



WIDA ELD (English Language Development) Standards Training

Sequatchie County Schools
2022-2023

All general education teachers that have ELLs in their classroom must be trained on WIDA development standards. The state department has developed a new framework that outlines supports for ELLs. A manual has been provided to offer guidance for teachers and administrators who are working to improve outcomes for ELLs.

[CLICK HERE for the Link to Framework](#)



[CLICK HERE for the Link to ESL Manual](#)



WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language students use to engage with peers, educators, and the curriculum in schools. The standards highlight the language needed to meet academic expectations. The **five standards** are:

Standard 1- Social and Instructional Language

English language learners communicate for social and instructional purposes within the school setting.

Standard 4- Language of Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Standard 2- Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 5- Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Standard 3- Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Academic Language

Students typically achieve proficiency in social language long before they have mastered a grade-appropriate level of academic language. A student's ability to use language in social settings is not necessarily an accurate indicator of their mastery of academic language.



DID YOU KNOW?

It can take from 5-7 years to acquire academic language.

It can take up to 3 years to acquire social language.

Four Domains of Language

Listening, Reading, Speaking, Writing

- The ESL teacher will focus on teaching skills from each of these domains.
- Students are tested in these four domains of language using WIDA ACCESS. These domains are then measured to determine an oral language, literacy, comprehension, and overall score.
- The levels of language proficiency determine whether students will continue to receive services and how much time of language intervention they will receive. See → [Qualifying, Tailoring, & Exiting ESL Services](#)



Student Scores



ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

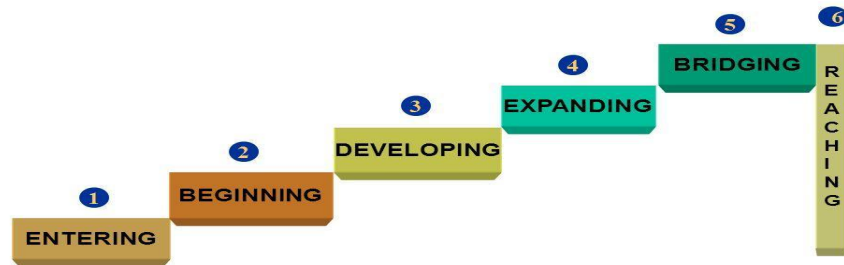
Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening				4.0						368		
Speaking		2.2							320			
Reading			3.4							356		
Writing			3.5							355		
Oral Language 50% Listening + 50% Speaking		3.2								344		
Literacy 50% Reading + 50% Writing			3.5							356		
Comprehension 70% Reading + 30% Listening			3.7							360		
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking			3.4							352		

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Five Levels of English Language Proficiency



WIDA Consortium / CAL / Metritech

ACCESS for ELLs Training

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Using Student Data for Instruction



ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Features of print

CONNECTION: *Common Core Reading Standards: Foundational Skills #1 (Kindergarten):* Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page by page, b. Recognize that spoken words are represented in written language by specific sequences of letters, c. Understand that words are separated by spaces in print.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students explore features of print in a variety of books with unique topics, formatting, and styles.

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER features of print.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Identify features of print in response to one-step oral commands and following a model (e.g., "Show me the title.")	Identify features of print in response to questions involving a choice and following a model (e.g., "Is <i>this</i> the title or is <i>this</i> the title? Show me the title.")	Identify features of print in response to Wh- questions by pointing and following a model (e.g., "Who wrote this book? Show me the author.")	Identify features of print in response to expanded Wh- questions by pointing and following a model (e.g., "Where do you find the author's name on the title page? Show me where you find it.")	Identify features of print in response to expanded multi-step oral instructions and following a model (e.g., "Find the author's first and last name and then show me the upper case letters.")	

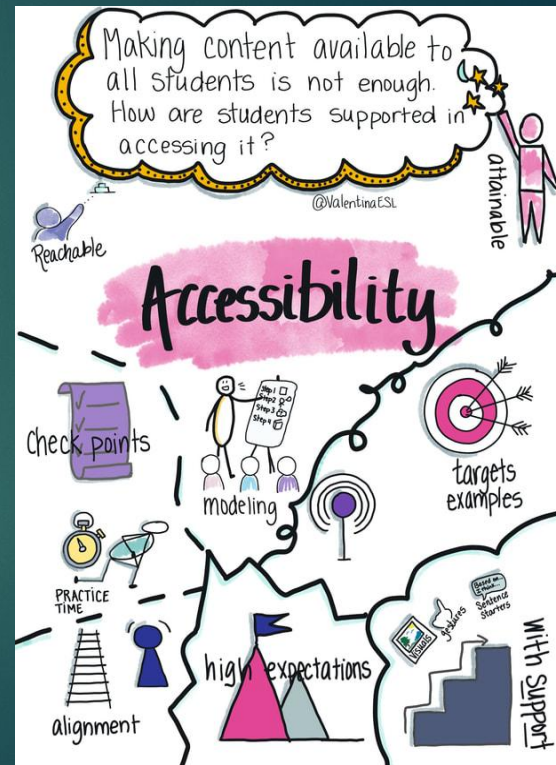
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: title, turn the page, front/back cover, left to right, author, illustrator, first name, last name, spaces, lower/upper case letters

[CLICK HERE](#)
to find ELD
Standards
by Grade

[CLICK HERE](#)
for Supports
Based on EL
Proficiency
Level

Planning Classroom Instruction

- ELD standards already correlate with standards you are teaching in your classroom. Be mindful of the connections you can make!
- Differentiated instruction, modifications, and accommodations are necessary for ELLs.
- Provide supports for ELLs (more supports available on next slide).
 - ◆ [CLICK HERE](#) for an article giving 22 suggestions on practical and efficient ways to support ELLs.
 - ◆ [CLICK HERE](#) for a site filled with strategies, ideas, recommendations, resources, videos, and news pertaining to educators of ELLs.
- When planning for ELLs it is important to remember to create authentic goals.



When planning instruction, feel free to use some of the below resources...

- Specific ELL Resources from the Dept. of Edu.
 - ◆ [DOE - English Learners](#)
- Your student will have an ILP that is created by the ESL teacher. An ILP is an individualized learning plan that describes the academic and language needs and goals for ELLs receiving direct or indirect ESL services. This plan will include goals to help the student become more proficient in the English Language. The ILP will be updated every 4.5 weeks. Use the below documents to help you determine appropriate lesson objectives and goals for the student.
 - ◆ [EL Proficiency Levels](#)
 - ◆ [Choosing Accommodations for ELLs](#)
 - ◆ [SC Schools District ILP Template](#)
- Accommodations, Modifications, and Expectations for ELLs
 - ◆ [Differentiating Instruction for ELs - Strategie...](#)
 - ◆ [Expectations & Accommodations Based on EL Profi...](#)
 - ◆ [Accommodations & Modifications Ideas/Examples](#)



Recorded Webinars - ELD Standards

→ WIDA produced a series of webinars with members of the standards project team to help answer educators' questions about aspects of the updated ELD Standards framework.

◆ [CLICK HERE to View](#)

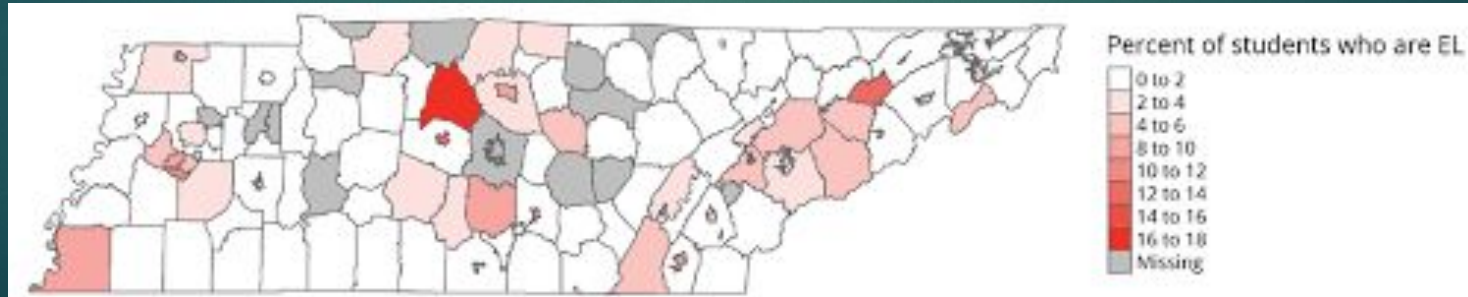


State Board Policy

[CLICK HERE](#) for all pertinent information you need to know about ESL policy in our state.

**RULES
OF
THE STATE BOARD OF EDUCATION

CHAPTER 0520-01-19
ENGLISH AS A SECOND LANGUAGE PROGRAMS**



Additional Resources

[CLICK HERE](#) to visit the ESOL shared drive for a plethora of resources! Anyone in the Sequatchie County Board of Education network has access to view anything in drive. Go to Shared drives → ESOL (English to Speakers of Other Languages) Resources.

