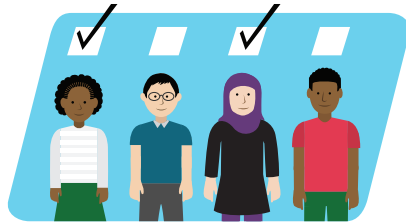


WIDA™ ALL YEAR LONG

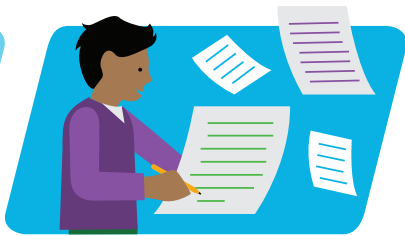


QUARTER 1

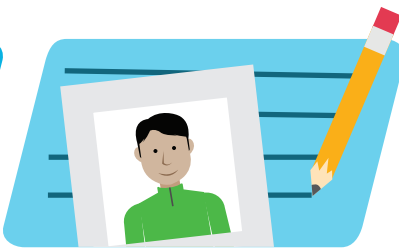
1 Before the school year starts, the Admissions office identifies prospective students who need EAL testing, and Mr. Vega administers [WIDA Screener](#) to determine students' level of English proficiency in reading, writing, speaking, and listening.



2 Mr. Vega works with the Admissions office to prepare a list of new students receiving EAL support to share with 6th grade teachers.



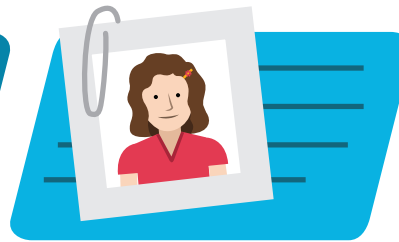
3 Mr. Vega applies the [WIDA Can Do Descriptors](#) to create a [WIDA Can Do Student Portrait](#) for each of the new students based on [WIDA Screener](#) scores, a home language survey, and an informal student interview.



4 Sophia, a new 6th grade student from Kyiv, starts the year with WIDA composite proficiency level 2.5.



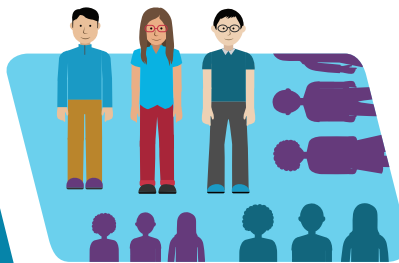
5 At a 6th grade team meeting, Mr. Vega shares a [WIDA Can Do Student Portrait](#) for students who receive EAL support to help teachers understand the unique assets that each student brings to the classroom.



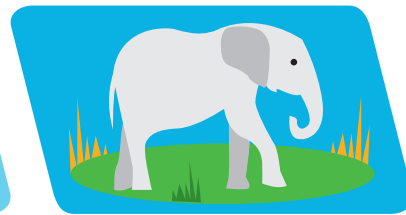
6 Ms. Jones, Sophia's science teacher, reviews Sophia's [WIDA Can Do Student Portrait](#) to better understand Sophia's background, and to learn what Sophia can do in English.



13 Mr. Vega and Ms. Jones use the [WIDA Can Do Name Charts](#) to decide on a strategy for grouping students around their speaking proficiency and home languages.



12 Mr. Vega and Ms. Jones identify a Key Language Use and specific Language Expectations using the [WIDA English Language Development \(ELD\) Standards Framework](#) to create a language focus for co-planning a unit on climate change.



11 Mr. Vega begins a new co-teaching partnership with Ms. Jones by reviewing 6th grade [WIDA Can Do Student Portraits](#) to think about how they might integrate their students' assets and interests into the upcoming unit.



QUARTER 2

10 The middle school EAL team read and discuss a [WIDA Focus Bulletin](#) in order to build shared understanding.



9 Sophia's parents meet her teachers and connect with other parents who speak Ukrainian at home.



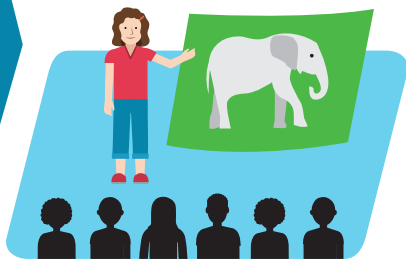
8 At Back-to-School Night, Mr. Vega and the middle school EAL team lead a multilingual session for all parents to introduce the EAL program, including key ideas from the [WIDA Guiding Principles of Language Development](#).



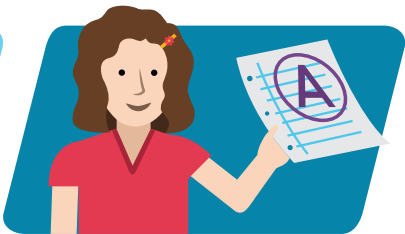
7 During the first month of school, Mr. Vega leads an in-service session using the [WIDA Guiding Principles of Language Development](#) to help colleagues learn about research into teaching multilingual learners.

14 They use the [WIDA Can Do Descriptors](#) in conjunction with their observations of Sophia's performance in class to discuss how they can build on her strong speaking skills to meet the language and content expectations of the unit.

15 Sophia has a clear understanding of the unit's content and language expectations. She builds on her strong speaking skills to improve her writing by first creating an oral presentation and then using her oral presentation to write an essay.



16 Sophia shares her science presentation and essay in English with her parents, explaining in Ukrainian how proud she was that she changed some of her classmates' opinions about climate change.



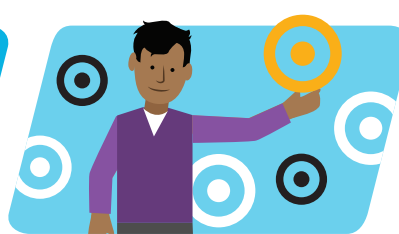
17 At the end of the quarter, Mr. Vega administers the [WIDA MODEL](#) test to all his multilingual learners to learn how their English skills have developed.



18 Mr. Vega updates WIDA levels in the [WIDA Can Do Student Portraits](#) for Sophia and other students receiving EAL support.

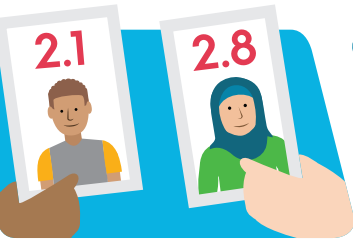
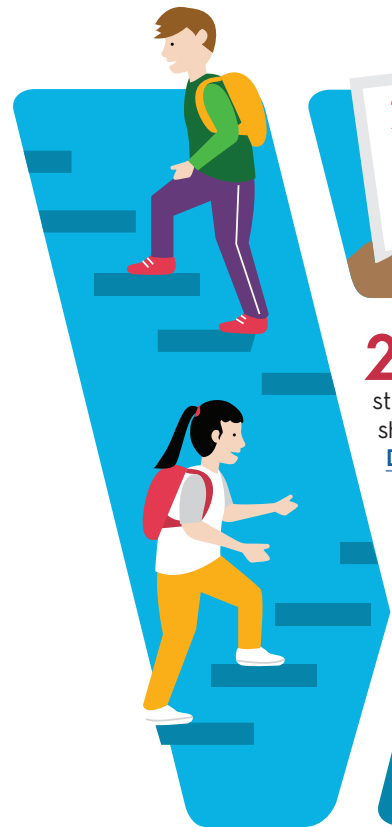


19 Mr. Vega is invited to join the 6th grade parent-teacher conferences to share the Can Do Philosophy and how it connects to their practices of gathering and leveraging student assets throughout the year by showing the [WIDA Can Do Student Portraits](#).

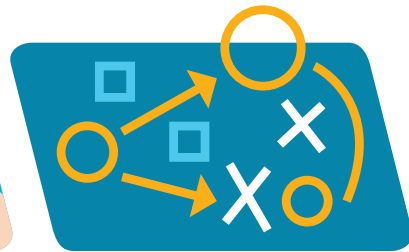


20 Mr. Vega meets with the 6th grade team to review student performance on the [WIDA MODEL](#) test, discuss goals for second semester, and discuss any changes in EAL support for individual students.





26 Mr. Vega reminds teachers about the students' WIDA levels by sharing the revised [WIDA Can Do Name Charts](#) for each class.



25 Mr. Vega co-plans with each 6th grade teacher to help identify a [Key Language Use and Language Expectations](#) for the upcoming interdisciplinary unit.



24 The 6th grade team works with Mr. Vega to use the [WIDA ELD Standards Framework](#) to identify specific Language Features students will use to engage with the unit content.



23 Mr. Vega and the 6th grade team decide to focus on an interdisciplinary unit on government, which has been challenging to teach to multilingual learners in the past.

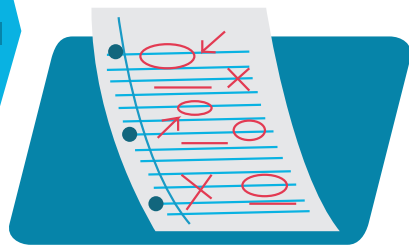


22 Mr. Vega and Ms. Jones present an in-service workshop for the middle school staff about the Sample Collaborative Planning Process in the [WIDA ELD Standards Framework](#) to illustrate the interdependency of language and content.

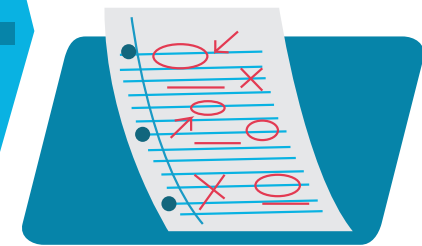


QUARTER 3

21 Mr. Vega works with the Admissions team to administer the [WIDA Screener](#) for new students who apply to enter the school mid-year.



27 Mr. Vega helps the 6th grade teachers to scaffold both language and content by intentionally targeting specific lessons to co-teach.



28 Midway through the unit, the 6th grade team works with Mr. Vega, using the [WIDA Performance Definitions](#) to co-assess a piece of student writing to identify areas of strength and need for individual students.



29 Mr. Vega co-reflects with all 6th grade teachers to identify successful co-planning, co-assessing and co-teaching practices and ways they might improve their collaboration.



QUARTER 4

30 At a school in-service day, the K-12 EAL team lead a workshop using the [WIDA ELD Standards Framework](#) to show examples of language use in academic contexts at different proficiency levels.



31 6th grade teachers try new scaffolding strategies that they learned while they were co-teaching with Mr. Vega earlier in the year.



32 Mr. Vega works with multilingual students to develop language portfolios with speaking and writing samples from different subjects to showcase their language development.



33 At the end of the year, Mr. Vega administers the [WIDA MODEL](#) test to all his multilingual learners to learn how their English has developed.



Want to use WIDA as a system?



- [Join the WIDA International School Consortium](#)
- [Sign up for the WIDA International Newsletter](#)
- [Attend a WIDA Institute](#)
- [Discover what your multilingual learners can do!](#)



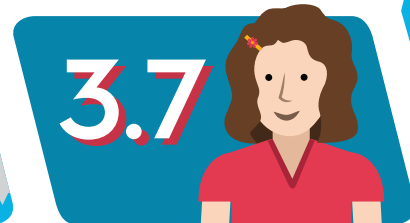
38 Mr. Vega discusses Sophia's progress with the 7th grade EAL teacher, sharing strategies that have helped support Sophia's growth this year, including how her parents have partnered to maintain her Ukrainian language and literacy development.



37 6th and 7th grade classroom teachers and EAL teachers use the updated [WIDA Can Do Student Portraits](#) to recommend class placement and identify student language goals for the current 6th grade students next year in 7th grade.



36 K-12 EAL teachers meet to discuss [WIDA MODEL](#) results using the Proficiency Level Descriptors to identify growth trends, discuss patterns in language development, and preview the upcoming transition process.



35 Sophia has improved her reading, writing and speaking in English, raising her WIDA composite proficiency level to 3.7. She has also improved her Ukrainian and looks forward to starting French next year.



34 Mr. Vega uses [WIDA MODEL](#) scores, teacher observations, and the language portfolios to update their [WIDA Can Do Student Portraits](#) and share them with the 6th and 7th grade teachers at a transition meeting.