WIDA ELD Standards Framework Overview

Summer 2014
Welcome

• **Introductions of the team**

• **Caitlin Beatson**
  • Secondary Literacy Specialist
  • College & Career Readiness Division

• **Rachel Davidson**
  • English Learning & Migrant Education Coordinator
  • Deputy Superintendent’s Division

• **Charlie Geier**
  • Director of Early Learning and Intervention
  • Deputy Superintendent’s Division

• **Nathan Williamson**
  • English Learner Specialist
  • Deputy Superintendent’s Division
Today’s Agenda

- Introductions
- Purpose of the standards
- Assessment information
- English/Language Arts
- Mathematics
- Social Studies
- World Languages
- Special populations
- Navigating and finding resources
- Online collaboration
- Offices and contacts
- Questions from the audience
With an EL student in mind...

On your paper, write as much of the following as you can about your English Learner.

• Grade level and age
• Country of origin/Home language
• Years in the U.S. and Socioeconomic Status
• English language proficiency level (Beg., Int., Adv.)
• Literacy level in first language (L1) & Literacy level in English (L2)
• Personality (introvert or extrovert?) & motivation to learn
• Strengths and interests
During the 2013 session, the General Assembly passed Public Law 286.

This new law, Indiana Code 20-19-2-14.5, established the timeline below for the review and adoption of new K-12 academic standards.

- **5/21/13**: State Board of Education may take no further action to implement standards until evaluation is complete.
- **7/1/13**: Office of Management and Budget must provide an opinion concerning the fiscal impact to implement or discontinue CCSS.
- **9/1/13**: Legislative committee must study issues and hold 3 public meetings. Not later that 11/1/13, it must submit a final report to the State Board of Education.
- **11/1/13**: Before 7/1/14 the SBOE must hold 3 public meetings, adopt and implement college and career readiness standards that are aligned with postsecondary educational expectations.
Our goal today is to provide you with general information about the Indiana Academic Standards for English/Language Arts and Mathematics (2014).

We are going to provide you a path to resources and IDOE offices that will assist you as you prepare to teach the new standards at the outset and throughout the 2014-2015 school year.
ESEA Flexibility Waiver Requires New E/LA and Math Assessments

• Spring 2015 ISTEP+ Assessment
  o English/Language Arts and Mathematics assessments will measure college-and-career ready student performance based on the 2014 Indiana Academic Standards and will include technology-enhanced items.
  o The ISTEP+ test will remain unchanged in spring 2015 for Science and Social Studies.
The new E/LA and Math ISTEP+ assessments are being designed in partnership with Indiana’s vendor, CTB/McGraw-Hill.

Assessment Content Specialists from the IDOE, along with Indiana educators, are currently working to establish item specifications and clarifications, select reading passages, and derive the test blueprint.

Educators will be invited to review items created by professional item writers in early August.
The Assessment Development Journey

- **Item Specifications/Test Blueprints**
- **Item Development**
- **Internal IDOE Item Review**
- **Pilot Items/Administer Operational Test**
- **Revise/Select Items**
- **Content and Bias/Sensitivity Reviews**

*Blue font = Educator Involvement*
### Spring 2015 ISTEP+ Development & Implementation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specification Review Meetings and Test Blueprint Development</td>
<td>May/June 2014</td>
</tr>
<tr>
<td>Passage Review Meetings</td>
<td>Early June 2014</td>
</tr>
<tr>
<td>Item Development</td>
<td>June/July 2014</td>
</tr>
<tr>
<td>Content Review and Bias/Sensitivity Review Meetings</td>
<td>Early August 2014</td>
</tr>
<tr>
<td>Form Selection and Build</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>Administer Open-ended Items</td>
<td>March 2015</td>
</tr>
<tr>
<td>Administer Machine-scored Items</td>
<td>May 2015</td>
</tr>
<tr>
<td><strong>Standard Setting (Cut Score Setting)</strong></td>
<td><strong>Summer 2015</strong></td>
</tr>
</tbody>
</table>
Spring 2015 End of Course Assessments

- Indiana’s college-and-career ready Indiana Academic Standards for Grade 10 are addressed as part of the Algebra I and English 10 End of Course Assessments.

- Watch for additional information regarding any changes to these assessments.
Instructional and Assessment Guidance

• Teachers should plan to implement Indiana’s new college-and-career ready 2014 Indiana Academic Standards in 2014-15.

• Updated *Instructional and Assessment Guidance* based on the new ISTEP+ test will be created and disseminated in August.

• The Office of Student Assessments reviews and updates *Instructional and Assessment Guidance* annually.
  
  o Science and Social Studies documents will be reviewed/revised and released this summer.
Impact on Acuity

- The IDOE is working with CTB/McGraw-Hill to align Acuity to our 2014 English/Language Arts and Mathematics Indiana Academic Standards.

- More details will be shared with Corporation Test Coordinators this summer as additional information becomes available.
Indiana will seek one or more vendors to provide high-quality assessments based on Indiana’s college-and-career ready Academic Standards for 2015-16 and beyond.
Teaching and Learning

• Important concepts
  o **Standards**: what students must know and be able to do
  o **Curriculum**: a set of planned learning experiences for a targeted audience
  o **Instruction**: methods used by teachers to facilitate students’ mastery of the standards; *how* teachers teach
  o **Content**: skills and knowledge specific to a subject area
English/Language Arts Highlights

- The new strands:
  - Reading
  - Writing
  - Speaking and listening
  - Media

- Indiana Academic Standards for Content Area Literacy
  - History/Social Studies
  - Science and Technical Subjects

- Text complexity
IX. Measurement of Complexity for Literature

(TEMPLATE)

Text Title:                   Genre:

Quantitative Measure(s):

Qualitative Considerations:
How much background knowledge is necessary to understand the text?
(Consider cultural familiarity and literary knowledge necessary to understand allusions to other works)

Does the text have a single level of meaning or are there multiple/hidden levels of meaning?
(Consider the clarity of the theme(s))

How is the text structured?
(Consider if the structure is conventional or unconventional, if there is a single narrator or multiple narrators, if events are related in chronological order or if there are flashbacks and other manipulations of time)
Math Strands

- **K-2**: Number Sense, Computation and Algebraic Thinking, Geometry, Measurement, and Data Analysis

- **3-5**: Number Sense, Computation, Algebraic Thinking, Geometry, Measurement, and Data Analysis and Statistics (5 only)

- **6-8**: Number Sense, Computation, Algebra and Functions, Geometry and Measurement, Data Analysis, Statistics, and Probability (7-8 only)

- **Middle/High School**: Algebra I, Geometry, Algebra II (required courses)

- **4th Year**: Pre-calculus (one semester), Trigonometry (one semester), Finite (two semesters), Probability and Statistics (one semester), Calculus (two semesters)
Revised Social Studies standards were adopted by the State Board of Education in March 2014.

There were not huge changes made to most standards.

There are new Content Area Literacy Standards for History/Social Studies for Grades 6 - 12.

Teacher Resource Guides will be available for Grade 8 and up.

ISTEP + testing in Grades 5 & 7 will continue.
New World Languages Standards

• Standards for World Languages revised and approved in 2013 for:
  o Modern European and Classical Languages
  o American Sign Language K – 12
  o East Asian Languages

• Standards for Heritage Language Learners are being revised

• Standards are organized by Levels I to IV for sequences of study in Middle School and High School

• Resource guide correlated to Standards for Literacy in Technical Subjects being developed
The new college and career ready E/LA and mathematics standards are designed to show what the average Hoosier student should know and be able to do in order to be prepared for college and career.

Other interventions and strategies are needed for students who are English Learners, students with disabilities, or students with high ability.

By law, local corporations must appropriately differentiate curriculum and instruction for these exceptional learners.
Indiana’s English Language Development Standards (WIDA)

- English learners must have standards-based instruction so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student achievement standards as all children are expected to meet.

- 5 standards: Social and Instructional language; language of Language Arts; language of Mathematics; language of Science; and language of Social Studies

- WIDA standards utilize the Indiana Academic Standards; all teachers are English language teachers and are responsible for utilizing the WIDA standards.

  - [www.wida.us](http://www.wida.us)
High Ability

• Utilize pre/post assessments; document skills mastered/growth

• Accelerate pace; use above grade materials and tasks

• Use ability grouping

• Focus on conceptual and critical thinking; work is different, not just more
Students with disabilities are a heterogeneous group, therefore how these new standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

- Universal Design for Learning
- Accommodations
- Assistive Technology
- Individualized Education Program (IEP) goals aligned to standards
Finding and Navigating Resources

http://www.doe.in.gov/standards
Finding and Navigating Resources

• Common supports – timeline of deliverables from IDOE

  o Standards correlations (June)

  o Instructional and assessment guidance (August)

  o Teacher resource guides (June and ongoing)

  o Online communities of practice - peer created and reviewed lesson plans, materials, and digital content (June and ongoing)

  o Additional resources to be determined based on needs assessment survey feedback (July and ongoing)
These communities provide a place for collaboration around the questions and challenges that face teachers on a daily basis. IDOE has established a location where ideas and resources will be shared so educators can grow as professionals in their practice.

www.doe.in.gov/elearning/online-communities-practice
Office of Student Assessment
317-232-9050
istep@doe.in.gov

Office of Early Learning and Intervention
(English Learners, Title I, Title III, Early Learning)
317-232-6610
cgeier@doe.in.gov

Office of College and Career Readiness
(High Ability, Mathematics, E/LA, Social Studies, World Language)
317-232-6619 lfatum@doe.in.gov
317-232-9169 pwild@doe.in.gov

Office of Special Education
317-232-0570
specialeducation@doe.in.gov
Thank you for your dedication and hard work for students!
Overview of WIDA Standards

WIDA Standards Implementation Training

Summer 2014
2013-2014 Data
LEP-59,170

English Learners by Proficiency Level

- Level 1: 16% (9,284)
- Level 2: 12% (7,343)
- Level 3: 25% (14,673)
- Level 4: 47% (27,870)
## LEP Comparison - 2013 and 2014

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>8,821</td>
<td>9,284</td>
</tr>
<tr>
<td>Level 2</td>
<td>6,847</td>
<td>7,343</td>
</tr>
<tr>
<td>Level 3</td>
<td>12,754</td>
<td>14,673</td>
</tr>
<tr>
<td>Level 4</td>
<td>25,816</td>
<td>27,870</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54,238</strong></td>
<td><strong>59,170</strong></td>
</tr>
</tbody>
</table>
2014 Language Data

263 Languages

- Spanish
- German
- Arabic
- Mandarin
- Chin
- Burmese
- Vietnamese
- Punjabi

* All languages over 1,000 speakers
Today’s Presentation

• Why WIDA? How is WIDA related to other state initiatives?
• What is WIDA?
• What are the building blocks of the WIDA framework?
• How can educators use the WIDA ELD Standards to provide quality instruction for ELs?
• What types of supports will teachers need to integrate the WIDA ELD Standards into their instruction?
Why WIDA?

WIDA English Language Development Standards

ACCESS for ELLs Assessment

Best Practices/Differentiation

EL Student
Equity, High Quality, Global Development, Language Proficiency, and Academic Success

EL Services
Why WIDA? How does WIDA fit?

★ WIDA ELD standards meet the requirements of the No Child Left Behind Act of 2001 by providing a framework for standards-based instructional and assessment planning for English learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student academic achievement standards as all children are expected to meet [1111(b)(1) and 3111(b)(2)(C)(ii)].

★ To support ELs’ transition to college and career ready standards, the IDOE committed, in its approved ESEA flexibility request, to adopt ELP standards. Indiana adopted the WIDA English language development standards to comply with these requirements.

★ States must align English-language proficiency (ELP) standards with current standards for all content areas.
What is the significance/relationship between 250 and 1,950?
Every teacher is a language teacher!
WIDA Walk

• Examine each resource in the WIDA pack.

• Place a post it note on the cover of each resource.

• Write 3 relevant points from this resource.

• Share with your table.
The WIDA English Language Development Standards are the bridge which enables students to access the Indiana Academic Standards.
WIDA and the 2014 IN Academic Standards

• WIDA provides tools and resources to develop academic language along with content knowledge and skills

• WIDA resources help to differentiate instruction – there are always different approaches to reach the same goal
What’s WIDA?

World-class Instructional Design & Assessment

• A multi-state consortia

• A comprehensive system grounded in second language acquisition research and best practices:
  • WIDA ELD Standards
  • ACCESS for ELLs Assessment

• An approach to teaching and learning for ELs that focuses on developing academic language proficiency across content areas

• A vision for collaboration between EL and all other educators
Guiding Principles of Language Development

• Cornerstone of the WIDA Standards

• Educators, families, and community need to embrace these principles for effective ELD

• Jigsaw

• Round 1: Discuss same principle and examples of application within school or home contexts

• Round 2: Experts from round 1 present in each group
1. Students’ languages and cultures are valuable resources to be tapped and incorporated into schooling.

2. Students’ home, school, and community experiences influence their language development.

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

4. Students’ academic language development in their native language facilitates their academic language development in English. Conversely, students’ academic language development in English informs their academic language development in their native language.

5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

8. Students’ development of academic language and academic content knowledge are inter-related processes.

9. Students’ development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

10. Students’ access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.
WIDA ELD Standards

- ELs communicate information, ideas and concepts necessary for academic success in five key areas:

  - Social Instructional Language
  - Language of Language Arts
  - Language of Mathematics
  - Language of Science
  - Language of Social Studies
The WIDA ELP Scale

Levels of Language Proficiency: continuum of language development, six levels:

1. ENTERING
2. EMERGING
3. DEVELOPING
4. EXPANDING
5. BRIDGING
6. REACHING

At the level of a Native English Speaker
What’s WIDA?

WIDA ELD Standards are **NOT**

- A scope and sequence for language development
- Traditional definition: comprehensive list of standards, skills, concepts students need to learn
- WIDA definition: areas where ELs engage with language in order to learn
- WIDA provides examples, tools & resources for teaching language and differentiating content area instruction
What are the building blocks of the WIDA Framework?

- **CAN DO**
- Philosophy
- **Language Domains**
- Academic Language
- Sociocultural Context
- Levels of Language Proficiency
- Guiding Principles
WIDA and the IN Academic Standards: supporting shifts

• Understanding complex texts requires Academic Language Proficiency

**Words & Phrases:** Academic Vocabulary, Idioms, Nuances, Collocations

**Sentence Level:** Syntax, Fluency, Mechanics, Conventions, Matching organization to purpose

**Discourse:** Amount, structure and density of speech/written text; Organization, Coherence, Variety of sentences
What are the building blocks of the WIDA Framework?

**Academic Language:** the vocabulary, syntax, and discourse used to describe
Academic Language in the WIDA Frameworks

Words & Phrases
Vocabulary Usage

Sentence Level
Language Forms and Conventions

Discourse
Linguistic Complexity
# Everyday vs. Academic Language

<table>
<thead>
<tr>
<th>Everyday Language</th>
<th>Academic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Immediate feedback from listener</td>
<td>• Anticipation of level of explicitness required of reader</td>
</tr>
<tr>
<td>• Gestures</td>
<td>• Precise word choice</td>
</tr>
<tr>
<td>• Prosody (pitch, stress, phrasing)</td>
<td>• Time to structure text</td>
</tr>
<tr>
<td>• Facial expressions</td>
<td></td>
</tr>
<tr>
<td>• Ability to add information in real time</td>
<td></td>
</tr>
</tbody>
</table>
Language of Content Areas

• Word, Phrase, Discourse Level

• Description
  – General
  – Poet
  – Biologist
  – Historian
  – Mathematician
Academic language varies by...

• Purpose

• Type
What are the building blocks of the WIDA Framework?

**Language Domains**: 4 areas in which students need to construct meaning and express ideas in order to learn language

<table>
<thead>
<tr>
<th>Language Domains</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Process, understand, interpret and evaluate spoken language in a variety of situations</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Engage in oral communication in a variety of situations for a variety of purposes and audiences</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Engage in written communication in a variety of situations for a variety of purposes and audiences</td>
</tr>
<tr>
<td>Receptive language</td>
<td>Productive language</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Reading</td>
<td>Writing</td>
</tr>
</tbody>
</table>
Varying proficiency levels by context
What are the building blocks of the WIDA Framework?

• **CAN DO Philosophy:**
  • Additive language approach, not deficit thinking
  • Focus on what students *can do*
  • Reflected in WIDA Tools

• **CAN DO Descriptors**

• **Performance Definitions**

• **Model Performance Indicators (MPIs)**
What are the building blocks of the WIDA Framework?

- **CAN DO Descriptors**: Highlight language tasks students can be expected to perform at each proficiency level.

- **Academic Language Performance Definitions**: Highlight Academic Language Features (word, sentence & discourse levels) expected for students at each proficiency level.

- **Model Performance Indicators (MPIs)**: Provide examples of differentiated language expectations for students at different language proficiency levels in a specific context for language use.
Performance Definitions

- At each grade, domain, and with instructional support, the performance definitions demonstrate what ELs will process and produce.
The WIDA Can Do Descriptors should be used by all teachers to differentiate instruction for English learners (ELs). They can also be used to plan lessons or observe students' progress.
• Provides a research base rationale for each component of the WIDA standards framework.
WIDA Terms Glossary

WIDA Standard

• Social, instructional, and academic language that students need to engage with peers, educators and curricula

MPI

• Examples of how language is processed or produced within a particular context (task, activity, or assessment)
Model Performance Indicators (MPIs)

• An **MPI Strand** looks at a group of MPIs across language proficiency levels (Levels 1-5)
• Developed across language domains (Reading, Listening, Speaking and Writing)
  • Example on next slide
How can educators use the WIDA ELD Standards to provide quality instruction for ELs?

- WIDA provides a shared approach and collaborative vision for teaching ELs
- The WIDA consortia has developed useful tools and resources for:
  - Differentiating content area instruction for ELs
  - Focusing instruction on literacy and academic language proficiency
- **One Example:** Transforming MPIs
Transforming MPIs

Teachers can “transform” MPIs to customize activities or assessment and differentiate instruction

1. Identify content area standard and embedded language functions

2. Identify focus target language domain and academic language feature. Then select a specific context or task

3. Create MPIs based on the student audience using key WIDA tools
Modeling an MPI Transformation

Guiding questions

• What language skills will students need to engage with this standard in the given task?

• Which features of academic language will I focus on (word, sentence, discourse)?

• How can I scaffold activities to match students’ proficiency levels without diminishing rigor?
Modeling an MPI Transformation

1. Connection: Content Standard
2. Corresponding WIDA ELD Standard
3. Example context (language activity)
4. Cognitive function for all students (similar to Bloom’s Taxonomy)
5. Language domain (listening)
6. MPI by language level
7. Topic related language for all students
MPI by Language Level

1. Language Function
   - varies by individual student
   - uses performance definition and Can Do Descriptors

2. Content stem
   - same for all students
   - every student by law deserves meaningful access to the same content

3. Support Stem
   - graphic, sensory, and interactive supports
## Model Performance Indicators (MPIs)

### Components of an MPI

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Content Stem</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language processes used in receiving or conveying a message</td>
<td>Derived from state content standards</td>
<td>Specific scaffolds to ensure students can access content and engage in language function</td>
</tr>
<tr>
<td>Describe</td>
<td>whether the linear equation or the graph represents a car going at a greater speed</td>
<td>using a word bank and sentence frames.</td>
</tr>
</tbody>
</table>
### Sample MPI strand

<table>
<thead>
<tr>
<th>Example Topic</th>
<th>Level 1: Entering</th>
<th>Level 2: Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent / fractions</strong></td>
<td><strong>Identify proportional representation of objects from oral directions and graphs or visuals (e.g., “Two halves make a whole. Find a half pizza.”)</strong></td>
<td><strong>Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals.</strong></td>
</tr>
</tbody>
</table>

Source: WIDA 2007 Standards, p. 49
# Modeling an MPI Transformation

<table>
<thead>
<tr>
<th>Listening</th>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAN DO</strong></td>
<td>- Follow one-step oral commands/instructions</td>
<td>- Follow multi-step oral commands/instructions</td>
</tr>
<tr>
<td></td>
<td>- Match language with visual representation</td>
<td>- Classify/sort visuals per oral descriptions</td>
</tr>
<tr>
<td><strong>Academic Language Features</strong></td>
<td>- Single statements or questions; an idea within words, phrases</td>
<td>- An idea with details</td>
</tr>
<tr>
<td></td>
<td>- Simple sentences; common forms</td>
<td>- Compound sentences; repetitive patterns</td>
</tr>
<tr>
<td></td>
<td>- General content-related words</td>
<td>- General content words and expressions</td>
</tr>
</tbody>
</table>
Modeling an MPI Transformation

Sample WIDA Supports:

- **Sensory Supports**: pictures, manipulatives, diagrams, videos & film, models, broadcasts
- **Graphic Supports**: charts, graphic organizers, tables, timelines
- **Interactive Supports**: in pairs or partners, with the teacher, in the native language, using cooperative group structures

Source: WIDA Standards 2012, p.11
## Modeling an MPI Transformation

<table>
<thead>
<tr>
<th>Topic/Task</th>
<th>Level 1: Entering</th>
<th>Level 2: Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent/Fractions</strong> (WIDA 2007 Standards, p.49)</td>
<td>Identify proportional representation of objects from oral directions and graphs or visuals.</td>
<td>Follow multi-step oral directions to change proportional representation of percent or fractions in graphs or visuals.</td>
</tr>
<tr>
<td><strong>Sketch a graph that represents a verbal description of a function.</strong></td>
<td>Identify the graph that represents a function from oral directions after reviewing key vocabulary and using illustrated word bank.</td>
<td>Follow multi-step oral directions to sketch a graph of a given function using an illustrated word bank.</td>
</tr>
</tbody>
</table>
### Verbal Description

*Running experts recommend that you start a long run by drinking 16 ounces at least an hour before. While running, you should drink 8 oz. every 15 minutes.*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circle the correct graph for the function:</strong> Drink 16 ounces first. Drink 8 ounces every 15 minutes.</td>
<td><strong>Draw a graph that shows a function. The function tells you how much water to drink when you run:</strong> Drink 16 ounces before you start. Then drink 8 ounces every 15 minutes you run.</td>
</tr>
</tbody>
</table>

### Potential terms for the illustrated word bank:

*drink, ounces, minutes, every
Drink ___ ounces. Drink every ___ minutes.*
Sample Indiana Lesson Using the WIDA Standards Framework

ELD STANDARD: Standard 3: The Language of Mathematics

EXAMPLE TOPIC: Mathematical relations & functions

CONNECTION: Indiana Academic Standards 2014 Mathematics- Pre-Calculus (MA.PC.F.1): For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students use mathematical abstractions in equations and graphs to represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion).

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND properties of functions

<table>
<thead>
<tr>
<th>水平</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>
</tr>
</thead>
<tbody>
<tr>
<td>SPEAKING</td>
<td>Name key properties of functions using graphs and equations in L1 (first language) or L2 (second language, English) with a partner</td>
<td>Give examples of key properties of functions using labeled graphs and equations with a partner</td>
<td>Describe how key properties of functions are represented using labeled graphs and equations</td>
<td>Summarize representations of key properties of functions in small groups (e.g., think aloud)</td>
<td>Explain with details representations of key properties of functions in small groups</td>
</tr>
</tbody>
</table>

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola
Indiana Academic Standards for English/Language Arts

1. **Guiding Principle**: enduring understanding/transfer goal

2. **Strand**: broad category of skills

3. **Learning Outcome**: umbrella standard clarifying overarching expectation of strand

4. **Grade-level Expectation**: what students should know and be able to do

5. **Sub-strand**: group of related skills
1. **Process Standards:**
   - best practices/methods for teaching ALL math content standards to facilitate students’ synthesis and application of mathematical skills
   - developed from NCTM “Principles and Standards” and CCSS “Mathematical Practices”

2. **Content Standards:**
   2. divided into strands – broad categories of skills
   3. specific standards which detail the expectations of what students must know and be able to do (SEE resource guides)
      - key words defined
      - examples to match standard
      - online resources for planning
Group Practice

- Complete an MPI with your table.
- Write completed MPI on chart paper.
To Recap - Transforming MPIs

Teachers can “transform” MPIs to customize activities or assessment to differentiate instruction

1. Identify content area standard and embedded language functions

2. Identify focus target language domain and academic language feature. Then select a specific context or task

3. Create MPIs based on the student audience using key WIDA tools
Individual Practice

7.C.8: Solve real-world problems with rational numbers by using one or two operations.

K.RF.3.5: Add, delete, or substitute sounds to change words.

11-12.RL.2.2: Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
WIDA Standards Lookup

DOWNLOADS & PRODUCTS
Standards

Training Toolkit
2004 ELP Standards
2007 ELP Standards
2012 ELD Standards
2012 Standards Debut Events
2012 Amplification of the WIDA ELD Standards Webinar, Nov. 29, 2012
Publications Order form
Visit Our Online Store

Search the 2007 ELP Standards

Buy Standards
What types of supports will teachers need to integrate the WIDA ELD Standards into their instruction?

Think about what teachers need in order to better understand:

- Content standards
- Language objectives embedded in the content standards
- The WIDA framework and tools
- Who can provide those types of support?
WIDA Website

Creating Language-Rich Academic Learning Environments

WIDA 2014 National Conference
October 23-25, 2014 | Atlanta, GA

DOWNLOAD LIBRARY
PDFs, PPTs, videos and more

LATEST NEWS
Congratulations to Alla Polatty, WIDA’s featured educator for June. Alla is the ESOL instructional coach for Greenwood School District 50 in Greenwood, S.C. Read more. Posted 6/2/14

The 2014 editions of the Interpretive Guide to Score Reports are now available for both ACCESS for ELLs and Alternate ACCESS for...
### Academic Language
- Guiding Principles of Language Development
- Complete Reference List for WIDA Guiding Principles of Language Development
- Can Do Philosophy
- Academic Language: WIDA’s “Can Do” Approach

### Standards
- Training Toolkit
- Early ELD Standards
- 2004 WIDA ELP Standards
- 2007 WIDA ELP Standards
  - Understanding the WIDA ELP Standards: A Resource Guide
  - Performance Definitions
  - Speaking and Writing Rubrics
  - ELP Standards PreK-Grade 5
  - ELP Standards Grades 6-12
- 2012 WIDA ELD Standards
  - WIDA 2012 Amplified ELD Standards
  - Essential Actions Handbook
  - 2012 Amplification Overview Tutorial
  - WIDA Features of Academic Language
  - WIDA Performance Definitions Listening Reading
  - WIDA Performance Definitions Speaking Writing
  - WIDA Standards Blank Template
- 2012 Standards Debut Events
- Spanish Language Development Standards K-12, in Spanish
- Theoretical Framework
- 2012 Amplification of the WIDA ELD Standards Webinar, Nov. 29, 2012

- **“Starting Line” Resources**
- Guiding Principles
- Can Do Philosophy
- 2007 ELP Standards
- 2012 Amplified ELD
- Essential Actions Handbook
- Utilize PDFs of all WIDA bag materials
- Can Do Descriptors
- Name Chart to Organize students in your class by language domain
- Baseline expectations by push students to expand
- Embraces Can Do philosophy
- Utilize to develop language function/stem in Model Performance Indicators
- Utilize PDFs of all WIDA bag materials
• Assessment Materials
• Training
• Placement test forms
• Parent letters
• & More

• More information provided soon to your Corporation Testing Coordinators & EL Testing Coordinators
• The “why” behind the best practices

• Great for professional learning communities, staff PD, tips for parent newsletters
• New Tool: Lesson Plan Share Space
  • Connect with other educator
• RTI for ELs
  • Planning Forms
  • Webinar
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- Stay tuned to this area for Indiana specific information and resources
WIDA ELD Standards Resources

• WIDA Standards Download Library: http://wida.us/standards/eld.aspx

• WIDA Standards Lookup

• WIDA Website
  www.wida.us

• IDOE EL & Migrant Education Website
  www.doe.in.gov/elme
Next Steps…

• WIDA one pager

http://www.doe.in.gov/sites/default/files/elme/wida-one-pager.pdf

• Implementation Guide

• Local planning

• Title III and NESP

  - District will describe plan to ensure WIDA is implemented with fidelity by all teachers of English learners: integration in curriculum and further training.
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