

WIDA Expressive Language Chart for Kindergarten

As multilingual learners work toward the end of a proficiency level, they *can* **consistently** . . .

Proficiency Level Kindergarten Expressive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Express ideas using basic organizational patterns , connecting ideas with demonstratives, pronouns , and conjunctions	Convey meaning using simple sentences, occasionally adding dependent clauses	Communicate using technical language to convey complex concepts in specialized contexts
End of Level 5	Express ideas using sequencing, repetition , and transitions for logical flow	Convey meaning primarily through simple sentences with emerging variation in sentence structure	Communicate using multiple-meaning words to demonstrate flexible word use across contexts
End of Level 4	Express ideas with simple transitions and developing connections	Convey meaning using sentence fragments and occasional simple sentences with emerging subject-verb agreement	Communicate using word formation strategies to create new meanings
End of Level 3	Express ideas, often relying on repeated phrases	Convey meaning primarily through sentence fragments , occasionally with full sentences	Communicate using words and phrases to relate personal experiences and classroom routines
End of Level 2	Express ideas with increased use of formulaic phrases	Convey meaning using words, phrases, or memorized chunks of language	Communicate using high-frequency words to share ideas about known situations
End of Level 1	Express ideas in isolation	Convey meaning primarily through individual words , progressing toward simple phrases	Communicate using familiar words and commands to share ideas about concrete, immediate situations

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?

WIDA Interpretive Language Chart for Kindergarten

As multilingual learners work toward the end of a proficiency level, they *can consistently*. . .

Proficiency Level Kindergarten Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
Level 6	Identify basic organizational patterns in ideas, examining how noun groups with prepositional phrases and extended modifiers enhance meaning	Comprehend meaning in simple sentences, recognizing how dependent clauses enhance logical relationships	Understand technical language to support comprehension of complex concepts in specialized contexts
End of Level 5	Identify sequences of ideas, examining how noun groups with adjectives refine meaning	Comprehend meaning in simple sentences , recognizing basic syntactic variations	Understand multiple meanings , demonstrating flexible word use across contexts
End of Level 4	Identify early attempts at arranging ideas, examining how noun groups with conjunctions help connect meaning	Comprehend meaning in sentence fragments and occasional simple sentences , beginning to recognize transitional phrases	Understand word formation strategies to create new meanings
End of Level 3	Identify emerging links among ideas, recognizing how noun groups contribute to meaning	Comprehend meaning in sentence fragments , with emerging recognition of sentence patterns	Understand words and phrases when processing personal experiences and classroom routines
End of Level 2	Identify loosely related ideas, recognizing meaning through frequently used nouns	Comprehend meaning in words, phrases, or memorized chunks of language , beginning to recognize syntactic repetition	Understand high-frequency words and translanguageing strategies when processing information about known situations
End of Level 1	Identify isolated ideas, noticing meaning conveyed through single nouns or verbs	Comprehend meaning in individual words , progressing toward simple phrases	Understand familiar words and commands when processing ideas about concrete, immediate situations

Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student’s social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student’s engagement?