

## PERFORMANCE DEFINITIONS AND DESCRIPTORS FOR MATHEMATICS

### LISTENING

English Language Learners at the **Entering level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. single statements or questions
- b. words, phrases or chunks of language
- c. simple grammatical constructions
- d. common social and instructional forms and patterns
- e. general mathematics-related vocabulary
- f. everyday social and instructional words and expressions

English Language Learners at the **Emerging level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. multiple related and simple sentences
- b. an idea with details
- c. compound grammatical constructions
- d. repetitive phrasal and sentence patterns across the mathematics curriculum
- e. general and some specific mathematics vocabulary and expressions, including cognate identification
- f. social and instructional words and expressions across the mathematics curriculum

English Language Learners at the **Developing level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. discourse with a series of extended sentences
- b. related ideas
- c. compound and some complex grammatical constructions
- d. sentence patterns across the mathematics curriculum
- e. specific mathematics-related vocabulary and expressions
- f. words or expressions with common collocations and idioms across the mathematics curriculum

English Language Learners at the **Expanding level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. connected discourse with a variety of sentences
- b. expanded related ideas

- c. a variety of complex grammatical constructions
- d. sentence patterns characteristic of the mathematics curriculum
- e. specific and some technical mathematics content-area language
- f. words and expressions with multiple meanings or collocations and idioms across the mathematics curriculum

English Language Learners at the **Bridging level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. rich, descriptive discourse with complex sentences
- b. cohesive and organized related ideas
- c. compound, complex grammatical constructions
- d. a broad range of sentence patterns characteristic of the mathematics curriculum
- e. technical and abstract mathematics vocabulary
- f. words and expressions with shades of meaning across the mathematics curriculum

## SPEAKING

English Language Learners at the **Entering level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The oral language these students produce includes:

- a. words, phrases, or chunks of language
- b. single words used to represent ideas
- c. simple grammatical constructions
- d. phrasal patterns associated with common social and instructional situations
- e. general mathematics-related vocabulary
- f. everyday social and instructional words and familiar expressions

English Language Learners at the **Emerging level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The oral language these students produce includes:

- a. phrases or short sentences
- b. emerging expression of ideas
- c. formulaic grammatical structures and variable use of conventions
- d. repetitive phrasal and sentence patterns across the mathematics curriculum
- e. general mathematics vocabulary and expressions, including common cognates
- f. social and instructional words and expressions across the mathematics curriculum

English Language Learners at the **Developing level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The oral language these students produce includes:

- a. short and some expanded sentences with emerging complexity
- b. expanded expression of one idea or emerging expression of multiple related ideas
- c. repetitive grammatical structures with occasional variations
- d. emerging use of conventions
- e. sentence patterns across the mathematics curriculum
- f. words and expressions (including content-specific cognates) related to the mathematics curriculum

English Language Learners at the **Expanding level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The oral language these students produce includes:

- a. short, expanded, and some complex sentences
- b. organized expression of ideas with emerging cohesion
- c. a variety of grammatical structures and generally consistent use of conventions
- d. sentence patterns characteristic of the mathematics curriculum
- e. specific and some technical mathematics content and vocabulary
- f. words and expressions with multiple meanings or common collocations and idioms across the mathematics curriculum

English Language Learners at the **Bridging level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The oral language these students produce includes:

- a. multiple, complex sentences
- b. organized, cohesive, and coherent expression of ideas
- c. a variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect
- d. a broad range of sentence patterns characteristic of the mathematics curriculum
- e. technical and abstract mathematics vocabulary
- f. words and expressions with precise meaning related to the mathematics curriculum

## READING

English Language Learners at the **Entering level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. single statements or questions
- b. words, phrases or chunks of language
- c. simple grammatical constructions
- d. common social and instructional forms and patterns
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- f. everyday social and instructional words and expressions

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- d. repetitive phrasal and sentence patterns across the mathematics curriculum
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- f. social and instructional words and expressions across the mathematics curriculum

English Language Learners at the **Developing level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. discourse with a series of extended sentences
- b. related ideas
- c. compound and some complex grammatical constructions

- d. sentence patterns across the mathematics curriculum
- e. specific mathematics-related vocabulary and expressions
- f. words or expressions with common collocations and idioms across the mathematics curriculum

English Language Learners at the **Expanding level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. connected discourse with a variety of sentences
- b. expanded related ideas
- c. a variety of complex grammatical constructions
- d. sentence patterns characteristic of the mathematics curriculum
- e. specific and some technical mathematics content-area language
- f. words and expressions with multiple meanings or collocations and idioms across the mathematics curriculum

English Language Learners at the **Bridging level** of English language proficiency understand, interpret and evaluate written language that relates grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The language these students process includes:

- a. rich, descriptive discourse with complex sentences
- b. cohesive and organized related ideas
- c. compound, complex grammatical constructions
- d. a broad range of sentence patterns characteristic of the mathematics curriculum
- e. technical and abstract mathematics vocabulary
- f. words and expressions with shades of meaning across the mathematics curriculum

## WRITING

English Language Learners at the **Entering level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The written language these students produce includes:

- a. words, phrases, or chunks of language
- b. single words used to represent ideas
- c. simple grammatical constructions
- d. phrasal patterns associated with common social and instructional situations
- e. general mathematics-related vocabulary
- f. everyday social and instructional words and familiar expressions

English Language Learners at the **Emerging level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The written language these students produce includes:

- a. phrases or short sentences
- b. emerging expression of ideas
- c. formulaic grammatical structures and variable use of conventions
- d. repetitive phrasal and sentence patterns across the mathematics curriculum
- e. general mathematics vocabulary and expressions, including common cognates
- f. social and instructional words and expressions across the mathematics curriculum

English Language Learners at the **Developing level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The written language these students produce includes:

- a. short and some expanded sentences with emerging complexity
- b. expanded expression of one idea or emerging expression of multiple related ideas
- c. repetitive grammatical structures with occasional variations
- d. emerging use of conventions
- e. sentence patterns across the mathematics curriculum
- f. words and expressions (including content-specific cognates) related to the mathematics curriculum

English Language Learners at the **Expanding level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The written language these students produce includes:

- a. short, expanded, and some complex sentences
- b. organized expression of ideas with emerging cohesion
- c. a variety of grammatical structures and generally consistent use of conventions
- d. sentence patterns characteristic of the mathematics curriculum
- e. specific and some technical mathematics content and vocabulary
- f. words and expressions with multiple meanings or common collocations and idioms across the mathematics curriculum

English Language Learners at the **Bridging level** of English language proficiency communicate grade-level information, ideas and concepts in a variety of contexts in the content area of Mathematics. The written language these students produce includes:

- a. multiple, complex sentences
- b. organized, cohesive, and coherent expression of ideas
- c. a variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect
- d. a broad range of sentence patterns characteristic of the mathematics curriculum
- e. technical and abstract mathematics vocabulary
- f. words and expressions with precise meaning related to the mathematics curriculum

## PERFORMANCE DEFINITIONS AND DESCRIPTORS FOR SOCIAL AND INSTRUCTIONAL

### LISTENING

English Language Learners at the **Entering level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

- g. single statements or questions
- h. words, phrases or chunks of language
- i. simple grammatical constructions
- j. common social and instructional forms and patterns
- k. general language arts-related vocabulary
- l. everyday social and instructional words and expressions

English Language Learners at the **Emerging level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

- g. multiple related and simple sentences
- h. an idea with details
- i. compound grammatical constructions
- j. repetitive phrasal and sentence patterns across the language arts curriculum
- k. general and some specific language arts vocabulary and expressions, including cognate identification
- l. social and instructional words and expressions across the language arts curriculum

English Language Learners at the **Developing level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

- g. discourse with a series of extended sentences
- h. related ideas
- i. compound and some complex grammatical constructions
- j. sentence patterns across the language arts curriculum
- k. specific language arts-related vocabulary and expressions
- l. words or expressions with common collocations and idioms across the language arts curriculum

English Language Learners at the **Expanding level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

- g. connected discourse with a variety of sentences
- h. expanded related ideas
- i. a variety of complex grammatical constructions
- j. sentence patterns characteristic of the language arts curriculum
- k. specific and some technical language arts content-area language

- l. words and expressions with multiple meanings or collocations and idioms across the language arts curriculum

English Language Learners at the **Bridging level** of English language proficiency understand, interpret and evaluate oral language that relates grade-level information, ideas and concepts for social and instructional purposes. The language these students process includes:

- g. rich, descriptive discourse with complex sentences
- h. cohesive and organized related ideas
- i. compound, complex grammatical constructions
- j. a broad range of sentence patterns characteristic of the language arts curriculum
- k. technical and abstract language arts vocabulary
- l. words and expressions with shades of meaning across the language arts curriculum

### SPEAKING

English Language Learners at the **Entering level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The oral language these students produce includes:

- g. words, phrases, or chunks of language
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- j. phrasal patterns associated with common social and instructional situations
- k. general language arts-related vocabulary
- l. everyday social and instructional words and familiar expressions

English Language Learners at the **Emerging level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The oral language these students produce includes:

- g. phrases or short sentences
- h. emerging expression of ideas
- i. formulaic grammatical structures and variable use of conventions
- j. repetitive phrasal and sentence patterns across the language arts curriculum
- k. general language arts vocabulary and expressions, including common cognates
- l. social and instructional words and expressions across the language arts curriculum

English Language Learners at the **Developing level** of English language proficiency communicate grade-level information, ideas and concepts for social and instructional purposes. The oral language these students produce includes:

- g. short and some expanded sentences with emerging complexity
- h. expanded expression of one idea or emerging expression of multiple related ideas
- i. repetitive grammatical structures with occasional variations
- j. emerging use of conventions
- k. sentence patterns across the language arts curriculum



- l. words and expressions (including content-specific cognates) related to the language arts curriculum

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- g. short, expanded, and some complex sentences
- h. organized expression of ideas with emerging cohesion
- i. a variety of grammatical structures and generally consistent use of conventions
- j. sentence patterns characteristic of the language arts curriculum
- k. specific and some technical language arts content and vocabulary
- l. words and expressions with multiple meanings or common collocations and idioms across the language arts curriculum

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- h. organized expression of ideas with emerging cohesion
- i. a variety of grammatical structures and generally consistent use of conventions
- j. sentence patterns characteristic of the language arts curriculum
- k. specific and some technical language arts content and vocabulary
- l. words and expressions with multiple meanings or common collocations and idioms across the language arts curriculum

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- b. organized, cohesive, and coherent expression of ideas
- c. a variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect
- d. a broad range of sentence patterns characteristic of the language arts curriculum
- e. technical and abstract language arts vocabulary
- f. words and expressions with precise meaning related to the language arts curriculum