

Welcome to the Webinar!

**Language Development
Standards and Assessments for
English Language Learners**

We will be starting soon.



National Charter School
Resource Center

at American Institutes for Research

Language Development Standards and Assessments for English Language Learners

April 10, 2012



ED.gov

The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by American Institutes for Research, under contract number ED-04-CO-0109/0004.



About the Resource Center

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**.

Presenter

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

Today's Message...

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.

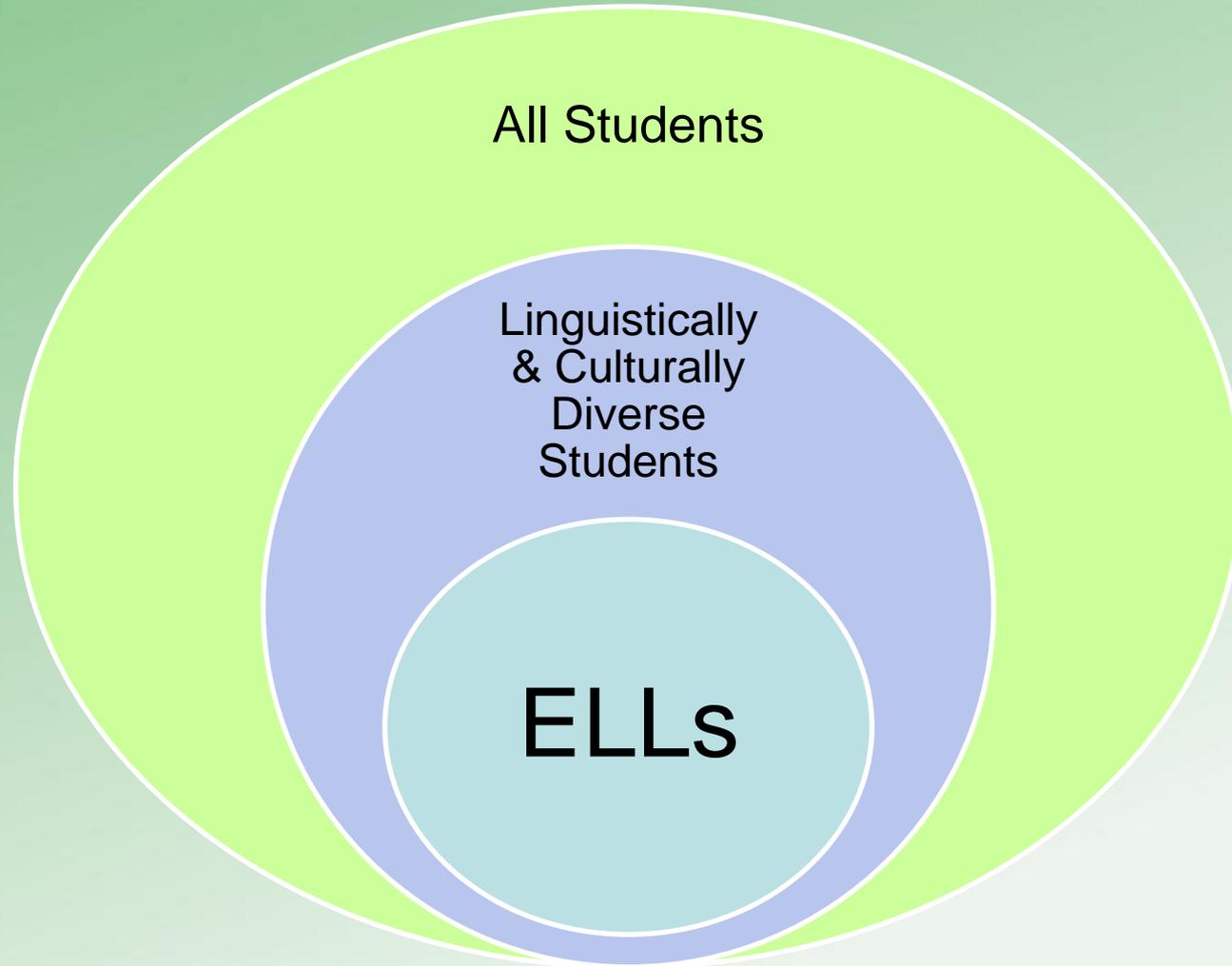
‘It is likely that all teachers at some point in their careers will encounter students who do not yet have sufficient proficiency in English to fully access academic content in traditional classrooms.’

(Ballantyne, Sanderman, & Levy, 2008)

Who are English Language Learners?



English Language Learners (ELLs)



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)

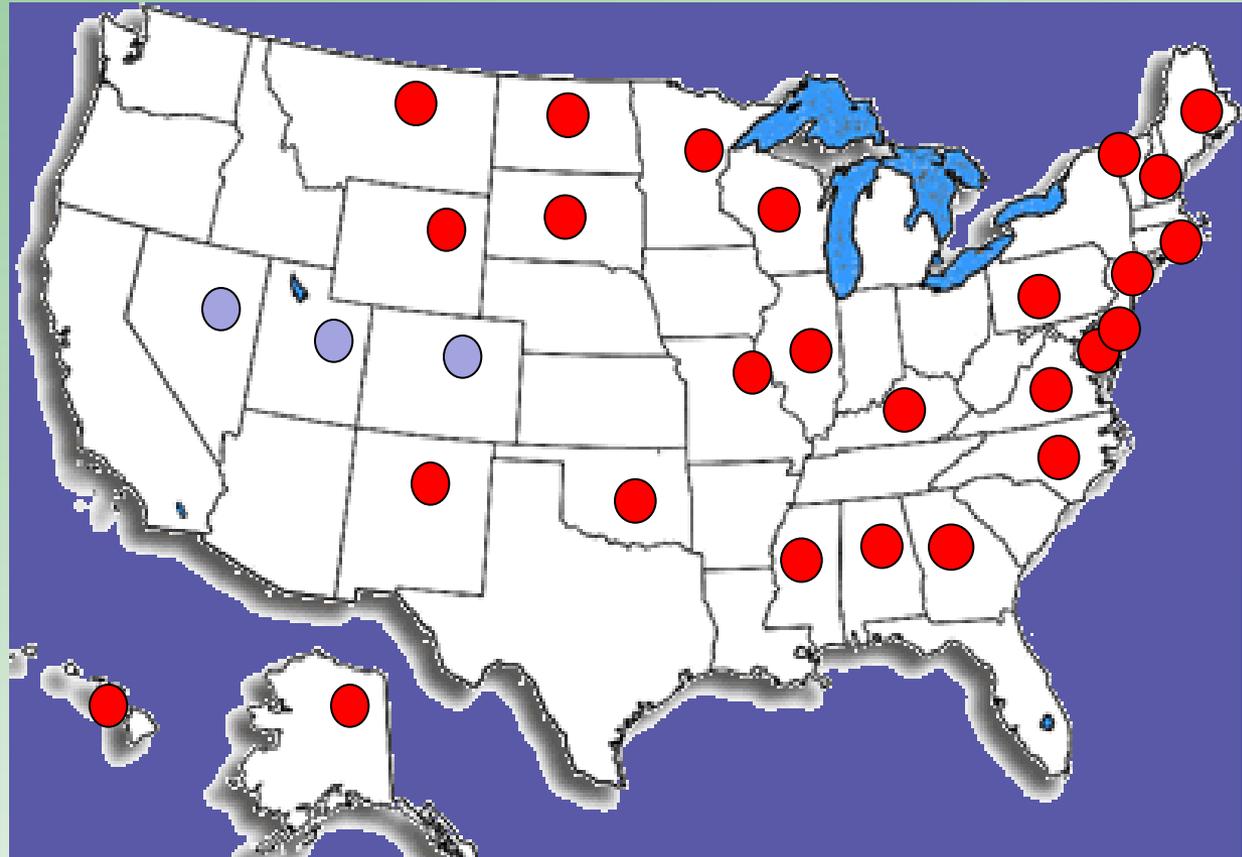




The World-Class Instructional Design and Assessment (WIDA) consortium is a cooperative of states dedicated to supporting the academic language development and academic achievement for English language learners through high quality standards, assessments, research, and professional development.

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



27 WIDA States represent approximately 940,000 English Language Learners (ELLs)

Standards Adopted: Colorado, Utah, & Nevada

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



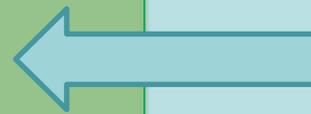
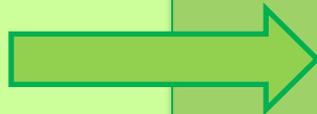
Within the System, We Center Our Attention on Academic Language

Curriculum, Instruction, and Assessment

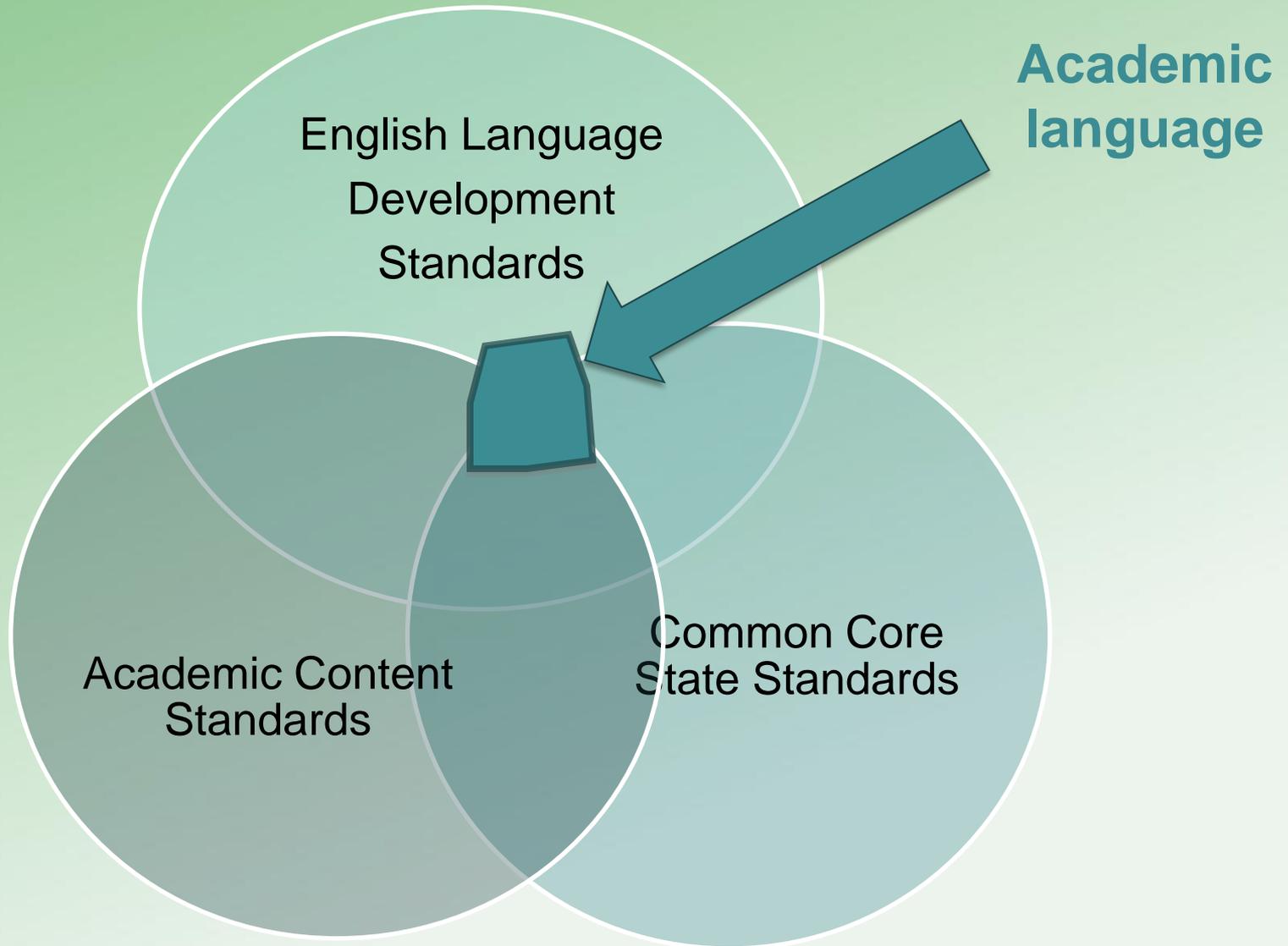
English Language
Development
Standards

Academic
Language

Academic Content
Standards,
Including
the Common Core



Academic Language is the Centerpiece of Student Standards



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

ENGLISH Language Development Standards

ELDS 1 English language learners **communicate for Social and Instructional purposes within the school setting**

SOCIAL AND INSTRUCTIONAL LANGUAGE

ELDS 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

ELDS 3 English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

THE LANGUAGE OF MATHEMATICS

ELDS 4 English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**

THE LANGUAGE OF SCIENCE

ELDS 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

What are
WIDA's
English
Language
Development
Standards?

ELD Standard 1:

*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.***

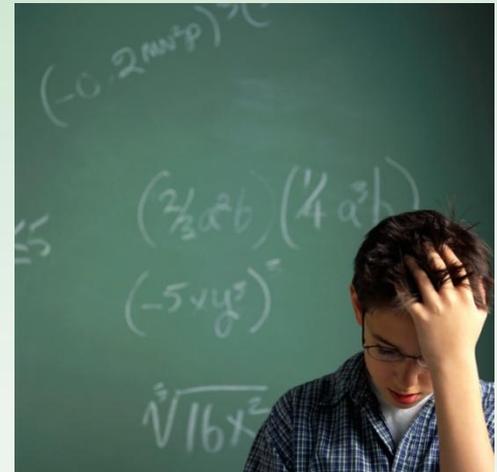


The Language of Language Arts

- 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

ELD Standard 5:

*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

ELDS 1

English language learners **communicate for Social and Instructional purposes within the school setting**

ELDS 2

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

ELDS 3

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

ELDS 4

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**

ELDS 5

English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**

SPANISH Language Development Standards

SLD S 1

Spanish language learners **communicate for Social and Instructional purposes within the school setting**

SLD S 2

Spanish language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

SLD S 3

Spanish language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**

SLD S 4

Spanish language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**

SLD S 5

Spanish language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**

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

Example Topic

Standards for Literacy in History/Social Studies: Integration of Knowledge and Information (e.g., in charts, graphs, photographs, videos, or maps) with other digital text.

Connection		Example Topic					Level 6 - Reaching
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Agriculture	Identify agricultural icons using visual or graphic support (e.g., maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs	
	MPI	<p>STRAND</p> <p>Cognitive Function: Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.</p> <p>Example Context for Language Use: Students read informational texts and related websites about crops or agricultural products to use maps or create charts.</p>					

The Four Language Domains



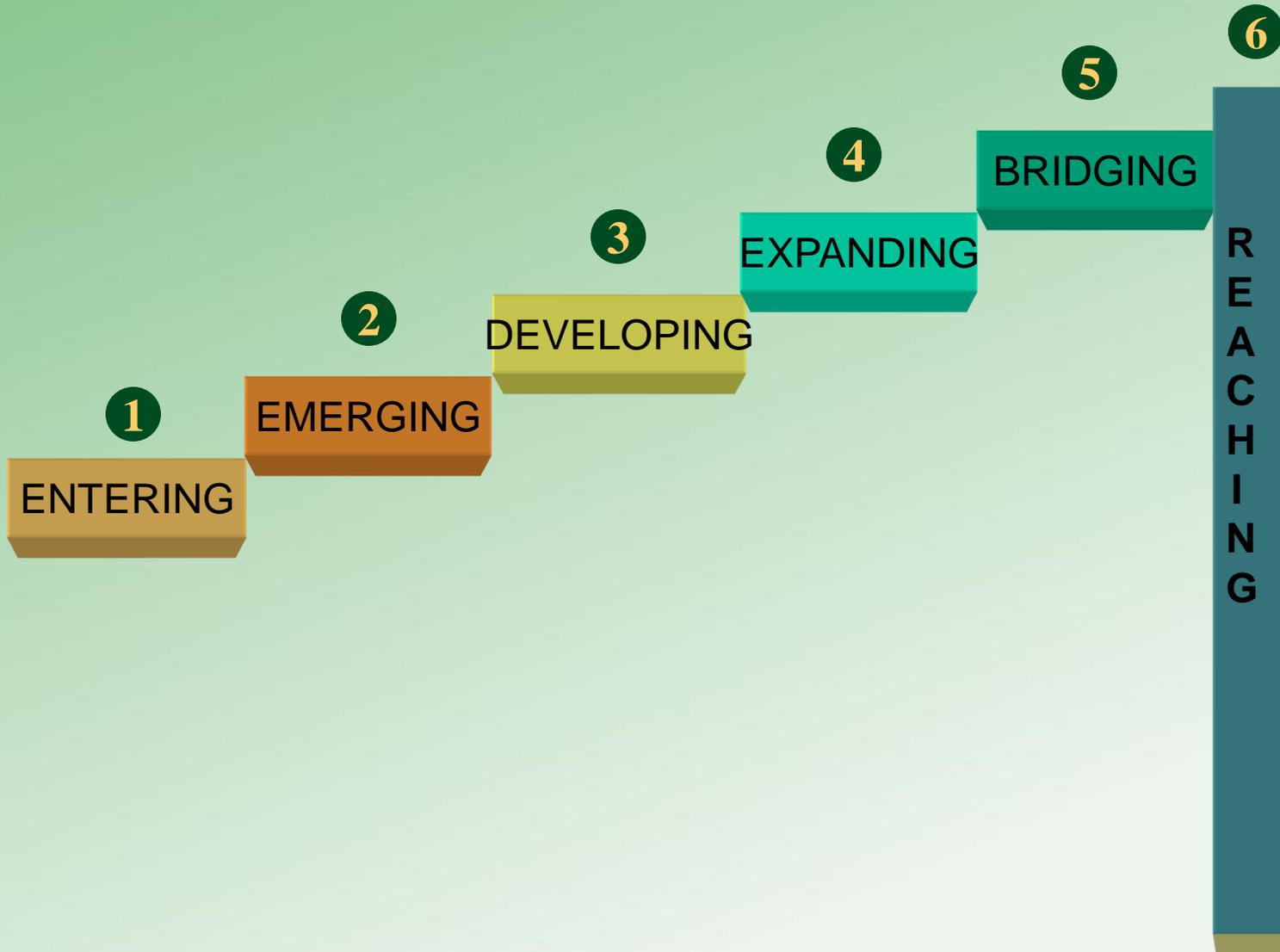
Listening

Speaking

Reading

Writing

The Levels of English Language Proficiency



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

Standards Connection

Standard: The Language of Social Studies

Connection		<i>Common Core Reading 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.</i>				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Agriculture	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text
	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.						
Level 6 - Reaching						

Topical Vocabulary

Cognitive Function

Example Context for Language Use

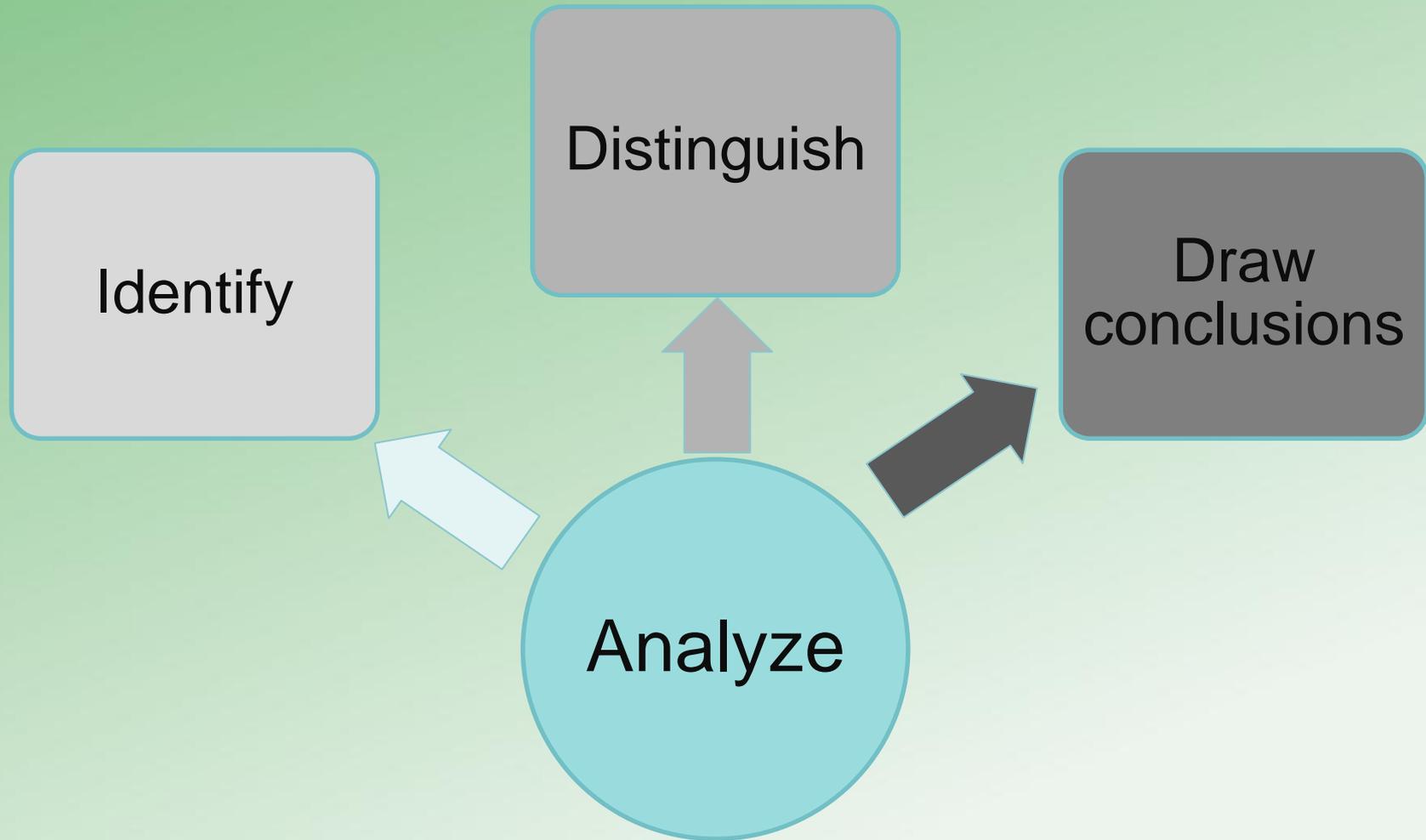
Topic-related Language

- 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

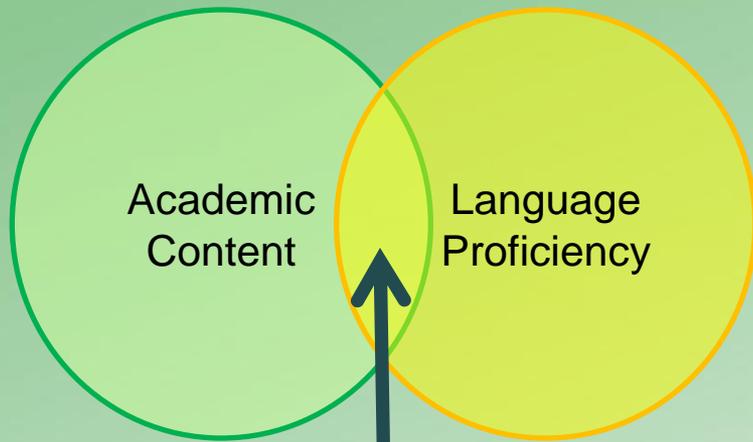


Example Context for Language Use

- 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?





Academic Language Proficiency

Theoretical
Conceptualization

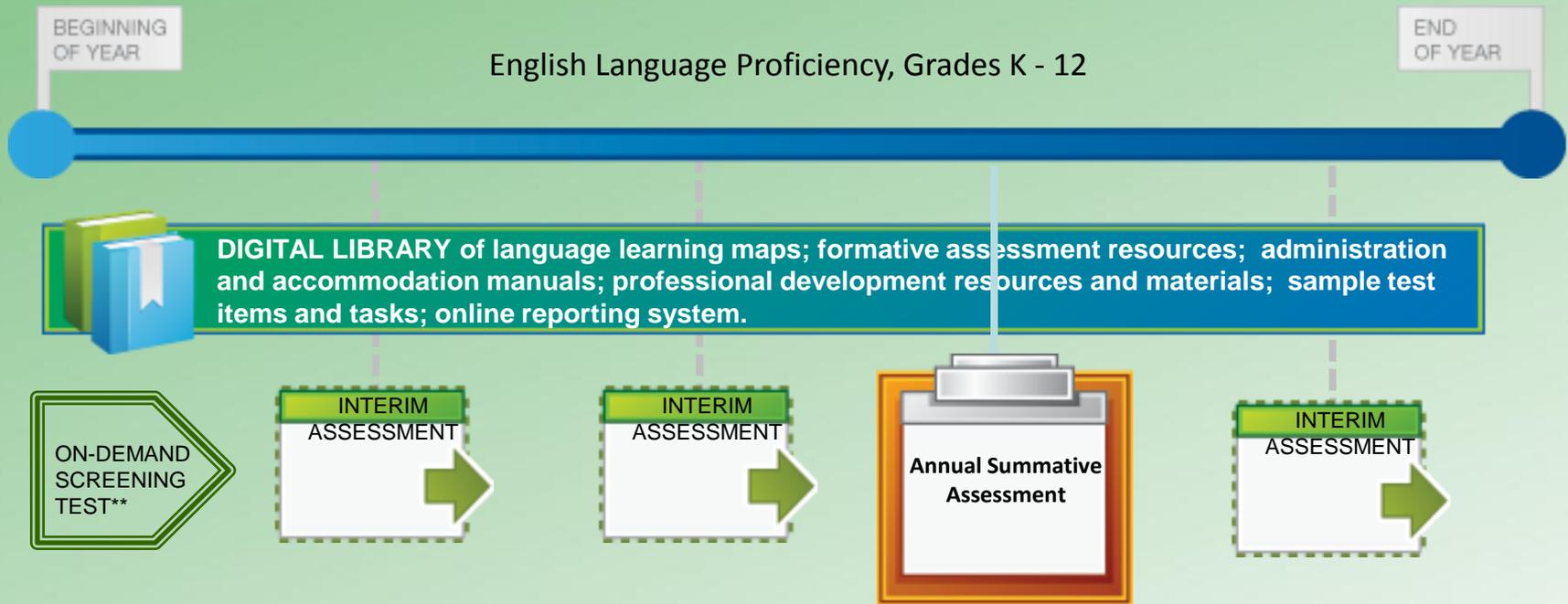
Definition and
Description



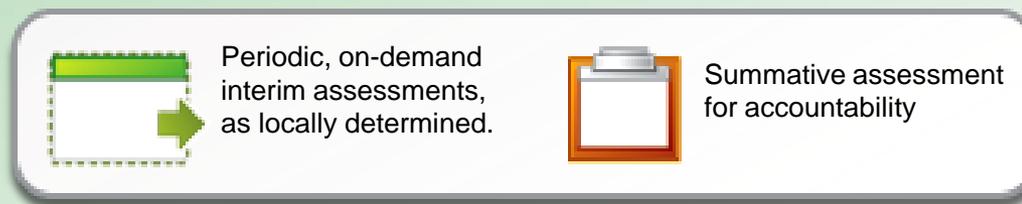
Implementation



The ASSETS English Language Proficiency Assessment System



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



•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.

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ONLINE STORE



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.

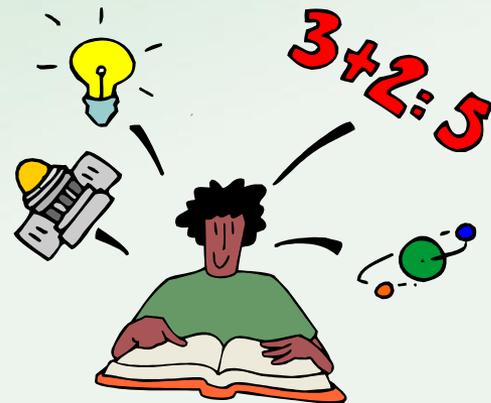
Posted 07/29/11

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.’

.....Frances, Rivera, Lesaux, Kieffer, & Rivera (2006), p. 7.



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.

National Charter School Resource Center

at American Institutes for Research

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