

**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
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify needed resources to complete assignments based on pictures and oral statements (such as pencils, rulers, or computers)</li> </ul>	<ul style="list-style-type: none"> <li>match needed resources with types of assignments based on pictures and oral statements (such as calculators or math books)</li> </ul>	<ul style="list-style-type: none"> <li>categorize needed resources with types of assignments based on pictures and oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>analyze assignments and match with needed resources based on oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and select the most appropriate resources needed to complete assignments based on oral discourse</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

1a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>follow commands or identify positive and negative behaviors from illustrations and oral statements (such as in school, on the playground, in gym class, or on the bus)</li> </ul>	<ul style="list-style-type: none"> <li>role play or identify examples of etiquette and manners associated with activities based on illustrations and oral descriptions (such as sports rules or turn taking)</li> </ul>	<ul style="list-style-type: none"> <li>role play positive ways of interacting socially and culturally based on oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>role play or identify situations of peer pressure based on oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>role play consequences of succumbing to peer pressure based on oral scenarios</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>• repeat, restate, or respond to oral instructions or assignments</li> </ul>	<ul style="list-style-type: none"> <li>• paraphrase or retell oral instructions, assignments, or stories</li> </ul>	<ul style="list-style-type: none"> <li>• summarize oral instructions, assignments, or stories</li> </ul>	<ul style="list-style-type: none"> <li>• analyze oral instructions, assignments, or stories using detailed descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• analyze and explain oral instructions, assignments, or stories appropriate for grade level</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

2a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>• respond to and offer greetings, compliments, introductions, or farewells</li> </ul>	<ul style="list-style-type: none"> <li>• ask questions or exchange information with peers</li> </ul>	<ul style="list-style-type: none"> <li>• initiate or engage in conversation with peers or within a small group</li> </ul>	<ul style="list-style-type: none"> <li>• initiate and respond to idiomatic expressions or slang in conversation</li> </ul>	<ul style="list-style-type: none"> <li>• express or respond to humor or sarcasm in conversation</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>locate facts or information on socially-related topics (such as the school dance)</li> <li>match everyday information to visuals</li> </ul>	<ul style="list-style-type: none"> <li>connect facts or information on socially-related topics to examples</li> <li>identify main idea from everyday information supported by visuals</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast facts or information on socially-related topics</li> <li>summarize everyday information, supported by visuals (such as on billboards, ads, or instructions)</li> </ul>	<ul style="list-style-type: none"> <li>interpret facts or information on socially-related topics</li> <li>identify details or related information that support the main idea</li> </ul>	<ul style="list-style-type: none"> <li>apply facts or information on socially-related topics to new situations</li> <li>infer what to do based on everyday information</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

3a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>search topics of interest on the Internet or in libraries</li> </ul>	<ul style="list-style-type: none"> <li>classify topics identified through hypermedia or multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>sort relevant from irrelevant information on topics gathered from the Internet or libraries</li> </ul>	<ul style="list-style-type: none"> <li>arrange information on topics gathered from the Internet or libraries in logical order</li> </ul>	<ul style="list-style-type: none"> <li>reread information on topics gathered from the Internet or libraries to confirm or summarize sequence</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>make lists of words associated with school subjects</li> </ul>	<ul style="list-style-type: none"> <li>outline or complete organizers with school schedule and subjects</li> </ul>	<ul style="list-style-type: none"> <li>describe a typical school day and discuss favorite school subjects</li> </ul>	<ul style="list-style-type: none"> <li>suggest ideas for making changes in school, such as rearranging a schedule or adding subjects (e.g., “I would like to...”)</li> </ul>	<ul style="list-style-type: none"> <li>write a proposal to add school subjects and give reasons for choices</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

4a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>respond to requests, invitations, “to do” lists through pictures and words</li> </ul>	<ul style="list-style-type: none"> <li>respond to and initiate e-mails, messages, postcards, or notes to friends</li> </ul>	<ul style="list-style-type: none"> <li>respond to and initiate ads, suggestions, announcements, journal entries, complaints, apologies, or thank you notes</li> </ul>	<ul style="list-style-type: none"> <li>respond to and initiate raps, songs, poetry, or prose</li> </ul>	<ul style="list-style-type: none"> <li>respond to and initiate humor or language that contains multiple meanings</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify words and phrases related to different time frames following oral directions with visual support (e.g., “before,” “during,” “after”)</li> </ul>	<ul style="list-style-type: none"> <li>match oral phrases, sentences, or paragraphs supported visually with different time frames (e.g., “Long ago; right now; in the future.”)</li> </ul>	<ul style="list-style-type: none"> <li>identify use of literary devices related to different time frames in passages read orally (such as foreshadowing or flashback)</li> </ul>	<ul style="list-style-type: none"> <li>analyze use of literary devices related to different time frames found in short stories read orally</li> </ul>	<ul style="list-style-type: none"> <li>interpret use of literary devices related to different time frames from grade level <b>language arts</b> oral reading</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

5a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>match oral commands with learning strategies represented visually (such as fill in bubbles on answer sheets)</li> </ul>	<ul style="list-style-type: none"> <li>follow oral directions associated with learning strategies represented visually (such as use of multiple-choice format)</li> </ul>	<ul style="list-style-type: none"> <li>follow oral directions in using learning strategies (such as “Answer easy questions first on tests.”)</li> </ul>	<ul style="list-style-type: none"> <li>practice identifying and using learning strategies associated with oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>use multiple learning strategies associated with grade level oral discourse</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>answer WH-questions from pictures related to biographies or human interest stories</li> </ul>	<ul style="list-style-type: none"> <li>describe pictures related to biographies or human interest stories</li> </ul>	<ul style="list-style-type: none"> <li>relate information from graphic organizers on biographies or human interest stories</li> </ul>	<ul style="list-style-type: none"> <li>summarize points from outlines derived from biographies or human interest stories</li> </ul>	<ul style="list-style-type: none"> <li>create impromptu speeches from notes derived from grade level biographies or human interest stories</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

6a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>answer WH-questions regarding visually supported information on ads, cartoons, signs, or posters</li> </ul>	<ul style="list-style-type: none"> <li>restate or paraphrase visually supported information from newspapers, magazines, or brochures</li> </ul>	<ul style="list-style-type: none"> <li>present reviews from newspapers/magazines (such as cartoons or advice columns)</li> </ul>	<ul style="list-style-type: none"> <li>present reviews of trade books or short stories</li> </ul>	<ul style="list-style-type: none"> <li>give oral book summaries or reviews including critiques and selfassessment</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>locate organizational features of visually supported texts (such as headings, paragraphs, or format)</li> <li>respond to literal questions from illustrations or visually supported text</li> <li>identify word patterns in context</li> </ul>	<ul style="list-style-type: none"> <li>differentiate among Organizational features of texts (such as indices and glossaries)</li> <li>predict outcomes from visually supported text</li> <li>use knowledge of affixes or root words to determine meaning in context</li> </ul>	<ul style="list-style-type: none"> <li>use organizational features of texts to glean main ideas (such as bold print)</li> <li>confirm predictions and make generalizations from visually supported, explicit text</li> <li>use context clues to determine word meanings (such as for homonyms or metaphors)</li> </ul>	<ul style="list-style-type: none"> <li>use organizational features of texts to compare/contrast ideas</li> <li>make inferences from text</li> <li>identify figures of speech (such as similes, alliteration, or personification)</li> </ul>	<ul style="list-style-type: none"> <li>apply knowledge of organizational features of texts to summarize ideas</li> <li>draw conclusions from explicit and implicit text</li> <li>apply knowledge of structural analysis, cognates, or context to determine word meanings</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

7a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify words or phrases supported by illustrations associated with various genres</li> </ul>	<ul style="list-style-type: none"> <li>match vocabulary in context, supported by illustrations, associated with excerpts of genres read orally (e.g., the flying horse)</li> </ul>	<ul style="list-style-type: none"> <li>predict types of genres based on language structures integrated into text or oral description (e.g., a long time ago, in ancient Greece)</li> </ul>	<ul style="list-style-type: none"> <li>match summaries with excerpts from genres read orally or in writing (such as mythology, science fiction, or ballads)</li> </ul>	<ul style="list-style-type: none"> <li>infer types of genres associated with written descriptions or summaries from grade level <b>language arts</b> text</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>produce symbols, words, or phrases to convey basic information</li> </ul>	<ul style="list-style-type: none"> <li>produce notes, construct charts or graphic organizers to convey information</li> </ul>	<ul style="list-style-type: none"> <li>construct paragraphs to convey information (such as produce journal entries)</li> </ul>	<ul style="list-style-type: none"> <li>create original ideas by synthesizing information</li> </ul>	<ul style="list-style-type: none"> <li>defend positions or stances using original ideas with supporting details</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

8a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>use bilingual or picture dictionaries to generate language relevant to the task</li> <li>use graphic organizers to brainstorm words or phrases associated with writing topics (such as semantic webs)</li> </ul>	<ul style="list-style-type: none"> <li>use computers, peers, or models to check spelling or grammar</li> <li>use graphic organizers to plan writing (such as T charts)</li> </ul>	<ul style="list-style-type: none"> <li>engage in peer editing using checklists during process writing</li> <li>select and use graphic organizers to present ideas for writing (such as venn diagrams)</li> </ul>	<ul style="list-style-type: none"> <li>use thesauruses, dictionaries, or checklists for self-editing during process writing</li> <li>use graphic organizers to reflect on writing (such as KWL charts)</li> </ul>	<ul style="list-style-type: none"> <li>use rubrics to self-assess process writing</li> <li>evaluate self or peer writing by comparing information on graphic organizers to that in pieces</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>match proportional representation of objects with oral directions and illustrations (such as percent, fractions, or decimals; e.g., “Which ___ shows ___?”)</li> </ul>	<ul style="list-style-type: none"> <li>follow multi-step directions to identify proportional representation in graphs</li> </ul>	<ul style="list-style-type: none"> <li>match examples of uses of proportion with oral descriptions (such as interest or taxes; e.g., “If...then...”)</li> </ul>	<ul style="list-style-type: none"> <li>analyze and apply the use of proportion from oral word problems</li> </ul>	<ul style="list-style-type: none"> <li>evaluate ways of using proportion to solve grade level oral word problems</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

9a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another)</li> </ul>	<ul style="list-style-type: none"> <li>depict graphically examples of measures of central tendency based on oral directions</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate measures of central tendency based on visual and oral descriptions of real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>make predictions about estimates based on measures of central tendency from oral scenarios</li> </ul>	<ul style="list-style-type: none"> <li>make inferences about uses of measures of central tendency from oral scenarios of grade level materials</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify line segments from pictures of everyday objects (such as types of angles or parallel lines)</li> <li>restate <b>math</b> problems with visual support (involving algebra)</li> </ul>	<ul style="list-style-type: none"> <li>define or describe types of line segments from pictures of everyday objects (e.g., “Opposite sides are parallel.”)</li> <li>paraphrase <b>math</b> problems with visual support (involving algebra)</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast types of line segments from pictures presented orally from <b>math</b> text (such as parallel v. perpendicular lines)</li> <li>summarize relevant information from <b>math</b> problems (involving algebra)</li> </ul>	<ul style="list-style-type: none"> <li>explain how to use different types of line segments presented orally from <b>math</b> text (such as in geometric figures)</li> <li>interpret information from <b>math</b> problems (involving algebra)</li> </ul>	<ul style="list-style-type: none"> <li>create <b>math</b> problems using different types of line segments presented orally</li> <li>infer steps to solving grade level <b>math</b> problems (involving algebra)</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

10a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>define real-life objects or figures in terms of measurement using words and gestures (such as height or weight)</li> </ul>	<ul style="list-style-type: none"> <li>identify measurement tools (from pictures and objects) and state uses (e.g., “You use a scale to weigh things.”)</li> </ul>	<ul style="list-style-type: none"> <li>describe situations where measurement is needed (such as at the clinic or marketplace)</li> </ul>	<ul style="list-style-type: none"> <li>explain how to use measurement in real life situations (such as construction, architecture, or cartography)</li> </ul>	<ul style="list-style-type: none"> <li>explain how to convert measurement (standard or metric) in real life situations (such as in recipes or temperatures)</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>match vocabulary needed for problem solving with graphics, symbols, or figures</li> </ul>	<ul style="list-style-type: none"> <li>classify written examples supported visually of <b>math</b> procedures used in real world problems (such as perimeter or area)</li> </ul>	<ul style="list-style-type: none"> <li>classify written examples of <b>math</b> procedures used in text-based problems</li> </ul>	<ul style="list-style-type: none"> <li>order steps of procedures involved in problem solving using sequential language</li> </ul>	<ul style="list-style-type: none"> <li>select reasons for the uses of procedures in grade level <b>math</b> problems</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

11a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use)</li> </ul>	<ul style="list-style-type: none"> <li>follow listed instructions that involve hands-on <b>math</b> (such as games or recipes from cookbooks or the Internet)</li> </ul>	<ul style="list-style-type: none"> <li>follow instructions that involve hands-on <b>math</b> (such as from sewing kits or alarm clocks)</li> </ul>	<ul style="list-style-type: none"> <li>follow instructions to determine when and how to apply percent in real life situations (such as sales or food tax, interest rates, or tips)</li> </ul>	<ul style="list-style-type: none"> <li>follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation)</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>show pictorial representation and label <b>math</b> terms (such as parts of whole numbers, algebraic equations or geometrical relations)</li> </ul>	<ul style="list-style-type: none"> <li>express the meaning and give examples of <b>math</b> terms (such as area, perimeter, angles, or patterns) shown graphically</li> </ul>	<ul style="list-style-type: none"> <li>state step-by-step process of <b>math</b> operations, procedures, patterns, or functions</li> </ul>	<ul style="list-style-type: none"> <li>write everyday <b>math</b> word problems and explain problem-solving strategies</li> </ul>	<ul style="list-style-type: none"> <li>summarize, reason, predict, and compare/contrast <b>math</b> information or problem-solving strategies</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

12a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>record and label outcomes of events involving chance (such as coin flips or rolling cubes)</li> </ul>	<ul style="list-style-type: none"> <li>estimate probability with words or illustrations from a sample of observed outcomes</li> </ul>	<ul style="list-style-type: none"> <li>estimate probability with sentences and illustrations from a sample of observed outcomes and describe results</li> </ul>	<ul style="list-style-type: none"> <li>describe combinations possible based on probability</li> </ul>	<ul style="list-style-type: none"> <li>explain and justify which combinations are most likely based on probability</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>match <b>science</b> domains or their tools with pictures from oral statements (such as earth, life, or physical science)</li> </ul>	<ul style="list-style-type: none"> <li>categorize <b>science</b> domains or their tools with pictures and words from oral directions (such as a telescope and sun dial go with the heavens)</li> </ul>	<ul style="list-style-type: none"> <li>identify <b>science</b> domains or their tools from oral descriptions of examples</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast examples of <b>science</b> domains or their tools and uses from oral descriptions (such as the difference between telescopes and microscopes)</li> </ul>	<ul style="list-style-type: none"> <li>give examples of <b>science</b> domains or their tools from oral reading of grade level <b>science</b> text</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

13a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>match oral statements of <b>scientific</b> facts with illustrations (e.g., “White is made up of all colors.”)</li> </ul>	<ul style="list-style-type: none"> <li>create <b>scientific</b> models based on illustrations and oral directions (e.g., “Show how light or sound travels;” “Show how the earth goes around the sun.”)</li> </ul>	<ul style="list-style-type: none"> <li>classify examples of properties (of light, sound, stars or planets) based on illustrations and oral directions</li> </ul>	<ul style="list-style-type: none"> <li>apply oral descriptions of properties (of light, sound, stars or planets) to everyday life</li> </ul>	<ul style="list-style-type: none"> <li>seek explanations of the properties (of light, sound, stars or planets) through oral scenarios</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>use vocabulary associated with <b>scientific</b> events or discoveries based on illustrations (such as x-rays or vaccines)</li> </ul>	<ul style="list-style-type: none"> <li>describe <b>scientific</b> events or discoveries based on illustrations</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast <b>scientific</b> events or discoveries described orally with visual support (e.g., “__ is similar/ different from __ because __.”)</li> </ul>	<ul style="list-style-type: none"> <li>predict future <b>scientific</b> events or discoveries based on oral or graphic evidence (e.g., “__ could/will/may/might/ lead to __.”)</li> </ul>	<ul style="list-style-type: none"> <li>predict the effects of future <b>scientific</b> events or discoveries based on oral evidence (e.g., “__ will/may/might/make it necessary to __.”)</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

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Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>chart change over time and offer information from charts or graphs (such as phases of the moon, temperatures, daylight hours)</li> </ul>	<ul style="list-style-type: none"> <li>describe differences over time based on information from charts or graphs</li> </ul>	<ul style="list-style-type: none"> <li>compare differences based on information from charts or graphs</li> </ul>	<ul style="list-style-type: none"> <li>summarize and present information from charts or graphs related to change</li> </ul>	<ul style="list-style-type: none"> <li>explain patterns of change over time based on evidence from charts or graphs</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>match pictures of systems or processes with vocabulary (such as photosynthesis or body systems; e.g., “An example of ___ is ___.”)</li> </ul>	<ul style="list-style-type: none"> <li>match pictures and phrases descriptive of systems or processes with vocabulary (such as mitosis or the nitrogen cycle; e.g., “___ goes with ___.”)</li> </ul>	<ul style="list-style-type: none"> <li>sort descriptive sentences by systems or steps in the process (such as by sequencing or classifying; e.g., “before, after; goes with and belongs to; is like, is different from...”)</li> </ul>	<ul style="list-style-type: none"> <li>identify systems or processes from descriptions from <b>science</b> text (e.g., “As a result of ___; ___ is caused by ___.”)</li> </ul>	<ul style="list-style-type: none"> <li>identify functions of systems or processes from grade level <b>science</b> text (e.g., “In order to ___, it is necessary to ___.”)</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

15a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>chart time and places of natural disasters (such as hurricanes, tornadoes, floods, typhoons, or earthquakes) based on headlines and pictures</li> </ul>	<ul style="list-style-type: none"> <li>respond to WH-questions regarding natural disasters based on graphic organizers and pictures</li> </ul>	<ul style="list-style-type: none"> <li>identify characteristics and conditions related to natural disasters based on text and pictures</li> </ul>	<ul style="list-style-type: none"> <li>compare natural disasters using multiple written sources, including the Internet and graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>interpret impact of natural disasters on people and places from grade level text</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify forms of energy and everyday examples depicted visually (such as light, sound, heat)</li> </ul>	<ul style="list-style-type: none"> <li>describe and draw examples of forms of energy</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast two forms of energy (e.g., “ ___ and ___ are alike/different in these ways.”)</li> </ul>	<ul style="list-style-type: none"> <li>explain uses of different forms of energy (e.g., “___ is used to ___.”)</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and defend the most efficient forms of energy (e.g., “The similarities between/among ___ are ___; ___ is ___er than ___.”)</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

16a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>make posters or label diagrams related to scientific questions (such as force or motion)</li> </ul>	<ul style="list-style-type: none"> <li>make posters or label diagrams following the <b>scientific</b> method</li> </ul>	<ul style="list-style-type: none"> <li>create <b>science</b> exhibits with statements for each step of the <b>scientific</b> method</li> </ul>	<ul style="list-style-type: none"> <li>create science exhibits with descriptions of each step of the <b>scientific</b> method</li> </ul>	<ul style="list-style-type: none"> <li>create <b>science</b> exhibits with explanations of each step of the <b>scientific</b> method</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify icons on maps or graphs from oral statements (such as natural resources, products; e.g., “Locate corn on the map.”)</li> </ul>	<ul style="list-style-type: none"> <li>locate resources or products on maps or graphs from oral descriptions (e.g., “Show where corn is grown.”)</li> </ul>	<ul style="list-style-type: none"> <li>categorize resources or products of regions (on maps or graphs) from oral descriptions (e.g., “IL grows corn and wheat; AR produces cotton and rice.”)</li> </ul>	<ul style="list-style-type: none"> <li>find patterns associated with resources or products of regions described orally (e.g., “The Northeast and Midwest manufacture more goods than the South.”)</li> </ul>	<ul style="list-style-type: none"> <li>draw conclusions about resources or products in various regions based on oral descriptions (e.g., “There is more manufacturing near rivers.”)</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

17a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>locate places using a variety of geographic representations (such as globes, maps, aerial photos, or satellite images) from oral commands</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate maps to identify regions, countries, or land forms from oral statements</li> </ul>	<ul style="list-style-type: none"> <li>select appropriate maps based on oral information about regions, countries, land forms, or highways</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast different types of maps from oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the usefulness of different types of maps for different purposes from oral descriptions</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>associate events or people with time frames in U.S. or world history shown on timelines or in graphics</li> </ul>	<ul style="list-style-type: none"> <li>list features or characteristics of major events or people in U.S. or world history depicted in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>discuss the significance of major events or people in U.S. or world history (e.g., “This is important because...”)</li> </ul>	<ul style="list-style-type: none"> <li>provide reasons behind major events or people’s actions in U.S. or world history</li> </ul>	<ul style="list-style-type: none"> <li>explain cause and effect of the major events people’s actions in U.S. or world history (e.g., “This happened as a result of...”)</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

18a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify historical, governmental, or social figures or events from photographs and illustrations</li> </ul>	<ul style="list-style-type: none"> <li>describe historical, governmental, or social figures or events from photographs, illustrations and video</li> </ul>	<ul style="list-style-type: none"> <li>role play scenes from historical events or the lives of governmental or social figures from photographs, illustrations, video, and readings</li> </ul>	<ul style="list-style-type: none"> <li>re-enact historical events or the lives of governmental or social figures based on multimedia</li> </ul>	<ul style="list-style-type: none"> <li>participate in plays or give monologues of historical events or people</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>identify rights or responsibilities of people in the U.S. or other countries through illustrations, labels, or phrases</li> </ul>	<ul style="list-style-type: none"> <li>match the rights or responsibilities of people in the U.S. or other countries with illustrations and written statements</li> </ul>	<ul style="list-style-type: none"> <li>match examples of the rights or responsibilities of people in the U.S. or other countries with written descriptions</li> </ul>	<ul style="list-style-type: none"> <li>analyze the rights or responsibilities of people in the U.S. or other countries from <b>social studies</b> text</li> </ul>	<ul style="list-style-type: none"> <li>infer the rights or responsibilities of people in the U.S. or other countries from grade level <b>social studies</b> text</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

19a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>chart trends based on statements with graphic support (such as changes in crop production or population shifts over a five-year period)</li> </ul>	<ul style="list-style-type: none"> <li>compare data based on same year information from text and charts (e.g., “Which state has the most people today?”)</li> </ul>	<ul style="list-style-type: none"> <li>compare data from year-to-year based on information from text and charts (e.g., “Which crop is produced less today than 5 years ago?”)</li> </ul>	<ul style="list-style-type: none"> <li>predict data for upcoming years based on information from text and charts (e.g., “If this trend continues, which state will have the most people in 5 years?”)</li> </ul>	<ul style="list-style-type: none"> <li>interpret data from year-to-year based on information from grade level text and charts (e.g., “Why do you think X crop has increased over the past 5 years?”)</li> </ul>

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
<b>6-8</b>	<ul style="list-style-type: none"> <li>label features of U.S. or other governments through illustrations</li> </ul>	<ul style="list-style-type: none"> <li>describe functions of U.S. or other governments using graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast functions of the U.S. or other governments based on graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>analyze functions of the U.S. or other governments in response to recent events</li> </ul>	<ul style="list-style-type: none"> <li>discuss which functions of the U.S. or other governments are most effective and why (such as branches or elected officials)</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

20a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>6-8</b>	<ul style="list-style-type: none"> <li>use graphic organizers to produce features of historical periods</li> </ul>	<ul style="list-style-type: none"> <li>use graphic organizers to compare features of historical periods</li> </ul>	<ul style="list-style-type: none"> <li>use graphic organizers to produce descriptions of historical periods</li> </ul>	<ul style="list-style-type: none"> <li>use graphic organizers to produce contrastive summaries of historical periods</li> </ul>	<ul style="list-style-type: none"> <li>use graphic organizers to produce historical essays</li> </ul>

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

20b