

**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>K-2</b>	<ul style="list-style-type: none"> <li>identify symbols found in classrooms and schools from pictures and oral statements (such as “Office” or “Exit”)</li> </ul>	<ul style="list-style-type: none"> <li>identify or locate areas of the classroom and school described orally with visual support (such as corner, library, or hallway)</li> </ul>	<ul style="list-style-type: none"> <li>match school personnel with oral descriptions of their job functions (such as answer the phone in the office or serve food)</li> </ul>	<ul style="list-style-type: none"> <li>identify school related activities from oral descriptions (such as field trips or assemblies)</li> </ul>	<ul style="list-style-type: none"> <li>match oral descriptions of school personnel with individual needs or situations (e.g., “If...then;” “Suppose...”)</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>K-2</b>	<ul style="list-style-type: none"> <li>position manipulatives or realia according to oral commands such as to show spatial relations (e.g., “Put the book on the table.”)</li> </ul>	<ul style="list-style-type: none"> <li>position manipulatives or realia according to multiple oral commands such as to show spatial relations (e.g., “Put the cubes in a row across the paper.”)</li> </ul>	<ul style="list-style-type: none"> <li>follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers (e.g., “Fold the paper in half and place it on your table the long way.”)</li> </ul>	<ul style="list-style-type: none"> <li>follow verbal directions without visual or nonverbal support (e.g., “Put your name on the top line of the paper.”)</li> </ul>	<ul style="list-style-type: none"> <li>follow sequence from verbal directions without visual or nonverbal support (e.g., “Put your name on the left-hand side of the paper, then put the date on the right-hand side.”)</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>K-2</b>	<ul style="list-style-type: none"> <li>identify and name everyday objects described orally with visual support (such as classroom supplies or household items)</li> </ul>	<ul style="list-style-type: none"> <li>tell the uses of everyday objects depicted visually</li> </ul>	<ul style="list-style-type: none"> <li>sort everyday objects depicted visually and explain their uses</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast the uses of everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>judge and justify the effectiveness of the uses of everyday objects</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>K-2</b>	<ul style="list-style-type: none"> <li>give and ask for permission or make requests</li> </ul>	<ul style="list-style-type: none"> <li>share feelings and emotions, likes or dislikes</li> </ul>	<ul style="list-style-type: none"> <li>indicate interests, opinions, or preferences</li> </ul>	<ul style="list-style-type: none"> <li>persuade peers to join in activities or games</li> </ul>	<ul style="list-style-type: none"> <li>negotiate solutions to problems, interpersonal misunderstandings, or disputes</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

<b>Grade Level Cluster</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>K-2</b>	<ul style="list-style-type: none"> <li>• identify environmental print (such as signs around school or the community)</li> </ul>	<ul style="list-style-type: none"> <li>• extract information from environmental print (such as signs, bulletin boards, or menus)</li> </ul>	<ul style="list-style-type: none"> <li>• restate information found in visually supported print (such as school schedules, field trips, or celebrations)</li> </ul>	<ul style="list-style-type: none"> <li>• summarize information found in visually supported print on classroom or school activities</li> </ul>	<ul style="list-style-type: none"> <li>• interpret rules and procedures (such as from the classroom or school)</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

3a

<b>Grade Level Cluster</b>	<b>Level 1 Entering</b>	<b>Level 2 Beginning</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>K-2</b>	<ul style="list-style-type: none"> <li>• respond to icons or pictures on board games or in activities</li> </ul>	<ul style="list-style-type: none"> <li>• respond to pictures with words or phrases on board games or in activities</li> </ul>	<ul style="list-style-type: none"> <li>• respond to words or phrases on board games or in activities</li> </ul>	<ul style="list-style-type: none"> <li>• follow written directions with peer or teacher assistance</li> </ul>	<ul style="list-style-type: none"> <li>• follow written directions independently</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>K-2</b>	<ul style="list-style-type: none"> <li>• trace, copy, or produce words about self</li> </ul>	<ul style="list-style-type: none"> <li>• make lists for varying purposes related to self</li> </ul>	<ul style="list-style-type: none"> <li>• relate personal facts</li> </ul>	<ul style="list-style-type: none"> <li>• compose friendly notes or personal messages</li> </ul>	<ul style="list-style-type: none"> <li>• narrate or compose personal stories with illustrations</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>K-2</b>	<ul style="list-style-type: none"> <li>• draw or orally dictate personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• draw or label personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• produce phrases or sentences about personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• maintain diaries or journals of personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>• produce illustrated stories based on personal experiences</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>K-2</b>	<ul style="list-style-type: none"> <li>match pictures to sentences read aloud</li> </ul>	<ul style="list-style-type: none"> <li>order pictures of related sentences read aloud using ordinal numerals (such as first, second, last)</li> </ul>	<ul style="list-style-type: none"> <li>sequence pictures of stories read aloud by beginning, middle, and end</li> </ul>	<ul style="list-style-type: none"> <li>reproduce stories read aloud through a series of pictures</li> </ul>	<ul style="list-style-type: none"> <li>sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings</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>K-2</b>	<ul style="list-style-type: none"> <li>follow along in role play activities described orally</li> </ul>	<ul style="list-style-type: none"> <li>role play familiar, everyday activities described orally</li> </ul>	<ul style="list-style-type: none"> <li>role play characters seen in plays, TV shows, or videos</li> </ul>	<ul style="list-style-type: none"> <li>reenact scenes seen in plays, TV shows, or videos</li> </ul>	<ul style="list-style-type: none"> <li>reenact, role play, or dramatize grade level stories that are read or seen</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>K-2</b>	<ul style="list-style-type: none"> <li>name characters or settings of stories from (wordless) picture books or short stories</li> <li>identify features of illustrations and photographs</li> </ul>	<ul style="list-style-type: none"> <li>describe characters or settings of stories from (wordless) picture books or short stories</li> <li>describe features of illustrations and photographs</li> </ul>	<ul style="list-style-type: none"> <li>outline plots or themes of stories from picture books or short stories</li> <li>predict what a story is about from visual and oral prompts</li> </ul>	<ul style="list-style-type: none"> <li>narrate main events of plot sequences and state main idea from picture books or short stories</li> <li>predict what will happen next from oral prompts</li> </ul>	<ul style="list-style-type: none"> <li>re/tell stories using story grammar from picture books or short stories</li> <li>state alternative endings to grade level stories from oral prompts</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>K-2</b>	<ul style="list-style-type: none"> <li>take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes)</li> </ul>	<ul style="list-style-type: none"> <li>interact in small group or paired activities</li> </ul>	<ul style="list-style-type: none"> <li>converse about classroom and social activities</li> </ul>	<ul style="list-style-type: none"> <li>describe and share personal experiences and school-related activities</li> </ul>	<ul style="list-style-type: none"> <li>participate in and contribute to academic classroom discussions</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>K-2</b>	<ul style="list-style-type: none"> <li>• associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context</li> </ul>	<ul style="list-style-type: none"> <li>• match letters/ diagraphs within and across words (such as common rhyming words or word families) with pictures</li> </ul>	<ul style="list-style-type: none"> <li>• sort words and phrases, with visual support, into phonological or semantic categories</li> </ul>	<ul style="list-style-type: none"> <li>• match words and phrases with pictures or other visual support (such as graphics, charts, or visual organizers)</li> </ul>	<ul style="list-style-type: none"> <li>• match sentences with pictures or other visual support (such as graphics, charts, or visual organizers)</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>K-2</b>	<ul style="list-style-type: none"> <li>• follow directionality of print</li> <li>• sequence a series of pictures to tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• match voice to print by pointing to words</li> <li>• match a series of pictures that tell stories with sequence words (such as first, then, last)</li> </ul>	<ul style="list-style-type: none"> <li>• cross-check pictures and phonics clues</li> <li>• select titles to match a series of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• use phonics clues to sound out words</li> <li>• sequence sentences to tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• predict what word or phrase comes next based on grade level text</li> <li>• sequence short paragraphs to tell stories</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>K-2</b>	<ul style="list-style-type: none"> <li>draw pictures in sequential order in response to stories read orally</li> </ul>	<ul style="list-style-type: none"> <li>produce pictures and words to depict sequence in stories</li> </ul>	<ul style="list-style-type: none"> <li>produce phrases in sequential order to relate a series of events in stories</li> </ul>	<ul style="list-style-type: none"> <li>use sequential language in sentences to relate a series of events in stories (e.g., “First.... Then...”)</li> </ul>	<ul style="list-style-type: none"> <li>use language of storytelling to relate a series of events (e.g., “Once upon a time...”)</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>K-2</b>	<ul style="list-style-type: none"> <li>produce icons, letters, or pictures (for wall charts or displays)</li> </ul>	<ul style="list-style-type: none"> <li>produce symbols and words (for wall charts or displays)</li> </ul>	<ul style="list-style-type: none"> <li>produce word patterns and pictures (for wall charts or displays)</li> </ul>	<ul style="list-style-type: none"> <li>produce and organize word patterns and phrases (for wall charts or displays)</li> </ul>	<ul style="list-style-type: none"> <li>produce and organize word patterns, phrases, or sentences (for wall charts or displays)</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>K-2</b>	<ul style="list-style-type: none"> <li>identify illustrations of <b>math</b> figures described orally (e.g., “Find a shape that looks like the sun.”)</li> </ul>	<ul style="list-style-type: none"> <li>identify illustrations of <b>math</b> figures whose attributes are described orally (e.g., “Find a shape with 4 sides.”[such as a door or window])</li> </ul>	<ul style="list-style-type: none"> <li>complete repeated <b>math</b> patterns of alternating figures described orally</li> </ul>	<ul style="list-style-type: none"> <li>complete repeated <b>math</b> patterns described orally (such as + + - - ☺ ☹ )</li> </ul>	<ul style="list-style-type: none"> <li>predict sequence of complex <b>math</b> patterns from oral descriptions according to grade level</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>K-2</b>	<ul style="list-style-type: none"> <li>use manipulatives or realia to illustrate oral <b>math</b> statements</li> </ul>	<ul style="list-style-type: none"> <li>use manipulatives or draw pictures to illustrate <b>math</b> operations from oral directions</li> </ul>	<ul style="list-style-type: none"> <li>use manipulatives, draw pictures, or make tallies to illustrate oral <b>math</b> stories</li> </ul>	<ul style="list-style-type: none"> <li>use manipulatives or bar graphs to compare oral information (e.g., “There are more girls here today than boys.”)</li> </ul>	<ul style="list-style-type: none"> <li>complete or produce graphs (such as histograms) to show comparisons given orally (e.g., “Most children are wearing red, some are wearing blue, and one child is wearing green.”)</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>K-2</b>	<ul style="list-style-type: none"> <li>recite <b>math</b>-related words or phrases from pictures of everyday objects and oral statements</li> </ul>	<ul style="list-style-type: none"> <li>restate simple <b>math</b> operations from oral statements, referring to pictures of everyday objects</li> </ul>	<ul style="list-style-type: none"> <li>describe <b>math</b> representations and operations from pictures of everyday objects and oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast <b>math</b> operations needed in problem solving from pictures and oral descriptions</li> </ul>	<ul style="list-style-type: none"> <li>explain the process of <b>math</b> problem solving from pictures and oral descriptions at grade level</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>K-2</b>	<ul style="list-style-type: none"> <li>give identifying information that involves numbers (such as age, address, or telephone number)</li> </ul>	<ul style="list-style-type: none"> <li>give examples of things with numbers (such as room #s, bus #s, or calendars)</li> </ul>	<ul style="list-style-type: none"> <li>give examples of how or when you use numbers outside of school</li> </ul>	<ul style="list-style-type: none"> <li>tell how to play games that involves numbers (such as sports, board games, or hopscotch)</li> </ul>	<ul style="list-style-type: none"> <li>tell a story that involves numbers from oral scenarios</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>K-2</b>	<ul style="list-style-type: none"> <li>match pictures of everyday objects in context with <b>math</b> symbols</li> </ul>	<ul style="list-style-type: none"> <li>match pictures depicting varying quantities in context with <b>math</b>-related words or phrases</li> </ul>	<ul style="list-style-type: none"> <li>sort <b>math</b> sentences according to language associated with different operations (such as altogether, more, sum, plus, in all; take away, left, minus, fewer)</li> </ul>	<ul style="list-style-type: none"> <li>order <b>math</b> sentences involving different operations using sequential language</li> </ul>	<ul style="list-style-type: none"> <li>analyze <b>math</b> sentences from grade level texts to produce sequences for problem solving</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>K-2</b>	<ul style="list-style-type: none"> <li>sort real-life objects by size or weight using pictures and descriptive words (such as big, little)</li> </ul>	<ul style="list-style-type: none"> <li>sort real-life objects by size or weight using nonstandard measurement and comparative language (such as smaller, longer, lighter)</li> </ul>	<ul style="list-style-type: none"> <li>match real-life pictures/ words with standard, metric, or non-standard measurement tools (such as use of paperclips, hands, rulers, or yardsticks)</li> </ul>	<ul style="list-style-type: none"> <li>estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., “About how many...?”)</li> </ul>	<ul style="list-style-type: none"> <li>decide appropriate standard, metric, or nonstandard measurement tools based on grade level text for everyday situations</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>K-2</b>	<ul style="list-style-type: none"> <li>illustrate and label whole numbers (such as from 1-100)</li> </ul>	<ul style="list-style-type: none"> <li>match whole Numbers with words, symbols, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>list uses of whole numbers using words, phrases, symbols, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>describe and compare whole numbers using words, phrases, symbols, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>create <b>math</b> story problems using whole numbers in words, phrases, or sentences</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>K-2</b>	<ul style="list-style-type: none"> <li>make collages or pictures of numbers and quantities (from newspapers or magazines)</li> </ul>	<ul style="list-style-type: none"> <li>dictate, draw, or make notes of examples of everyday <b>math</b></li> </ul>	<ul style="list-style-type: none"> <li>keep an illustrated log or journal of examples of everyday <b>math</b></li> </ul>	<ul style="list-style-type: none"> <li>describe uses of everyday <b>math</b> with illustrated examples</li> </ul>	<ul style="list-style-type: none"> <li>explain how you use everyday <b>math</b> (such as when shopping or cooking)</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>K-2</b>	<ul style="list-style-type: none"> <li>identify pictures pertaining to health or safety from oral statement (such as fire, weather)</li> <li>identify objects according to chemical or physical properties from pictures and oral statements (e.g., “The ball is round.”)</li> </ul>	<ul style="list-style-type: none"> <li>classify pictures of safe/unsafe or healthy/unhealthy conditions from oral directions</li> <li>match objects with their chemical or physical properties from pictures and oral statements</li> </ul>	<ul style="list-style-type: none"> <li>identify symbols related to safety or health precautions from oral descriptions</li> <li>identify and group objects according to chemical or physical properties from oral statements (e.g., “Water and milk are liquids.”)</li> </ul>	<ul style="list-style-type: none"> <li>identify examples or rules related to safety or health precaution from oral discourse</li> <li>analyze objects based on their chemical or physical properties from oral descriptions (e.g., “Ice is cold because...”)</li> </ul>	<ul style="list-style-type: none"> <li>predict consequences of not following safety or health precautions from oral scenarios</li> <li>analyze objects based on their chemical or physical properties 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>K-2</b>	<ul style="list-style-type: none"> <li>explore movement of real-life objects by following commands (e.g., “Roll the ball.”)</li> </ul>	<ul style="list-style-type: none"> <li>follow movement of real-life objects by following multiple step directions (e.g. “The car goes backwards then forwards.”)</li> </ul>	<ul style="list-style-type: none"> <li>compare movement of objects based on oral statements by pointing to pictures or objects (e.g., “Which goes fastest, bikes, buses, or airplanes?”)</li> </ul>	<ul style="list-style-type: none"> <li>predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., “Show what happens when you let go of balloons.”)</li> </ul>	<ul style="list-style-type: none"> <li>interpret the effects of force on motion by pointing or demonstration based on oral descriptions</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>K-2</b>	<ul style="list-style-type: none"> <li>use words or phrases related to weather or environment from pictures/photographs (such as temperatures, seasons, or precipitation)</li> </ul>	<ul style="list-style-type: none"> <li>restate <b>scientific</b> hypotheses about weather or environment from pictures or photographs</li> </ul>	<ul style="list-style-type: none"> <li>ask WH- questions about weather or environment from pictures or photographs</li> </ul>	<ul style="list-style-type: none"> <li>predict results and provide reasons based on <b>scientific</b> hypotheses about weather or environment from oral or written information</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and weigh options related to <b>scientific</b> hypotheses about weather or environment from oral or written information</li> </ul>

FRAMEWORK FOR **LARGE-SCALE** ASSESSMENT

14a

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>K-2</b>	<ul style="list-style-type: none"> <li>associate body parts with senses and physical actions</li> </ul>	<ul style="list-style-type: none"> <li>give examples of how or when you use your senses or other body parts</li> </ul>	<ul style="list-style-type: none"> <li>describe a series of activities that involve using your senses or other body parts</li> </ul>	<ul style="list-style-type: none"> <li>explain why senses or other body parts are useful</li> </ul>	<ul style="list-style-type: none"> <li>predict what you would do if one of your senses or other body parts was injured</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>K-2</b>	<ul style="list-style-type: none"> <li>identify living organisms from symbols, photographs, labels, graphs, or charts</li> </ul>	<ul style="list-style-type: none"> <li>classify living organisms (such as birds and mammals) by using pictures or icons</li> </ul>	<ul style="list-style-type: none"> <li>complete graphs or charts using pictures or icons to address questions related to living organisms</li> </ul>	<ul style="list-style-type: none"> <li>respond to questions about graphs or charts related to living organisms by using icons and text</li> </ul>	<ul style="list-style-type: none"> <li>interpret graphs or charts related to living organisms by using icons and explicit, grade level <b>science</b> text</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>K-2</b>	<ul style="list-style-type: none"> <li>make posters from magazine pictures labeled with different forms of water or other natural resources</li> </ul>	<ul style="list-style-type: none"> <li>search for words in big books or trade books associated with water or other natural resources (such as rain, ice, hot)</li> </ul>	<ul style="list-style-type: none"> <li>distinguish activities that use water or other natural resources from those that don't, based on written phrases and pictures (such as "brush hair" or "take a bath")</li> </ul>	<ul style="list-style-type: none"> <li>classify activities that you do <i>with</i> water or other natural resources from those you do <i>in</i> water (such as brush teeth or go swimming )</li> </ul>	<ul style="list-style-type: none"> <li>sequence sentences to show how to do activities that involve water or other natural resources (such as cooking rice)</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>K-2</b>	<ul style="list-style-type: none"> <li>identify similarities or differences of <b>science</b> related objects through drawings or copying labels</li> </ul>	<ul style="list-style-type: none"> <li>note <b>scientific</b> change by identifying the stages of processes or cycles (such as from seeds to plants or from caterpillars to butterflies) through drawings, words, or phrases</li> </ul>	<ul style="list-style-type: none"> <li>describe <b>scientific</b> change through the graphic or written depiction of processes or cycles</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast <b>scientific</b> change by inserting words or phrases into graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>explain the process of <b>scientific</b> change with complete thoughts</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>K-2</b>	<ul style="list-style-type: none"> <li>collect, identify, label (and make collages of) objects made of different materials and textures (such as paper, cotton, or wool)</li> </ul>	<ul style="list-style-type: none"> <li>match objects or pictures of different materials or textures with their sources (such as rubber with trees)</li> </ul>	<ul style="list-style-type: none"> <li>describe objects made of different materials or textures from pictures or realia (e.g., “Silk is shiny and smooth.”)</li> </ul>	<ul style="list-style-type: none"> <li>produce a sequence of the process for making different natural and synthetic materials</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the usefulness of different produced goods from natural and synthetic materials</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>K-2</b>	<ul style="list-style-type: none"> <li>locate reference points on local or world maps or globes from oral commands (such as around the school and community)</li> </ul>	<ul style="list-style-type: none"> <li>identify major physical features of the earth on local or world maps or globes based on oral statements (such as mountains and oceans)</li> </ul>	<ul style="list-style-type: none"> <li>identify directions and cardinal points on local maps or scales based on a series of oral directions (such as the compass rose or legends)</li> </ul>	<ul style="list-style-type: none"> <li>distinguish among geographic locations on local or regional maps based on oral descriptions that include directionality</li> </ul>	<ul style="list-style-type: none"> <li>follow travel routes on maps based on a series of directionality and sequence statements</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>K-2</b>	<ul style="list-style-type: none"> <li>identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings)</li> </ul>	<ul style="list-style-type: none"> <li>identify buildings in neighborhoods from pictures (e.g., “Firefighters work here.”)</li> </ul>	<ul style="list-style-type: none"> <li>locate places in neighborhoods from maps (e.g., “The house is next to the park.”)</li> </ul>	<ul style="list-style-type: none"> <li>find locations using maps of neighborhoods (e.g., “The school is at the corner of First and Oak.”)</li> </ul>	<ul style="list-style-type: none"> <li>construct maps or reproductions of neighborhoods based on field trips or oral directions</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>K-2</b>	<ul style="list-style-type: none"> <li>• tell personal information about family using visual support (such as names of family members from photographs or drawings )</li> <li>• identify community workers from pictures</li> </ul>	<ul style="list-style-type: none"> <li>• tell information or experiences about your family (such as heritage and language)</li> <li>• describe roles of community workers from pictures</li> </ul>	<ul style="list-style-type: none"> <li>• give examples of personal responsibilities of family members</li> <li>• describe personal encounters with community workers</li> </ul>	<ul style="list-style-type: none"> <li>• predict consequences of irresponsible family members</li> <li>• explain importance of community workers</li> </ul>	<ul style="list-style-type: none"> <li>• explain the importance of your contributions to family</li> <li>• predict consequences of not having community workers</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>K-2</b>	<ul style="list-style-type: none"> <li>• participate in brainstorm of classroom or school rules based on models</li> </ul>	<ul style="list-style-type: none"> <li>• state classroom or school rules based on models</li> </ul>	<ul style="list-style-type: none"> <li>• provide suggestions for classroom or school rules based on pictures, lists, models, and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the importance of classroom or school rules</li> </ul>	<ul style="list-style-type: none"> <li>• explain consequences of breaking classroom or school rules</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>K-2</b>	<ul style="list-style-type: none"> <li>match vocabulary or pictures with illustrated holidays or seasons</li> </ul>	<ul style="list-style-type: none"> <li>sort vocabulary, pictures, or phrases according to holidays or seasons</li> </ul>	<ul style="list-style-type: none"> <li>find explicit information about holidays or seasons from text and visual sources</li> </ul>	<ul style="list-style-type: none"> <li>interpret explicit information about holidays or seasons from visual sources</li> </ul>	<ul style="list-style-type: none"> <li>interpret implicit information about holidays or seasons from grade level text and visual sources</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>K-2</b>	<ul style="list-style-type: none"> <li>distinguish among colors associated with seasons from pictures (such as by making collages or murals with pictures and color words)</li> </ul>	<ul style="list-style-type: none"> <li>find weather related words and pictures associated with seasons (such as in illustrated trade books)</li> </ul>	<ul style="list-style-type: none"> <li>categorize characteristics of different seasons (such as from open sorts of phrases and pictures)</li> </ul>	<ul style="list-style-type: none"> <li>compare characteristics and activities associated with different seasons (e.g., “It’s colder in winter.”)</li> </ul>	<ul style="list-style-type: none"> <li>draw pictures of seasons described in grade level text or match seasons with written descriptions</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>K-2</b>	<ul style="list-style-type: none"> <li>draw symbols or logos for products in the marketplace</li> </ul>	<ul style="list-style-type: none"> <li>draw or describe products in the marketplace</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast the attributes of two products</li> </ul>	<ul style="list-style-type: none"> <li>state advantages of using one product over another</li> </ul>	<ul style="list-style-type: none"> <li>evaluate usefulness of products and provide reasons for choices or decisions</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>K-2</b>	<ul style="list-style-type: none"> <li>draw, select, or label pictures of animals or plants (such as at the zoo or on a farm)</li> </ul>	<ul style="list-style-type: none"> <li>match pictures of animals or plants and their habitats or characteristics (e.g., “Birds live in nests.”)</li> </ul>	<ul style="list-style-type: none"> <li>describe features of animals or plants from visual prompts (e.g., “Dogs bark. Birds fly.”)</li> </ul>	<ul style="list-style-type: none"> <li>describe favorite animals or plants and defend your choice</li> </ul>	<ul style="list-style-type: none"> <li>maintain logs about caring for classroom animals, personal pets, or plants</li> </ul>

FRAMEWORK FOR **CLASSROOM** INSTRUCTION AND ASSESSMENT

20b