

## WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</li> <li>• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support</li> </ul>