

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> • follow one step oral commands • respond (non verbally) to questions, statements, commands, or social courtesies given orally 	<ul style="list-style-type: none"> • follow multi-step oral commands • identify topics, some words, or phrases of oral communications 	<ul style="list-style-type: none"> • follow multi-step oral commands that incorporate language of polite requests (e.g., “I wish that you could; would you please...”) • identify the main idea(s) of multiple-sentence communication 	<ul style="list-style-type: none"> • follow directions from oral discourse • identify the main idea(s) and literal details of oral discourse 	<ul style="list-style-type: none"> • follow directions from indirect oral discourse (such as using a cassette tape) • identify the main idea(s) and implied details of oral discourse

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

1a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> • identify materials needed to complete tasks from realia and oral statements 	<ul style="list-style-type: none"> • match materials or resources needed to complete tasks with their uses based on realia and oral directions 	<ul style="list-style-type: none"> • select materials or resources needed to complete tasks based on realia and oral descriptions 	<ul style="list-style-type: none"> • sequence use of materials or resources needed to complete tasks based on oral directions 	<ul style="list-style-type: none"> • evaluate use of materials or resources needed to complete tasks based on oral discourse

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

1b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> • provide identifying information • respond to WH-questions 	<ul style="list-style-type: none"> • make personal introductions • ask and respond to questions 	<ul style="list-style-type: none"> • exchange personal information • ask questions and express ideas in response 	<ul style="list-style-type: none"> • restate personal information • ask questions and respond with related or connected ideas 	<ul style="list-style-type: none"> • summarize personal information • ask and respond to questions with ease and fluency

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

2a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> • ask for assistance with a task or needed supplies 	<ul style="list-style-type: none"> • ask or provide the meaning of words, phrases, or uses of relevant resources 	<ul style="list-style-type: none"> • ask questions to seek information or provide opinions, preferences, or wishes 	<ul style="list-style-type: none"> • ask for or provide clarification of information by restating ideas 	<ul style="list-style-type: none"> • ask for or provide specific information that confirms or denies beliefs

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

2b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> identify topics from pictures, words, or phrases (such as daily routines associated with time periods) 	<ul style="list-style-type: none"> identify explicit messages from visually supported, non-technical text (such as from language experience stories) 	<ul style="list-style-type: none"> identify main ideas from visually supported, explicit text (such as from school permission slips, notes about school events) 	<ul style="list-style-type: none"> identify main ideas and major details (such as from school announcements, dress or discipline codes) 	<ul style="list-style-type: none"> make inferences about main ideas and use details as supporting evidence (such as from comic books)

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

3a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> use cues for sounding out unfamiliar words with accompanying visuals identify words or phrases around school or the community 	<ul style="list-style-type: none"> use visually supported context to derive meaning and facilitate fluency use prior knowledge to make predictions 	<ul style="list-style-type: none"> use punctuation for expression and fluency confirm predictions based on prior knowledge 	<ul style="list-style-type: none"> use self-monitoring and self-correcting strategies to increase fluency compare/contrast personal experiences with text 	<ul style="list-style-type: none"> adjust pace and expression while reading orally evaluate validity of information based on personal experiences

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

3b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> label or produce icons for school rules or procedures compose using pictures, labels, and phrases 	<ul style="list-style-type: none"> list dos and don'ts regarding school rules or procedures compose using phrases and simple sentences 	<ul style="list-style-type: none"> give examples of school rules or procedures compose using expanded sentences with some complexity 	<ul style="list-style-type: none"> explain the usefulness or importance of school rules or procedures compose using a variety of sentence lengths and levels of complexity 	<ul style="list-style-type: none"> discuss or propose consequences of breaking school rules or procedures compose using a variety of sentence lengths and levels of complexity with clear meaning

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

4a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> draw, label, and differentiate between safe and harmful pictures of substances or objects around school, home, or community 	<ul style="list-style-type: none"> describe pictures of unsafe practices around school, home, or community (such as pedestrian safety) 	<ul style="list-style-type: none"> describe procedures to take in cases of emergencies at school, home, or community (such as fire or disaster drills, accidents on the playground) 	<ul style="list-style-type: none"> describe strategies for maintaining personal safety and health at school, home or community 	<ul style="list-style-type: none"> create brochures or newsletters that outline safety or health rules with examples for the classroom, school, home, or community

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

4b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> identify elements of stories from oral directions supported by illustrations (such as characters or settings) 	<ul style="list-style-type: none"> select literal meanings from oral descriptions (such as from oral reading of realistic fiction) and match to illustrations 	<ul style="list-style-type: none"> identify the main idea(s) or make predictions from oral discourse (such as from oral reading of realistic or science fiction) and select from illustrations 	<ul style="list-style-type: none"> identify cause/effect in oral discourse (such as from oral reading of realistic or science fiction) 	<ul style="list-style-type: none"> make connections and draw conclusions from oral discourse (such as from oral reading of grade level realistic or science fiction)

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

5a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> respond to teachers' reading of picture books by pointing to letter combinations, words, parts of books, or illustrations 	<ul style="list-style-type: none"> respond to teachers' reading of illustrated stories or trade books by following directions (such as creating word families or word walls) 	<ul style="list-style-type: none"> respond to or interact with teachers and/or peers during shared reading to show comprehension (such as giving thumbs-up/ thumbs-down signals) 	<ul style="list-style-type: none"> respond to or interact with teachers and/or peers during guided reading to show use of reading strategies 	<ul style="list-style-type: none"> respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles to show self-reflection

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

5b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> name story elements of various genres depicted visually (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> describe explicit story elements of various genres supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> summarize issues or conflicts in various genres, supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> discuss relationships among ideas and offer opinions on issues in various genres (such as non-fiction works, fairy tales, myths, fables, or legends) 	<ul style="list-style-type: none"> make connections and propose options or solutions to issues or conflicts in various genres and support with details

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

6a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> describe self with words and gestures (such as features, clothing, or likes and dislikes) 	<ul style="list-style-type: none"> compare self with other familiar persons (such as friends, family members, or movie stars) 	<ul style="list-style-type: none"> compare self with characters in literary works 	<ul style="list-style-type: none"> compare self with motives or points of view of characters in literary works 	<ul style="list-style-type: none"> explain differences between self-motives or points of view and those of characters in literary works

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

6b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> match labels or identify facts from pictures and phrase (e.g., “I see, there is...”) 	<ul style="list-style-type: none"> identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics (e.g., “I know that...,” “it is true that...”) 	<ul style="list-style-type: none"> identify language associated with stating opinions found in fiction or non-fiction text (e.g., “I think that...,” “We believe that...,” “It could be...”) 	<ul style="list-style-type: none"> differentiate between statements of fact and opinion found in various reading selections 	<ul style="list-style-type: none"> identify authors’ reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade level language arts text

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

7a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> follow repetitive word patterns from leveled, illustrated books 	<ul style="list-style-type: none"> follow language patterns from predictable, illustrated trade books (such as repetitive phrases) 	<ul style="list-style-type: none"> identify language patterns and story structure from illustrated fiction (such as fairytales, legends, or tall tales) 	<ul style="list-style-type: none"> identify language patterns from different forms of prose or poetry 	<ul style="list-style-type: none"> identify and select language patterns associated with various genres from grade level language arts materials

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

7b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> describe personal experiences using pictures, words, or phrases 	<ul style="list-style-type: none"> relate personal information or experiences using limited descriptive language 	<ul style="list-style-type: none"> compare/contrast personal information or experiences with those of others using descriptive language 	<ul style="list-style-type: none"> compose personal narratives or autobiographical sketches 	<ul style="list-style-type: none"> produce pieces that make personal connections or integrate personal experiences with literature (such as assume character’s role or relate to events)

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

8a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> produce word lists for personal reasons from pictures (such as chores or shopping) 	<ul style="list-style-type: none"> use models to create phrases as personal reminders (such as homework assignments) 	<ul style="list-style-type: none"> edit own writing based on teacher feedback 	<ul style="list-style-type: none"> edit and revise own writing based on class or peer reviews 	<ul style="list-style-type: none"> edit and revise own writing (using word processing) to produce final drafts

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

8b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> identify quantities, math symbols, operations, or geometric attributes from oral statements and illustrations (such as shape or size) 	<ul style="list-style-type: none"> compare quantities or attributes based on oral directions, illustrations, or statements using contrastive language (such as longer, shorter, greater or less than) 	<ul style="list-style-type: none"> identify examples of mathematical terms based on oral descriptions of their properties or attributes (such as differentiate among geometric figures based on length, width, or height) 	<ul style="list-style-type: none"> apply language of formulas required for problem solving or data analysis as directed orally 	<ul style="list-style-type: none"> construct models of geometric figures, real-world problems, numerical functions or patterns based on grade level mathematical oral discourse

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

9a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> estimate prices (using visually supported newspaper ads) from oral questions (e.g., “Which one costs about \$1000?”) 	<ul style="list-style-type: none"> compare prices (using visually supported newspaper ads) from oral questions (e.g., “Which one costs more, X or Y?”) 	<ul style="list-style-type: none"> narrow the range of prices (using newspaper ads) from oral questions (e.g., “Which one costs under \$1000?”) 	<ul style="list-style-type: none"> make relative comparisons (using newspaper ads) from oral questions (e.g., “Which one is most expensive?”) 	<ul style="list-style-type: none"> make conditional purchases (using newspaper ads) from oral questions (e.g., “If you had \$1000, which items would you buy?”)

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

9b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> tell place values of large whole numbers (such as using manipulatives for numbers of 3 to 7 digits) respond to WH-questions related to math symbols and geometric shapes 	<ul style="list-style-type: none"> describe large whole numbers from pictures of everyday objects ask and respond to questions about patterns, data, or measurement 	<ul style="list-style-type: none"> give examples of large whole numbers from real life experiences describe operations, procedures, or functions with real life examples 	<ul style="list-style-type: none"> explain use/reasons for large whole numbers presented orally from math texts summarize or predict information from math texts 	<ul style="list-style-type: none"> create word problems involving large whole numbers presented orally from grade level math texts explain the reasoning in selecting problem solving strategies

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

10a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> repeat new information about math processes involving computation with use of manipulatives or realia (e.g., “Here are 3 groups of 4.”) 	<ul style="list-style-type: none"> rephrase new information about math processes involving computation with use of visual support 	<ul style="list-style-type: none"> relate new information about math processes involving computation to previous experiences 	<ul style="list-style-type: none"> explain or discuss uses of information about math processes involving computation 	<ul style="list-style-type: none"> integrate or synthesize information about math processes involving computation to create own problems

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

10b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> match words or pictures with math symbols, quantities, and figures (such as denominations with money or time with clocks) 	<ul style="list-style-type: none"> match words/phrases with math-related terms and operations supported visually (such as prices of items or time-related activities) 	<ul style="list-style-type: none"> choose examples of language of math-related terms and information from procedural descriptions or word problems 	<ul style="list-style-type: none"> summarize language of math-related terms and information in procedural descriptions or word problems 	<ul style="list-style-type: none"> interpret or evaluate language of math-related terms and information in procedural descriptions or word problems from grade level texts

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

11a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> recreate drawings from models and written directions (e.g., “Make a car like this.”) 	<ul style="list-style-type: none"> construct or recognize scale drawings from models and written directions 	<ul style="list-style-type: none"> construct scale drawings from everyday experiences based on written sets of directions 	<ul style="list-style-type: none"> build models based on pictures and written sets of directions (such as geoboards) 	<ul style="list-style-type: none"> build models based on pictures and written instructions (such as 3D puzzles)

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

11b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> draw three dimensional shapes in response to vocabulary (such as cones, cylinders, or prisms) 	<ul style="list-style-type: none"> make lists of real world examples and label three dimensional figures 	<ul style="list-style-type: none"> describe the attributes of three dimensional figures 	<ul style="list-style-type: none"> compare/contrast the attributes of three dimensional figures (e.g., “A __ is like a __ because __”) 	<ul style="list-style-type: none"> describe procedures used to solve real world problems that incorporate three dimensional figures

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

12a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> show what’s needed to problem solve through drawings and labels 	<ul style="list-style-type: none"> show process of problem solving through drawings and sequential language (e.g., “First.... Second...”) 	<ul style="list-style-type: none"> give step-by-step process of how to problem solve and check work 	<ul style="list-style-type: none"> describe strategies to use in the process of math problem solving (such as mental math or use of calculators) 	<ul style="list-style-type: none"> analyze and evaluate strategies to use in the process of math problem solving

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

12b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> identify examples of physical states of matter, living and non-living things, forces in nature, or weather patterns from oral statements with visual support (such as gases, liquids, solids or magnetism) 	<ul style="list-style-type: none"> distinguish among examples of physical states of matter, living and nonliving things, forces in nature, or weather patterns from oral statements and visual support 	<ul style="list-style-type: none"> make predictions or hypotheses about science experiments from oral descriptions pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns 	<ul style="list-style-type: none"> compare/contrast relationships that verify or contradict hypotheses as described orally in science experiments pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns 	<ul style="list-style-type: none"> show proof or disproof of hypotheses based on results from science experiments read orally pertaining to physical states of matter, living and non-living things, forces in nature, or weather patterns

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

13a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> differentiate between healthy and unhealthy foods or lifestyles from realia, magazines, or newspapers following oral directions 	<ul style="list-style-type: none"> select/draw healthy choices for meals or lifestyles from realia, magazines, or newspapers following oral directions 	<ul style="list-style-type: none"> compare choices for meals or lifestyles by following oral directions (e.g., “Choose the healthier food for dinner: banana bread or carrots.”) 	<ul style="list-style-type: none"> categorize choices for meals or lifestyles and chart following oral directions 	<ul style="list-style-type: none"> evaluate choices for meals or lifestyles by following oral descriptions

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

13b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> name organisms or parts of systems depicted visually (such as food webs or biomes) 	<ul style="list-style-type: none"> classify or give examples of organisms or types of systems depicted visually 	<ul style="list-style-type: none"> describe how organisms or systems work from short text with visual support 	<ul style="list-style-type: none"> explain or discuss how the functions of organisms or systems impact everyday life 	<ul style="list-style-type: none"> hypothesize or describe the causes or effects of changes in organisms or systems

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

14a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks) 	<ul style="list-style-type: none"> describe natural phenomena from real-life examples (e.g., “This leaf has five points.”) 	<ul style="list-style-type: none"> describe the step-by-step process of making and organizing collections of natural phenomena (e.g., “First, I went to the park.”) 	<ul style="list-style-type: none"> compare features of natural phenomena (e.g., “This leaf has five points while this one has two.”) 	<ul style="list-style-type: none"> report on the physical relationships among natural phenomena

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

14b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> match pictures representing scientific objects or terms with vocabulary (such as geological forms, plants, animals, forces, or simple machines) 	<ul style="list-style-type: none"> associate descriptive phrases with visually supported scientific objects or terms 	<ul style="list-style-type: none"> classify or differentiate among scientific objects or terms based on illustrated sets of features, characteristics, or properties 	<ul style="list-style-type: none"> interpret information on scientific objects, terms, or disciplines from charts, tables, graphic organizers, or written text 	<ul style="list-style-type: none"> apply information on scientific objects, terms, or disciplines to new contexts using grade level science text

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

15a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> collect, sort, and recycle materials or use other energy sources based on labels and realia 	<ul style="list-style-type: none"> find ways to conserve water and energy from pictures and written text (e.g., “Stop leaving lights on.” “Stop leaving the shower on.”) 	<ul style="list-style-type: none"> sequence descriptive sentences and pictures to illustrate the recycling process or other forms of conservation 	<ul style="list-style-type: none"> find solutions to environmental problems presented in texts 	<ul style="list-style-type: none"> compile a class portfolio of agencies and organizations that deal with conservation from grade level reading material

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

15b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> label and draw objects of the physical, chemical, earth, biological, or astronomical sciences (such as planets, stars, or solar system) 	<ul style="list-style-type: none"> describe and draw features of objects of the physical, chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> compare/contrast objects of the physical chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> describe relationships among objects of the physical, chemical, earth, biological, or astronomical sciences 	<ul style="list-style-type: none"> evaluate the potential usefulness of objects of the physical, chemical, earth, biological, or astronomical sciences to explain real world issues

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

16a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> draw pictures and label scientific phenomena based on observations (such as life cycles) 	<ul style="list-style-type: none"> draw pictures and note observations of scientific phenomena 	<ul style="list-style-type: none"> describe observations, with visuals, of scientific phenomena (in learning logs) 	<ul style="list-style-type: none"> maintain scientific journals based on observations 	<ul style="list-style-type: none"> maintain scientific journals with explanations of observations

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

16b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> identify information from oral statements supported visually such as points on timelines or other visual aids 	<ul style="list-style-type: none"> arrange information on timelines, graphs, charts, maps or other visual aids according to oral directions 	<ul style="list-style-type: none"> order or sequence information on timelines, graphs, charts, maps or other visual aids from oral directions 	<ul style="list-style-type: none"> interpret information on timelines, graphs, charts, maps or other visual aids from oral directions 	<ul style="list-style-type: none"> draw conclusions from information on timelines, graphs, charts, maps or other visual aids read aloud

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

17a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral statements (e.g., “This animal looked like a horse.”) 	<ul style="list-style-type: none"> identify prehistoric animals or tools from pictures and oral descriptions (e.g., “This animal was taller than a 5 story building.”) 	<ul style="list-style-type: none"> match pictures of prehistoric animals or tools and their environments with oral scenarios 	<ul style="list-style-type: none"> re-enact the lives of prehistoric animals or events surrounding the creation or use of tools based on videos or movies 	<ul style="list-style-type: none"> interpret the work of paleontologists and anthropologists through oral readings, videos, or movies

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

17b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> name and relate information about personal heroes, leaders, or important figures depicted in illustrations state daily personal needs 	<ul style="list-style-type: none"> give examples of what people do to become heroes, leaders, or important figures describe how personal needs are met (e.g., “When I was little I... Now I...”) 	<ul style="list-style-type: none"> state reasons for choice of personal heroes, leaders, or important figures discuss how personal needs change over time 	<ul style="list-style-type: none"> compare/contrast personal heroes, leaders, or important figures to others in history predict consequences of personal needs not met 	<ul style="list-style-type: none"> give examples and explanations of heroism or leadership evaluate the importance of personal needs

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

18a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> locate and show places on maps by pointing (e.g., “Here is Delaware.”) 	<ul style="list-style-type: none"> describe locations of places on maps (e.g., “Wisconsin is between Minnesota and Michigan.”) 	<ul style="list-style-type: none"> share locations of places on maps with partners (such as two-way tasks where each student has a map with half of the locations indicated) 	<ul style="list-style-type: none"> give directions from place to place on maps using sequential language (e.g., “First, next, finally.”) 	<ul style="list-style-type: none"> give explanations for places on maps (e.g., “I know it’s the capital because there is a star.”)

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

18b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> match examples of historical events, innovations, or people from history, geography, economics or government with illustrations and labels 	<ul style="list-style-type: none"> identify features, people, systems or events from history, geography, economics or government depicted in illustrations and phrases 	<ul style="list-style-type: none"> compare/contrast different time periods, innovations, or people from history, geography, economics or government using graphic organizers and written descriptions 	<ul style="list-style-type: none"> interpret the effects of geography, economics, government/political systems and/or historical events on people’s lives during different time periods from social studies text 	<ul style="list-style-type: none"> project and predict ways in which people will live and innovations of the future from grade level social studies text based on geographic, economic, political, or historical facts and influences

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

19a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> trace immigration or migration routes on globes or maps 	<ul style="list-style-type: none"> compare immigration or migration routes based on globes or maps (e.g., “Asia is farther from the U.S. than Mexico.”) 	<ul style="list-style-type: none"> organize information about students’ home cultures or immigration patterns through investigation (using graphic support) 	<ul style="list-style-type: none"> compare information about students’ home cultures and the U.S. through investigation (on the Internet or in newspapers, libraries) 	<ul style="list-style-type: none"> identify reasons and explanations for immigration or migration based on grade level multicultural stories

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

19b

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

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

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> draw and label features of your community or region (such as location, people, places, or resources) 	<ul style="list-style-type: none"> describe your community or region (such as location, people, places, resources, or history) 	<ul style="list-style-type: none"> compare/contrast your community or region with another one (in relation to location, people, places, resources, history, or government) 	<ul style="list-style-type: none"> describe your community in relation to its state or region (regarding location, people, places, resources, history, or government) 	<ul style="list-style-type: none"> analyze what your community or region has and discuss what it needs (regarding location, people, places, resources, history, or government)

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

20a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
3-5	<ul style="list-style-type: none"> reproduce historical highlights from timelines or visually supported newspaper headlines 	<ul style="list-style-type: none"> produce entries for historical journals from timelines or visually supported newspaper headlines 	<ul style="list-style-type: none"> maintain historical journals in chronological order based on timelines or newspaper headlines 	<ul style="list-style-type: none"> produce reports from historical journals (using technology) 	<ul style="list-style-type: none"> produce historical documentaries from multiple sources (using technology)

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

20b