

Grade Level Cluster: 9-12

Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> • respond (nonverbally) to commands pertaining to classroom routines (e.g., “Close your book.”) ☑ FE (1-2) • follow instructions or requests from peers (e.g., “Meet me at my locker after 9th period.”) ☑ FE All Units: Dialogue 	<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?”) ☑ FE (5) • follow conversations (e.g., telephone), process and respond to announcements over the intercom or by teachers ☑ FE All Units 	<ul style="list-style-type: none"> • respond (non-verbally) to explicit language pertaining to classroom instructions ☑ FE All Units • process and respond to discourse from unfamiliar speakers (such as at assemblies or on field trips) ☑ FE All Units 	<ul style="list-style-type: none"> • respond (non-verbally) to idiomatic expressions pertaining to classroom instructions (e.g., “What do you do when you hit the books?”) • process and respond to discourse from indirect sources (such as cassettes or CDs) 	<ul style="list-style-type: none"> • respond (non-verbally) to figurative language pertaining to classroom instructions (such as to the use of hyperboles or metaphors) • evaluate the appropriateness of messages or information from a variety of sources
Speaking	<ul style="list-style-type: none"> • answer questions that express likes and dislikes ☑ FE (1-4) • state preferences for types of music, games, TV programs, or recreational activities ☑ FE (1-4) 	<ul style="list-style-type: none"> • answer a range of questions that express personal preferences • describe preferred movies, magazines, stories, or authors 	<ul style="list-style-type: none"> • express personal preferences or points of view • recommend games, songs, books, films, poems, or computer programs and give reasons for selection 	<ul style="list-style-type: none"> • express and defend personal preferences, opinions, or points of view • discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles 	<ul style="list-style-type: none"> • express and defend points of view other than from a personal perspective • critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles
Reading	<ul style="list-style-type: none"> • identify text features or web resources used for assignments (such as titles or authors) • preview visually supported text to glean basic facts ☑ FE All Units 	<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) • connect information from visually supported text to self 	<ul style="list-style-type: none"> • match types of books or web resources with information needed for assignments • scan material to verify information or hypotheses 	<ul style="list-style-type: none"> • use text features or web resources to confirm information for assignments (such as indexes or glossaries) • skim material for relevant information 	<ul style="list-style-type: none"> • scan entries in books or web sites to locate information for assignments • revise thoughts and conclusions based on information from text

FRAMEWORK FOR **LARGE-SCALE & CLASSROOM** INSTRUCTION AND ASSESSMENT

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Writing	<ul style="list-style-type: none"> • complete forms read orally with identifying information or produce facts about self ☑ FE (1-2) • 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"> • complete real life forms (such as leases, applications, licenses) • test appropriate use of newly acquired language (such as through spell or grammar check or dictionaries) 	<ul style="list-style-type: none"> • create announcements, invitations, or form paragraphs stating who, what, when, and why • reflect on use of newly acquired language or language patterns (such as through self-assessment checklists) 	<ul style="list-style-type: none"> • make requests, apologize, or compose or respond to e-mails or personal messages in extended paragraphs • edit, revise, or rephrase written language based on feedback 	<ul style="list-style-type: none"> • compose social letters, editorials, advice columns, reviews, or resumes • expand and elaborate written language as directed

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Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> • identify and locate sources of information based on oral directions and visual support ☑ FE All Units • process information from speakers who use visual or graphic support (such as meteorologists) ☑ FE All Units: Listening 	<ul style="list-style-type: none"> • select or sort sources of information based on oral descriptions and visual support • match information from TV, films, video, or DVDs to titles of segments 	<ul style="list-style-type: none"> • compare and contrast sources of information based on oral discourse • form general ideas based on information from familiar speakers or media 	<ul style="list-style-type: none"> • connect information from various sources based on oral discourse • identify summaries of information from radio, cassettes, CDs, or multimedia 	<ul style="list-style-type: none"> • evaluate information from various sources based on oral discourse • integrate information from oral documentaries and other sources on unfamiliar topics
Speaking	<ul style="list-style-type: none"> • state facts related to the news or information in visually supported magazines or newspapers read orally ☑ FE All Units • state facts about personal interests or those of friends or members of your family ☑ FE (1-2) 	<ul style="list-style-type: none"> • differentiate opinions from facts related to information in visually supported magazines or newspapers read orally • 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"> • provide facts and opinions to articulate arguments related to editorials, or reviews read orally (such as books or movies) • give narrative speeches on personal topics of interest 	<ul style="list-style-type: none"> • critique in detail editorials, reviews, or literary works read orally • give persuasive speeches on school-related topics 	<ul style="list-style-type: none"> • debate issues with coherent arguments related to editorials, critiques, reviews, or literary works read orally • engage in debates on school-related topics or issues
Reading	<ul style="list-style-type: none"> • identify words and phrases related to author's purpose • match key vocabulary within graphic supported texts to visuals • identify facts from pictures and sentences ☑ FE (1-4) 	<ul style="list-style-type: none"> • identify ideas related to author's purpose • locate key facts in graphics and texts • use graphic organizers to compare/contrast information between texts 	<ul style="list-style-type: none"> • identify ideas and supporting details related to author's purpose • summarize information in graphics and texts • compare/contrast information between and among texts using graphic organizers 	<ul style="list-style-type: none"> • analyze information related to author's purpose • make generalizations from explicit and implicit literary texts • critique information from various sources, including the Internet 	<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 • evaluate validity of information from various sources, including the Internet

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Writing	<ul style="list-style-type: none"> • copy facts pertaining to current events or issues • produce key words or phrases from written texts • jot down key words or symbols from visuals pertaining to discussions <input checked="" type="checkbox"/> FE (1-4) 	<ul style="list-style-type: none"> • express opinions or reactions to current events or issues • extract key phrases or sentences from written texts • list key phrases or sentences from discussions 	<ul style="list-style-type: none"> • produce editorial comments on current events or issues • take notes or produce outlines from written texts • take notes and produce sentence outlines from discussions and lectures 	<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 • produce outlines and summary paragraphs from lecture notes 	<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 • produce essays based on notes from lectures

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Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> • select problem-solving tools from oral statements and visual support • identify properties of quadrilaterals based on visual representations and oral descriptions <p>☑ FE (1-4)</p>	<ul style="list-style-type: none"> • select problem-solving methods and tools from oral descriptions and visual support • visualize, draw, or construct geometric figures described orally 	<ul style="list-style-type: none"> • select problem-solving methods and tools to address everyday experiences described orally • compare two and three dimensional figures (including circles and spheres) based on oral descriptions 	<ul style="list-style-type: none"> • select problem-solving methods and tools from extended oral discourse • locate intersections of geometric figures described orally (such as points, lines, or planes) 	<ul style="list-style-type: none"> • select problem-solving methods and tools from oral reading of grade level math text • follow oral directions from grade level material to transform figures (such as rotations, reflections or enlargements)
Speaking	<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) • identify steps in problem solving using realia or visual support <p>☑ FE (1-4)</p>	<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) • sequence steps in problem solving using technology or visual support (such as calculators) 	<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) • sequence steps in problem solving relying on mental math or think-alouds 	<ul style="list-style-type: none"> • discuss the use derived attributes presented orally from text-based math problems • discuss the relevance/usefulness of math-related, real life situations • describe two or more approaches to solving the same math problems 	<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 • describe and give examples of strategies for solving grade level math problems

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<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) organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports) <p><input checked="" type="checkbox"/> FE (1-8)</p>	<ul style="list-style-type: none"> identify numbers in a variety of forms and mathematical terms within visually supported sentences collect and organize graphically displayed data from newspapers or magazines (such as stock market trends) 	<ul style="list-style-type: none"> classify mathematical functions and relationships collect, organize, and display data in charts, tables, or graphs 	<ul style="list-style-type: none"> compare/contrast mathematical functions and relationships in word problems collect, organize, display, and interpret data 	<ul style="list-style-type: none"> analyze mathematical functions and relationships in grade level texts collect, organize, display, and interpret data; generalize and apply findings to other data sets
Writing	<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) produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., “This shows rain in summer.”) <p><input checked="" type="checkbox"/> FE (1-8)</p>	<ul style="list-style-type: none"> produce math equations or formulas from illustrations (e.g., “Use math sentences to describe equations for this figure.”) <p><input checked="" type="checkbox"/> FE (5-8)</p> <ul style="list-style-type: none"> produce tables, charts, or graphs from authentic data sources <p><input checked="" type="checkbox"/> FE (5-8)</p> <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.”) <p><input checked="" type="checkbox"/> FE (5-8)</p>	<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) 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"> describe math equations or formulas along with steps involved in problem solving (e.g., “If...then”) interpret tables, charts, or graphs embedded in text draw conclusions related to data from graphs, tables, or charts from everyday sources 	<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 provide a rationale and explain use of data presented in graphs, tables, or charts

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Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<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) • collect and prepare real-life materials needed for scientific experiments based on oral directions <p>☑ FE (1-4)</p>	<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) • replicate scientific experiments using real-life materials based on oral directions 	<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) • build different hypotheses based on oral descriptions of science issues 	<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) • match different oral explanations of the results with evidence of the findings 	<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 • conduct scientific inquiry using multimedia resources that include oral input
Speaking	<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) • create and present collages or depictions of scientific issues <p>☑ FE (1-4)</p>	<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) • 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 how systems, chains, or cycles operate from diagrams or graphic organizers (such as solar system or water cycle) • describe ways in which scientific issues can be resolved (e.g., “How can we reduce pollution?”) 	<ul style="list-style-type: none"> • discuss how systems, chains or cycles are interdependent (such as ecosystems or respiratory systems) • discuss pros and cons of scientific issues using graphic organizers 	<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) • engage in debates on scientific issues (such as genetic engineering, nuclear energy)

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<ul style="list-style-type: none"> identify data from scientific studies from tables, charts, or graphs match pictures of scientific equipment with their uses (such as telescope-see stars) <input checked="" type="checkbox"/> FE (1-8)	<ul style="list-style-type: none"> match sources of data depicted in tables, charts, or graphs from scientific studies with research questions 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"> extract information on the use of data presented in text and tables 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"> interpret data presented in text and tables in scientific studies identify scientific equipment associated with descriptions of scientific investigations 	<ul style="list-style-type: none"> evaluate scientific data and discuss the implications of the studies presented in grade level text evaluate relative use of scientific equipment based on readings from scientific investigations (e.g., “Which works best to predict weather patterns and why?”)
Writing	<ul style="list-style-type: none"> draw pictures and label steps in scientific experiments (such as distillation) use drawings, words, and phrases to answer WH-questions on lab reports based on experiments <input checked="" type="checkbox"/> FE (1-8)	<ul style="list-style-type: none"> state procedures for scientific experiments in biology, chemistry, physics, or earth/space science use phrases, sentences, and diagrams to answer questions on lab reports based on experiments 	<ul style="list-style-type: none"> provide information learned from scientific experiments in a lab report, including pre-experiment predictions complete lab reports following step-by-step procedures based on experiments 	<ul style="list-style-type: none"> interpret findings gleaned from data from scientific experiments produce lab reports from outlines or learning logs based on science experiments 	<ul style="list-style-type: none"> justify conclusions reached from examining scientific data produce narrative lab reports based on grade level science experiments

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Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<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 • identify distribution of natural resources around the world from maps or graphs and oral statements <p><input checked="" type="checkbox"/> FE (1-4)</p>	<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 • indicate availability of natural resources from oral statements by constructing graphs or 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 • compare availability of natural resources of two or more countries from maps or graphs and oral statements 	<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 • analyze distribution of products from natural resources among global markets from maps or graphs and oral descriptions 	<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 • interpret implications of distribution of products from natural resources among global markets from maps or graphs and oral descriptions
Speaking	<ul style="list-style-type: none"> • name elements of major historical, cultural, or economic themes depicted in illustrations (such as ‘war’ for revolution) • state current events (in the news) supported visually <p><input checked="" type="checkbox"/> FE (1-4)</p>	<ul style="list-style-type: none"> • list characteristics of major historical, cultural, or economic themes depicted in illustrations • restate or orally sketch current or past events supported visually 	<ul style="list-style-type: none"> • give examples or descriptions of major historical, cultural, or economic themes (depicted in illustrations or political cartoons) • discuss current or past events or situations and their personal impact 	<ul style="list-style-type: none"> • explain how major historical, cultural, or economic themes (depicted in illustrations or political cartoons) have changed our lives • analyze current or past events, situations, or issues 	<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) • critique current or past events, situations, issues, or policies giving pros and cons

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Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<ul style="list-style-type: none"> match people and places with significant periods in world history through illustrations and timelines locate visually supported information from photographs, headlines, and bylines in newspapers, magazines, or the Internet <p><input checked="" type="checkbox"/> FE (1-8)</p>	<ul style="list-style-type: none"> identify features of significant periods in world history from written statements and timelines locate visually supported information in newspaper articles, magazines, or on the Internet 	<ul style="list-style-type: none"> match features of significant periods in world history with written descriptions process information in newspaper and magazine articles or on the Internet 	<ul style="list-style-type: none"> compare/contrast significant periods in world history based on social studies text compare and contrast information from various news sources 	<ul style="list-style-type: none"> analyze significant periods in world history from grade level social studies text evaluate authenticity or bias in information from various news sources
Writing	<ul style="list-style-type: none"> label significant individuals, through illustrations or photographs, in history, politics, economics, or society label results of visually supported surveys related to social studies using yes/no questions (in small groups) <p><input checked="" type="checkbox"/> FE (1-8)</p>	<ul style="list-style-type: none"> outline the contributions of significant individuals in history, politics, economics, or society plot and describe results of surveys related to social studies using WH-questions (in small groups) 	<ul style="list-style-type: none"> describe the contributions of significant individuals in history, politics, economics, or society develop and administer surveys related to social studies using WH-questions and analyze results (in small groups) 	<ul style="list-style-type: none"> discuss how significant individuals have impacted history, politics, economics, or society 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"> explain and evaluate the contributions of significant individuals in history, politics, economics, or society develop, analyze, and plot results of surveys related to social studies, summarize, and explain results (in small groups)