

## Module 2

# Using WIDA Standards and Assessment Results

**[TAB PAGE]**



# Module 2: Using WIDA Standards and Assessment Results

## Essential Question

In what ways can we use an EL student's performance level, background knowledge, and language proficiency to tailor instruction to meet the student's academic and linguistic needs?

## Agenda

In today's professional learning experience, you will:

- Observe WIDA's 10 Guiding Principles of Language Development and 15 Essential Actions.
- Review WIDA Standards and how they connect with Tennessee Academic Standards.
- Become familiar with WIDA ACCESS for ELs Score Reports.
- Experience how the CAN DO Descriptors can aid classroom teachers.
- Navigate the WIDA website.

# The Cornerstone of WIDA's Standards: Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.

Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.

Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

6. Students use language in functional and communicative ways that vary according to context.

Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit(1983)

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.

Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan(1986)

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

## Essential Actions for Academic Language Success

<p><b>ACTION 1</b> Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p><b>ACTION 2</b> Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p><b>ACTION 3</b> Plan differentiated language instruction around the conceptual knowledge and language development of ELLs.</p>
<p><b>ACTION 4</b> Connect language and content to make learning relevant and meaningful for ELLs.</p>	<p><b>ACTION 5</b> Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p><b>ACTION 6</b> Reference content standards and language development standards in planning for language learning.</p>
<p><b>ACTION 7</b> Design language teaching and learning with attention to the sociocultural context.</p>	<p><b>ACTION 8</b> Provide opportunities for all ELLs to engage in higher-order thinking.</p>	<p><b>ACTION 9</b> Create language-rich classroom environments with ample time for language practice and use.</p>
<p><b>ACTION 10</b> Identify the language needed for functional use in teaching and learning.</p>	<p><b>ACTION 11</b> Plan for language teaching and learning around discipline-specific topics.</p>	<p><b>ACTION 12</b> Use instructional supports to help scaffold language learning.</p>
<p><b>ACTION 13</b> Integrate language domains to provide rich, authentic instruction.</p>	<p><b>ACTION 14</b> Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p><b>ACTION 15</b> Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>

## The Five WIDA English Language Development Standards

The WIDA English Language Development Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and curriculum in schools.

Standard		Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social and Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

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

...within sociocultural contexts for language use.

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

...within sociocultural contexts for language use.

## Support Examples

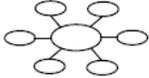
Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul>	<ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul>

## Specific Examples of Sensory Supports

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls Felt or magnetic figures of story elements Sequence blocks Environmental print Posters or displays Bulletin boards Photographs Cartoons Audio books Songs/Chants	Blocks/Cubes Clocks, sundials and other timekeepers Number lines Models of geometric figures Calculators Protractors Rulers, yard/meter sticks Geoboards Counters Compasses Calendars Coins	Scientific instruments Measurement tools Physical models Natural materials Actual substances, organisms or objects of investigation Posters/Illustrations of processes or cycles	Maps Globes Atlases Compasses Timelines Multicultural artifacts Arial & satellite photographs Video clips

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

## Examples of Graphic Supports

ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 <p><b>Venn Diagrams</b> - Comparing and Contrasting Two Entities</p>	<ul style="list-style-type: none"> <li>Two friends or family members</li> <li>Two traditions</li> </ul>	<ul style="list-style-type: none"> <li>Two characters</li> <li>Two settings</li> <li>Two genres</li> </ul>	<ul style="list-style-type: none"> <li>Two operations</li> <li>Two geometric figures</li> <li>Two forms of proportion</li> </ul>	<ul style="list-style-type: none"> <li>Two body systems or organs</li> <li>Two animals or plants</li> </ul>	<ul style="list-style-type: none"> <li>Two conflicts</li> <li>Two forms of government</li> <li>Two forms of transportation</li> </ul>
 <p><b>T-Charts</b> - Sorting or Categorizing Objects or Concepts</p>	<ul style="list-style-type: none"> <li>Colors</li> <li>Classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Facts/Opinions</li> <li>Points of view</li> <li>Pros/Cons</li> </ul>	<ul style="list-style-type: none"> <li>Area/Perimeter</li> <li>Fractions/Decimals</li> <li>Addition/Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Forms of matter</li> <li>Forms of energy</li> <li>Senses</li> <li>Vertebrates/Invertebrates</li> </ul>	<ul style="list-style-type: none"> <li>Types of transportation</li> <li>Types of habitats</li> </ul>
 <p><b>Cycles</b> - Producing a Series of Connected Events or a Process</p>	<ul style="list-style-type: none"> <li>Conflict/Resolution</li> <li>School or classroom routines</li> </ul>	<ul style="list-style-type: none"> <li>Plot lines</li> </ul>	<ul style="list-style-type: none"> <li>Steps in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Scientific inquiry</li> <li>Life cycles</li> <li>Water cycle</li> </ul>	<ul style="list-style-type: none"> <li>Elections in a democracy</li> <li>Passage of a law</li> </ul>
 <p><b>Cause and Effect</b> - Illustrating a Relationship</p>	<ul style="list-style-type: none"> <li>Classroom or school rules</li> <li>Health and safety at home or in school</li> </ul>	<ul style="list-style-type: none"> <li>Responses of characters to events</li> </ul>	<ul style="list-style-type: none"> <li>Variables in algebraic equations</li> <li>Geometric theorems</li> </ul>	<ul style="list-style-type: none"> <li>Chemical reactions</li> <li>Adaptation</li> <li>Weather events</li> </ul>	<ul style="list-style-type: none"> <li>Political movements</li> <li>Economic trends</li> </ul>
 <p><b>Semantic Webs</b> - Connecting Categories to Themes or Topics</p>	<ul style="list-style-type: none"> <li>Personal interests</li> <li>Idiomatic expressions</li> <li>Multiple meanings of words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Root words and affixes</li> <li>Main idea/Details</li> </ul>	<ul style="list-style-type: none"> <li>Types and features of polygons</li> <li>Types and characteristics of angles</li> </ul>	<ul style="list-style-type: none"> <li>Foods and their nutritional ingredients</li> <li>Types and characteristics of rocks</li> </ul>	<ul style="list-style-type: none"> <li>Types of human and civil rights</li> <li>Impact of economic policies</li> </ul>

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

GRADE: \_\_\_\_\_

ELD STANDARD: \_\_\_\_\_ EXAMPLE TOPIC: \_\_\_\_\_

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:						
Domain:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
TOPIC-RELATED LANGUAGE:						

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**Sample Student**

Birth Date: mm/dd/yyyy | Grade: sample grade  
 Tier: sample tier  
 District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX  
 School: sample school  
 District: sample district  
 State: sample state

## Individual Student Report 2016

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

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
<b>Listening</b>	4.0						368					
<b>Speaking</b>	2.2						320					
<b>Reading</b>	3.4						356					
<b>Writing</b>	3.5						355					
<b>Oral Language</b> 50% Listening + 50% Speaking	3.2						344					
<b>Literacy</b> 50% Reading + 50% Writing	3.5						356					
<b>Comprehension</b> 70% Reading + 30% Listening	3.7						360					
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4						352					

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
<b>Listening</b>	<b>4</b>	understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>• Exchange information and ideas with others</li> <li>• Connect people and events based on oral information</li> <li>• Apply key information about processes or concepts presented orally</li> <li>• Identify positions or points of view on issues in oral discussions</li> </ul>
<b>Speaking</b>	<b>2</b>	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> <li>• Share about what, when, or where something happened</li> <li>• Compare objects, people, pictures, events</li> <li>• Describe steps in cycles or processes</li> <li>• Express opinions</li> </ul>
<b>Reading</b>	<b>3</b>	understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>• Classify main ideas and examples in written information</li> <li>• Identify main information that tells who, what, when or where something happened</li> <li>• Identify steps in written processes and procedures</li> <li>• Recognize language related to claims and supporting evidence</li> </ul>
<b>Writing</b>	<b>3</b>	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> <li>• Describe familiar issues and events</li> <li>• Create stories or short narratives</li> <li>• Describe processes and procedures with some details</li> <li>• Give opinions with reasons in a few short sentences</li> </ul>

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.wida.us/scorereport](http://www.wida.us/scorereport)

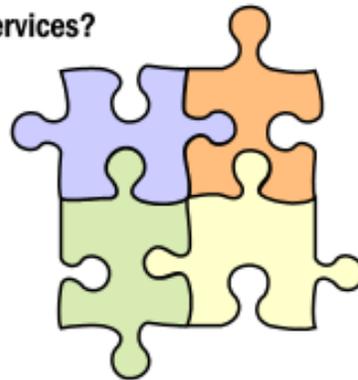


## Guiding Questions for Score Report Activity

- What is the purpose of the report?
- What data are available?
- What does the data tell you?
- How can you use the data?

## Score Report Activity Debrief

- Which scores might best inform instruction?  
*Why? How?*
- Which scores help in (re)designing support services?  
*Why? How?*



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## CAN DO Descriptors

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>	
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Plot the sample student’s ACCESS for ELs results on these CAN DO Descriptors:



**CAN DO Descriptors: Grade Level Cluster 6-8**

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	<ul style="list-style-type: none"> <li>Follow one-step oral commands/instructions</li> <li>Match social language to visual/graphic displays</li> <li>Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)</li> <li>Match instructional language with visual representation (e.g., "Use a sharpened pencil.")</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral commands/instructions</li> <li>Classify/sort content-related visuals per oral descriptions</li> <li>Sequence visuals per oral directions</li> <li>Identify information on charts or tables based on oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based examples from oral directions</li> <li>Match main ideas of familiar text read aloud to visuals</li> <li>Use learning strategies described orally</li> <li>Identify everyday examples of content-based concepts described orally</li> <li>Associate oral language with different time frames (e.g., past, present, future)</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and details of oral discourse</li> <li>Complete content-related tasks or assignments based on oral discourse</li> <li>Apply learning strategies to new situations</li> <li>Role play, dramatize, or re-enact scenarios from oral reading</li> </ul>	<ul style="list-style-type: none"> <li>Use oral information to accomplish grade-level tasks</li> <li>Evaluate intent of speech and act accordingly</li> <li>Make inferences from grade-level text read aloud</li> <li>Discriminate among multiple genres read orally</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> <li>Begin to use general and high frequency vocabulary</li> <li>Repeat words, short phrases, memorized chunks</li> <li>Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Convey content through high frequency words/phrases</li> <li>State big/main ideas of classroom conversation</li> <li>Describe situations from modeled sentences</li> <li>Describe routines and everyday events</li> <li>Express everyday needs and wants</li> <li>Communicate in social situations</li> <li>Make requests</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express time through multiple tenses</li> <li>Retell/rephrase ideas from speech</li> <li>Give brief oral content-based presentations</li> <li>State opinions</li> <li>Connect ideas in discourse using transitions (e.g., "but," "then")</li> <li>Use different registers inside and outside of class</li> <li>State big/main ideas with some supporting details</li> <li>Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase and summarize ideas presented orally</li> <li>Defend a point of view</li> <li>Explain outcomes</li> <li>Explain and compare content-based concepts</li> <li>Connect ideas with supporting details/evidence</li> <li>Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Defend a point of view and give reasons</li> <li>Use and explain metaphors and similes</li> <li>Communicate with fluency in social and academic contexts</li> <li>Negotiate meaning in group discussions</li> <li>Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

## CAN DO Descriptors: Grade Level Cluster 6-8

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> <li>Associate letters with sounds and objects</li> <li>Match content-related objects/pictures to words</li> <li>Identify common symbols, signs, and words</li> <li>Recognize concepts of print</li> <li>Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text</li> <li>Use picture dictionaries/illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Sequence illustrated text of fictional and non-fictional events</li> <li>Locate main ideas in a series of simple sentences</li> <li>Find information from text structure (e.g., titles, graphs, glossary)</li> <li>Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>Sort/group pre-taught words/phrases</li> <li>Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>Use L1 to support L2 (e.g., cognates)</li> <li>Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Identify topic sentences, main ideas, and details in paragraphs</li> <li>Identify multiple meanings of words in context (e.g., "cell," "table")</li> <li>Use context clues</li> <li>Make predictions based on illustrated text</li> <li>Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "ed")</li> <li>Differentiate between fact and opinion</li> <li>Answer questions about explicit information in texts</li> <li>Use English dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Order paragraphs</li> <li>Identify summaries of passages</li> <li>Identify figurative language (e.g., "dark as night")</li> <li>Interpret adapted classics or modified text</li> <li>Match cause to effect</li> <li>Identify specific language of different genres and informational texts</li> <li>Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate and apply multiple meanings of words/phrases</li> <li>Apply strategies to new situations</li> <li>Infer meaning from modified grade-level text</li> <li>Critique material and support argument</li> <li>Sort grade-level text by genre</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Draw content-related pictures</li> <li>Produce high frequency words</li> <li>Label pictures and graphs</li> <li>Create vocabulary/concept cards</li> <li>Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</li> </ul>	<ul style="list-style-type: none"> <li>Complete pattern sentences</li> <li>Extend "sentence starters" with original ideas</li> <li>Connect simple sentences</li> <li>Complete graphic organizers/forms with personal information</li> <li>Respond to yes/no, choice, and some WH- questions</li> </ul>	<ul style="list-style-type: none"> <li>Produce short paragraphs with main ideas and some details (e.g., column notes)</li> <li>Create compound sentences (e.g., with conjunctions)</li> <li>Explain steps in problem-solving</li> <li>Compare/contrast information, events, characters</li> <li>Give opinions, preferences, and reactions along with reasons</li> </ul>	<ul style="list-style-type: none"> <li>Create multiple-paragraph essays</li> <li>Justify ideas</li> <li>Produce content-related reports</li> <li>Use details/examples to support ideas</li> <li>Use transition words to create cohesive passages</li> <li>Compose intro/body/conclusion</li> <li>Paraphrase or summarize text</li> <li>Take notes (e.g., for research)</li> </ul>	<ul style="list-style-type: none"> <li>Create expository text to explain graphs/charts</li> <li>Produce research reports using multiple sources/citations</li> <li>Begin using analogies</li> <li>Critique literary essays or articles</li> </ul>

Level 6 - Reaching

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

The screenshot shows the WIDA website homepage. At the top, there is a navigation bar with links for ABOUT US, STANDARDS & INSTRUCTION, ASSESSMENT, PROFESSIONAL LEARNING, RESEARCH, and CONORTIUM. A search bar is located on the right. Below the navigation is a large banner for "Launching ACCESS for ELLs 2.0" with a "LEARN MORE" button. To the right of the banner is a login section with fields for Username, Password, and a "LOG IN" button. Below the banner is a section for "DRC is currently experiencing record calls and emails at this time." and a link to "View the DRC WIDA AMS FAQs for answers to common questions." The bottom section contains several columns of links and resources, including "Help with ACCESS for ELLs 2.0", "ACCESS for ELLs 2.0 Frequently Asked Questions (FAQs)", "Help with WIDA website resources", and "LATEST NEWS".

**After today's professional learning, reflect on what you are now thinking about the relationship between language and content standards for EL students. What will you do differently in your classroom or school?**

