Welcome to the Webinar!

Language Development Standards and Assessments for English Language Learners

We will be starting soon.
Language Development Standards and Assessments for English Language Learners

April 10, 2012
The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.
Margo Gottlieb, Ph.D.
Lead Developer
World-Class Instructional Design and Assessment (WIDA)
Language Development Standards and Assessments for English Language Learners

Margo Gottlieb, Ph.D.
Lead Developer

Presentation hosted by the National Charter School Resource Center
April 10, 2012
Language development standards facilitate English language learners’ access to grade-level content through *language*. In turn, the measurement of English language proficiency, grounded in these standards, enables teachers to understand the role of academic language in achievement and to plan for student learning.
'It is likely that all teachers at some point in their careers will encounter students who do not yet have sufficient proficiency in English to fully access academic content in traditional classrooms.'

(Ballantyne, Sanderman, & Levy, 2008)
Who are English Language Learners?
English Language Learners (ELLs)

All Students

Linguistically & Culturally Diverse Students

ELLs
Demographics on K-12 English Language Learners in the U.S.

- In 2007, 11 million school-age children spoke a language other than English at home (21% of the general education student population).

- In the decade ending in 2009, the ELL student population increased by 51% (NCELA).
More Facts!

- There are over five million ELLs in the United States.

- This number has risen by 57% over the past ten years while the general student population has grown a bit over 7%.
  (NCELA, 2007)
What is WIDA?

The World-Class Instructional Design and Assessment (WIDA) consortium is a cooperative of states dedicated to supporting the academic language development and academic achievement for English language learners through high quality standards, assessments, research, and professional development.
WIDA Consortium States

- Alabama
- Alaska
- Delaware
- District of Columbia
- Georgia
- Hawaii
- Illinois
- Kentucky
- Maine
- Maryland
- Minnesota
- Mississippi
- Missouri
- Montana
- New Hampshire
- New Jersey
- New Mexico
- North Carolina
- North Dakota
- Oklahoma
- Pennsylvania
- Rhode Island
- South Dakota
- Vermont
- Virginia
- Wisconsin

Standards Adopted: Colorado, Utah, & Nevada

27 WIDA States represent approximately 940,000 English Language Learners (ELLs)
Our Research-based CAN DO Philosophy Permeates All That We Do

- Principles of Language Development Within a School Setting
- CAN DO Descriptors
- Action Steps to Academic Language Success
Our Standards-referenced System

Professional Development

Research

Language Proficiency Measures

Language Development Standards

English Language Learners
Within the System, We Center Our Attention on Academic Language

Curriculum, Instruction, and Assessment

- English Language Development Standards
- Academic Language
- Academic Content Standards, Including the Common Core
Academic Language is the Centerpiece of Student Standards

- English Language Development Standards
- Academic Content Standards
- Common Core State Standards

Academic language
Language Development Standards Provide….

- Clear language expectations for English language learners, their teachers, and other stakeholders
- Instructional supports for students to access and achieve language and content targets
- Scaffolds for students to move from one language proficiency level to the next and for teachers to differentiate instruction and assessment
- A pathway to success in school!
Language Development Standards
Provide

- Opportunities for English language learners to interact with academic language in meaningful contexts at 3 levels:

  1. **Discourse**- genres/ text types
  2. **Sentence**- grammatical structures
  3. **Word/ expression**- vocabulary
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<thead>
<tr>
<th>ELDS 1</th>
<th>English language learners communicate for Social and Instructional purposes within the school setting</th>
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<td><strong>THE LANGUAGE OF SOCIAL STUDIES</strong></td>
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ELLs communicate for **SOCIAL** and **INSTRUCTIONAL** purposes within the school setting.
Social and Instructional Language

- Discourse level: Announcements over an intercom; directions for assignments

- Sentence level: It’s time to line up! *Pass out* the paper. Please put your chairs under the table.

- Word/ expression level: Fire drill; lunch line; social network
ELD Standard 2:

ELLs communicate information, ideas and concepts necessary for academic success in the content area of LANGUAGE ARTS.
The Language of Language Arts

- Discourse level: Fairy tales; poetry; essays
- Sentence level: ‘Once upon a time…’; ‘break a leg’
- Word/ expression level: Table of Contents; Beginning, middle, end
ELD Standard 3:

*ELLs communicate information, ideas and concepts necessary for academic success in the content area of MATHEMATICS.*
The Language of Mathematics

- Discourse level: Story problems; theorems
- Sentence level: ‘How many are left?’; ‘What is the mean?’
- Word/ expression level: least common denominator; goes into; times table
ELD Standard 4:

ELLs communicate information, ideas and concepts for academic success in the content area of **SCIENCE**.
The Language of Science

- Discourse level: Lab reports; research articles; science journals

- Sentence level: ‘The findings indicate…’; ‘According to my observation…’

- Word/ expression level: Hypothesis; water table; base
ELLs communicate information, ideas and concepts for academic success in the content area of SOCIAL STUDIES.
The Language of Social Studies

- Discourse level: Biographies; primary source documents

- Sentence level: ‘Four score and seven years ago’…; The Chicago fire was caused by….

- Word/ expression level: revolution; free will; table top
### English Language Development Standards

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### Spanish Language Development Standards

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**Dynamic bilinguals use their meta-linguistic and meta-cultural resources to navigate within and between their two languages.**
Reframing Our Standards Framework
**The Elements We Have Retained from 2007**

**Grade:** 7

**Standard:** The Language of Social Studies

**Connection**

Standards for Literacy in History/Social Studies: Integration of Knowledge and Ideas #7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.

### Example Topic

**Level 1: Entering**

- **Agriculture**
  - Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)

**Level 2: Emerging**

- **Agriculture**
  - Locate resources or agricultural products using visual or graphic support

**Level 3: Developing**

- **Agriculture**
  - Distinguish among resources or agricultural products using visual or graphic support

**Level 4: Expanding**

- **Agriculture**
  - Find patterns associated with resources or agricultural products using visual or graphic support

**Level 5: Bridging**

- **Agriculture**
  - Draw conclusions about resources or agricultural products on maps or graphs from grade-level text

**Cognitive Function:** Students at all levels of English language proficiency **ANALYZE** the importance of agricultural resources to regional economies.

**Example Context for Language Use:** Students read informational texts and related websites about crops or agricultural products to use maps or create charts.
The Four Language Domains

Listening
Speaking
Reading
Writing
The Levels of English Language Proficiency

1. ENTERING
2. EMERGING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING
Since 2004…

* WIDA’s language standards have not changed… we have amplified the ways in which we represent the standards by:
  - Providing a meaningful and motivating **CONTEXT** for language learning, including references to text types, registers, and multiple literacies
  - Distinguishing *language* functions from **COGNITIVE FUNCTIONS**
  - Suggesting grade-level **TOPIC-RELATED LANGUAGE** useful across all levels of *language* proficiency
  - Making explicit **CONNECTIONS** to the Common Core and State Academic Content Standards
## Grade: 7

### New Elements in 2012

**Standard:** The Language of Social Studies

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**Topical Vocabulary:** Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: agricultural product, natural resource.

**Cognitive Function:** Students at all levels of English language proficiency **ANALYZE** the importance of agricultural resources to regional economies.

**Example Context for Language Use:** Students read informational texts and related websites about crops or agricultural products to use maps or create charts.
Topic-related Language

- Grade-level academic words and expressions that help define the example topic

- Expressions of grade-level content standards

- Academic language that all students need to interact with to succeed academically, regardless of their level of language proficiency
Cognitive Function

- The thought process involved in processing or producing language

- With instructional supports, applicable for language learners across all levels of language proficiency
The Relationship Between Cognitive and Language Functions

Identify

Distinguish

Analyze

Draw conclusions
Example Context for Language Use

- The underlying purpose for communication
- How academic features of language are situated within the classroom environment, including:
  - Register
  - Genre/ Text type
  - Topic and task
  - Participants’ identity and social roles
  - Participants and their awareness of audience
What are the Proposed Measures in Our Standards-referenced Assessment System?

Professional Development

Research

Language Proficiency Measures

Language Development Standards

English Language Learners
Theoretical Conceptualization

Definition and Description

Implementation

English Language Proficiency Assessments

WIDA English Language Development Standards Framework

- ELD Standards
- Performance Level Definitions
- Model Performance Indicators

ACCESS SCREENER 2.0
ACCESS 2.0
INTERIM

W-APT
ACCESS FOR ELLS®
MODEL™
The ASSETS English Language Proficiency Assessment System

English Language Proficiency, Grades K - 12

DIGITAL LIBRARY of language learning maps; formative assessment resources; administration and accommodation manuals; professional development resources and materials; sample test items and tasks; online reporting system.

- ON-DEMAND SCREENING TEST**
- INTERIM ASSESSMENT
- INTERIM ASSESSMENT
- Annual Summative Assessment
- INTERIM ASSESSMENT

The use, number and timing of interim assessments will be locally determined.

Periodic, on-demand interim assessments, as locally determined.

Summative assessment for accountability

*ASSETS stands for Assessment Services Supporting English Learners Through Technology Systems and is a collaborative of the Wisconsin Department of Education and the World-class Instructional Design and Assessment (WIDA) Consortium.

**The screening test is to be given when a student enters a school or is first identified as potentially needing English learner services.
Enhancing opportunities for language learners

WIDA supports academic language development for linguistically diverse students through its high quality standards, assessments, research, and professional development for educators.

LEARN MORE

WIDA’s CAN DO Philosophy promotes the accomplishments of English language learners, always emphasizing the assets and potential they bring to our classrooms. Read more

Be an advocate for English language learners!

- Help review new products
- Share your experience
- Learn about opportunities to collaborate with WIDA

Get Involved!

27 U.S. states now belong to the WIDA Consortium, and many other schools nationally and internationally have adopted WIDA resources for use in their English language development programs.

Learn More

LATEST NEWS

Welcome to our new website! If you would like an orientation to the features and navigation of this site, watch a brief tutorial (make sure your sound is turned on!) We have also created a brief survey for you to give us your feedback on the new site.

Posted 07/28/11

WIDA welcomes our 26th and 27th member states, Maryland and Montana!

Posted 06/07/2011
Mastery of academic language is arguably the single most important determinant of academic success of individual students. It is not possible to overstate the role that language plays in determining students’ success with academic content. Proficient use of and control over academic language is key to content-area learning.

Questions?

Raise your hand or enter your question in the chat box on the left side of your screen.
Thank you for participating.

- Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center: http://registration.airprojects.org/NCSRCELL/register.aspx
- This webinar will be archived at the following website: http://www.charterschoolcenter.org/webinars/
- Please share your feedback with us through the evaluation.
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