Orientation to the Draft WIDA English Language Development Standards, 2020 Edition

The 2020 Edition of the WIDA English Language Development (ELD) Standards:

- Maintains the five original standards statements.
- Replaces model performance indicators (MPIs) from prior editions with grade-level cluster Proficiency Level Descriptors
- Contains updates to address current theory, practice, and policy in multilingual education
- Informs test specifications for WIDA assessments.

Key Language Uses, prominent purposes for language use in school, are the primary organizing feature of the 2020 Edition. WIDA introduced these overarching communicative purposes in the Can Do Descriptors, Key Uses Edition (2014), however in this standards edition:

- *Narrate* and *Inform* replace Recount.
- *Explain* and *Argue* remain unchanged.
- *Discuss* is joined by a new key language use, *Inquire*, to highlight social and instructional uses of language.

Why Frame English Language Development Standards Around Key Language Uses? There is:

- Familiarity with the concept across the WIDA Consortium.
- A prominent presence of Key Language Uses in state academic achievement standards across K-12.
- Support from a body of literature based on sociocultural theory and genre-based frameworks.
- Representation in current ACCESS for ELLs test specifications and items for Speaking and Writing.

The pages of each public input draft consist of a repeated layout addressing a single grade-level cluster, ELD standard, and Key Language Use. Together, the drafts promote educational policy and practice that reflect language and content integration, collaboration, and the shared responsibility of educators to ensure the success of multilingual learners.

Page One:

Introduction to the Key Language Use in a Particular Discipline and Grade-level Cluster

This page introduces ideas for advancing multilingual learners' language development in conjunction with their content learning. In addition to their role for accountability, WIDA believes that ELD standards should foster meaningful and equitable engagement of multilingual

learners and collaboration among the educators who work with them. This page highlights some of the important contributions of multilingual learners.

Page Two:
Common Concepts and Language Features Associated with a Key Language Use

The **concepts and disciplinary practices** highlight a Key Language Use (e.g., Argue) in a discipline (e.g., Social Studies) to emphasize the connection between content and language in the context of learning. These concepts and practices are then matched with **associated language features** to formulate **Language Expectations** (marked by a code, such as ELD.9-12.SS.Arg.Rec).

Page Three: Receptive and Productive Language Functions

This page expands on the receptive and productive Language Expectations presented on page two by offering related **language functions**, or purposeful actions involving language that allow students to engage in meaning-making while developing the language needed for success in school and beyond.

You may recognize a new idea associated with receptive language in this draft. The language domain of Reading is now represented as Reading/Viewing. Reading/Viewing is defined as comprehending and interpreting written text (words, sentences, discourse) and visuals (symbols, signs, images, illustrations). Visuals interact with language to enrich comprehension and can influence students' interpretations, possibly leading to a different interpretation from that of text alone.

Grade-Level Cluster Proficiency Level Descriptors

Grade-level cluster **Proficiency Level Descriptors** describe the language multilingual learners can process or produce according to their levels of English language proficiency. Three dimensions- Discourse, Sentence, and Word/Phrase- outline each language proficiency level from 1–Entering to 6–Reaching.

Guiding Questions to Support Your Draft Review

The following questions may help stimulate your thoughts as you review the draft WIDA ELD Standards, 2020 Edition and prepare to address the types of questions that will appear in the public input survey available at wida.wisc.edu/2020standards.

- How well does this draft represent your work with multilingual learners?
- Which sections of the draft are helpful to you and which ones require a change to be more helpful? What would you change about them?
- How well does the content of the draft align with grade-level content expectations for your students?
- How clearly does the draft convey how students develop language over time?
- How clear is the structure, format, and layout of the draft? How could it be improved?