"> 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"> Identifying evidence to support analysis of what texts say (e.g., position papers) Classifying pros and cons of claims and evidence presented within written texts 		<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"> 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"> Evaluating evidence presented in support of claims Developing a stance in favor of or against claims presented within content-related text 		<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"> 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"> Identifying specific evidence to support analyses of content area text Distinguishing among facts, reasoned judgment, and speculation in text 		<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

Generously created for WIDA by **Becky Linderholm**
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