**Assessment Matrix**

**Language Acquisition Level 1: Pre Production**

|  |  |  |
| --- | --- | --- |
| General Descriptor | Students Can | Teacher Should |
| Student moves from silent stage with no comprehension to physical responses with minimal comprehension. Student continues to use one or two word responses with limited comprehension, to speaking in words and phrases with comprehension of highly contextualized information. | • Respond nonverbally • Respond in simple words and phrases • Respond in L1 • Respond physically • Draw • Make connections with prior knowledge • Categorize objects and pictures • Use context to make meaning • Identify people, places and things • Repeat and recite • Label drawings and diagrams • Describe concrete things, events places and people • Explain simple academic concepts • Learn “big ideas” in content areas • Recognize, read basic vocabulary and write words and simple sentences • Listen to simple directions or questions and respond  | • Use predictable, patterned text• Use Cloze frames• Ask yes/no? Who? What? Where? When? questions • Have students label, manipulate, evaluate pictures and objects • Ask questions requiring responses of lists of words • Ask open-ended questions•Ask choice questions, “Do you like\_\_\_\_or \_\_\_\_\_\_?” • Have students describe personal experiences • Use art and mime • Use 4 domains of language - listening, speaking, reading and writing at the students' language proficiency level in each |
| Bloom’s Leveled Verbs |
|

|  |  |
| --- | --- |
| Knowledge | show, point, list, which |
| Comprehension | identify, recognize, illustrate |
| Application | sketch, construct, build |
| Analysis | diagram |
| Synthesis | arrange, construct, assemble |
| Evaluation | indicate, select |

 |

**Assessment Matrix**

**Language Acquisition Level 2: Early Production**

|  |  |  |
| --- | --- | --- |
| General Descriptor | Students Can | Teacher Should |
| Student moves from minimal comprehension and some proficiency in communicating simple ideas to comprehension of highly contextualized information. Student continues to speak in phrases and simple sentences with limited details. Reading and writing progresses with scaffolding and support. | • Reproduce familiar phrases • Speak in simple phrases • Classify or sequence visuals according to oral commands • Match oral reading or stories to illustrations• Simply describe people, places and things along with more abstract concepts and ideas • Simply retell main events and sequence of a story with some detail • Explain and describe simple academic concepts • Identify in words or simple phrases, “big ideas” and details in content areas • Recognize, read basic vocabulary and write words and simple sentences • Complete or produce sentences from word banks or word walls•Identify basic elements of narratives (characters, setting)•Identify facts from illustrated text•Extend “sentence starters”•Sequence illustrated fiction or nonfiction text•Locate main ideas in simple sentences | • Ask yes/no, and who? What? Where? Questions (literal responses) • Encourage expanded responses• Use extended Cloze frames • Ask questions requiring simple comparisons, descriptions and sequencing of events • Use art and mime • Ask open-ended questions • Ask students to develop story frames • Have students describe personal experiences • Use 4 domains of language - listening, speaking, reading and writing at the students' language proficiency level in each |
| Bloom’s Leveled Verbs |
|

|  |  |
| --- | --- |
| **Knowledge** | show, point, list, which |
| **Comprehension** | identify, recognize, illustrate, demonstrate |
| **Application** | sketch, construct, build, choose, demonstrate |
| **Analysis** | diagram, classify |
| **Synthesis** | arrange, construct, assemble, collect |
| **Evaluation** | indicate, select, choose |

 |

**Assessment Matrix**

**Language Acquisition Level 3: Speech Emergence**

|  |  |  |
| --- | --- | --- |
| General Descriptor | Students Can | Teacher Should |
| Student moves from comprehension of contextualized information and proficiency in communicating simple ideas to increased comprehension and communication skills. Student begins to speak in complex sentences with increased details. Reading and writing progresses with scaffolding and support. | • Use context to make more meaning and increased connections to academic understanding • Match oral descriptions or oral readings to illustrations• Answer simple content-based questions orally and in writing using basic sentences•Identify main ideas and some details•Describe events, people, processes, and procedures•Produce simple expository or narrative text• Engage in problem solving•Retell short stories or events•State opinions•Begin to express time through the use of tenses• Give brief oral content-based presentations• Compare/contrast information, events, and characters• Identify and describe topic sentences, main ideas and details • Simply summarize story or informational text • Identify with more detail “big ideas” and content area details• Generate descriptions with increased details • Draw comparisons • Define new vocabulary  | • Ask yes/no, and Who? What? Where? questions and expect extended responses • Encourage students to describe personal and second-hand experiences • Engage students in making predictions and inferences • Ask students to explain text features such as headings, charts, maps and graphics • Ask how and why questions as well as open-ended, higher level thinking questions• Ask students to explain steps in problem solving • Use 4 domains of language - listening, speaking, reading and writing at the students' language proficiency level in each |
| Bloom’s Leveled Verbs |
|

|  |  |
| --- | --- |
| **Knowledge** | name, recall, tell |
| **Comprehension** | retell, describe, rearrange, predict |
| **Application** | use, plan |
| **Analysis** | question, experiment, test, describe |
| **Synthesis** | write, create, prepare |
| **Evaluation** | estimate, consider |

 |

**Assessment Matrix**

**Language Acquisition Level 4: Intermediate Fluency**

|  |  |  |
| --- | --- | --- |
| General Descriptor | Students Can | Teacher Should |
| Student has very good comprehension of information and near-native proficiency to communicate using both social and academic language. Student has an expanded vocabulary to achieve academically. Student is at or above grade level in reading and writing. | • Comprehend grade level texts with little support• Use details to make predictions • Organize and generate written compositions based on purpose, audience and subject matter with little support• Differentiate between fact and opinion in narrative and expository text• Summarize content based information• Explain strategies used in problem solving• Complete content related tasks based on information presented orally• Present content based oral reports• Answer opinion questions with supporting details• Justify ideas• Comprehend generate discussions and presentations in academic settings • Prepare and deliver presentations/reports across grade level content areas that use a variety of sources, include purpose, point of view, transitions and conclusions  | • Ask how and why questions as well as open ended, higher order thinking skills• Provide opportunities for student generated presentations • Provide for a variety of realistic writing opportunities in a variety of genres • Provide increased opportunities for students to use higher order thinking skills. • Establish opportunities for students to lead group discussions• Ask students to summarize text • Use 4 domains of language - listening, speaking, reading and writing at the students' language proficiency level in each |
| Bloom’s Leveled Verbs |
|

|  |  |
| --- | --- |
| **Knowledge** | how, why, retell |
| **Comprehension** | compare, contrast, predict |
| **Application** | demonstrate, plan, use |
| **Analysis** | explain, support, relate |
| **Synthesis** | propose, compose, design, write |
| **Evaluation** | value, assess, judge, justify  |

 |

**Assessment Matrix**

**Language Acquisition Level 5: Advanced Fluency**

|  |  |  |
| --- | --- | --- |
| General Descriptor | Students Can | Teacher Should |
| Student has excellent comprehension of information and near-native proficiency to communicate using both social and academic language. Student has a sophisticated vocabulary, and can respond to figurative language and idiomatic expressions. Student can read fluently and comprehend grade level texts and content. | • Distinguish between literal and figurative language in oral discourse• Justify/defend opinions with evidence• Explain in detail the results of inquiry or experiments• Make inferences from text read aloud• Critique material and support argument• Draw conclusions from explicit or implicit grade level text• Read and comprehend grade level texts• Make connections between written text and personal experiences• Speak fluently in social and grade-level academic settings • Make detailed predictions • Organize and generate written compositions based on purpose, audience and subject matter with no support• Connect or integrate personal experiences with literature or content • Defend a point of view• Use figurative language and idiomatic expressions appropriately  | • Ask students to summarize information from multiple related texts• Ask analytical questions about grade-level text• Ask how and why questions as well as open ended, higher order thinking skills • Provide for a variety of realistic writing opportunities in a variety of genres • Utilize reading tasks using varied genres • Provide opportunities for peer critiquing, and editing • Provide increased opportunities for students to use higher order thinking skills. • Use 4 domains of language - listening, speaking, reading and writing at the students' language proficiency level in each  |
| Bloom’s Leveled Verbs |
|

|  |  |
| --- | --- |
| **Knowledge** | how, why,  |
| **Comprehension** | compare, contrast, extend |
| **Application** | Consider, test, apply, use |
| **Analysis** | Analyze, debate, examine |
| **Synthesis** | Formulate, suggest, compose, write |
| **Evaluation** | value, assess, judge, defend, justify |

 |