

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
9-12	<ul style="list-style-type: none"> respond (non-verbally) to commands pertaining to classroom routines (e.g., “Close your book.”) 	<ul style="list-style-type: none"> respond (non-verbally) to questions pertaining to multiple-step classroom instructions (e.g., “What is the last word on page 45 of the dictionary?”) 	<ul style="list-style-type: none"> respond (non-verbally) to explicit language pertaining to classroom instructions 	<ul style="list-style-type: none"> respond (nonverbally) to idiomatic expressions pertaining to classroom instructions (e.g., “What do you do when you hit the books?”) 	<ul style="list-style-type: none"> respond (nonverbally) to figurative language pertaining to classroom instructions (such as to the use of hyperboles or metaphors)

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

1a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> follow instructions or requests from peers (e.g., “Meet me at my locker after 9th period.”) 	<ul style="list-style-type: none"> follow conversations (e.g., telephone), process and respond to announcements over the intercom or by teachers 	<ul style="list-style-type: none"> process and respond to discourse from unfamiliar speakers (such as at assemblies or on field trips) 	<ul style="list-style-type: none"> process and respond to discourse from indirect sources (such as cassettes or CDs) 	<ul style="list-style-type: none"> evaluate the appropriateness of messages or information from a variety of sources

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
9-12	<ul style="list-style-type: none"> answer questions that express likes and dislikes 	<ul style="list-style-type: none"> answer a range of questions that express personal preferences 	<ul style="list-style-type: none"> express personal preferences or points of view 	<ul style="list-style-type: none"> express and defend personal preferences, opinions, or points of view 	<ul style="list-style-type: none"> express and defend points of view other than from a personal perspective

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

2a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> state preferences for types of music, games, TV programs, or recreational activities 	<ul style="list-style-type: none"> describe preferred movies, magazines, stories, or authors 	<ul style="list-style-type: none"> recommend games, songs, books, films, poems, or computer programs and give reasons for selection 	<ul style="list-style-type: none"> discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles 	<ul style="list-style-type: none"> critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles

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
9-12	<ul style="list-style-type: none"> identify text features or web resources used for assignments (such as titles or authors) 	<ul style="list-style-type: none"> match text features or web resources with their uses for assignments (such as use a Table of Contents to find topics) 	<ul style="list-style-type: none"> match types of books or web resources with information needed for assignments 	<ul style="list-style-type: none"> use text features or web resources to confirm information for assignments (such as indexes or glossaries) 	<ul style="list-style-type: none"> scan entries in books or web sites to locate information for assignments

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

3a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> preview visually supported text to glean basic facts 	<ul style="list-style-type: none"> connect information from visually supported text to self 	<ul style="list-style-type: none"> scan material to verify information or hypotheses 	<ul style="list-style-type: none"> skim material for relevant information 	<ul style="list-style-type: none"> revise thoughts and conclusions based on information from text

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
9-12	<ul style="list-style-type: none"> complete forms read orally with identifying information or produce facts about self 	<ul style="list-style-type: none"> complete real life forms (such as leases, applications, licenses) 	<ul style="list-style-type: none"> create announcements, invitations, or form paragraphs stating who, what, when, and why 	<ul style="list-style-type: none"> make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs 	<ul style="list-style-type: none"> compose social letters, editorials, advice columns, reviews, or resumes

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

4a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> jot down key points about language learning (such as use of capital letters for days of week and months of year) 	<ul style="list-style-type: none"> test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries) 	<ul style="list-style-type: none"> reflect on use of newly acquired language or language patterns (such as through self-assessment checklists) 	<ul style="list-style-type: none"> edit, revise, or rephrase written language based on feedback 	<ul style="list-style-type: none"> expand and elaborate written language as directed

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
9-12	<ul style="list-style-type: none"> identify and locate sources of information based on oral directions and visual support 	<ul style="list-style-type: none"> select or sort sources of information based on oral descriptions and visual support 	<ul style="list-style-type: none"> compare and contrast sources of information based on oral discourse 	<ul style="list-style-type: none"> connect information from various sources based on oral discourse 	<ul style="list-style-type: none"> evaluate information from various sources based on oral discourse

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

5a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> process information from speakers who use visual or graphic support (such as meteorologists) 	<ul style="list-style-type: none"> match information from TV, films, video, or DVDs to titles of segments 	<ul style="list-style-type: none"> form general ideas based on information from familiar speakers or media 	<ul style="list-style-type: none"> identify summaries of information from radio, cassettes, CDs, or multimedia 	<ul style="list-style-type: none"> integrate information from oral documentaries and other sources on unfamiliar topics

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
9-12	<ul style="list-style-type: none"> state facts related to the news or information in visually supported magazines or newspapers read orally 	<ul style="list-style-type: none"> differentiate opinions from facts related to information in visually supported magazines or newspapers read orally 	<ul style="list-style-type: none"> provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies) 	<ul style="list-style-type: none"> critique in detail editorials, reviews, or literary works read orally 	<ul style="list-style-type: none"> debate issues with coherent arguments related to editorials, critiques, reviews, or literary works read orally

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

6a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> state facts about personal interests or those of friends or members of your family 	<ul style="list-style-type: none"> do task analyses of familiar processes (such as recipes [how to make X] and games [how to play X]) 	<ul style="list-style-type: none"> give narrative speeches on personal topics of interest 	<ul style="list-style-type: none"> give persuasive speeches on school-related topics 	<ul style="list-style-type: none"> engage in debates on school-related topics or issues

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
9-12	<ul style="list-style-type: none"> • identify words and phrases related to author’s purpose • match key vocabulary within graphic supported texts to visuals 	<ul style="list-style-type: none"> • identify ideas related to author’s purpose • locate key facts in graphics and texts 	<ul style="list-style-type: none"> • identify ideas and supporting details related to author’s purpose • summarize information in graphics and texts 	<ul style="list-style-type: none"> • analyze information related to author’s purpose • make generalizations from explicit and implicit literary texts 	<ul style="list-style-type: none"> • interpret author’s purpose and apply to other contexts • identify extended analogies, symbolism, or abstract ideas in literary texts

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

7a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> • identify facts from pictures and sentences 	<ul style="list-style-type: none"> • use graphic organizers to compare/contrast information between texts 	<ul style="list-style-type: none"> • compare/contrast information between and among texts using graphic organizers 	<ul style="list-style-type: none"> • critique information from various sources, including the Internet 	<ul style="list-style-type: none"> • evaluate validity of information from various sources, including the Internet

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
9-12	<ul style="list-style-type: none"> • copy facts pertaining to current events or issues • produce key words or phrases from written texts 	<ul style="list-style-type: none"> • express opinions or reactions to current events or issues • extract key phrases or sentences from written texts 	<ul style="list-style-type: none"> • produce editorial comments on current events or issues • take notes or produce outlines from written texts 	<ul style="list-style-type: none"> • rewrite stories on current events or issues in different time frames • summarize notes from written texts in paragraph form 	<ul style="list-style-type: none"> • rewrite stories on current events or issues from different perspectives or points of view • produce essays and reports from notes or outlines

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

8a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> • jot down key words or symbols from visuals pertaining to discussions 	<ul style="list-style-type: none"> • list key phrases or sentences from discussions 	<ul style="list-style-type: none"> • take notes and produce sentence outlines from discussions and lectures 	<ul style="list-style-type: none"> • produce outlines and summary paragraphs from lecture notes 	<ul style="list-style-type: none"> • produce essays based on notes from lectures

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
9-12	<ul style="list-style-type: none"> select problem-solving tools from oral statements and visual support 	<ul style="list-style-type: none"> select problem-solving methods and tools from oral descriptions and visual support 	<ul style="list-style-type: none"> select problem-solving methods and tools to address everyday experiences described orally 	<ul style="list-style-type: none"> select problem-solving methods and tools from extended oral discourse 	<ul style="list-style-type: none"> select problem-solving methods and tools from oral reading of grade level math text

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

9a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> identify properties of quadrilaterals based on visual representations and oral descriptions 	<ul style="list-style-type: none"> visualize, draw, or construct geometric figures described orally 	<ul style="list-style-type: none"> compare two and three dimensional figures (including circles and spheres) based on oral descriptions 	<ul style="list-style-type: none"> locate intersections of geometric figures described orally (such as points, lines, or planes) 	<ul style="list-style-type: none"> follow oral directions from grade level material to transform figures (such as rotations, reflections or enlargements)

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
9-12	<ul style="list-style-type: none"> state which derived attributes match units of measurement from pictures and notation (such as speed, density, or acceleration) name operations that apply to numbers and figures (such as factoring or coefficients) 	<ul style="list-style-type: none"> describe derived attributes and their units of measurement using pictures and notation describe operations that apply to problem-solving (such as determining the slopes of lines) 	<ul style="list-style-type: none"> give examples of derived attributes along with their units of measurement presented orally from math text give examples of math-related, real life situations (such as use of tips, discounts, or earn run averages) 	<ul style="list-style-type: none"> discuss the use of derived attributes presented orally from text-based math problems discuss the relevance/usefulness of math-related, real life situations 	<ul style="list-style-type: none"> justify the use of derived attributes presented orally from grade level text-based math problems justify and defend mathematical solutions to real life situations

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

10a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> identify steps in problem solving using realia or visual support 	<ul style="list-style-type: none"> sequence steps in problem solving using technology or visual support (such as calculators) 	<ul style="list-style-type: none"> sequence steps in problem solving relying on mental math or think-alouds 	<ul style="list-style-type: none"> describe two or more approaches to solving the same math problems 	<ul style="list-style-type: none"> describe and give examples of strategies for solving grade level math 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
9-12	<ul style="list-style-type: none"> identify numbers in a variety of forms and Mathematical notation within visually supported phrases (such as percent, powers, or roots) 	<ul style="list-style-type: none"> identify numbers in a variety of forms and mathematical terms within visually supported sentences 	<ul style="list-style-type: none"> classify mathematical functions and relationships 	<ul style="list-style-type: none"> compare/contrast mathematical functions and relationships in word problems 	<ul style="list-style-type: none"> analyze mathematical functions and relationships in 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
9-12	<ul style="list-style-type: none"> organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports) 	<ul style="list-style-type: none"> collect and organize graphically displayed data from newspapers or magazines (such as stock market trends) 	<ul style="list-style-type: none"> collect, organize, and display data in charts, tables, or graphs 	<ul style="list-style-type: none"> collect, organize, display, and interpret data 	<ul style="list-style-type: none"> collect, organize, display, and interpret data; generalize and apply findings to other data sets

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
9-12	<ul style="list-style-type: none"> produce math equations or formulas from dictation with visual support (e.g., “Twenty plus X equals thirty.”) produce tables from everyday sets of facts (such as months and precipitation rates) 	<ul style="list-style-type: none"> produce math equations or formulas from illustrations (e.g., “Use math sentences to describe equations for this figure.”) produce tables, charts, or graphs from authentic data sources 	<ul style="list-style-type: none"> describe uses of math equations or formulas (e.g., “Give examples of when you would use the following...”) outline steps for producing tables, charts, or graphs from authentic data sources (such as newspapers, magazines, or the Internet) 	<ul style="list-style-type: none"> describe math equations or formulas along with steps involved in problem solving (e.g., “If...then”) interpret tables, charts, or graphs embedded in text 	<ul style="list-style-type: none"> describe math equations/formulas with a rationale for use in problem solving give implications of information derived from tables, graphs, or charts embedded in grade level text

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

12a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., “This shows rain in summer.”) 	<ul style="list-style-type: none"> make generalizations related to data presented in graphs, tables, or charts depicting practical Situations (e.g., “It rains more in June than July.”) 	<ul style="list-style-type: none"> summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines) 	<ul style="list-style-type: none"> draw conclusions related to data from graphs, tables, or charts from everyday sources 	<ul style="list-style-type: none"> provide a rationale and explain use of data presented in graphs, tables, or charts

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
9-12	<ul style="list-style-type: none"> locate physical, biological, chemical, or earth/space structures from pictures and oral statements (such as cells, organs, magnetism, atoms, or constellations) 	<ul style="list-style-type: none"> differentiate types of physical, biological, chemical, or earth/space structures from pictures and oral statements (such as plant cells, kidneys and liver, compounds, or solar systems) 	<ul style="list-style-type: none"> match the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as homeostasis/dormancy or atomic/nuclear structures) 	<ul style="list-style-type: none"> compare/contrast the functions of related physical, biological, chemical, or earth/space structures from oral descriptions (such as fossils/genetics or boiling/ melting points) 	<ul style="list-style-type: none"> match analogies (of the functions) of related biological, chemical, or physical structures from oral descriptions from grade level science text

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

13a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> collect and prepare real-life materials needed for scientific experiments based on oral directions 	<ul style="list-style-type: none"> replicate scientific experiments using real-life materials based on oral directions 	<ul style="list-style-type: none"> build different hypotheses based on oral descriptions of science issues 	<ul style="list-style-type: none"> match different oral explanations of the results with evidence of the findings 	<ul style="list-style-type: none"> conduct scientific inquiry using multimedia resources that include oral input

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
9-12	<ul style="list-style-type: none"> identify components of systems, chains, or cycles from diagrams or graphic organizers (such as taxonomic systems, food chains, or life cycles) 	<ul style="list-style-type: none"> give examples of or describe components of systems, chains, or cycles from diagrams or graphic organizers (such as functions of veins and arteries of the circulatory system) 	<ul style="list-style-type: none"> describe how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle) 	<ul style="list-style-type: none"> discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems) 	<ul style="list-style-type: none"> explain and give examples of the principle of interdependence of systems or the iterative nature of chains and cycles (such as endocrine system)

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

14a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> create and present collages or depictions of scientific issues 	<ul style="list-style-type: none"> brainstorm ideas based on illustrations of scientific issues that affect everyday life (e.g., “What are some examples of pollution?”) 	<ul style="list-style-type: none"> describe ways in which scientific issues can be resolved (e.g., “How can we reduce pollution?”) 	<ul style="list-style-type: none"> discuss pros and cons of scientific issues using graphic organizers 	<ul style="list-style-type: none"> engage in debates on scientific issues (such as genetic engineering, nuclear energy)

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
9-12	<ul style="list-style-type: none"> identify data from scientific studies from tables, charts, or graphs 	<ul style="list-style-type: none"> match sources of data depicted in tables, charts, or graphs from scientific studies with research questions 	<ul style="list-style-type: none"> extract information on the use of data presented in text and tables 	<ul style="list-style-type: none"> interpret data presented in text and tables in scientific studies 	<ul style="list-style-type: none"> evaluate scientific data and discuss the implications of the studies presented in grade level 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
9-12	<ul style="list-style-type: none"> match pictures of scientific equipment with their uses (such as telescope-see stars) 	<ul style="list-style-type: none"> match pictures of scientific equipment with descriptions of kinds of scientists (e.g., “Biologists use this tool to see cells.”) 	<ul style="list-style-type: none"> identify scientific equipment needed for scientific investigations (e.g., “You are examining the migratory patterns of birds. Which scientific tools will help you?”) 	<ul style="list-style-type: none"> identify scientific equipment associated with descriptions of scientific investigations 	<ul style="list-style-type: none"> evaluate relative use of scientific equipment based on readings from scientific investigations (e.g., “Which works best to predict weather patterns and why?”)

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
9-12	<ul style="list-style-type: none"> draw pictures and label steps in scientific experiments (such as distillation) 	<ul style="list-style-type: none"> state procedures for scientific experiments in biology, chemistry, physics, or earth/space science 	<ul style="list-style-type: none"> provide information learned from scientific experiments in a lab report, including pre experiment predictions 	<ul style="list-style-type: none"> interpret findings gleaned from data from scientific experiments 	<ul style="list-style-type: none"> justify conclusions reached from examining scientific data

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

16a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> use drawings, words, and phrases to answer WH-questions on lab reports based on experiments 	<ul style="list-style-type: none"> use phrases, sentences, and diagrams to answer questions on lab reports based on experiments 	<ul style="list-style-type: none"> complete lab reports following step-by-step procedures based on experiments 	<ul style="list-style-type: none"> produce lab reports from outlines or learning logs based on science experiments 	<ul style="list-style-type: none"> produce narrative lab reports based on grade level science experiments

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
9-12	<ul style="list-style-type: none"> identify regions or countries of political, economic, or historical significance to U.S. or world history from oral statements and maps 	<ul style="list-style-type: none"> match regions or countries with similar political, economic, or historical significance to U.S. or world history from oral descriptions and maps 	<ul style="list-style-type: none"> find examples of regions or countries that have similar economic, political or historical significance to U.S. or world history from oral scenarios and maps 	<ul style="list-style-type: none"> compare/contrast countries and regions that have economic, political, or historical significance to U.S. or world history from oral reading 	<ul style="list-style-type: none"> distinguish between rationales (economic, political, or historical) for significant events in U.S. or world history from oral reading or tapes representing varying perspectives

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

17a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> identify distribution of natural resources around the world from maps or graphs and oral statements 	<ul style="list-style-type: none"> indicate availability of natural resources from oral statements by constructing graphs or maps 	<ul style="list-style-type: none"> compare availability of natural resources of two or more countries from maps or graphs and oral statements 	<ul style="list-style-type: none"> analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions 	<ul style="list-style-type: none"> interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions

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
9-12	<ul style="list-style-type: none"> name elements of major historical, cultural, or economic themes depicted in illustrations (such as ‘war’ for revolution) 	<ul style="list-style-type: none"> list characteristics of major historical, cultural, or economic themes depicted in illustrations 	<ul style="list-style-type: none"> give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons) 	<ul style="list-style-type: none"> explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives 	<ul style="list-style-type: none"> discuss and pose solutions to issues associated with major historical, cultural, or economic themes (depicted in illustrations or political cartoons)

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

18a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> state current events (in the news) supported visually 	<ul style="list-style-type: none"> restate or orally sketch current or past events supported visually 	<ul style="list-style-type: none"> discuss current or past events or situations and their personal impact 	<ul style="list-style-type: none"> analyze current or past events, situations, or issues 	<ul style="list-style-type: none"> critique current or past events, situations, issues, or policies giving pros and cons

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
9-12	<ul style="list-style-type: none"> match people and places with significant periods in world history through illustrations and timelines 	<ul style="list-style-type: none"> identify features of significant periods in world history from written statements and timelines 	<ul style="list-style-type: none"> match features of significant periods in world history with written descriptions 	<ul style="list-style-type: none"> compare/contrast significant periods in world history based on social studies text 	<ul style="list-style-type: none"> analyze significant periods in world history from grade level social studies text

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

19a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet 	<ul style="list-style-type: none"> locate visually supported information in newspaper articles, magazines, or on the Internet 	<ul style="list-style-type: none"> process information in newspaper and magazine articles or on the Internet 	<ul style="list-style-type: none"> compare and contrast information from various news sources 	<ul style="list-style-type: none"> evaluate authenticity or bias in information from various news sources

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
9-12	<ul style="list-style-type: none"> label significant individuals, through illustrations or photographs, in history, politics, economics, or society 	<ul style="list-style-type: none"> outline the contributions of significant individuals in history, politics, economics, or society 	<ul style="list-style-type: none"> describe the contributions of significant individuals in history, politics, economics, or society 	<ul style="list-style-type: none"> discuss how significant individuals have impacted history, politics, economics, or society 	<ul style="list-style-type: none"> explain and evaluate the contributions of significant individuals in history, politics, economics, or society

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

20a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
9-12	<ul style="list-style-type: none"> label results of visually supported surveys related to social studies using yes/no questions (in small groups) 	<ul style="list-style-type: none"> plot and describe results of surveys related to social studies using WH-questions (in small groups) 	<ul style="list-style-type: none"> develop and administer surveys related to social studies using WH-questions and analyze results (in small groups) 	<ul style="list-style-type: none"> develop, analyze, plot results of surveys related to social studies, and summarize responses to interview questions (in small groups) 	<ul style="list-style-type: none"> develop, analyze, and plot results of surveys related to social studies, summarize, and explain results (in small groups)

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

20b