

# Inclusive practices for English Learners

## Using the Can-Do Descriptors

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# Objectives

- Use Skyward to identify ELs in your classroom, determine their level and locate their ACCESS test scores.
- Interpret and apply the WIDA Can-Do descriptors and Performance Descriptors.
- Understand the ACCESS test and performance descriptors.

# Tweet your feedback!



- Today, we will use Twitter to give feedback, post pictures and ask and answer questions.
- You can elect a Twitter spokesperson for the table

Use #ELLPD



# Your ELs

How can I identify English learners in my class?

## Activate Prior Knowledge

Jot down notes on the student profile

# Think of a current of former English Learner

English Learner Student Profile

Personal Life	Academic History	
Strengths	Opportunities	
Description of English Language Proficiency	Description of Home Language Proficiency	
Home language	Program of Instruction (Mainstream, ELL/Bilingual/ ELL only/Special Education)	ACCESS SCORE

# Think Pair Share

- Share with your partner
- 30 seconds for each partner
  
- Tweet a section of your student profile

1,3

2,4

5,6

English Learner Student Profile

Personal Life	Academic History	
Strengths	Opportunities	
Description of English Language Proficiency	Description of Home Language Proficiency	
Home language	Program of Instruction (Mainstream, ELL/Bilingual/ ELL only/Special Education)	ACCESS SCORE

# Think Pair Share AGAIN with sentence starters

- I wonder if \_\_\_\_\_ is the reason that \_\_\_\_\_.
- It would be interesting if I knew \_\_\_\_\_.
- I never thought about \_\_\_\_\_ before, I can see how knowing this information could \_\_\_\_\_.
- I see what you are saying about \_\_\_\_\_. In my experience, \_\_\_\_\_.
- I use something like this in my class. [Describe it.] It is helpful because \_\_\_\_\_.
- I connect to this profile because \_\_\_\_\_.

## Reflect and Tweet

- With your partner, reflect upon the **linguistic complexity or quality of language** that you produced in the second Think, Pair Share compared to the first time.



- What do you notice?
- Why do you think that happened?

# Using Skyward

- What information is available on Skyward to help me know some key details about my EL students?
- Icon that indicates ELs
- Student Schedules
- Test Scores



Profile

My Print Queue Back

- Student Info
  - Profile
  - Class Summary
  - Attendance (0)
  - Schedule
  - Add/Drops (21)
  - Entry/Withdrawal
  - RTI Information
  - IHP
  - Emergency Contacts
  - Discipline (17)
  - NCLB
  - Academic History
  - Graduation Requirements
  - Educational Milestones
  - Test Scores (10)
  - Busing
  - Student Portfolio
  - Recommendations (0)
  - Family Access History (0)
  - Activities (1)
  - Custom Programming
- Family Access Display
  - Home
  - Calendar
  - Gradebook
- Student Access Display

Grade: 12

**Student Alert Indicators** 2 [Email Teachers](#)

Alert Info:

Note:

Second Phone:  
School Email:   
Student Access

Student Id:  
Internal Id:  
Status:

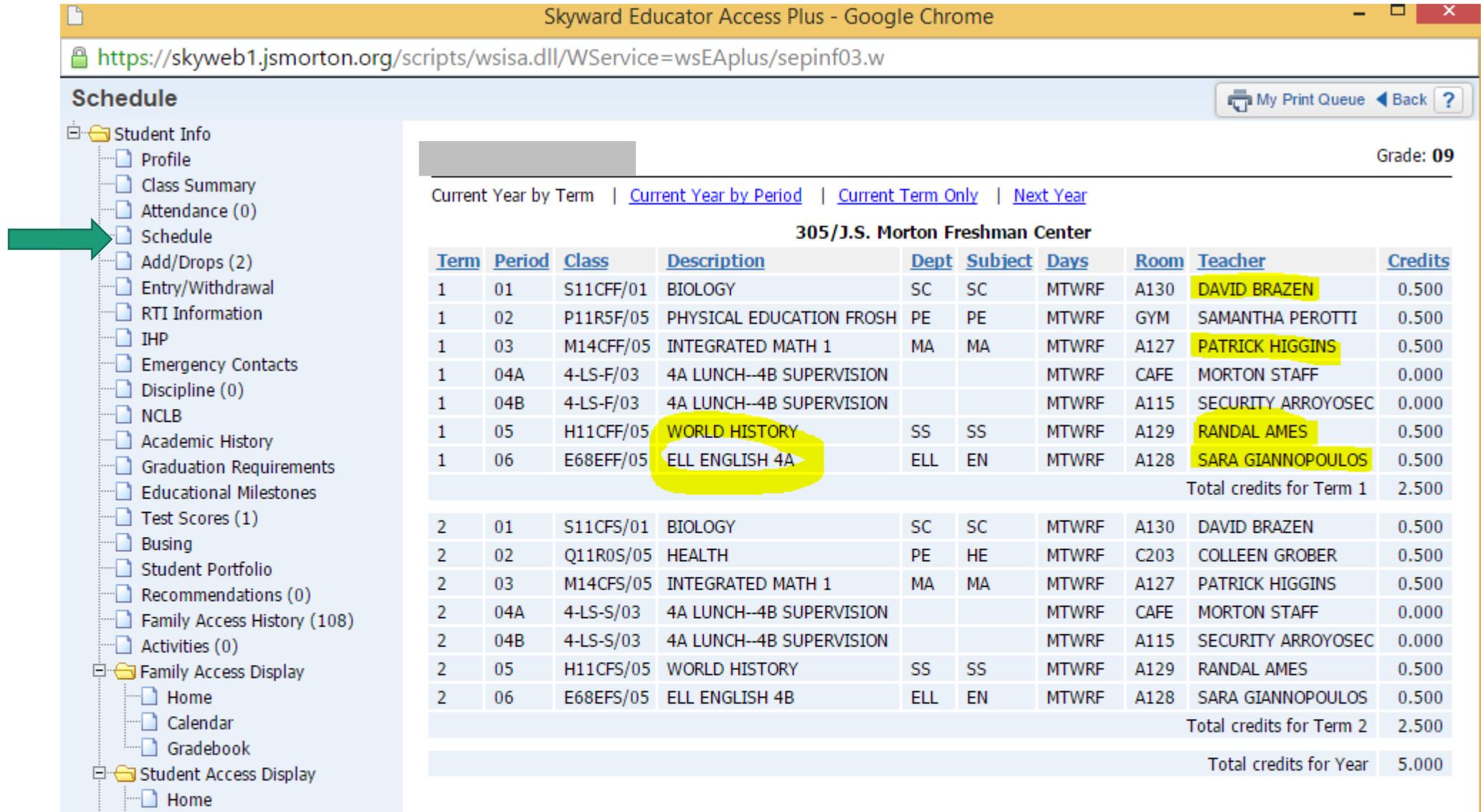
School Information	
Entity: 301/J.S. Morton Eas	Advisor: ADRIANA MCCORMAC
School: J.S. Morton East Hi	<a href="mailto:amccorma@ismorton.org">amccorma@ismorton.org</a>
Homeroom: ER	Hr Teacher: ERIC RAMIREZ
	<a href="mailto:ERamirez@ismorton.org">ERamirez@ismorton.org</a>
	Disc Officer: ERIC RAMIREZ
	<a href="mailto:ERamirez@ismorton.org">ERamirez@ismorton.org</a>

School Information	
Entity: 390/Incomplete Lab	Advisor: ADRIANA MCCORMAC
School: CAREER DAY	<a href="mailto:amccorma@ismorton.org">amccorma@ismorton.org</a>
Homeroom:	Hr Teacher:
	Disc Officer:

- The **green 2** on this page indicates that the student is currently an EL at Morton
- The **green 2** can also be found on the attendance page and the grade book page

# Click on schedule



Skyward Educator Access Plus - Google Chrome

<https://skyweb1.jsmorton.org/scripts/wsisa.dll/WService=wsEPlus/sepinfo3.w>

**Schedule** My Print Queue Back ?

Student Info

- Profile
- Class Summary
- Attendance (0)
- Schedule**
- Add/Drops (2)
- Entry/Withdrawal
- RTI Information
- IHP
- Emergency Contacts
- Discipline (0)
- NCLB
- Academic History
- Graduation Requirements
- Educational Milestones
- Test Scores (1)
- Busing
- Student Portfolio
- Recommendations (0)
- Family Access History (108)
- Activities (0)
- Family Access Display
  - Home
  - Calendar
  - Gradebook
- Student Access Display
  - Home

Grade: **09**

Current Year by Term | [Current Year by Period](#) | [Current Term Only](#) | [Next Year](#)

**305/J.S. Morton Freshman Center**

Term	Period	Class	Description	Dept	Subject	Days	Room	Teacher	Credits
1	01	S11CFF/01	BIOLOGY	SC	SC	MTWRF	A130	DAVID BRAZEN	0.500
1	02	P11R5F/05	PHYSICAL EDUCATION FROSH	PE	PE	MTWRF	GYM	SAMANTHA PEROTTI	0.500
1	03	M14CFF/05	INTEGRATED MATH 1	MA	MA	MTWRF	A127	PATRICK HIGGINS	0.500
1	04A	4-LS-F/03	4A LUNCH--4B SUPERVISION			MTWRF	CAFE	MORTON STAFF	0.000
1	04B	4-LS-F/03	4A LUNCH--4B SUPERVISION			MTWRF	A115	SECURITY ARROYOSEC	0.000
1	05	H11CFF/05	WORLD HISTORY	SS	SS	MTWRF	A129	RANDAL AMES	0.500
1	06	E68EFF/05	ELL ENGLISH 4A	ELL	EN	MTWRF	A128	SARA GIANNOPOULOS	0.500
Total credits for Term 1									2.500
2	01	S11CFS/01	BIOLOGY	SC	SC	MTWRF	A130	DAVID BRAZEN	0.500
2	02	Q11R0S/05	HEALTH	PE	HE	MTWRF	C203	COLLEEN GROBER	0.500
2	03	M14CFS/05	INTEGRATED MATH 1	MA	MA	MTWRF	A127	PATRICK HIGGINS	0.500
2	04A	4-LS-S/03	4A LUNCH--4B SUPERVISION			MTWRF	CAFE	MORTON STAFF	0.000
2	04B	4-LS-S/03	4A LUNCH--4B SUPERVISION			MTWRF	A115	SECURITY ARROYOSEC	0.000
2	05	H11CFS/05	WORLD HISTORY	SS	SS	MTWRF	A129	RANDAL AMES	0.500
2	06	E68EFS/05	ELL ENGLISH 4B	ELL	EN	MTWRF	A128	SARA GIANNOPOULOS	0.500
Total credits for Term 2									2.500
Total credits for Year									5.000



# Now it's your turn!

- Log on to Skyward
- Find the student from your profile
- Add more information to their student profile.

# Think Pair Share

1,2

3,4

5,6

- How does this information help you understand your student better?
- How will you use this information in the future?
- Tweet about it! #ELLPD



*Academic language serves as a vehicle for students to access grade-level content, actively engage in learning, and succeed in school and beyond.*

*– WIDA Can Do Philosophy*

# WIDA Can-Do Descriptors

English Language Proficiency

## **We believe...**

*Linguistically and culturally diverse learners bring a unique set of assets that have the potential to enrich the experiences of all learners and educators.*

*Educators have the power to recognize and unleash the potential that language learners bring to their learning communities.*

**—WIDA Can Do Philosophy**

# WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

Level 6 - Reaching	
Language that meets all criteria through Level 5, Bridging	
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...	
Level 5 Bridging	
Level 4 Expanding	
Level 3 Developing	
Level 2 Emerging	
Level 1 Entering	

# Activity- Sort

- Take out the blank WIDA Performance Descriptors sheet and the envelope.
- Shuffle the loose strips from the envelope
- In teams of three, organize the descriptions in the correct order.
- Each member of the team take a combination of the small and large paper strips.
- When you complete this activity, tweet it!

**Odds vs. Evens**

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Level 1 Entering	

Need Support?

# Criteria for Performance Definitions



- Linguistic Complexity: Expectations of the **quantity** and **organization** of the student's verbal response
- Vocabulary Usage: Expectations of the student's use of appropriate vocabulary for grade level and proficiency level; refers to language **quality**
- Language Control: Expectations of the student's control of English grammar, word choice in context, and the English sound system; refers to language **quality**

## WIDA Performance Definitions - Speaking and Writing Grades K-12

Within sociocultural contexts for language use...

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

Check your work!

What strategies did you use to figure this activity out?

Look at the Can Do Descriptors.

Think of an activity that you will do with your students in the next few weeks.

Think about your EL student



### Can Do Descriptors: Grade Level Cluster 9-12

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
LISTENING	<ul style="list-style-type: none"> <li>Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally</li> <li>Match everyday oral information to pictures, diagrams, or photographs</li> <li>Group visuals by common traits named orally (e.g., "These are polygons.")</li> <li>Identify resources, places, products, figures from oral statements, and visuals</li> </ul>	<ul style="list-style-type: none"> <li>Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples</li> <li>Sort oral language statements according to time frames</li> <li>Sequence visuals according to oral directions</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate information in social and academic conversations</li> <li>Distinguish main ideas from supporting points in oral, content-related discourse</li> <li>Use learning strategies described orally</li> <li>Categorize content-based examples described orally</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between multiple meanings of oral words or phrases in social and academic contexts</li> <li>Analyze content-related tasks or assignments based on oral discourse</li> <li>Categorize examples of genres read aloud</li> <li>Compare traits based on visuals and oral descriptions using specific and some technical language</li> </ul>	<ul style="list-style-type: none"> <li>Interpret cause and effect scenarios from oral discourse</li> <li>Make inferences from oral discourse containing satire, sarcasm, or humor</li> <li>Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy)</li> <li>Evaluate intent of speech and act accordingly</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no or choice questions within context of lessons or personal experiences</li> <li>Provide identifying information about self</li> <li>Name everyday objects and pre-taught vocabulary</li> <li>Repeat words, short phrases, memorized chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Describe persons, places, events, or objects</li> <li>Ask WH- questions to clarify meaning</li> <li>Give features of content-based material (e.g., time periods)</li> <li>Characterize issues, situations, regions shown in illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Suggest ways to resolve issues or pose solutions</li> <li>Compare/contrast features, traits, characteristics using general and some specific language</li> <li>Sequence processes, cycles, procedures, or events</li> <li>Conduct interviews or gather information through oral interaction</li> <li>Estimate, make predictions or pose hypotheses from models</li> </ul>	<ul style="list-style-type: none"> <li>Take a stance and use evidence to defend it</li> <li>Explain content-related issues and concepts</li> <li>Compare and contrast points of view</li> <li>Analyze and share pros and cons of choices</li> <li>Use and respond to gossip, slang, and idiomatic expressions</li> <li>Use speaking strategies (e.g., circumlocution)</li> </ul>	<ul style="list-style-type: none"> <li>Give multimedia oral presentations on grade-level material</li> <li>Engage in debates on content-related issues using technical language</li> <li>Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.")</li> <li>Negotiate meaning in pairs or group discussions</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.

Is the activity on the chart?

Is it comparable to the student's proficiency level?

What supports might the student need to be successful at this task?



**Can Do Descriptors: Grade Level Cluster 9-12**

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 visual representations to words/phrases</li> <li>Read everyday signs, symbols, schedules, and school-related words/phrases</li> <li>Respond to WH- questions related to illustrated text</li> <li>Use references (e.g., picture dictionaries, bilingual glossaries, technology)</li> </ul>	<ul style="list-style-type: none"> <li>Match data or information with its source or genre (e.g., description of element to its symbol on periodic table)</li> <li>Classify or organize information presented in visuals or graphs</li> <li>Follow multi-step instructions supported by visuals or data</li> <li>Match sentence-level descriptions to visual representations</li> <li>Compare content-related features in visuals and graphics</li> <li>Locate main ideas in a series of related sentences</li> </ul>	<ul style="list-style-type: none"> <li>Apply multiple meanings of words/phrases to social and academic contexts</li> <li>Identify topic sentences or main ideas and details in paragraphs</li> <li>Answer questions about explicit information in texts</li> <li>Differentiate between fact and opinion in text</li> <li>Order paragraphs or sequence information within paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast authors' points of view, characters, information, or events</li> <li>Interpret visually- or graphically-supported information</li> <li>Infer meaning from text</li> <li>Match cause to effect</li> <li>Evaluate usefulness of data or information supported visually or graphically</li> </ul>	<ul style="list-style-type: none"> <li>Interpret grade-level literature</li> <li>Synthesize grade-level expository text</li> <li>Draw conclusions from different sources of informational text</li> <li>Infer significance of data or information in grade-level material</li> <li>Identify evidence of bias and credibility of source</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Label content-related diagrams, pictures from word/phrase banks</li> <li>Provide personal information on forms read orally</li> <li>Produce short answer responses to oral questions with visual support</li> <li>Supply missing words in short sentences</li> </ul>	<ul style="list-style-type: none"> <li>Make content-related lists of words, phrases, or expressions</li> <li>Take notes using graphic organizers or models</li> <li>Formulate yes/no, choice and WH- questions from models</li> <li>Correspond for social purposes (e.g., memos, e-mails, notes)</li> </ul>	<ul style="list-style-type: none"> <li>Complete reports from templates</li> <li>Compose short narrative and expository pieces</li> <li>Outline ideas and details using graphic organizers</li> <li>Compare and reflect on performance against criteria (e.g., rubrics)</li> </ul>	<ul style="list-style-type: none"> <li>Summarize content-related notes from lectures or text</li> <li>Revise work based on narrative or oral feedback</li> <li>Compose narrative and expository text for a variety of purposes</li> <li>Justify or defend ideas and opinions</li> <li>Produce content-related reports</li> </ul>	<ul style="list-style-type: none"> <li>Produce research reports from multiple sources</li> <li>Create original pieces that represent the use of a variety of genres and discourses</li> <li>Critique, peer-edit and make recommendations on others' writing from rubrics</li> <li>Explain, with details, phenomena, processes, procedures</li> </ul>

Level 6 - Reaching

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.

**Tweet!**



# Fist to Five

- How familiar are you with the ACCESS test?



**fist to five**

# How do we know the student's proficiency level?

- The **ACCESS** test is an annual test that measures students' Academic English Language proficiency in four domains:
  - Listening
  - Reading
  - Writing
  - Speaking

## Anchored in ELD Standards



- Increased **student engagement** through a more dynamic testing experience
- Built-in **accommodations and accessibility features** appropriate for a range of student needs
- **Staged adaptivity** targets students' individual range of language skills
- Increased **ease for test administrators**
  - Logistical flexibility as a result of being able to simultaneously administer multiple grades and proficiency levels
  - Central scoring by DRC for all four domains.
  - Test Administrators will not need to determine tiers

# At Morton

- Staff has been trained to administer the test.
- Letters have gone home to inform students and families about the test. A message on Skyward will be posted with a link to the practice.
- Mainstream and Special Education students will be invited to meeting to explain and demonstrate the online test.
- ELL teachers will practice the online test practice.
- Scores will be returned in Mid-May
- Students will receive a pass with their testing date, time and location. Please help get students to the test!
- Students who meet the exit criteria will earn a FREE out of uniform pass for finals week!

# Reflect

- Look at your student profile again.
- What more can you add about your student?
- How has this activity helped you to understand English learners better?



English Learner Student Profile

Personal Life	Academic History	
Strengths	Opportunities	
Description of English Language Proficiency	Description of Home Language Proficiency	
Home language	Program of Instruction (Mainstream, ELL/Bilingual/ ELL only/Special Education)	ACCESS SCORE