

# NC WIDA English Language Proficiency Standards and Model Performance Indicators For English Language Learners in Grades 9-12

Sample Topics and Genres related to the NC WIDA English Language Proficiency Standards and referenced in the Model Performance Indicators

Context for Standard 1:	Context for Standard 2:	Context for Standard 3:	Context for Standard 4:	Context for Standard 5:
Social and Instructional language	The language of Language Arts	The language of Mathematics	The language of Science	The language of Social Studies
<p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Classroom routines</li> <li>• Personal &amp; business communication</li> <li>• Personal preferences</li> <li>• Points of view</li> <li>• Recommendations/ Suggestions</li> <li>• School life</li> <li>• Social &amp; cultural traditions &amp; values</li> <li>• Study skills &amp; strategies</li> <li>• Information gathering</li> <li>• Workplace readiness</li> </ul>	<p><b>Example Genres</b></p> <ul style="list-style-type: none"> <li>• Allusion</li> <li>• Autobiographical &amp; biographical narratives</li> <li>• Comedies</li> <li>• Critical commentary</li> <li>• Epics</li> <li>• Literary genres</li> <li>• Monologues/soliloquy</li> <li>• Multicultural/world literature</li> <li>• Research &amp; investigation</li> <li>• Tragedies</li> </ul> <p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Analogies</li> <li>• Author's perspective/Point of view</li> <li>• Bias</li> <li>• Character development</li> <li>• Convention &amp; mechanics</li> <li>• Literal &amp; figurative language</li> <li>• Multiple meanings</li> <li>• Note taking</li> <li>• Parody</li> <li>• Satire</li> <li>• Symbolism</li> <li>• Word derivations (etymology)</li> </ul>	<p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Congruence</li> <li>• Coordinate planes, graphs &amp; equations</li> <li>• Data displays &amp; interpretation</li> <li>• Derived attributes</li> <li>• Formulas &amp; equations</li> <li>• Mathematical relations &amp; functions</li> <li>• Multi-dimensional shapes</li> <li>• Powers</li> <li>• Problem solving</li> <li>• Quadrilaterals</li> <li>• Roots</li> <li>• Scale &amp; proportion</li> <li>• Speed &amp; acceleration</li> <li>• Theoretic probability</li> <li>• Trigonometric functions (sine, cosine, tangent)</li> </ul>	<p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Atoms &amp; molecules/Nuclear structures</li> <li>• Chemical &amp; physical change</li> <li>• Conservation of energy &amp; matter</li> <li>• Constellations</li> <li>• Ecology &amp; adaptation</li> <li>• Elements &amp; compounds</li> <li>• Food chains</li> <li>• Forces &amp; motion</li> <li>• Genetics &amp; heredity</li> <li>• Life cycles</li> <li>• Meteorology</li> <li>• Nuclear change</li> <li>• Scientific research &amp; investigation</li> <li>• Simple organisms</li> <li>• Taxonomic systems</li> </ul>	<p><b>Example Topics</b></p> <ul style="list-style-type: none"> <li>• Banking and money</li> <li>• Behaviors of individuals &amp; groups</li> <li>• Conflict resolution</li> <li>• Cultural diversity &amp; cohesion</li> <li>• Federal, civil &amp; individual rights</li> <li>• Global economy</li> <li>• Historical figures &amp; times</li> <li>• Human populations</li> <li>• Individual responsibilities</li> <li>• Interdependence among states &amp; nations</li> <li>• International &amp; multinational organizations</li> <li>• Production, consumption &amp; distribution</li> <li>• Social issues &amp; inequities</li> <li>• Supply &amp; demand</li> <li>• Supreme Court cases</li> <li>• Survey research</li> <li>• The story of the U.S.</li> <li>• World histories/ Civilizations/Cultures</li> </ul>

## ELP Standard 1: Social and Instructional Language: Grades 9-12 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
Listening	<b>School life</b>	Carry out requests from peers or teachers with L1 support (e.g., "Hand in your homework.")	Follow instructions from peers or teachers with L1 support (e.g., "Meet me at my locker after 7 <sup>th</sup> period.")	Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in L1	React to discourse related to school life from indirect sources (e.g., loud speaker, CDs)	Infer subtleties of oral messages or information related to school life	
Speaking	<b>Recommendations Suggestions</b>	State preferences for types of music, food, games or recreational activities from illustrated examples in a small group	Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group	Recommend or suggest songs, websites or other interests and give reasons for selection in a small group	Discuss pros and cons based on recommendations or suggestions for plays, films, stories, books, poems or website articles in a small group	Critique, evaluate and make recommendations or suggestions for a variety of everyday information sources	
Reading	<b>Study skills strategies</b>	Preview visually supported text to glean basic facts (e.g., titles or bold print)	Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)	Scan material from visually supported text to identify details that confirm main ideas	Skim material from visually supported text for meaning of words, phrases or sentences in context	Draw conclusions based on information from text	
Writing	<b>Information gathering</b>	Copy information from media (e.g., newspapers, websites) and check with a partner	List points of information from media (e.g., TV, films, video or DVDs) and share with a partner	Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner	Summarize information from various sources (e.g., radio, TV or newspapers) in paragraph form and share with a partner	Integrate information from multiple sources to produce short stories	

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## ELP Standard 1: Social and Instructional Language: Grades 9-12 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>Listening</b>	<b>Classroom routines</b>	Follow simple commands pertaining to classroom routines using illustrations (e.g., “Close your book.”)	Carry out multi-step, descriptive instructions pertaining to classroom routines using illustrations (e.g., “Open your book to page 46 and find the table that shows population growth.”)	Match idiomatic or slang expressions pertaining to classroom routines with illustrations	Identify figurative language pertaining to classroom routines (e.g., use of hyperboles or metaphors)	Select relevant information from complex oral discourse related to classroom routines	<b>Level 6- Reaching</b>
<b>Speaking</b>	<b>Personal preferences</b>	Answer WH- questions that express likes and dislikes from visuals	Reply to a range of questions that express personal preferences from visuals	Express personal preferences and give reasons for selection from visuals	Explain, elaborate and defend personal preferences from visuals	Discuss and support changes in personal preferences over time	
<b>Reading</b>	<b>Workplace readiness</b>	Identify words and phrases associated with the workplace from visually supported material (e.g., newspaper ads)	Glean information from workplace related forms supported visually or graphically (e.g., job applications)	Compare information from workplace related forms supported visually or graphically (e.g., workplace versus school rules)	Interpret information about situations in the workplace supported visually or graphically	Evaluate information about the workplace and its personal relevance	<b>Level 6- Reaching</b>
<b>Writing</b>	<b>Personal &amp; business communication</b>	Complete forms read orally with identifying information or produce facts about self	Complete real-life forms from models (e.g., job or license applications)	Respond to personal or business correspondence from models (e.g., announcements, invitations)	Produce personal or business correspondence from models (e.g., social letters, autobiographical paragraphs)	Compose extended personal or business correspondence (e.g., editorials, reviews or narrative resumes)	

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**ELP Standard 2: Language of Language Arts: Grades 9-12 Formative Framework (1 of 2)**

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
Listening	Example Genre	Identify examples of comedic situations based on oral statements and visual scenes with a partner	Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms, as in literal depiction of 'honeymoon') with a partner	Apply oral descriptions that contain double meanings to visual representations to depict comedy with a partner	Identify comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony, or satire) with a partner	Match comedic elements from oral discourse to intended meanings	
	Comedies						
	Example Topic	Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)	Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, <i>did you?</i> ")	Compare intonation patterns of satirical/non-satirical speech working with a partner	Identify satire or inferences in speech from intonation patterns working with a partner	Analyze speech to identify and make inferences from satire	
	Satire						
Speaking	Example Genre	Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using L1 or L2	Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2	Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles	Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles	Discuss how different views in multicultural literature represent global perspectives	
	Multicultural world literature						
	Example Topic	State facts about characters in visuals with L1 support	Describe personalities of characters in visuals with L1 support	Compare character assets and flaws using visuals or graphic organizers with L1 support	Discuss, with examples, character development using visuals or graphic organizers	Critique, with detailed examples, character development in literary works	
	Character development						

**ELP Standard 2: Language of Language Arts: Grades 9-12 Formative Framework (2 of 2)**

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>Reading</b>	<b>Example Genre</b>	Associate familiar people with their acts or contributions using visuals and word or phrase level text in L1 or L2 in small groups	Identify influences (e.g., people or events) on familiar people's lives using visuals and sentence level text in L1 or L2 in small groups	Match cause of influences on familiar people's lives with effect using visuals and multi-sentence text in small groups	Interpret impact on familiar people's lives on others or society using visuals and paragraph level text in small groups	Predict people's reactions to living in different time periods or circumstances using grade level text (e.g., "What would Martin Luther King, Jr. think if he lived today?")	<b>Level 6- Reaching</b>
	Autobiographical & biographical narratives						
	<b>Example Topic</b>	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner	Sort information as biased or not biased using models or illustrated criteria and share with a partner	Identify evidence of bias in various texts using models or criteria and share with a partner	Critique information in regard to bias from various sources including websites using models or criteria and share with a partner	Evaluate validity of information in regard to bias from various sources, including websites	
	Bias						
<b>Writing</b>	<b>Example Genre</b>	Reproduce comments on various topics from visually supported sentences from newspapers or websites	Produce comments on various topics from visually supported paragraphs from newspapers or websites	Summarize critical commentaries from visually supported newspaper, websites or magazine articles	Respond to critical commentaries by offering claims and counter-claims from visually supported newspaper, websites or magazine articles	Provide critical commentary commensurate with proficient peers on a wide range of topics and sources	
	Critical commentary						
	<b>Example Topic</b>	Take notes on key symbols, words or phrases from visuals pertaining to discussions	List key phrases or sentences from discussions and models (e.g., on the board)	Produce sentence outlines from discussions, lectures or readings	Summarize notes from lectures or readings in paragraph form	Produce essays based on notes from lectures or readings	
	Note taking						
	Conventions & mechanics	Copy key points about language learning (e.g., use of capital letters for days of week and months of year) and check with a partner	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner	Revise or rephrase written language based on feedback from teachers, peers and rubrics	Expand, elaborate and correct written language as directed	

**ELP Standard 2: Language of Language Arts: Grades 9-12 Summative Framework (1 of 2)**

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	<b>Example Genre</b>	Identify examples of comedic situations based on oral statements and visual scenes	Match oral descriptions to literal visual depictions to elicit comedy (e.g., idioms as in literal depiction of 'honeymoon')	Apply oral descriptions that contain double meanings to visual representations to depict comedy	Identify subtle comedic elements from oral discourse and visuals (e.g., use of hyperbole, irony or satire)	Match subtle comedic elements from oral discourse to intended meanings	
	Comedies						
	<b>Example Topic</b>	Identify examples of high-frequency words or phrases with multiple meanings from visuals (e.g., dinner table, Table of Contents)	Pair examples of use of words or phrases with multiple meanings from visuals (e.g., "Which one shows what table means in math class? Which one shows what table means in English class?")	Sort examples of words, phrases or sentences with multiple meanings from visuals according to context	Distinguish between examples of words, phrases or sentences with multiple meanings from oral input with or without visual support	Infer nuances from oral discourse containing multiple meanings	
	Multiple meanings						
Speaking	<b>Example Genre</b>	Give examples of literature from native cultures using visuals or graphic organizers	Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines)	Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers	Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers	Discuss how different views in multicultural literature represent global perspectives	
	Multicultural world literature						
	<b>Example Topic</b>	State information using visual support as a precursor for identifying symbolism or analogies	Restate or paraphrase information that contains symbolism or analogies using visual support	Relate analogies or symbolism using visual support (e.g., cartoons) to personal experiences	Discuss or extend analogies or symbolism within familiar contexts using visual support	Explain meaning of analogies or symbolism within familiar contexts	
	Analogies/Symbolism						

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**ELP Standard 2: Language of Language Arts: Grades 9-12 Summative Framework (2 of 2)**

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Reading	<b>Example Genre</b>	Associate people with their acts or contributions using visuals and word or phrase level text	Identify influences on people’s lives using visuals and sentence level text	Match cause of influences on people’s lives with effect using visuals and multi-sentence text	Interpret impact of people’s lives on others or society using visuals and paragraph level text	Predict people’s reactions to living in different time periods or circumstances using grade level text	
	Autobiographical & biographical narratives						
	<b>Example Topic</b>	Identify words and phrases related to author’s perspective in visually supported sentences	Identify main ideas related to author’s perspective in visually supported series of related sentences	Identify main ideas and supporting details related to author’s perspective in visually supported paragraphs	Interpret author’s perspective in visually supported literary text	Apply author’s perspective in literary text to other contexts	
	Author’s perspective/ Point of view						
Writing	<b>Example Genre</b>	Reproduce critical statements on various topics from illustrated models or outlines	Produce critical comments on various topics from illustrated models or outlines	Summarize critical commentaries on issues from illustrated models or outlines	Respond to critical commentaries by offering claims and counter-claims on a range of issues from illustrated models or outlines	Provide critical commentary on a wide range of issues commensurate with proficient peers	
	Critical commentary						
	<b>Example Topic</b>	Produce literal words or phrases from illustrations or cartoons and word/phrase banks	Express ideas using literal language from illustrations or cartoons and word/phrase banks	Use examples of literal and figurative language in context from illustrations or cartoons and word/phrase banks	Elaborate on examples of literal and figurative language with or without illustrations	Compose narratives using literal and figurative language	
	Literal & figurative language						

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## ELP Standard 3: Language of Mathematics: Grades 9-12 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	<b>Quadrilaterals</b>	Identify properties of geometric figures based on visual representations and oral descriptions	Visualize, draw or construct geometric figures based on visual representations and oral descriptions	Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines or planes)	Compare two- and three-dimensional figures based on visual representations and oral descriptions	Transform geometric figures (e.g., rotations, reflections or enlargements) by following oral directions	
Speaking	<b>Problem solving</b>	Exchange key words involved in problem solving from models and visual support in L1 or L2 with a partner	Rephrase or recite phrases or sentences involved in problem solving using models and visual support in L1 or L2 with a partner	Sequence sentences to show how to solve problems using visual support and confirm with a partner (e.g., think-alouds)	Describe two or more approaches to solve problems using visual support and share with a partner	Explain to peers, with details, strategies for solving problems	
Reading	<b>Data displays &amp; interpretation</b>	Organize graphically displayed data from written directions and models (e.g., rank sports teams based on statistics) in small groups	Organize graphically displayed data sets from newspapers or magazines (e.g., stock market trends) in small groups	Display data sets in charts, tables or graphs according to written directions in small groups	Interpret data presented in charts, tables or graphs in small groups	Predict impact of changes in data displayed in charts, tables or graphs	
Writing	<b>Scale &amp; proportion</b>	Draw and compare dimensions (e.g., width, length, depth) of figures or real-life objects to scale	Describe differences in figures or real-life objects based on scale and proportion	Compare/contrast figures or real-life objects based on scale and proportion	Give detailed examples from diagrams of the use of scale and proportion (e.g., in various occupations)	Report on designing models to scale and proportion (e.g., "If you were an architect...")	

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## ELP Standard 3: Language of Mathematics: Grades 9-12 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
Listening	<b>Coordinate planes, graphs &amp; equations</b>	Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements (e.g., x-axis, y-axis, coefficients, variables)	Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., "Shift the graph up by two.")	Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)	Compare and contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language (e.g., trends, logarithmic/ exponential growth, periodic motion)	Analyze graphing techniques, graphical models or equations from oral reading of grade level material (e.g., best fit lines, connections between multiple representations)	
Speaking	<b>Mathematical relations &amp; functions</b>	Name variables from illustrations and notation	Relate functions of two variables from illustrations and notation	Give examples of representations of functions of two variables from illustrations and notation	Interpret representations of functions of two variables with or without visual support	Analyze functions of one variable in relation to another (e.g., rates of change, intercepts, zeros, asymptotes)	
Reading	<b>Multi-dimensional shapes</b>	Identify basic components of multi-dimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal)	Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g., bisected angle, isosceles/right/ equilateral triangle, sphere, cylinder)	Compare/contrast multi-dimensional shapes or arguments within visually supported text (e.g., based on angles, parallel/ perpendicular sides or diagonals, "At least one pair of )	Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text (e.g., ray, alternate interior angles, corresponding sides)	Analyze and defend geometric arguments, theorems or shapes (e.g., examples v. proofs)	
Writing	<b>Formulas &amp; equations</b>	Produce elements of equations or formulas from word/ phrase banks and models (e.g., labeling diagrams)	Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors, terms)	Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language (e.g., "First, put an x in the top half or numerator")	Explain uses of equations or formulas using figures, notation and complex sentences (e.g., "Give examples of when you would use ...")	Summarize procedures for solving problems involving formulas and equations (e.g., geometry problems involving algebra)	

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## ELP Standard 4: Language of Science: Grades 9-12 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>Listening</b>	<b>Elements &amp; compounds</b>	Collect and share real-life examples of elements and compounds based on oral directions and models	Distinguish between elements and compounds described orally with visual support or real-life examples with a partner	Build hypotheses from oral descriptions based on use of elements and compounds and share with a partner	Follow multi-step oral directions with specific and some technical language to test hypotheses about elements and compounds and check with a partner	Draw conclusions regarding results of scientific investigation involving elements and compounds based on oral explanations	<b>Level 6- Reaching</b>
<b>Speaking</b>	<b>Ecology &amp; adaptation</b>	Create and present collages or depictions of conservation or ecology from models in small groups	Brainstorm ideas about conservation or ecology that affect everyday life (e.g., "What are some examples of pollution?") based on illustrations in small groups	Suggest ways to resolve issues related to conservation or ecology using visuals or graphic organizers (e.g., "How can we reduce pollution?") in small groups	Discuss pros and cons of issues related to conservation or ecology using visuals or graphic organizers in small groups	Engage in debates on issues related to conservation or ecology (e.g., global warming, solar heating)	
<b>Reading</b>	<b>Genetics &amp; heredity</b>	Match pictures or visuals with symbols, words or phrases (e.g., ♀ and females) with a partner	Sort pictures and phrases into categories (e.g., recessive and dominant traits) with a partner	Predict traits of individuals or groups based on visually supported text (e.g., combination of genes) with a partner	Analyze and identify reasons for genetic alterations based on visually supported text (e.g., mutation) with a partner	Evaluate theories and practices related to genetics based on grade level materials	
<b>Writing</b>	<b>Chemical &amp; physical change</b>	Answer WH-questions (e.g., on lab reports) based on experiments involving chemical or physical change using drawings, words and phrases in L1 or L2	Answer questions on lab reports based on experiments involving chemical or physical change using phrases and sentences in L1 or L2	Complete lab reports following step-by-step procedures based on experiments involving chemical or physical change using a series of sentences	Produce lab reports from outlines or learning logs based on experiments involving chemical or physical change in paragraph form	Create narrative lab reports based on science experiments involving chemical or physical change	

## ELP Standard 4: Language of Science: Grades 9-12 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>Listening</b>	<b>Atoms &amp; molecules/ Nuclear structures</b>	Locate components of elements or compounds from diagrams and oral statements (e.g., atomic structure)	Identify types or properties of elements or compounds from diagrams and oral statements (e.g., weight of electrons & protons)	Distinguish between types or properties of elements or compounds from diagrams and oral descriptions (e.g., isotopes, ions)	Compare/contrast functions of atomic or molecular structures or models from diagrams and oral descriptions	Analyze processes involving atomic or molecular structures from oral descriptions of grade level material (e.g., radioactive decay)	<b>Level 6- Reaching</b>
<b>Speaking</b>	<b>Food chains/ Life cycles</b>	Identify components of food chains or life cycles from diagrams or graphic organizers	Give examples of components or functions of food chains or life cycles from diagrams or graphic organizers	Describe sequence within food chains or life cycles from diagrams or graphic organizers	Explain the importance or impact of the iterative nature of food chains or life cycles	Discuss how food chains or life cycles within ecosystems are interdependent	
<b>Reading</b>	<b>Scientific research &amp; investigation</b>	Identify data from scientific research from tables, charts or graphs	Match sources of data depicted in tables, charts or graphs from scientific studies with research questions	Describe use of data from scientific research presented in tables, charts or graphs with text	Interpret data from scientific research presented in text and tables	Infer significance of data presented in grade level text on scientific research	<b>Level 6- Reaching</b>
<b>Writing</b>	<b>Taxonomic systems</b>	Label examples from different taxonomies using illustrations and word/phrase banks (e.g., one-cell plants and animals)	Describe in sentences features of taxonomies depicted in illustrations or graphic organizers	Summarize in a series of related sentences features of taxonomies depicted in illustrations or graphic organizers	Compare and contrast in paragraph form features of taxonomies depicted in illustrations or graphic organizers	Integrate information about taxonomic systems into essays or reports	

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## ELP Standard 5: Language of Social Studies: Grades 9-12 Formative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>Listening</b>	<b>Supply &amp; demand</b>	Identify resources or products in supply or demand on maps or graphs from oral statements	Indicate availability of resources or products in supply or demand from maps or graphs and oral statements	Compare resources or products in supply or demand from maps or graphs and oral statements	Analyze oral scenarios related to resources or products in supply or demand from maps or graphs	Interpret cause and effect of resources or products in supply or demand from oral discourse	<b>Level 6- Reaching</b>
<b>Speaking</b>	<b>Social issues &amp; inequities</b>	Name major social issues or inequities depicted in illustrations (e.g., war) in L1 or L2	Characterize major social issues or inequities depicted in illustrations (e.g., slavery) in L1 or L2	Give examples or descriptions of social issues or inequities depicted in illustrations or political cartoons	Explain how major social issues or inequities depicted in illustrations or political cartoons have changed our lives	Discuss and pose solutions to social issues or inequities depicted in illustrations or political cartoons	
<b>Reading</b>	<b>Behavior of individuals &amp; groups</b>	Locate visually supported information on behavior of individuals & groups (e.g., from photographs, headlines and bylines in newspapers or magazines)	Locate visually supported information on behavior of individuals & groups (e.g., in newspaper, magazine or website articles)	Compare and contrast visually supported information on behavior of individuals & groups from various news sources	Interpret visually supported information on behavior of individuals & groups from various news sources	Evaluate authenticity of information on behavior of individuals & groups from various news sources	<b>Level 6- Reaching</b>
<b>Writing</b>	<b>Survey research</b>	Answer yes/no or choice questions in visually supported surveys with a partner	Formulate WH-questions for visually supported survey research from models with a partner	Describe how to compile and state results of visually supported survey research in small groups	Summarize responses to interview questions from visually supported survey research in small groups	Interpret results of survey research and pose questions for further study	

## ELP Standard 5: Language of Social Studies: Grades 9-12 Summative Framework

	Sample Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	<b>Level 6- Reaching</b>
<b>Listening</b>	<b>Global economy</b>	Identify products related to economic trends of regions or countries from oral statements and maps or charts (e.g., “Oil is part of the world’s economy. Find countries with oil.”)	Match regions or countries to economic trends from oral descriptions and maps or charts	Find examples of regions or countries with similar economic trends from descriptive oral scenarios and maps or charts	Compare/contrast economic trends of regions or countries from oral discourse and maps or charts	Evaluate impact of economic trends on regions or countries from oral reading of grade level material	
<b>Speaking</b>	<b>Federal, civil &amp; individual rights</b>	Give examples of federal, civil or individual rights in U.S. or native country using visual support	Describe federal, civil or individual rights in U.S. or native country using visual support	Compare federal, civil or individual rights in U.S. to native or other countries using visual support	Discuss federal, civil or individual rights in U.S. or native country and their personal impact using visual support	Critique federal, civil or individual rights in U.S. or native country giving pros and cons	
<b>Reading</b>	<b>World histories, civilizations &amp; cultures</b>	Match people or places with periods in world history through illustrations, words/phrases and timelines	Identify features of periods in world history from phrases or sentences and timelines	Classify features of periods in world history from descriptive sentences and timelines (e.g., government before and after French revolution)	Compare/contrast features of periods in world history based on paragraphs and timelines	Interpret features of periods in world history from grade level text	
<b>Writing</b>	<b>Historical figures &amp; times</b>	Label significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Outline contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Describe contributions of significant individuals or historical times in politics, economics or society using illustrations or photographs and models	Discuss how significant individuals or historical times have impacted politics, economics or society using illustrations or photographs	Explain and evaluate contributions of significant individuals or historical times in politics, economics or society	