Implementing the New English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12

A product of the WIDA Consortium

A ‘Trainer of Trainers’ Workshop for Illinois Educators
Fall, 2004
Agenda for Day 1

- **Part I:** Background About WIDA
- **Part II:** Exploring the English Language Proficiency Standards
- **Part III:** Examining the Superstructures of the English Language Proficiency Standards
- **Part IV:** Elaborating on Academic Language Proficiency
- **Part V:** Expanding the Scope of the English Language Proficiency Standards
- **Part VI:** Explaining ACCESS for ELLs™, the New English Language Proficiency Test
Part I: Background About WIDA
WIDA (World-class Innovations in Developing Assessments) is a consortium of 10 states.
The WIDA Consortium

Wisconsin
Delaware
Arkansas (2002)

Early Additions:
District of Columbia
Rhode Island, Maine, New Hampshire, Vermont

Illinois

Latest Addition:
Alabama (2004)

The ten states represent some 275,000 English Language Learners.
Curriculum and instruction are embedded in our standards-based assessment system.
The first step in the development of our assessment system has been the creation of English language proficiency standards.
Why are English Language Proficiency Standards Necessary?

• To provide a resource for stakeholders involved in the education of English language learners

• To establish a common yardstick, across the member states of the consortium, to define and measure how English language learners acquire language

• To meet compliance with Titles I and III of the No Child Left Behind Act
The WIDA English Language Proficiency Standards are:

- Anchored in Illinois Learning Standards and member state academic content standards
- A tool for teachers and administrators
- The starting point for assessment, curriculum, and instruction of English language learners (ELLs).
Overview of Language Acquisition and Related Terms
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<th>Comprehensible Input</th>
<th>TBE</th>
<th>TPI</th>
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<td>Cognitive Academic Language Proficiency (CALP)</td>
<td>Basic Interpersonal Communicative Skills (BICS)</td>
<td>Socio-Affective Filter</td>
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<td>Underlying Proficiency</td>
<td>Context Embedded</td>
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ASPECTS OF LANGUAGE PROFICIENCY

BICS
Basic Interpersonal Communication Skills

CALP
Cognitive Academic Language Proficiency

L1

L2

6 months to 2 years

5 to 7 years
Cristina

ELL with formal education in L1 (literacy) and no social language in L2
Maria

ELL with no formal education in L1 (literacy) and no social language in L2
Pablo

ELL with inconsistent education in either L1 or L2 education in L1 and stunted literacy in development language
ELL with stunted development in social language in both L1 and L2 and little to no CALP development