# Language Development Standards and Assessments for English Language Learners

**Part 1**



**Slide 1**



**Slide 2**

**PEGGIE:**
Welcome, everyone. This is Peggie Garcia from the National Charter School Resource Center. Welcome to our webinar: "Language Development Standards and Assessments for English Language Learners."

We're going to get started in just a moment. But before we get started, I'm going to give you a quick introduction to the webinar platform. On the left-hand side of the platform, we have a chat window. You can enter your questions at any time during the webinar. We'll have Margo speak for 35 to 40 minutes and then do questions at the end. But please go ahead and enter your questions throughout, and then we'll cue them up for her for the Q&A at the end.

You can listen to the audio portion either through your computer or over the phone. If you joined by phone, please mute your computer speakers to prevent an echo effect. If you would like to listen over the phone, if you're having audio problems over the computer, you can use the conference number and the participant code that are in the chat window.

Below the chat in the file share window, there is a PDF of the slide presentation that will be presented in a moment. We sent out a reminder this morning that

had the slides attached. But in case you did not receive that document and you want to download the slides at any time, you can go ahead and do that by clicking on the file and then Save to My Computer at the bottom of the file share window, and it will give you directions.

Below the PowerPoint slides, you'll see a few reminders. Again, to ask a question at any time during the webinar, please enter your question in the chat box to the left. If you're having trouble seeing the slides, you can either use the full screen option on the top right or you can use the download option from the file share window that I just described.
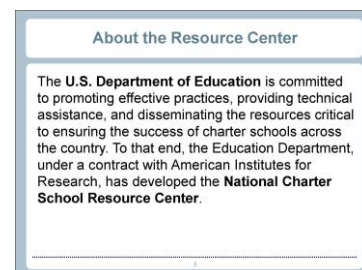
Finally, if you listen over your computer, please note that your bandwidth will affect the quality of the audio. To hear the highest quality audio possible, you should do three things:

1. Use a wired connection for your computer rather than wireless.

2. Close all of your applications other than Adobe that are running.

3. Clear your browser's cache and cookies.

The webinar is being recorded, and an archive will be available on our website within three business days. So by the end of this week, we should have it up at charterschoolcenter.org/webinars.

The National Charter School Resource Center is funded by the U.S. Department of Education, and we provide technical assistance, information, and resources for charter school educators across the country.

One of our special initiatives this year is a focus on English language learners [ELLs]. We're doing a series of 12 webinars on ELLs. This is our seventh in



**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**.

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the series. I encourage you to join us for the remaining five in the series.

Our presenter today will be Margo Gottlieb. She's the lead developer of the World-Class Instructional Design and Assessment consortium (WIDA).

I'm going to go ahead and do a quick introduction for her. Then we'll do some polls to get a better sense of who you all are. And then we'll go ahead and turn it over to Margo.



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Margo is the lead developer for WIDA and also the director of assessment and evaluation for the Illinois Resource Center in Arlington Heights—the technical assistance center in Illinois that provides really wonderful technical assistance related to English language learners. Margo is a nationally recognized expert in the design of assessments for English language learners in prek[indergarten]–12 settings, the evaluation of language [and] educational programs, and the development of language standards. She started her career as an English as a second language and bilingual teacher. For the past several decades, Margo has consulted with and provided technical assistance to governments, states, school districts, publishers, universities, and professional organizations and has served on numerous national task forces, expert panels, and technical working groups. She travels extensively, delivering presentations, and has also published extensively.

I'm happy to share her full bio with you—which is very impressive—if you like. But now we'd like to get a better sense of who you are. So we're going to ask you three quick questions.

The first is to ask you to describe your role in the charter school community. Do you describe yourself
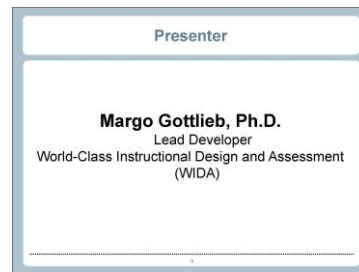
best as a charter school teacher, a charter school leader, [or] a board member; someone who works for an authorizer for a CMO [charter management organization], for a charter support organization, either statewide or national, a nonprofit, an institution of higher education, an LEA [local education agency], a school district, an SEA [state education agency], or other? [pause]

We'll leave that open for a few more seconds. So far, it looks like about a quarter are charter school teachers, with charter school leaders making up, between the two of them, about half of the people on the webinar. And about 15 percent [are] from state education agencies. So that's nice to see a good mix. Okay.

We'll go ahead and move on to the next one. Margo works for the WIDA consortium, which is a consortium of, I believe, 23 states. Are you from a WIDA or non-WIDA state? You can have WIDA, not WIDA, or not sure. And we'll tell you exactly who those states are just so Margo has a sense of who's on the line. Most of you are not sure. Okay. Great. We'll clear that up for you in a moment.

And then the final piece is grade level. If you are a teacher or school leader, what grade levels do you serve? K–5, 6–8, 9–12, or not applicable if you're not working in a school right now? [pause] Okay, it looks like we're pretty evenly split between elementary and secondary, [with] a little bit more between middle and high school. Okay. Great. Thank you all for sharing.

So, Margo, at this point, I'm going to go ahead and turn it over to you. Are you ready to flip the slides?
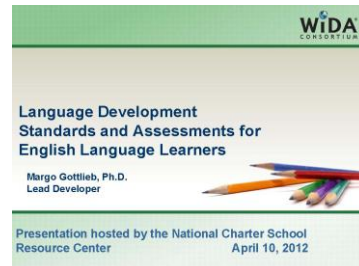
**MARGO:**
I'm going to try my best.

**PEGGIE:**

All right. Welcome. Thank you for joining us.

**MARGO:**

Thank you everyone for partaking in this webinar today. I'm very excited to share the information with you today in hopes that you'll gain a greater understanding of the role of academic language and language development standards and assessments for English language learners.
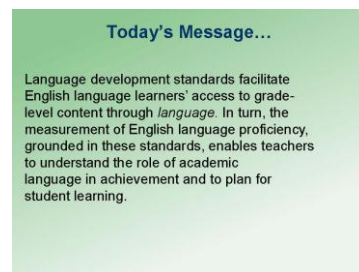


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[Technical difficulties]

**MARGO:**

No. [pause] Hello again. I apologize for the technological glitch. I'm not the best at computers, but somehow I'll keep on going with today's message.



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I just want everyone to realize the importance of language development standards. They provide the pathway for English language learners to grade-level content. And it's really the scaffolding of language that enables our English language learners to witness academic success in today's classrooms.

Language defines who our English language learners are, and it shapes both their instruction and their assessment. So, hopefully, today I'll give you an overview of that. Next slide, please.

All right, I can't see your hands raised, but hopefully you all realize that at some point in your careers, there are going to be some English language learners in your classrooms. And if not today, they will be there in the near future. And if they're not in your classroom for sure, they're in your districts and states. Next.
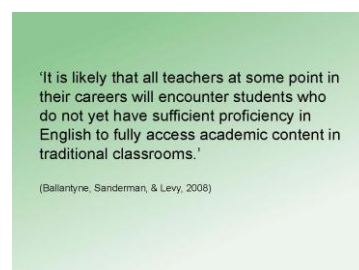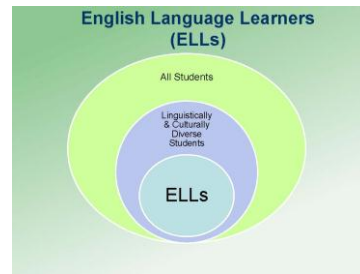


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So who are English language learners? I realize that not all of you will be well versed in this student population, so I'm just going to spend a couple little minutes giving you some bare bones statistics.

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If you look at this diagram, all students are encompassed, both linguistically and culturally diverse students, but also that subset of English language learners that occupy about 10 [percent] to 15 percent of your student population in most of your states. So it's a growing segment. And we'll look a little bit more in depth at these demographics.

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The latest statistics I have are really about five years old. At that time, as it shows on the slide, there were more than 11 billion school-age children who spoke a language other than English—the majority of whom are, of course, Latinos, [which is] about 80 percent of those. But it's a growing segment of our population. In the decade ending 2009, this student population had increased by about 51 percent, while the general school population is [increasing] at a much slower rate.

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Right now, there's approximately 5 million English language learners in the [United States]. As I said before, even though English language learners have been growing substantially over the last few years, you also see that the general population is growing but not by a sizable amount.

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Here we go, a little about WIDA for those of you not familiar with the World-Class Instructional Design and Assessment consortium. We were really born from an enhanced assessment grant back in 2002. We were a consortium of small states kind of banded together with the interest of English language learners in mind. We were given the initial grant to design English

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language proficiency standards and the first generation of English language proficiency assessments.
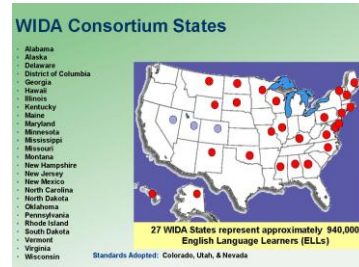
We've grown substantially since the first days of three states. We're currently 27 states who are WIDA members. And with our new consortium, we will have 29 states. There are also additional states that you see in purple that have adopted our standards but not our assessments as yet. We're really reaching practically coast to coast; we're inching our way western.



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Everything we do has a research base, and it also is theoretically grounded. So I just thought I'd share with you a couple of the things that we've done. Everything can be found on our website. You're welcome to look it up at www.wida.us.



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The first thing we've done is [to] create a set of principles of language development not only for English language development; we're also concurrently designing Spanish language development standards. What does that look like within a school setting? These principles have served to kind of underscore the theoretical basis for our standards framework.

We've also created, through teachers, through a set of extensive surveys, what our English [language] learners can do; that's our philosophy. We believe that we should always accentuate the positive nature of being a linguistically and culturally diverse student.

We have polled teachers over the years, and this is another product from our consortium that gives general education teachers a sense of—even though children haven't reached their full English language proficiency—what they are capable of doing and interacting in classrooms.

And the third piece I'm just going to mention are some action steps to academic language success. We're in the final stages of creating an enhanced standards framework. And with that, again, we're going to have a new handbook available to everyone on how to look at better understanding standards in relation to curriculum, instruction, and assessment of [English] language learners.

We have always thought of our consortium as systemically and how we need to think about standards as one component of our system. If you look at this diagram, our English language learners are the centerpiece; they are who we are all about. We, as a consortium, have been educators—all of us. I started my career in the classroom, as has most everyone at our consortium. We have a pretty keen understanding of who these students are and how we can best serve these students.
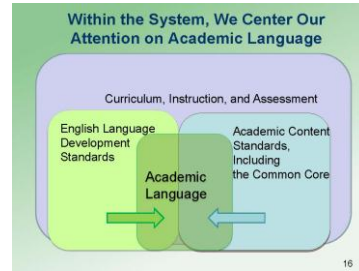


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In the last 10, 12 years, language development standards have really come to frame how we craft curriculum, instruction, and assessment for these students. And they're also the grounding for language proficiency measures. They've been critical in the development of a sound educational program for these students.

It's bounded by research. Our consortium has a full research department.

Finally, we understand that [there are] many stakeholders that work with English language learners. And you must have sustained professional development to really ensure that everyone who touches the lives of English language learners has a rich understanding of who they are.

As you can see here, within our system, we really try to highlight the role of academic language. We think academic language is the crosswalk between multiple sets of standards. In this case, it's English language development standards with academic content standards, including the Common Core [State Standards], realizing that 46 [Audio skips]. But also to understand that academic language not only binds the sets of standards, but it also provides the impetus for curriculum, instruction, and assessment.

If I click this one more time, this emphasizes the nature of academic language because all teachers must have a keen understanding of the role of language, even in content instruction. What we try to do is to emphasize the fact that academic language can serve as that bridge amongst all students and teachers.

To look at it another way, academic language is really the center of all standards. In this case, we're starting off with English language development standards and we're superimposing academic content standards, including the Common Core [State Standards].
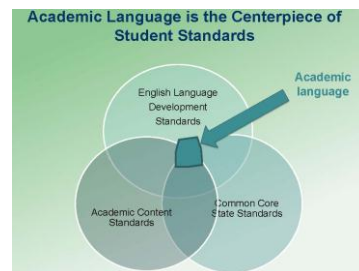
We realize that many states, even though they've adopted the Common Core [State Standards] for [Grades] K–5 in particular, they're still utilizing their state's social studies standards and science standards. The science standards [are] soon to become part of the Common Core [State Standards] within the next year, but we are in a transition phase right now.

Just to understand that if you look at the focal point of standards, again, it's academic language. We try to really think about what that means to classroom teachers, to school leaders, and also to states. I'm going to spend a couple minutes now articulating how that is operationalized.



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[For] those of you who aren't familiar with language development standards, and in some states you're still using language proficiency standards, we like to differentiate those two terms.

We use language proficiency to designate the measurement of language. Language proficiency is associated with our testing—our assessment of language development. It provides schools and districts and states with language proficiency levels.

The language development standards, on the other hand, [are] descriptive of the development process. It is an illustration of how we represent the standards across a continuum of language development for English language learners.

As you see here, language development standards provide clear language expectations for English language learners and all stakeholders as they move across the second language acquisition continuum.

In addition, built into our language development standards, we have instructional supports. That is, we think it is critical in order for our students to move from [one] language proficiency level to the next level that they have visual, sensory, graphic, [and] interactive supports built into both instruction and assessment. That gives them the accessibility and equity so they in [turn] can partake in the general education classroom.

Another provision of the language development standards, as I just said, is that we believe that the scaffolds should be built into instruction and assessment and that differentiation is by language, not necessarily by content. Students should be grouped according to their language proficiency levels, and the scaffolds will be built into that instruction so they can keep on progressing across



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the continuum until they reach full language proficiency.

Lastly, we hope that these language development standards are going to be pathways for teachers and school leaders for our students to succeed academically because that's the ultimate goal of schooling. We want them to be college and career ready; that's the goal of the next decade.

What you should consider in looking at these language development [Audio skips] English language learners to interact with academic language in meaningful context. It's never in isolation; it's always in looking at language within the greater communication act. We look at it, number one, through discourse. This notion of discourse is very prevalent in our English language proficiency/ development standards as well as [the] Common Core [State] Standards. That is, what are the genres our children are going to encounter? What are these multiple text types?



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Starting off with the big picture and then look at, within that, what are some of the grammatical forms—the sentence structures—that need to be taken into account when you are learning language? And then delving even deeper into that is the third level, and that's what you're most familiar with. What are the words and expressions that are embedded in these standards that are part of the skills and the content—the concepts our children must know and be able to do—but also [the following:]

- What does that mean in terms of language learning?

- What is the vocabulary necessary as part of this instructional unit?

- How is that different for English language

learners than the general education community?

I'm going to take a little time and go through our standards and then give you a sense of what that might look like.

Here you have our five English development standards. The first one looks at English language learners communicating in both social and instructional settings in school. All our standards are school based because accountability rests with school right now. We do understand that, of course, language acquisition is going to occur outside of school: in the playground, in interacting with peers, [and] in the community at large. But with accountability held so tightly to school, that is where we place our emphasis.


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Standards 2 through 5 are the same standard; we changed the context. I'll just read to you, and you can see it yourself.

English language learners, and we emphasize "communicate" because that makes it language based. Students are able to communicate information, ideas, and concepts. Why are they doing it—because it's necessary for academic success in each of the core content areas: language arts, which is two, the area of mathematics, science, and social studies. We will be producing a 2012 edition, and we're extending this outside of the core content areas to include visual arts, to include technology, [and] to include multicultural studies.

We really want to capture the whole child understanding that most of the school day will be spent in this core area. It's critical that we also mention the social and instructional language because for our students, even though it is everyday

language, it's academically challenging for English language learners, especially newcomers or those who are at the lower end of the proficiency level.

We want to ensure that all teachers are aware of the instructions that they're giving students—of the directions—and the use of cognates, the role of multiple meanings, [and] understanding idiomatic expressions. All that would be part of Standard 1. So let me explain just a little bit more.

Here is Standard 1 again. Our English language learners communicate for social and instructional purposes. What does that mean across those three linguistic levels? I'm going to give you some examples from each of these five standards.



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For Standard 1, at a discourse level, especially older students, they have to become attuned to listening for announcements over an intercom and making sense out of that when there isn't a lot of support for them. Or the oral directions they get for assignments or even the written directions on a whiteboard. That really is chunks of language, large quantities of language that they have to process in order to be able to carry forward in school.



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At the sentence level, here are some typical examples of what would be associated with social instruction [Audio skips]. But what does that mean? "What's a lineup, which is different from lining up?" We don't think about some of those really nuanced ways of speaking, and yet our students may not be acclimated to all the different ways at the sentence level how we can construe language. "Pass out the paper versus pass in your paper"—two different things, yet there's this one little word that makes the difference in that. Or multiple step directions [such as]
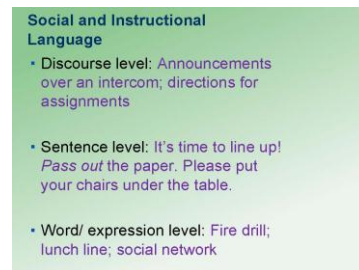
"Put your chairs under the table."—something, again, that they can look at their peers and see what's happening, but it'll take them a while to figure out how to do that on their own.

And then here, the word expression level—things that you may hear all the time. "There's a lunch line." Or social networking now is so pervasive, and yet it's very much a part of schooling. We need to incorporate that into curriculum, instruction, and assessment for our students.

Let's move to Standard 2, which is the language of language arts. This is probably the cloudiest of all the standards because it's very difficult to tease sometimes the knowledge and skills required of that content, which is language arts, from the language needed to access that content, which is the English language development side.



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In terms of those three linguistic levels, at the discourse level, think about all the different ways in which language is presented to students. I just mention a couple: There's fairy tales, there's poetry, there's essays, [and] there's folktales. There's a just myriad of different ways in which language is organized in the content area of language arts. Each represents a different way of creating language and looking at how language can cohere—looking at language as a way of presenting a message. For example, native English speakers, once they reach school, "once upon a time," automatically clicks in that this is a fairy tale because those are the words that are a clue to it. But "break a leg"—what in the world does that mean? I bet you most English language learners don't know that. They'll take it literally rather than figuratively. So those idiomatic expressions that really can be misleading for [English] language learners must be considered as part of language learning.



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I will thread this little notion of table. In language arts, it's the table of contents, but it surely doesn't look like the table in which the students are sitting in front of. Okay. Also, the language of language arts: "beginning, middle and end." What does that mean in terms of a story versus a line? It's just something that's part of the language arts discipline that we have to be sensitive to when we're working with [English] language learners.

Let's now move to Standard 3, the language of mathematics [Audio skips].



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Everyone says [it has a] language of its own, but yet it also embeds a lot of English if, in fact, we're looking at English language development. The language of story problems is very distinct to the content area of mathematics—you don't see it outside of that discipline. Or the use of theorems: There is a set pattern; there are stipulated steps that you must follow that's part of the discourse.



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At the sentence level, even learning, for example, basic operations, and you see how many are left— what does that mean—versus it's on the left versus the left-hand side versus your left hand versus…? Left is one of these words with multiple meanings. Looking at this, it triggers for us, oh yeah, subtraction, [but] it doesn't do that in the mind of a six- or seven-year-old. And, yet, it's a very common sentence level expression. For older students, "what is the mean" versus "what do you mean"? Again, two very different sentences: one very much part of the language of mathematics, [and] one part of social
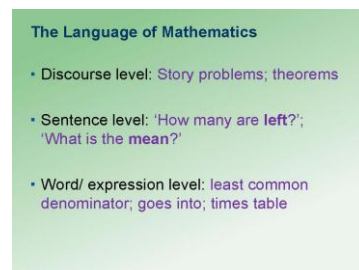
and instructional language. Students have to learn how to distinguish amongst all of this variability in our language, and that's what the language development standards help us do.

In terms of words and expressions, you can see here, "least common denominator." We love to put lots of words together that create their own meaning. Or "goes into." You see that again. It can't be anything else but division, except if you're an English language learner. Or "times table." Again, another way of representing a table, but it doesn't look like what you're sitting in front of.

[End of chapter 1]

## Part 2

**MARGO:**
Moving to the language of science. What does that look like?



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Let's look at a discourse level. If the students are, in fact, engaged in doing scientific inquiry or partaking in experiments, they might have to create lab reports or read research articles or create their own journal articles. The way that they write lab reports is different from [writing] a science log, and that's part of language learning—understanding those structures. For example, "the findings indicate that…" versus "according to my observation…"—how we group words together in sentences to define what we're trying to communicate.

Here are three other words or expressions that's

part of the language of science. Hypothesizing and how that might be analogous to predicting in language arts. Looking at our table example, now we're talking not about a times table, not about a table of contents, but the water table. We see a different application of this same word—table—where students may not have all that range of language yet. The same thing with base: "baseball" versus "base" versus "acid" versus "you're on first base." There's probably five, six different meanings for that word, and how can we help our students understand its scientific tag when we're talking about [it] in the science classroom.

Lastly, the fifth standard is that our students are looking at the language of social studies.

**ELD Standard 5:**

*ELLs communicate information, ideas and concepts for academic success in the content area of SOCIAL STUDIES.*

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At the discourse level, [a] unique set of ways of expressing social studies events through biographies [and] through primary source documents.

The way we often express sentences in social studies is the use of a passive tense, which is not part of other disciplines necessarily, such as "the Chicago fire was caused by…" [It is] very difficult for [English] language learners to understand that. Or to use these archaic expressions, such as four score and seven years ago. We know it is part of the Gettysburg Address but do our students? Probably not. What does that mean in everyday terms?

**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

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Finally, the word expression level. Here you see multiple meanings again. "Revolution" or what is "free will" and how does it apply to our "democracy"? And one other thing if you look at geography, taking that

notion of table, again. What's a tabletop? If you're a Spanish speaker, and you know the word *mesa,* which is table, that refers to a plateau or a tabletop.

To summarize, we have our five English language development standards but also concurrently, as I mentioned before, we're in the process of creating strands for our Spanish language development standards. But there's a critical piece in the middle that we're calling the space for translanguaging. And we believe it's present in all language learners—those who know two or more languages. If they know one, they're in the process of acquiring a second or a third or a fourth. There's a body of literature that's really growing that points to the fact that dynamic bilinguals, or emerging bilinguals, are constantly using their metalinguistic and metacultural resources to navigate within and between or among languages. That's how they can move forward. They get a greater understanding of one language through a second and third language. We're trying also to capture what does that mean for our English language learners.
I'm going to just spend a couple of minutes…Those of you who aren't familiar with our standards framework, don't get confused. I'm going to try to be very explicit. I'm going to share with you our standards framework, and we're in the point of transition. We've been using a framework…

Let me just iterate that our standards over the last 10 years have not changed; we have kept these same five standards. But the way we've been representing our standards has grown over time; it's evolved. Looking at the research and the literature and some of the theory behind it, our thinking has changed over time. So we want to make what we had implicit, explicit for teachers and other stakeholders.
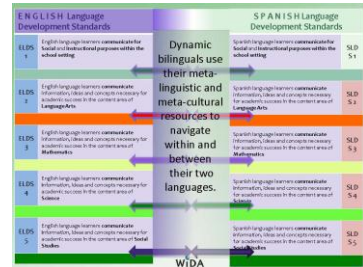

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Let me just share with you right now what we've been in the process of doing. This is our framework that we have had on the website since September [2011], and it will become official come June [2012]. But we have retained, first of all, an example topic, which has come from academic content standards. Again, as I mentioned before, we want to bridge content with language. We want to make sure there's an integrated piece for teachers so they understand the relationship between English language development and academic achievement. If, in fact, language teachers are collaborating with content teachers through the same example topic, that will provide some cohesion and continuity for our students.

Here's another piece that we've retained. You don't know what MPI is; it's called a model performance indicator. That is, it's one cell of a five-cell strand. The strand starts at Level 1, which is our lowest level of language proficiency, and moves through five levels of language proficiency: entering, emerging, developing, expanding, and bridging.

What we have tried to do is to show what our students can do. What are the instructional assessment targets or foci that teachers can use in planning curriculum, instruction, and assessment for these students? It's just an example; it's not prescriptive. It's just descriptive of what students can do with this example topic across five levels of language proficiency, knowing that in the area of—and this is [the] language domain of reading—that if you're a beginner, your level of processing language isn't going to be as great as those at the higher end.
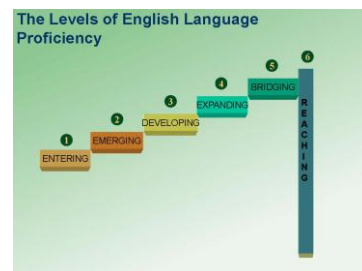


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We've also retained the four language domains: listening, speaking, reading, and writing. But we also understand that within classrooms, sometimes it's very artificial to separate those four language domains, so we're also creating sample integrated strands, where, in fact, we've combined standards, and we've combined language domains to help teachers create an entire unit of instruction.



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Another element that we've retained are these five levels of English language proficiency. You'll see Level 6, and that is the threshold. At that point in time, according to our current English language proficiency test, our students are considered fully English proficient.



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This reiterates the fact that we have maintained our five standards; we're not going to change them. But we've added, for example, a context that helps teachers understand that the strand really operates within a greater instructional piece, such as a series of related lessons or a unit of instruction.



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One other interesting element that we've added now are cognitive functions. Oftentimes, teachers have had difficulty separating a language function—how children are communicating: are they describing, are they explaining, are they comparing—and the cognitive level: how are they doing it? Are they doing it by applying? Are they doing it by remembering? We've used Bloom's revised taxonomy and tried to keep the cognitive function constant, saying that even students at the earliest level of English language proficiency can engage in higher level thinking if given the supports. So we wanted to clarify that point.

The third thing is we're adding some topic-related language to have teachers understand what are some of the forms. What are some of the words and

expressions that our students are going to encounter?

Lastly, how to make some explicit connections, understanding that teachers are working with multiple sets of standards. We have specified the Common Core [State] Standard or other academic state standards that directly correspond to our strands of English language development.

This is what it looks like now. Here are our new pieces. We've added the standards connection. You will see here, this happens to be from the Common Core [State] reading standards for literacy, history, [and] social studies. It is at Grade 7 that kicks in at Grades 6–12.



**Slide 37**

The topical vocabulary will talk about the topic-related language of the strand of model performance indicators. What is some of the language all students must encounter? In this reading, for example, what are some words that are critical to this unit of instruction that our students must interact with, although we will not expect mastery to the higher levels of language proficiency?

The other example I just explained to you is the cognitive function. In this case, in this strand, we expect children to be able to analyze [Audio skips] agricultural icons. So there's that visual support built in.

There's also graphic support. Maybe they're putting it on a chart of some sort or using maps and they only have to identify it. But in order to identify an assortment of icons, they're going to have to analyze. Versus students at a Level 5 are going to read a chunk of language reminiscent of most seventh graders and be able to draw conclusions about resources or these agricultural products—still using maps or graphs but looking at grade-level text.

There's a huge range, and we try to make those gradations possible through supports.

Here is, as I mentioned before, the context. We expect students to be able to read informational text and related websites about crops or agricultural products and then use it to create charts or use maps.

I'm just going to review very quickly. In terms of topic-related vocabulary, as I mentioned before, academic language isn't just for English language learners. Topic-related language can be very useful to all your language learners and can help frame your units of instruction and then differentiate the language for your [English] language learners.

That cognitive function; I want to mention [it] again. It's looking at the thought process that underlies the language and how, in fact, it is reachable for all students, including [English] language learners.

**Slide 38**

**Slide 39**

Here's an example I started to mention a couple minutes ago. The cognitive function is analyze. But in order to analyze, we only expect English language learners at the beginning levels to identify. And though it's in the mid level, they'll be able to compare or contrast or be able to distinguish amongst different forms of language. As you [see] here, students at the highest ends are able to draw conclusions.
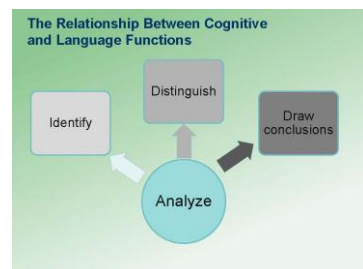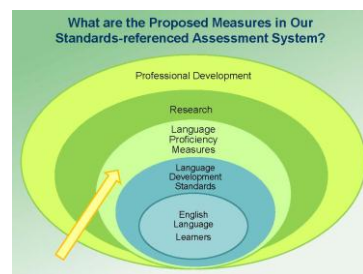
**Slide 40**

In terms of the context for language use, this is one other place where we are embedding different elements of the Common Core [State] Standards. If you're familiar with the Common Core, English language arts talks about text types in Standard 10; we're mentioning it here. We're looking at participants' identity and social roles—that's very much a part of English language arts. The collaboration is a key piece there and their awareness of audience—again, very much a part of Common Core [State] Standards.



**Slide 41**

I'm just going to spend a couple minutes—because I see it's getting late—in terms of how we are measuring our English language development standards within our system. I will share with you a couple of visuals that will help you gain a better understanding of how we are crafting our new generation of language proficiency assessments.



**Slide 42**

Here's the first diagram. We start off with always theory, understanding that academic content and language proficiency merge at the point where we want to define academic language. So that's where we center our attention. And from academic language proficiency, what we've tried to do is to conceptualize it through our English language development standards framework.
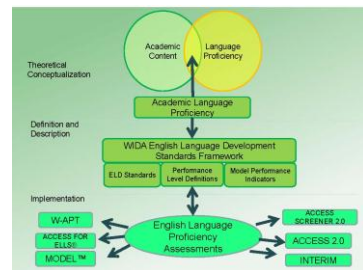


**Slide 43**

I spoke to you today about our English language development standards, and I gave you a couple of ideas for what model performance indicators look like. What I have not shared—but will become readily apparent—is that we also have performance-level definitions that help provide criteria as to what does each of those levels look like.

The third piece of our system is [as follows:] "How are we implementing standards through our assessments?" On the left-hand side is what is currently in place. We have the WIDA Access

Placement Test [W-APT] that is given when students initially move into a district or are new to a school or have moved and that gives an overall language proficiency level. Access for ELLs® is our secure assessment that's given on an annual basis. But we also have a box kit that's available for more benchmarking or interim assessments that anyone can use.

We are moving toward a new generation that's much more technologically driven. We will have an Access Screener available through—we're not exactly positive, but we will be using either smart pads or computers. But you will see that in the next year and a half as we start rolling that out. The Access Screener will be a prelude to our summative assessment, which will be our second generation of Access for English language learners. We also will be designing much more innovative items through our interim assessments.

The Educational Testing Service has designed these graphics for the three consortia. WIDA is a consortia that is currently developing the new generation of English language proficiency test for English language learners to be launched in 2014–15.

**Slide 44**

Along with creating an assortment of assessments, we also are collecting articles and maps and resources. We'll have administration manuals and test items in the reporting systems within a digital library, So it'll be easily accessible to all who are part of our system.
Here is our WIDA website. You're welcome to visit it anytime.

**Slide 45**

Finally, I want to close with the quote from David Francis and his colleagues, who I think very succinctly said how the role of academic language is so critical to schooling—schooling for the 21st century—so, in fact, all students—but especially our English language learners—do become college and career ready and can succeed inside and outside of school.
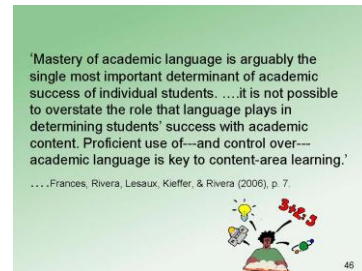
Thank you so much. I'm going to give you back to Peggie. I think we have time for a couple of questions.

**PEGGIE:**
Great. Well thank you, Margo. That was a great deal of information. I just want to…There seemed to be a little confusion in the chat earlier. I just want to make the point that in all of the states where the WIDA standards have been adopted, English language learners are responsible for actually two sets of standards: the academic content standards that the state has adopted and also English language proficiency standards. So ELLs have two sets of standards they have to meet. I just wanted to…

**MARGO:**
That's true across all states.

**PEGGIE:**
Right. I wanted to ask you just a little bit about the new WIDA standards [that] will be coming out this summer. I wanted to ask you…

**MARGO:**
Not the new standards: same standards; new representation.

**PEGGIE:**
The updated standards.

**MARGO:**
Yes.


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**PEGGIE:**
Okay; thank you. The updated WIDA standards will be out this summer, and I wanted to give you an opportunity to comment on the opportunity that states and districts have for rolling out the Common Core [State Standards] and the updated WIDA standards at the same time.

**MARGO:**
I think it's very important that districts and schools look at the compendium of standards. Every state has both English language proficiency and academic content standards. Every state also has English language learners.

It's very critical from the inception to look at the relationship of language and how it's represented in the English language proficiency or English language development standards and how to connect that— how to embed that in the content of academic content standards.

**PEGGIE:**
Great. Okay, as a follow-up, I'm going to flip back in your slides for a minute because I think it'll provide a nice visual support. Lisa is asking if you can provide some examples of appropriate instructional supports and scaffolds for different content areas. If you could maybe choose one content area and maybe talk about if you had these five levels of English language learners in your classroom, what are some different supports that you might provide for each of the ELLs at different levels of English language proficiency?

**MARGO:**
Sure. Let me first say that you are welcome to download the 2007 edition that has a resource guide—it's free for anybody—that gives you lists of all these supports.

But I'm looking at seventh grade, and I'm looking at the language of social studies. What immediately comes to mind is some of the supports that are built in right here—like the use of maps or globes or T-charts or any kind of graphic organizer—would be useful within a social studies classroom. To the extent that you have performance-based instruction and assessment, you can use original documents. You can use artifacts—original artifacts that students are bringing in from their homes and different cultures—using those students themselves as resources. They may have dealt with agriculture a lot better than, for example, myself, who's never really delved into farming—so [the] use of students as resources.

In terms of scaffolding, it's kind of hard in a webinar, but scaffolding occurs through instructional strategies, where students are taken from their leveled language proficiency and given just a little bit more language, sort of like using the [Inaudible] perspective and saying keep on pushing the students so they're moving toward that next language proficiency level. They can all engage in the same instruction—instructional activity or task. But your expectations and the performance of the students are going to be a function of their language proficiency. That has to be taken into account in designing curriculum, instruction, and assessment.

**PEGGIE:**
Great. Thank you; that is really helpful. Kimberly has a question; this is a really huge question, but if we could get you to maybe respond to it at least a little bit. She'd really like to talk about the most effective instructional models for teaching ELL students. What would your comment be about that question?

**MARGO:**
I think the most effective instructional models—and

don't think I'm evading you or avoiding you here—
[are] those that encompass the entire instructional
team. That is, looking at students as part of the
student body and not as a subset or a subgroup. To
look at how you can collaborate with other teachers,
with coaches, with other team members through
professional learning communities, through
professional learning teams. Whatever you can do to
spread the word so everyone understands that
academic language is the core for academic learning
for all students. The way you might strategize will be
different for English language learners, but every
teacher has the same goal.

I will not endorse one model over another. But I think
if, in fact, you can coordinate the services for English
language learners, ensure there's continuity from
period to period during the day [Audio skips], you will
have an effective program.

**PEGGIE:**
Great. Thank you; that's really helpful. We definitely
want to focus on the quality of the instruction…

**MARGO:**
Right.

**PEGGIE:**
…for all kids regardless of the model. I think we have
time for one or two more questions. It looks like we
have a bunch of people busily typing away, but we
have another question in the cue. Jennifer is asking,
"Does implementation of these standards look
different in states where there are immersion models
in schools versus states where this is not allowed?"

**MARGO:**

Immersion models, meaning the use of Spanish language development or other language development in concert with English language development? [Inaudible] Or do you mean structure immersion, meaning English only?

**PEGGIE:**

I think she means dual language versus states where bilingual instruction is not…

**MARGO:**

Well, in dual language, you must consider three sets of standards. [Laughs] You have to, again, make sure that there is a correspondence amongst these three sets of standards.

It's very interesting because the Illinois Resource Center and WIDA are cosponsoring a summer institute in Santa Fe. We are developing a whole series of templates to ease that process so that teachers can first look at the academic content standards, including the Common Core [State Standards], and then making those pathways to English language development standards, Spanish language development standards, and/or Spanish language arts standards. All those standards can come into play, but you have to look at some key common elements and how you can fuse those elements to create a cohesive educational program for [English] language learners.

**PEGGIE:**
Great. Well, Margo, thank you. This has been incredibly thoughtful and insightful and just information packed. I'm going to say thank you to you for sharing all of this wonderful information with us. And thank you to the participants for joining us.

You can learn more about future webinars in the ELL series hosted by the National Charter School Resource Center at the link that you're seeing on the screen. We will have five more webinars in 2012. This webinar will be archived at the website that you're seeing on your screen.

It looks like we have one more quick question from Lisa. "Can private schools join WIDA or is it just states?"

**MARGO:**
It's states. But private schools… Just look at the website or you can e-mail me.

**PEGGIE:**
Great. I'm going to send you to an evaluation in a moment, if you could share your feedback and let us know what you liked, what we could do better, and what other topics we might explore in the future. So, again, thank you very much to Margo and thank you to all of the participants. Enjoy the rest of your afternoon.

**MARGO:**
Bye now.


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**Slide 49**