

English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

Domain: **LISTENING** — process, understand, interpret, and evaluate spoken language in a variety of situations

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> use manipulatives or realia to illustrate oral math statements 	<ul style="list-style-type: none"> use manipulatives or draw pictures to illustrate math operations from oral directions 	<ul style="list-style-type: none"> use manipulatives, draw pictures, or make tallies to illustrate oral math stories 	<ul style="list-style-type: none"> use manipulatives or bar graphs to compare oral information (e.g., “There are more girls here today than boys.”) 	<ul style="list-style-type: none"> complete or produce graphs (such as histograms) to show comparisons given orally (e.g., “Most children are wearing red, some are wearing blue, and one child is wearing green.”)
3-5	<ul style="list-style-type: none"> estimate prices (using visually supported newspaper ads) from oral questions (e.g., “Which one costs about \$1000?”) 	<ul style="list-style-type: none"> compare prices (using visually supported newspaper ads) from oral questions (e.g., “Which one costs more, X or Y?”) 	<ul style="list-style-type: none"> narrow the range of prices (using newspaper ads) from oral questions (e.g., “Which one costs under \$1000?”) 	<ul style="list-style-type: none"> make relative comparisons (using newspaper ads) from oral questions (e.g., “Which one is most expensive?”) 	<ul style="list-style-type: none"> make conditional purchases (using newspaper ads) from oral questions (e.g., “If you had \$1000, which items would you buy?”)
6-8	<ul style="list-style-type: none"> identify language associated with measures of central tendency displayed visually (such as range, the distance from one place to another) 	<ul style="list-style-type: none"> depict graphically examples of measures of central tendency based on oral directions 	<ul style="list-style-type: none"> select appropriate measures of central tendency based on visual and oral descriptions of real-life situations 	<ul style="list-style-type: none"> make predictions about estimates based on measures of central tendency from oral scenarios 	<ul style="list-style-type: none"> make inferences about uses of measures of central tendency from oral scenarios of grade level materials
9-12	<ul style="list-style-type: none"> identify properties of quadrilaterals based on visual representations and oral descriptions 	<ul style="list-style-type: none"> visualize, draw, or construct geometric figures described orally 	<ul style="list-style-type: none"> compare two and three dimensional figures (including circles and spheres) based on oral descriptions 	<ul style="list-style-type: none"> locate intersections of geometric figures described orally (such as points, lines, or planes) 	<ul style="list-style-type: none"> follow oral directions from grade level material to transform figures (such as rotations, reflections or enlargements)

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Domain: **SPEAKING** — engage in oral communication in a variety of situations for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> give identifying information that involves numbers (such as age, address, or telephone number) 	<ul style="list-style-type: none"> give examples of things with numbers (such as room #s, bus #s, or calendars) 	<ul style="list-style-type: none"> give examples of how or when you use numbers outside of school 	<ul style="list-style-type: none"> tell how to play games that involves numbers (such as sports, board games, or hopscotch) 	<ul style="list-style-type: none"> tell a story that involves numbers from oral scenarios
3-5	<ul style="list-style-type: none"> repeat new information about math processes involving computation with use of manipulatives or realia (e.g., “Here are 3 groups of 4.”) 	<ul style="list-style-type: none"> rephrase new information about math processes involving computation with use of visual support 	<ul style="list-style-type: none"> relate new information about math processes involving computation to previous experiences 	<ul style="list-style-type: none"> explain or discuss uses of information about math processes involving computation 	<ul style="list-style-type: none"> integrate or synthesize information about math processes involving computation to create own problems
6-8	<ul style="list-style-type: none"> define real-life objects or figures in terms of measurement using words and gestures (such as height or weight) 	<ul style="list-style-type: none"> identify measurement tools (from pictures and objects) and state uses (e.g., “You use a scale to weigh things.”) 	<ul style="list-style-type: none"> describe situations where measurement is needed (such as at the clinic or marketplace) 	<ul style="list-style-type: none"> explain how to use measurement in real life situations (such as construction, architecture, or cartography) 	<ul style="list-style-type: none"> explain how to convert measurement (standard or metric) in real life situations (such as in recipes or temperatures)
9-12	<ul style="list-style-type: none"> identify steps in problem solving using realia or visual support 	<ul style="list-style-type: none"> sequence steps in problem solving using technology or visual support (such as calculators) 	<ul style="list-style-type: none"> sequence steps in problem solving relying on mental math or think-alouds 	<ul style="list-style-type: none"> describe two or more approaches to solving the same math problems 	<ul style="list-style-type: none"> describe and give examples of strategies for solving grade level math problems

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Domain: **READING** — process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> sort real-life objects by size or weight using pictures and descriptive words (such as big, little) 	<ul style="list-style-type: none"> sort real-life objects by size or weight using non-standard measurement and comparative language (such as smaller, longer, lighter) 	<ul style="list-style-type: none"> match real-life pictures/ words with standard, metric, or non-standard measurement tools (such as use of paperclips, hands, rulers, or yardsticks) 	<ul style="list-style-type: none"> estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., “About how many...”) 	<ul style="list-style-type: none"> decide appropriate standard, metric, or non-standard measurement tools based on grade level text for everyday situations
3-5	<ul style="list-style-type: none"> recreate drawings from models and written directions (e.g., “Make a car like this.”) 	<ul style="list-style-type: none"> construct or recognize scale drawings from models and written directions 	<ul style="list-style-type: none"> construct scale drawings from everyday experiences based on written sets of directions 	<ul style="list-style-type: none"> build models based on pictures and written sets of directions (such as geoboards) 	<ul style="list-style-type: none"> build models based on pictures and written instructions (such as 3D puzzles)
6-8	<ul style="list-style-type: none"> compare values noted on everyday products (such as nutritional facts, serving sizes, or % daily use) 	<ul style="list-style-type: none"> follow listed instructions that involve hands-on math (such as games or recipes from cookbooks or the Internet) 	<ul style="list-style-type: none"> follow instructions that involve hands-on math (such as from sewing kits or alarm clocks) 	<ul style="list-style-type: none"> follow instructions to determine when and how to apply percent in real life situations (such as sales tax, interest rates, or tips) 	<ul style="list-style-type: none"> follow instructions that require interpretation of various representations of numbers (such as percent, decimals, or scientific notation)
9-12	<ul style="list-style-type: none"> organize graphically displayed data from a set of written directions and models (such as rank players or teams based on statistics from sports) 	<ul style="list-style-type: none"> collect and organize graphically displayed data from newspapers or magazines (such as stock market trends) 	<ul style="list-style-type: none"> collect, organize, and display data in charts, tables, or graphs 	<ul style="list-style-type: none"> collect, organize, display, and interpret data 	<ul style="list-style-type: none"> collect, organize, display, and interpret data; generalize and apply findings to other data sets

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Domain: **WRITING** — engage in written communication in a variety of forms for a variety of purposes and audiences

Grade Level Cluster	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	<ul style="list-style-type: none"> make collages or pictures of numbers and quantities (from newspapers or magazines) show what's needed to problem solve through drawings and labels 	<ul style="list-style-type: none"> dictate, draw, or make notes of examples of everyday math show process of problem solving through drawings and sequential language (e.g., "First.... Second...") 	<ul style="list-style-type: none"> keep an illustrated log or journal of examples of everyday math give step-by-step process of how to problem solve and check work 	<ul style="list-style-type: none"> describe uses of everyday math with illustrated examples describe strategies to use in the process of math problem solving (such as mental math or use of calculators) 	<ul style="list-style-type: none"> explain how you use everyday math (such as when shopping or cooking) analyze and evaluate strategies to use in the process of math problem solving
3-5	<ul style="list-style-type: none"> record and label outcomes of events involving chance (such as coin flips or rolling cubes) 	<ul style="list-style-type: none"> estimate probability with words or illustrations from a sample of observed outcomes 	<ul style="list-style-type: none"> estimate probability with sentences and illustrations from a sample of observed outcomes and describe results 	<ul style="list-style-type: none"> describe combinations possible based on probability 	<ul style="list-style-type: none"> explain and justify which combinations are most likely based on probability
6-8	<ul style="list-style-type: none"> produce information related to data presented in graphs, tables, or charts depicting practical situations (e.g., "This shows rain in summer.") 	<ul style="list-style-type: none"> make generalizations related to data presented in graphs, tables, or charts depicting practical situations (e.g., "It rains more in June than July.") 	<ul style="list-style-type: none"> summarize information related to data from graphs, tables, or charts taken from everyday sources (such as newspapers and magazines) 	<ul style="list-style-type: none"> draw conclusions related to data from graphs, tables, or charts from everyday sources 	<ul style="list-style-type: none"> provide a rationale and explain use of data presented in graphs, tables, or charts
9-12					