**Classroom Can-Do Template**

This template is designed so that teachers have a quick whole-class view of their ELLs’ WIDA levels. Instead of creating a separate Can-Do page for each student, with this template the teacher will, with a quick glance, be able to see where all the students fall in each language domain. They will also be able to quickly compare the students’ language levels within the domains. This quick reference will help the teacher:

* Group students
	+ Homogeneously
	+ Heterogeneously
	+ Based on a specific domain
* Anticipate student responses, and frame questions appropriate to the student’s language level
* Differentiate and accommodate more easily
* Challenge students to reach the next proficiency level (you know what they can do, but help push them to the next can-do level)

For more information on the WIDA Can-Do descriptors visit: <http://www.wida.us/standards/CAN_DOs/>

\*I chose to provide this resource in Word document form so that you can format and change it to make it more useful to your classroom needs. If you do alter or share this please give credit to Laura Castro from <http://mrscastrospanglishstyle.blogspot.com/>\*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Level 1****Entering** | **Level 2****Beginning** | **Level 3 Developing** | **Level 4****Expanding** | **Level 5****Bridging** | **Level 6****Reaching** |
| **Listening** | Point, Identify, One-step directions | Categorize, Arrange, Draw | Identify, match, sequence - pictures | Interpret, infer, role play | Carry out grade-level instructions  |  |
|  |  |  |  |  |  |
| **Speaking** | Recite, yes/no, name, basic needs | Simple questions, restate, simple descriptions | Retell, make predictions, content based questions | Discuss, compare/contrast | Justify, defend opinions, explain in detail |  |
|  |  |  |  |  |  |
| **Reading** | Match, cognates, sound/symbol/word relations | Identify facts/characters, follow visually supported directions | Interpret, Main idea, details, sequence, context clues | Classify genre, find details to support main idea, differentiate | Summarize, draw conclusions, answer analytical questions |  |
|  |  |  |  |  |  |
| **Writing** | Label, draw, copy, single word answer | Lists from labels, make sentences using word banks, fill in graphic organizer | Simple expository, narrative, string sentences together, compare/contrast | Take notes using graphic organizer, summarize, multiple forms of writing | Grade-level stories or reports, extended responses of original text |  |
|  |  |  |  |  |  |