***SAS WIDA Language Continuum for English proficiency***

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| **Reading**  **WIDA Reading Icon** | **Level 2: BEGINNING**   * Finds main ideas or important information from a text * Distinguishes fact from opinion | **Level 3: DEVELOPING**   * Identifies main ideas and supporting details related to author’s purpose * Identifies an author’s purpose or point of view | **Level 4: EXPANDING**   * Identifies information to support a thesis or question * Identifies themes or specific literary devices reflecting author’s purpose * Recognizes multiple interpretations of a text | **Level 5: BRIDGING**   * Evaluates information to support a thesis or question * Draws conclusions or makes inferences based on information from text * Applies an author’s perspective in literary text to other contexts (e.g. would Mark Twain vote Obama?) | **Level 6: REACHING –** Grade level expectations approaching that of native English speakers. |
| **Writing**  **WIDA Writing Icon** | **Level 2: BEGINNING**   * Writes phrases and short sentences including general and some specific vocabulary * Writes with errors in spelling, grammar and mechanics which often impede meaning | **Level 3: DEVELOPING**   * Writes simple and some expanded sentence types * Uses specific language but with errors in spelling, grammar and mechanics which at times impede meaning * Shows basic organization by relating some sentences | **Level 4: EXPANDING**   * Writes different sentence types with some fluency * Uses both specific and technical language but with errors in spelling, grammar or mechanics * Organizes writing by linking most ideas and using some transitions | **Level 5: BRIDGING**   * Writes a variety of clear, detailed, and complex sentences * Uses ‘just the right word’ with minimal errors in spelling, grammar or mechanics * Organizes writing for a specific purpose by connecting ideas and using transitions skillfully |
| **Speaking**  **WIDA Speaking Icon** | **Level 2: BEGINNING**   * Speaks in phrases or short sentences using general vocabulary. * Is generally fluent and understandable in simple tasks only. | **Level 3: DEVELOPING**   * Connects short sentences using some specific vocabulary and details. * Is generally fluent and understandable but makes grammar or pronunciation mistakes. | **Level 4: EXPANDING**   * Speaks with emerging complexity and relevant detail. * Uses specific and some technical language. * Is generally fluent and understandable with minor grammar or pronunciation mistakes. | **Level 5: BRIDGING**   * Speaks with complexity, cohesion and organization. * Uses content-specific technical language easily and appropriately. * Is fluent and understandable at all times with minimal grammar or pronunciation mistakes. |
| **Listening**  **WIDA Listening Icon** | **Level 2: BEGINNING**   * Rarely understands oral-only instructions; usually needs written instructions and/or visual aids * Struggles to identify the topic of an oral presentation or discussion | **Level 3: DEVELOPING**   * Sometimes understands oral-only instructions; sometimes needs written instructions and/or visual aid * Gives some verbal or non-verbal cues that indicate he/she is listening * Identifies the topic of an oral presentation or discussion | **Level 4: EXPANDING**   * Usually understands oral-only instructions; rarely needs written instructions and/or visual aid * Gives sufficient verbal or non-verbal cues to indicate he/she is listening * Identifies the main points of an oral presentation or discussion * Recognizes multiple meanings of words/phrases in social & academic contexts | **Level 5: BRIDGING**   * Always understands oral-only instructions; never needs written instructions and/or visual aid * Critiques the strengths and weaknesses of an oral presentation or discussion * Recognizes subtleties in conversation (e.g. sarcasm, humor) and reacts in culturally appropriate ways |