

## WiDA Speaking Standard, 9-12

<b>Level 6 Reaching</b>	<input type="checkbox"/> <b>Notes:</b>
<b>Level 5 Bridging</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> give multimedia oral presentations on grade-level material.</li> <li><input type="checkbox"/> engage in debates on content-related issues using technical language.</li> <li><input type="checkbox"/> explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”).</li> <li><input type="checkbox"/> negotiate meaning in pairs or group discussions.</li> </ul>
<b>Level 4 Expanding</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> take a stance and use evidence to defend it.</li> <li><input type="checkbox"/> explain content-related issues and concepts.</li> <li><input type="checkbox"/> compare and contrast points of view.</li> <li><input type="checkbox"/> analyze and share pros and cons of choices.</li> <li><input type="checkbox"/> use and respond to gossip, slang, and idiomatic expressions.</li> <li><input type="checkbox"/> use speaking strategies (e.g., circumlocution).</li> </ul>
<b>Level 3 Developing</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> suggest ways to resolve issues or pose solutions.</li> <li><input type="checkbox"/> compare/contrast features, traits, characteristics using general and some specific language.</li> <li><input type="checkbox"/> sequence processes, cycles, procedures, or events.</li> <li><input type="checkbox"/> conduct interviews or gather information through oral interaction.</li> <li><input type="checkbox"/> estimate, make predictions or pose hypotheses from models.</li> </ul>
<b>Level 2 Beginning</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe persons, places, events, or objects.</li> <li><input type="checkbox"/> ask WH- questions to clarify meaning.</li> <li><input type="checkbox"/> give features of content-based material (e.g., time periods).</li> <li><input type="checkbox"/> characterize issues, situations, regions shown in illustrations.</li> </ul>
<b>Level 1 Entering</b>	<b>The student can:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> answer yes/no or choice questions within context of lessons or personal experiences.</li> <li><input type="checkbox"/> provide identifying information about self.</li> <li><input type="checkbox"/> name everyday objects and pre-taught vocabulary.</li> <li><input type="checkbox"/> repeat words, short phrases, memorized chunks of language.</li> </ul>
<b>Newcomer</b>	<input type="checkbox"/> <b>Notes:</b>