

ACCESS for ELLs® Can Do Descriptors Grade 9-12

Class \_\_\_\_\_

Date \_\_\_\_\_

Language Domain	Level 1 Entering		Level 2 Beginning		Level 3 Developing		Level 4 Expanding		Level 5 Bridging		Level 6
	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	Can Do	Names	Names
Listening	<p><b>Point to</b> or show basic parts, components, features, characteristics, and properties of objects, organisms or persons named orally</p> <p><b>Match</b> everyday oral information to pictures, diagrams or photos</p> <p><b>Group</b> visuals by common traits named orally (e.g., "These are polygons.")</p> <p><b>Identify</b> resources, places, products, figures from oral statements, and visuals</p>		<p><b>Match or classify</b> oral descriptions to real-life experiences or visually-represented content-related examples</p> <p><b>Sort</b> oral language statements according to time frames</p> <p><b>Sequence</b> visuals according to oral directions</p>		<p><b>Evaluate</b> information in social and academic conversations</p> <p><b>Distinguish</b> main ideas from supporting points in oral, content-related discourse</p> <p><b>Use learning strategies</b> described orally</p> <p><b>Categorize</b> content-related examples described orally</p>		<p><b>Distinguish</b> between multiple meanings of oral words or phrases in social and academic contexts</p> <p><b>Analyze</b> content-related tasks or assignments based on oral discourse.</p> <p><b>Categorize</b> examples of genres read aloud</p> <p><b>Compare</b> traits based on visuals and oral descriptions using specific and some technical language</p>		<p><b>Interpret</b> cause and effect scenarios from oral discourse</p> <p><b>Make inferences</b> from oral discourse containing satire, sarcasm or humor</p> <p><b>Identify and react</b> to subtle differences in speech and register (e.g. hyperbole, satire, comedy)</p> <p><b>Evaluate</b> intent of speech and act accordingly</p>		
Speaking	<p><b>Answer</b> yes/no or choice questions within context of lessons or personal experiences</p> <p><b>Provide</b> identifying information about self</p> <p><b>Name</b> everyday objects and pre-taught vocabulary</p> <p><b>Repeat</b> words, short phrases, memorized chunks of language</p>		<p><b>Describe</b> persons, places, events, or objects</p> <p><b>Ask</b> WH-questions to clarify meaning</p> <p><b>Give features</b> of content-basted material (e.g., time periods)</p> <p><b>Characterize</b> issues, situations, regions shown in illustrations</p>		<p><b>Suggest</b> ways to resolve issues or pose solutions</p> <p><b>Compare/contrast</b> features, characteristics using general and some specific language</p> <p><b>Sequence</b> processes, cycles, procedures or events</p> <p><b>Conduct</b> interviews or gather information through oral interaction</p> <p><b>Estimate</b>, make predictions or pose hypotheses from models</p>		<p><b>Take a stance</b> and use evidence to defend it</p> <p><b>Explain</b> content-related issues and concepts</p> <p><b>Compare</b> and contrast points of view</p> <p><b>Analyze and share</b> pros and cons of choices</p> <p><b>Use and respond</b> to gossip, slang and idiomatic expressions</p> <p><b>Use</b> speaking strategies (e.g., circumlocution)</p>		<p><b>Give</b> multimedia oral presentations on grade-level material</p> <p><b>Engage in debates</b> on content-related issues using technical language</p> <p><b>Identify and react</b> to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</p> <p><b>Evaluate</b> intent of speech and act accordingly</p>		

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<p>Reading</p>	<p><b>Match</b> visual representations in words/phrases</p> <p><b>Read</b> everyday signs, symbols, schedules, and school-related words/phrases</p> <p><b>Respond</b> to WH-questions related to illustrated text</p> <p><b>Use</b> references (e.g., picture dictionaries, bilingual glossaries, technology)</p>		<p><b>Match</b> data or information with its source or genre (e.g., description of element to its symbol on periodic table)</p> <p><b>Classify</b> or organize information presented in visuals or graphics</p> <p><b>Follow</b> multi-step instructions supported by visuals or data</p> <p><b>Match</b> sentence-level descriptions to visual representations</p> <p><b>Compare</b> content-related features in visuals and graphics</p>		<p><b>Apply</b> multiple meanings of words/phrases to social and academic contexts</p> <p><b>Identify</b> topic sentences or main ideas and details in paragraphs</p> <p><b>Answer</b> questions about explicit information in texts</p> <p><b>Differentiate</b> between fact and opinion in text</p> <p><b>Order</b> paragraphs or sequence information within paragraphs</p>		<p><b>Compare/contrast</b> authors' points of view, characters, information or events</p> <p><b>Interpret</b> visually- or graphically-supported information</p> <p><b>Infer</b> meaning from text</p> <p><b>Match</b> cause to effect</p> <p><b>Evaluate</b> usefulness of data or information supported visually or graphically</p>	<p><b>Interpret</b> grade-level literature</p> <p><b>Synthesize</b> grade-level expository text</p> <p><b>Draw conclusions</b> from different sources of informational text</p> <p><b>Infer</b> significance of data or information in grade-level material</p> <p><b>Identify</b> evidence of bias and credibility of source</p>		
<p>Writing</p>	<p><b>Label</b> content-related diagrams, pictures from word/phrase bank</p> <p><b>Provide</b> personal information on forms read orally</p> <p><b>Produce</b> short answer responses to oral questions with visual support</p> <p><b>Supply</b> missing words in short sentences.</p>		<p><b>Make lists</b> of content-related words, phrases, or expressions</p> <p><b>Take notes</b> using graphic organizers or models</p> <p><b>Formulate</b> yes/no, choice and WH-questions from models</p> <p><b>Correspond</b> for social purposes (e.g., memos, emails, notes)</p>		<p><b>Complete</b> reports from templates</p> <p><b>Compose</b> short narrative and expository pieces</p> <p><b>Outline</b> ideas and details using graphic organizers</p> <p><b>Compare and reflect</b> on performance against criteria (e.g., rubrics)</p>		<p><b>Summarize</b> content-related notes from lectures or text</p> <p><b>Revise</b> work based on narrative or oral feedback</p> <p><b>Compose</b> narrative and expository text for a variety of purposes</p> <p><b>Justify</b> or defend ideas and opinions</p> <p><b>Produce</b> content-related reports</p>	<p><b>Produce</b> research reports from multiple sources</p> <p><b>Create</b> original pieces that represent the use of a variety of genres and discourses</p> <p><b>Critique, peer edit</b> and make recommendations on others' writing from rubrics</p> <p><b>Explain</b>, with details, phenomena, processes, procedures</p>		