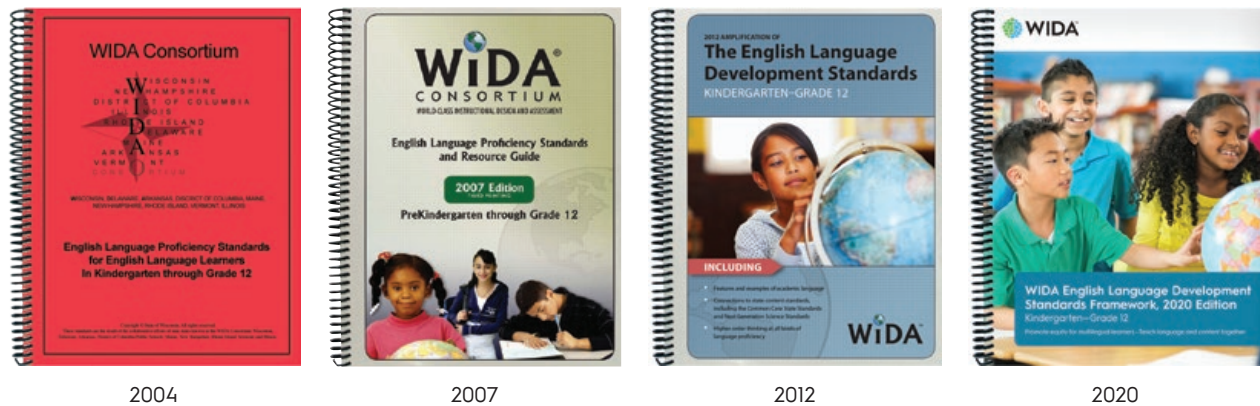


Appendix E: High-Level Comparison of WIDA Standards Editions From 2004 to 2020

Figure E-1: Editions of the WIDA Language Standards



Since its inception in 2003, WIDA’s Can Do Philosophy has been its mantra and has underscored the four editions of English language development standards—released in 2004, 2007, 2012, and 2020. The editions of the standards have evolved over time to remain current with research, theory, policy, practice, and the demands of academic content standards. Even as editions continue to evolve, throughout the years WIDA has remained steadfast in its commitment to equitable educational opportunities for multilingual learners as exemplified in its standards’ documents and resources, and it stands behind the original five standards statements that have anchored all its editions.

Certain universal themes (although represented in slightly different ways) are threaded throughout the four editions of the standards:

- First, WIDA has always envisioned language through a content lens (as is evident in its standards statements) and the importance of intertwining the two constructs as a means of contextualizing learning.
- Second, WIDA has maintained a functional approach to language development (as is evident in its Language Functions), where a purpose has always been attached to meaningful communication.
- Historically, the standards statements have been couched in a larger framework that has included K-12 Performance Definitions that, in 2020, have been converted to grade-level cluster Proficiency Level Descriptors.
- Lastly, WIDA has always complied with federal requirements of the Elementary and Secondary Education Act, for years representing language as four independent language domains—listening, speaking, reading, and writing—and most recently combining and extending the language domains to represent interpretive and expressive modes of communication.

See the next page to compare changes in thinking across the editions of the WIDA language development standards.

Table E-1: Comparison of Editions of the WIDA Language Standards

<i>WIDA Consortium English Language Proficiency Standards, 2004 Edition</i>	<i>The WIDA English Language Proficiency Standards, 2007 Edition</i>	<i>The 2012 Amplification of the WIDA English Language Development Standards</i>	WIDA ELD Standards Framework, 2020 Edition
The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements	The WIDA Can-Do Philosophy and the Five ELD Standards Statements
Language Domains: Listening, Speaking, Reading, Writing	Language Domains: Listening, Speaking, Reading, Writing	Language Domains: Listening, Speaking, Reading, Writing	Interpretive (Listening, Reading, Viewing) and Expressive (Speaking, Writing, Representing) Modes of Communication
Language Supports through English Language Proficiency Levels 2-3	Language Supports through Level 4	Language Supports through Level 4	Multimodal communication infused throughout the document
Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Wide range of Language Functions within Model Performance Indicators	Functional View of Language: Key Language Uses (Narrate, Inform, Explain, Argue), the organizing frame for the standards statements, gain specificity in Language Expectations with supporting Language Functions and Features
K-12 Performance Definitions address three criteria: linguistic complexity; technical language; phonological, syntactic, and semantic understanding and use	PreK-12 Performance Definitions address three criteria: linguistic complexity, language control, vocabulary usage	K-12 Performance Definitions for Receptive and Productive Language address three dimensions—discourse, sentence, and word/phrase—within a sociocultural context	Grade-level Cluster Proficiency Level Descriptors (K, 1, 2-3, 4-5, 6-8, & 9-12) for interpretive and expressive Modes are aligned to the 2012 K-12 Performance Definitions and address three dimensions of language—discourse, sentence, and word/phrase—within a sociocultural context

<i>WIDA Consortium English Language Proficiency Standards, 2004 Edition</i>	<i>The WIDA English Language Proficiency Standards, 2007 Edition</i>	<i>The 2012 Amplification of the WIDA English Language Development Standards</i>	WIDA ELD Standards Framework, 2020 Edition
ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for Frameworks for Large-Scale Assessment and Classroom Instruction and Assessment	ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for Formative and Summative Frameworks	WIDA Standards Framework: Guiding Principles Exemplifying the WIDA Can Do Philosophy, Developmentally Appropriate Academic Language in Sociocultural Contexts, Performance Definitions, Can Do Descriptors, and Standards & their Matrices	WIDA Standards Framework: ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors
Content topics in Model Performance Indicators with additional topics addressed through transformations	Content topics in Model Performance Indicators with additional topics addressed through transformations	Content Connections to Academic Content Standards along with content topics in strands of Model Performance Indicators	Concepts derived from Academic Content Standards and Disciplinary Practices tied to Language Expectations