WiDA®

CONSORTIUM

WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT

English Language Proficiency Standards and Resource Guide

2007 Edition

SEVENTH PRINTING

PreKindergarten through Grade 12

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Foreword: The WIDA English Language Proficiency Standards and Resource Guide

Over the past three decades, teachers, administrators, and researchers alike have been grappling with two related concepts that pertain to the education of English language learners (ELLs). The first involves defining the increasingly abstract and challenging language demands found within classroom environments known commonly as "academic language." The second revolves around embedding language instruction within content instruction rather than as a separate subject or as a prerequisite to the learning of academic content. In other words, content topics can provide the context for language teaching that makes teaching language more authentic and meaningful while simultaneously targeting content area goals.

More recently, many researchers have argued for a content area or discipline-specific dimension to academic language. Ken Hyland, in his text *English for Academic Purposes* (2006), agrees that language is best taught through specific academic disciplines rather than attempting to identify a more general academic language that cuts across disciplines. The problem with assuming a common "core" of academic language is that it ignores the nuances and complexities of language meaning and use that vary from one subject area to the next.

Organizing academic language around specific content areas is one of the key principles that the WIDA Consortium has used to structure its English language proficiency (ELP) standards and assessments. The goal for using this organizational scheme is that educators working with ELLs are able to see more clearly how "the language of science," for example, can be explicitly taught within science content lessons, English as a second language (ESL) support classes, or in dual language contexts.

WIDA distinguishes itself in many ways related to its products and services. The innovative, research-based design of its ELP standards is the central defining feature of the WIDA system. All of WIDA's subsequent work has relied on the ELP Standards as its blueprint. The benefits are, in a nutshell, better tools and resources for teachers to promote the teaching, learning and assessment of content and language for our growing population of ELLs. We invite you to explore our Resource Guide to understand the versatility in using WIDA's ELP standards.

Timothy Boals, Ph.D.
Executive Director
WIDA Consortium

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SECTION 1: INTRODUCTION

The WIDA English Language Proficiency Standards and Resource Guide, 2007 Edition, PreKindergarten through Grade 12, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium's assessment system. First published in 2004, the WIDA English Language Proficiency (ELP) Standards were developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant. The second edition reflects an evolving understanding of the needs of English language learners (ELLs) and their educators and of the use of the standards as the foundation for instruction and assessment.

This Resource Guide accompanies and is to be used with the 2007 Edition. It organizes and consolidates information from a variety of sources: the lists of social and academic content-based example topics are extensions of those identified in the Teachers of English to Speakers of Other Languages' (TESOL) *2006 PreK-12 English Language Proficiency Standards*; the Speaking and Writing Rubrics come from ACCESS for ELLs®[1] and W-APT™[2] Administration Manuals; and the CAN DO Descriptors are taken from the ACCESS for ELLs® Interpretive Guide for Score Reports (available at www.wida.us). Other information has been updated from the 2004 Edition.

The purpose of this Resource Guide is to provide teachers and administrators with tools to aid in the design of curriculum, instruction and assessment for ELLs. It is devoted to the use and application of information contained within the standards' frameworks. As it is not an implementation guide, there are no samples of instructional assessment strategies, examples of differentiated instruction and assessment, nor are there lesson or unit designs. We acknowledge that a handbook of this nature would be tremendously useful and our plans include creating a series of modules in the not too distant future.

1.1 About WIDA

In 2013, the WIDA Consortium includes 33 states and territories: Alabama, Alaska, Colorado, Delaware, the District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Northern Mariana Islands, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Wisconsin and Wyoming. Combined, the WIDA member states enroll over one million K-12 ELLs. Grounded in scientifically-based research on best educational practices in general and English as a Second Language (ESL) and bilingual education in particular, WIDA created and adopted its comprehensive ELP standards (2004, 2007) that address the need for students to become fully proficient in both social and academic English. The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model.

Based on the WIDA ELP Standards, WIDA developed a K-12 ELP test—ACCESS for ELLs®—

[1] Assessing Comprehension and Communication in English State to State for English Language Learners
[2] WIDA-ACCESS Placement Test

which became fully operational in spring 2005. Validation studies along with item refreshment and enhancement are ongoing. A screener, the W-APT™, has also been created from the ELP standards to aid in the identification and placement of ELLs. The WIDA MODEL™ for Kindergarten through Grade 12 assessments are available for both placement and interim testing purposes. These test kits can be purchased by both consortium and non-consortium members. Furthermore, development of alternate strands of MPIs along with aligned tasks to measure the progress of ELLs with significant cognitive disabilities is underway.

Concurrently, WIDA has provided extensive professional development activities related to its standards and assessments. In addition, WIDA has established and continues to update a web site (www.wida.us). Research, alignment studies and federally-funded projects to develop academic assessments for ELLs are the other major components of the work of the WIDA Consortium.

The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison is the home of the WIDA Consortium. In addition to its relationship with WCER, WIDA partners with the Center for Applied Linguistics (www.cal.org) for test development and professional development; MetriTech, Inc. (www.metritech.org) for the printing, distributing, scoring, and reporting of ACCESS for ELLs®; and many other consultants and organizations with expertise in the education of ELLs.

1.2 About the WIDA English Language Proficiency (ELP) Standards

The WIDA ELP Standards are designed for the many audiences in the field of education who are impacted by ELLs. These audiences include: ELLs and their family members; teachers; principals; program, district and regional administrators; test developers; teacher educators; and other stakeholders in the educational lives of ELLs. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators' needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy.

The development of WIDA's ELP standards has been in response to recent educational change brought about through theory, research and legislation. First, the vision of language proficiency has expanded to encompass both social contexts associated with language acquisition and academic contexts tied to schooling in general, and particularly to standards, curriculum and instruction. Second, the WIDA ELP Standards have been designed, in part, to guide the development of test blueprints, task specifications and ELP measures. Thus, the language proficiency standards are envisioned as the first step in the construction of reliable and valid assessment tools for ELLs. Finally, the federal No Child Left Behind Act of 2001 (NCLB) and corresponding state statutes currently mandate that states administer a standards-based English language proficiency test annually to all ELLs in Kindergarten through grade twelve in public schools.

For further discussion of the theoretical rationale behind the WIDA ELP Standards and the process involved in their genesis, please see the *2004 Overview Document* located in the ELP Standards section of www.wida.us.

1.3 Changes and Clarifications from the 2004 to 2007 Editions of the WIDA ELP Standards

The five English language proficiency standards are identical in both editions! While the standards remain fixed, there has been some updating; changes in the features of WIDA's ELP standards in this 2007 Edition are noted in Figure 1A.

The most prominent difference between the two editions is the creation of the PreK-K grade level cluster. There were several reasons for this revision. Most significantly, Kindergarten ELLs function much differently than grade levels 1-2 on the ACCESS for ELLs® test. As PreK-K children are developmentally and linguistically unique, especially in terms of literacy development, the member states of the Consortium agreed that establishing their own grade level cluster was warranted for both instructional and assessment purposes.

The second most notable difference has been the expansion of our English language proficiency levels from five to six. Again, as a result of implementing ACCESS for ELLs®, we realized that there was not a designation for those students who reached the far end of the second language continuum. Thus, we added 'Reaching' to both our English language proficiency test and standards. Our Performance Definitions (see Section 5.2) have also expanded to include level 6, while our strands of model performance indicators (MPIs) remain descriptive through level 5.

Some of the information within the standards' matrices has been reformatted for ease of use. We have renamed the frameworks to specify how language proficiency information is to be used: on an ongoing, formative basis or a cumulative, summative basis. In the 2007 Edition, we provide some example topics, derived from state academic content standards, in a separate column to the left of the strand of MPIs to assist teachers in providing the context for their students' language development. Strands of MPIs are now arranged by language domain rather than grade level cluster; in this way, teachers may more readily focus on grade-level appropriate ideas to plan instruction and assessment. By visiting www.wida.us, it is also possible to "Search the Standards" for a particular framework, grade level cluster, language domain, example genre or topic or key word.

In addition, we have expanded the number of strands of MPIs for Standard 2- the language of Language Arts. For each language domain and grade level cluster we offer an example genre and an example topic.

Finally, we have extended the availability of supports within the MPIs through ELP level 4, Expanding. Interactive supports play a prominent role, especially within the Formative Framework, as ELLs need time to practice language with their peers within an instructional setting. Figure 1A highlights these changes in the features of the standards' matrices between the 2004 and 2007 Editions.

Figure 1A: Differences between WIDA's 2007 and 2004 Editions of the PreK-12 ELP Standards

2007	2004
• Formative and Summative Frameworks for Assessment and Instruction	• Classroom and Large-scale State Assessment Frameworks
• 5 grade level clusters: PreK-K, 1-2, 3-5, 6-8 and 9-12	• 4 grade level clusters: K-2, 3-5, 6-8 and 9-12
• Arranged by language domain; listening and speaking, reading and writing	• Arranged by grade level cluster, displaying all grades on the same page
• 6 levels of English language proficiency: 1. Entering, 2. Beginning, 3. Developing, 4. Expanding, 5. Bridging and 6. Reaching	• 5 levels of English language proficiency: 1. Entering, 2. Beginning, 3. Developing, 4. Expanding and 5. Bridging
• Example topics, drawn from state and national academic content standards, listed for each language domain and presented in the left-hand column of the matrices	• Example topics, drawn from state academic content standards, embedded within the strands of model performance indicators
• Example genre strands of model performance indicators, drawn from state and national academic content standards, listed for each language domain and presented in the left-hand column of the matrices, alternate with topic strands in Standard 2	• Genre strands not systematically treated in Standard 2
• Sensory, graphic and/or interactive support present in model performance indicators through language proficiency level 4	• Sensory and/or graphic support present in model performance indicators no higher than language proficiency level 3

SECTION 2: THE ELP STANDARDS AND THEIR COMPONENTS

2.1 Organization of the ELP Standards

There are five WIDA English Language Proficiency (ELP) Standards, which appear in two frameworks: Summative and Formative. The two frameworks can be used for planning curriculum, instruction and assessment of English language learners (ELLs). The common elements of the two frameworks are the 1). ELP standards, 2). language domains, 3). grade level clusters and 4). language proficiency levels. Overlaying the standards are the Performance Definitions that describe each level of language proficiency (see Section 5.2). These definitions, by describing the stages of second language acquisition, provide a guide for developing original strands of model performance indicators (MPIs).

2.2 The Frameworks

The primary focus of the Summative Framework for instruction and assessment is to identify the range of MPIs that describe the outcomes of learning. In addition, it is intended to provide students, teachers and test developers with ways for ELLs to demonstrate their developing English language proficiency over an extended period of time. The strands of MPIs in the Summative Framework, focusing on the products of learning, can be readily converted to ongoing, formative information on ELLs. For example, rather than relying on pictures or illustrations, as suggested in the Summative Framework, individual teachers may substitute real-life objects or manipulatives to use in both assessment and instruction. To learn more about transformations, see Section 4.1.

The Formative Framework for instruction and assessment, on the other hand, is geared toward guiding student learning and teacher instruction on an ongoing basis. The Formative Framework is intended to capture those aspects of instruction that are less typically measured by a test but are important to teaching and learning. For example, interactive support within the Formative Framework gives students opportunities to work as partners or in small groups, receive immediate feedback from peers or teachers, engage in self-assessment during long-term projects, and integrate technology into their assignments.

2.3 The English Language Proficiency Standards

The five ELP standards are identical for the Formative and Summative Frameworks. They reflect the social and academic language expectations of ELLs in grades PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for language acquisition (Social and Instructional settings as well as Language Arts, Mathematics, Science and Social Studies) and is divided into five grade level clusters: PreK-K, 1-2, 3-5, 6-8 and 9-12.

Overall, the ELP standards center on the language needed and used by ELLs to succeed in school. So not to confuse these standards with academic content standards, the abbreviations shown in Figure 2A are used.

Figure 2A: The English Language Proficiency Standards and their Abbreviations

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional **language**
English Language Proficiency Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The **language** of Language Arts
English Language Proficiency Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The **language** of Mathematics
English Language Proficiency Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The **language** of Science
English Language Proficiency Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The **language** of Social Studies

When thinking about how to represent the WIDA English language proficiency standards using the strands of model performance indicators, ask….

Figure 2B: What is the language English language learners need to process or produce to… ?

Describe….	Sequence…
Explain….	Classify or categorize…
Compare and contrast….	Predict….
Evaluate…	Question…
Identify…	Match…

The language associated with the example functions listed above can become the language targets for assessment and instruction for ELLs. These language targets include vocabulary, multiple meanings, structures, and discourse. Furthermore, these targets should be differentiated by proficiency level and grade or grade level cluster.

2.4 The Language Domains

Each of the five English language proficiency standards encompasses four language domains that define how ELLs process and use language:

- **Listening**- process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking**- engage in oral communication in a variety of situations for a variety of purposes and audiences
- **Reading**- process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing**- engage in written communication in a variety of situations for a variety of purposes and audiences

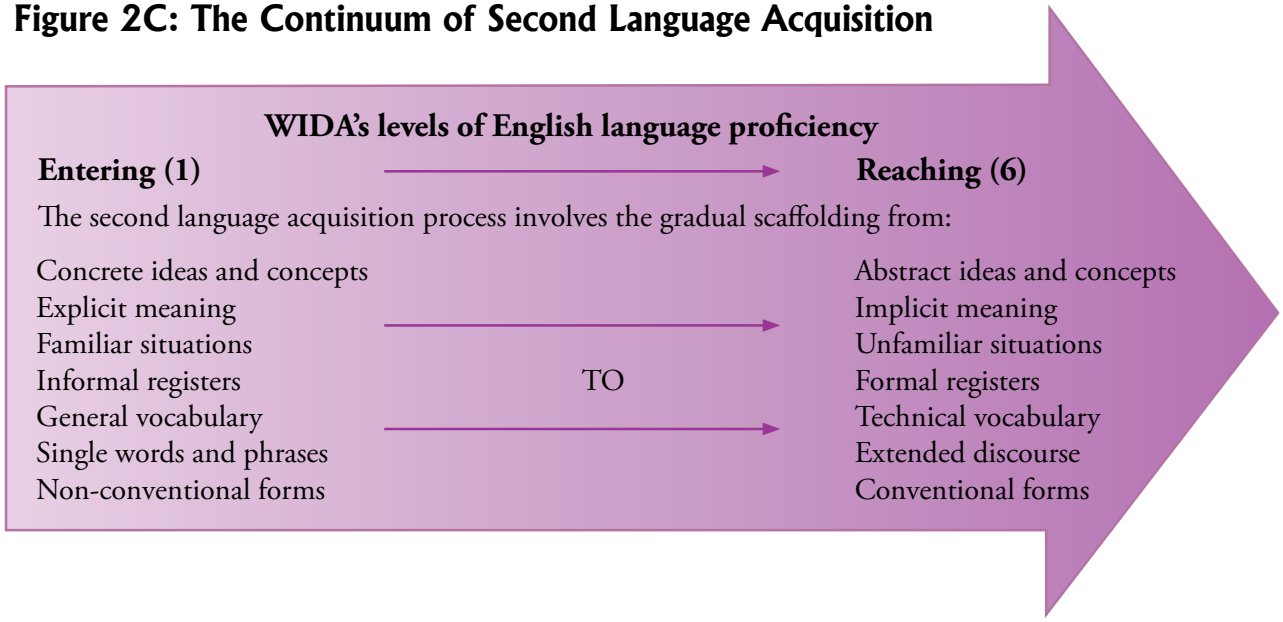
The ELP standards are arranged by grade level cluster, by framework, by standard, and by language domain. The language domain is listed on the first left-hand column in the standards' matrices.

2.5 The Language Proficiency Levels

The five language proficiency levels outline the progression of language development in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the end of the continuum. The language proficiency levels delineate expected performance and describe what ELLs can do within each language domain of the standards for designated grade level clusters.

By mapping the stages of English language development onto a continuum of second language acquisition, we begin to define the levels of English language proficiency. A series of features descriptive of the second language acquisition process may be superimposed onto the continuum, as presented in Figure 2C, that help us chart the developmental progression.

Figure 2C: The Continuum of Second Language Acquisition



Each of these seven sets of features represents the beginning and end points of the second language acquisition curriculum. The characteristics of each level of English language proficiency are defined as movement along the continuum, from Level 1, Entering, through Level 6, Reaching.

Acquiring an additional language is a complex undertaking. The sets of features identified above describe ELLs' understanding and use of English at each level of language proficiency, but these features must be combined with personal characteristics of each student as well. ELLs are a tremendously heterogenous and diverse group of students. This variability can be attributed to the students':

- Varying ages and grade level spans;
- Diagnoses (such as learning disabilities);
- Linguistic and cultural backgrounds; and
- Differences in their life and educational experiences.

Consider, for example, how maturational differences distinguish the academic language of PreK-K students from that of high school students. Similarly, the language development of a student with a strong educational background in his or her native language is different from that of a student who has been highly mobile or with limited formal schooling. Thus, student characteristics need to be considered when using the information presented in the components of the standards' frameworks.

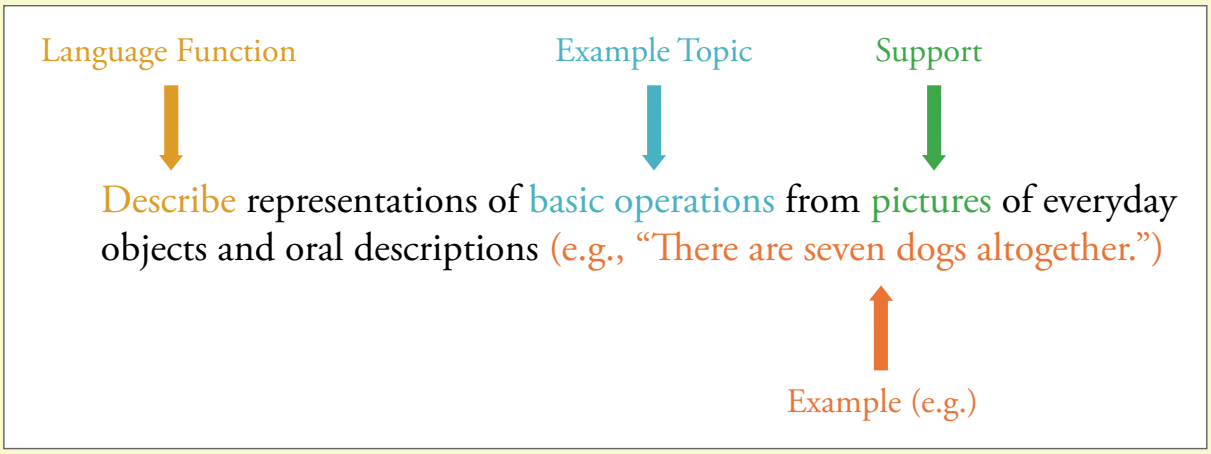
This section has provided a brief overview of the ELP standards and their components for educators not familiar with their organization. It has also offered some necessary background information on the English language acquisition process which has informed the development of the MPIs across the ELP levels.

SECTION 3: MODEL PERFORMANCE INDICATORS (MPIS) AND THEIR ELEMENTS

A model performance indicator (MPI) is a single cell within the standards' matrices that describes a specific level of English language proficiency (ELP) for a language domain. An MPI is the smallest unit of a topical strand. Figure 3A shows the three essential elements of an MPI, and an example ("e.g."), which is not essential. Each of these elements is discussed in further detail starting with Section 3.2.

The first word of an MPI is its **language function**; that is, how English language learners (ELLs) process or use language to communicate in a variety of situations. The **example topic** relates the context or backdrop for language interaction within school. The language focus for the content related to the topic may be social, instructional or academic, depending on the standard. Finally, there is some form of **support** (sensory, graphic or interactive) for ELLs through language proficiency level 4, as it provides a necessary avenue for ELLs to access meaning. You will learn more about the optional element of MPIs, the **example ("e.g.")**, in section 3.5.

Figure 3A: Elements of a Model Performance Indicator (MPI)



Standards Reference
Framework: Summative
Standard 3: The language of Mathematics
Grade level cluster: 1-2
Language domain: Speaking
English language proficiency level: 3- Developing
Example Topic: Basic operations

3.1 Strands of MPIs

A strand of MPIs consists of the five levels of English language proficiency for a given topic and language domain, from Entering (1) through Bridging (5). The horizontal strands of MPIs illustrate the progression of language development for a given grade level cluster. Strands of MPIs characteristically are:

- thematically connected through common example topics or genres that have been identified from state academic content standards
- scaffolded from one language proficiency level (or MPI) to the next, based on the criteria of the Performance Definitions; namely, linguistic complexity, vocabulary usage and language control
- developmentally appropriate, designed for ELLs at a specified grade level cluster
- academically rigorous, with the highest level of English language proficiency (Reaching) corresponding to language expectations of proficient English speakers at the highest grade level of the cluster

An Example Topic Strand and an Example Genre Strand

Strands of MPIs for Standard 2—the language of Language Arts—are unique in that both example topics and example genres are identified for each language domain. ELLs need to have the language to access the content associated with the many types of discourse they encounter in Language Arts. In state academic content standards, topics and genres are addressed; subsequently, they are both included as strands.

In Figure 3B, the example topic is introduced and scaffolded across the levels of English language proficiency. As the strand unfolds for writing, the MPIs illustrate expectations for ELLs in third through fifth grades in their use of editing and revising strategies.

Figure 3B: A Strand of Model Performance Indicators with an Example Topic

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision	Create phrases/ short sentences from models and check with a partner for edits and revision	Edit and revise guided writing (e.g., for conventions and structures) based on teacher feedback	Edit and revise writing (e.g., using word processing or rubrics) based on class or peer reviews	Self-assess to edit and revise writing to produce final drafts

Standards Reference
Framework: Formative
Standard: 2- The language of Language Arts
Grade level cluster: 3-5
Language domain: Writing
Example topic: Editing and revising

The genres from both fictional and expository text provide the backdrop for the introduction of specific topics. Genre strands may be used independently or in conjunction with example topics for a given grade level cluster. The same genre strands appear in both the Formative and Summative Frameworks. The difference between the examples in the two frameworks is in the forms of supports. Whereas the Summative Framework relies exclusively on the types of sensory or graphic supports most commonly employed in large-scale assessment, the Formative Framework, being closest to day-to-day classroom practices, contains interactive supports including working with partners, using the native language (L1) or integrating technology to bolster English language development.

In Figure 3C, we see how the type of discourse, as exemplified in the genre, Adventures, influences middle school students' comprehension as they move through the levels of English language proficiency.

Figure 3C: A Strand of Model Performance Indicators with an Example Genre

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Identify words or phrases associated with adventures using visual support and word/phrase walls or banks	Answer WH-questions related to adventures using visual support (e.g., "Who is missing?") and share with a peer	Sequence plots of adventures using visual support and share with a peer	Summarize plots of adventures using visual support and share with a peer	Identify cause and effect of events on characters in adventure stories

Standards Reference
Framework: Formative
Standard: 2- The language of Language Arts
Grade level cluster: 6-8
Language domain: Reading
Example genre: Adventures

3.2 Language Functions

The following sections describe in more detail each element of an MPI: the language function, support and example topic (refer to Figure 3A). MPIs may also contain an example (e.g.); these individual elements can be applied in the design of curriculum, instruction and assessment for ELLs.

Language functions describe how students communicate a message. They are not to be equated with the cognitive complexity involved in the communication. As shown in Figure 3D, support is built into the MPIs so that even ELLs at lower levels of English language proficiency can demonstrate their understanding of the language associated with content by engaging in higher levels of thinking.

Figure 3D: Understanding the Cognitive Complexity of Language Functions

ELLs are expected to "sort or classify," demanding a high level of cognitive engagement that requires students to analyze information. By having diagrams available as support for ELLs, students are able to exhibit this complex thinking even at the Beginning level of English language proficiency.

Level 2 Beginning
Sort or classify descriptive phrases and diagrams by cycles or processes

Standards Reference
Framework: Summative
Standard: 4- The language of Science
Grade level cluster: 6-8
Language domain: Reading
Example Topic: Cycles/Processes

The identical language functions can operate across levels of English language proficiency within a given grade level cluster. What differentiates a lower from higher level of proficiency is the amount and complexity of discourse and/or the expected vocabulary usage, as illustrated in the Performance Definitions (see Figure 5B). For instance, see the partial strand of MPIs in Figure 3E.

Figure 3E: Repeating Language Functions within a Strand

In the following strand of MPIs, two instances of the language function "Produce…in response" appear. While the Entering or Level 1 ELL is to produce single words, the Beginning or Level 2 student is expected to produce phrases or short sentences, which is reflective of a higher level of language proficiency.

Level 1 Entering	Level 2 Beginning
Produce words in response to WH-questions about self from picture prompts and models	Produce phrases or short sentences in response to personal, open-ended questions from picture prompts

Standards Reference
Framework: Summative
Standard: 1- Social and Instructional language
Grade level cluster: 3-5
Language domain: Speaking
Example Topic: Personal Information/Opinions

Language functions always operate within the context of a standard and strand of MPIs. Although the identical language functions are used throughout the standards' matrices, each function represents the language specified for the particular standard and topical strand. Charting the instances of language functions across standards gives teachers insight into how they might be used for assessment and instruction.

From the examples in Figure 3F below, we see that the language function "describe" in grade cluster 3-5 appears in:

- Formative and Summative Frameworks
- Productive language domains (speaking and writing)
- Primarily mid-range language proficiency levels (2- Beginning, 3- Developing, 4- Expanding)
- All 5 English language proficiency standards

Figure 3F: Some Instances of the Language Function "Describe" in MPIs from Grades 3-5

Level 2 Beginning	
Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2	**Framework:** Formative **Standard:** 1- Social and Instructional language **Language domain:** Writing **Example Topic:** Health and Safety

	Level 2 Beginning
Framework: Formative **Standard:** 2- The language of Language Arts **Language domain:** Speaking **Example Genre:** Fantasies	Describe pictures of imaginary people, objects or situations to peers in L1 or L2

Level 2 Beginning	
Describe story elements of various genres supported by illustrations	**Framework:** Summative **Standard:** 2- The language of Language Arts **Language domain:** Speaking **Example Topic:** Story elements and types of genres

Level 2 Beginning

Describe what the fractional parts mean from diagrams or realia in phrases or short sentences

Framework: Formative
Standard: 3- The language of Mathematics
Language domain: Writing
Example Topic: Fractions

Level 4 Expanding

Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form

Level 3 Developing

Describe attributes of three-dimensional shapes from labeled models

Framework: Summative
Standard: 3- The language of Mathematics
Language domain: Writing
Example Topic: Three-dimensional shapes

Level 2 Beginning

Describe natural phenomena from real-life examples using general vocabulary (e.g., "This leaf has five points.") in small groups

Framework: Formative
Standard: 4- The language of Science
Language domain: Speaking
Example Topic: Nature

Level 2 Beginning

Describe communities or regions depicted in pictures or maps

Framework: Summative
Standard: 5- The language of Social Studies
Language domain: Writing
Example Topic: Communities & regions

The language used to "describe" natural phenomena for Standard 4 is quite unlike that of Standard 3, where students "describe" fractional parts. Working with seashell collections as an example of Standard 4, the language target may be for students to describe tactile or visual qualities, such as "the shell is rough", "the shell is smooth". Working with pizzas as an example of Standard 3, on the other hand, the language target may be for students at the Beginning level to practice the phrase, X of Y (e.g., 3 of 5; 2 of 6; 4 of 8) to "describe" a fractional part.

Likewise, although both within the writing domain, the language associated with "describing" Standard 1's example topic, health or safety practices, is distinct from that for "describing" communities or regions, the example topic for Standard 5. Whereas in Standard 1, Beginning ELLs might be expressing commands, such as "Go out." or "Stay in.", in Standard 5, the same level students might be using such expressions as "near" or "far from here."

In summary, to develop the academic language necessary for success in school, ELLs must have opportunities to use and apply language patterns or discourse associated with each subject or content area appropriate for their level of English language proficiency. The language functions are the entrée into that content-based discourse; teachers of ELLs must consider the language associated with the language function in conjunction with the standard as the backdrop for developing differentiated language objectives or lessons.

3.3 Supports

Support is an instructional strategy or tool used to assist students in accessing content necessary for classroom understanding or communication. Support may include teaching techniques, such as modeling, feedback or questioning. Other types of support involve students using visuals or graphics, interacting with others or using their senses to help construct meaning of oral or written language (TESOL, 2006). We believe that support is important for all learners to gain access to meaning through multiple modalities, but it is absolutely essential for ELLs. For this reason, we incorporate support within the MPIs through English language proficiency level 4. We feel that support for ELLs needs to be present in both instruction and assessment on both a formative and summative basis.

Supports within the MPIs may be sensory, graphic or interactive; examples of these different types of supports are found in Figures 3G and H. Although not extensive, these lists offer some suggestions for teachers to incorporate into instruction and assessment of ELLs.

Figure 3G: Examples of Sensory, Graphic and Interactive Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Arial & satellite photographs Video clips

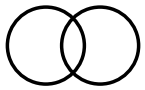
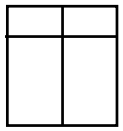
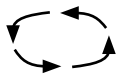
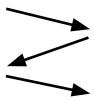
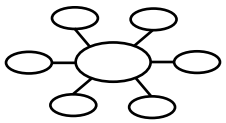
Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Graphic Supports

The most commonly used graphic support associated with social, instructional and academic language is the graphic organizer. Graphic organizers, such as semantic maps, venn diagrams or T charts, are useful tools for ELLs. These graphic supports allow students to demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse. It cannot be assumed, however, that ELLs understand the concept behind and automatically know how to use particular graphic organizers. Therefore, teachers must model examples of their use and give students time to practice with each one.

Figure 3J provides specific ideas of how graphic organizers may be used with each language proficiency standard. As it does not delineate examples by grade level cluster, teachers' knowledge of their students and the curriculum is important in translating these suggestions into instructional assessment activities.

Figure 3J: Examples of Use of Graphic Organizers across the ELP Standards

ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 **Venn Diagrams** - Comparing and Contrasting Two Entities	• Two friends or family members • Two traditions	• Two characters • Two settings • Two genres	• Two operations • Two geometric figures • Two forms of proportion	• Two body systems or organs • Two animals or plants	• Two conflicts • Two forms of government • Two forms of transportation
 **T-Charts** - Sorting or Categorizing Objects or Concepts	• Colors • Classroom objects	• Facts/Opinions • Points of view • Pros/Cons	• Area/Perimeter • Fractions/ Decimals • Addition/ Subtraction	• Forms of matter • Forms of energy • Senses • Vertebrates/ Invertebrates	• Types of transportation • Types of habitats
 **Cycles** - Producing a Series of Connected Events or a Process	• Conflict/ Resolution • School or classroom routines	• Plot lines	• Steps in problem-solving	• Scientific inquiry • Life cycles • Water cycle	• Elections in a democracy • Passage of a law
 **Cause and Effect** - Illustrating a Relationship	• Classroom or school rules • Health and safety at home or in school	• Responses of characters to events	• Variables in algebraic equations • Geometric theorems	• Chemical reactions • Adaptation • Weather events	• Political movements • Economic trends
 **Semantic Webs** - Connecting Categories to Themes or Topics	• Personal interests • Idiomatic expressions • Multiple meanings of words and phrases	• Root words and affixes • Main idea/ Details	• Types and features of polygons • Types and characteristics of angles	• Foods and their nutritional ingredients • Types and characteristics of rocks	• Types of human and civil rights • Impact of economic policies

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Interactive Supports

All students benefit from opportunities to discuss and confirm prior knowledge with each other in pairs or groups or by using interactive multimedia such as the Internet. These interactive supports are especially useful for ELLs. Their participation in interactive activities and tasks can promote comprehension and expose them to a variety of communication styles. We also know that instructional strategies that incorporate interactive supports facilitate the exchange of cultural values, norms and behaviors and challenge students at every level of English language proficiency to meet expectations in situations that they find meaningful.

ELLs come to school with diverse languages and cultures. These resources should be recognized, preserved and strengthened even if they may not coincide with the language of instruction. Although not formally recognized within the frameworks, the Consortium acknowledges the students' historical backgrounds and prior educational experiences as springboards for their English language development. We deem it important to honor the cultural perspectives of our ELLs and their contributions to our multicultural society within curriculum, instruction and assessment.

Taking this into account, the student's native language (L1) has been included as a type of interactive support within the Formative Framework, especially at the first two stages of English language development. In doing so, we encourage students with a common language of origin to communicate with each other to clarify, recap or extend meaning of ideas and concepts presented in English. In this way, native language may serve to facilitate and enrich the students' process of acquiring an additional language. Figure 3K illustrates how native language support is incorporated into the strands of MPIs.

Figure 3K: Native Language Support

The following partial strand of MPIs suggests the use of native language (L1) support.

Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding
Identify environmental print related to hygiene or safety around school (e.g., boys/girls washroom, fire extinguisher) **in L1** or L2	Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) **in L1** or L2	Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school **in L1** or L2	Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books **in L1** or L2

Standards Reference

Framework: Formative
Standard: 1- Social and Instructional language
Grade level cluster: PreK-K

Language domain: Reading
Example Topic: Hygiene & safety

3.4 Example Topics and Genres

While supports assist ELLs in gaining the language and meaning of concepts embedded in the language proficiency standards, the acquisition of academic language rests on the integration of language and content.

Content within a school setting is largely associated with subject matter topics (and genres within the area of Language Arts); in addition, ELLs must acquire the social and instructional language already familiar to their English-proficient peers. Thus, example topics and genres offer a backdrop within the ELP standards for ELLs' English language development. Figure 3L further defines the example topics and genres.

Figure 3L: Example Topics and Genres...

ARE anchored in state and national academic content standards	**ARE NOT** academic content standards
ARE intended to illustrate how language lessons can be embedded in content lessons	**ARE NOT** meant to imply that language learning is automatic when content topics are taught
ARE flexible and dynamic elements, intended to be adapted or substituted (transformed) to meet curriculum objectives	**ARE NOT** fixed or comprehensive lists of topics and genres that must be mastered for academic success
ARE combined with language objectives and supports to create effective performance objectives for ELLs	**ARE NOT** accessible to ELLs without appropriate scaffolding and support
ARE used in test development as potential themes for assessment items	**ARE NOT** the only topics and genres that appear as themes on WIDA assessments

Adopted from TESOL (2006)

Example Topic and Genre Lists

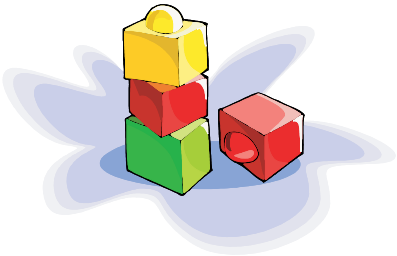
The example topics that follow are representative of state academic content standards and student standards of national organizations, including Teachers of English to Speakers of Other Languages, the National Council of Teachers of English, the International Reading Association, the National Council of Teachers of Mathematics, the National Research Council and the National Council for the Social Studies. The following lists are common topics for each grade level cluster and English language proficiency standard. While by no means exhaustive, these example genres and topics offer ideas for contextualizing the language development of ELLs.

WIDA CONSORTIUM

PreK-K Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

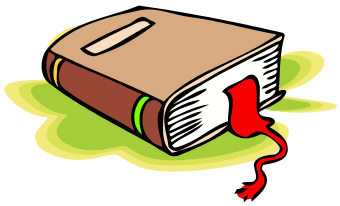
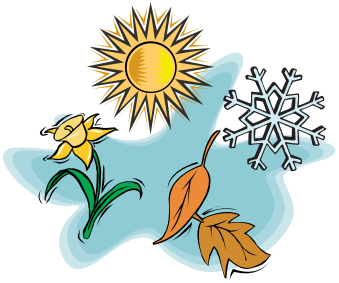
These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Classrooms • Colors • Feelings • Games • Hygiene & safety • Music & movement • Recreational objects & activities • Routines • School • Self & family • Social behavior • Spatial relations	**Example Genres & Topics** • Chants & songs • Concepts about print • Environmental print • Fairy tales • Forms of print • Make-believe • Nursery rhymes • Picture books • Rhyme • Same & different • Sounds & symbols (Phonemic awareness) • Story elements	**Example Topics** • Attributes • Equivalency • Geometric shapes • Measurement of time • Non-standard measurement tools • Number sense • Numbers & operations • Patterns • Quantity • Size • Spatial relations • Temperature • Weight	**Example Topics** • Air • Animals • Body parts • Change in self & environment • Colors • Forces in nature • Living & non-living things • Night/Day • Rocks • Safety practices • Scientific process • Seasons • Senses • Water • Weather	**Example Topics** • Change from past to present • Classroom/School • Clothing • Community workers • Families • Food • Friends • Historical stories & legends • Homes in a community/ Habitats • Location of objects & places • Neighborhood • Seasons • Shelter • Symbols & holidays • Transportation



Grades 1-2 Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Classroom & school rules • Everyday objects • Feelings & emotions • Following directions • Interests, opinions & preferences • Leisure activities • Likes, dislikes & needs • Personal correspondence • Personal information • School areas, personnel & activities • Sharing/Cooperation 	**Example Genres** • Fiction (literary text) • Folktales • Non-fiction (expository text) • Pattern books/ Predictable books • Poetry **Example Topics** • Compound words • Elements of story • Homophones • Phonemic awareness • Phonics • Rhyming words • Role play • Sequence of story • Spatial relations • Story elements • Story telling • Word families 	**Example Topics** • Basic operations (addition & subtraction) • Capacity • Estimation • Graphs • Interpretation of data • Money • Number sense • Patterns • Place value • Quantity • Shapes • Size • Standard & metric measurement tools • Symmetry • Time (digital & analog) • Two- and three-dimensional shapes • Weight • Whole numbers 	**Example Topics** • Animals • Astronomy • Body parts • Change • Chemical & physical attributes • Earth & sky • Force & motion • Gravity • Life cycles • Light • Living & non-living things • Magnetism • Natural resources • Organisms & environment • Plants • Renewable & non-renewable resources • Senses • Sound • Water cycle • Weather • Weathering & erosion	**Example Topics** • Artifacts of the past • Celebrations/Customs • Citizenship • Community workers • Cultural heritage • Families & responsibilities • Historical figures & leaders • Homes & habitats • Indigenous peoples & cultures • Jobs & careers • Land forms/Bodies of water • Money & banking • Neighborhoods & communities • Products in the marketplace • Representations of the earth (maps & globes) • Seasons • Time & chronology • Use of resources & land 

WIDA CONSORTIUM

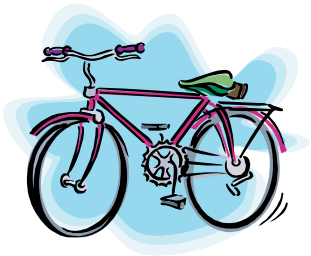
Grades 3-5 Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language

Example Topics

- Assignments
- Classroom supplies/ Resources
- Following directions
- Health & safety
- Information gathering
- Leisure activities
- Opinions
- Personal experiences
- Personal information
- Rules & procedures



Standard 2: The language of Language Arts

Example Genres

- Biographies & autobiographies
- Fables
- Fairy tales
- Fantasies
- Folklore
- Informational texts
- Legends
- Mysteries
- Myths
- Narratives
- Prose
- Science fiction
- Tall tales

Example Topics

- Affixes & root words
- Comprehension strategies
- Conventions & mechanics
- Editing & revising
- Explicit & inferential information
- Fact or opinion
- Fluency strategies
- Hyperbole
- Main ideas/Details
- Organization of texts
- Phonemes/Phonology
- Points of view
- Story elements & types of genres
- Story grammar
- Text structure & organization

Standard 3: The language of Mathematics

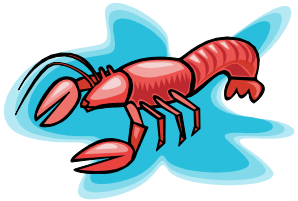
Example Topics

- Angles
- Area
- Attributes of two- and three-dimensional shapes
- Basic operations (multiplication & division)
- Cost/Money
- Data analysis
- Decimals
- Descriptive statistics
- Fractions
- Large whole numbers
- Metric system
- Patterns & relationships
- Percent
- Perimeter
- Place value
- Polygons
- Scale
- Sets
- Strategies for problem solving

Standard 4: The language of Science

Example Topics

- Body systems
- Cells & organisms
- Earth history/Materials
- Ecology & conservation
- Ecosystems
- Electricity
- Energy sources
- Foods & nutrition
- Forces of nature
- Fossils
- Geological forms
- Heat
- Living systems
- Magnetism
- Natural resources
- Nature
- Reproduction & heredity
- Scientific inquiry
- Simple machines
- Solar system
- States of matter
- Weather patterns



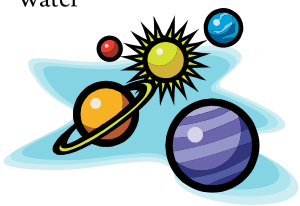
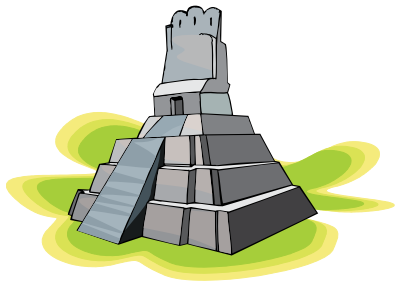
Standard 5: The language of Social Studies

Example Topics

- Ancient civilizations
- Branches of government
- Colonization
- Communities
- Cross-cultural experiences
- Explorers
- Goods & services
- Historical events, figures & leaders
- Immigration/Migration
- Legends & scales
- Maps & globes/Locations
- Needs of groups, societies & cultures
- Neighbors North & South
- Prehistoric animals
- Resources & products
- Times long ago
- Tools & artifacts
- Topography: rivers, coasts, mountains, deserts, plains
- Trade routes
- U.S. documents
- U.S. regions

Grades 6-8 Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

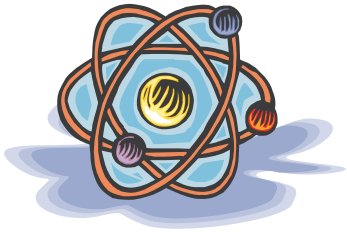
These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Assignments/Research • Character development • Instructions/ Assignments • Resources & supplies • School behavior • School life • Social interaction • Use of information • Use of multiple resources • Use of register 	**Example Genres** • Adventures • Ballads • Editorials • Historical documents • Human interest • Mythology • Poetry/Free verse • Science fiction • Technical texts **Example Topics** • Alliteration • Author's purpose • Biographies • Comprehension strategies • Dialogue • Editing • Figures of speech • Literacy devices • Metaphors & similes • Multimedia • Multiple meanings • Personification • Synonyms & antonyms • Test-taking strategies • Word origins	**Example Topics** • Algebraic equations • Area, volume & circumference • Complex two- & three-dimensional figures • Data interpretation & statistics • Data sets & plots • Decimals • Estimation • Factors • Fractions • Geometric relations • Integers • Line segments & angles • Measures of central tendency (mean, median, mode, range) • Metric & standard units of measurement • Parallel lines • Percent • Perimeter • Probability • Ratio & proportion • Square root	**Example Topics** • Atoms & molecules • Bacteria to plants • Body systems & organs • Chemical building blocks • Climate/Temperature change • Climate zones • Comets & meteorites • Cycles • Elements & compounds • Forms of energy • Light • Motion & force • Natural disasters • Populations, resources & environments • Processes • Reproduction • Scientific inventions or discoveries • Scientific tools or instruments • Solar system • Sound • Universe: Stars and planets • Water 	**Example Topics** • Agriculture • America's story • Ancient/Medieval civilizations • Bill of Rights • Civic rights & responsibilities • Civil wars • Colonization • Countries & continents • Cultural perspectives & frames of reference • Economic trends • Forms & organization of government • Freedom & democracy • Human resources • Longitude/Latitude/Time zones • Maps • Revolution • Slavery • U.S. Constitution 

WIDA CONSORTIUM

Grades 9-12 Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

Standard 1: Social and Instructional language	Standard 2: The language of Language Arts	Standard 3: The language of Mathematics	Standard 4: The language of Science	Standard 5: The language of Social Studies
Example Topics • Classroom routines • Personal & business communication • Personal preferences • Points of view • Recommendations/ Suggestions • School life • Social & cultural traditions & values • Study skills & strategies • Information gathering • Workplace readiness 	**Example Genres** • Allusion • Autobiographical & biographical narratives • Comedies • Critical commentary • Epics • Literary genres • Monologues/soliloquy • Multicultural/world literature • Tragedies **Example Topics** • Analogies • Author's perspective/Point of view • Bias • Character development • Convention & mechanics • Literal & figurative language • Multiple meanings • Note taking • Parody • Research • Satire • Symbolism • Word derivations (etymology)	**Example Topics** • Congruence • Coordinate planes, graphs & equations • Data displays & interpretation • Derived attributes • Formulas & equations • Mathematical relations & functions • Multi-dimensional shapes • Powers • Problem solving • Quadrilaterals • Roots • Scale & proportion • Speed & acceleration • Theoretic probability • Trigonometric functions (sine, cosine, tangent) 	**Example Topics** • Atoms & molecules/ Nuclear structures • Chemical & physical change • Conservation of energy & matter • Constellations • Ecology & adaptation • Elements & compounds • Food chains • Forces & motion • Genetics & heredity • Life cycles • Meteorology • Nuclear change • Scientific research & investigation • Simple organisms • Taxonomic systems 	**Example Topics** • Banking and money • Behaviors of individuals & groups • Conflict resolution • Cultural diversity & cohesion • Federal, civil & individual rights • Global economy • Historical figures & times • Human populations • Individual responsibilities • Interdependence among states & nations • International & multinational organizations • Production, consumption & distribution • Social issues & inequities • Supply & demand • Supreme Court cases • Survey research • The story of the U.S. • World histories/ Civilizations/Cultures

3.5 Examples (e.g.,)

Within some MPIs there are examples, marked by "(e.g.)," to help clarify or extend the meaning of one or more of the elements. As each cell in the standards' matrices has limited space, the full text is not often provided. The examples within the MPIs are used in five different ways. More than one type of example may appear in one strand.

Teacher Talk: In presenting a big idea to students, a teacher might say, "White is made up of all colors." This statement may serve as a stimulus for ELLs who could then meet the MPI's expectations by demonstrating or pointing to a picture of white light being refracted into a rainbow by a prism.

Level 1 Entering
Match oral statements about light or sound with illustrations **(e.g., "White is made up of all colors.")**

Standards Reference
Framework: Formative
Standard: 4- The language of Science
Grade level cluster: 6-8
Language domain: Listening
Example Topic: Light/Sound

Teacher Talk

In the listening strands, ideas of what teachers might say to ELLs in either instructional or assessment contexts in the Formative or Summative Framework are occasionally interjected within an MPI. Examples of teacher talk are bounded by quotation marks.

Student Speak

In the strands that address speaking and writing, we hear the student voice. The examples represent what students at the assigned language proficiency level are expected to produce or some language patterns they may use orally or in writing. Examples of student talk are bounded by quotation marks.

Student Speak: There are many possible explanations for places/locations on maps or globes. A proficient ELL might give the answer noted in this MPI.

Level 5 Bridging
Give explanations for places/locations on maps or globes **(e.g. "I know this city is the capital because there is a star.")**

Standards Reference
Framework: Formative
Standard: 5- The language of Social Studies
Grade level cluster: 3-5
Language domain: Speaking
Example Topic: Maps & globes/Locations

Text Talk: ELLs are able to identify a visually supported written message such as the ones shown in this MPI.

Level 3
Developing

Sort language associated with fact or opinion in fiction or non-fiction illustrated text **(e.g., "I think that...," "We believe that…," "It could be...")**

Standards Reference
Framework: Formative
Standard: 2- The language of Language Arts
Grade level cluster: 3-5
Language domain: Reading
Example Topic: Fact or opinion

Text Talk

Examples of text talk that ELLs are expected to process are associated with the reading domain. They, too, are marked by quotation marks because they are possible quotes from a text.

Specific Supports

Three main categories of supports are present within the strands of MPIs: sensory, graphic and interactive. Most sensory supports are visual, but they could also involve the use of other senses such as touch or smell.

Specific Supports: First and second graders may classify living organisms by using pictures, icons and text with graphic organizers. This MPI specifies a type of graphic organizer that would be especially useful for this kind of task.

Level 2
Beginning

Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers **(e.g., T charts)**

Standards Reference
Framework: Summative
Standard: 4- The language of Science
Grade level cluster: 1-2
Language domain: Reading
Example Topic: Living organisms

Subtopics: In the MPI below, the example gives a subtopic showing how the language of Percent or Decimals may be used to "follow written instructions."

Level 4 Expanding
Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals **(e.g., sales tax, interest rates or tips)** with a partner

Standards Reference
Framework: Formative
Standard: 3- The language of Mathematics
Grade level cluster: 6-8
Language domain: Reading
Example Topic: Percent/Decimals

Subtopics

The Example Genres and Topics, by being tied to academic content standards and representative of district and school curriculum, have broad applicability. The subset of topics are further ideas for teachers in designing lessons or units of instruction and assessing social or academic language. Subtopics, by often being specific to a language level, also help teachers differentiate instruction and assessment.

This section has described the various elements which make up model performance indicators and how they relate to one another. Section 4 elaborates the usability of the elements of the MPIs and shows their adaptability through transformations in designing units of study and in mapping curriculum.

SECTION 4: WORKING WITH THE STANDARDS

4.1 Transformations: Strategies for Designing Assessment, Curriculum and Instruction

As informative as model performance indicators (MPIs) are for practice, they do not completely capture the range of situations, supports and topics that classroom teachers experience. *Transformations* of the MPIs are intended to add flexibility to the use of the strands. Transformations entail changing one or more of the elements of an MPI (its language function, topic or support) to reflect local curricular or instructional targets (Gottlieb, Carnuccio, Ernst-Slavit, & Katz, 2006). Transformations are the mechanism that enables teachers to adapt the strands of MPIs to their specific teaching situation. Once teachers have gained familiarity with the format of the standards' matrices, they will find that using transformations will be a tremendously helpful tool in assessment, curriculum and lesson design. Ultimately, transformations are the vehicle to increasing the viability and usefulness of the English language proficiency (ELP) standards.

The role of transformations for each element of an MPI is unique. In the sections that follow, each element is treated independently, although, more than one transformation within a single MPI or strand of MPIs is possible. Examples illustrate how to transform or substitute the elements. Together, the transformations exemplify the potential power of the strands of MPIs as pathways for English language learners (ELLs) to attain the ELP standards.

Transformation of Language Functions

The transformation of language functions, shown in the following two diagrams, enables teachers to substitute productive language domains (speaking and writing) for receptive language domains (listening and reading) or vice versa. This transformation also encourages teachers to introduce new language patterns or reinforce those previously learned for a particular level of English language proficiency. Thus, ELLs are able to enhance their repertoire of language within a specific level of English language proficiency.

Figure 4A: Language Function Transformation from Listening to Speaking

Identify specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information and check with a partner

Describe specific geographic locations (e.g., time zones, latitude, longitude) on maps based on given information to a partner

Standards Reference
Framework: Formative
Standard: 5- The language of Social Studies
Grade level cluster: 6-8

Language proficiency level: 3- Developing
Example Topic: Maps

Figure 4B: Language Function Transformation from Writing to Reading

Make lists of real-world examples of three-dimensional shapes from labeled models

Match descriptive phrases of real-world examples with labeled models of three-dimensional shapes

Standards Reference
Framework: Summative
Standard: 3- The language of Mathematics
Grade level cluster: 3-5

Language proficiency level: 2- Beginning
Example Topic: Three-dimensional shapes

Transformation of Supports

Transformations of supports (sensory, graphic or interactive) allow teachers to easily move from the Summative to Formative Framework or the reverse. Whereas in summative contexts, students tend to rely on pictures or illustrations for support, in formative situations, students can actively engage in activities and tasks using real-life objects or manipulatives. Different types of support may also be exchanged or added to the MPIs, such as having students work in pairs to complete a graphic organizer (thus having both interactive and graphic supports present). The following two transformations show how supports within MPIs may be modified or added to enhance ELLs' access to meaning.

Figure 4C: Support Transformation from Summative to Formative Frameworks

Find **labeled pictures** of food by initial sounds or consonants (e.g., "pineapple," "peas")

Find **real-life examples** of foods by initial sounds or consonants (e.g., "pineapple," "peas")

Standards Reference
Standard: 5- The language of Social Studies
Grade level cluster: PreK-K
Language Domain: Reading

Language proficiency level: 3- Developing
Example Topic: Food

Figure 4D: Support Transformation

Outline steps of scientific inquiry involving elements or compounds with a partner

Outline steps of scientific inquiry involving elements or compounds **based on graphic support or pictures** with a partner

Addition of Graphic Support

Standards Reference
Framework: Formative
Standard: 4- The language of Science
Language Domain: Speaking

Language proficiency level: 3- Developing
Grade level cluster: 6-8
Example Topic: Elements & compounds

Transformation of Topics

Transformations of topics can occur within a standard or from one standard to another. Substituting one topic for another allows teachers to develop units or lessons around a specific theme. Oftentimes, the topics can be selected directly from the example lists or from district curriculum. By exchanging the example topics with others, English as a second language or bilingual teachers can more readily synchronize instruction with general education or content teachers. Two ways of transforming topics are illustrated below.

Figure 4E: Topic Transformation within an ELP Standard

Analyze and identify reasons for **genetic alterations** based on visually supported text (e.g., mutation) with a partner

Analyze and identify reasons for **physical change** based on visually supported text with a partner

Standards Reference
Framework: Formative
Standard: 4- The language of Science
Grade level cluster: 9-12

Language Domain: Reading
Language proficiency level: 4- Expanding

Figure 4F: Topic Transformation across ELP Standards

Name **everyday objects** depicted visually in real-life contexts (e.g. "paper" in a classroom scene)

Name **elements of stories** depicted visually in real-life contexts (e.g. “character” in a setting)

Name **place value** depicted visually in real-life contexts (e.g., “tens” in a large whole number)

Name **animals** depicted visually in real-life contexts (e.g., “monkey” in a forest scene)

Standards Reference

Framework: Summative

Standards: 1- Social and Instructional language
2- The language of Language Arts
3- The language of Mathematics
4- The language of Science

Grade level cluster: 1-2

Language Domain: Speaking

Language proficiency level: 1- Entering

Once educators become familiar with the art of transformation, they can develop whole strands of MPIs pertaining to the topics they teach. In the next section, we offer a checklist to help ensure the quality of original strands of MPIs.

4.2 Reviewing Original Strands of MPIs

Figure 4G: WIDA Checklist for Reviewing Strands of MPIs

The following checklist has been devised to assist in selecting content topics and developing new strands of MPIs. It may be useful for teachers or teacher committees at grade, school or district levels who wish to transform strands of MPIs as a step in their differentiation of language for curriculum, instruction and assessment.

Framework: _____ Grade Level Cluster: _____

Standard: _____ Language Domain: _____

Example Topics		
1. Are aligned with or representative of those from state academic content standards?	YES	NO
2. Represent curricular and instructional emphases?	YES	NO
Strands of Model Performance Indicators (MPIs)		
1. Contain sensory, graphic or interactive supports through English language proficiency level 4, Expanding?	YES	NO
2. Are amenable to curricular 'big ideas'?	YES	NO
3. Scaffold at equal intervals across the levels of English language proficiency?	YES	NO
4. Are uniform in regard to their level of specificity?	YES	NO
5. Are representations of the language demands contained in academic content standards?	YES	NO

4.3 Collaboration among Educators Serving English Language Learners (ELLs)

The ELP standards are starting and ending points in the cycle of assessment, curriculum and instruction of ELLs. We suggest that all teachers and administrators who work with ELLs have opportunities to participate together as teams in sustained professional development activities. Educators with a mutual understanding of the expectations of ELLs are best able to serve the students' individual and collective needs.

It is important for ELLs to have a consistent, continuous and challenging curriculum that addresses academic content and language development in English and, to the extent feasible, in their native or home language. Collaboration among teachers leads to maximum coordination of services for the students. Many teachers touch the lives of ELLs, including English as a second language, bilingual, dual language, content, resource, special education (if applicable) and general education teachers. Administrators should encourage, support and lead collaborative efforts on behalf of ELLs.

Ideas for Collaboration in Planning Instructional Assessment

To improve instructional cohesion and continuity of services for ELLs during the school year, teachers working with second language learners may choose to collaborate throughout the instructional assessment cycle. Likewise, administrators at the school and district levels may wish to coordinate activities and services for ELLs from year to year to ensure strong and consistent educational programming. Below are some ideas for teachers and administrators for working together in the planning, implementation and evaluation of instructional assessment for ELLs.

- Map the school, district or state curriculum, including the curriculum for English language education, onto the ELP standards
- Cross-reference, integrate or link ELP standards with state academic content standards
- Transform or create strands of MPIs to match or augment curriculum
- Co-develop thematic units of instruction and model lessons
- Select strands of MPIs to target instruction
- Formulate language objectives from the English language proficiency standards and content objectives from state academic content standards
- Plan common formative assessments at grade levels or grade level clusters
- Design or select common rubrics for performance assessment
- Differentiate language instruction according to the levels of English language proficiency
- Plan family involvement and community outreach about English language services

Ideas for Collaboration in Implementing Instruction and Assessment of ELLs

- Co-teach activities, tasks and projects
- Collect exemplars of student work and interpret the samples with common rubrics
- Develop a common grading scheme based on students' English language proficiency and academic performance

Ideas for Collaboration in Evaluating Student Results

- Create standards-based reporting forms or report cards
- Interpret results from ACCESS for ELLs® and state assessments of academic achievement to improve services
- Share results from ELP assessments and assessments of academic achievement with parents and other stakeholders
- Participate in school and district committee activities
- Use a common set of criteria for grading ELLs
- Use information to develop and coordinate the language education program for ELLs

SECTION 5: STANDARDS-BASED RESOURCES

The English language proficiency (ELP) standards do not operate in isolation but are part of a comprehensive educational system designed for English language learners (ELLs). This section provides resources to use in conjunction with the WIDA ELP Standards.

5.1 The Relationship among Performance Definitions, CAN DO Descriptors and the Levels of English Language Proficiency

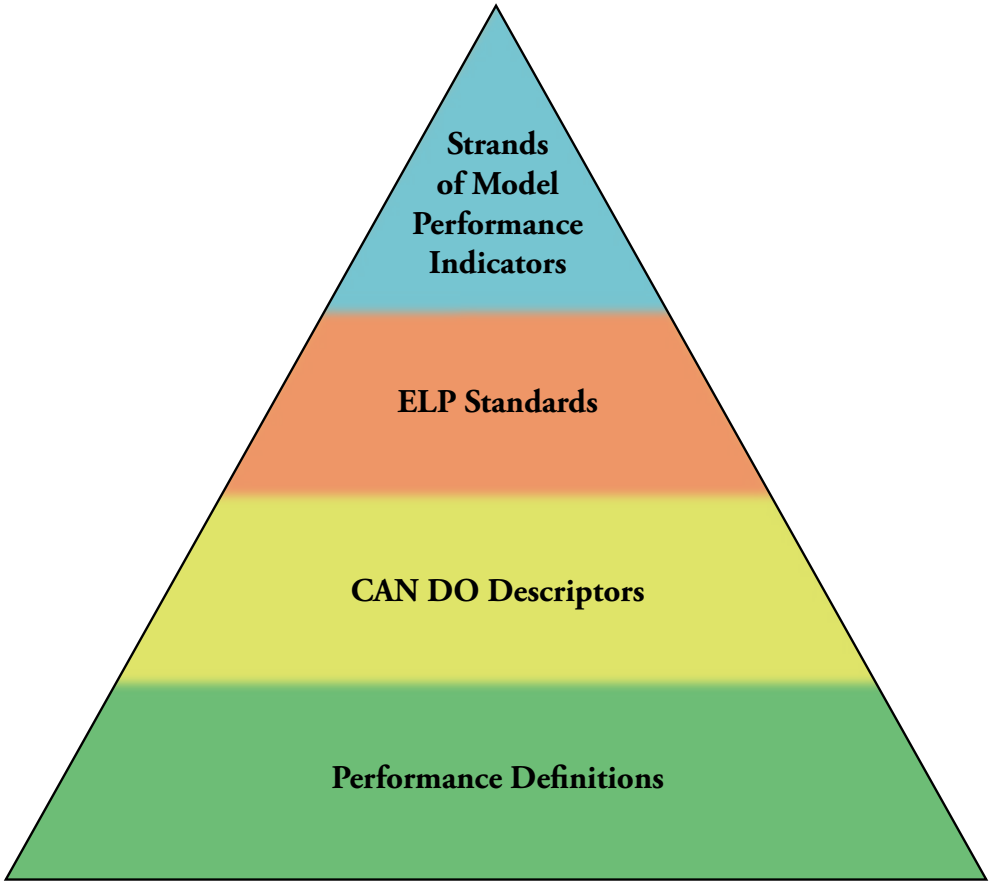
Performance Definitions, CAN DO Descriptors and the strands of model performance indicators (MPIs), each delineated by the ELP levels, are three ways of framing the ELP standards. Each of these resources build upon one another. As shown in Figure 5A, the Performance Definitions (Figure 5B) are the most global (representing the base of the pyramid) with criteria that reflect the general characteristics of ELLs from Kindergarten through grade 12 for each proficiency level.

The CAN DO Descriptors (Figure 5M) build upon the Performance Definitions by describing what students can do at each proficiency level by domain but do not distinguish among students in different grade levels. While not part of the standards' matrices, these two resources are essential foundations to understanding and using the five proficiency levels exemplified in the MPIs.

The MPIs are the building blocks of the standards' matrices. Like the Performance Definitions, their strands are assembled according to the progressive levels of English language proficiency. Along with the CAN DO Descriptors, they are divided into the four domains, but they are also structured around example topics and genres by grade level cluster. Thus, they are the most detailed representations of the ELP standards.

Figure 5A shows the relationship between the Performance Definitions, the CAN DO Descriptors, the ELP standards and the strands of MPIs. The resources in the lowest levels of the pyramid contain the broadest definitions of the levels of English language proficiency, narrowing to their most specific representation at the top.

Figure 5A: The Relationship among WIDA's Strands of Model Performance Indicators, ELP Standards, CAN DO Descriptors and Performance Definitions



5.2 Performance Definitions for the Levels of English Language Proficiency

The Performance Definitions, presented in Figure 5B and at the start of the standards' matrices, frame the ELP standards. They provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions also correspond to the categories or components of the Speaking and Writing Rubrics (see Section 5.3); namely,

- **Linguistic Complexity**- the amount and quality of speech or writing for a given situation
- **Vocabulary Usage**- the specificity of words or phrases for a given context
- **Language Control**- the comprehensibility of the communication based on the amount and types of errors

Figure 5B: Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Linguistic Complexity

Linguistic complexity refers to the amount of discourse (oral or written), the types and variety of grammatical structures, the organization and cohesion of ideas and, at the higher levels of language proficiency, the use of text structures in specific genres. For example, expository essays often include the use of language to foreshadow, argue and summarize (Schleppegrell, 2004). As ELLs gain proficiency in English, their processing abilities and use of complex structures increase accordingly.

Vocabulary Usage

The role of vocabulary, in particular, the use of academic language associated with content-based instruction, has been documented as critical in the literacy development of second language learners. In fact, "mastery of academic language is arguably the single most important determinant of academic success; to be successful academically, students need to develop the specialized language of academic discourse that is distinct from conversational language" (Francis, Rivera, Lesaux, & Rivera, 2006, p.7). In the Performance Definitions, as students progress from the Entering to Reaching levels of proficiency, we witness change in vocabulary use from general language to specific language to specialized or technical language that is required in processing or responding to a task.

Figure 5C gives example sets of general, specific and technical terms associated with ELP standards 2-5 for a given grade level cluster. These examples illustrate ELLs' second language acquisition; they are not to be confused with the three tiers of general vocabulary development described by McKeown, Beck, & Kucan (2002) as high frequency words, rich words and low-frequency words. There are many high-frequency words in English, for example, that have multiple meanings used in a variety of contexts which make them difficult for ELLs.

Figure 5C: Examples of General, Specific and Technical Language across the Grade Level Clusters and ELP Standards

Standard	Sample Grade Level Cluster	General Language	Specific Language	Technical Language
The **language** of Mathematics	1-2	in all	total	sum
The **language** of Language Arts	3-5	person	character	protagonist
The **language** of Science	6-8	knee	kneecap	patella
The **language** of Social Studies	9-12	people	population	demographics

Language Control

Language control reflects the extent to which a communication is comprehensible. Comprehensibility is measured by the number and types of errors committed in oral or written discourse that affect the meaning or intent of the message. These errors involve lapses in fluency, grammatical usage, phonology (the sounds used by a particular language), and semantic choice (the selection of words to convey meaning).

In the examples that follow, we analyze writing samples of students who took the ACCESS for ELLs® Writing Test—referred to here as Emile, Maxine, Tazak and Felipe. Their writing is scrutinized according to each criterion of the Performance Definitions: linguistic complexity, vocabulary usage and language control. In Figures 5E and F, note the drastic advances in all three criteria from level 2 to level 6 in sample student writing from the 3-5 grade level cluster.

Figure 5D: Grade Level Cluster 3-5 Example Writing Prompt

Tiers B and C of the ACCESS for ELLs® Writing assessment include an integrated task which covers Standards 2 and 5, the language of Language Arts and the language of Social Studies. Students are faced with a short story such as the one shown below to provoke their ideas.

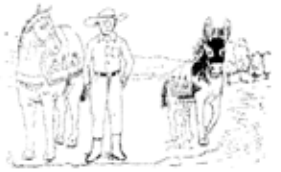
Part D: Donkey and Horse

Read the story.

As you read, think about how the donkey and the horse remind you of yourself.

A young donkey and an old horse worked for a farmer. One day, the donkey and the horse were carrying heavy bags of sugar across a river. Suddenly the donkey slipped and fell into the water.

The donkey fell into the water.



When he stood up, his bag was light.

When he stood up, his bag was light. All the sugar had melted into the water. The donkey said, "This is very good. Now I don't have to work so hard. You should do what I did so your bag will become light, too." But the horse said, "No. This is not good. You have less work, but the farmer has lost his sugar. We all need to do our jobs right."

The next week, the donkey and the horse were carrying heavy bags of clothes across the river. This time, the donkey fell into the river on purpose, but the horse just walked across. When the donkey stood up, his bag was very heavy. Instead of melting away, the clothes soaked up water. The donkey had to work harder than before.

The donkey fell into the river on purpose.

The donkey's bag was very heavy.

The horse said, "See. It is not good to do the wrong thing to get out of your work. Now you have to work even harder. We all need to do our jobs right."

Now it's your turn to write!

Prepare to write a composition about how you are like the donkey or the horse.

Think about the donkey and the horse, then think about yourself. Are you more like the donkey or the horse?

Here, students were given guidance in preparing their thoughts and structuring their writing into multiple paragraphs.

Figure 5E: Emile's Writing Sample from Grades 3-5: Language Proficiency Level Score of 2

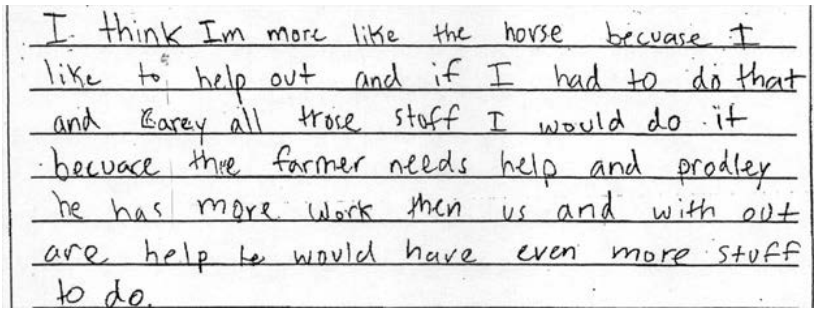
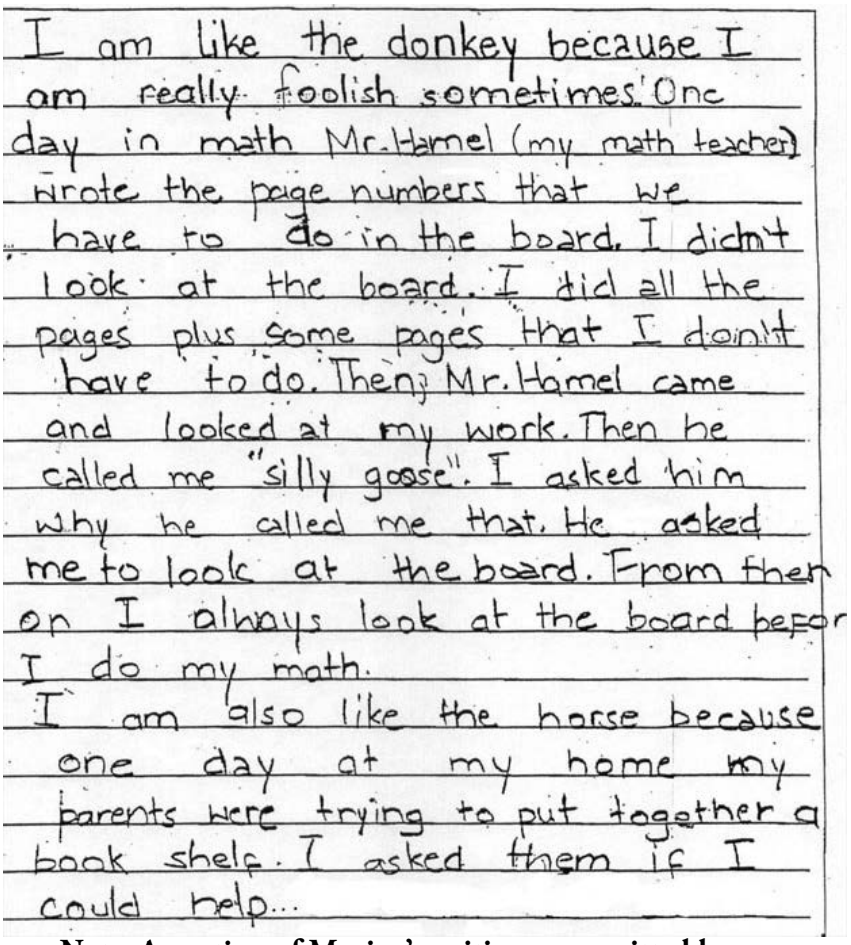

I think Im more like the horse becuase I like to help out and if I had to do that and Carey all those stuff I would do it becuace the farmer needs help and prodley he has more work then us and with out are help he would have even more stuff to do.

Figure 5F: Maxine's Writing Sample from Grades 3-5: Language Proficiency Level Score of 6


I am like the donkey because I am really foolish sometimes. One day in math Mr. Hamel (my math teacher) wrote the page numbers that we have to do in the board. I didn't look at the board. I did all the pages plus some pages that I doin't have to do. Then, Mr. Hamel came and looked at my work. Then he called me "silly goose". I asked him why he called me that. He asked me to look at the board. From then on I always look at the board befor I do my math.
I am also like the horse because one day at my home my parents were trying to put together a book shelf. I asked them if I could help...

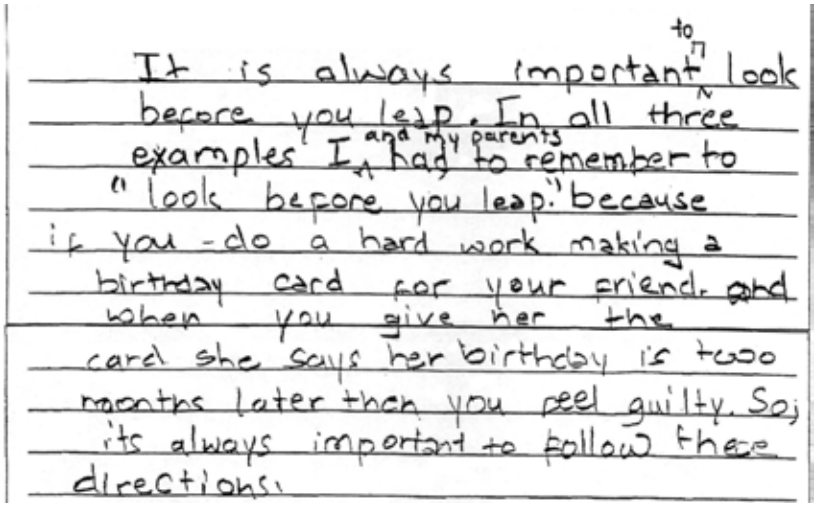
Note: A portion of Maxine's writing was omitted here.

Linguistic Complexity

Emile's sample is too brief to exhibit cohesive organization or a range of sentence structures, but Maxine's accomplishes both. Her use of dialogue makes her sample worthy of its high score. Also, note that Figure 5F contains only a portion of Maxine's response. The entire essay is organized around three anecdotes from her life which relate to the prompt. The use of transitions is appropriate for her age and the conclusion clearly summarizes her point of view.

Vocabulary Usage

Emile uses only general vocabulary, most of which is provided in the prompt. However, Maxine is able to produce specific language such as "guilty," and even uses idiomatic expressions such as "silly goose" and "look before you leap."



It is always important to look
before you leap. In all three
examples I and my parents had to remember to
"look before you leap." because
if you do a hard work making a
birthday card for your friend. and
when you give her the
card she says her birthday is tooo
months later then you feel guilty. So;
its always important to follow these
directions.

Language Control

Comprehension of Emile's sample is impeded by a complete lack of punctuation and capitalization. Other mistakes include incorrect pronoun usage as in "those stuff" and "are" instead of "our." Maxine also makes occasional minor grammatical errors, such as "do a hard work," but nothing beyond what is typical of her English proficient peers.

Next, compare the student writing samples in Figures 5H and J for students in the 6-8 grade level cluster whom we name Tazak and Felipe. Note the progression in linguistic complexity, vocabulary usage and language control from a level 2 to a level 5 sample for middle school ELLs.

Figure 5G: Grade Level Cluster 6-8 Example Writing Prompt

Part D: Mural Ideas

Read these ideas for a mural that will be painted in your school.

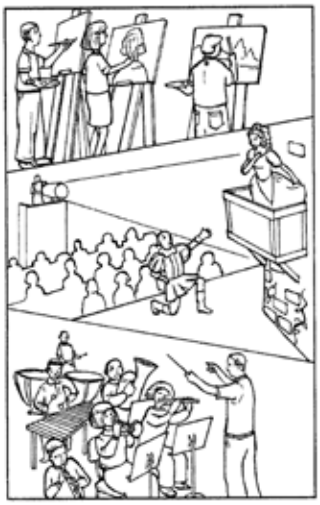
A local artist who graduated from your school wants to paint a mural in the main hallway. The principal has asked students for ideas of what the mural should look like. These are the two most popular ideas.

Idea #1: Some students want the mural to show the school's athletic accomplishments.

Facts:

1. **2003** — boys' basketball team wins state championship
2. **2004** — girls' soccer team undefeated
3. **2005** —parents donate $5,000 to sports program
4. **2006** — 48% of students participate in sports

Idea #2: Some students want the mural to show accomplishments in the arts and theater.



Facts:

1. **2003** — art department added sculpture classes and painting studio
2. **2004** — new auditorium dedicated
3. **2005** — school orchestra on television
4. **2006** — spring play wins award

Now it's your turn to write!

Write about what you think should be in the school's new mural.

You can write about one of the two most popular ideas or about your own new idea. Give three good reasons to explain why your idea for the mural is the best.

At this point, students are given further direction on preparing their ideas for writing by creating an organizational plan such as an outline or a web.

Figure 5H: Tazak's Writing Sample from Grades 6-8: Language Proficiency Level Score of 2

my school these is what
I think.

Some students want the mural to show the
schools studies Accomplishments.
Some students want the mural to show Accomplishments
in the classes.

I use these Idea because is of the only ones
in my school. Also, Because I like to study
and to work very hard in the school.

these Idea I liked it because in my
school that is almost true. And
Also, is the only thing I do with
my group also play soccer that
is already in their thats why
I don't put my sports.

finally, I chose this topic because
is helpful in your life as the
other two. my Idea is taked from
what Im doing now A exam
where do I solve it from

Linguistic Complexity

Tazak's sample relies almost completely on the simple phrases "I like," "I use" and "I do." However, a transition is used to start the fourth paragraph with "finally,…", which shows some variety of sentence structure. However, many of the thoughts are random and disjointed. Felipe, on the other hand, produces a greater quantity of language with a much more cohesive progression of ideas throughout the essay.

Vocabulary Usage

Both writers copied the word "accomplishments" from the prompt, but only the level 5 student, Felipe, is able to consistently produce vocabulary at that level of specificity. Other examples of specific vocabulary used to meet expectations at level 5 are "represent," "unity," "divide," and "pride."

Figure 5J: Felipe's Writing Sample from Grades 6-8: Language Proficiency Level Score of 5

A mural should represent the unity of a school, the respect that students feel for their school and also the accomplishments that should make you proud of being part of your school. The new school mural should include both, artistic accomplishments and athletic accomplishments.

One of my reasons to believe that the mural should include both artistic and athletic accomplishments is that a mural should show the spirit of unity of the school. A good way to show it is to show the support that the students give each other in order to be good in many aspects.

Another good reason that supports my idea is that making a mural that only shows athletic accomplishments would make unhappy all the people that prefer artistic aspects. This would divide the school instead of bringing unity.

I also believe that the mural should include somehow something that represents the pride and honor that students feel about their school. I am sure that everyone would be happy with this because a school is not made only with accomplishments on some specific aspects but on the small accomplishments that every student makes daily in order to benefit the school, its classmates and itself.

A mural like the one I'm describing would completely represent the good things about your school and everytime you see it, it should make you proud.

Language Control

Tazak's misuse of tense as in, "my idea is taked," and phonemic slips such as "these" for "this" could impede comprehension, particularly if spoken. It is also difficult to derive the intended meaning from phrases like "because is of the only ones in my school" and "where do I solve it from my school." Felipe's sample exhibits greater command of syntax and tenses with far fewer mechanical errors in general. Felipe has not altogether mastered language control, as evidenced in his atypical use of the word "aspects" and possible L1 interference causing him to stray from the correct order of verbs, nouns and adjectives in the phrase "make unhappy all the people." Nonetheless, his sentences are much more fluid than Tazak's.

The three criteria or components that comprise the Performance Definitions (linguistic complexity, vocabulary usage and language control) are developmental in nature; that is, as students become more proficient in English, there is a natural and predictive progression across the levels of language proficiency. Instruction and assessment should be targeted and differentiated according to the placement of students on the language proficiency scale.

5.3 Speaking and Writing Rubrics for Classroom Assessment

The analyses of student writing samples in the previous section are an example of how student performance can be evaluated using several criteria organized along a proficiency continuum known as a rubric. Rubrics are scoring guides in which a uniform set of criteria are used to interpret student work or samples. The Speaking and Writing Rubrics were originally created to score the productive tasks in ACCESS for ELLs® and also for its screener, the WIDA-ACCESS Placement Test (W-APT)™. The test administrator scores the adaptive Speaking section of ACCESS for ELLs® as well as the W-APT™; in addition, the test administrator is responsible for scoring the Writing section of the W-APT™. These scoring rubrics are equally useful for classroom use.

These rubrics, shown in Figures 5K and L, reflect and elaborate the Performance Definitions for the levels of English language proficiency. The three criteria represented, linguistic complexity, vocabulary usage and language control, are described in the previous section dealing with Performance Definitions (5.2).

The Speaking and Writing Rubrics in this guide are intended to be used by teachers on a formative basis to interpret ELLs' production in English on classroom or program level tasks. The Speaking Rubric does not include level 6 but note that it is reserved for students whose oral English is comparable to that of their English-proficient peers.

These rubrics may be used in conjunction with the Performance Definitions and also the speaking and writing domains of the CAN DO Descriptors. Teachers are welcome to incorporate these rubrics into their classroom assessment throughout the school year. We also encourage teachers to gather and discuss student samples of speaking and writing for the varying grade levels or grade level clusters to share with one another. These anchor papers may then serve to help teachers become more consistent raters for writing samples on both a formative and summative basis.

Figure 5K: Summary Chart of Speaking Performance Expectations

Speaking Rubric of the WIDA™ Consortium*			
Task Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Adapted from *ACCESS for ELLs® Training Toolkit* and *Test Administration Manuals, Series 103 (2007-08)*

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Figure 5L: Summary Chart of Writing Performance Expectations

Writing Rubric of the WIDA™ Consortium Grades 1-12			
Level	**Linguistic Complexity**	**Vocabulary Usage**	**Language Control**
6 Reaching*	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
2 Beginning	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

Adapted from *ACCESS for ELLs® Training Toolkit* and *Test Administration Manuals, Series 103 (2007-08)*

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

5.4 The CAN DO Descriptors for WIDA's Levels of English Language Proficiency

For teachers unfamiliar with the ELP standards, the CAN DO Descriptors provide a starting point for working with ELLs and a collaborative tool for planning. As teachers become comfortable with the Descriptors, the standards' matrices can be introduced. The CAN DO Descriptors are also general enough to be appropriate to share with students' family members to help them understand the continuum of English language development.

The CAN DO Descriptors expand the Performance Definitions for the ELP standards by giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing. More targeted than the Performance Definitions, the Descriptors have greater instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. The Descriptors may also apply to ACCESS for ELLs® scores and may assist teachers and administrators in interpreting the meaning of the score reports. In addition, the Descriptors may help explain the Speaking and Writing Rubrics associated with the ELP test. A distinguishing feature of these Descriptors, although not explicitly mentioned, is the presence of sensory, graphic or interactive support, through ELP level 4, to facilitate ELLs' access to content in order to succeed in school.

The CAN DO Descriptors offer teachers and administrators working with ELLs a range of expectations for student performance within a designated ELP level of the WIDA ELP Standards. The Descriptors are not instructional or assessment strategies, per se. They are exemplars of what ELLs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of MPIs, the Descriptors do not scaffold from one ELP level to the next. Rather, each ELP level is to be viewed independently.

The CAN DO Descriptors included in this Resource Guide are written for the entire preK-12 spectrum. Given that they are generalized across grade spans, it is important to acknowledge the variability of students' cognitive development due to age, grade level spans, diagnosed learning disabilities (if applicable) and their diversity of educational experiences. Due to maturation, expectations of young ELLs differ substantially from those of older students. These differences must be taken into account when using the Descriptors. In 2009, WIDA released new grade level cluster-specific CAN DO Descriptors at www.wida.us.

Presented as an oral language and literacy matrix, similar to the format of the ELP standards, the Descriptors should facilitate educators' examination of the language domains for the five levels of English language proficiency. ELP level 6, Reaching, is reserved for those students whose oral and written English is comparable to their English-proficient peers. Figure 5M presents the CAN DO Descriptors of English oral language and literacy development across the levels of English language proficiency.

In Figure 5N, the CAN DO Descriptors for English language proficiency have been translated into Spanish. This version may be shared with parents literate in Spanish, perhaps at parent-teacher conferences, or to set goals for an individual student's English language development.

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	**Level 6 Reaching**
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable) are to be considered in using this information.

Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12

En cada nivel de capacidad en el lenguaje inglés, **con apoyo**, un estudiante de inglés puede hacer lo siguiente:

	Nivel 1 Entrando	Nivel 2 Empezando	Nivel 3 Desarrollando	Nivel 4 Extendiendo	Nivel 5 Conectando	
ESCUCHAR	• Señalar dibujos, palabras o frases indicados • Seguir instrucciones orales de un paso • Emparejar declaraciones orales con objetos, figuras o ilustraciones	• Clasificar dibujos u objetos siguiendo las instrucciones verbales • Seguir instrucciones verbales de dos pasos • Emparejar declaraciones verbales con objetos, figuras o ilustraciones	• Localizar, seleccionar y ordenar información que proviene de descripciones orales • Seguir instrucciones verbales de paso múltiples • Clasificar o secuenciar información oral usando dibujos u objetos	• Comparar y contrastar funciones y relaciones de acuerdo a información oral • Analizar y aplicar información oral • Identificar causa y efecto en discurso oral	• Sacar una conclusión de información oral • Construir modelos basados en discurso oral • Hacer conexiones en información oral	**Nivel 6 Alcanzando**
HABLAR	• Nombrar objetos, personas y dibujos • Contestar preguntas (quién, qué, cuándo, dónde, cuál)	• Preguntar • Describir dibujos, eventos, objetos y personas • Reformular y decir hechos	• Formular hipótesis y hacer predicciones • Describir procesos • Recontar cuentos o eventos	• Discutir cuentos, cuestiones, y conceptos • Hacer presentaciones orales • Ofrecer soluciones creativas a cuestiones o problemas	• Participar en debates • Explicar fenómenos, dar ejemplos y justificar respuestas • Expresar y defender puntos de vista	
LEER	• Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente • Identificar conceptos de la organización de letras y elementos de textos	• Localizar y clasificar información • Identificar hechos y mensajes directos • Seleccionar patrones de lenguaje asociados con hechos	• Secuenciar dibujos, eventos y procesos • Identificar ideas principales • Usar pistas del contexto para determinar el significado de palabras	• Interpretar información o datos • Encontrar detalles que apoyan las ideas principales • Identificar figuras retóricas y relaciones entre palabras	• Realizar investigaciones para reunir información de fuentes múltiples • Sacar una conclusión de texto explícito e implícito	
ESCRIBIR	• Etiquetar objetos, dibujos, diagramas • Dibujar respuestas a instrucciones • Producir íconos, símbolos, palabras y frases para comunicar un mensaje	• Hacer listas • Producir dibujos, frases, oraciones cortas y apuntes • Dar información pedida por instrucciones orales o escritas	• Producir textos básicos de estilo narrativo o informativo • Comparar y contrastar información • Describir eventos, personas, procesos	• Resumir información de representaciones gráficas o apuntes • Corregir y revisar escritura • Crear ideas originales o respuestas detalladas	• Aplicar información a contextos nuevos • Reaccionar a múltiples géneros y discursos • Redactar varias formas/géneros de composiciones	

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El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen). Esto se debe considerar al usar ésta información.