

# Culturally & Linguistically Responsive MTSS for English Learners (ELs)



**February 6, 2014**

**Barbara Marler, Illinois Resource Center**

**Cristina Sanchez Lopez, Illinois Resource Center**

**Kathryn Cox, Illinois State Board of Education**



Illinois State Board of Education

# Webinar Reminders



System automatically mutes  
your line

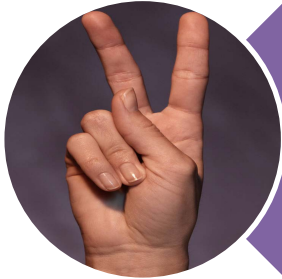


Use question box to type in  
comments/questions



Please allow the presenters to  
respond to participant questions

# CPDUs



2 CPDUs provided by the IRC for live webinar participants only

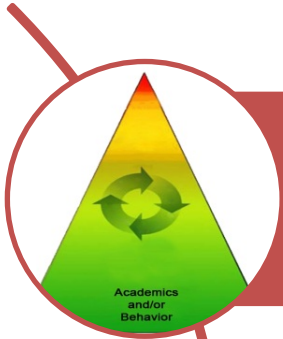


Link to online evaluation form  
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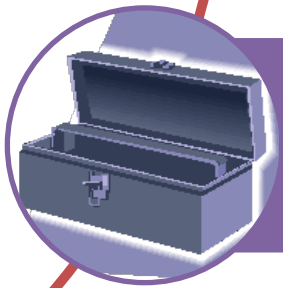
# Webinar Outcomes



Understand critical components/concepts of MTSS for all students



Understand factors & considerations for ELs when designing & implementing MTSS

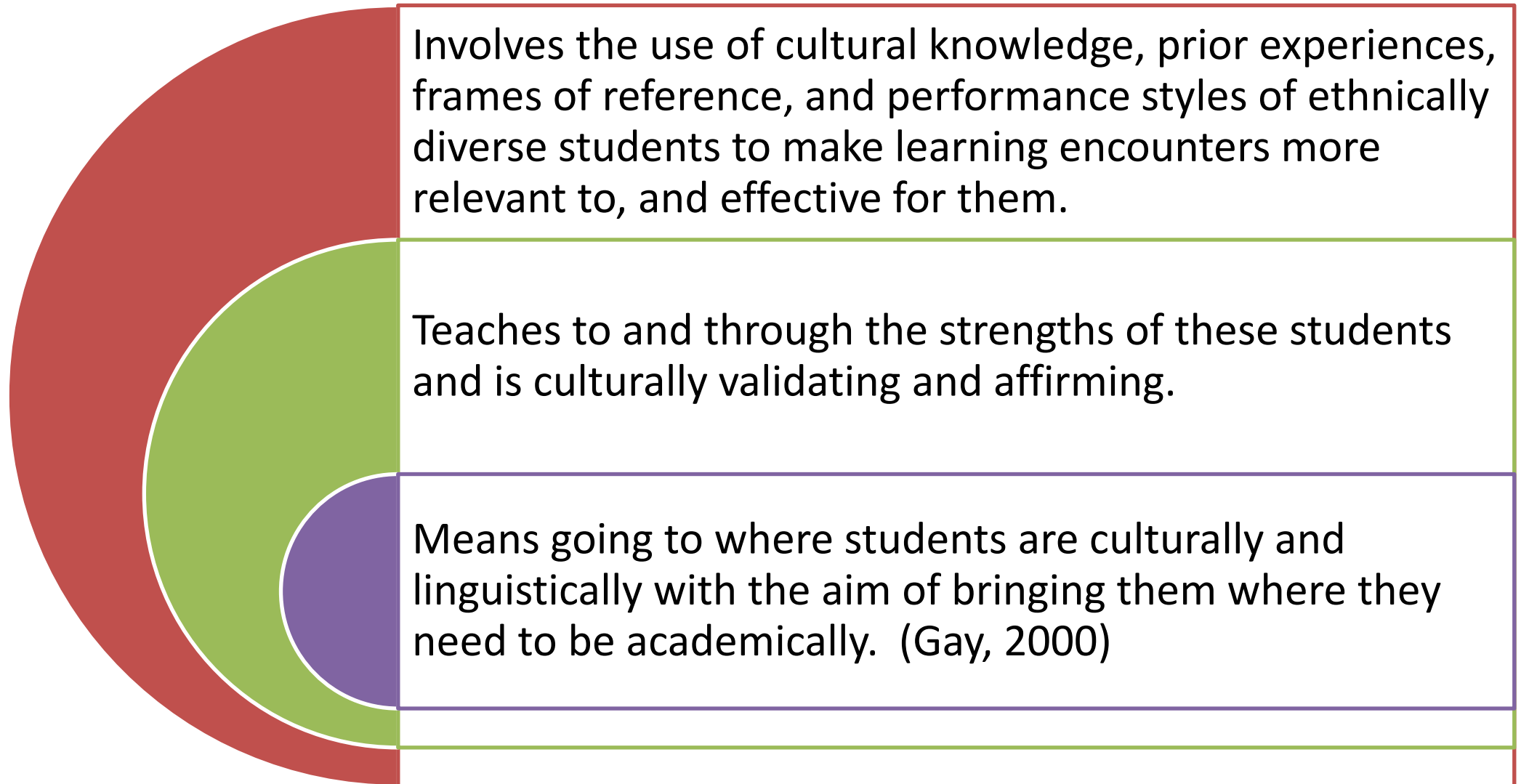


Learn about available resources & tools

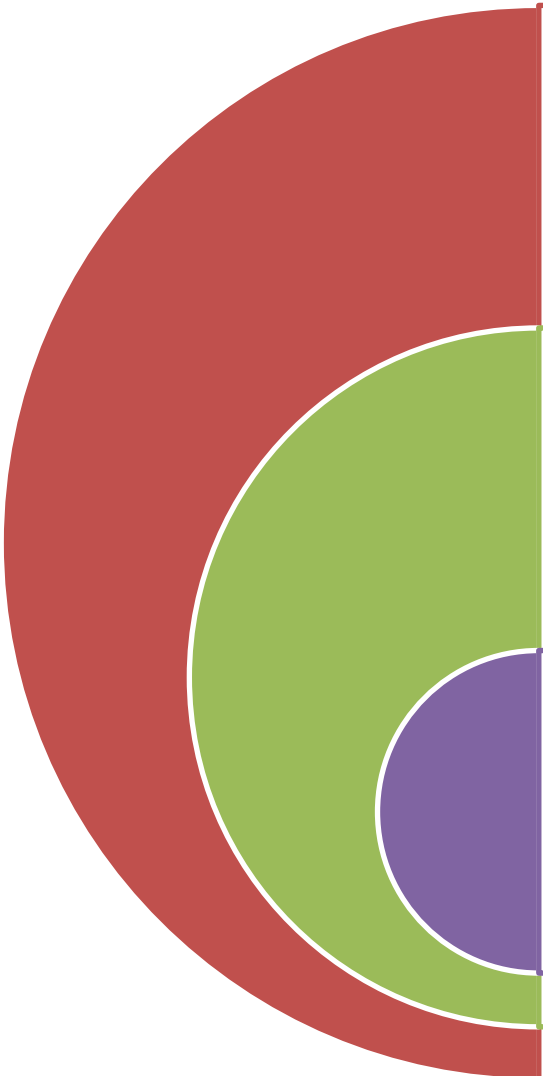
An open book is shown from a high angle, slightly tilted. The left page is a light cream color, and the right page is a darker, textured grey. A blue rectangular box with a thin white border is superimposed over the center of the book. Inside this box, the word "Terminology" is written in a white, bold, sans-serif font. The book's pages are slightly aged, and the binding is visible in the center crease.

# Terminology

# Defining Culturally & Linguistically Responsive Teaching & Learning



# Defining Culturally & Linguistically Responsive Teaching & Learning



Involves the **use of cultural knowledge, prior experiences, frames of reference, and performance styles** of ethnically diverse students to **make learning encounters more relevant to, and effective** for them.

**Teaches to and through the strengths** of these students and is **culturally validating and affirming**.

Means **going to where students are culturally and linguistically** with the aim of **bringing them where they need to be academically**. (Gay, 2000)

# Alphabet Soup!

ELD – English Language Development

ELP – English Language Proficiency

L1 – a student's native/home (non-English) language

L2 – a second language, generally English, that a student is learning

Like peers – students from same linguistic & socio-cultural background with similar exposure to curriculum and instruction

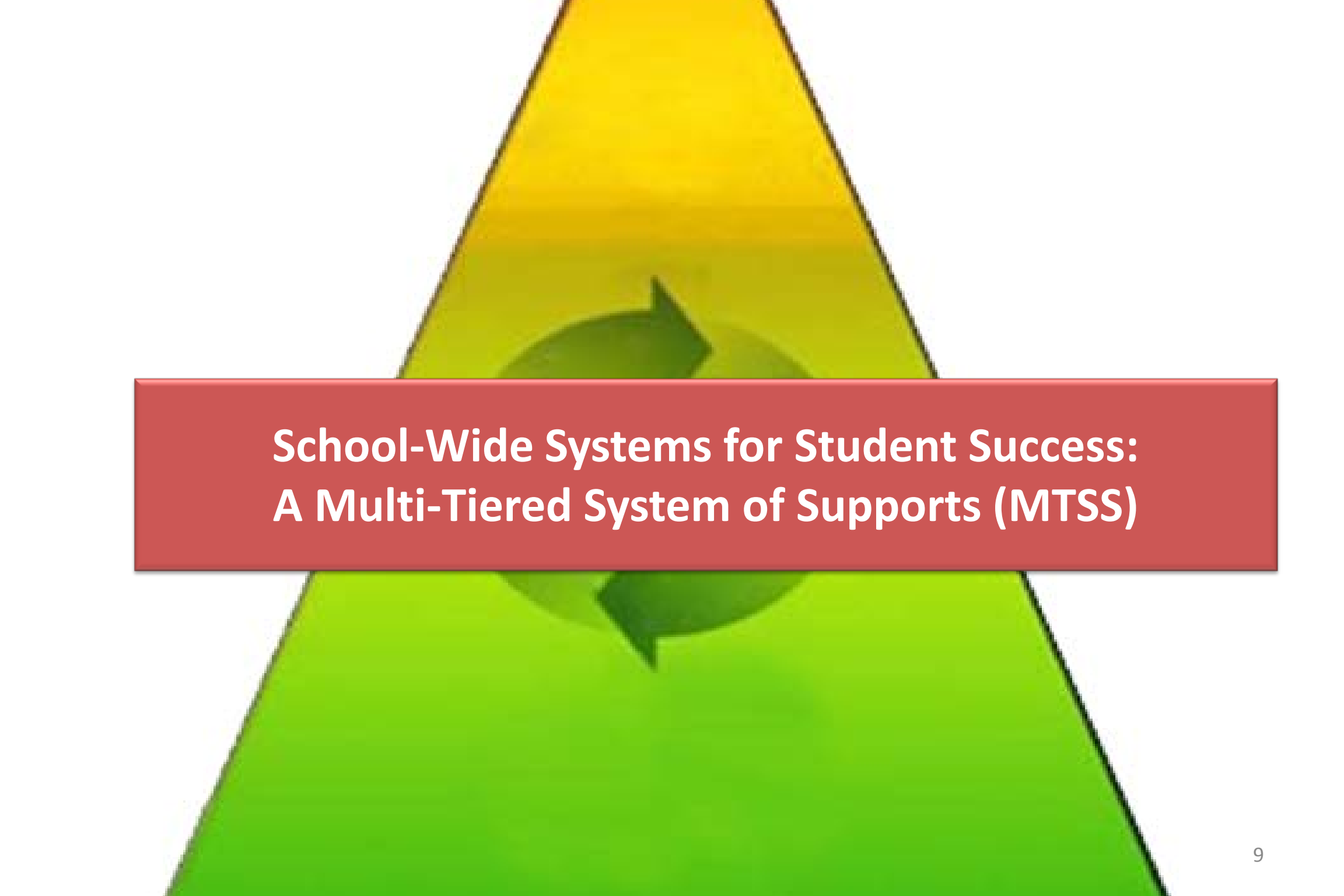
MTSS – Multi-Tiered System of Supports

TBE – Transitional Bilingual Education

TPI – Transitional Program of Instruction





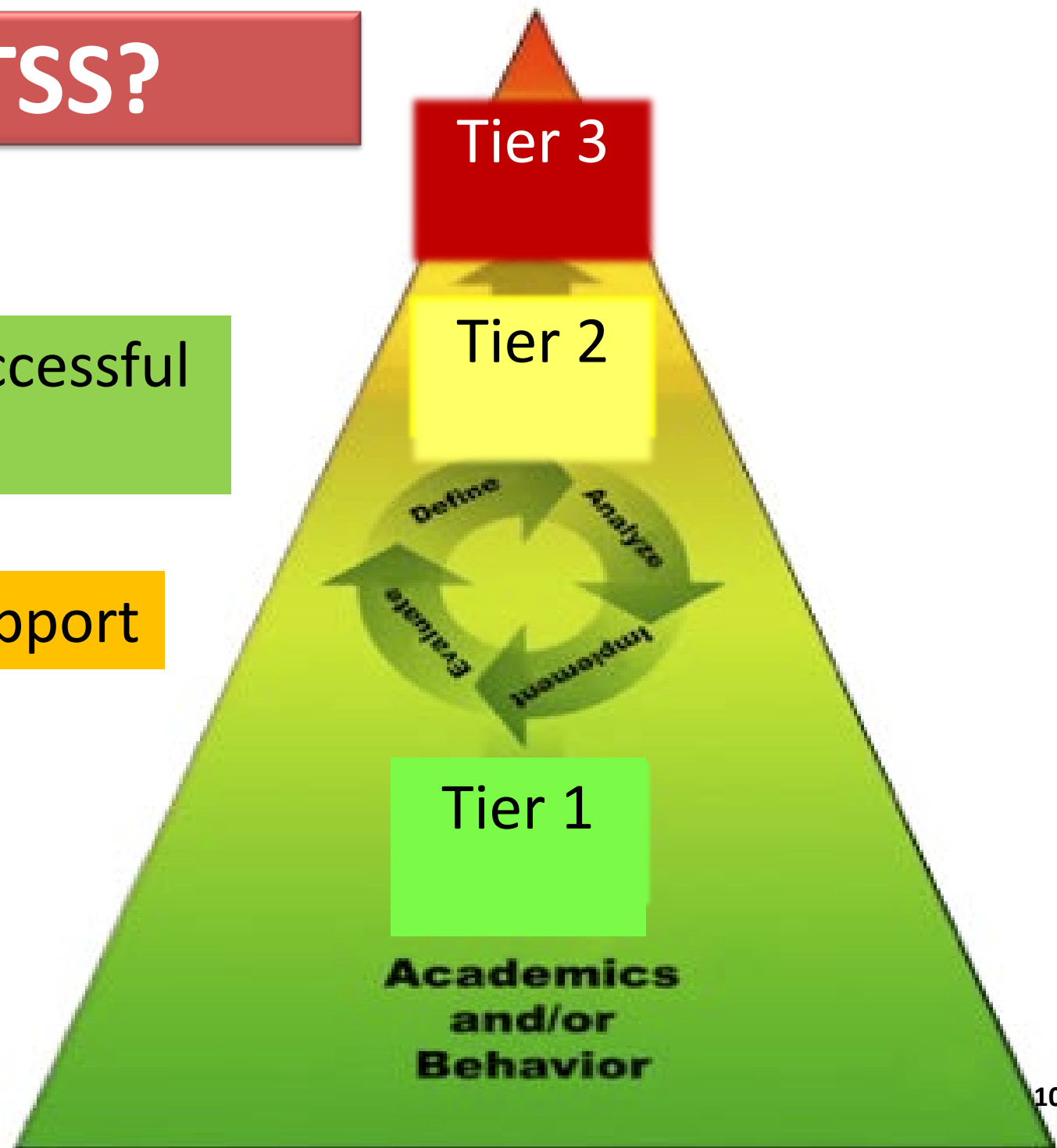


# **School-Wide Systems for Student Success: A Multi-Tiered System of Supports (MTSS)**

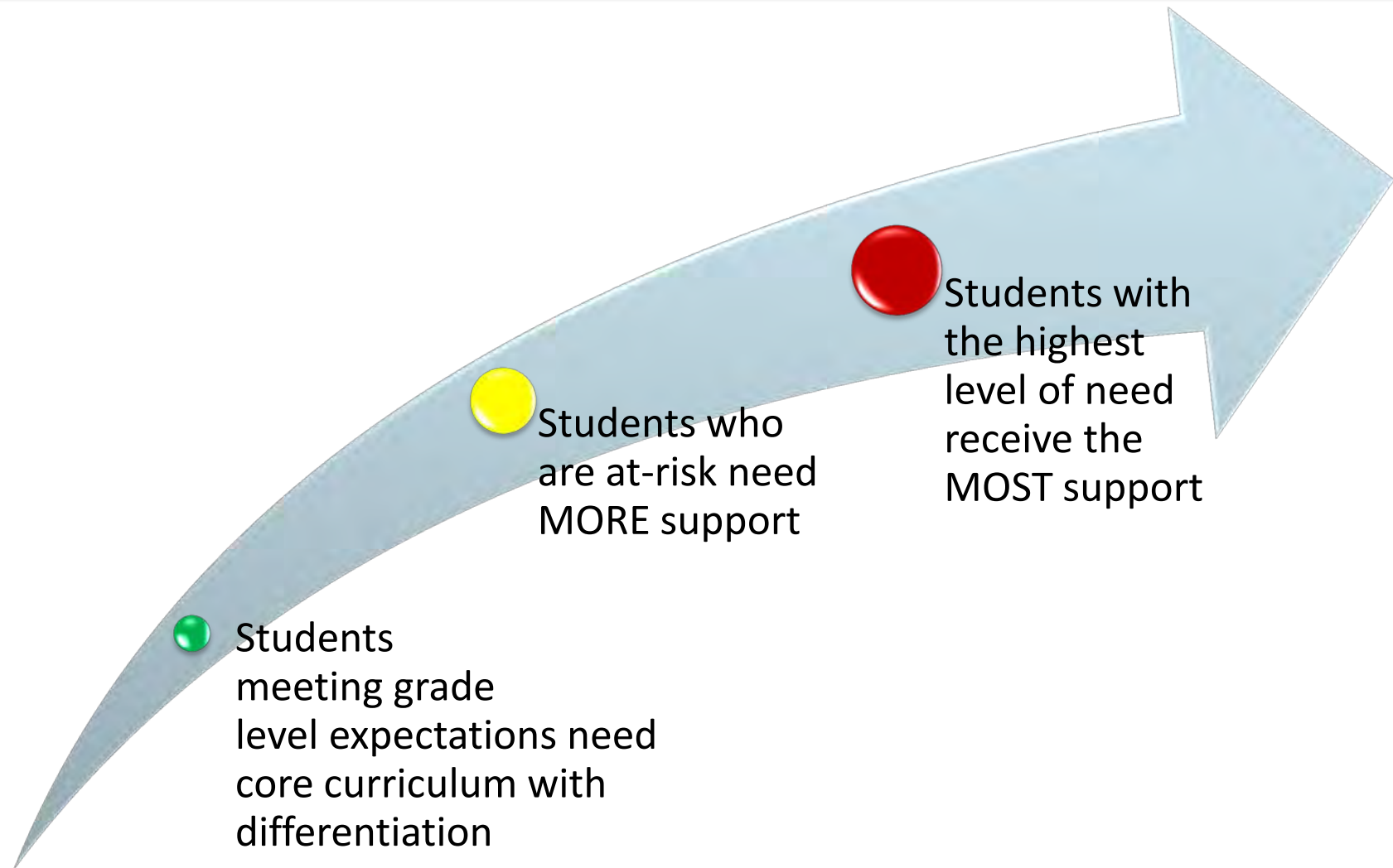
# What is MTSS?

Goal = all students successful  
at Tier 1

> Tier = > Need = > Support



# Building a Continuum of Support for All Students





# High Quality, Research-Based Curricula, Instruction & Intervention

# Standards of Research-Based

Teaching strategies or methods that  
have been **proven to be effective** in  
children learning specific skills

# Research

Photo Credit: Jeff Miller / J.W. Madison University Communications

# What are High Quality, Research-Based Curricula, Instruction & Intervention?

Instruction

- How we teach

Curriculum

- What is being taught

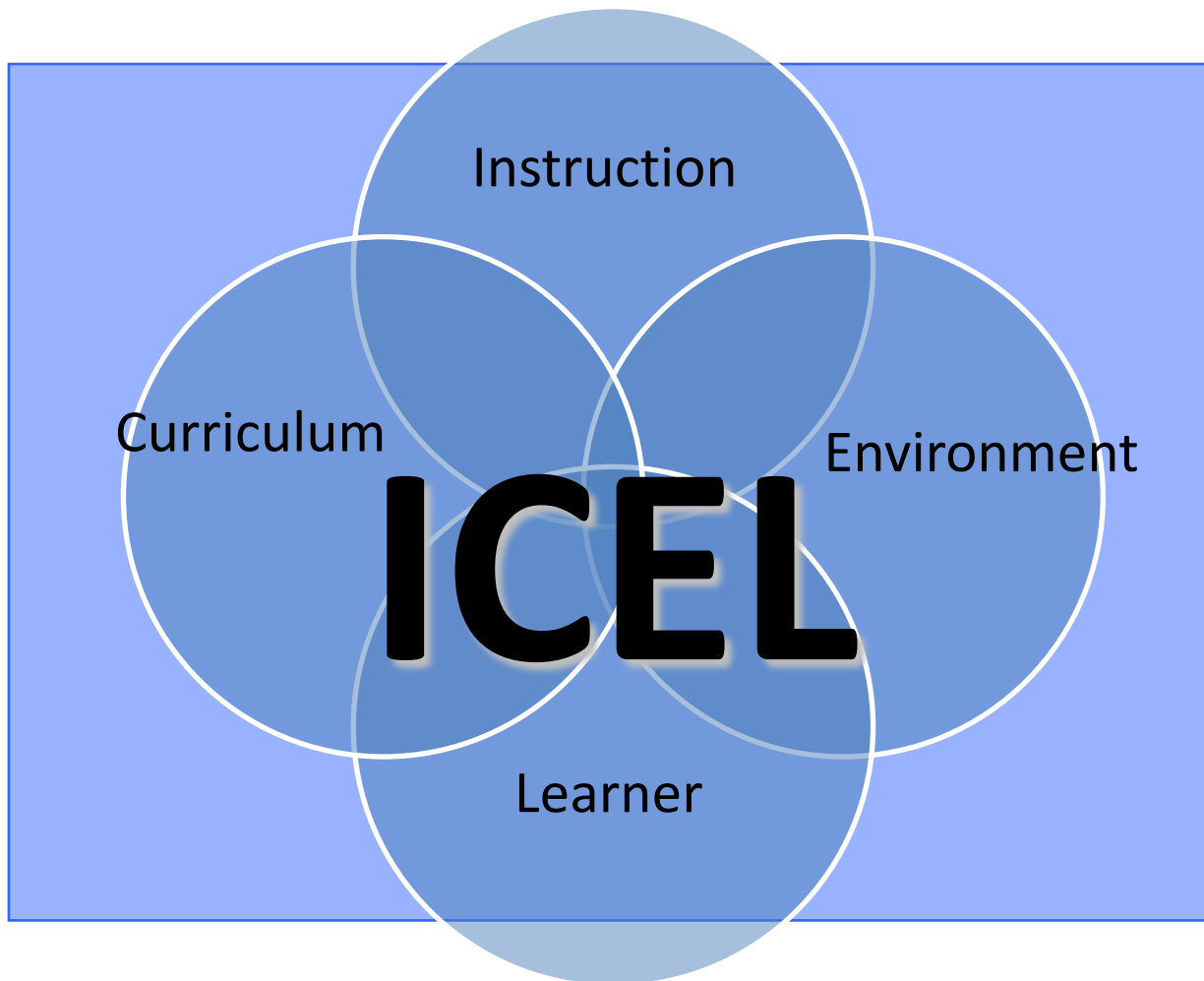
Environment

- Where it is taught

Learner

- Who is being taught

**We are not just looking at the student, but rather what is taught, how it is taught, etc.**



**“Learning problems result from a complex interaction [among] several factors: Curriculum, Instruction, the Environment and Learner characteristics.”**  
*(Kenneth Howell, 1993)*

# 5 Minute Check-in

- Poll Question #1
- What is one big idea or “burning” question that rises to the top for you when it comes to MTSS?

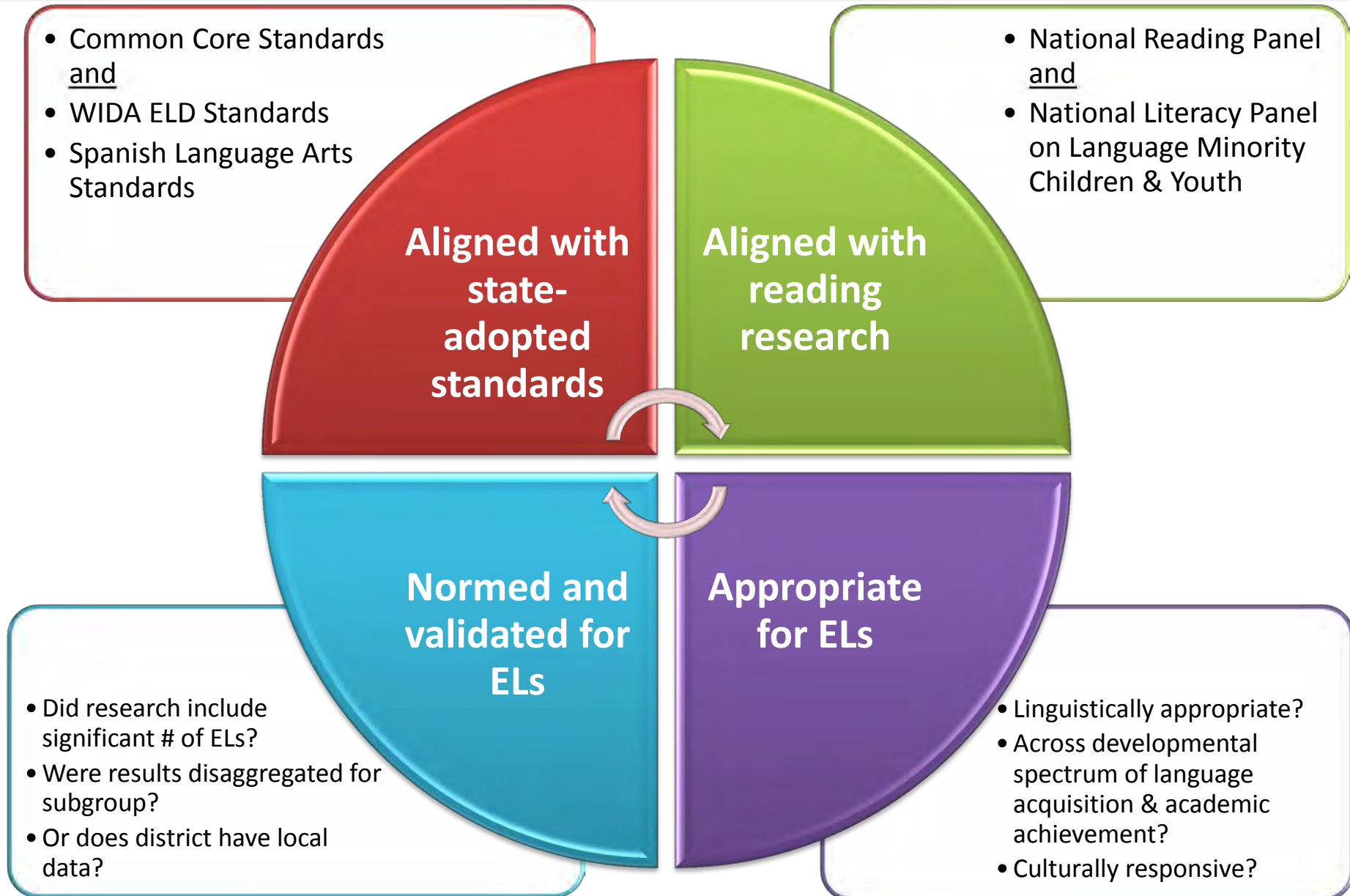




# Considerations for ELs



# Curricular Considerations for ELs



# Instruction & Interventions:

## *Considerations for ELs*



Effectiveness with similar ELs supported by peer-reviewed research and/or state/regional/locally-obtained data



Delivered by personnel qualified in subject matter PLUS those qualified in instruction of ELs



*my cat/mi gato*

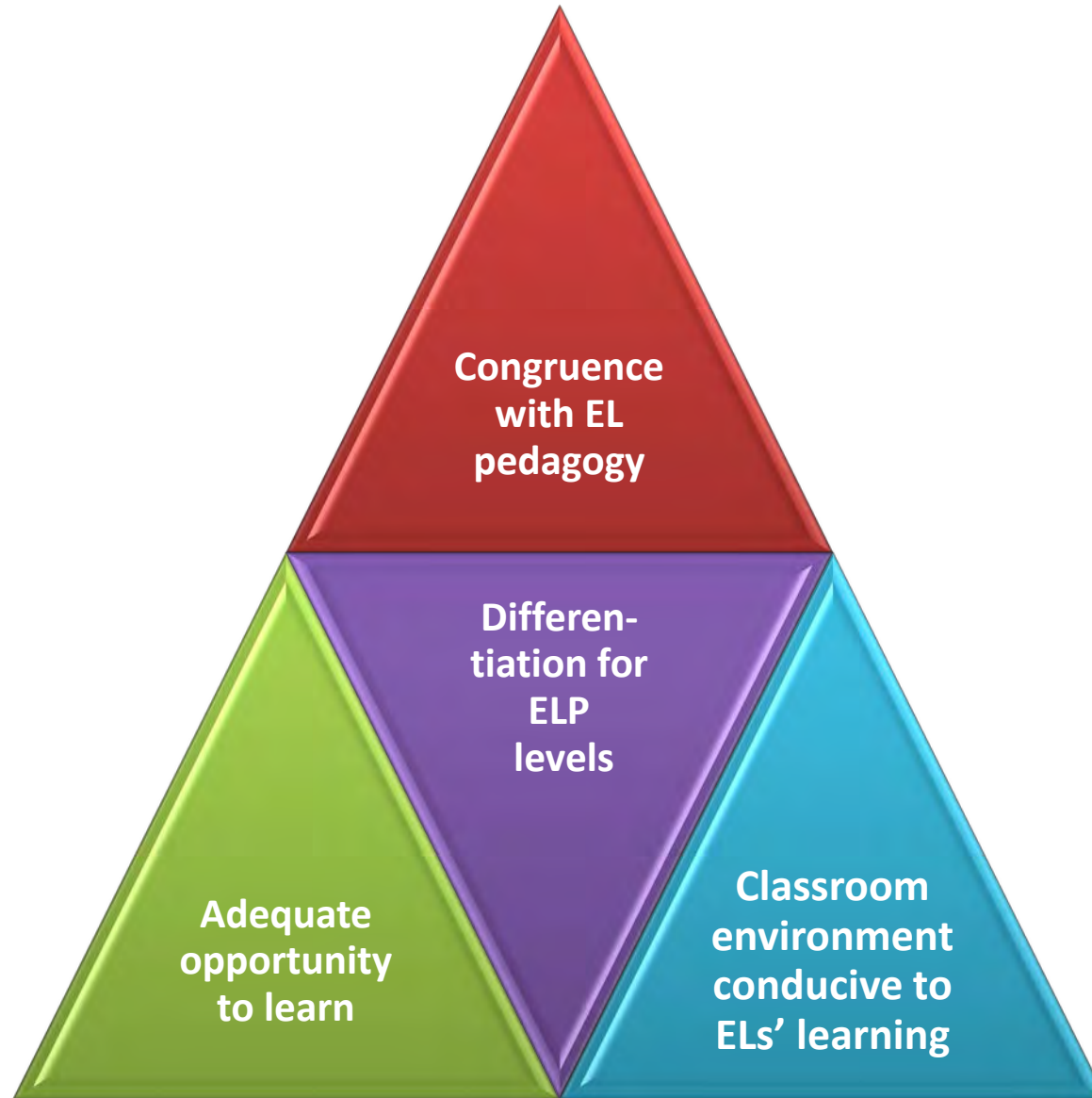
Instruction & intervention in L1 & L2



TBE/TPI is core instruction, NOT an intervention



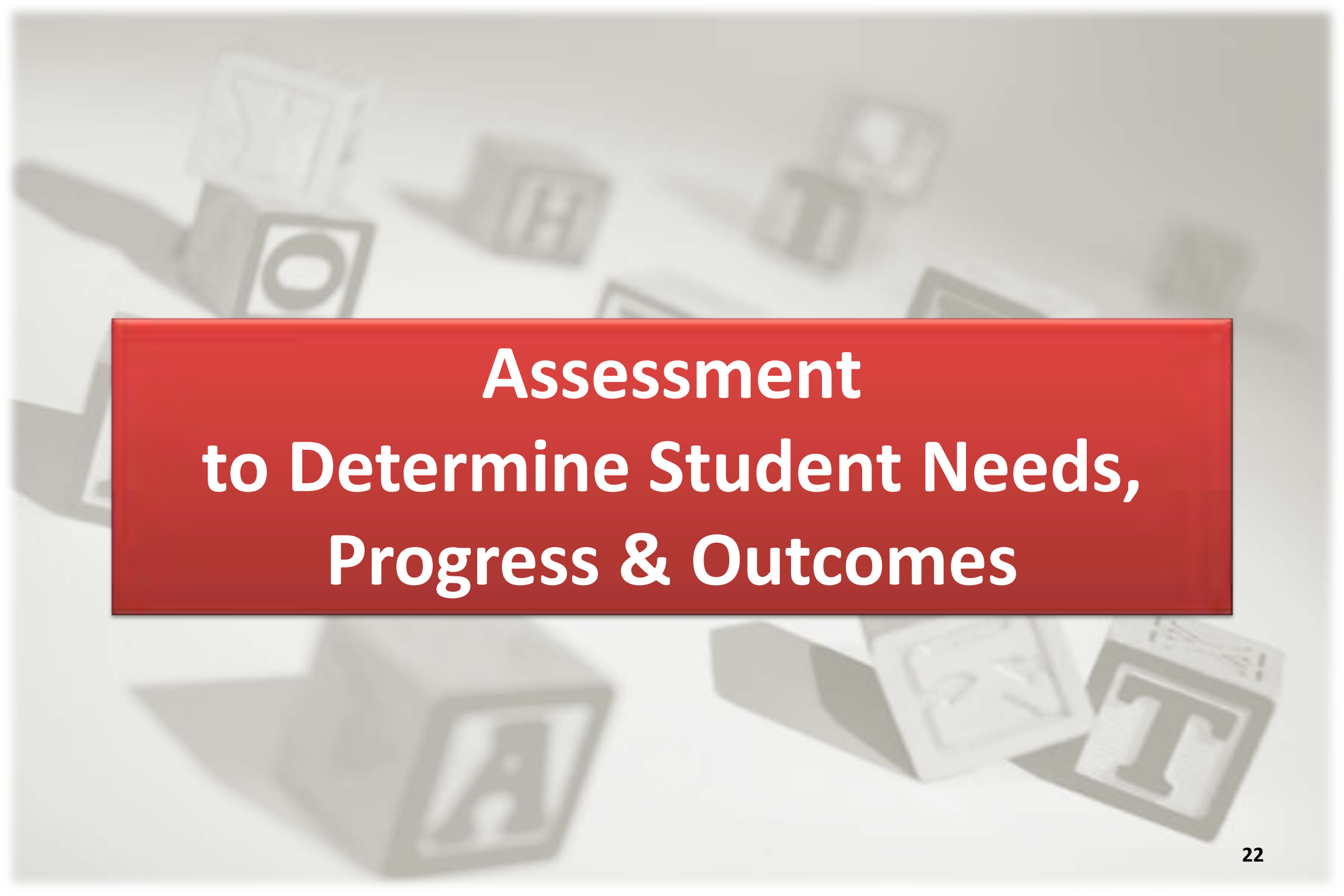
# Implementation Integrity (Fidelity) of Curricula, Instruction & Interventions: *Considerations for ELs*



# 5 Minute Check-in

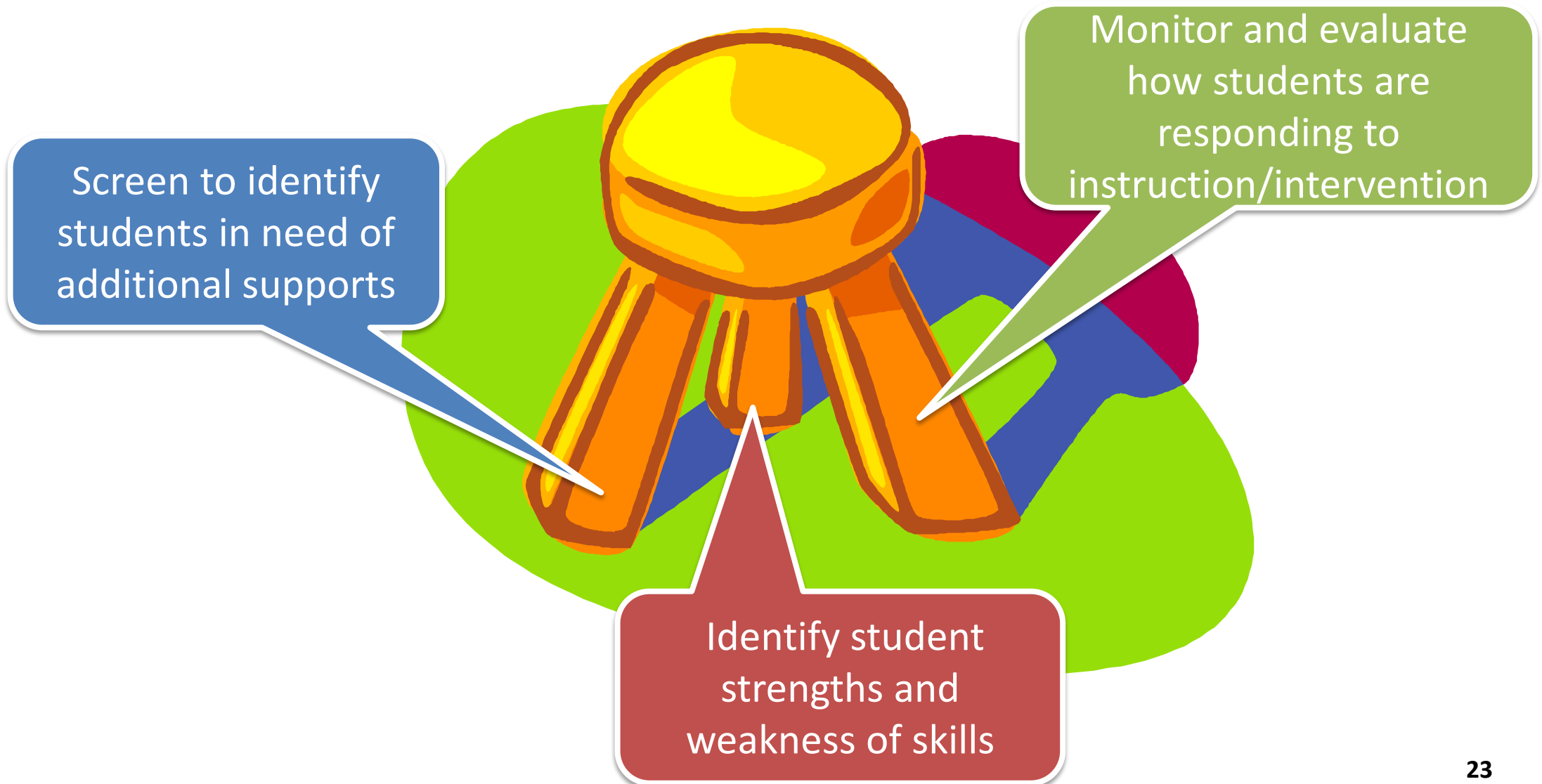
- Poll Question #2
- Who else should be involved and what next steps might you take to get them involved?





# **Assessment to Determine Student Needs, Progress & Outcomes**

# Assessment for Different Purposes





# Context for Data Collection & Analysis

**Collect &  
analyze data  
on areas  
impacting  
ELs' learning**

- Learning environment
- Personal/family background
- Previous schooling
- Oral language & literacy in L1 & L2
- Cross-cultural factors



# Considerations for Assessment of EL Student Progress & Outcomes



Focus on closing gap between target student & “like peers”

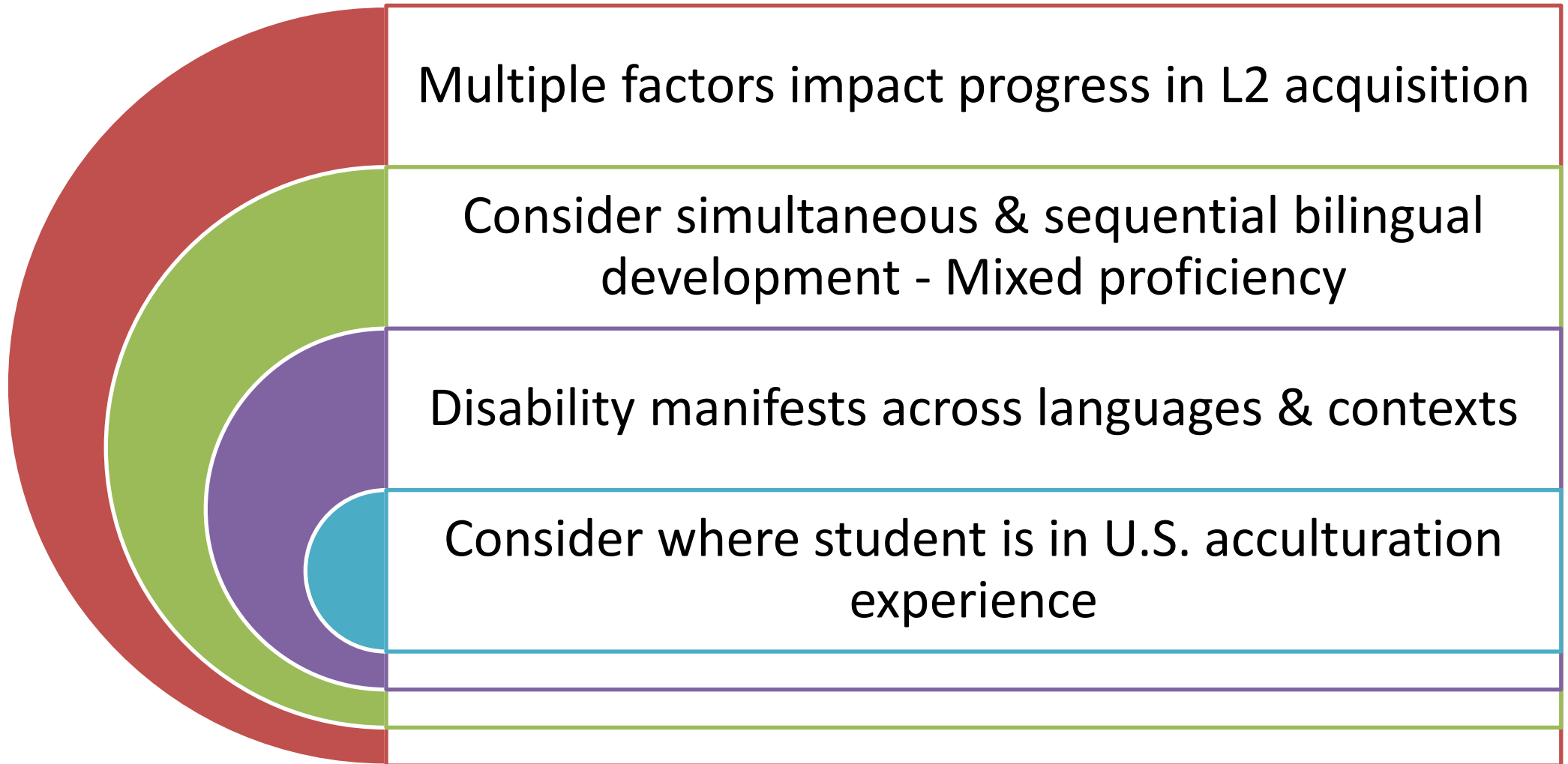
Assessment in L1 to degree appropriate or possible & in L2

For state assessment data, include results from ACCESS for ELLs®

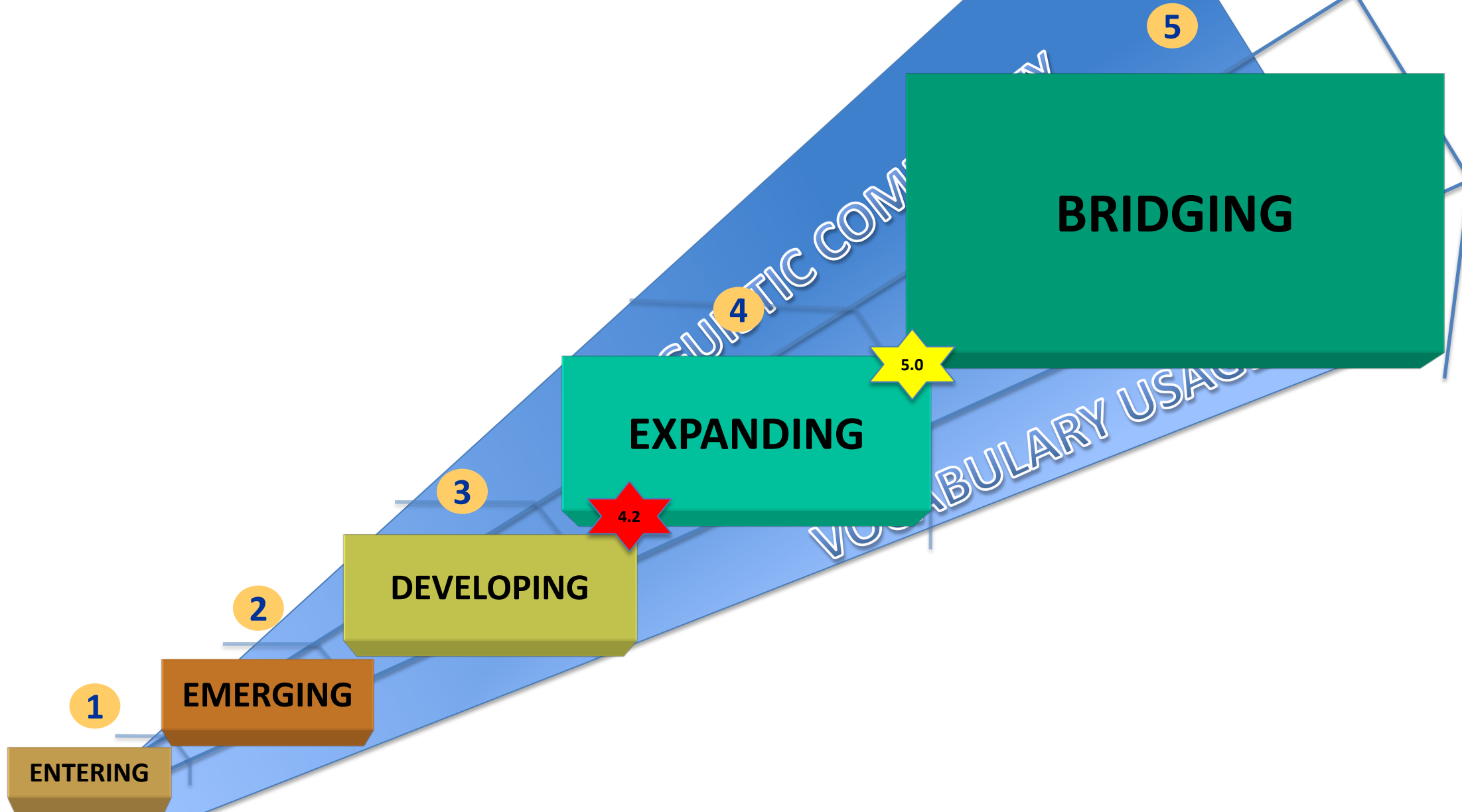
Consider typical rate of English language acquisition & factors impacting progress

Data: Valid & reliable for ELs; cautions in applying normative data

# Implications of Language Development & Cultural Factors



# Expected Growth over the ELD Levels



Adapted by J. Hilliard from M. Gottlieb, WIDA (used with permission)

# 5 Minute Check-in

- Poll Question #3
- What next steps might you take to improve your district's current assessment process to better address the considerations for ELs?



An open, empty metal toolbox is shown from a three-quarter perspective. The toolbox is dark grey or black with a lighter grey interior. The lid is open, revealing the empty compartments inside. A purple rectangular bar with a white border is positioned horizontally across the middle of the toolbox, containing the title text. The background is a light blue gradient.

# Tools/Resources

*Disclaimer: Some of the tools and resources shared on the following slides are offered as examples, and their inclusion in this presentation should not be construed as an endorsement by the Illinois State Board of Education. It is the responsibility of each district to review such resources and tools and make decisions about their appropriateness in meeting local needs.*

# WIDA\* RtI<sup>2</sup> Document Overview

To download WIDA's RtI<sup>2</sup> document,  
please visit:

<http://www.wida.us/rti2>



*\*World Class Instructional Design & Assessment*



## Resources

### Response to Instruction & Intervention (RtI<sup>2</sup>) for English Language Learners

WIDA's guide to RtI<sup>2</sup> presents a framework to assist educators in designing and implementing RtI<sup>2</sup> systems that proactively support the instruction, intervention, and assessment of ELLs. The document specifically addresses seven factors to consider during the solution-seeking process that help explain ELLs' educational experience. It also provides information on how educators can use WIDA tools and resources to better understand ELLs' academic language development, as this will serve as a context for collecting and interpreting the data they use to make instructional and programmatic decisions within an RtI<sup>2</sup> process.

Download [Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention \(RtI<sup>2</sup>\) for English Language Learners](#) 

For individuals who are thinking about how to introduce the information in the above document and engage a team of educators in the solution-seeking process, the planning form below may offer some guidance for group planning and discussions.

Download the [Culturally and Linguistically Responsive RtI<sup>2</sup> Planning Form](#) 

#### RtI<sup>2</sup> for ELLs Webinar

**Presented by:** Cristina Sanchez-Lopez and Laurie Donnell, the lead developers of the WIDA RtI<sup>2</sup> for ELLs document

This interactive webinar presentation addresses considerations for the solution-seeking process to better understand ELLs' academic language development, as this will serve as a context for collecting and interpreting the data they use to make instructional and programmatic decisions within an RtI<sup>2</sup> process. Viewers will learn how WIDA tools and resources can be used within an RtI<sup>2</sup> framework through viewing real examples from school districts across the consortium.

[View Webinar](#)

[www.wida.us/rti2](http://www.wida.us/rti2)

# WIDA Resources

W-APT, MODEL,  
ACCESS, Alt.  
ACCESS Scores

ELP & ELD  
Standards

Model  
Performance  
Indicators (MPIs)

CAN DO  
Descriptors &  
Name Charts

Percentile  
Growth Charts

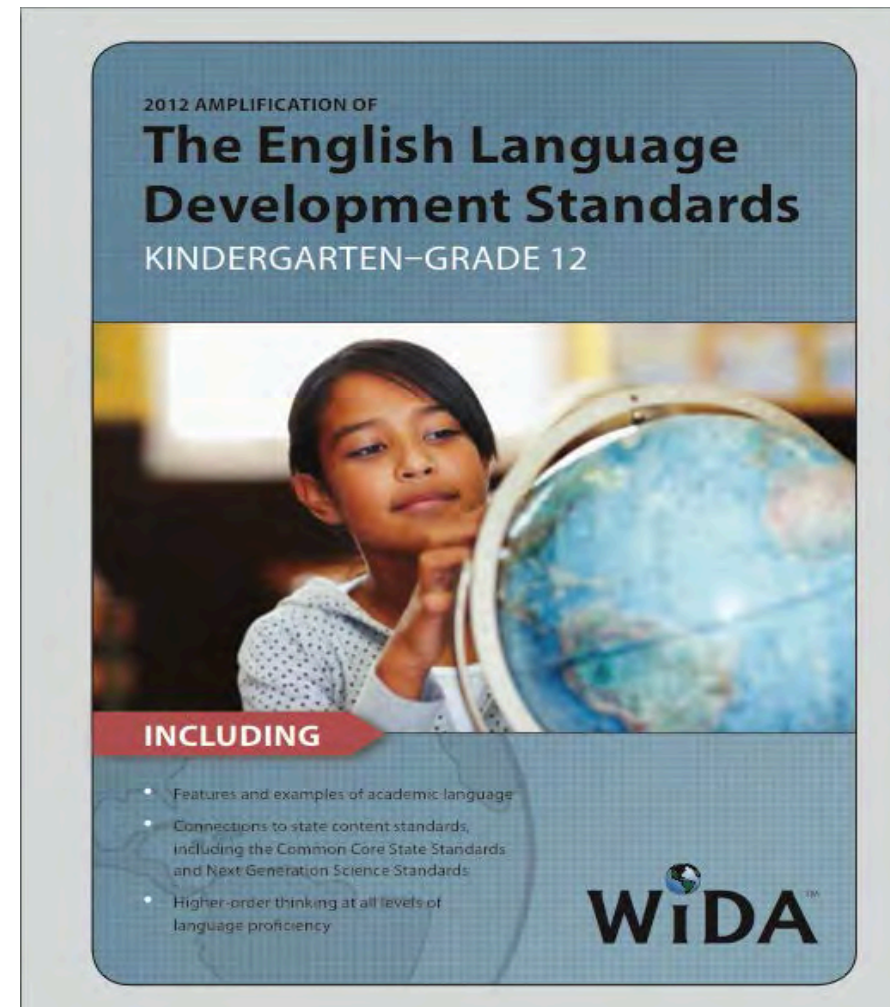
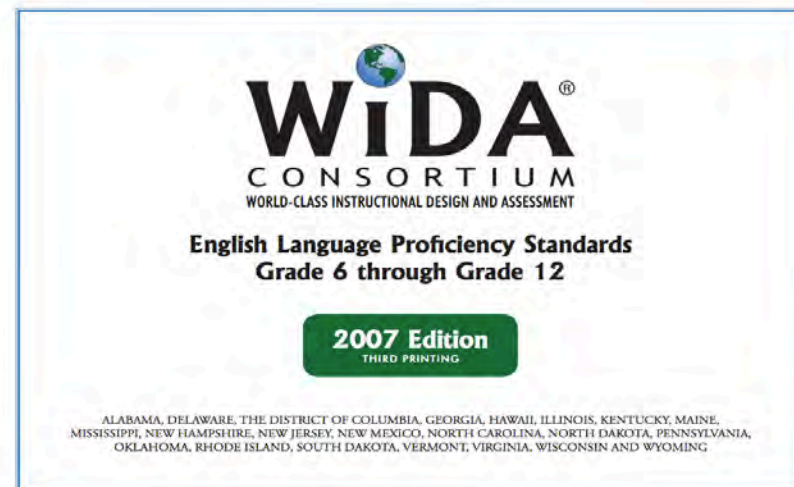
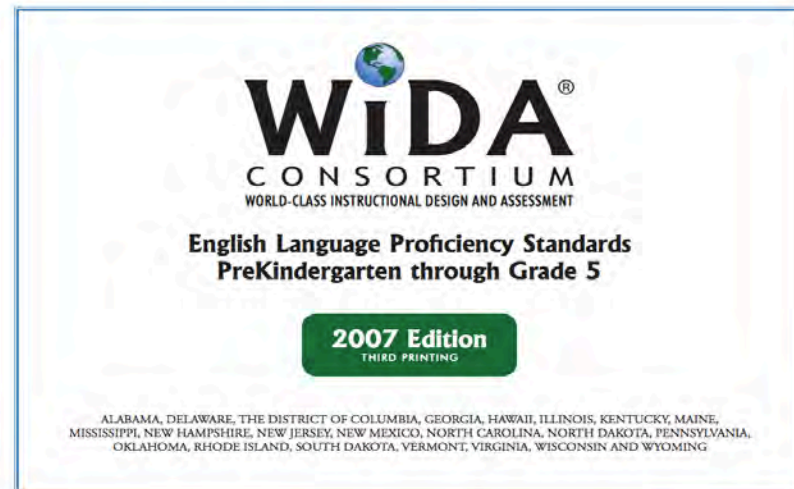
ACCESS for ELLs  
Growth Reports

Writing &  
Speaking Rubrics

RtI<sup>2</sup> Planning  
Form



# WIDA ELP & ELD Standards



# MPIs – 3 Elements

## Language Function

- Describes how students use language to demonstrate proficiency

## Content Stem/Example Topic

- Specifies context for language instruction
- Derived from state content standards

## Support

- Sensory, graphic, or interactive resources
- Embedded in instruction & assessment
- Help students construct meaning from language & content

# CAN DO Descriptors



## Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	<ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>	Level 6 - Reaching
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



# CAN DO Name Charts



## Can Do Descriptors: Grade Level Cluster 6-8

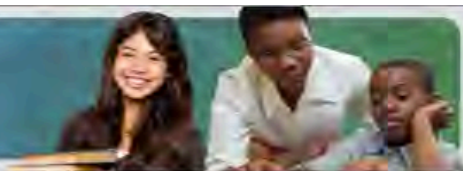
For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> <li>Begin to use general and high frequency vocabulary</li> <li>Repeat words, short phrases, memorized chunks</li> <li>Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Convey content through high frequency words/phrases</li> <li>State big/main ideas of classroom conversation</li> <li>Describe situations from modeled sentences</li> <li>Describe routines and everyday events</li> <li>Express everyday needs and wants</li> <li>Communicate in social situations</li> <li>Make requests</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express time through multiple tenses</li> <li>Retell/rephrase ideas from speech</li> <li>Give brief oral content-based presentations</li> <li>State opinions</li> <li>Connect ideas in discourse using transitions (e.g., "but," "then")</li> <li>Use different registers inside and outside of class</li> <li>State big/main ideas with some supporting details</li> <li>Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase and summarize ideas presented orally</li> <li>Defend a point of view</li> <li>Explain outcomes</li> <li>Explain and compare content-based concepts</li> <li>Connect ideas with supporting details/evidence</li> <li>Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Defend a point of view and give reasons</li> <li>Use and explain metaphors and similes</li> <li>Communicate with fluency in social and academic contexts</li> <li>Negotiate meaning in group discussions</li> <li>Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	Write in grade-level Speaking expectations below:
NAMES						

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# Percentile Growth Charts

## WIDA FOCUS ON Growth



### In This Issue

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March 11,  
2009

VOLUME 1 • ISSUE 1

**WIDA**  
CONSORTIUM

## Growth on ACCESS for ELLs®

### STATUS & GROWTH

School districts in the U.S. use a variety of assessments to support student learning. Some are required by state and federal law. Some are selected by districts or schools, and some are developed by teachers. They measure academic content areas like reading, mathematics, and science. They measure students' intelligence, physical and psychological capacities, and they measure students' language proficiency.

From these measures, a veritable cornucopia of scores is generated. There are raw scores, percent scores, proficiency scores, scale scores, percentile ranks, deciles, quartiles, grade equivalents, and the list goes on. From this mix of numbers, categories and values, educators, parents and students make all kinds of decisions. Typically, these decisions fall into two categories: decisions about status and decisions about change over time or growth. Status refers to students' current ranking, proficiency, capacity, or ability. It tells us where students are now. This is important to know. It helps us understand where individual students and groups of students are relative to what we are measuring, but it's not the whole story. Status doesn't tell us where students came from, or in other words, how much learning has occurred. This is where examining growth is valuable. Examining growth allows us to identify student change over time, be it change in status, change in proficiency, change in skills, or change in capacity or ability. Examining growth is the topic of this WIDA Focus Bulletin, specifically change in scores on WIDA's large-scale test of English language proficiency, ACCESS for ELLs®.



### Types of Test Scores

Prior to discussing growth, we need to first talk about scores, specifically ACCESS for ELLs® (ACCESS) scores and how we might use them to examine growth. ACCESS score reports offer three types of scores: raw scores, scale scores and proficiency level scores.

Raw scores are provided with WIDA score reports. However, raw scores are the least valuable type of score to monitor growth. They are not directly comparable across grades or tiers, and should not be used as a primary means to track student growth.

#### RAW SCORES

Raw scores are the actual number of items or tasks that students answer correctly. A variety of different types of

#### SCALE SCORES

Scale scores are transformations of raw scores. They are developed in such a way that they may be compared across

grades and tiers. They are comparable within language domains or composites but not across them. This is an important point! You can compare changes in listening scale scores to other listening scale scores but not between other domain scores like listening and reading. Scale scores comprise a single vertical scale from kindergarten to 12th grade. Because of this vertical scale, scale scores are ideal for tracking student growth.

Wisconsin Center for Education Research | University of Wisconsin-Madison | [www.wida.us](http://www.wida.us)

## WIDA FOCUS ON Language Growth



### In This Issue

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### Introduction

Ms. Estrada, an ESL teacher at Pablo Nevada Middle School in Butte, Montana, is stopped in the hallway by Mr. Miller, a seventh grade science teacher. He wanted to discuss Antonio, an ELL student they have both taught for two years now. Antonio seems very engaged during hands-on activities and is great at following oral directions, as well as asking questions. Specifically, Antonio does a wonderful job speaking about science. He describes in detail his science conclusions when he has a word bank and is able to use graphic organizers to report conclusions, but Mr. Miller is concerned with the lab reports Antonio has produced. Mr. Miller hasn't seen much improvement in the written lab reports over time, and has noticed his summaries consistently lack complexity and cohesion when Antonio creates them independently. Mr. Miller asks if Ms. Estrada notices similar strengths and areas of concern with Antonio's writing in language arts and math. She shares that she generally agrees, but has seen Antonio write with more clarity and detail on personal topics and when he has the opportunity to interact with peers in English and Spanish as part of the writing process.

This conversation sparked Ms. Estrada to further investigate Antonio's academic language growth in writing over time. She wants to know if he is making adequate growth in academic language and if there are better ways to support him to further his English language development. Back in her office, she pulls out Antonio's file that contains his ACCESS for ELLs Teacher Reports for the past few years and various formative assessments that Ms. Estrada and Antonio's content teachers have submitted. As she studies them, she is bewildered on how to comprehend, interpret, and relay so much information to others. She is particularly overwhelmed as to how she will explain and illustrate the language growth of her ELL students on the ACCESS for ELLs. Ms. Estrada leans back in her chair, takes a deep breath, and reflects on the best way to undertake this task. She begins pondering the following questions:

1. How do I know my ELLs are making adequate growth?
2. What scores or groups of scores should I use to look at growth?
3. How do I communicate this information to others?

Ms. Estrada recalls that her district ESL/bilingual coordinator attended a WIDA Data Literacy workshop. She brought back WIDA growth charts that ranked students by grade cluster. As she begins searching through her files for the handouts, she remembers that WIDA offers many of these resources online at [www.wida.us](http://www.wida.us).

This WIDA Focus Bulletin aims to help educators, like Ms. Estrada, understand the ACCESS for ELLs Teacher Report, investigate student growth, and use this data to make instructional decisions about student progress in language proficiency.

### Status and Growth

School districts in the U.S. use a variety of assessments of students' performance to support teacher instruction and assess student learning, and ELLs often have even more test scores than others. Some assessments are required by state and federal law. Others are selected by districts

#### WIDA Resources for Looking at Growth

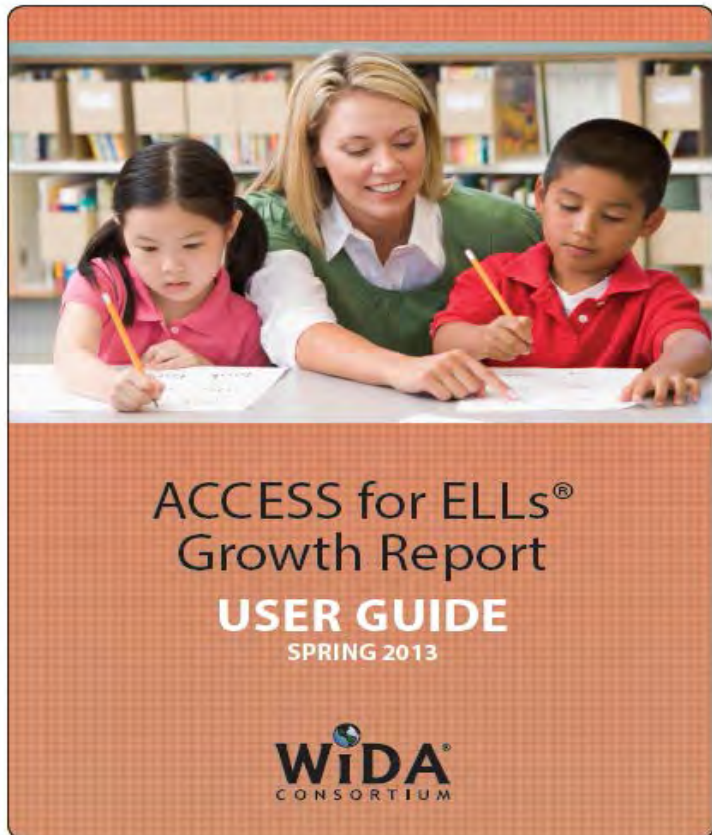
- Interpretive Guide
- Performance Definitions
- Clarifying Descriptors
- Interpreting ACCESS for ELLs Webinars

JUNE 2013

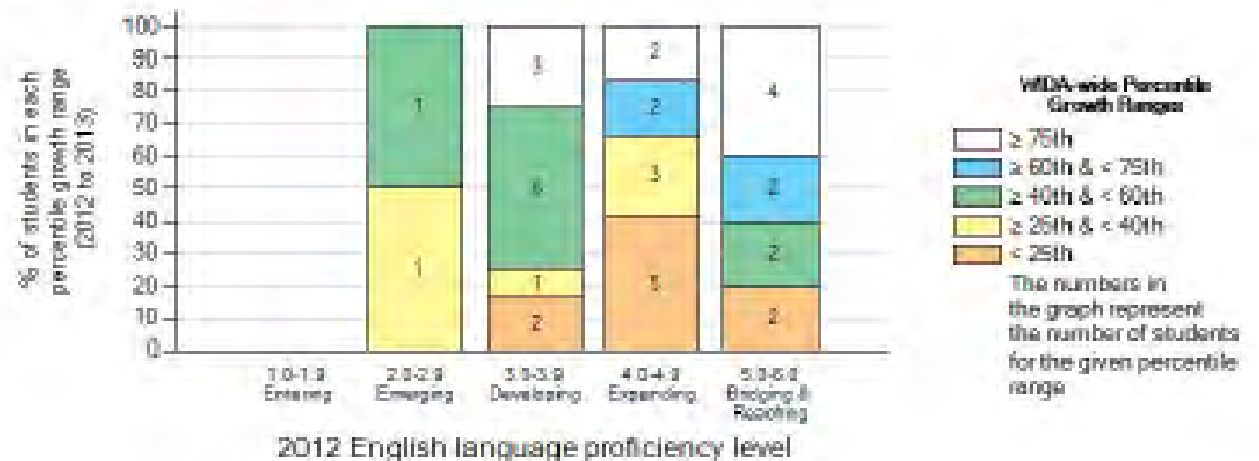
**WIDA**  
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# ACCESS for ELLs Growth Reports



Growth from 6<sup>th</sup> to 7<sup>th</sup> grade  
Total Number of Students: 36



# WIDA Writing Rubrics – Pre-K

**Writing Rubric of the WIDA™ Consortium  
Grades PreK-K**

Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>3</b> Evidence: "Words"	<ul style="list-style-type: none"> <li>Text contains at least <b>two</b> clear, independently produced examples of success attempts at producing English words</li> </ul>	<ul style="list-style-type: none"> <li>At least one "word" goes beyond memorized, high-frequency words (e.g., "car," "dog")</li> <li>"Words" may be recognizable and contain attempts at beginning, middle and ending sounds (in longer words)</li> <li>Letter sounds within words may be out of order</li> </ul>	<ul style="list-style-type: none"> <li>Invented spelling and lack of clear word boundaries may impede comprehensibility of the words</li> <li>Observable influence of native language may be present</li> </ul>
<b>2</b> Evidence: Sound/ letter correspondence	<ul style="list-style-type: none"> <li>Text contains at least <b>two</b> clear, independently produced examples of success attempts at producing English sound/letter correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following                             <ul style="list-style-type: none"> <li>beginning and ending word sounds</li> <li>beginning and middle word sounds</li> <li>middle and ending word sounds</li> <li>beginning word sounds only a single sound representing a word</li> </ul> </li> <li>Examples of letters may be in list form, written vertically or horizontally</li> <li>Evidence of "memorized" writing in English (e.g., proper names, "mom," "dad") may be present</li> </ul>	<ul style="list-style-type: none"> <li>Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondences</li> </ul>
<b>1</b> Evidence: Letter copying	<ul style="list-style-type: none"> <li>Text contains clear evidence of successful attempts at writing at least <b>two</b> letters, of which one may display knowledge of sound/letter correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of ability to write letters may be provide by any of the following:                             <ul style="list-style-type: none"> <li>writing own name</li> <li>copied letter(s)</li> <li>random letter(s)</li> <li>traced letter(s)</li> <li>scribble writing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Poor letter formation quality may impede recognition of letters</li> </ul>
<b>0</b> Evidence: Letter and/ or picture	<ul style="list-style-type: none"> <li>Text contains no more than <b>one</b> clear, independently written letter</li> <li>No response</li> </ul>	<ul style="list-style-type: none"> <li>Symbols of pictures, perhaps copied from graphics, may be present</li> </ul>	<ul style="list-style-type: none"> <li>No language control is evident due to lack of text</li> </ul>

**Writing Rubric of the WIDA™ Consortium  
Grades PreK-K**

Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>6</b> Evidence: Complete "Story"	<ul style="list-style-type: none"> <li>Text presents <b>one</b> clear example of a successful attempt at producing related, connected English phrases and sentences</li> <li>At least <b>two</b> clear sentences are present</li> <li>A logical sequence or relationship between phrases and sentences is present</li> <li>Each phrase or sentence contains at least <b>two</b> "words"</li> </ul>	<ul style="list-style-type: none"> <li>"Words" go beyond memorized, high-frequency vocabulary, though some sight words and easily decodable words may be present and written accurately</li> <li>"Words" are clearly recognizable and contain beginning, middle and ending sounds (in longer words)</li> </ul>	<ul style="list-style-type: none"> <li>Invented spelling and/or lack of mechanics may impede full comprehensibility of the text</li> <li>Inventive spelling closely approximates standard spelling</li> <li>Evidence of capitalization and punctuation may be present</li> <li>No clear observable influence of native language is present</li> </ul>
<b>5</b> Evidence: "Story"	<ul style="list-style-type: none"> <li>Text contains at least <b>one</b> clear example of a successful attempt at producing at least <b>two</b> related or connected English phrases or sentences</li> <li>At least <b>one</b> clear sentence is present</li> <li>A logical or sequential word order within phrases or sentences is present</li> <li>Each phrase or sentence contains at least <b>two</b> "words"</li> </ul>	<ul style="list-style-type: none"> <li>"Words" go beyond memorized, high-frequency vocabulary</li> <li>"Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words)</li> <li>All key "words" in the related or connected phrases or sentences are attempted</li> </ul>	<ul style="list-style-type: none"> <li>Invented spelling and/or lack of mechanics may impede comprehensibility of the text</li> <li>Evidence of word boundaries is present</li> <li>Observable influence of native language may be present</li> </ul>
<b>4</b> Evidence: "Phrase or sentence"	<ul style="list-style-type: none"> <li>Text contains at least <b>one</b> clear example of a successful attempt at producing an English phrase or short sentence</li> <li>The phrase or short sentence contains at least <b>three</b> "words"</li> </ul>	<ul style="list-style-type: none"> <li>At least one "word" of the phrase or short sentence goes beyond "memorized" text (e.g. "I like..." "I play...")</li> <li>"Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words)</li> <li>Letter sounds within words may be out of order</li> <li>All key "words" in the phrase of short sentence are attempted</li> </ul>	<ul style="list-style-type: none"> <li>Invented spelling and lack of clear word boundaries may impede comprehensibility of the text</li> <li>Attempts at word boundaries may be present</li> <li>Observable influence of native language may be present</li> </ul>



# WIDA Writing Rubrics – Grades 1-12

Writing Rubric of the WIDA™ Consortium Grades 1-12			
Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>6 Reaching*</b>	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments.
<b>5 Bridging</b>	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary.	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility.
<b>4 Expanding</b>	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference.
<b>3 Developing</b>	Simple and expanded sentences that show emerging complexity used to provide detail.	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.
<b>2 Beginning</b>	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.	Usage of general language related to the content area; lack of vocabulary may be evident.	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.
<b>1 Entering</b>	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.	Usage of highest frequency vocabulary from school setting and content areas.	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.

\*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.

Adapted from: ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)



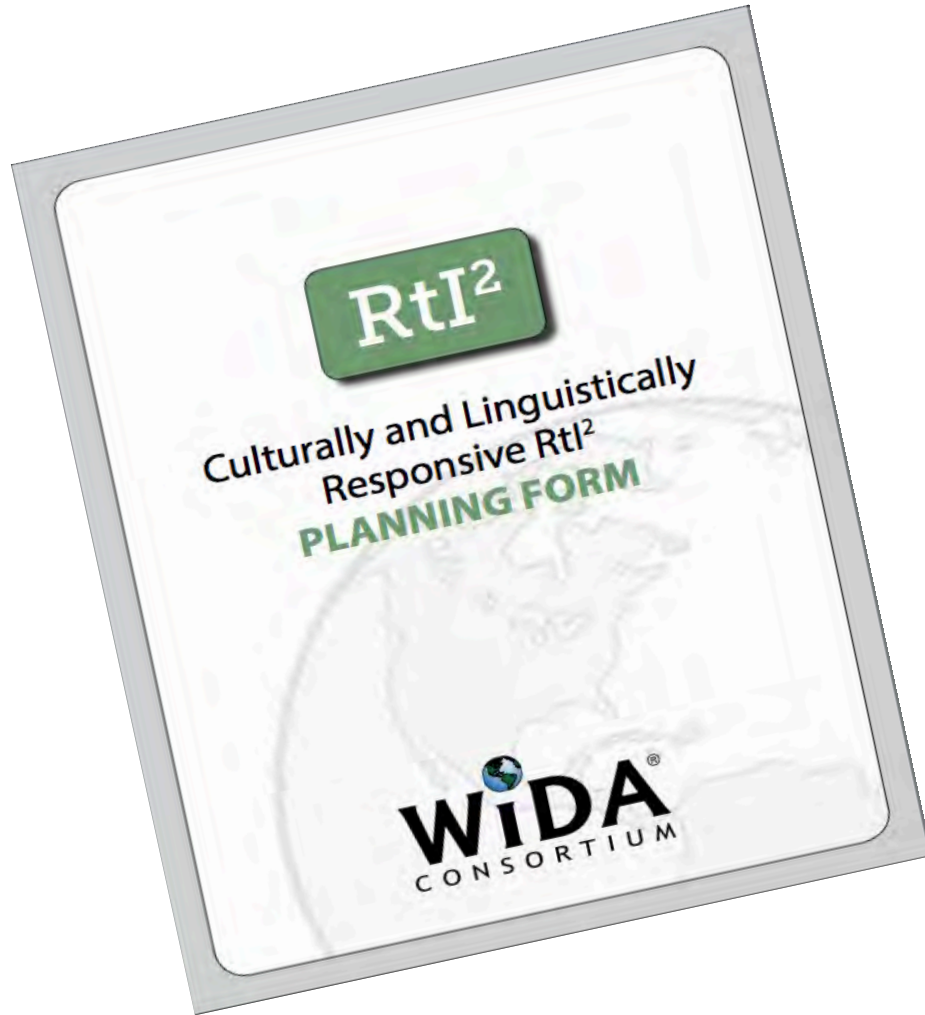
# WIDA Speaking Rubric

Speaking Rubric of the WIDA™ Consortium*			
Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
<b>1 Entering</b>	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
<b>2 Beginning</b>	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
<b>3 Developing</b>	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse
<b>4 Expanding</b>	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
<b>5 Bridging</b>	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

\*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.

Adapted from: ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)

# RtI<sup>2</sup> Planning Form



- Protocol for Gathering Data
- Guiding Questions
- Goal-Setting Forms

## Goal-Setting for Solution-Seeking Teams

	Identify existing resources that can be used to support goal attainment	List the action steps to accomplish the goal (Who? What? Timeline?)	Evaluate goal attainment (How will you know if the goal is achieved?)
<b>Goal #</b>	Human:   Physical:   Material:		
<b>Goal #</b>	Human:   Physical:   Material:		

**Goal:** \_\_\_\_\_

**Identify existing resources that can be used to support goal achievement**

- Human:
- Physical:
- Material:

**Create action steps to accomplish the goal**

Action Steps	Who is involved?	Timeline?	How will we evaluate goal attainment?	Was the action step accomplished? Y/N
1)				
2)				
3)				
4)				
5)				

**Evaluate goal attainment**

- What concrete criteria will be used to determine whether the goal is attained?
- Was the goal met?
  - ☐ Yes
  - ☐ No (What worked and what didn't work with the plan?)
- What should we do next?
  - ☐ Revise the action steps
  - ☐ Continue with the current plan
  - ☐ Pick a new focus

# Goal Setting Example

	Identify existing resources that can be used to support goal attainment	List the action steps to accomplish goal (Who? What? Timeline?)	Evaluate goal attainment (How will you know if the goal is achieved?)
<b>Goal #1</b>  Create an ELL school committee	<b>Human:</b> <ul style="list-style-type: none"> <li>• Grade-level team reps</li> <li>• Reading specialist</li> <li>• ESL/Bilingual teachers</li> <li>• Specials/Encore teachers</li> <li>• Student services personnel</li> <li>• Administrator</li> </ul> <b>Physical:</b> <ul style="list-style-type: none"> <li>• Conference room</li> <li>• Meeting time</li> <li>• Online discussion forum</li> </ul> <b>Material:</b> <ul style="list-style-type: none"> <li>• Books/research articles on ELL research</li> <li>• ACCESS score reports</li> <li>• School database</li> </ul>	<b>Step 1:</b> <ul style="list-style-type: none"> <li>• Administrator posts sign-up sheet at April staff meeting and asks interested staff to join committee</li> </ul> <b>Step 2:</b> <ul style="list-style-type: none"> <li>• Invite interested staff to initial meeting on April 26<sup>th</sup> to develop a schedule for meeting times throughout the year and a plan for achieving committee goals</li> </ul>	<b>The goal will be achieved when:</b> <ul style="list-style-type: none"> <li>• A committee is formed (composed of staff from a variety of disciplines)</li> <li>• An initial meeting is scheduled</li> <li>• A plan is developed</li> <li>• An online forum is created to post research articles and other readings</li> </ul>

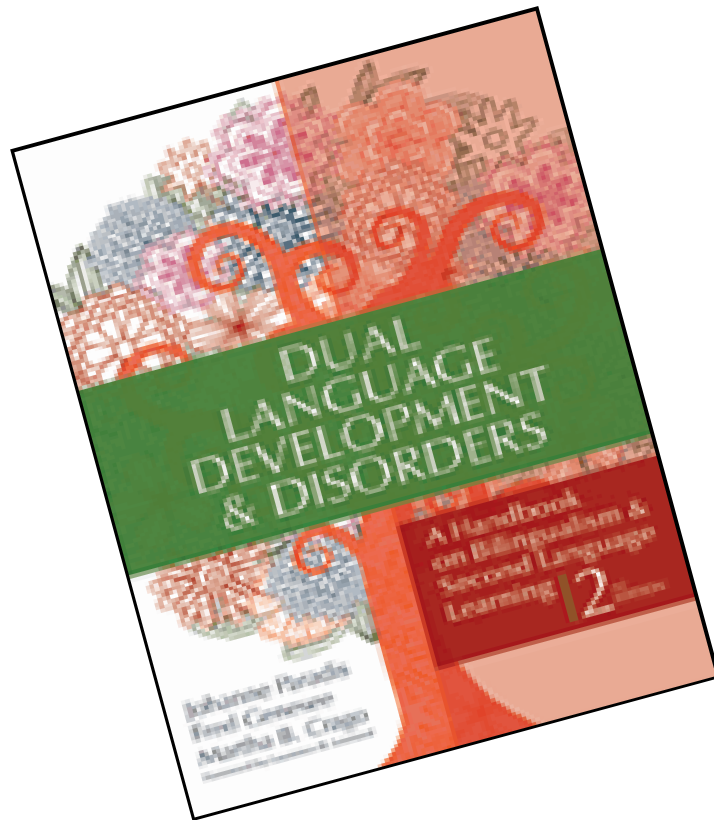
# 5 Minute Check-in

- What other types of information could you gather to help contextualize ELs' performance in school?



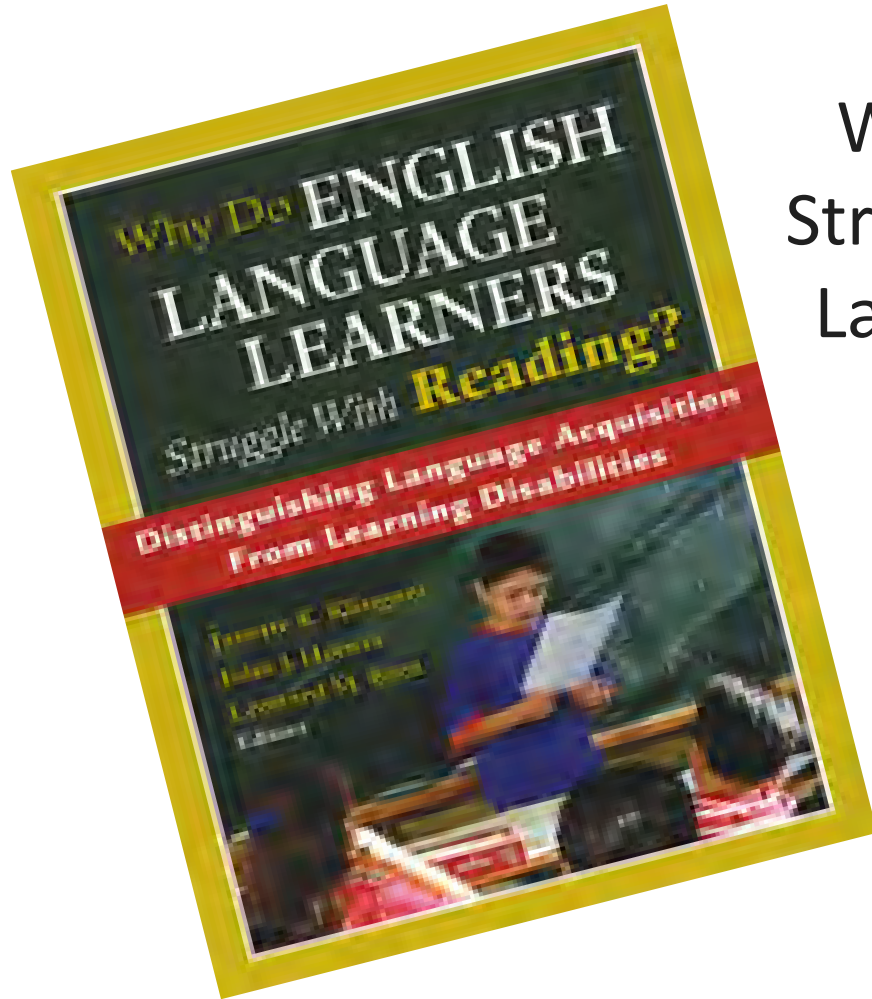


# Additional Resources



Dual Language Development and Disorders:  
A Handbook on Bilingualism and Second  
Language Learning

(Paradis, Genesee, & Crago, 2011)



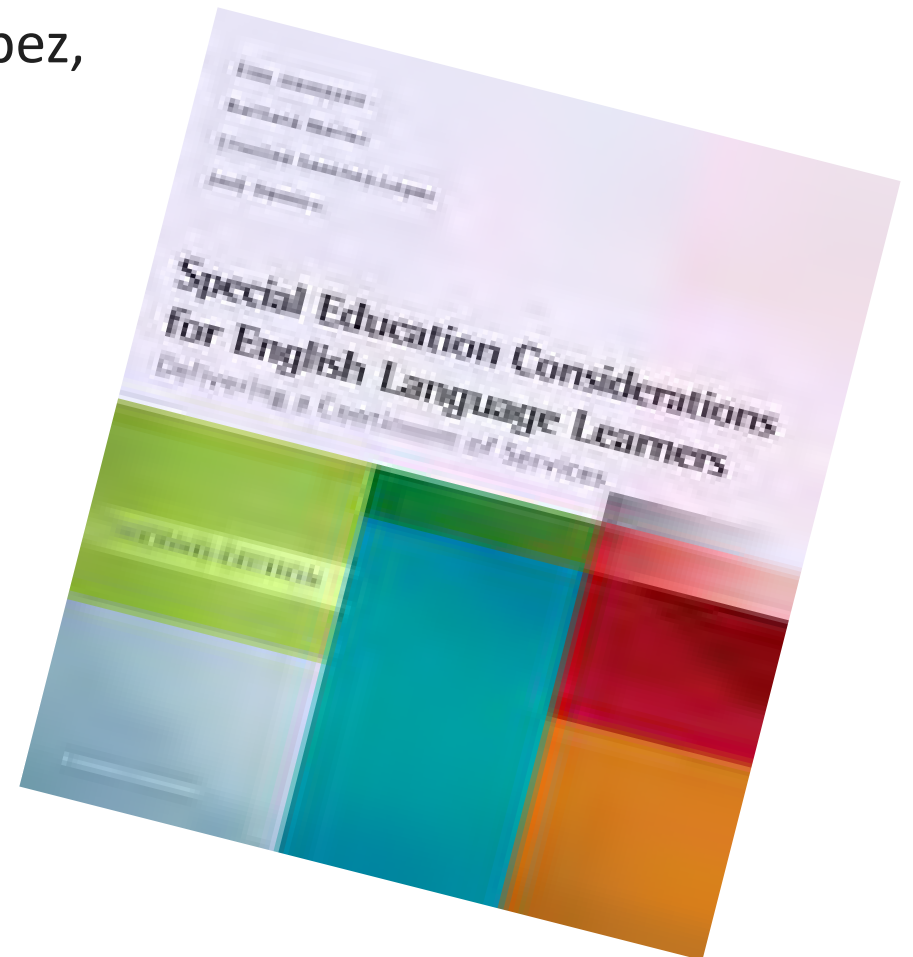
# Why Do English Language Learners Struggle With Reading? Distinguishing Language Acquisition From Learning

(Klingner, Hoover, & Baca, 2008)



# Special Education Considerations for English Language Learners: Delivering a Continuum of Services (2<sup>nd</sup> ed.)

(Hamayan, Marler, Sanchez-Lopez,  
& Damico, 2013)



## Equity Matters

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### Mission Statement

The Equity Alliance, directed by Alfredo J. Artiles and Elizabeth B. Kozleski, is devoted to research and school reform efforts that promote equity,

### Programmatic Activities

- [Special education leadership grant for school-wide equity and access](#)

### Publications

- [Disability, Culture, and Equity Book Series](#)  
Published by Teachers College Press and Co-  
Edited by Drs. Artiles and Kozleski

### Affiliates

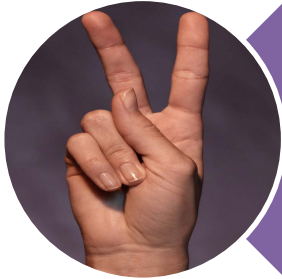
- The National Center on Dispute Resolution in Special Education
- Local to Global Justice
- National Dissemination Center for

<http://www.equityallianceatasu.org/>

# Agency Resources

- **ISBE**
  - Division of English Language Learning (DELL)
    - General information & resources  
<http://www.isbe.net/bilingual/default.htm>
    - ELD & Spanish Language Arts Standards  
<http://www.isbe.net/bilingual/htmls/standards.htm>
  - Response to Intervention (MTSS)
    - General information & resources  
[http://www.isbe.net/Rtl\\_plan/default.htm](http://www.isbe.net/Rtl_plan/default.htm)
    - Special Education Eligibility & Entitlement within an Rtl Framework – Guidance Document & FAQ  
[http://www.isbe.net/spec-ed/html/rti\\_speced.htm](http://www.isbe.net/spec-ed/html/rti_speced.htm)
- **IRC:** <http://www.thecenterweb.org/irc/>

# Evaluation & CPDU Reminder



2 CPDUs provided by the IRC for live webinar participants only



Link to online evaluation form  
emailed after event




Redirected to PDF of CPDU form  
upon evaluation submission






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THANK YOU – GRACIAS – OBRIGADO –  
GRAZIE – MERCI – DANKA

Barbara Marler, IRC: [bmarler@cntrmail.org](mailto:bmarler@cntrmail.org)



Cristina Sanchez Lopez, IRC: [clopez@cntrmail.org](mailto:clopez@cntrmail.org)



Kathryn Cox, ISBE: [kcox@isbe.net](mailto:kcox@isbe.net)

