

Overview of the WIDA Consortium English Language Proficiency Standards

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Who is an English Language Learner (ELL) student in the District of Columbia?

A student who has a language other than English in his or her family background, and who has an English language proficiency level that does not allow the student to fully participate in the general education program of the school (1.0 – 4.9 on the *ACCESS for ELLs*[®] test)

What is the ELL population in DC?

- There are approximately 5,900 ELL students in the District of Columbia (4,300 in DCPS; 1,600 in DCPCS), representing 8.4% of the total public school enrollment
- Approximately 50% were born in the United States
- More than 130 countries are represented
- More than 100 different home languages are spoken
- Spanish, Chinese, Vietnamese, Amharic, and French are the top five languages represented in DC schools
- Spanish is the predominant home language (approx. 75%)
- Wards 1 and 4 have the highest percentage of ELL student residents, but all wards have ELL representation

What do programs and instruction look like for ELL students?

- Bilingual/English as a second language (ESL) Programs
 - Dual language/two-way immersion
 - Transitional bilingual
 - Sheltered English
 - Content based ESL
 - Pull-out ESL
- Best Practices for Instruction
 - Integration of language and content
 - Cooperative learning groupings
 - Hands-on experiences and use of visuals and manipulatives
 - Scaffolding and connecting prior knowledge
 - Adaptation of materials
 - Data driven instruction
 - High expectations and challenging standards and curricula
 - Collaboration with general education teachers
 - Professional development for staff
 - Parent and community involvement

What are the expectations for ELL students?

- meet the same high academic standards as all students
- demonstrate improvement in English proficiency each year

What standards are ELL students held accountable to learn?

- Academic Achievement. The District of Columbia Comprehensive Assessment System (DC CAS) and Adequate Yearly Progress (AYP) for the ELL Subgroup
- English Language Proficiency. Assessing Comprehension and Communication in English State-to-State for English Language Learners (*ACCESS for ELLs*®) and Annual Measurable Achievement Objectives (AMAOs)

The WIDA Consortium

Letter from UCI Student

(from "One Year of English Language Instruction is Not Enough", Robin Scarcella, 1998)

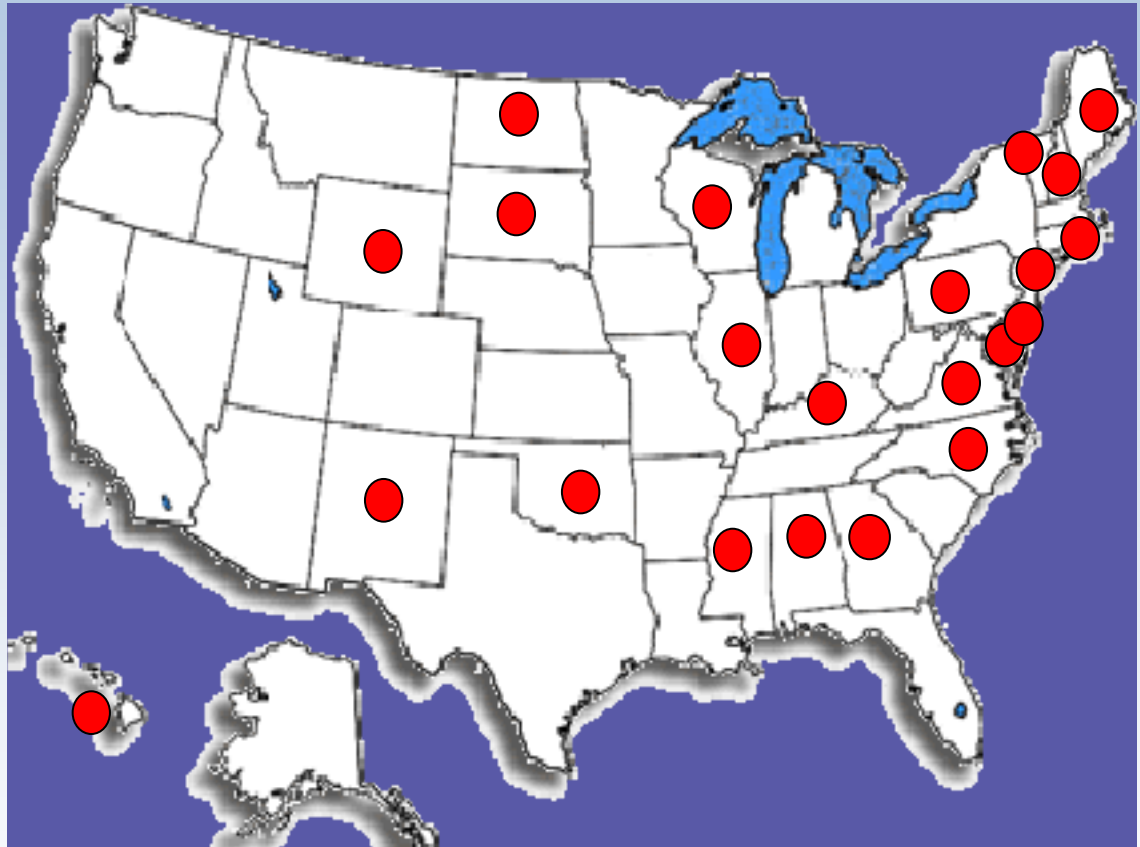
Dear Mrs. Robbin

I really not need humanity 20 writing class because since time I come to United State all my friend speak english. Until now everyone understand me and I dont' need study english. I dont' know vietnam language. I speak only english. I have no communication problem with my friend in dorm.

My english teacher in high school key person to teach me. My teacher explain to me that how important the book was for the student and persuaded me to read many book. I get A in English through out high school and I never take ESL. I gree that some student need class but has not made a correct decision put me in english class. Please do not makes me lose the face. I have confident in English.

WIDA Consortium 2009-2010

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



WIDA states represent approximately 840,000 K-12 English Language Learners.

Five WIDA English Language Proficiency Standards

ELP Standard 1:

*English language learners communicate for
SOCIAL AND INSTRUCTIONAL purposes
within the school setting.*



ELP Standard 2:

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



ELP Standard 3:

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



ELP Standard 4:

English language learners communicate information, ideas, and concepts for academic success in the content area of SCIENCE.



ELP Standard 5:

English language learners communicate information, ideas, and concepts for academic success in the content area of
SOCIAL STUDIES



Four Language Domains

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, interpret, and evaluate written language, symbols, and text with understanding and fluency

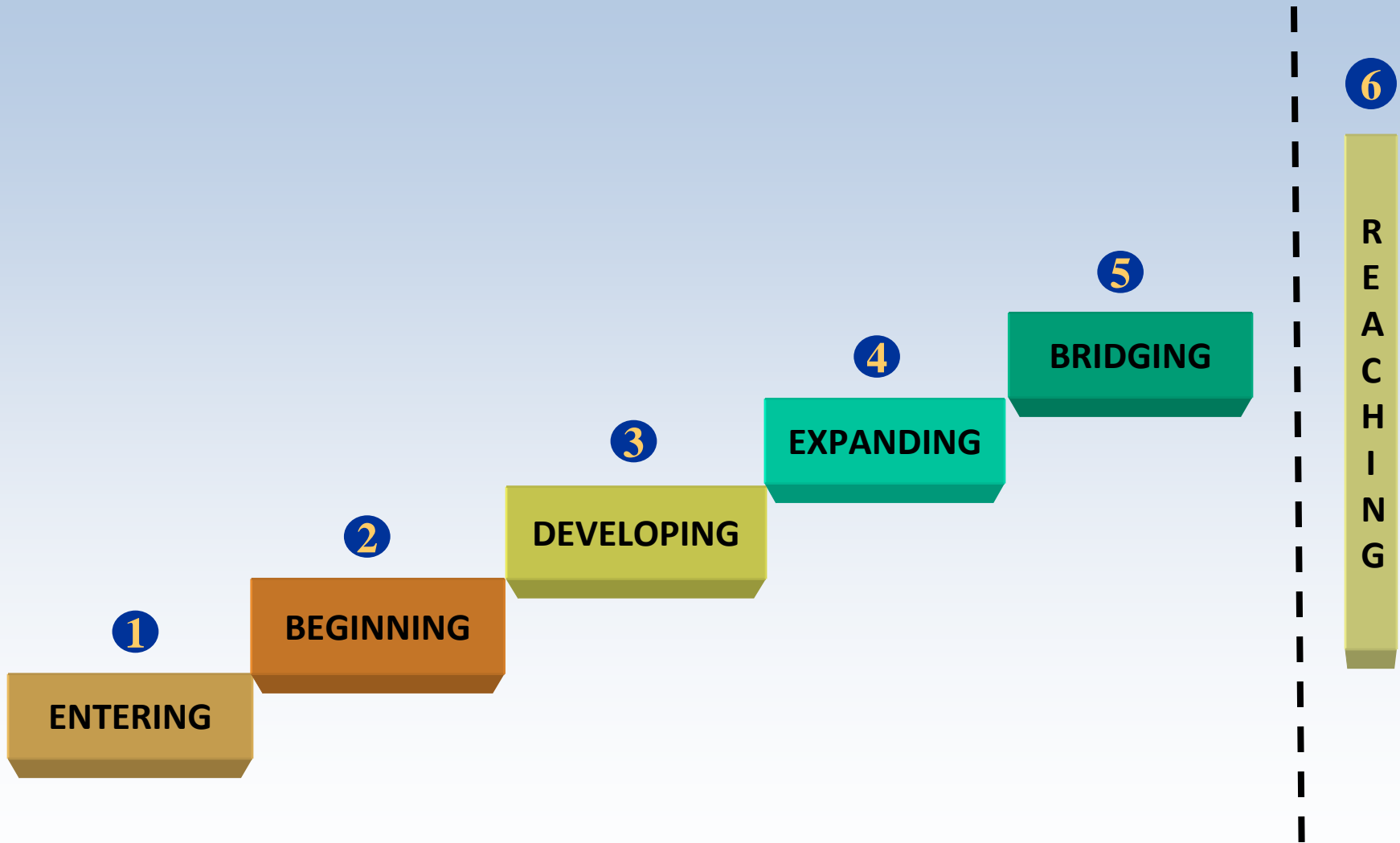
Writing – engage in written communication in a variety of forms for a variety of purposes and audiences

Five Grade-Level Clusters

The 2007 WIDA ELP Standards are organized by the following Grade-level clusters:

- PreK–K
- Grades 1–2
- Grades 3–5
- Grades 6–8
- Grades 9–12

Levels of English Language Proficiency



Organization of MPIs within Standards

Example: Summative; Social & Instructional; Grades 6-8

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources and activities that occur	Evaluate and select needed resources for tasks or projects based on oral discourse
SPEAKING	Instructions/ Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated text (e.g., directions for board or video games)	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)

MPI

STRAND

Level 6-Reading

Elements of Model Performance Indicators

The Model Performance Indicator (MPI) consists of three elements:

- The ***language function*** describes how students use language to demonstrate their proficiency
- The ***example topic*** specifies the context for language instruction, derived from state content standards
- The ***support*** includes instructional strategies or tools used to assist students in accessing content necessary for communication; can be sensory, graphic, or interactive

The Model Performance Indicator

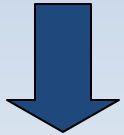
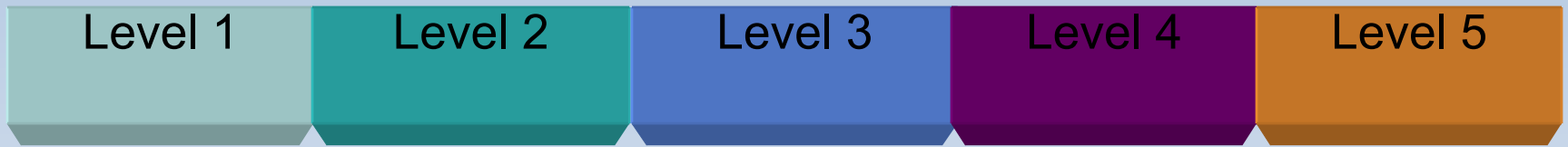
Language Function

g (e.g., “Push Watch it move. stop.”)	backwards. The goes forwards. It stops.”)	
bjects of h or sky ervation, aphs or models	Describe objects of the earth or sky from observation, photographs or models (e.g., “The sun is big and yellow.”)	State relationship between objects or sky using diagrams photographs or models (e.g., “Mercury is to the sun.”)
beled natural s (e.g., sources) to make from magazine	Search for words and pictures in big books or illustrated trade books associated with natural	Identify illustrated phrases associated with the use of natural resources in activities

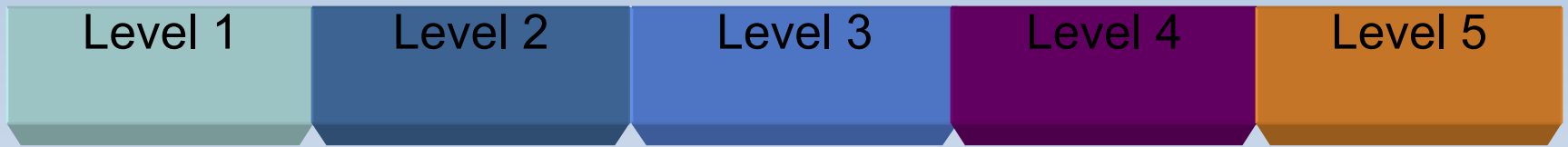
Language Function =
“Describe”



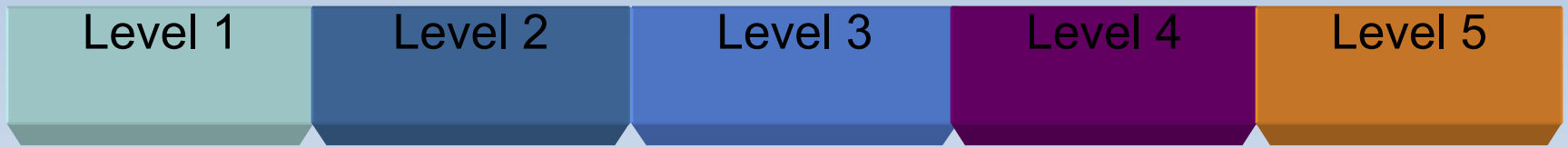
Expectations of Language Functions Across Proficiency Levels



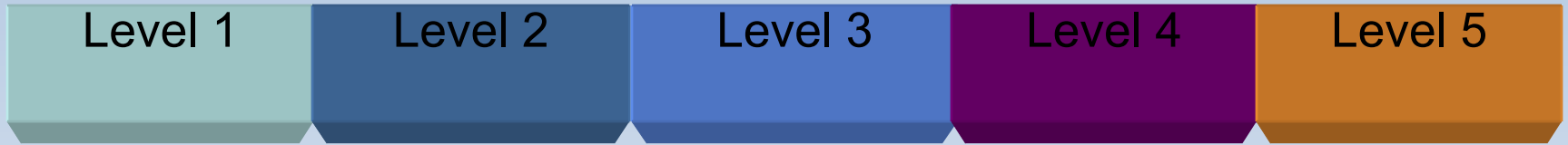
Use words or phrases related to weather from pictures or photographs



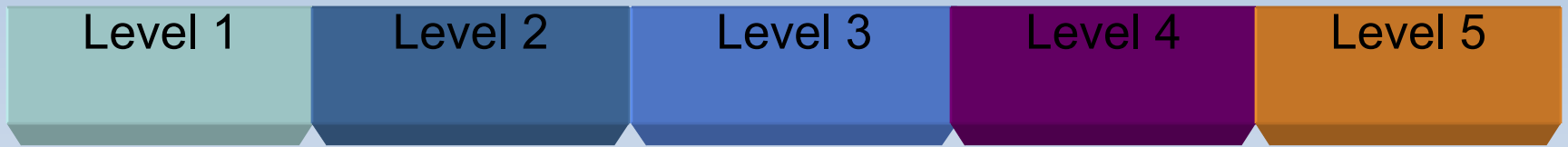
Make statements about
weather from pictures or
photographs



Ask questions about
weather from pictures or
photographs



**Forecast weather and
provide reasons** from
pictures or photographs



Evaluate and weigh options related to weather forecasting

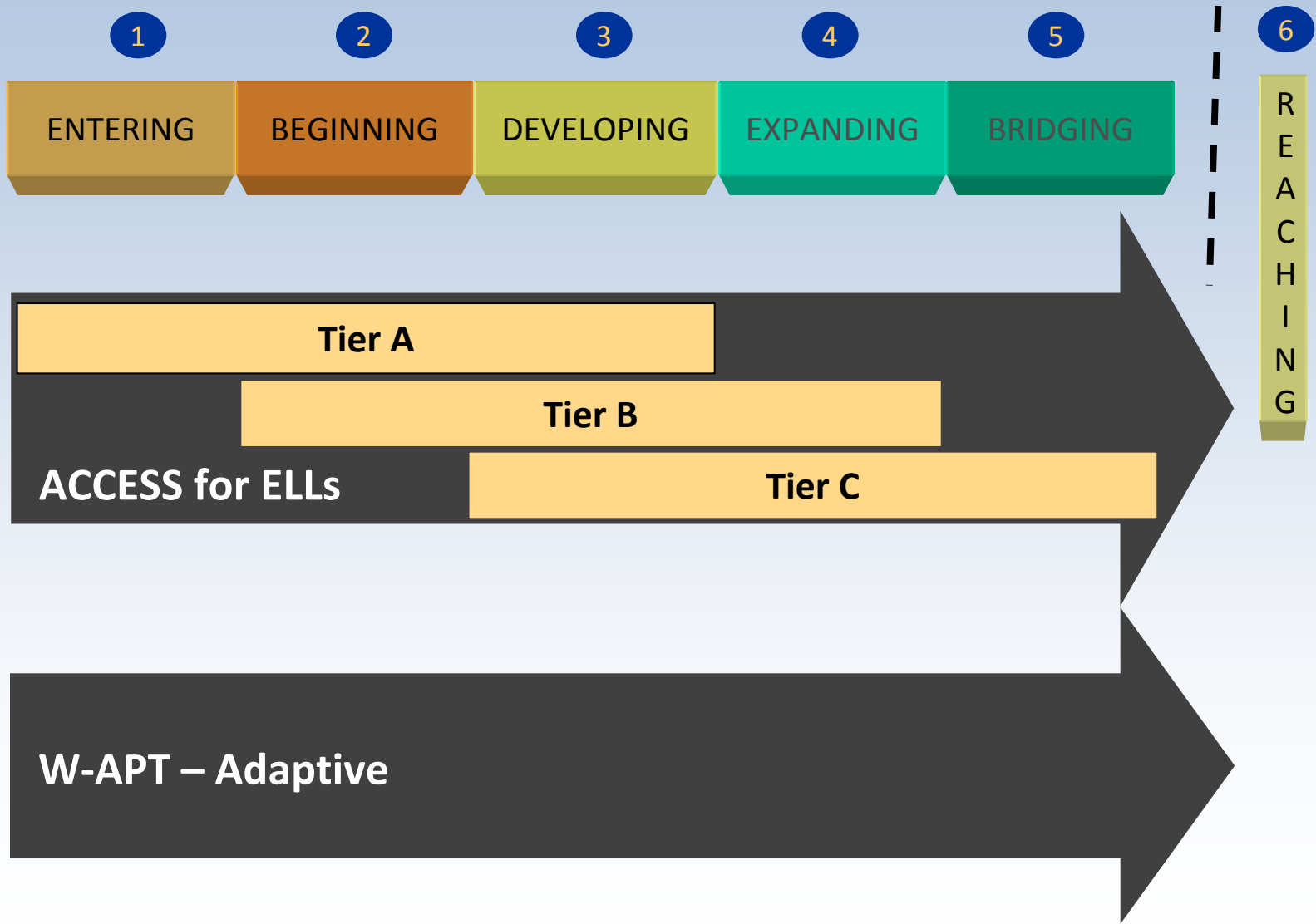
The Content Stem

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
S p e a k i n g	Civil wars	Identify historical figures or events associated with civil wars from photographs or illustrations in small groups	Describe historical figures or events associated with civil wars from photographs, illustrations, or videos in small groups	Role-play scenes from historical events or lives of figures associated with civil wars in small groups	Re-enact historical events or lives of figures associated with civil wars from varied perspectives with peers (e.g., Lincoln-Douglas debates)	Give monologues simulating historical events or figures associated with civil wars (e.g., scenes in plays)	Level 6- Reaching

Transform the content stem

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
S p e a k i n g		Identify historical figures or events associated with _____ from photographs or illustrations in small groups	Describe historical figures or events associated with _____ from photographs, illustrations, or videos in small groups	Role-play scenes from historical events or lives of figures associated with _____ in small groups	Re-enact historical events or lives of figures associated with _____ from varied perspectives with peers (e.g., Lincoln-Douglas debates)	Give monologues simulating historical events or figures associated with _____ (e.g., scenes in plays)	Level 6- Reaching

Test Alignment with Proficiency Levels



Technical Assistance

- Support states in developing AMAO 2 criteria using methodology that incorporates state reading and mathematics assessments
 - Kentucky
 - Illinois
 - North Carolina
 - North Dakota
 - Pennsylvania
 - South Dakota
 - Vermont
 - Wisconsin

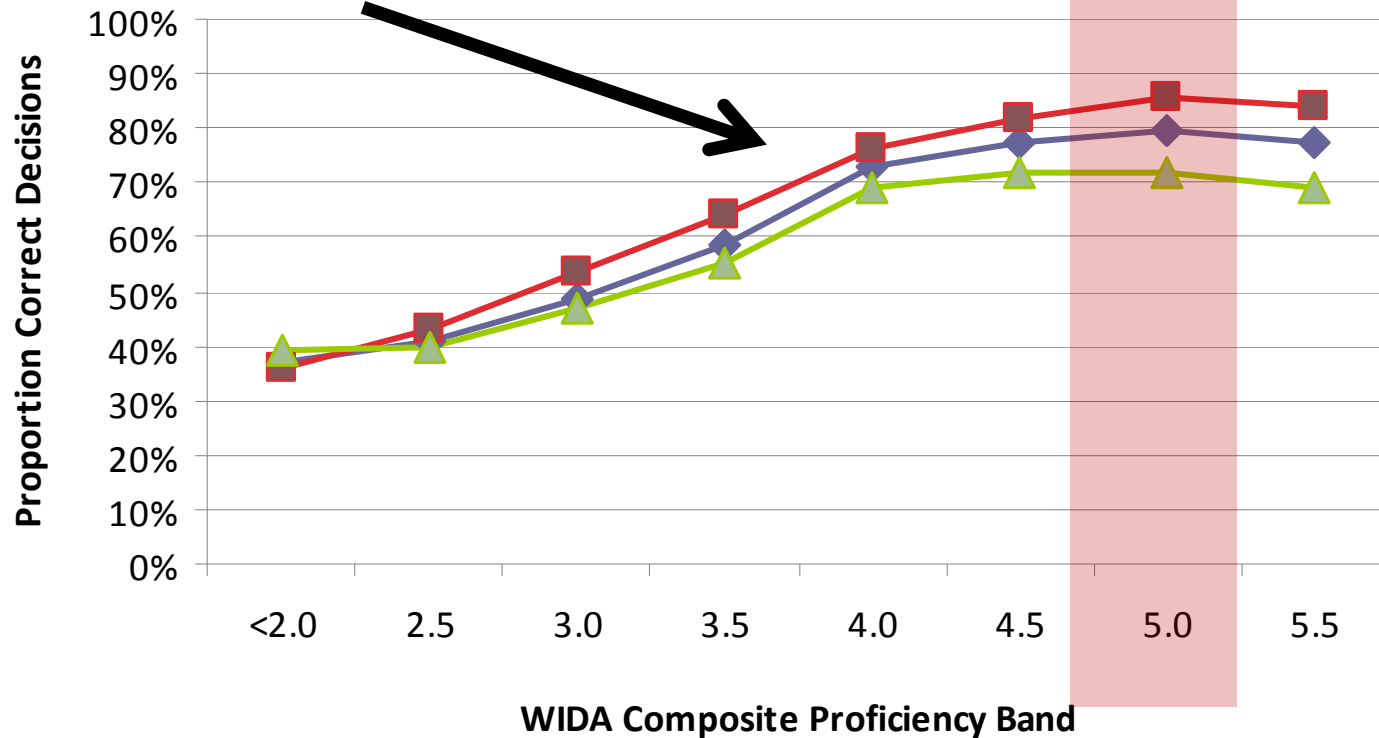
Goal: English Proficient

- An English proficient student could be said to be one who has the ability to perform proficiently on state tests, successfully participate in classes in which only English is spoken, and fully participate in English-speaking social environments.
- English proficient then is the point where students' English language proficiency becomes ***less related to academic achievement.***

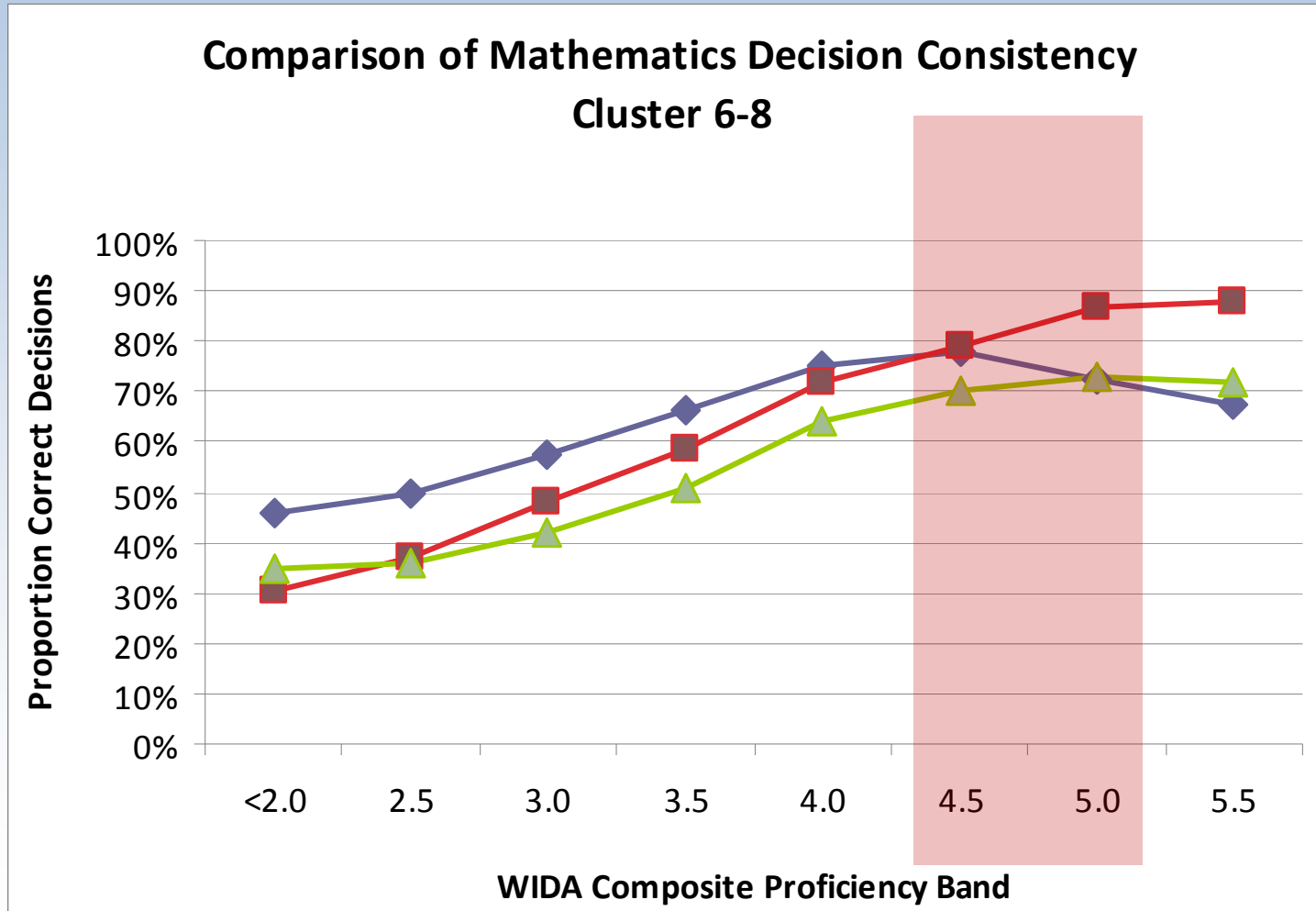
Decision Consistency

Comparison of Reading Decision Consistency
Cluster 6-8

WIDA States



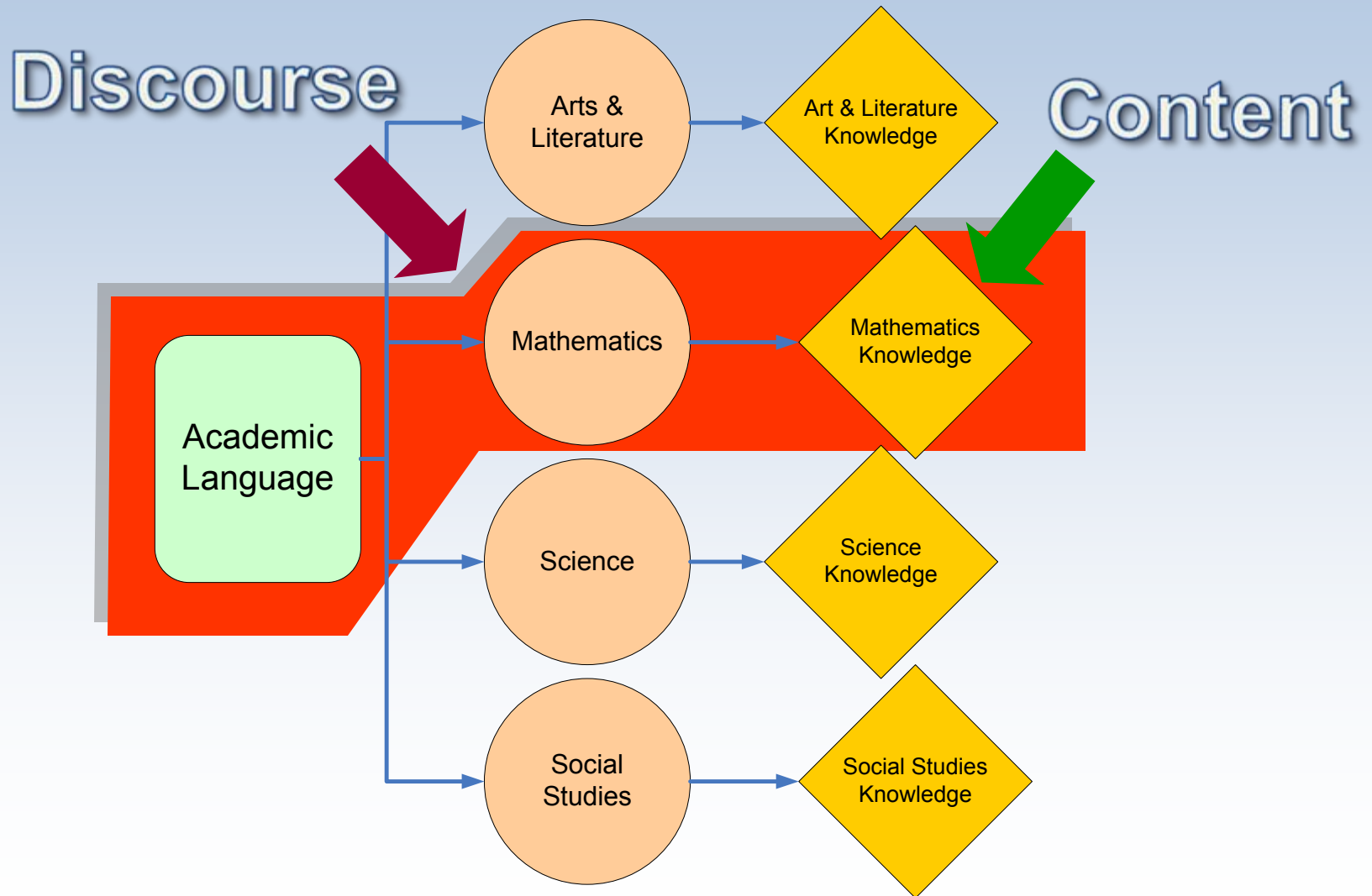
Decision Consistency



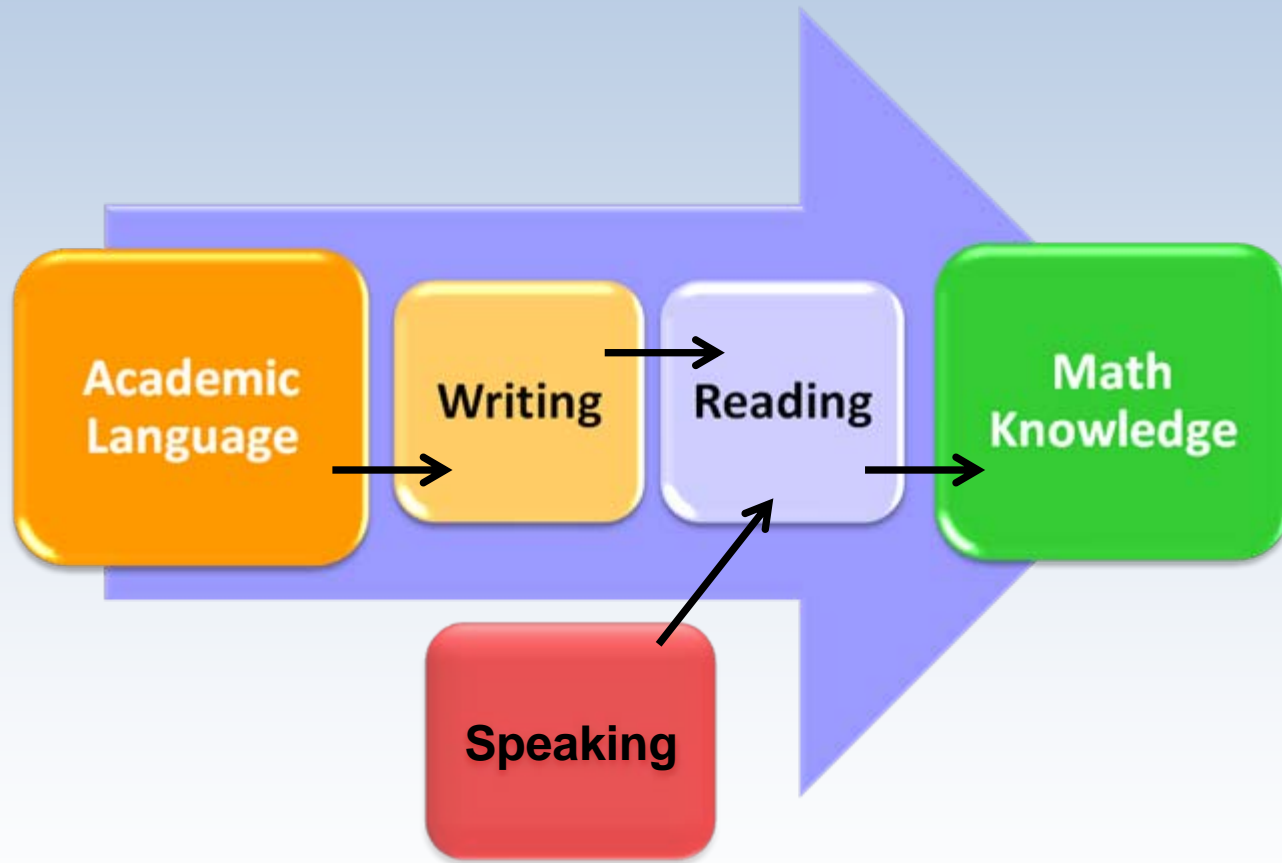
Decision Consistency

- Across WIDA states where the Decision Consistency approach has been used, we find that the flattening out or decline in curves in reading and math happens:
- Between an Overall Composite Proficiency Level of 4.8 and 5.2.

Model of Academic Language



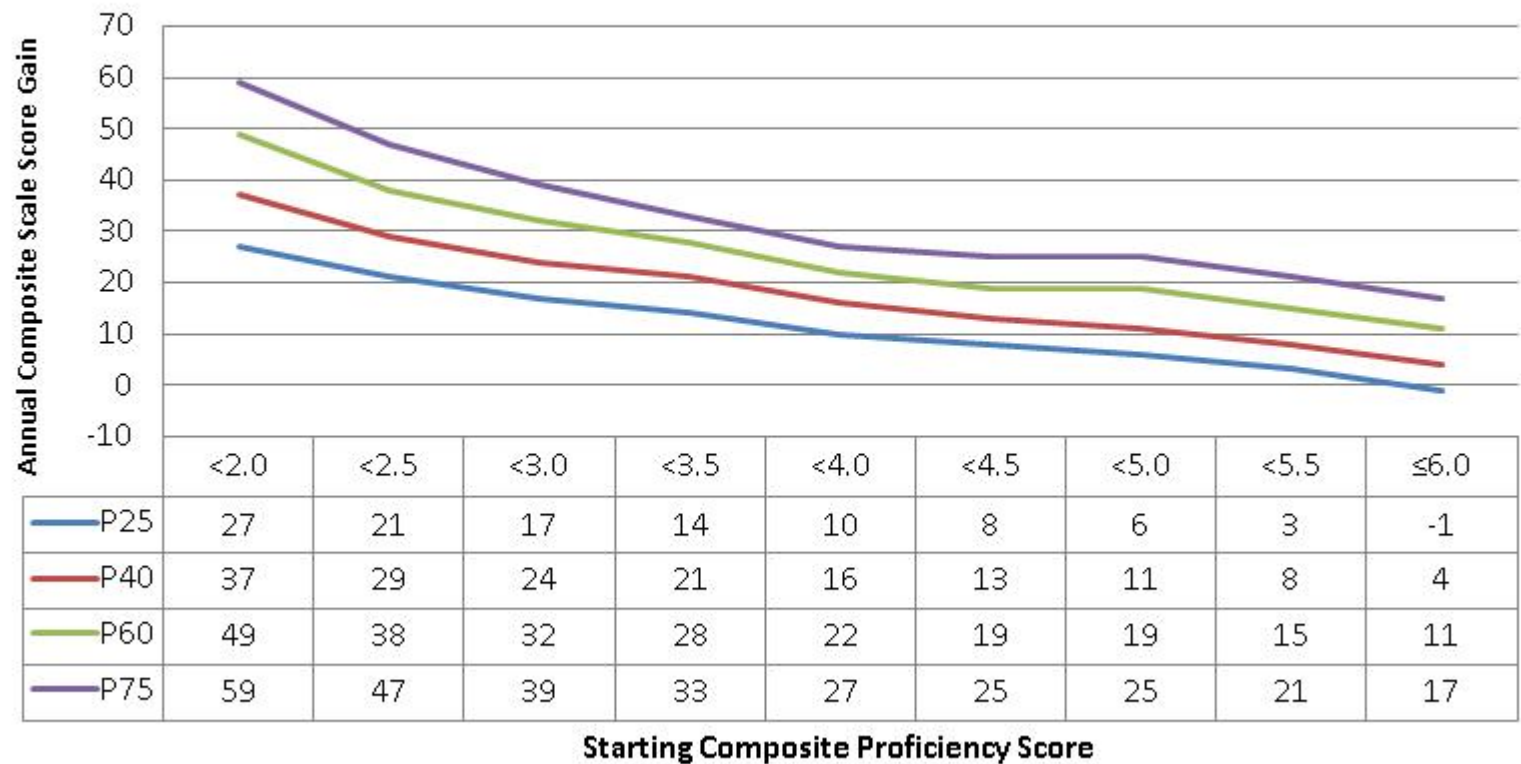
Statistical Model



What does growth on
ACCESS look like?

Growth Curve

ACCESS for ELLs Growth Percentiles for 3rd to 5th Grade



www.wida.us/research

WIDA Consortium Services

What are the WIDA Products and Services?

- **Standards**
 - English Language Proficiency Standards
 - Spanish Language Arts Standards
- **Assessments**
 - ACCESS for ELLs (Large-Scale ELP Assessment)
 - WIDA–ACCESS Placement Test (W-APT)[™] (ELP Screener)
 - Measure Of Developing English Language (MODEL)[™] for Kindergarten (ELP Screener)
 - Alternate ACCESS for ELLs for children with severe cognitive disabilities (in development)
 - ONPAR[™] content assessment for low-proficiency ELLs (in development)
 - Formative Language Assessment Records for ELLs (FLARE)[™] (in development)

What are the WIDA Products and Services?

- **Professional Development & Training Topics**
 - ACCESS for ELLs Item Writing Course, annually in the winter
 - ACCESS for ELLs/W-APT/MODEL Test Administration
 - Interpretation of Score Reports
 - WIDA ELP Standards
 - Collaboration between ELL and general education teachers
 - Research-based strategies for working with ELLs
 - CLIMBS professional development course
 - LADDER for ELLs™ grant for data-driven decision-making
- **Validation & Research**
 - Annual technical reports
 - Alignment studies
 - Inter-rater reliability studies
 - Validity studies
 - On-going studies on the relationship between academic performance and English language proficiency

How can I get more information?

For additional information on the WIDA ELP Standards, and the aligned *ACCESS for ELLs*® English Language Proficiency test, please visit the WIDA website at www.wida.us