

## Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics ( <i>my family</i> ) with words, pictures, phrases, or chunks of language	around topics ( <i>all about me</i> ) with repetition, rhyming, and common language patterns	around topics ( <i>all about me</i> ) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose ( <i>to inform, narrate, entertain</i> ) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words	patterned language with repetitive words and phrases ( <i>This is a duck. The duck says quack, quack. This is a goat.</i> )	repetitive words and phrases across a text ( <i>Brown bear, brown bear, what do you see?</i> )	some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i> )	a few different types of cohesive devices ( <i>repetition, pronoun referencing, etc.</i> )	multiple types of cohesive devices ( <i>synonyms, antonyms, repetition</i> )
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	labels with single nouns ( <i>ball, car</i> )	frequently used single noun groups ( <i>my toys, my car, your ball?</i> )	frequently used multi-word noun groups ( <i>my favorite book</i> )	multi-word noun groups with connectors ( <i>a shiny truck and a red ball</i> )	expanded noun groups with classifiers ( <i>the red fire truck</i> )	expanded noun groups with prepositional phrases ( <i>the red fire truck in the station</i> )
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, and phrases ( <i>Anna's chair</i> )	words, pictures, phrases, and chunks of language ( <i>ran to her room</i> )	chunks of language ( <i>sat in her chair, jumps on her bed</i> )	simple sentences ( <i>She picked it up.</i> )	related simple sentences ( <i>She picked it up. She carried it to her room.</i> )	multiple related simple sentences ( <i>She picked it up. She carried it to her room. She opened it up.</i> )
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a few words and phrases in familiar contexts and topics ( <i>map, desk, hello</i> )	repeated words and phrases in familiar contexts and topics ( <i>sound it out, think first</i> )	frequently used words and phrases in familiar contexts ( <i>time to clean up</i> )	situation-specific words and phrases ( <i>What sounds do we hear?</i> )	an increasing number of words and phrases ( <i>We need four different colors to make a pattern.</i> )	a growing number of words and phrases in a variety of contexts ( <i>special visitor, school assembly</i> )

## Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose ( <i>and, then</i> )	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i> )	text that conveys an intended purpose with emerging organizational patterns ( <i>first, and then, also, next</i> )
DISCOURSE Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	single words and phrases related to topic ( <i>water, leaf</i> )	an emerging use of cohesive devices (repetition: <i>water, water, the water</i> )	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i> )	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	<b>Elaborate or condense ideas through...</b>					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i> )
SENTENCE Grammatical complexity	<b>Extend or enhance meanings through...</b>					
	words, pictures, and phrases ( <i>cats and dogs</i> )	words, pictures, phrases and chunks of language ( <i>cats meow and dogs bark</i> )	sentence fragments ( <i>cats and dogs</i> )	sentence fragments and emerging use of simple sentences ( <i>Dogs sleep, Dogs bark.</i> )	simple sentences ( <i>Cats like to climb. Dogs like to run.</i> )	sentences with emerging use of clauses ( <i>My cat sleeps all day. My dog runs all the time. They are my pets.</i> )
WORD, PHRASE Precision of language	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>					
	frequently reoccurring words and phrases ( <i>Good Morning, let's play</i> )	emerging use of words and phrases with attempted precision ( <i>Today is Friday, September 15.</i> )	few frequently used words and phrases with emerging precision ( <i>lunch time, morning meeting</i> )	some frequently used words and phrases with some precision ( <i>my pattern is red, blue, red, blue</i> )	a small repertoire of words and phrases with developing precision ( <i>beautiful butterfly, repeating pattern</i> )	a growing repertoire of words and phrases with growing precision ( <i>green and yellow stripes</i> )

## Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>					
	around topics ( <i>all about pandas</i> ) with repetition, rhyming, and common language patterns	around topics ( <i>all about pandas</i> ) with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	<b>Understand how ideas are connected across a whole text through...</b>					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text ( <i>Brown bear, brown bear, what do you see?</i> )	some frequently used cohesive devices (demonstratives: <i>these, those, that, this</i> )	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, <i>We are all alike. We are all different.</i> )	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: <i>animals like dogs, cats, tigers</i> )
DISCOURSE Density of language	<b>Understand how ideas are elaborated or condensed through...</b>					
	frequently used single word noun groups ( <i>dinosaurs</i> )	frequently used multi-word noun groups ( <i>big tall dinosaurs</i> )	multi-word noun groups with connectors ( <i>a big and hungry dinosaur</i> )	expanded noun groups with classifiers ( <i>the biggest meat-eating dinosaurs</i> )	expanded noun groups with prepositional phrases ( <i>the meat-eating dinosaurs in the jungle</i> )	expanded noun groups with embedded clauses ( <i>the biggest meat-eating dinosaurs, who lived at that time</i> )
SENTENCE Grammatical complexity	<b>Understand how meanings are extended or enhanced through...</b>					
	words, pictures, phrases, and chunks of language ( <i>turtle eggs</i> )	chunks of language ( <i>turtles swimming</i> )	simple sentences ( <i>Turtles swim in the ocean.</i> )	related simple sentences ( <i>Turtles are reptiles. They like warm water.</i> )	multiple related simple sentences ( <i>There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.</i> )	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.</i> )
WORD, PHRASE Precision of language	<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>					
	repeated words and phrases in familiar contexts and topics ( <i>classroom helpers</i> )	frequently used words and phrases in familiar contexts and topics ( <i>Would you like to share...?</i> )	situation-specific words and phrases ( <i>Plant the seeds in this pot.</i> )	an increasing number of words and phrases ( <i>Tell me about your picture on the left.</i> )	a growing number of words and phrases in a variety of contexts ( <i>How many red triangles are there?</i> )	an expanding number of words and phrases, including idioms and collocations ( <i>plus and minus</i> )

## Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern ( <i>one day, first, last, I think, etc.</i> )	short texts that convey an intended purpose using basic connectors ( <i>first, and then, next</i> )	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	patterned language with repetitive phrases and sentences ( <i>The big, hungry bear...</i> )	few frequently used cohesive devices (repetition: <i>The tiger... The tiger...</i> )	some frequently used cohesive devices (simple pronouns: <i>it, they, she, he</i> )	some formulaic cohesive devices (pronoun referencing: <i>my ball, her brother, they gave it to us, etc.</i> )	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: <i>that one, so did I</i> )	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: <i>wild animals like lions, bears, tigers</i> )
DISCOURSE Density of language	<b>Elaborate or condense ideas through...</b>					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>those big fluffy white clouds</i> )	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	<b>Extend or enhance meanings through...</b>					
	words, pictures, phrases, and chunks of language ( <i>flowers and trees</i> )	sentence fragments ( <i>grow taller</i> )	sentence fragments and emerging use of simple sentences ( <i>had no water so died</i> )	simple sentences ( <i>Plants need water. They need sun.</i> )	sentences with emerging use of clauses ( <i>Plants need water but... They need sun. Those ones died.</i> )	simple and compound sentences (with some coordinating conjunctions: <i>Our plants died and those ones did too.</i> )
WORD, PHRASE Precision of language	<b>Create precise meanings through everyday, cross-disciplinary, and disciplinary language with...</b>					
	emerging use of words and phrases with attempted precision ( <i>over there, line up in a row</i> )	few frequently used words and phrases with emerging precision ( <i>lunch time, clean up my desk</i> )	some frequently used words and phrases with some precision ( <i>have a nice day, I'm finished</i> )	a small repertoire of words and phrases with developing precision ( <i>best friend, the red ball</i> )	a growing repertoire of words and phrases with growing precision ( <i>preschool friends, math time, after lunch</i> )	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision ( <i>do homework, saving time</i> )

## Grades 2–3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text ( <i>red crayon, yellow crayon, blue crayon</i> )	frequently used cohesive devices (demonstratives: <i>this, that, these, those</i> )	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i> ) and ellipsis ( <i>There isn't any. [milk]</i> )
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups ( <i>green frogs</i> )	multi-word noun groups with connectors ( <i>green and slimy frogs</i> )	expanded noun groups with classifiers ( <i>tree frogs and poison frogs</i> )	expanded noun groups with prepositional phrases ( <i>three little green tree frogs on the log</i> )	expanded noun groups with embedded clauses ( <i>three little green tree frogs that jumped into the water</i> )	expanded noun groups with a variety of embedded clauses ( <i>three little green tree frogs with long legs that swam away and didn't come back</i> )
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language ( <i>stick to rocks and coral</i> )	simple sentences ( <i>They stick to rocks and coral.</i> )	related simple sentences ( <i>They look like plants. They stick to rocks and coral.</i> )	multiple related simple sentences ( <i>They are called anemones. They look like plants. They stick to rocks and coral.</i> )	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i> )	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>Anemones look like plants but they are sea animals.</i> )
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics ( <i>time to clean up</i> )	situation-specific words and phrases ( <i>How do we spell that word?</i> )	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)

## Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	<b>Elaborate or condense ideas through...</b>					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i> )	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun ( <i>those storm clouds that we saw yesterday</i> ))
SENTENCE Grammatical complexity	<b>Extend or enhance meanings through...</b>					
	sentence fragments ( <i>triangles and rectangles</i> )	sentence fragments and emerging use of simple sentences ( <i>triangle has three sides</i> )	simple sentences ( <i>A square has 4 right angles.</i> )	sentences with emerging use of clauses ( <i>We put triangles, then rectangles</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i> )	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i> )
WORD, PHRASE Precision of language	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>					
	few frequently used words and phrases with emerging precision ( <i>Time to eat?</i> )	some frequently used words and phrases with some precision ( <i>three groups of four equals...</i> )	a small repertoire of words and phrases with developing precision ( <i>best friend, the red ball</i> )	a growing repertoire of words and phrases with growing precision ( <i>preschool friends, math time, after lunch</i> )	an expanding repertoire of words and phrases including idioms and collocations with expanding precision ( <i>hard as a rock</i> )	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>rounding off and finding the mean</i> )

## Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>					
	around specific topics ( <i>clean water</i> ) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	<b>Understand how ideas are connected across a whole text through...</b>					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	<b>Understand how ideas are elaborated or condensed through...</b>					
	multi-word noun groups with connectors ( <i>mean and nasty bullies</i> )	expanded noun groups with classifiers ( <i>mean and nasty fourth grade bullies</i> )	expanded noun groups with prepositional phrases ( <i>my favorite character in this book</i> )	expanded noun groups with embedded clauses ( <i>my favorite character who stood up to the bullies</i> )	expanded noun groups with a variety of embedded clauses ( <i>my favorite character who stood up to the bullies and hardship</i> )	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i> )
SENTENCE Grammatical complexity	<b>Understand how meanings are extended or enhanced through...</b>					
	simple sentences ( <i>Strong winds blow through the forest.</i> )	related simple sentences ( <i>Winds blow through the forest. The trees sway and shake.</i> )	multiple related simple sentences ( <i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i> )	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway <b>and</b> shake, <b>and</b> dead branches fall off to the ground.</i> )	compound sentences with frequently used ways of combining clauses ( <i>Strong winds blow through the forests, <b>but</b> the mighty oaks stand tall and proud.</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <i><b>When</b> strong winds blow through the forests, the trees sway and shake.</i> )
WORD, PHRASE Precision of language	<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>					
	situation-specific words and phrases ( <i>between those two black wires</i> )	an increasing number of words and phrases ( <i>Over there on the board?</i> )	a growing number of words and phrases in a variety of contexts ( <i>lightbulb went off, the electric circuit</i> )	an expanding number of words and phrases including idioms and collocations ( <i>push and pull, quit pulling my leg</i> )	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns ( <i>the invisible force between two magnets</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas ( <i>electric shock versus I'm shocked</i> )

## Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text ( <i>the first reason, the second reason, the evidence is...</i> )
DISCOURSE Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	<b>Elaborate or condense ideas through...</b>					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i> )	some types of elaboration (adding newly learned or multiple adjectives to nouns ( <i>thick, sweet, sticky maple syrup</i> ))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i> )	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i> )	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i> )	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process</i> )

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## Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences ( <i>the blue one, the red one</i> )	simple sentences ( <i>The red side pushed away. The blue side stayed.</i> )	sentences with emerging use of clauses ( <i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i> )	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i> )	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i> )	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision ( <i>social studies, government</i> )	a small repertoire of words and phrases with developing precision ( <i>branches of government, executive power</i> )	a growing repertoire of words and phrases with growing precision ( <i>the founders, "two if by land..."</i> )	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision ( <i>the lights are on but nobody's home...</i> )	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision ( <i>as a result of the war, forming a new nation</i> )	a variety of words and phrases, including evaluation, obligation, idioms, and collocations ( <i>necessary sacrifices, outdated law, fit for a king</i> )

## Grades 6–8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
<b>DISCOURSE</b> Cohesion of language	<b>Understand how ideas are connected across a whole text through...</b>					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
<b>DISCOURSE</b> Density of language	<b>Understand how ideas are elaborated or condensed through...</b>					
	expanded noun groups with classifiers ( <i>crescent moon</i> )	expanded noun groups with prepositional phrases ( <i>waxing crescent moon in the second half of the month</i> )	expanded noun groups with embedded clauses ( <i>waxing crescent moon that was growing each day</i> )	expanded noun groups with a variety of embedded clauses ( <i>predictable and observable moon phases in your particular time zone</i> )	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas ( <i>the relative positions of the sun, earth, and moon cause these changes</i> )

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	related simple sentences ( <i>African savannas are full of wildlife.</i> )	multiple related simple sentences ( <i>African savannas are full of life. Explore Tanzania.</i> )	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: <i>African savannas are unique <b>and</b> they have amazing wildlife.</i> )	compound sentences with frequently used ways of combining clauses ( <i>A variety of wildlife live in the savanna <b>such as...</b></i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <i>Since it's an ecosystem, it has a variety of...</i> )	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area ( <i>The Black Rhino is at risk of extinction, <b>unless...</b></i> )
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases ( <i>don't be late for class</i> )	a growing number of words and phrases in a variety of contexts ( <i>inside the membrane</i> )	an expanding number of words and phrases including idioms and collocations ( <i>gravity is bringing me down</i> )	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns ( <i>at the speed of light</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas ( <i>trembling in the corner, pounding rain, the whisper of dragonfly wings</i> )

## Grades 6–8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First...Finally, In 1842, This is how volcanos form</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text ( <i>the first reason, the second reason, the evidence...</i> )	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	<b>Elaborate or condense ideas through...</b>					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i> )	a variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i> )	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i> )	a flexible range of types of elaboration and some ways to condense ideas ( <i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i> )	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences ( <i>The main character is Harry. He is a wizard.</i> )	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School <b>and</b> his friends are...</i> )	compound sentences with frequently used ways of combining clauses ( <i>They fight the forces of evil, <b>yet</b> they can't overcome them.</i> )	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar <b>because</b> he was attacked <b>when</b>...</i> )	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <i>When Harry is close to Voldemort, his scar throbs.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision ( <i>order of operations, on page 12</i> )	a growing repertoire of words and phrases with growing precision ( <i>kinetic energy, law of motion</i> )	an expanding repertoire of words and phrases including idioms and collocations with expanding precision ( <i>love-hate relationship</i> )	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>fill the beaker to the top line</i> )	a variety of words and phrases, including evaluation and obligation, with precision ( <i>stupid test, we should figure this out</i> )	a wide variety of words and phrases with precision ( <i>weighing 4.4 pounds on Earth, wrong answer</i> ) according to the genre, purpose and discipline

## Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE Organization of language</b>	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
<b>DISCOURSE Cohesion of language</b>	<b>Understand how ideas are connected across a whole text through...</b>					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
<b>DISCOURSE Density of language</b>	<b>Understand how ideas are elaborated or condensed through...</b>					
	expanded noun groups with prepositional phrases ( <i>the chemical element with the symbol H</i> )	expanded noun groups with embedded clauses ( <i>chemical element that has these physical properties</i> )	expanded noun groups with a variety of embedded clauses ( <i>chemical element with the symbol Na and an atomic number 11 that ...</i> )	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers ( <i>the chemical element with the symbol H and atomic number 1</i> )	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences ( <i>All people have needs and wants. This is called demand.</i> )	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i> )	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <b>Whenever</b> <i>there is an increased demand, the prices go up.</i> )	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <b>Despite</b> <i>the obvious problems with equity, some people...</i> )	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area ( <i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i> ) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts ( <i>sit tight for the announcements, in this novel</i> )	an expanding number of words and phrases including idioms and collocations ( <i>to make a long story short</i> )	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns ( <i>within seconds</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas ( <i>division of power versus long division</i> )	strategic use of various words, phrases, and expressions with shades of meaning across content areas ( <i>tumultuous and catastrophic events</i> )	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas ( <i>stares, hesitates, agonizes and finally...</i> )

## Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First...</i> , <i>Finally</i> , <i>In November</i> , <i>Plant cells have...</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	<b>Elaborate or condense ideas through...</b>					
	some types of elaboration (demonstratives: <i>these five rules</i> )	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i> )	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i> )	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses ( <i>Bolivia is in South America. It's a home to...</i> )	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions ( <i>Bolivia is in South America and it's a home to...</i> )	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas ( <i>Democracy was established in the 1980s, yet, leaders...</i> )	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <b>Although</b> the northern part of...)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area ( <b>Despite</b> the country's suffering...)	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area ( <b>Even though</b> Spanish is the official language, several indigenous languages are spoken.)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a growing repertoire of words and phrases with growing precision ( <i>mitosis, symbiotic relationships</i> )	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision ( <i>miss the boat</i> )	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>by exploring cultures, later that day</i> )	a variety of words and phrases, including evaluation and obligation, with precision ( <i>we shall overcome</i> )	a wide variety of words and phrases with precision ( <i>the dictator ruled with terror</i> ) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases ( <i>marveled at the Eiffel Tower</i> ) according to the genre, purpose, and discipline