

WIDA ELDS and the Rtl Process : Language Differentiation in the Instruction and Assessment of ELLs

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ONE SIZE FITS ALL?



"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education." [Lau v. Nichols](#) (1974)

Agenda



- WIDA English Language Development Standards
- Formative Assessment
- Response to Intervention Process

Ice Breaker/Warm-up

- Choose an object from your bag/purse.
- Complete this statement: Assessment is like (your object) because _____.
- Share your statement with tablemates.
- Choose one example from the table to share with the whole group.
- Share with the whole group.

I Have a Child.....

- Write the profile for the child (or prototype of children) who brought you to this session.
 - Proficiency in L1 and English
 - Literacy in L1 and English
 - Time in your program/US schools
 - Family dynamics
 - Educational history (if you know)

Concerns

- Over-identification

- Diana v. California Board of Education.
- Students classified due to language difference; inappropriate assessment.



- Under-identification

- Schools are very sensitive to possibility of mis-classification.
- As a result, ELLs with real special education needs are sometimes left behind.

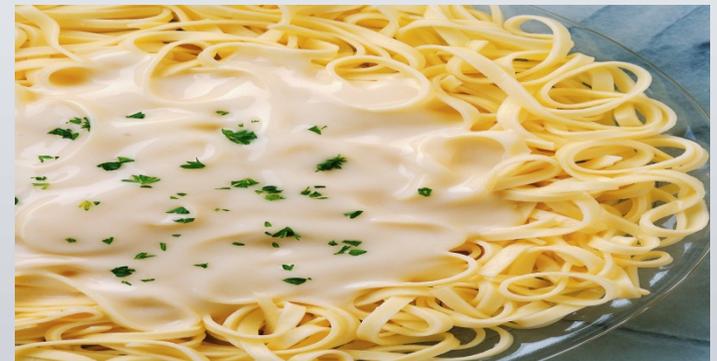
Differing Explanations for Observable Difficulties

Observable difficulty	Possible ELL explanation (observed in English)	Possible Disability explanation (observed across contexts in both languages)
Omits words or adds words to a sentence		
Has difficulty retelling the events of a story read aloud		
Becomes distracted easily		

Differing Explanations for Observable Difficulties

Observable difficulty	Possible ELL explanation (observed in English)	Possible Disability explanation (observed across contexts in both languages)
Omits words or adds words to a sentence	Direct transfer from L1 Early stages of L2 development	Word retrieval difficulties Expressive language difficulties
Has difficulty retelling the events of a story read aloud	Early stages of L2 development; may understand but does not have enough expressive language to retell	Short term memory difficulties Difficulties with sequencing
Becomes distracted easily	Does not understand or speak L2 Too much de-contextualized oral language	Attention difficulties Comprehension difficulties Sanchez-Lopez (2007)

Spaghetti Sauce/aka Gravy

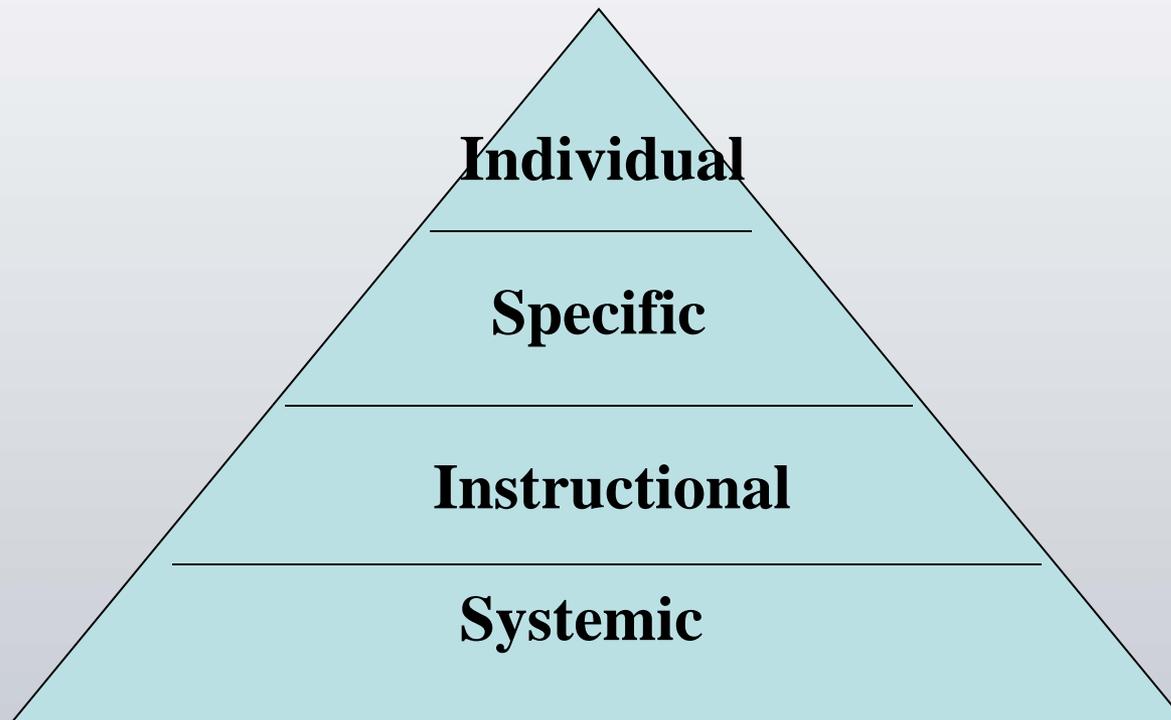


Response to Intervention (RTI)

- IDEIA of Dec. 2004 –
- Response to intervention. The focus is on providing more effective instruction by encouraging earlier intervention for students experiencing difficulty learning.
- NJAC: 6A:14-3.4(h)6
- Change from the “wait to fail” approach.

Best Practices for ELLs: Response to Intervention

- **Three Tiered Model**
- **Three tiers of intervention**
- **Most important is a systemic foundation to build the tiers.**



Benefits of RTI



- Links authentic assessment and instruction
- Becomes a student-centered approach
- Requires collaboration across disciplines (ESL, Bilingual, Gen. Ed., Special Ed., Reading)
- Creates new roles for problem-solving team members and promotes cross discipline discussions, sharing of expertise.

Potential Benefits of RTI Model for ELLs



- Encourages a proactive, preventive process
- Emphasizes high quality, consistent, effective instruction for ELLs throughout the day (efficacy of instruction)
- Provides interventions/enhanced instruction with multilingual and multilevel resources in a timely manner across grade levels, throughout the school
- Uses assessment to inform instruction

Multi-tier model must include:

- I&RS teams consisting of representation from all appropriate educators
- Educators who are properly trained to select and implement evidence-based interventions
- Selected practices which have research to support their use with ELLs.
- Progress monitoring strategies and instruments that are clearly understood by the teacher
- Data related to student progress which is quantified, charted and used as a foundation for making subsequent decisions.
- Interpretation of progress monitoring data which considers alternate reasons for suspected problems.

Klingner, Hoover & Baca, 2008



Systemic Foundation



An acceptable and supportive school environment

- | | |
|---|---|
| <ul style="list-style-type: none">▪ Casteñeda v. Pickard<ul style="list-style-type: none">▪ Three pronged criteria:<ul style="list-style-type: none">▪ Theory▪ Practice▪ Results (NCLB)▪ Academically rich quality programs▪ NJ Administrative Code: district-wide commitment to professional development of teachers, support staff and administrators▪ Programs that support interventions | <ul style="list-style-type: none">▪ Linguistic and cultural incorporation▪ Curriculum as window/mirror<ul style="list-style-type: none">▪ Culturally responsive instruction▪ Individual guidance and support▪ Meaningful, continuous family involvement▪ Use problem-solving procedure and/or standard treatment protocol |
|---|---|

Think about your own school/district... Has your district instituted these practices?
Where do you think your school/district may need to focus?

Systemic Process

- Profile
 - Gather relevant data
 - Attendance/educational gaps
 - Grades
 - Assessment of L1 and L2
 - Mobility
 - Length of time in district/country
 - Achievement in both languages
 - Family dynamics
 - Cultural characteristics
 - Medical evaluation
 - Program design



Tier One Instructional

Research-based effective models with ELLs:



All teachers aware of WIDA ELD Standards
Differentiated instruction according to ELP level

Sheltered Instruction Observation Protocol

ESL instruction part of Core program

**National Literacy Panel on Language Minority
Children and Youth**

Universal screening

Monitor progress over time (6-8weeks).

DRA, NWEA, AimsWeb, Classroom based assessments

WIDA 2012 ELD Standards

- Overview of 2012 Amplification of Standards
- <http://www.wida.us/DownloadDocs/standards/2012Amplification/2012Tutorial/player.html>
- Definition of Academic Language

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Components of Academic Language

Discourse

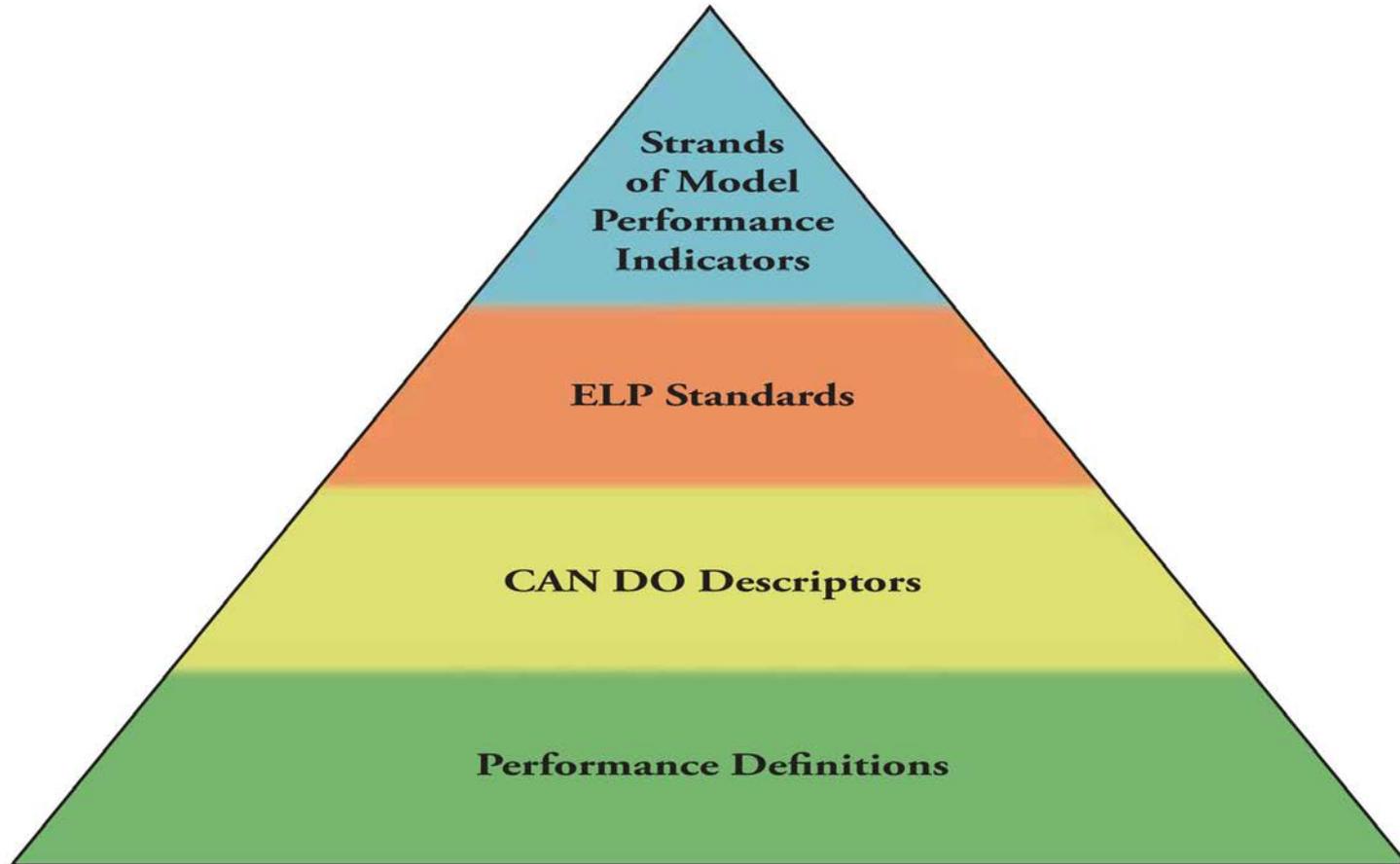


Bricks: **vocabulary**

Mortar:
Grammar/syntax/**form**

Foundation:
Language functions

What should ALL teachers know about WIDA?



Performance Definitions for Listening and Reading

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> + Rich descriptive discourse with complex sentences + Cohesive and organized related ideas 	<ul style="list-style-type: none"> + Compound, complex grammatical constructions (e.g., multiple phrases and clauses) + A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> + Technical and abstract content-area language, including content-specific collocations + Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> + Connected discourse with a variety of sentences + Expanded related ideas 	<ul style="list-style-type: none"> + A variety of complex grammatical constructions + Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> + Specific and some technical content-area language + Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> + Discourse with a series of extended sentences + Related ideas 	<ul style="list-style-type: none"> + Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions + Sentence patterns across content areas 	<ul style="list-style-type: none"> + Specific content language, including expressions + Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> + Multiple related simple sentences + An idea with details 	<ul style="list-style-type: none"> + Compound grammatical constructions + Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> + General content words and expressions, including cognates + Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> + Single statements or questions + An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> + Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) + Common social and instructional forms and patterns 	<ul style="list-style-type: none"> + General content-related words + Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Performance Definitions for Speaking and Writing

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6- Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> + Multiple, complex sentences + Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> + A variety of grammatical structures matched to purpose + A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> + Technical and abstract content-area language, including content-specific collocations + Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> + Short, expanded, and some complex sentences + Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> + A variety of grammatical structures + Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> + Specific and some technical content-area language + Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> + Short and some expanded sentences with emerging complexity + Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> + Repetitive grammatical structures with occasional variation + Sentence patterns across content areas 	<ul style="list-style-type: none"> + Specific content language, including cognates and expressions + Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> + Phrases or short sentences + Emerging expression of ideas 	<ul style="list-style-type: none"> + Formulaic grammatical structures + Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> + General content words and expressions + Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> + Words, phrases, or chunks of language + Single words used to represent ideas 	<ul style="list-style-type: none"> + Phrase-level grammatical structures + Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> + General content-related words + Everyday social and instructional words and expressions

... within sociocultural contexts for language use.

Linguistic Complexity

Level 1 – *Single words*

Level 2 – *Phrases, short sentences*

Level 3 – *Series of related sentences*

Level 4 – *Moderate discourse*

Level 5 – *Complex discourse*



Language Forms & Conventions

Level 1 – *Memorized language*

Level 2 – *Formulaic grammatical structures*

Level 3 – *Repetitive grammatical structures*

Level 4 – *Variety of grammatical structures*

Level 5 – *Language comparable to English peers*



Vocabulary Usage

Level 1 – *Most common vocabulary*

Level 2 – *High frequency vocabulary*

Level 3 – *General and some key vocabulary*

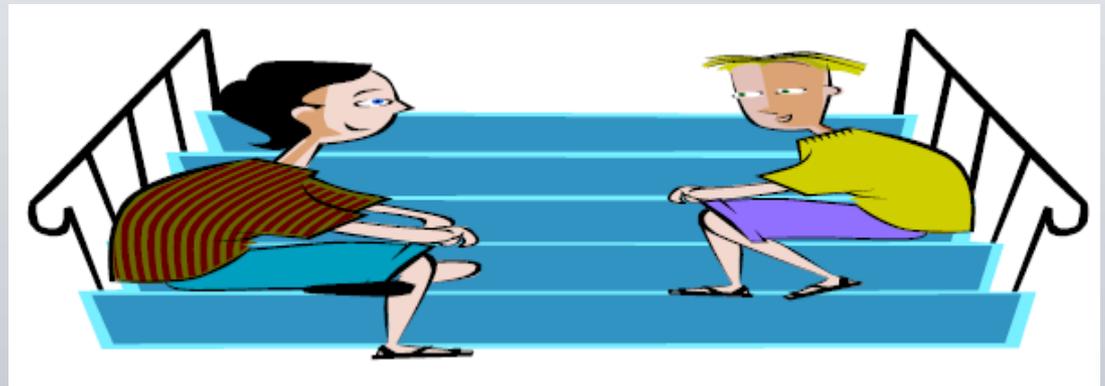
Level 4 – *Specialized and some content-based vocabulary*

Level 5 – *Specialized & precise content-based vocabulary*



T Activity Part I

- Create A/B partners
- Partner A tell Partner B what you did yesterday without using any words with the letter “T.” (1:37)
- Partner B write down what Partner A says.
- Switch (1:37)



T Activity Part II

- Use the utterances from your partner's response to answer these questions:
 - What level of proficiency would you rate that response? What is your evidence (refer to performance definitions)?
 - What language objectives would you prepare to assist your partner?

Example Language Features

	Levels 1-3	Levels 2-4	Levels 3-5
Ungulstic Complexity Discourse Level	<p>Let's measure our books! I'm going to use a ruler to measure my book (<i>teacher shows ruler and book</i>). My book is 14 inches long. Take out your ruler. Now you measure your book! Show me how to measure your book.</p> <p>Let's measure our desks! I'm going to use a popsicle stick...</p> <p>Let's measure our bookshelf!</p>	<p>Look at your measurement tool. The paper clip is short. The popsicle stick is longer than the paper clip. The ruler is longest. Put them in order from shortest to longest.</p> <p>The teacher desk is easier to measure with the ruler. The student desk is easier to measure with the popsicle stick.</p>	<p>Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (<i>teacher models measuring his/her desk with a popsicle stick, then a ruler</i>). Then measure other things using the same tool. Don't forget to write down your measurements!</p>
Language Forms & Conventions Sentence Level	<p>one inch two inches</p>	<p>short, shorter, shortest long, longer, longest easier</p>	<p>First... then... as long as</p>
Vocabulary Usage Word/Phrase Level	<p>desk, book paper clip popsicle stick string ruler yard/meter stick</p> <p>short long</p>	<p>shorter than longer than</p> <p>Put them in order</p> <p>measure with</p>	<p>find the length of</p> <p>Remember</p> <p>Don't forget</p> <p>measurements</p>

Figure O: Guiding Questions for the Components of WIDA English Language Development Strands

GRADE: _____



ELD STANDARD: _____

EXAMPLE TOPIC:

What is one of the topics addressed in the selected content standard(s)?

CONNECTION: Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade level concepts and skills?

EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Language Domain(s): How will learners process and use language?	A Strand of Model Performance Indicators: What language are the students expected to process or produce at each level of proficiency? Which language functions reflect the cognitive function at each level of proficiency? Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?					Level 6 – Reaching
TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?						

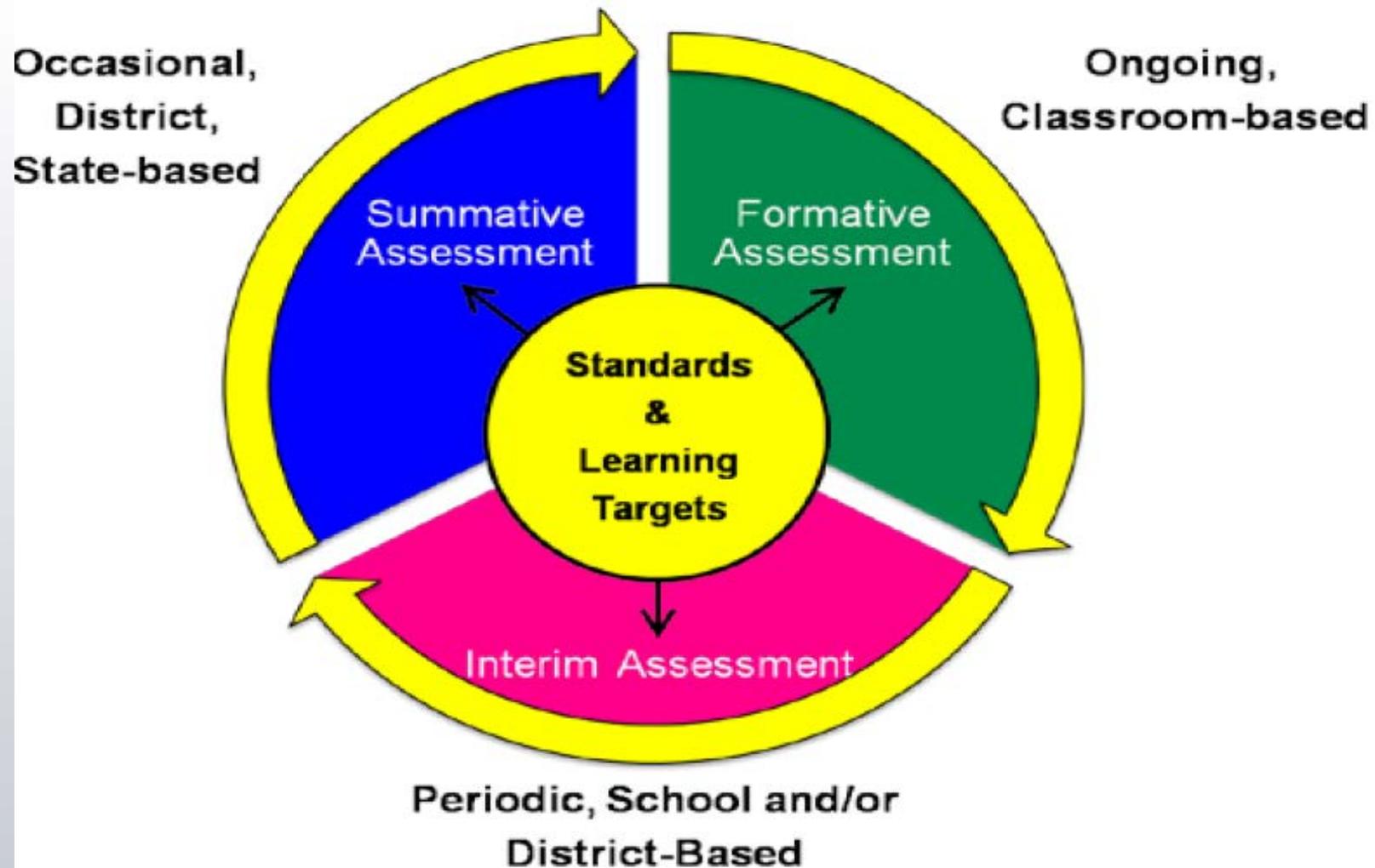
Practice

- Share your student profile with a partner.
- Choose one ELD standard and Reading standard 2: *Explain how key details in the text convey central message, lesson, or moral*
- Create an amplified performance indicator for your ELL.

Collaborative Teaching Arrangements

Complementary Instructions	Two lessons are taught: functional (metacognitive, language) and content	Important functional skills are modeled and practiced within class context
Team teaching	Instruction is provided alternately by each teacher.	Uses each professional's strength. Opportunity for staff development.
Supportive instruction	Specialist develops specialized instruction, grouping or practice techniques.	Enhancement is incorporated in future lessons. Students are supported.
Parallel Instruction	A small group is taught separately within the classroom.	Teachers can informally observe each others' activities.

Balanced Assessment System



Formative Assessment

- In groups of 4, choose a topic card and read that section of the WIDA Formative Assessment Bulletin silently.
 1. Formative Assessment on Academic Language (yellow)
 2. FAQ on Formative Assessment (green)
 3. Formative Assessments Guide Language Instruction (purple)
 4. Quality Formative Assessments (pink)
- Person #1 summarizes topic, person #2 critiques information, person #3 paraphrases all comments.
- Person #2 summarizes topic, person #3 critiques information, person #4 paraphrases all comments.
- Person #3 summarizes topic, person #4 critiques information, person #1 summarizes... and so on

Key points

- KNOW your student
- Focus on academic language (Perf. Def.)
- Formative assessment = Feedback
- Cycle: Goals-Instruction-Measurement-Feedback (GIMF)
- Formative assessment tools
- IDEAL

Seven Feedback Essentials

- Goal-referenced
 - Tangible and transparent
 - Actionable
 - User-friendly (specific and personalized)
 - Timely
 - Ongoing
 - Consistent
- Grant Wiggins

Partner Activity

Student will produce expanded sentences in order to compare and contrast angles.

- What tasks will students do?
- What tools could we use to document performance?

Partner Activity

Revisit your student profile and the Performance Indicator you developed:

- What assessment tools will you create to collect evidence of progress?
- What feedback could you provide to your partner in the T activity?

Tier One Intervention

- **Collect data on student performance (content and language). How can ELLs demonstrate what they know? Collaborate with content teacher.**
- **Look at scores of ELLs based on ELP and compare to “true peers.”**
- **If majority of ELLs are not *making progress*, look at Tier One instruction.**
 - **Fidelity of implementation?**
- **Adjust instruction and continue to collect data.**

Tier Two -Specific Intervention



- When student struggles in Tier One, identify specific needs (language and content).
- Develop supplemental, intensive, small-group, scientifically-based interventions (in addition to core program) <http://ies.ed.gov/ncee/wwc>
- Low teacher-student ratio (3-6 students)
- Carefully sequenced, scaffolded instruction, based on ELP level and academic language needed.
- Consider using significantly different strategies and supports (learning styles, interests, schema, multiple intelligences).

Monitor progress over time (6-8 weeks).

Tier Two Reading Interventions

What Works Clearinghouse

- Reading Mastery
- Instructional Conversations and Literature Logs
- Bilingual Cooperative Integrated Reading and Composition (BCIRC)
- Enhanced Proactive Reading
- Read Well
- SRA Reading Mastery
- Vocabulary Improvement Program for English Language Learners and Their Classmates
- Peer-Assisted Learning Strategies
- Fast ForWord Language
- Peer Tutoring and Response Groups
- A Scaffold Reading Experience (SRE)
- Language Experience Approach
- Read Naturally

Tier Two Writing Interventions



- *Instructional Conversations and Literature Logs*
- *Bilingual Cooperative Integrated Reading and Composition (BCIRC)*
- *Vocabulary Improvement Program for English Language Learners and Their Classmates*
- *Peer-Assisted Learning Strategies*
- *Peer Tutoring and Response Groups*
- *Language Experience Approach*
- *Lucy Calkins Writing Workshop (need to adapt for ELLs)*
- *Writing between languages (Danling Fu)*

Ways to Implement Tier Two Interventions

- Guided reading groups
- Academic support programs
- Additional ELL support
- Before/after school programs
- Extended year programs
- Technology



**If the problem is not resolved,
seek support systems.**



- **Consultation with I&RS Committee**
- **Gather relevant data**
 - **from initial profile**
 - **current data**
- **Research intervention programs for intensive small group instruction**
- **Title I, additional ESL support, before/during/after school program**
- **Counseling**
- **Community-based programs**

I Have a Child....

- Choose one student profile to share with the group.
- Brainstorm interventions
- Share with whole group

Reflection/Action Plan

What can you do.....? Who do you need to consult?

Tomorrow	One month	Six months	Next year

Q and A

- If possible, leave your student profile card and we will develop Q and A and post

