

### Standard Four – Grades 9-12

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

|                  | <b>Level 1<br/>Entering</b>  | <b>Level 2<br/>Beginning</b>  | <b>Level 3<br/>Developing</b>  | <b>Level 4<br/>Expanding</b>  | <b>Level 5<br/>Bridging</b>  |
|------------------|--|---|--|---|--|
| <b>Listening</b> | <p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>2. Match everyday oral information to pictures, diagrams, or photographs</li> <li>3. Group visuals by common traits named orally (e.g., "These are mammals.")</li> <li>4. Identify resources, places, products, figures from oral statements, and visuals</li> </ol> | <p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Match or classify oral descriptions to real-life experiences or visually represented, science-related examples</li> <li>2. Sort oral language statements according to time frames</li> <li>3. Sequence visuals according to oral directions</li> </ol>        | <p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Evaluate information in academic conversations</li> <li>2. Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>3. Use learning strategies described orally</li> <li>4. Categorize content-based examples described orally</li> </ol>  | <p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Distinguish between multiple meanings of oral words or phrases in academic contexts</li> <li>2. Analyze science tasks or assignments based on oral discourse</li> <li>3. Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ol>   | <ol style="list-style-type: none"> <li>1. Interpret cause and effect scenarios from oral discourse</li> <li>2. Make inferences from oral discourse containing personal values</li> <li>3. Identify and react to subtle differences in speech and register (e.g., differences in speaking/writing to an academic audience v. non-academic group on a scientific topic)</li> <li>4. Evaluate intent of speech and act accordingly</li> </ol> |
| <b>Speaking</b>  | <p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>2. Provide identifying information about self</li> <li>3. Name everyday objects and pre-taught vocabulary</li> <li>4. Repeat words, short phrases, memorized chunks of language</li> </ol>  | <p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Describe persons, places, events, or objects</li> <li>2. Ask WH- questions to clarify meaning</li> <li>3. Give features of content-based material (e.g., time periods)</li> <li>4. Characterize issues, situations, regions shown in illustrations</li> </ol> | <p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Suggest ways to resolve issues or pose solutions</li> <li>2. Compare/contrast features, traits, characteristics using general and some specific language</li> <li>3. Sequence processes, cycles, procedures, or events</li> <li>4. Conduct interviews or gather information through oral interaction</li> <li>5. Estimate, make predictions or pose hypotheses from models</li> </ol> | <p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Take a stance and use evidence to defend it</li> <li>2. Explain content-related issues and concepts</li> <li>3. Compare and contrast points of view</li> <li>4. Analyze and share pros and cons of choices</li> <li>5. Use and respond to gossip, slang, and idiomatic expressions</li> <li>6. Use speaking strategies (e.g., circumlocution)</li> </ol> | <ol style="list-style-type: none"> <li>1. Give multimedia oral presentations on grade-level material</li> <li>2. Engage in debates on content-related issues using technical language</li> <li>3. Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>4. Negotiate meaning in pairs or group discussions</li> </ol>  |