

**Part II: Exploring the
English Language
Proficiency Standards**

**What are the components
of WIDA's English
language proficiency
standards?**

Activity 1: Part A **Word Sort**

Collaborate with a partner.

1. Sort the words, phrases, and sentences to represent the organization of the WIDA English Language Proficiency Standards for ELLs into logical categories.
2. Predict organizational headings for the categories.
3. Place the related words in each category under the appropriate organizational heading.

Challenge: Predict the relationships among the categories.

Activity 1: Part B

4. From the word sort, place the organizational headings onto the matrix.
5. Then, add the words, phrases, or sentences for each heading.

The Overall Organization of the Standards

Classroom and Large-scale State Frameworks

English Language Proficiency Standards

Language Domains

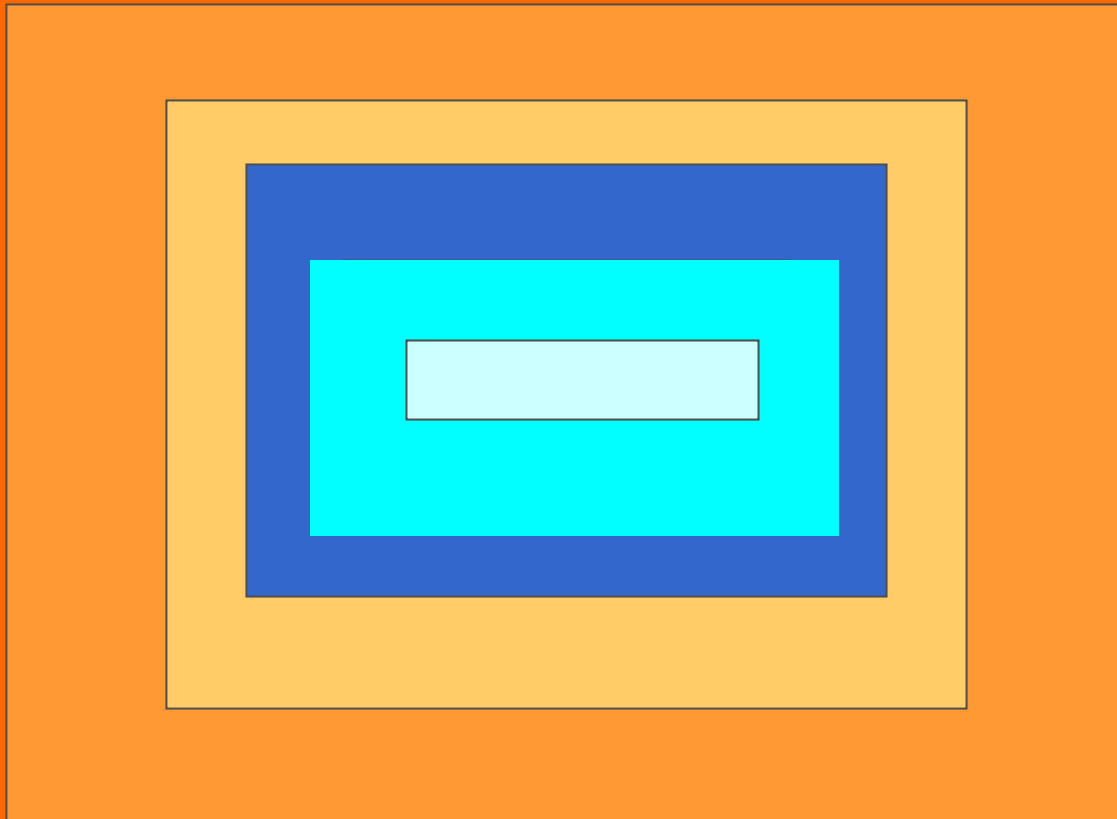
Grade Level Clusters

Levels of

Performance
Indicators

Language Proficiency

Classroom and Large-scale State Frameworks



There are Two Assessment Frameworks.

The Classroom Framework:

- Capitalizes on student involvement in performance-based, hands-on learning
- Encourages student self-assessment and reflection
- Incorporates learning strategies
- Integrates technology through the use of multi-media
- Acknowledges process writing and long term content-based projects

The Large-Scale Framework:

- Emphasizes the products of language learning

As the classroom framework, it:

- Includes a range of cognitive engagement across language proficiency levels
- Contains graphic or visual support at the lower language proficiency levels
- Promotes the use of grade level materials at the uppermost language proficiency level

English Language Proficiency Standards

There are Five English Language Proficiency Standards

Standard 1: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

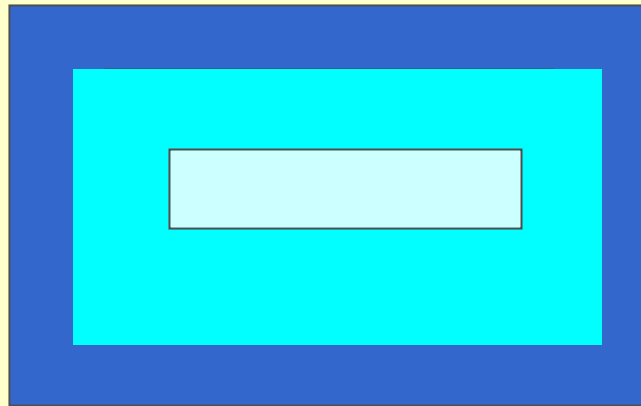
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

Standard 3:MATHEMATICS.

Standard 4:SCIENCE

Standard 5:SOCIAL STUDIES

Language Domains



There are Four Language Domains

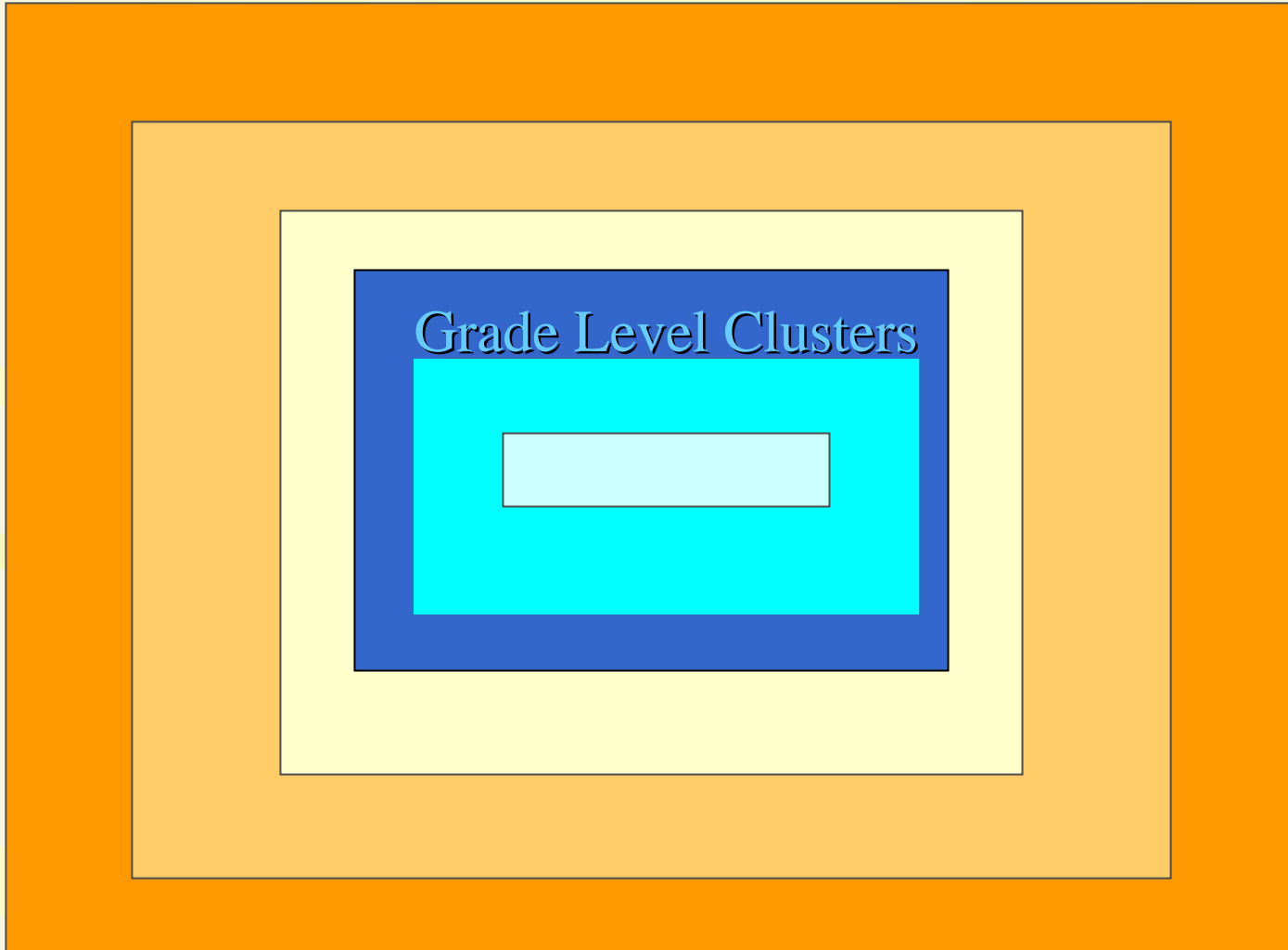
Listening- process, understand, interpret, and evaluate spoken language in a variety of situations

Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading- process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Writing- engage in written communication in a variety of forms for a variety of purposes and audiences

There are 4 Grade-Level Clusters.



Levels of Language



Proficiency

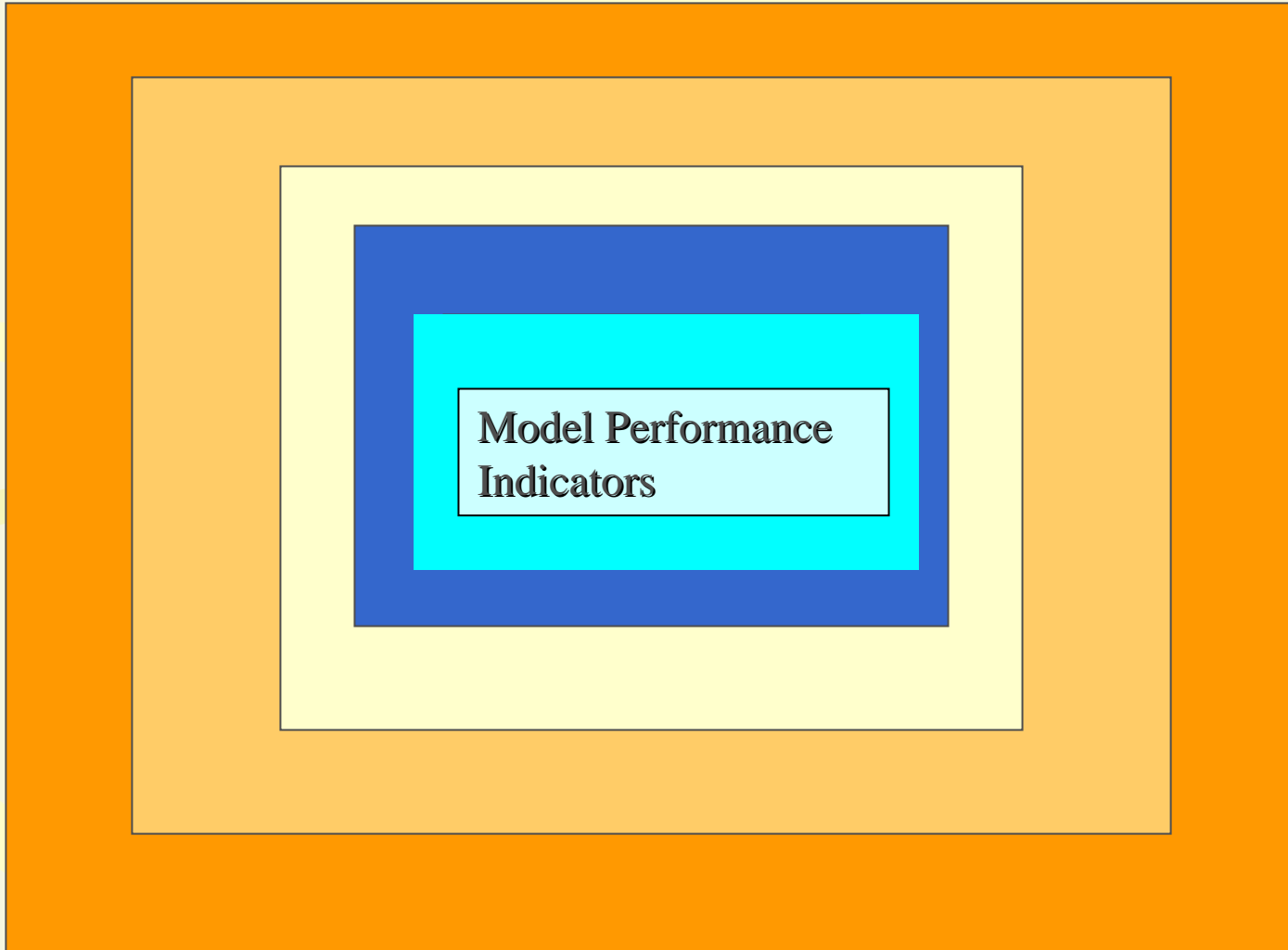
There are Five Levels of English Language Proficiency



Characteristics of the Levels of English Language Proficiency

- The five language proficiency levels across a grade level cluster form a **strand**
- The first two levels, Entering and Beginning, are always supported visually or graphically
- The last level, Bridging, always assumes working with grade level materials

There are More than 800 Unique Model Performance Indicators.





The Model Performance Indicators are:

- Exemplars of what English language learners can do
- Sample behaviors representative of the five English language proficiency levels
- Developmental and additive; that is, they scaffold from lower to higher levels of language proficiency

English Language Proficiency Standard:

Domain:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
K-2	 <i>Model Performance Indicator (MPI)</i>				
3-5	 <i>A strand of MPIs</i>				
6-8					
9-12					

Primary Stakeholders for WIDA's English Language Proficiency Standards

- **All** teachers who work with English language learners
- Administrators responsible for curriculum development, assessment, and professional development
- Directors and coordinators responsible for program design and implementation