

WIDA ELD and Common Core State Standards in Newcomer Secondary Programs for ELLs

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*Dear Algebra,
Stop asking us to find your X
She's not coming back*

We don't know Y either

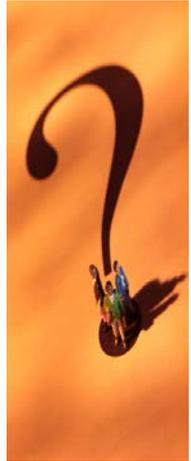
Agenda

Why create newcomer programs?

- Definition of newcomer programs
- Features of successful Newcomer programs

How to coordinate standards?

- WIDA English Language Development Standards  World-Class Instructional Design and Assessment
- Common Core State Standards
- Intersection of CCSS and WIDA ELD Standards in Newcomer programs



Definition of Newcomer program

- A specialized academic environment that serves newly arrived immigrant English language learners for a limited period of time
- Focuses on developing basic English skills, initial academic literacy, acculturation to US schooling and introduction to subject area knowledge



Short & Boyson, 2012

Why develop a Newcomer program?

- ELLs are fastest-growing student group in Prek-12 population
- ELLs struggle to succeed on content area achievement measures
- ELLs drop out from high school at a higher rate than non-ELLs

Graduation Rate NYC, 2011

ELLs	Non-ELLs
40.3%	75.3%

Discuss in your group the contributing factors

Student Profiles

Mi Rae, a quiet girl from Burma, is 15. She lives with her parents and younger brother. She attended school in Burma where she learned Burmese and Karin before moving to the U.S. Both of these languages are still spoken at home. She has been in the U.S. for six months. Her ACCESS scores are Listening -2.3, Speaking - 2.6, Reading – 1.9, Writing 3.1.

Create a student profile of a student you have or a prototype of a student in your school.

Factors that contribute to these facts

- Weak academic literacy skills
- Need to master complex course content with incomplete background knowledge
- Need 4-7 years to reach average academic performance
- Literacy instruction not usually provided in high school
- High school teachers are not prepared to teach initial literacy

Types of programs

- School within a school
- Separate site
- Four year school
- Full day program
- Half day program
- 1-2 periods
- After school
- Extended programs
 - Day, Saturday, Summer



Features of successful programs

- Flexible scheduling of courses and students
- Careful staffing plus targeted professional development
- Basic literacy development materials for adolescents and reading interventions adapted for ELLs.
- Content area instruction to fill gaps in educational backgrounds
- Extended time for instruction and support
- Connections with families and social services
- Diagnostics and monitoring of student data
- Transition measures to ease newcomers into the regular school programs or beyond

What's WIDA got to do with it?

WIDA 2012 ELD Standards

- Overview of 2012 standards
- <http://www.wida.us/DownloadDocs/standards/2012Amplification/2012Tutorial/player.html>
- Definition of Academic Language

Performance Definitions Listening & Reading

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> + Rich descriptive discourse with complex sentences + Cohesive and organized related ideas 	<ul style="list-style-type: none"> + Compound, complex grammatical constructions (e.g., multiple phrases and clauses) + A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> + Technical and abstract content-area language, including content-specific collocations + Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> + Connected discourse with a variety of sentences + Expanded related ideas 	<ul style="list-style-type: none"> + A variety of complex grammatical constructions + Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> + Specific and some technical content-area language + Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> + Discourse with a series of extended sentences + Related ideas 	<ul style="list-style-type: none"> + Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions + Sentence patterns across content areas 	<ul style="list-style-type: none"> + Specific content language, including expressions + Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> + Multiple related simple sentences + An idea with details 	<ul style="list-style-type: none"> + Compound grammatical constructions + Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> + General content words and expressions, including cognates + Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> + Single statements or questions + An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> + Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) + Common social and instructional forms and patterns 	<ul style="list-style-type: none"> + General content-related words + Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Performance Definitions Speaking & Writing

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

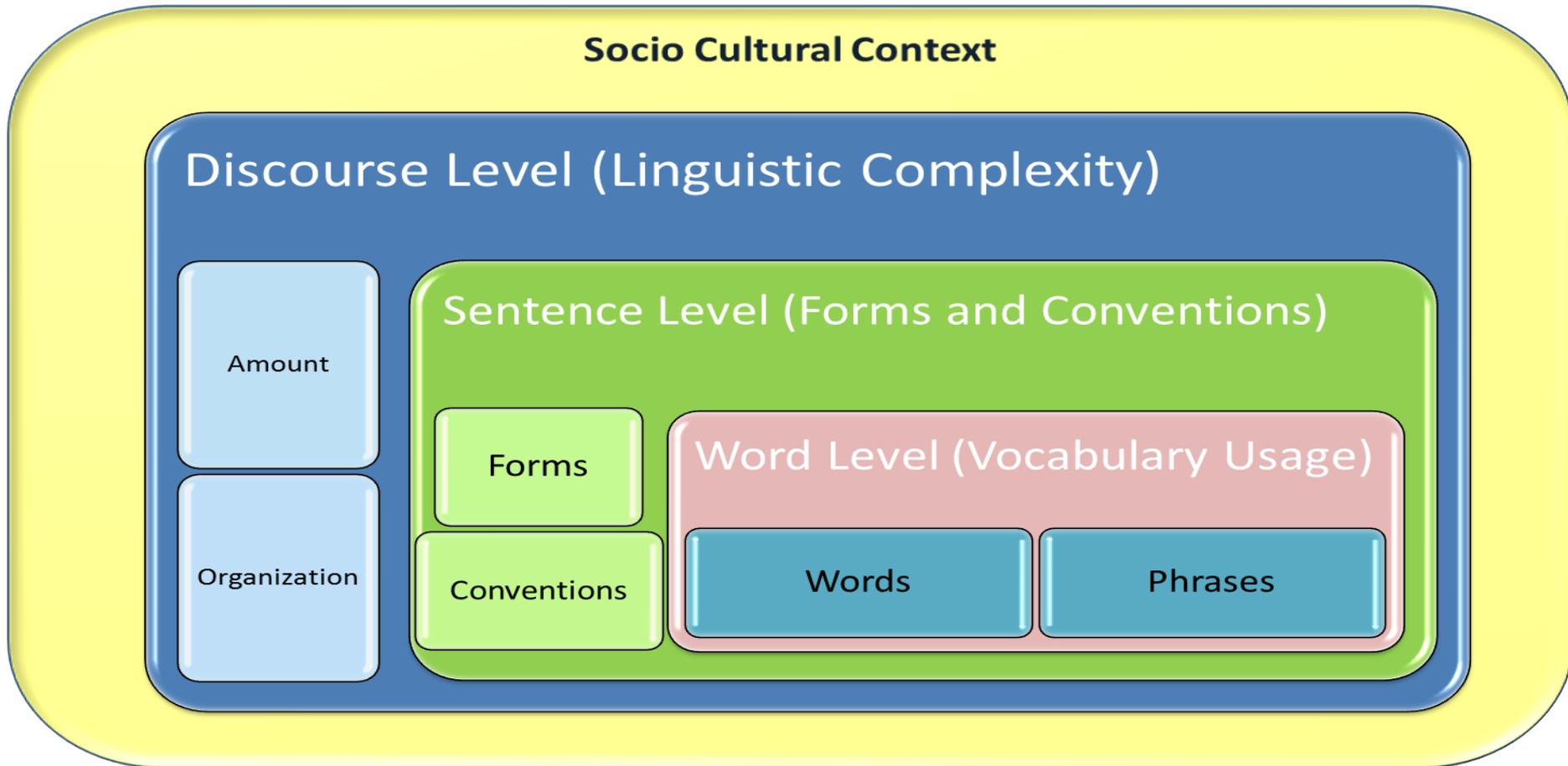
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6- Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> + Multiple, complex sentences + Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> + A variety of grammatical structures matched to purpose + A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> + Technical and abstract content-area language, including content-specific collocations + Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> + Short, expanded, and some complex sentences + Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> + A variety of grammatical structures + Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> + Specific and some technical content-area language + Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> + Short and some expanded sentences with emerging complexity + Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> + Repetitive grammatical structures with occasional variation + Sentence patterns across content areas 	<ul style="list-style-type: none"> + Specific content language, including cognates and expressions + Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> + Phrases or short sentences + Emerging expression of ideas 	<ul style="list-style-type: none"> + Formulaic grammatical structures + Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> + General content words and expressions + Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> + Words, phrases, or chunks of language + Single words used to represent ideas 	<ul style="list-style-type: none"> + Phrase-level grammatical structures + Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> + General content-related words + Everyday social and instructional words and expressions

... within sociocultural contexts for language use.

Performance Definitions 2012

- With a partner
- Discuss:
 - Why WIDA separated these domains in this way? Agree or disagree
 - Compare Listening/ Reading and Speaking/Writing Level 3 Sentence Level
 - What are the similarities/differences?

Functional Components of Academic Language



Think about socio-cultural contexts (other than academic subjects) where an ELL will need language. Share with a partner.

Functional Components of Academic Language

- One person from your group should put a sticker next to the contexts that you identified.
- If you discussed situations that are not listed, please add them on to the list.
- These functional language components should be added to curriculum.



The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Linguistic Complexity

Level 1 – *Single words*

Level 2 – *Phrases, short sentences*

Level 3 – *Series of related sentences*

Level 4 – *Moderate discourse*

Level 5 – *Complex discourse*



Language Forms & Conventions

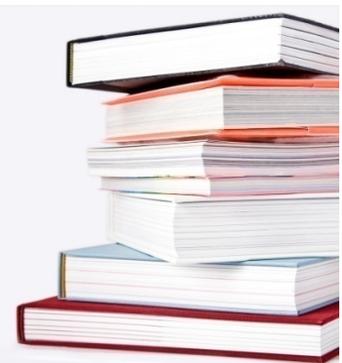
Level 1 – *Memorized language*

Level 2 – *Formulaic grammatical structures*

Level 3 – *Repetitive grammatical structures*

Level 4 – *Variety of grammatical structures*

Level 5 – *Language comparable to English peers*



Vocabulary Usage

Level 1 – *Most common vocabulary*

Level 2 – *High frequency vocabulary*

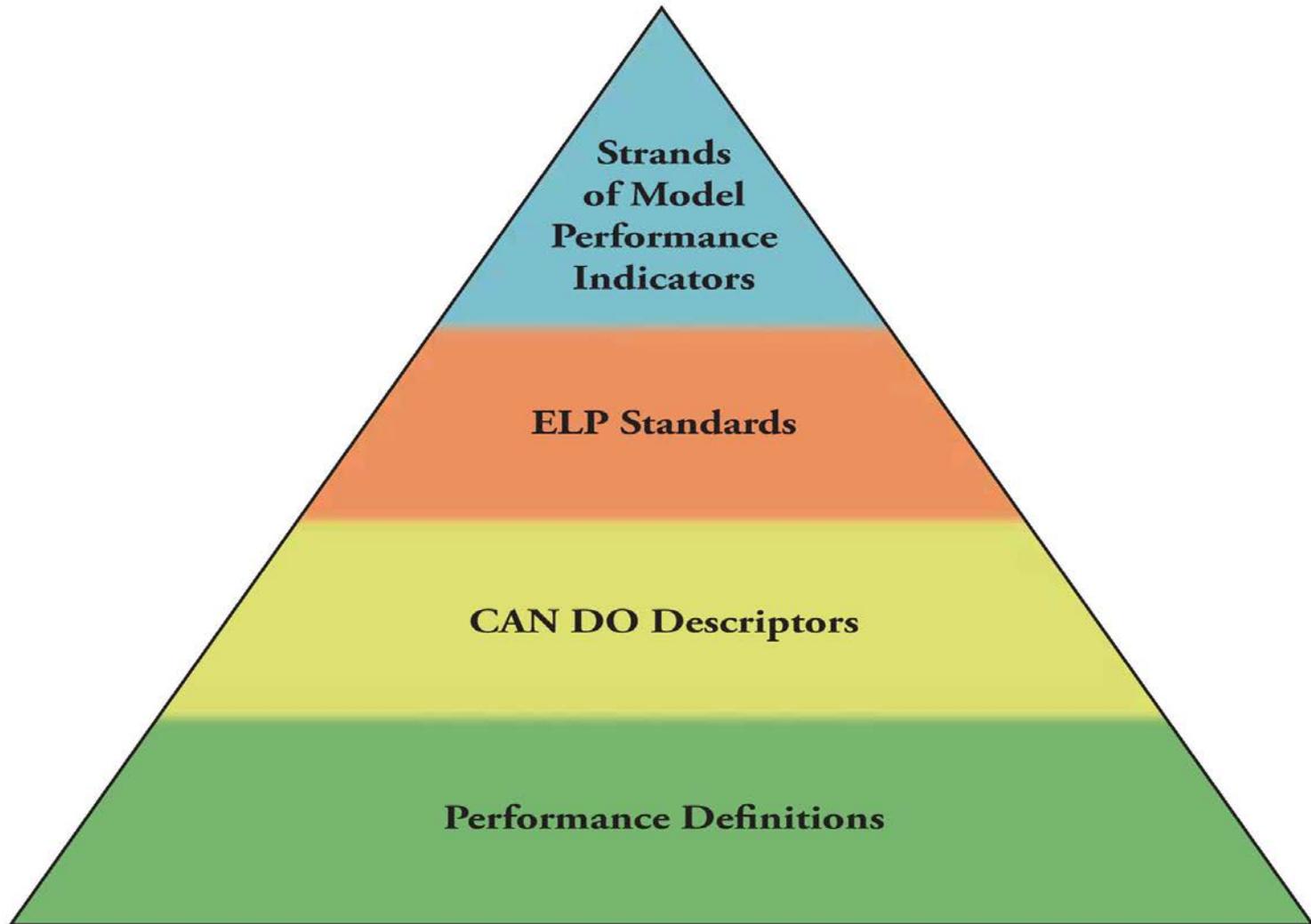
Level 3 – *General and some key vocabulary*

Level 4 – *Specialized and some content-based vocabulary*

Level 5 – *Specialized & precise content-based vocabulary*



Pyramid of Relationships



Components of Academic Language



Bricks: **vocabulary**

Mortar:
Grammar/syntax/**form**

Foundation:
Language functions

Organization of MPIs within Standards

GRADE 1

In the expanded strand below, the instructions for completing a task are differentiated according to students' levels of language proficiency. It is assumed in this strand that students at the upper levels of language proficiency would follow and complete all the instructions shown from Level 1, Entering through Level 5, Bridging. Educators should not give extensive or abstract oral instructions to

beginning students, so the instructions exemplified for levels 2–5 would need to be supported in multiple ways for beginning level students. Sensory, graphic, and interactive supports such as models, templates, and partners can be used in scaffolding the linguistic complexity of the instructions for ELLs and support multiple learning styles.

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Measurement of objects

CONNECTION: *Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1):* Order three objects by length; compare the lengths of two objects indirectly by using a third object.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students work independently or with a partner to create charts about the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).

COGNITIVE FUNCTION: Students at all levels of English language proficiency **ANALYZE** the relative length of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard

Example Language Features

	Levels 1-3	Levels 2-4	Levels 3-5	Level 6 - Reaching
Ungulstic Complexity Discourse Level	<p>Let's measure our books! I'm going to use a ruler to measure my book (<i>teacher shows ruler and book</i>). My book is 14 inches long. Take out your ruler. Now you measure your book! Show me how to measure your book.</p> <p>Let's measure our desks! I'm going to use a popsicle stick...</p> <p>Let's measure our bookshelf!</p>	<p>Look at your measurement tools. The paper clip is short. The popsicle stick is longer than the paper clip. The ruler is longest. Put them in order from shortest to longest.</p> <p>The teacher desk is easier to measure with the ruler. The student desk is easier to measure with the popsicle stick.</p>	<p>Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (<i>teacher models measuring his/her desk with a popsicle stick, then a ruler</i>). Then measure other things using the same tool. Don't forget to write down your measurements!</p>	
Language Forms & Conventions Sentence Level	<p>one inch two inches</p>	<p>short, shorter, shortest long, longer, longest easier</p>	<p>First... then... as long as</p>	
Vocabulary Usage Word/Phrase Level	<p>desk, book paper clip popsicle stick string ruler yard/meter stick</p> <p>short long</p>	<p>shorter than longer than</p> <p>Put them in order</p> <p>measure with</p>	<p>find the length of</p> <p>Remember</p> <p>Don't forget</p> <p>measurements</p>	

Figure O: Guiding Questions for the Components of WIDA English Language Development Strands

GRADE: _____



ELD STANDARD: _____

EXAMPLE TOPIC:

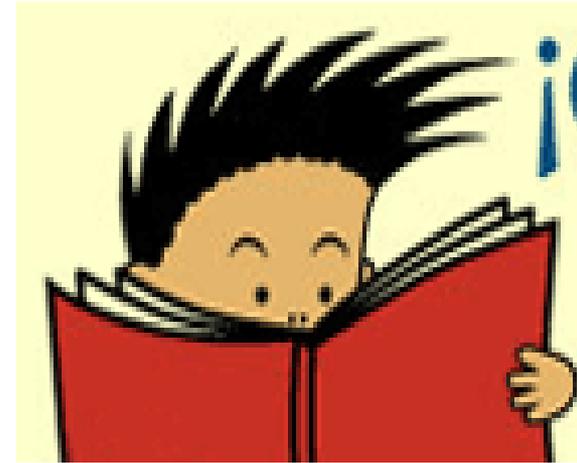
What is one of the topics addressed in the selected content standard(s)?

CONNECTION: Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade level concepts and skills?

EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?					
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Language Domain(s): How will learners process and use language?	A Strand of Model Performance Indicators: What language are the students expected to process or produce at each level of proficiency? Which language functions reflect the cognitive function at each level of proficiency? Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?				
	Level 6 – Reaching				
TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?					

ELLs and the Common Core State Standards



<http://www.colorincolorado.org/multimedia/experts/video/august/>

The Common Core . .



- State-led and developed Common Core Standards for K-12 in English/language arts and mathematics
- Fewer, clearer, and higher
- Aligned with college and/career training
- Internationally benchmarked
- Standards are the beginning . . .

Overview of shifts in CCSS

- **ELA**

- Regular practice with complex text and academic vocabulary.
- Building knowledge through content rich non fiction and informational text.
- Reading and writing grounded in evidence from text.
- Higher order cognitive skill development

- **Math**

- Focus, Coherence, Rigor
 - Require fluency, application and deep understanding.

Language and Lay-out of the Standards

English Language Arts

Reading in Literature and Informational Text(10)

Reading for Foundational Skills (K-5) (4)

Writing (10)

Speaking and Listening (6)

Language (Vocabulary) (6)



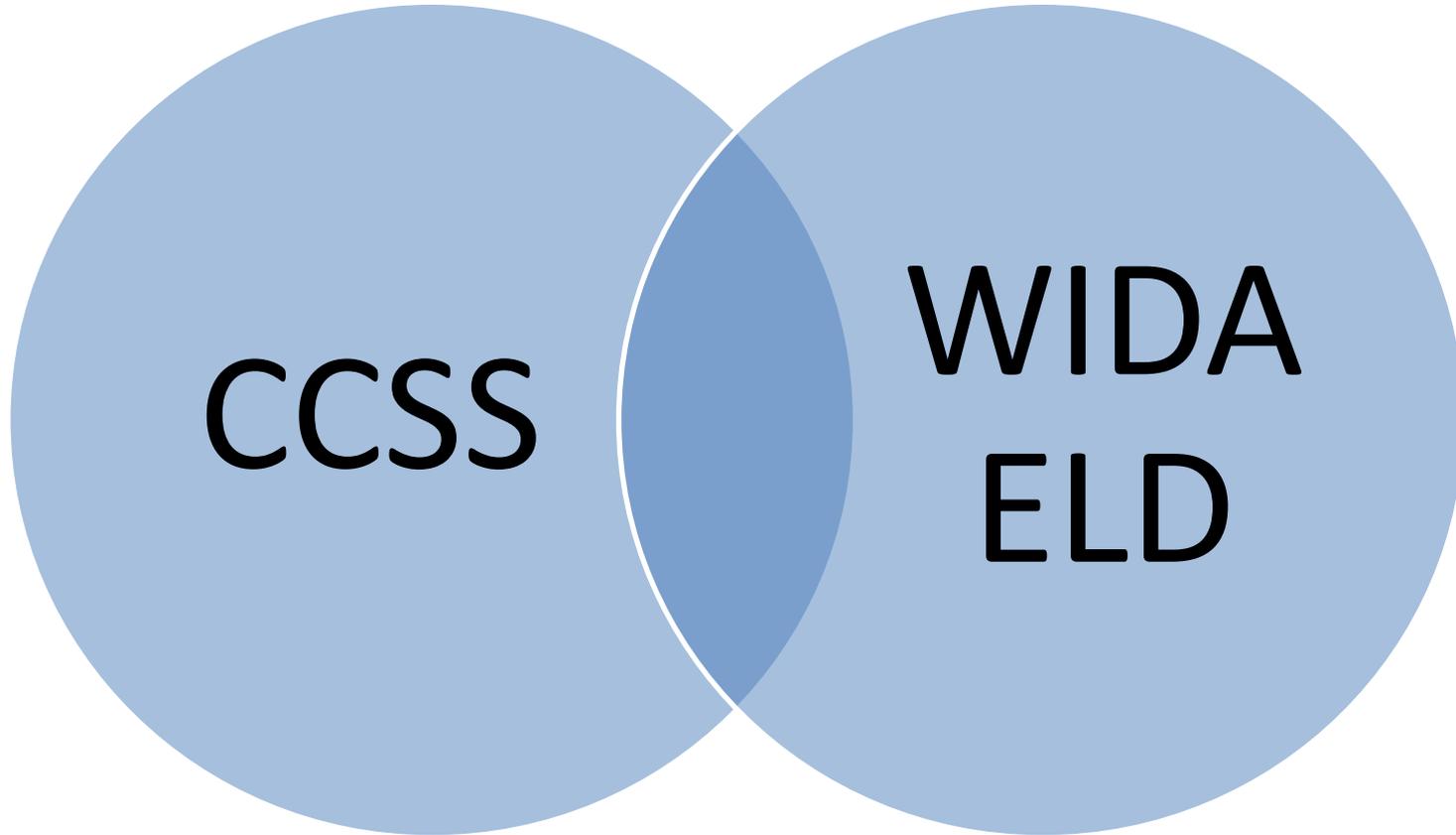
Standards for literacy in history/ social studies, science, and technical subjects

Reading(10)

Writing (10)

Reflection

- Compare and Contrast CCSS ELA and WIDA ELD standards



Reading Anchor Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence.
2. Determine central ideas or themes of a text and analyze their development, summarize the key supporting details.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text
4. Interpret words and phrases as they are used in a text. Analyze how word choice shape meaning and tone.
5. Analyze the structure of text.
6. Assess how point of view or purpose shapes the content and style of text
7. Integrate and evaluate content presented in diverse media.
8. Delineate and evaluate the argument and claims.
9. Analyze how two or more texts address similar themes to build knowledge or to compare approaches
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing Anchor Standards

1. Write arguments to support claims
2. Write informative/explanatory text
3. Write narratives
4. Produce clear coherent writing
5. Develop and strengthen writing through process
6. Use technology to publish writing
7. Conduct short as well as sustained research projects
8. Gather relevant information from multiple print and digital sources.
9. Draw evidence from literary or informational texts to support analysis
10. Write routinely over extended time frames for a range of tasks



Speaking & Listening

- Six standards for Speaking & Listening
- Require that students
 - Gain, evaluate and present increasingly complex information, ideas and evidence through listening, media and speaking
- Focus is academic discussion in one-on-one, small group, and whole class settings



Reading Foundational Skills (K-5)

Learning how to read



- Concepts of print (K-1)
- Phonological Awareness (K-1)
- Phonics and Word Recognition (K-5)
- Fluency (K-5)

Turn and Talk: Which foundational skills will need to be included in Grades 6-12 ESL Curriculum?

Literacy Instruction for Newcomers

- Know the Roman alphabet and phonemes
- Decoding and fluency
- Vocabulary, vocabulary, vocabulary
- Word parts
- Explicit comprehension strategy instruction
- Balanced literacy practices

Language Anchor Standards

- Conventions of Standard English
 - Use formal English in writing and speaking.
 - Make informed, skillful choices among the ways to express themselves through language.
- Vocabulary: Acquisition and Use
 - Grow vocabulary through conversation, direct instruction, and reading.
 - Develop word meanings, appreciate nuances of words, expand repertoire of words and phrases.

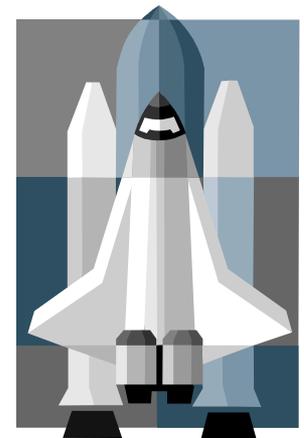


Literacy/Interdisciplinary

Reading and Writing: clustered

- Reading Standards for Literacy in History/ Social Studies
- Reading Standards for Literacy in Science and Technical Subjects

-
- Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects (one set)
 - Clustered: grades 6-8, 9-10, 11-12



Three ELA Appendices

- **Appendix A ~**

- Research supporting key elements of the Standards
- A complete discussion on the topic of text complexity

Appendix B ~

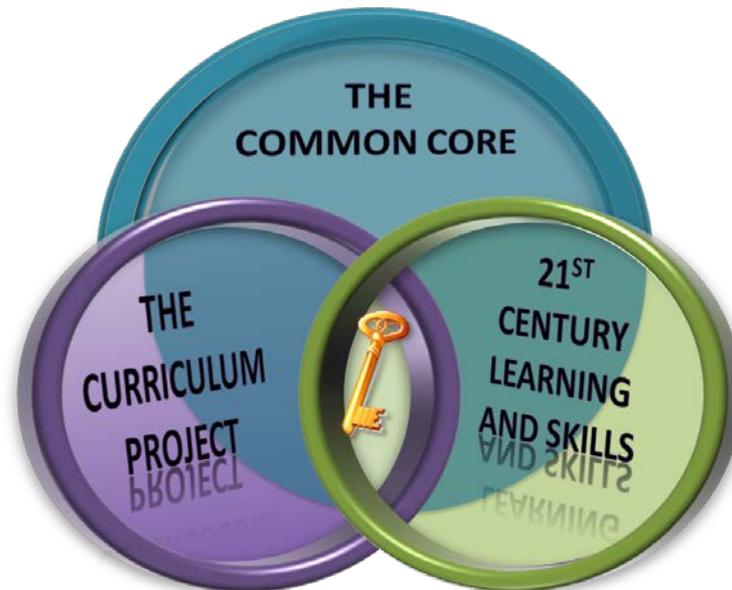
- Text exemplars and sample performance tasks

Appendix C ~

- Samples of student writing
- Annotated samples demonstrating at least adequate performance in student writing at various grade levels are provided.

The Common Core as the Lens

- ◎ Curriculum will be designed
- ◎ Instruction will be delivered
- ◎ Learning will be assessed and measured



NJ Department of Education Initiative

- NJDOE developed Model Curriculum In ELA and Math.
- Teachers wrote Student Learning Objectives (SLO) based on CCSS for each grade level.
- A cadre of ESL teachers developed and are developing performance indicators based on WIDA standards for each SLO.



ELL Scaffold Initiative



Framework, not the complete curriculum.

- Districts need to add assessment, topics and materials.
- Districts need to design curriculum according to the program design.

Newcomers

- CCSS: Content, context and language
- WIDA ELDS: Features of academic language and language differentiation by ELP level
- Challenges:
 - Maintain cognitive function
 - Maintain rigor and develop academic language

Language Function and Cognitive Function

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Label drawings	Describe the stages	Describe in detail the stages	Discuss the stages	Reproduce stories



Quick write/Think, Pair, Share:

How can you label and describe yet maintain cognitive function?

When addressing a whole class, it may not always be possible to adjust language to each student's Listening proficiency level. For example, students at all levels of language proficiency can learn from video or other presentations when given adequate support, and this amplified strand models how a teacher might scaffold the use of such audiovisual materials. In this amplified strand, only three full examples of the teacher's oral discourse are given, as it is assumed that educators would select which level of language discourse to use based on the range of language proficiency profiles of students in the classroom. In other words, if the class has several beginning ELLs, the educator would follow the linguistic and supporting features shown next to Linguistic Complexity for levels 1-3. On the other hand, if the class consists of primarily non-ELLs and some ELLs who are nearing exit from language support programs, the levels 3-5 example is the most logical model to follow. Many classes will fall somewhere in the middle or consist of a full range of proficiency levels. In such cases, the use of instructional assistants or co-teachers allows grouping of students so that they are given appropriate support. Note how the content presented does not vary from level to level, but the support and language input does.

Grade 4

Amplified Strand

Standard 4-Language of Science

Connection		Next Generation Science Standards, May 2012 Draft, Processes that Shape the Earth a, c (Grade 4): Ask testable questions about the effects of moving water on the rate of erosion under various conditions and plan and carryout investigations to observe and document the effects. Use evidence to explain how the physical characteristics of local areas are affected by the processes of weathering and erosion, including the activities of living organisms.				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Earth history/ materials	Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Identify and sort the effect of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Categorize the effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers with a partner	Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos	Interpret the effects of processes or events on earth materials using videos based on grade-level oral discourse
	Cognitive Function: Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.					
Level 6- Reaching						

Linguistic
ComplexityLevels 1-3

Look at this photo. It shows erosion. Did you see erosion in the video? (teacher waits for students to respond) Yes? What examples did you see in the video? (Students provide examples like tornados or rain and the teacher repeats each example while pointing at the corresponding pictures). Erosion is when water—like rain (shows picture of a storm)—or wind (shows picture of a tornado)—removes dirt and rock (touches *realia* or photos including dirt and rock). Weathering also *breaks* rocks (breaks apart *realia* or shows broken rocks). We talked about weathering yesterday (points to an illustrated poster about weathering). But it is different. See? Weathering does not *move* the rocks; *erosion* moves the rocks (teacher moves rocks). Look at this (indicates graphic organizer). When I talk about a picture, decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (points to illustrated definition). Tell me why. You can use English or your home language.

Levels 2-4

We watched a video about erosion. Erosion is when wind, even tornadoes, or water from storms or floods removes earth materials. How did you know it was erosion? (paraphrases responses) Weathering is different. It breaks rocks (teacher shows broken rocks), but it does not move earth materials. Now, I will describe more pictures. Decide with your partner if the picture is an example of erosion (points to illustrated definition) or weathering (points to illustrated definition) and if it is a fast or slow process. You need to tell me why.

Levels 3-5

Did you notice examples of erosion in the video we just watched? Remember that erosion occurs when earth materials are removed by natural phenomena like wind and water. What are some ways that wind and water cause erosion? (Students provide examples like tornados, storms, etc., with prompting using pictures if necessary). Good. Now remember, weathering is a bit different, isn't it? Weathering is like erosion because it breaks down rocks, but weathering doesn't move any materials. Now, I am going to... describe a situation related to either weathering or erosion. Be ready to explain what has happened and why, okay? Remember to give reasons.

	Language Forms & Conventions	<u>Erosion</u> removes materials. <u>Weathering</u> does not <u>move</u> materials.	It breaks rocks, <u>but</u> it does not move earth materials.	Weathering is <u>like</u> erosion <u>because</u> it breaks up rocks, <u>but</u> ...
	Vocabulary Usage	rocks dirt move remove wind rain	earth materials tornado storm flood	natural phenomena occurs cause (verb)
	Topic-related language: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: weather v. weathering, erosion, breaks down rocks			
<p>Example Context for Language Use: Students gather information about scientific processes (e.g., from teacher demonstrations, computer programs, or videos) and demonstrate how the surface of the earth has changed over time as part of a long-term project on earth history.</p>				

Grade 4

Amplified Strand (continued)

Standard 4-Language of Science

How to choose topics and language?

- Preview assessment
- ELLs need exposure to language needed for assessment.
- ASK “What language is needed to...?”
- THINK:
 - **Vocabulary** - What are key content vocabulary words that ALL ELP levels need to know?
 - **Language Forms and Conventions:** What sentence level constructions (grammar, clauses, transitions) do students need to understand? What is appropriate for proficiency level?
 - **Linguistic Complexity:** At what ELP is the student? What expectations can you have?
 - **SCAFFOLDS/Support:** What types of support does ELL need to meet standard?

Action



- With a partner, choose a student profile.
- Read the assessment for Grade 9, Unit 1 and choose one SLO.
- Review pages 8-9 and page 101 in WIDA 2012 standards document.
- Discuss how to differentiate for Levels 1-2 and for students with emergent literacy skills.
- Complete graphic organizer.

Grade 9 Unit 1 Assessment

- Review assessment
- What vocabulary will ELL need to know?
- What language structures?
- What background knowledge?
- How could you adapt the poem and short story?
- How else could you modify the assessment?
- Brainstorm three activities you would do in this unit to prepare ELLs for the assessment. Be specific about ELP level.

Student Profile

- Language skills
- Assets of student
- Performance definitions

Learning Task

- Content topic
- Cognitive function
- Language demands of task
- Purpose



Guiding Questions:

- Support
 - Interactive
 - Graphic
 - Sensory
- Domain
 - Engage all domains
 - Percentage on each domain
- Sequence
 - Sequence of instructional activities
 - Pre-writing, pre-reading activities
- Language Purpose
 - How are students interacting
 - How is the lesson building on what students CAN DO?
 - What type of feedback do students receive on language development?
 - How can I transform MPIs into PIs to maintain same cognitive function?

ELD Standard: _____ Topic: _____

CCSS:

Context:

Domain	ELP 1 Entering	ELP 2 Emerging
	Linguistic Complexity	
Language Form and Conventions		
Vocabulary Usage		

Assessment

You have just read about sharks. Here are two lists of words. Make TWO (2) compound words that could be connected to “Summer of the Shark.”

fish	ciasto
snow	boat
blue	hak
żeglować	łopata
cup	ptak

Supports

- Visuals

Bilingual glossary

Word	Picture	English	Polish
cake		cake	Ciasto
sail		sail	Żeglować
hook		hook	Hak
shovel		shovel	Łopata
bird		bird	Ptak

Recommendations for Benchmark Language Assessment

- Be sure that ELLs have the background knowledge needed to understand the reading or writing selection.
- Allow the use of bilingual dictionaries, if applicable, and additional time, if needed.



Recommendations for Benchmark Language Assessment

- Use the WIDA Speaking and Writing rubrics for benchmark assessments.
- Be specific about student's strengths and weaknesses in each area of the performance criteria (what type of vocabulary; grammatical errors; length and cohesion of discourse).

Speaking Rubric of the WIDA ¹ Consortium ²			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Beginning	Phrases, short oral sentences	General language related to the content areas; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity; used to add detail	General and some specific language related to the content areas; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content areas; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content areas; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

Ongoing Learning



The importance of continuous professional development for staff

The appropriateness of sharing curriculum, effective instructional strategies, and assessment processes, necessary for teachers and leaders to accomplish these goals.

<http://www.colorincolorado.org/multimedia/experts/video/uro/>

Reflection



- How will you use this information to create a program for newcomers in your school?

Resources

- WIDA www.wida.org
- CCSS <http://www.corestandards.org/>
- Colorin Colorado
<http://www.colorincolorado.org/>
- Understanding Language
<http://ell.stanford.edu/>
- Short & Boyson (2012) *Helping Newcomer Students Succeed in Secondary Schools and Beyond*. Center for Applied Linguistics