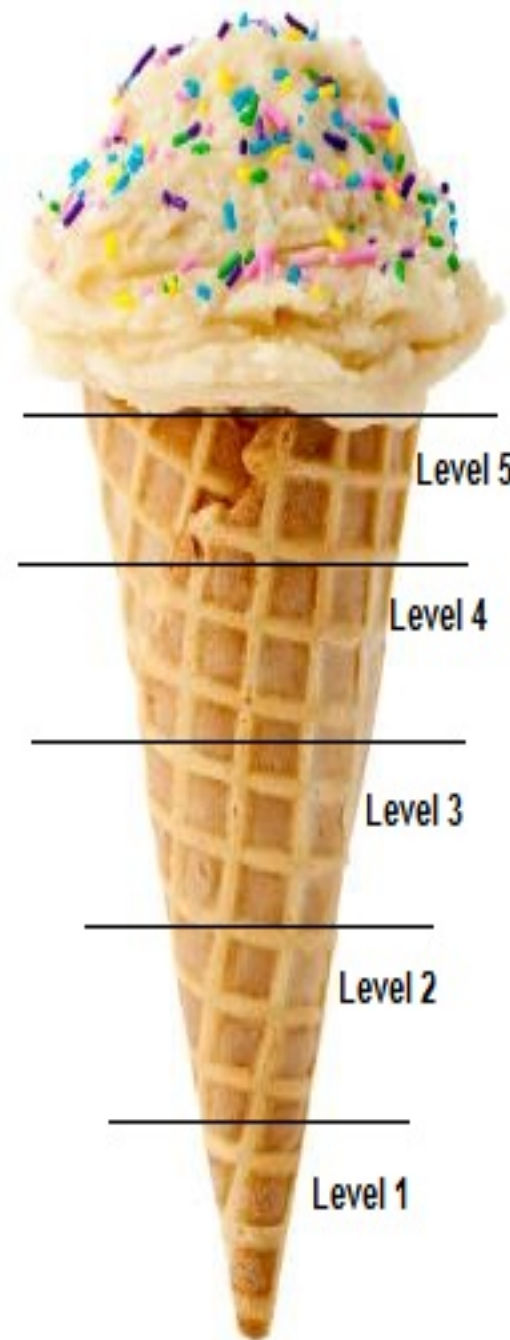


# Levels of English Proficiency Based on WIDA Standards

- Think of language acquisition as filling a cone with ice cream.
- It takes more ice cream to fill the top of the cone.
- Language gets more complex in the top levels.
- Moving from Level 1 to 2 is faster and easier.
  - Less ice cream
- Moving from Level 3 to 4 is slower and harder.
  - More ice cream



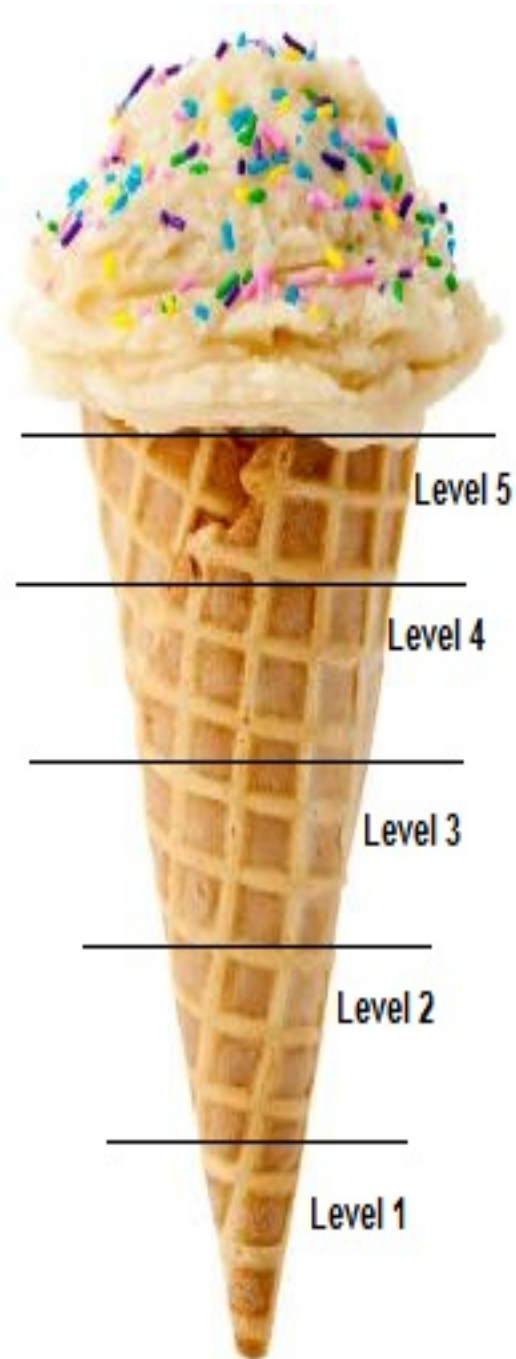
Level 5

Level 4

Level 3

Level 2

Level 1



**Level 5:** Process rich, descriptive discourse with complex sentences & broad range of sentence patterns; can use technical & abstract content-area language.

**Level 4:** Process connected discourse with a variety of sentences & complex grammatical structures; can understand some technical content-area language.

**Level 2:** Process multiple related simple sentences; produce phrases & short sentences; can use formulaic structures & understand repetitive sentence patterns in content areas.

**Level 1:** Produce single words, phrases & chunks of language; can process simple grammatical constructions; can understand & use general social & instructional words & expressions.

For the given level of English language proficiency, **with support** English language learners can:

Language Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
<b>Listening</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast functions or relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions or infer from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections between ideas based on oral discourse</li> </ul>	
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer wh- (who, what, when) or choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask wh- or choice questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts or statements</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples, and justify responses</li> <li>Express and defend points of view</li> </ul>	
<b>Reading</b>	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases, or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Glean information from multiple sources</li> <li>Draw conclusions or infer from explicit and implicit text</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Draw in response to oral directions</li> <li>Label objects, pictures, diagrams</li> <li>Produce icons, symbols, words, to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms of writing</li> </ul>	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences, and diagnosed learning disabilities (if applicable), are to be considered in using this information.