OBJECTIVES

Participants will be able to:

▪ Recognize WIDA framework components
▪ Interpret student data using the WIDA framework tools
▪ Identify appropriate language goals using the Can-Do Descriptors and Key-Uses
▪ Differentiate assessment for varying levels of language proficiency
VIDEO

https://www.youtube.com/watch?v=D6HUh2eFdLg
Overall Score

Proficiency Level
Possible 1.0 - 6.0

Scale Score
Possible 100 - 600

Initial WIDA Level | Minimum Overall Composite Scale Score increase required to demonstrate progress
--- | ---
Level 1 | 29
Level 2 | 20
Level 3 | 14
Level 4 | 10
Level 5 | 3

*Overall score is calculated only when all four domains have been assessed. MIA/ZIA unavailable.

Domain | Proficiency Level | Students at this level generally can...
--- | --- | ---
Listening | 5 | Recall key information and details about processes or concepts; describe experiences, ideas and opinions; identify examples and reasons that support an opinion or viewpoint.
Speaking | 2 | Communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases; for example:
Reading | 3 | Communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases; for example:
Writing | 3 | Describe familiar issues and events; create stories or short narratives; give opinions with reasons for short stories; for example:

WIDA ACCESS for ELLs 2.0 English Language Proficiency Test

Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain | Proficiency Level | Scale Score (Mean and Confidence Band)
--- | --- | ---
Listening | 2 | [2.0, 2.4]
Speaking | 1.9 | [1.6, 2.2]
Reading | 2.9 | [2.6, 3.2]
Writing | 3.1 | [2.8, 3.5]
## Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
</tr>
</tbody>
</table>

### Reading
- Match icons or diagrams with words/concepts
- Identify cognates from first language, as applicable
- Make sound/symbol/word relations
- Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)
- Identify facts and explicit messages from illustrated text
- Find changes to root words in context
- Identify elements of story grammar (e.g., characters, setting)
- Follow visually supported written directions (e.g., “Draw a star in the sky.”)
- Interpret information or data from charts and graphs
- Identify main ideas and some details
- Sequence events in stories or content-based processes
- Use context clues and illustrations to determine meaning of words/phrases
- Classify features of various genres of text (e.g., “And they lived happily ever after”—fairy tales)
- Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)
- Find details that support main ideas
- Distinguish between fact and opinion in narrative and expository text
- Summarize information from multiple related sources
- Answer analytical questions about grade-level text
- Identify, explain, and give examples of figures of speech
- Draw conclusions from explicit and implicit text at or near grade level

### Writing
- Label objects, pictures, or diagrams from word/phrase banks
- Communicate ideas by drawing
- Copy words, phrases, and short sentences
- Answer oral questions with single words
- Make lists from labels or with peers
- Complete/produce sentences from word/phrase banks or walls
- Fill in graphic organizers, charts, and tables
- Make comparisons using real-life or visually-supported materials
- Produce simple expository or narrative text
- String related sentences together
- Compare/contrast content-based information
- Describe events, people, processes, procedures
- Take notes using graphic organizers
- Summarize content-based information
- Author multiple forms of writing (e.g., expository, narrative, persuasive) from models
- Explain strategies or use of information in solving problems
- Produce extended responses of original text approaching grade level
- Apply content-based information to new contexts
- Connect or integrate personal experiences with literature/content
- Create grade-level stories or reports
Context for Teaching and Learning

DISCUSS
Interact with others or with text to build and share knowledge

RECOUNT
Retell to display knowledge or narrate experiences or events

EXPLAIN
Clarify the why or the how of ideas, actions, or phenomena

ARGUE
Persuade by making claims supported by evidence

Key Uses of Academic Language
- Learning environment factors
- Oral language and literacy factors
- Previous schooling factors
- Physical and psychological factors
- Personal and family factors
SAMPLE CASE: DANIEL

Step One:

English Learner Linguistic Profile

Daniel, 7th Grade

Daniel is a 7th grade student who speaks both Spanish and English. Daniel was born in the U.S. and lives at home with his parents, grandmother, and two siblings. When at home, he code-switches between Spanish and English with his parents and siblings but uses exclusively Spanish with his grandmother. Since both of his parents work late, Daniel is in charge of meeting his younger siblings at the elementary school and walking them home. He also accompanies his grandmother on errands, such as to the pharmacy or dentist when she needs translations. At school, Daniel is very social and has several close friends from his soccer and baseball teams. Prior to this year, Daniel was in a literacy course made up of ELL students and this is his first year in a general education class for English language arts (ELA). His ELA teacher describes him as quiet, as he rarely asks questions or adds to group discussions. However, he actively participates during pair work. He often does not complete all of his language arts homework. Daniel's math teacher describes Daniel as an enthusiastic student who regularly participates in whole-group work and benefits from modeling and visuals used in class.
SAMPLE CASE: DANIEL

Step 2: Can-Do Descriptors and Key-Uses

1. What are student strengths? Areas for growth?
2. What else would you want to know?
   - How are L1 and L2 similar and different?
   - Attendance Data
   - Student’s literacy in first language?
   - Parent’s literacy and educational level?
## Instructional Planning

### Lesson Plan Template

<table>
<thead>
<tr>
<th>PLANNING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Content Standards and Performance Indicators</td>
<td></td>
</tr>
<tr>
<td>(e.g., 4th Grade CCSS Math: 4.NF.1, 4.NF.2, 4.NF.3, 4.NF.4a. Explain, compare, and understand fractions)</td>
<td></td>
</tr>
<tr>
<td>English Language Development Standard, Domain, Model Performance Indicator.</td>
<td></td>
</tr>
</tbody>
</table>

### Fully English Proficient

Language-based Expectations/Demands (word level, sentence level, message level)

Language Proficiency Levels

The Features of Academic Language in WIDA’s Standards

<table>
<thead>
<tr>
<th>Discourse Level</th>
<th>Performances Criteria</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discourse Level</td>
<td>Linguistic Complexity</td>
<td>Amount of speech/written text, structure of speech/written text, density of speech/written text, organization and cohesion of ideas, variety of sentence types</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sentence Level</th>
<th>Language Forms and Conventions (types, arrays, and use of language structures)</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Level</td>
<td>Types and variety of grammatical structures, conventions, mechanics, and fluency, march of language items to purpose/perspective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word/Phrase Level</th>
<th>Vocabulary Usage</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word/Phrase Level</td>
<td>Specificity of word or phrase choice</td>
<td>General, specific, and technical language, multiple meanings of words and phrases, formalistic and idiomatic expressions, nouns and shades of meaning, Collocations</td>
</tr>
</tbody>
</table>

The multicultural context for language involves the interaction between the student and the language environment, encompassing the...

- Register
- Genre/text type
- Topic
- Task/situation
- Participants' identities and social roles
R.L. 8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
The Road Not Taken
By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I-
I took the one less traveled by,
And that has made all the difference.
1. What is an appropriate **content objective**?

2. How will you formally/informally **assess** whether students have met today’s objective?
   - What does a fully English proficient student response look/sound like?

3. What **language** will students be expected to produce or process in this domain?
What bite can you take now?