Transitioning from English Language Proficiency Standards to English Language Development Standards

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Development Process for the ELD Standards Framework

2003 — 2013

- Consortium growth
- Part of National Dialog in ELL Education

Researchers
Local educators
Developers
State Educational Agencies

Tools/Resources
Services
Research

WIDA Consortium
Why a Shift in Thinking?

- Distinction between language development (a process) and language proficiency (a point in time)

- Evolving nature and prominence of academic language use in school and its tie to academic success

- Influence of the new wave of standards (CCSS & NGSS)
For WIDA, the ELD Standards Framework reflects the notion of the language of school as a semiotic skill within an assessment framework that operationalizes the functions and features of language and sociocultural context of language learning in ways that are helpful to teachers and students.
The Backdrop to the ELD Standards

- Language Development Principles
- Internal Theoretical Briefs
- Academic Language Group(s)
- Teacher Focus Groups and Surveys
Conceptual Foundations

Theories of language

Theories of language development

Research on academic uses of English
Conceptual Foundations

- theories of language
- theories of language development
- research on academic uses of English

functional perspective
social-semiotics
Conceptual Foundations

- Theories of language development
- Research on academic uses of English
- 2nd language development
- Socio-cultural theory
- Bilingualism/translanguaging
Conceptual Foundations

- theories of language
- theories of language development
- research on academic uses of English
- language and content
- metalinguistic awareness
Our ELD Standards are Foundational to our Assessment System

Academic Content  Language Proficiency

Socio-cultural Context

Academic Language

WIDA’s Standards Framework

Performance Level Definitions
Features of Academic Language
ELD Standards
Strands of Model Performance Indicators

Theoretical Conceptualization
Definition and Description
WIDA’s Standards Framework

- Features of Academic Language
- Performance Definitions
- Standards Matrix
Language Development Standards

ELD Standard 1
ELD Standard 2
ELD Standard 3
ELD Standard 4
ELD Standard 5

Social and Instructional Language
Language of Language Arts
Language of Mathematics
Language of Science
Language of Social Studies

Academic Language
Dimensions of Academic Language Across Language Development Standards

- Discourse Level
- Sentence Level
- Word/Phrase Level

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Gottlieb & Ernst-Slavit, 2013
New Features in the Amplified Matrix: A Blending of Content and Language

- Direct **Connection to Content Standards**, including the CCSS and the NGSS
- **Example Context for Language Use**
- **A uniform Cognitive Function**
- **Topic-related Language**
CONNECTION: Common Core State Reading Standards for Literature, Craft and Structure #6 (Grade 4): Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

EXAMPLE CONTEXT FOR LANGUAGE USE: After a whole group discovery activity exploring narrative points of view, students review example narrative texts to discover how first- and third-person narrations convey different perspectives.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.

<table>
<thead>
<tr>
<th>READING</th>
<th>Level 1 Entering</th>
<th>Level 2 Emerging</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 - Reaching</th>
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</thead>
<tbody>
<tr>
<td>TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: narrate, narration, first person, third person</td>
<td>Identify language that indicates narrative points of view (e.g., “I” v. “he/ she”) from illustrated text using a word/phrase bank with a partner</td>
<td>Identify language that indicates narrative points of view (e.g., “he felt scared”) from illustrated text using a word/phrase bank with a partner</td>
<td>Categorize passages based on narrative points of view from illustrated text using a word/phrase bank with a partner</td>
<td>Compare narrative points of view in extended texts with a partner</td>
<td>Compare and contrast narrative points of view in extended texts</td>
<td></td>
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</tbody>
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Academic Language: The Crosswalk Between Sets of Standards
Sharing the Transition Process with States, Districts, Schools

- Stepping into Action! Standards Debut Events
- Overview tutorial on the 2012 Amplification
- PDFs of the 2012 document
- Webinars
- Professional learning opportunities

WIDA’s website- www.wida.us
Our ELD Standards Anchor the Assessment System

Theoretical Conceptualization

Academic Content

Language Proficiency

Socio-cultural Context

Academic Language

WIDA's Standards Framework

- Performance Level Definitions
- Features of Academic Language
- ELD Standards
- Strands of Model Performance Indicators

WIDA ELP Assessments
A Comprehensive System

STANDARDS

Language Development

ASSESSMENTS

Language Proficiency

CURRICULUM & INSTRUCTION

Language Education

Content (CCSS, NGSS, etc.)

Academic Achievement

General Education

Adopted from Gottlieb, 2006