WIDA Expressive Language Chart for Grades 9–12

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

Proficiency Level Grades 9–12 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 **well-developed,** coherent, and cohesive ideas using **varied** organizational patterns with **strong logical relationships** and **audience awareness**	Convey meaning using an **increasingly complex** variety of sentence types, showing relationships, including **embedded clauses** and **parallel grammatical structures**	Communicate using **strategic** and precise language choices to refine arguments, strengthen persuasion, and eliminate ambiguity
End of Level 5	Express **coherent,** cohesive ideas by adapting organizational patterns to enhance **clarity, logical flow,** and **audience engagement**	Convey meaning using a **variety of sentence types,** showing increasing control over logical relationships	Communicate using **precise** choices, adding **shades of meaning** and **figurative language** to shape meaning and effect
End of Level 4	Express ideas, strengthening cohesion in organizational patterns using **given/new information, whole/part relationships,** and **paragraph openers**	Convey meaning using compound and complex sentences, **with deliberate clause variation**	Communicate using **modal verbs, hedging,** and **evaluative expressions** to express opinions, possibility, and necessity
End of Level 3	Express ideas, improving **cohesion** of organizational patterns **across** and **within texts** by applying **substitution, ellipsis,** and **parallelism**	Convey meaning using **compound and complex sentences,** refining control over different sentence structures	Communicate using **abstract nouns and adverbials** to add clarity about when, how, and where
End of Level 2	Express ideas, building **logical connections** within organizational patterns using **synonyms** and **parallel expressions**	Convey meaning using **simple and compound sentences,** showing initial attempts at sentence variation	Communicate using **collocations and idiomatic expressions** to make language sound natural and contextually appropriate
End of Level 1	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

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 Grades 9–12

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

Proficiency Level Grades 9–12 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	Analyze **well-developed,** cohesive ideas, evaluating **complex** organizational patterns, understanding how **noun groups expand or condense meaning** to suit **audience and purpose**	Comprehend meaning in an **increasingly complex** variety of sentence types, recognizing relationships, including **embedded clauses and parallel grammatical structures**	Understand **strategic** and precise choices to refine arguments, strengthen persuasion, and eliminate ambiguity
End of Level 5	Analyze cohesion of ideas, evaluating how organizational patterns **link ideas related to events, descriptions, and relationships** through **noun groups**	Comprehend meaning in a **variety of sentence types,** recognizing logical relationships	Understand **precise** choices using **shades of meaning** and **figurative language** to shape meaning and effect
End of Level 4	Analyze **organizational patterns** in ideas, determining how meaning is condensed through **compact noun groups (nominalization)**	Comprehend meaning in compound and complex sentences, recognizing a **variety of ways to combine clauses**	Understand choices using **modal verbs, hedging,** and **evaluative expressions** to express opinions, possibility, and necessity
End of Level 3	Analyze **cohesion** of ideas **across and within texts,** examining how **noun groups with contextual details** add meaning	Comprehend meaning in **compound and complex sentences** recognizing different sentence structures	Understand choices around use of **abstract nouns and adverbials** to add clarity about when, how, and where
End of Level 2	Analyze **connections** between ideas, examining how **noun groups with clauses** expand meaning	Comprehend meaning in **simple and compound sentences,** recognizing sentence variation	Understand **collocations** and **idiomatic expressions** to make language sound natural and contextually appropriate
End of Level 1	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

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?