Overview of WIDA Standards & Assessments

Curriculum Summit
November 13th – 14th, 2012

Massachusetts Department of Elementary & Secondary Education
Today’s Presentation

- Why WIDA? How is WIDA related to other ESE initiatives?
- What is WIDA?
- What are the building blocks of the WIDA framework?
- How can educators use the WIDA ELD Standards to provide quality instruction for ELLs?
- What types of supports will teachers need to integrate the WIDA ELD Standards into their instruction?
Why WIDA?

As part of the larger Rethinking Equity in the Teaching of English Language Learners (RETELL) Initiative, aimed at improving outcomes for ELLs.
Why WIDA? How does WIDA fit?

★ Because of Federal (Title III) requirements
  ★ States must align English-language proficiency (ELP) standards with current standards for all content areas
  ★ ELPBO was only aligned to 2001 ELA Standards

★ WIDA is related to several other ESE initiatives
  ★ 2011 Curriculum Frameworks & Model Curriculum Units
  ★ Educator Evaluation
Why WIDA? How does WIDA fit?

WIDA and Educator Evaluation
★ Supports Rubric Indicators
★★ TR: Rigorous Standards Based Unit Design, Access to Knowledge
★★ AR: Diverse Learners’ Needs, Sharing Responsibility
★★ Supports development of SMART Goals & Educator Development Plans

WIDA and new Frameworks
★ Supports implementation by ensuring ELLs have access to college and career readiness knowledge and skills
★ Supports new practice shifts embedded in the new content standards

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WIDA and the 2011 MA Frameworks: providing access

Different approaches to reach the goal – would you take the stairs or the elevator?
WIDA and the 2011 MA Frameworks: providing access

★ WIDA provides tools and resources to develop academic language along with content knowledge and skills

★ WIDA resources help to differentiate instruction – there are always different approaches to reach the same goal

★ Would you rather take the stairs or an elevator all the way up to the top of the Eiffel Tower?
WIDA and the 2011 MA Frameworks: supporting shifts

★ Understanding complex texts requires Academic Language Proficiency

**Words & Phrases:** Academic Vocabulary, Idioms, Nuances, Collocations

**Sentence Level:** Syntax, Fluency, Mechanics, Conventions, Matching organization to purpose

**Discourse:** Amount, structure and density of speech/written text; Organization, Coherence, Variety of sentences
WIDA and the 2011 MA Frameworks: supporting shifts

Words & Phrases

Sentence

Discourse
In other words...

“.. [the] CCSS ensure[s] that every teacher of a discipline is socializing ELLs into the ways of thinking, writing, and speaking in the discipline and into the texts which guide how students read and write, which is different across purposes and genres.”

Fenner, 2012

WIDA ELD Standards provide resources to support teachers in this essential work
What’s WIDA?

World-class Instructional Design & Assessment

- A multi-state consortia
- A comprehensive system grounded in second language acquisition research and best practices:
  - WIDA ELD Standards
  - ACCESS for ELLs Assessment
- An approach to teaching and learning for ELLs that focuses on developing academic language proficiency across content areas
- A vision for collaboration between ESL and content area teachers on behalf of ELLs
What’s WIDA? 5 ELD Standards

★ ELLs communicate information, ideas and concepts necessary for academic success in five key areas:

- Social Instructional Language
- the Language of Language Arts
- the Language of Mathematics
- the Language of Science
- The Language of Social Studies

Academic Language Development

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What’s WIDA?

★ WIDA ELD Standards are **NOT**

★ A scope and sequence for language development (like the ELPBO)

★ Standards as we know normally define them
  ★ Traditional definition: comprehensive list of knowledge, skills, concepts students need to learn
  ★ WIDA definition: areas where ELLs engage with language in order to learn

★ WIDA provides examples, tools & resources for teaching language and differentiating content area instruction
What are the building blocks of the WIDA Framework?

- CAN DO Philosophy
- Language Domains
- Academic Language
- Sociocultural Context
- Levels of Language Proficiency
- Guiding Principles
What are the building blocks of the WIDA Framework?

★ **Guiding Principles:** provide a research-based foundation for language development

★ Students’ languages and cultures are valuable resources to be tapped and incorporated into schooling.

★ Students’ development of academic language and academic content knowledge are inter-related processes.

★ Students’ access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.
What are the building blocks of the WIDA Framework?

★ **Guiding Principles:** provide a research-based foundation for language development

★ Peruse Guiding Principles (blue packet, back cover)

★ Does anything surprise you?

★ Do any of the principles represent a shift in ELL instruction for MA?
What are the building blocks of the WIDA Framework?

**Academic Language:** the vocabulary, syntax, and discourse used to describe

- Abstract Concepts
- Complex Ideas
- Higher-order Thinking Processes

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Academic Language in the WIDA Frameworks

- Words & Phrases
  - Vocabulary Usage

- Sentence Level
  - Language Forms and Conventions

- Discourse
  - Linguistic Complexity
What are the building blocks of the WIDA Framework?

**Levels of Language Proficiency:**
continuum of language development, six levels:

- Level 1: Entering
- Level 2: Emerging
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching (at the level of a Native English Speaker)
What are the building blocks of the WIDA Framework?

**Language Domains:** 4 areas in which students need to construct meaning and express ideas in order to learn language

<table>
<thead>
<tr>
<th>Language Domains</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Process, understand, interpret and evaluate spoken language in a variety of situations</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Engage in oral communication in a variety of situations for a variety of purposes and audiences</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Engage in written communication in a variety of situations for a variety of purposes and audiences</td>
</tr>
</tbody>
</table>
What are the building blocks of the WIDA Framework?

**Sociocultural Context:** acknowledges that language proficiency varies depending on a person’s specific context (society, culture, setting), or factors such as

- Text type or genre
- Register (academic vs. social)
- Topic
- Task or situation
- Identity and social roles
Varying proficiency levels by context
What are the building blocks of the WIDA Framework?

★ **CAN DO Philosophy:**
  ★ Additive language approach, not deficit thinking
  ★ Focus on what students *can do*
  ★ Reflected in WIDA Tools
    ★ **CAN DO Descriptors**
    ★ **Performance Definitions**
    ★ **Model Performance Indicators (MPIs)**
What are the building blocks of the WIDA Framework?

- **CAN DO Descriptors**: Highlight language tasks students can be expected to perform at each proficiency level.

- **Academic Language Performance Definitions**: Highlight Academic Language Features (word, sentence & discourse levels) expected for students at each proficiency level.

- **Model Performance Indicators (MPIs)**: Provide examples of differentiated language expectations for students at different language proficiency levels in a specific context for language use.
## Components of an MPI

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Content Stem</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language processes used in receiving or conveying a message</td>
<td>Derived from state curriculum frameworks</td>
<td>Specific scaffolds to ensure students can access content and engage in language function</td>
</tr>
<tr>
<td><strong>Describe</strong></td>
<td>whether the linear equation or the graph represents a car going at a greater speed</td>
<td>using a word bank and sentence frames.</td>
</tr>
</tbody>
</table>
Model Performance Indicators (MPIs)

- An **MPI Strand** looks at a group of MPIs across language proficiency levels (Levels 1-5)
- Developed across language domains (Reading, Listening, Speaking and Writing)
- Example on next slide
Content area standard: Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in two ways. *(MA Framework, 8.EE.5)*

**Context or Task:** Compare a distance-time graph to a distance-time equation to determine which of two race cars has a greater speed, and explain your answer.

<table>
<thead>
<tr>
<th>Level 1: Entering</th>
<th>Level 3: Developing</th>
<th>Level 5: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the car that is going at the greater speed, and label key terms in the equation and the graph with a partner using an illustrated word bank.</td>
<td>Describe whether the linear equation or the graph represents a car going at a greater speed using a word bank and sentence frames.</td>
<td>Write a paragraph justifying whether the linear equation or the graph represents a car going at a greater speed using appropriate technical vocabulary.</td>
</tr>
</tbody>
</table>
WIDA Terms Glossary

**WIDA Standard**
- Social, instructional, and academic language that students need to engage with peers, educators and curricula

**MPI**
- Examples of how language is processed or produced within a particular context (task, activity, or assessment)
Key Take Aways

Why WIDA?
- Essential to ensure ELLs have access to the new MA Curriculum Frameworks
- Supports instruction of ELLs under Teacher Rubric

What’s WIDA?
- A comprehensive system, approach and vision for effective instruction of ELLs that emphasizes collaboration and academic language development

WIDA Framework Building Blocks
- Guiding principles, Academic Language Features, CAN DO Philosophy, MPIs, Language Domains, Proficiency levels
How can educators use the WIDA ELD Standards to provide quality instruction for ELLs?

★ WIDA provides a shared approach and collaborative vision for teaching ELLs

★ The WIDA consortia has developed useful tools and resources for:
  ★ Differentiating content area instruction for ELLs
  ★ Focusing instruction on literacy and academic language proficiency

★ **One** Example: Transforming MPIs
Transforming MPIs

★ Teachers can “transform” MPIs to customize activities or assessment and differentiate instruction

★ How?
1. Identify content area standard and embedded language functions
2. Identify focus target language domain and academic language feature. Then select a specific context or task
3. Create MPIs based on the student audience using key WIDA tools
Modeling an MPI Transformation

★ Guiding questions
★ What language skills will students need to engage with this standard in the given task?
★ Which features of academic language will I focus on (word, sentence, discourse)?
★ How can I scaffold activities to match students’ proficiency levels without diminishing rigor?
Modeling an MPI Transformation

1. **Content area standard:** 8.F.5. Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

2. **Domain:** Listening
   - **Context or Task:** Given a verbal description of the relationship between the amount of time you run and the amount of water you should drink, sketch a graph describing this function.
   - **Verbal description:** Running experts recommend that you start a long run by drinking 16 ounces at least an hour before. While running, you should drink 8 oz. every 15 minutes.
Modeling an MPI Transformation

3. Create MPIs based on the student audience using key WIDA tools
   ★ Student Audience: Level 1 (Emerging) and Level 2 (Beginning) students
   ★ Useful WIDA Tools
     ★ Sample MPI Strand
     ★ Performance Definitions (p. 8) and CAN DO Descriptors (green) for Level 1 - 2 8th graders in the Listening domain
     ★ Sample supports (p. 11)
Sample MPI strand

<table>
<thead>
<tr>
<th>Example Topic</th>
<th>Level 1: Entering</th>
<th>Level 2: Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent / fractions</td>
<td>Identify proportional representation of objects from oral directions and graphs or visuals (e.g., “Two halves make a whole. Find a half pizza.”)</td>
<td>Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals.</td>
</tr>
</tbody>
</table>

Source: WIDA 2007 Standards, p. 49
# Modeling an MPI Transformation

<table>
<thead>
<tr>
<th>Listening</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
</table>
| **CAN DO** | - Follow one-step oral commands/instructions  
- Match language with visual representation | - Follow multi-step oral commands/instructions  
- Classify/sort visuals per oral descriptions |

<table>
<thead>
<tr>
<th><strong>Academic Language Features</strong></th>
<th><strong>Performance Definitions</strong></th>
<th><strong>Performance Definitions</strong></th>
</tr>
</thead>
</table>
| - Single statements or questions; an idea within words, phrases  
- Simple sentences; common forms  
- General content-related words | - An idea with details  
- Compound sentences; repetitive patterns  
- General content words and expressions |

Source: WIDA CAN DO Descriptors 6-8th p. 6; WIDA 2012 Standards p. 8)
Modeling an MPI Transformation

★ Sample WIDA Supports:

★ **Sensory Supports:** pictures, manipulatives, diagrams, videos & film, models, broadcasts

★ **Graphic Supports:** charts, graphic organizers, tables, timelines

★ **Interactive Supports:** in pairs or partners, with the teacher, in the native language, using cooperative group structures

Source: WIDA Standards 2012, p.11
### Modeling an MPI Transformation

<table>
<thead>
<tr>
<th>Topic/Task</th>
<th>Level 1: Entering</th>
<th>Level 2: Beginning</th>
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<tbody>
<tr>
<td><strong>Percent/Fractions</strong> <em>(WIDA 2007 Standards, p.49)</em></td>
<td>Identify proportional representation of objects from oral directions and graphs or visuals.</td>
<td>Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals.</td>
</tr>
<tr>
<td><strong>Sketch a graph that represents a verbal description of a function.</strong> <em>(Sena &amp; Vead, 2012)</em></td>
<td>Identify the graph that represents a function from oral directions after reviewing key vocabulary and using illustrated word bank.</td>
<td>Follow multi-step oral directions to sketch a graph of a given function using an illustrated word bank.</td>
</tr>
</tbody>
</table>
# Modeling an MPI Transformation

<table>
<thead>
<tr>
<th>Verbal Description</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Running experts recommend that you start a long run by drinking 16 ounces at least an hour before. While running, you should drink 8 oz. every 15 minutes.</strong></td>
<td><strong>Circle the correct graph for the function:</strong> <em>Drink 16 ounces first. Drink 8 ounces every 15 minutes.</em></td>
<td><strong>Draw a graph that shows a function. The function tells you how much water to drink when you run:</strong> <em>Drink 16 ounces before you start. Then drink 8 ounces every 15 minutes you run.</em></td>
</tr>
</tbody>
</table>

**Potential terms for the illustrated word bank:**
*drink, ounces, minutes, every
Drink ___ ounces.
Drink every ___ minutes.*
To Recap - Transforming MPIs

Teachers can “transform” MPIs to customize activities or assessment to differentiate instruction

How?

1. Identify content area standard and embedded language functions

2. Identify focus target language domain and academic language feature. Then select a specific context or task

3. Create MPIs based on the student audience using key WIDA tools
What types of supports will teachers need to integrate the WIDA ELD Standards into their instruction?

★ Think about what teachers need in order to better understand
  ★ Content standards
  ★ Language objectives embedded in the content standards
  ★ The WIDA framework and tools

★ Who can provide those types of support?
  ★ Potential school, district and ESE supports
WIDA ELD Standards Resources

- **Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards**
  
  [http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html](http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html)

- **WIDA Standards Download Library:**
  [http://wida.us/standards/eld.aspx](http://wida.us/standards/eld.aspx)

- **MA state page on WIDA Website:**
  [http://wida.us/membership/states/Massachusetts.aspx](http://wida.us/membership/states/Massachusetts.aspx)
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