

WIDA Alternate Proficiency Level Descriptors

Listening

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas.	Specific content area language A variety of academic contexts (e.g., across content areas).
4 Expanding	Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas.	General and increasingly specific content area language. Increasingly expanding familiar and novel contexts.
3 Developing	Simple connected statements or questions. A familiar idea with an example.	General content words and expressions. Expanding familiar contexts.
2 Emerging	Simple conveyed expression(s). A single idea in expanding familiar contexts.	General high frequency and content-related words. Routine, shared contexts.
1 Entering	Routine and familiar conveyed expressions. An idea conveyed within familiar contexts.	Single representations of a conveyed expression. Intentional communication in concrete, immediate contexts.

Reading

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas.	Specific content area language. A variety of academic contexts (e.g., across content areas).
4 Expanding	Simple connected text. Related familiar ideas across content areas.	General and specific content area language. Increasingly expanding familiar and novel contexts.
3 Developing	Simple sentence or sentences. A familiar idea an example.	General content words and expressions. Expanding familiar contexts.
2 Emerging	Multiple representations or short phrases. A single idea in expanding familiar contexts.	General high frequency and content-related words. Routine, shared contexts.
1 Entering	A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print.	Single representations of letters or words. Familiar contexts or in environmental print.

Speaking

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
4 Expanding	Two or more simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas.	General content words and expressions. Expanding familiar contexts.
3 Developing	One or more simple statements or questions. Expression of one idea in particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	Chunks of language or phrases (at least two). Emerging expression of a familiar idea.	General high-frequency and content-related words. Concrete, immediate contexts.
1 Entering	At least one intentional sound or word. Intentional communication of an idea.	Single representations of a spoken expression. Intentional communication in immediate contexts.

Writing

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
<p>5 Bridging</p>	<p>Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience.</p> <p>New ideas in the context of familiar and novel content.</p>	<p>General and specific content area language.</p> <p>Increasingly expanding familiar and novel contexts.</p>
<p>4 Expanding</p>	<p>The student writes one simple sentence related to an increasingly complex idea.</p> <p>Expanded expression of an idea in a particular content area.</p>	<p>General content words and expressions.</p> <p>Expanding familiar contexts.</p>
<p>3 Developing</p>	<p>The student writes one or more chunks of language, phrases, or clauses about an idea.</p> <p>Emerging expression of an idea in a particular content area.</p>	<p>General content-related words.</p> <p>Routine, shared contexts.</p>
<p>2 Emerging</p>	<p>The student writes a single word.</p> <p>Emerging expression of a familiar idea.</p>	<p>General high-frequency words.</p> <p>Concrete, immediate contexts.</p>
<p>1 Entering</p>	<p>The student writes one single representation of something (e.g., number, letter, symbol).</p> <p>Intentional written expression to convey meaning.</p>	<p>Single representations of words.</p> <p>Intentional communication in immediate contexts.</p>

Alternate Proficiency Level Descriptors

Glossary and Text Examples

Chunks: Groups of words that are used regularly together in the same (or nearly the same) order. Chunks include lexical phrases, set phrases, and fixed phrases.

Examples: "by the way"; "sounds exciting"; "paper and garbage; throw away"; "cars racing"; "play cars"; "big tree"; "no rain"; "in box" or "in the box"

Clause: A group of words that contains both a subject and a verb.

Examples: "Mina smiled"; "He wants to be a doctor"

Complex sentence: A sentence that contains one independent and at least one dependent clause.

Examples: "I like to ride my bike to school." "When it rains, I wear my boots."

Compound sentence: A sentence that has at least two independent clauses that have related ideas and can be joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or by a semicolon.

Examples: "Ula likes juice, and Diego likes milk." "Milo was tired, so he took a nap."

Connected statement: A sentence that connects various concepts (or ideas) and parts of speech and shows the relationship between them through the use of conjunctions (e.g., as, and, but, if, or, etc.), prepositions (e.g., at, by, to, etc.), and adverbs (e.g., then, next, soon, later, etc.).

Examples: "The grasshopper eats grass, and the bird eats the grasshopper."; "I ride to school and then play with my friends."

Expression: A thought, feeling, or idea that is conveyed through speech, gesture, or symbol system and understood by others.

Examples: "I like gym class."; "Tamales are good."

Emerging expression: One or more words used together to express a thought, feeling, or idea that is conveyed through speech, gesture, or symbol system and understood by others.

Examples: "red bird"; "math fun"; "sing loud"

Expanded expression: A series of two or more connected thoughts, feelings, or ideas that are conveyed through speech, gesture, or symbol system and understood by others.

Examples: "I take a computer class. I can learn about video games."; "I want to go to Vietnam. My mom went there."

Phrase: A group of two or more words within a clause or sentence. A phrase may act as a noun, verb, adjective, adverb, or preposition within a clause or sentence. A phrase never contains both a subject and a verb.

Examples: "to the store"; "needing help"; "best friend"

Simple sentence: As sentence that contains, at minimum, a subject and verb; also may include a direct or indirect object.

Examples: "I learn math."; "Rain falls."; "Sun is warm."; "Rabbit is in grass."; "Window is square."; "She uses soap."

Single representation: A letter, number, sound or sign.

Examples: "b"; "4"; "/k/"

Support Strategies

Shared Reading: A process in which the student joins in or shares the reading of text while guided and supported by the teacher. In an assessment setting, this may include modeling by the test administrator and then prompting the student to complete the task.

Shared Writing: A process in which the student collaborates with the teacher to jointly construct a written text. In an assessment setting, this may include modeling by the test administrator and then prompting the student to complete the task.

wida.wisc.edu

