

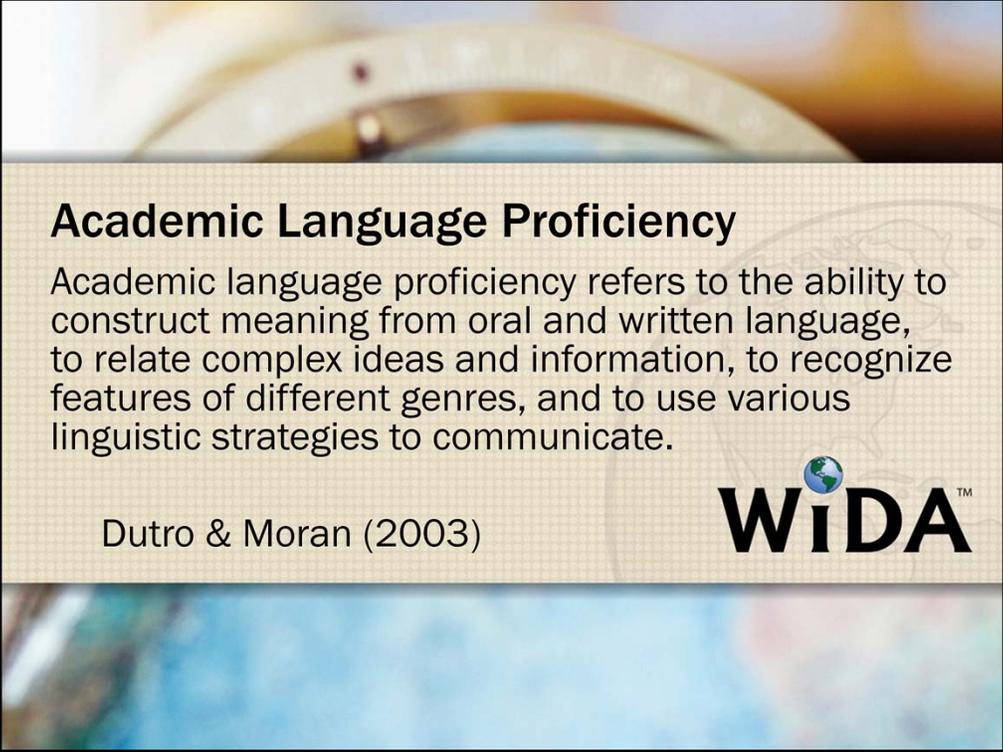


Events were held in Madison, Denver, Charlotte, and Boston in fall 2012.

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Presented by Ayanna Cooper (Denver), Mariana Castro (Charlotte) and Jennifer Wilfrid (Boston)



## Academic Language Proficiency

Academic language proficiency refers to the ability to construct meaning from oral and written language, to relate complex ideas and information, to recognize features of different genres, and to use various linguistic strategies to communicate.

Dutro & Moran (2003)



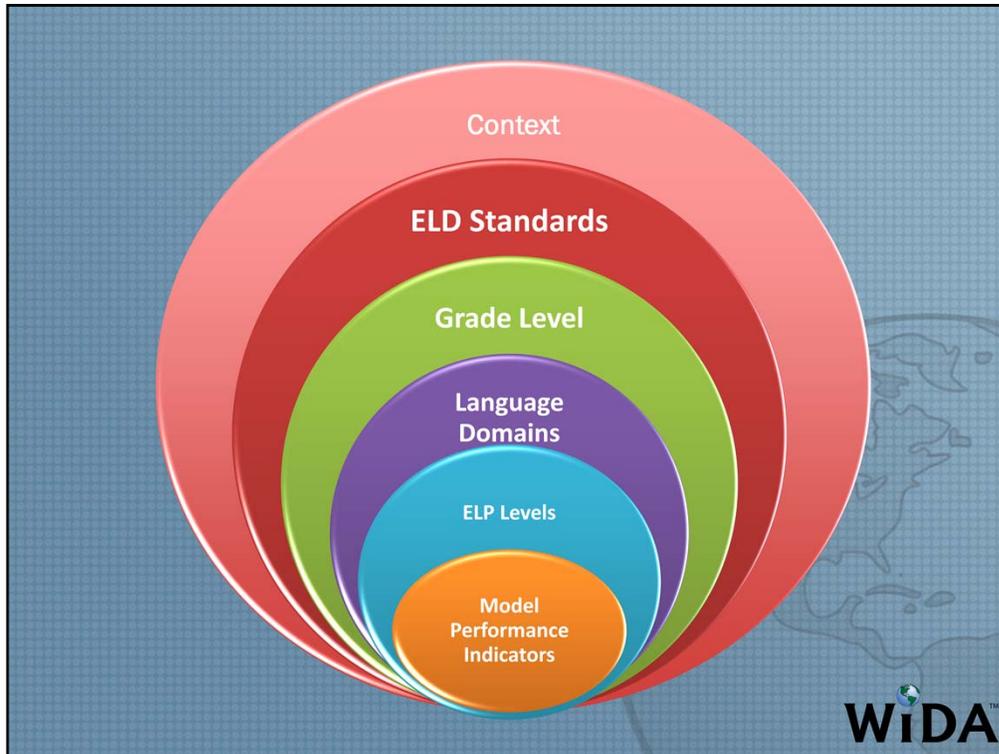
## Sociocultural Context

- Genre
- Registers
- Roles
- Identities
- Organization of teaching and learning



WIDA defines sociocultural context as: the association of language with the culture and society in which it is used; in reference to schooling, understandings of sociocultural context revolve around the interaction between students and the classroom language environment, which includes both curriculum and those involved in teaching and learning.

For classroom language learning purposes, we consider the genre/text type, register, roles, identities, topic, and task as shapers of the sociocultural context.



This slide shows the basic structure, or organization of our standards framework. Specifically, these are the elements of the matrix that you can find in our 2004 edition, 2007 edition, and the 2012 Amplification of the ELD Standards. Also, these are elements that you will see in ACCESS for ELLs.

There are 5 standards, 4 language domains (listening, speaking, reading, and writing), and 6 English Language Proficiency levels.

## Pulling it Together

- What are the content expectations?
- What are the language expectations?
- What are some ways in which I can provide a focus on the language?



In planning instruction, these are key questions to ask ourselves so that we can make sure ELLs (and all students!) have opportunities to learn content and improve their academic language.



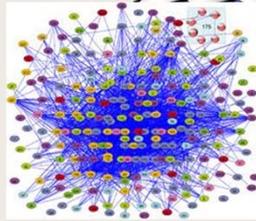
Presented by Mariana Castro (Madison, Denver) and Jeff Zwiers, Ph.D. (Charlotte, Boston)

More slides and handouts from Jeff Zwiers available at:  
<https://sites.google.com/site/allies2013resources/>

**Academic language is the set of words, grammar, and organization strategies used to describe:**

Abstract concepts

Complex ideas



Higher-order thinking processes



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Adapted from Jeff Zwiers, Ph.D. (Stanford University)

<https://sites.google.com/site/allies2013resources/>

## Language stems for complex ideas and thinking:

Language Function	Sample Language
Identify causes & effects	<ul style="list-style-type: none"> <li>I think ...was caused by..., The main cause was probably...,I hypothesize that...caused..., The most likely cause was..., The ... led to.... which led to...,The effects of... were...</li> <li>That wasn't caused by...because..., Just because it happened after ..., doesn't mean it was caused by...; The...meant that...</li> </ul>
Compare	<ul style="list-style-type: none"> <li>They are similar because...,The two differ because one..., while the other..., If we look closely at..., we will see that ... is different from...</li> <li>This is much like when... Notice how the two compare. On the other hand,...</li> </ul>
Interpret	<ul style="list-style-type: none"> <li>This part meant that...For us today, it could mean that...</li> <li>The author used that analogy because...,</li> <li>It's a figurative way to describe how...,</li> <li>We predicted that..., yet the data indicate that...</li> <li>This means the problem is asking for the solution in units of...</li> </ul>



Adapted from Jeff Zwiers, Ph.D. (Stanford University)

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## Typical Features of Some School-Related Genres (based on Gibbons, 2009)

Genre/Example	Purpose /Description	Typical Language Features
Narrative <i>A science fiction story</i>	Recount a sequence of events with complicating actions that results in a climax and resolution	Text focused around a timeline Use of time connectives (sometimes implicit) Action or doing verbs Thinking/feeling verbs Saying verbs Past tenses Adverbs introduce information Nominal groups...
Explanation/argument <i>Global warming is a problem created by humans</i>	Argues why a thesis is proposed, with a sequence of arguments used to support the thesis (indicates one side of a discussion)	Presentation of a thesis and statement and series of arguments Nominalizations to name arguments Modalities (it is likely that...) Field-specific vocabulary Evaluative vocabulary

In the example, language was used for a specific purpose. In general, academic language looks a certain way when used for specific purposes. These are examples, and we could expand these tables or add to include more genres. Now, a genre is broad. For example, in a narrative, there may be description, but also dialogue, and other text types. When you get to more specific purposes within each of these text types, we arrive to what we call: language function. Let's brainstorm some language functions used in

Adapted from: Jeff Zwiers, Ph.D. (Stanford University)

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## Example Language Objectives

Students will be able to **explain and evaluate** the causes and effects of Westward Expansion, using conditional phrases, complex sentences, and terms such as 'due to,' 'as a result of,' in an oral presentation and on an exit ticket.

Students will be able to **compare** the features of two metals, using connectives (*however, on the other hand*), during a lab discussion with a partner and on the report.

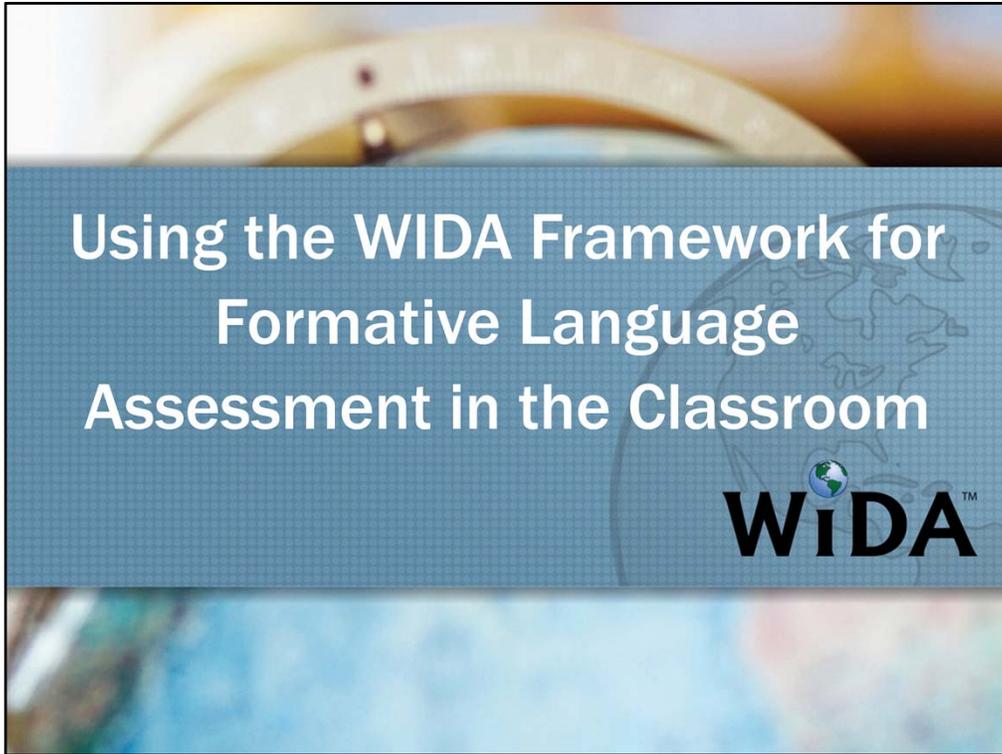
Students will be able to **evaluate** two ways to solve a two-step algebra word problem using reasoning language (*because, in order to, effective*), during a conversation about the problem and on a quiz.



Source: Jeff Zwiers, Ph.D. (Stanford University)

<https://sites.google.com/site/allies2013resources/>

We need to focus on what students can do in order to imagine possible next steps in their trajectory toward language proficiency.



Presented by Melissa Paton (Madison, Denver, Charlotte) and Leslie Grimm (Boston)

## Formative Assessment

- “On-the-fly”
- Planned-for interaction
- Formal and embedded in curriculum

(Shavelson, 2006)



On-the-fly formative assessment occurs during —teachable moments within the class. They are not planned for, yet they are an important opportunity to redirect misconceptions or flawed understanding.

During a planned-for-interaction assessment, a teacher may identify areas in the lesson plan to stop and assess understanding using response cards, one-sentence summaries, or purposeful questioning. This requires the teacher to plan questions ahead of time to be posed strategically throughout the lesson and the unit. The in-class questions as well as the delivery of the questions (using wait time to allow students appropriate time to think and respond) are key to advancing student learning.

We’re going to address a process that could be a planned-for event or embedded in curriculum.

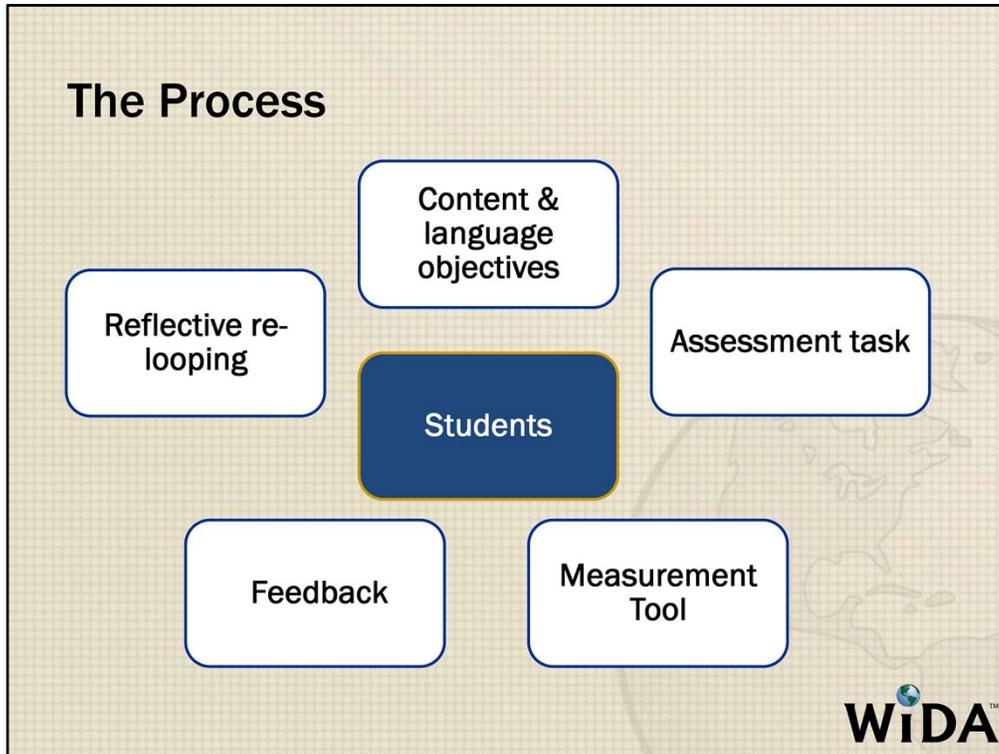
## Formative Assessment Process

- Establishes clear **learning goal(s)** and criteria for success
- Elicits **evidence** about student learning
- Provides **feedback** to teachers and students about learning
- Uses **feedback** to adjust instruction and learning tactics in real time
- Involves students **actively** in their learning

*(Heritage, 2009)*



Margaret Heritage has identified key components of this process.



Walk participants through the action verbs of the process so that they engage in the process and write in action verbs and draw in the arrows as they see the process. (In packet) It is much more fluid than a step by step process, and does not always occur in a particular order.

## Language Tasks

Sample performance-based assessment tasks:

Oral Presentations	Poster Presentations
Written Reports	Portfolios
Artwork	Demonstrations

**What are other tasks you have used?**



Formative assessment tasks are embedded in instruction. This is certainly not an exhaustive list of performance-based assessment tasks.

Where is this found in our standards matrix? (example context for language use)

## Assessment Tools

- Checklists
- Rating Scales
- Scoring Rubrics
- Teacher Observation/Anecdotal Records
- Running Records

**What are other tools you have used?**



Here are some ideas of tools that we might use to measure the task or activity. The tools that we choose should be carefully chosen to fit the task.

## WIDA Tools for Assessment

Performance Definitions

ELD Standards

CAN DO Descriptors



WIDA has a variety of tools that could be used to help you design individualized tools for the students in your classroom. All of them can be downloaded on the WIDA website. I will also utilize the writing and speaking rubrics, focusing on linguistic complexity and vocabulary usage. Take some time to peruse these tools and analyze how you could incorporate them into your formative assessment process in your educational setting.



Presented by Daniella Molle, Ph.D. (Madison) and Don Bouchard (Denver, Charlotte, Boston)

## The essence of the Common Core

(Robert Rothman, "A Common Core of Readiness" Educational Leadership, April 2012)

### Reading

*Emphasis on ability to comprehend complex texts*

### Writing

*Emphasis on informational and explanatory (expository) writing*

### Math

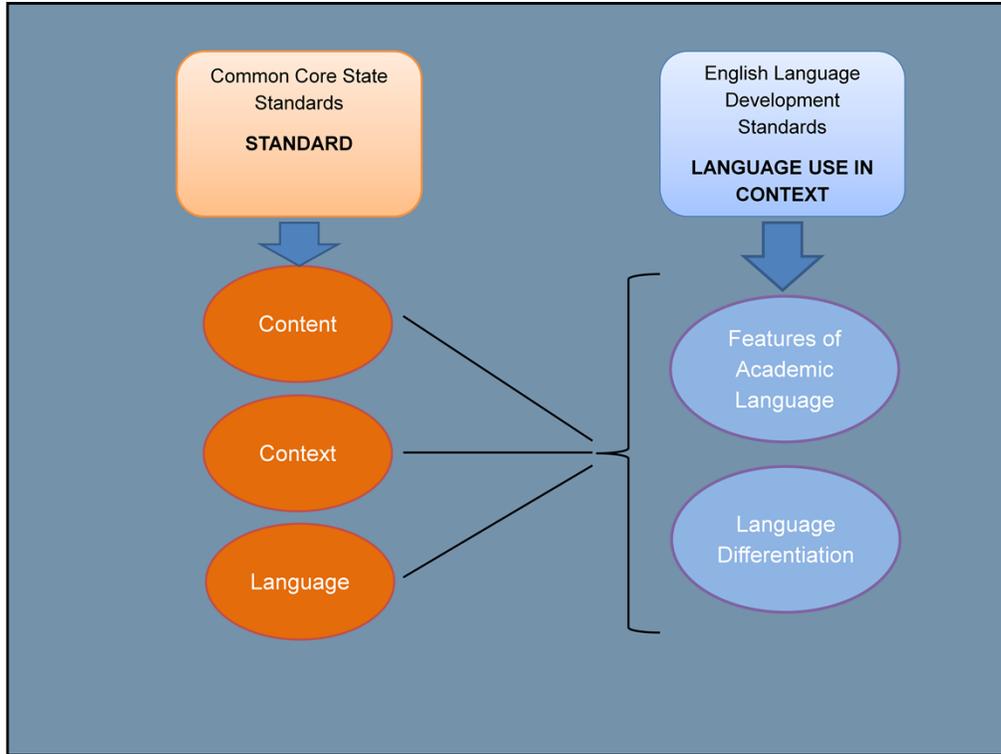
*Emphasis on ratio-reasoning, fluent computation, and problem solving*

(Zwiers & Crawford, Academic Conversations, 2011)

### Listening & Speaking

*Express and listen carefully to ideas, integrate information . . .and adapt speech to context and task.*





This graphic illustrates what the two sets of standards offer to guide us in planning for ELL instruction. State/content standards such as the CCSS provide the content, hints at the context for learning, and some ideas about language expectations for all students. The ELD Standards help us to identify the features of academic language that must be explicitly taught to ELLs and model how we can differentiate our language expectations according to students' levels of language proficiency, since not all ELLs will be able to take on the language expectations of state/content standards right away.

GRADE: 6 

ELD STANDARD: Language of Social Studies EXAMPLE TOPIC: CONTENT STANDARD

Connection to Content Standard CONTENT STANDARD

EXAMPLE CONTEXT FOR LANGUAGE USE: INSTRUCTIONAL TASK

INSTRUCTIONAL TASK	COGNITIVE FUNCTION: <u>CONTENT STANDARD (direct/inferred)</u>		<u>INSTRUCTIONAL TASK</u>		
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>ELD STANDARDS MATRICES &amp; PERFORMANCE DEFINITIONS</b>					
DOMAIN:					Level 6 - Reaching
TOPIC-RELATED LANGUAGE: <u>CONTENT STANDARD (direct/inferred)</u>					

Use the **Guiding Questions** on p. 15 of the 2012 Amplification book to consider where each section of the matrix is drawn from. Pages 15-16 are provided as opportunities for you to practice with a colleague or in professional learning communities how to think through the content and language pieces of each lesson for ELLs. It is not expected that teachers fill out this matrix for every lesson, but it may be a useful tool for professional development or collaboration so that educators can practice considering each of these factors in their routine planning.

On this slide, orange boxes (Example Context for Language Use, Domain, and Cognitive Function) can be filled in based on educators' decisions about their goals for language and content exploration in their instructional task. This is the creative part! The yellow parts can be gleaned from the content standard. However, the Topic-Related language may not be directly listed in the content standard, and the cognitive function might be implied but not obvious. Educators may need to decide which particular words or expressions tied to the content are most important for students to interact with in the lesson and what the level of cognitive engagement should be.

Last, when considering how to differentiate the lesson by students' language proficiency level, educators can look to the Performance Definitions and strands of model performance indicators presented by WIDA to get ideas about what students can do at each level.

GRADE: 6

**ELD STANDARD:** Language of Language Arts      **EXAMPLE TOPIC:** Author's purpose

Connection to Content Standard CCSS RH.6-8.6—Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts)

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students evaluate Jim Murphy's *The Great Fire* to identify which aspects of the text (e.g., loaded language, inclusion or avoidance of particular facts) reveal his purpose: presenting Chicago as a city that was 'ready to burn.'

**COGNITIVE FUNCTION:** All students **ANALYZE** text to identify specified aspects of the text.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>DOMAIN:</b> <b>READING</b>						Level 6 - Reaching
<b>TOPIC-RELATED LANGUAGE:</b>						

On this slide, we have filled in the pieces derived from content standards and educators' creative instructional planning. Next, we would need to fill in the levels to plan for differentiated instruction. It's not usually necessary to come up with 5 differentiated plans (one for each level). Usually just a plan for beginning, intermediate, and advanced students will suffice in a class with many diverse ELLs, or appropriate planning for the proficiency levels of students in your class.



Presented by Diep Nguyen, Ph.D. (Madison, Denver), Susana Ibarra Johnson (Charlotte) and Lorena Mancilla (Boston)



## **WIDA's Standards Framework: Collaborate and Advocate!**

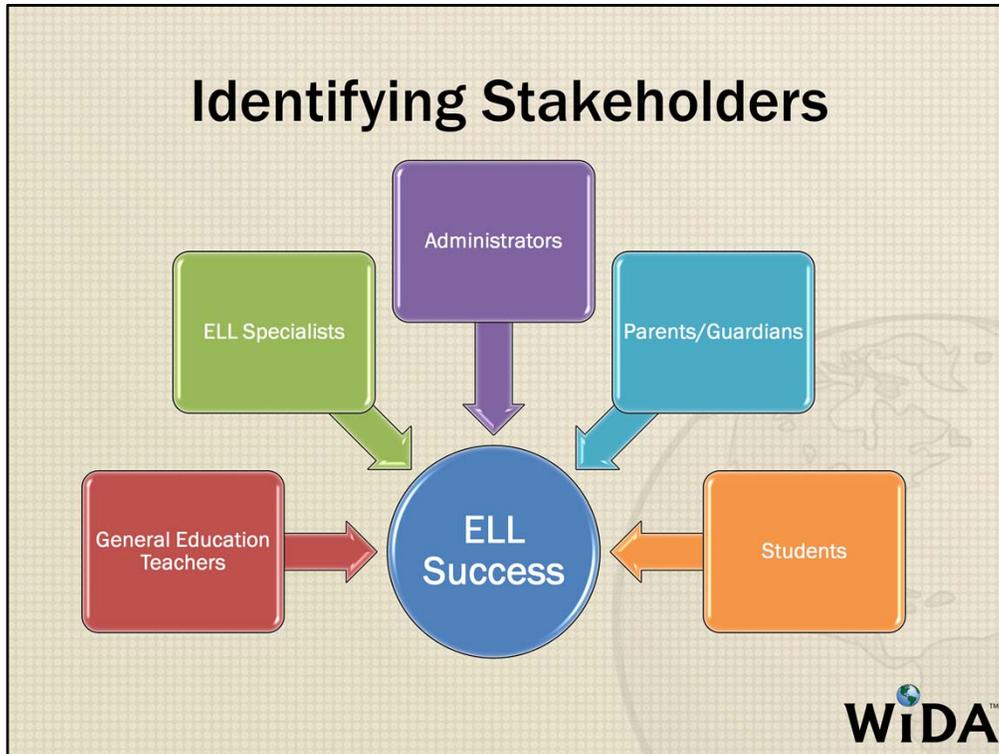
- How can you use the framework to customize the standards for your context?
- How can you use the framework to connect the standards to other resources available in your school community?
- How can you use the framework to build on student strengths?



From 2012 Amplification (pg 14):

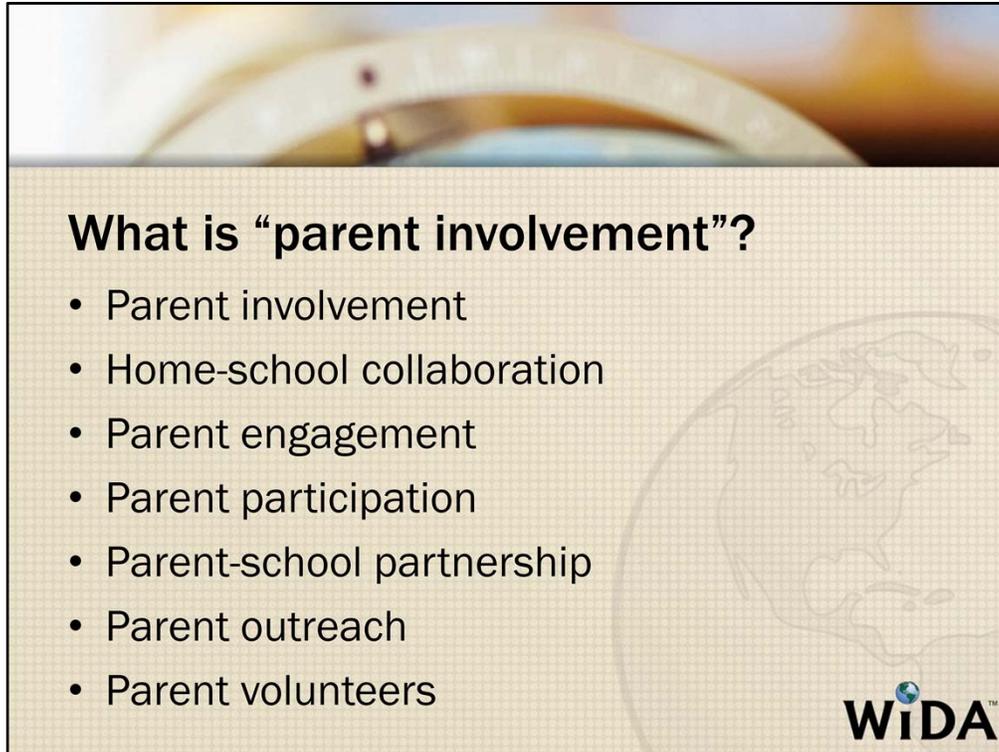
### **Uses of WIDA's Standards Framework: Collaborate and Advocate!**

WIDA's mission of advancing the academic language development and academic achievement of ELLs starts with our standards. The standards framework exemplifies our belief in the assets, contributions, and potential of ELLs. We encourage educators to work collaboratively, to use the framework to make the standards suitable to local contexts, and to connect them to other resources available in the school community. We hope this framework serves as a starting point to help students, families, teachers, and administrators in their advocacy efforts promoting ELLs' access to grade-level, standards-based content curriculum as well as extra-curricular opportunities. Through careful attention to language development and scaffolded support that builds on students' particular strengths, all learners in the educational community will benefit. For ELLs in particular, this is an essential start for their journey to academic achievement.



Discuss the various stakeholder groups. In previous discussions on collaboration, has there been representation of all of these groups?

FYI: These are the stakeholder groups identified in the ACCESS for ELLs interpretive guide.



**What is “parent involvement”?**

- Parent involvement
- Home-school collaboration
- Parent engagement
- Parent participation
- Parent-school partnership
- Parent outreach
- Parent volunteers



This slide shows a variety of terms that are commonly used to refer to “parent involvement”. Are there any other terms used in schools/districts that you can think of that we should add to the list?

These terms beg the following questions (Olivos, Jiménez-Castellanos, & Ochoa, 2011):

- Do all of these terms mean the same thing?
- Are all forms of parent involvement alike?
- Do all these terms have the same goals in mind?
- Are parents and communities aware of the definition and goals?
- Who gets to decide what parent involvement is?

I think it means attending parent-teacher conferences.

I think it means volunteering at our school.

How is “parent involvement” defined in your context?

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Share the ways parent involvement happens in your school/district/state.

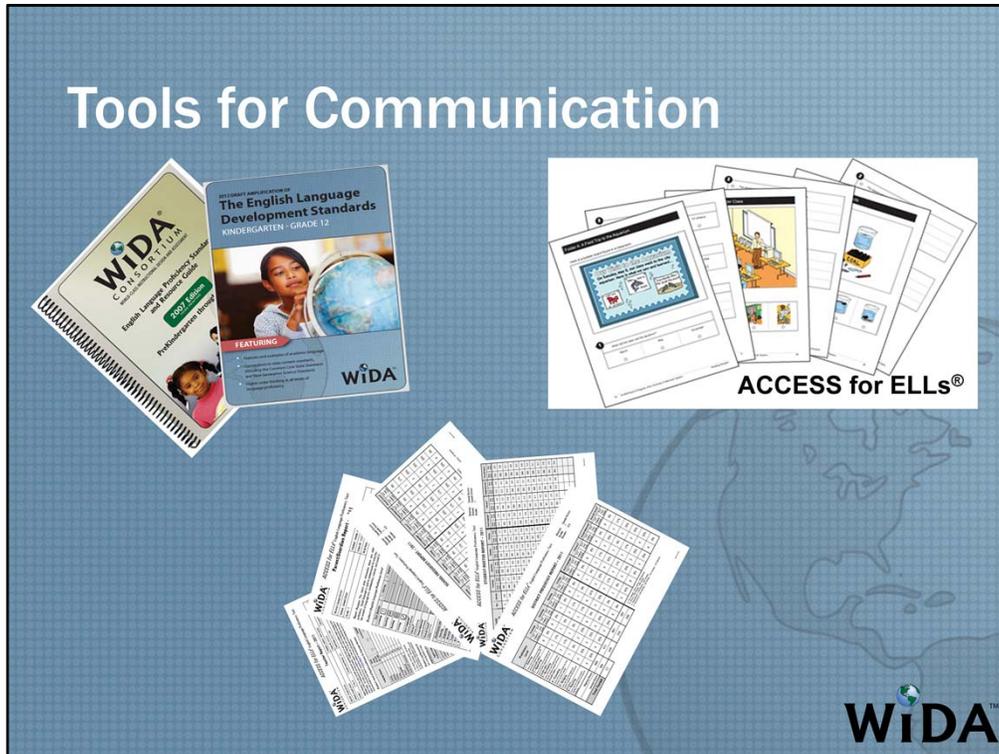


**Introduction of Professional Learning Communities (PLCs):**

Creating PLCs that include ESL, bilingual, general education teachers and administrators to develop a student-centered curriculum and instruction for ELLs allows for all teachers to include their perspective about learning and teaching. All perspectives are important for the socio-academic success of our students. Through collaboration, teachers can point out the importance of standards, sociocultural dimensions, and teaching practices. For example, a language arts teacher, English as a second language or bilingual teacher, and social studies teacher can begin unpacking the CCSS standards to make connections and develop interdisciplinary instruction and assessments for their students.

PLCs can accomplish this by keeping this mind: Focus on standards, Focus on sociocultural dimensions, and Focus on practices.

## Tools for Communication



This slide is intended to show that these WIDA resources can be used as springboards for parent communication. They include:

ELD Standards (downloadable from [www.wida.us](http://www.wida.us))

ACCESS for ELLs Sample test items (downloadable from [www.wida.us](http://www.wida.us))

ACCESS for ELLs score reports (receive in mail from MetriTech, Inc.)

How can you use these tools to communicate with parents and inform them about language development?

## Questions? Comments?



For more information,  
please contact the  
WIDA Help Desk:

1-866-276-7735 or  
[help@wida.us](mailto:help@wida.us)

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