Monday, January 8, 2024
Board of Education Meeting

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:00 PM

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel: https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw
This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the Districts website (http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.
Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.

1. Meeting Opening

Subject	**A. Roll Call**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

2. Approval of Agenda (GC-2: Governing Commitments)

Subject	**A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda as presented.

Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by James Bacon, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

3. Special Presentation

Subject	**A. Drawing of Lots for Ballot Order for the April 2, 2024 AASD School Board Member Spring Election**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	3. Special Presentation
Type	Procedural

Names of School Board Candidates will be drawn to determine the ballot order for the April 2, 2024, AASD School Board Member Spring Election.

Following the Ballot-Eligibility Deadline of 5:00 p.m. on Tuesday, January 2, 2024, the following candidates have qualified and will appear on the ballot for the AASD School Board Spring Election (listed by order received):

1. Kay Eggert**(incumbent)**
2. Edward Ruffolo **(incumbent)**

Additional information regarding the School Board Election can be found on our website, at https://www.aasd.k12.wi.us/district/board_of_education/board_member_elections.

Subject	**B. Student School Board Representative Report**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	3. Special Presentation
Type	Information, Recognition, Report

Student School Board Representative, Lauren Choi, will provide updates from North High School.

Subject	**C. 2022-2023 Annual Financial Report (Audit) Presentation**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	3. Special Presentation
Type	Presentation

Executive Director of Finance, Holly Burr, and Leah Lasecki of CliftonLarsonAllen LLP will present the District's 2022-2023 Annual Financial Report (audit).

File Attachments
Executive Summary Appleton Area School District 2023.pdf (1,048 KB)
Final Report and Financial Statements Appleton Area School District 2023.pdf (965 KB)

4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Subject	**A. Public Input**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:
Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's website and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:
Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings

5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Subject	**A. None**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Subject	**A. Business Services Update(s): AP Check Register-December 2023**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Executive Director of Finance, Holly Burr, will report on the Business Services items for consideration.

Subject	**B. School/Student Services Update(s): WIDA ELD Standards**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Assistant Superintendent, Steve Harrison, will report on the WIDA ELD Standards items for consideration.

File Attachments
IFC- AASD WIDA ELD Standards.pdf (38 KB)
WIDA English Language Development Standards Framework 5K-12.pdf (1,725 KB)
12.11.23 BOE Presentation AASD English Language Development Standards .pdf (1,853 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s) and Resignation(s); Job Descriptions; Internship**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information, Report

Chief Human Resources Officer,Julie King, will report on the Personnel Services items for consideration.

File Attachments
IFC Professional Educator New Hires 1-8-24.pdf (160 KB)
IFC Professional Educator Resignations 1-8-24.pdf (110 KB)
IFC - Internship.pdf (152 KB)
IFC - Staff Job Descriptions.pdf (104 KB)
Job Description Item (Board Meeting January 8 2024).pdf (732 KB)

7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Subject	**A. Board Meeting Minutes from December 11, 2023**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes

Minutes aren't official until they are approved at the Board meeting.

Subject	**B. Expulsion Hearing Minutes from December 15, 2023**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes
Recommended Action	Motion to approve the Expulsion Hearing Minutes from December 15, 2023, as presented.

Motion & Voting

Motion to approve the Expulsion Hearing Minutes from December 15, 2023, as presented.

Motion by Pheng Thao, second by James Bacon.
Final Resolution: Motion Carried

Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Subject	**A. WIDA ELD Standards**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC- AASD WIDA ELD Standards.pdf (38 KB)
WIDA English Language Development Standards Framework 5K-12.pdf (1,725 KB)
12.11.23 BOE Presentation AASD English Language Development Standards .pdf (1,853 KB)

Subject	**B. Professional Educator New Hire(s)**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator New Hires 1-8-24.pdf (160 KB)

Subject	**C. Professional Educator Resignation(s)**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Resignations 1-8-24.pdf (110 KB)

Subject	**D. Job Descriptions**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the

Superintendent but required by law to be approved by the Board.)

Type Action

File Attachments
IFC - Staff Job Descriptions.pdf (104 KB)
Job Description Item (Board Meeting January 8 2024).pdf (732 KB)

Subject **E. Internship**

Meeting Jan 8, 2024 - Board of Education Meeting

Category 8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Type Action

Recommended Action Motion to approve the Internship as presented.

File Attachments
IFC - Internship.pdf (152 KB)

Motion & Voting

Motion to approve the Internship as presented.

Motion by Kay Eggert, second by Edward Ruffolo.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Subject **A. Business Services Report: None**

Meeting Jan 8, 2024 - Board of Education Meeting

Category 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion, Information, Report

Subject **B. School/Student Services Report: None**

Meeting Jan 8, 2024 - Board of Education Meeting

Category 9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Type Discussion, Information, Report

Subject **C. Personnel Services Report: None**

Meeting	Jan 8, 2024 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

10. Board Business

Subject	**A. WASB Resolutions**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Superintendent, Greg Hartjes, will present the WASB Resolutions.

File Attachments
2024-Report-to-the-Membership-on-Proposed-Resolutions.pdf (248 KB)

Subject	**B. OE-5 Financial Planning Policy**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve OE-5 Financial Planning Policy as presented.

Executive Director of Finance, Holly Burr, will present OE-5 Financial Planning Policy item for consideration.

File Attachments
FINAL OE-5 Financial Planning Policy.pdf (229 KB)
DRAFT OE-5 Financial Planning (3).pdf (252 KB)

Motion & Voting

Motion to approve OE-5 Financial Planning Policy as presented.

Motion by Edward Ruffolo, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**C. Monitoring Report: OE-6 Financial Administration**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business

Type	Action
Recommended Action	Motion to approve Monitoring Report: OE-6 Financial Administration as presented.

Executive Director of Finance, Holly Burr, will present Monitoring Report: OE-6 Financial Administration item for consideration.

File Attachments
Monitoring Report OE-6 Financial Administration.pdf (507 KB)

Motion & Voting

Motion to approve Monitoring Report: OE-6 Financial Administration as presented.

Motion by Pheng Thao, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**D. Monitoring Report: OE-12 Facilities**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Monitoring Report: OE-12 Facilities as presented.

Executive Director of Operations, Mark Hansel, will present the Monitoring Report: OE-12 Facilities item for consideration.

File Attachments
Monitoring Report OE-12 Facilities .docx.pdf (492 KB)

Motion & Voting

Motion to approve Monitoring Report: OE-12 Facilities as presented.

Motion by Edward Ruffolo, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**E. Policy 342.7-Services for Multilingual Learners**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Policy 342.7 - Services for Multilingual Learners as presented.

Assistant Superintendant, Steve Harrison, will present Policy 342.7-Services for Multilingual Learners item for consideration.

File Attachments
IFC - 342.7 Services for Multilingual Learners.docx.pdf (37 KB)
Services for Multilingual Learners 342.7 .pdf (46 KB)

Motion & Voting

Motion to approve Policy 342.7 - Services for Multilingual Learners as presented.

Motion by James Bacon, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**F. Policy 522.1- Alcohol & Drug-Free Workplace**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Policy 522.1-Drug-Free Workplace as presented.

Chief Human Resources Officer, Julie King, will present Policy 522.1- Drug-Free Workplace item for consideration.

File Attachments
IFC- 522.1 Alchohol and Drug Free Workplace.pdf (103 KB)
522.1 Alcohol and Drug-Free Workplace.pdf (71 KB)

Motion & Voting

Motion to approve Policy 522.1-Drug-Free Workplace as presented.

Motion by Pheng Thao, second by Nick Ross.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**G. AP Check Register-December 2023**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action
Fiscal Impact	Yes
Budgeted	Yes

Recommended Action	Motion to approve the AP Check Register-December 2023 as presented.

Executive Director of Finance, Holly Burr, will present the AP Check Register-December 2023 item for consideration.

Motion & Voting

Motion to approve the AP Check Register-December 2023 as presented.

Motion by James Bacon, second by Kristine Sauter.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross
Abstain: Edward Ruffolo

Subject	**H. 2024-2025 Educator Calendar**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Superintendent Greg Hartjes and Assistant Superintendent Sheree Garvey will discuss the 2024-2025 Educator Calendar.

Subject	**I. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion

11. Items of Information

Subject	**A. None**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	11. Items of Information
Type	Information

12. Future Meetings

Subject	**A. 2024 Wisconsin State Education Convention, January 17-19, 2024**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**B. Board Meeting: Monday, January 22, 2024, 6:00PM**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**C. Board Meeting: Monday, February 12, 2024, 6:00PM**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**D. Board Work Session: Wednesday, February 21, 2024, 7:30AM**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**E. Board Meeting: Monday, February 26, 2024, 6:00PM**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

13. Adjourn

Subject	**A. Motion to Adjourn the Meeting**
Meeting	Jan 8, 2024 - Board of Education Meeting
Category	13. Adjourn
Type	Action, Procedural
Recommended Action	Motion to adjourn the meeting.

Motion & Voting

Motion to adjourn the meeting.

Motion by James Bacon, second by Nick Ross.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

The Board of Education encourages citizens of the Appleton Area School District to attend its meetings so that they may become better acquainted with the operations and programs of the schools and so that the Board may have an opportunity to hear the views and concerns of the public regarding educational issues.

A period of public input shall be noticed and scheduled at School Board meetings and Public Hearings, except as otherwise specifically directed by the Board.

Public input is also allowed at Board Subcommittee meetings with respect to items of business on the publicly-noticed agenda.

At other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy, written input will be accepted.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

Meetings of the Board may receive information and comments from members of the public on issues or topics.

Please note the following in the Procedures below:

- ✓ School Board meetings are run by the Board President or other presiding officer if the President is absent.
- ✓ Board Subcommittee meetings are run by the Subcommittee Chair or other Subcommittee member if the Chair is absent.
- ✓ Public Hearings are run by the Board President or other presiding officer if the President is absent.
- ✓ Other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy are run by a Lead Administrator or another administrator if Lead Administrator is absent.

I. School Board Meetings

A period for public input will be set aside during School Board meetings. No public input will be allowed during Closed Sessions.

Members of the public wishing to speak during the public input period are required to register to speak. Comments may address topics related to District operations and programs and are not limited exclusively to agenda items.

II. Board Subcommittee Meetings

Members of the public wishing to speak at Board Subcommittee meetings are required to register to speak and may only make comments related to items on the meeting agenda. Members of the public wishing to speak will be recognized by the Board Subcommittee Chair as that agenda item is reached.

III. Public Hearings

Members of the public wishing to speak at Public Hearings of the Board (e.g. annual budget discussions) are required to register to speak and may only make comments or request clarification related to specific items included on the agenda and during the public input portion of the hearing.

IV. Other Meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy

A designated period for public input will not be a part of the agenda for these meetings. Work completed at most of these meetings will ultimately be shared at Board Subcommittee and School Board meetings where public input is allowed. At any time, signed written communication is encouraged and will be accepted by the Lead Administrator of these meetings.

Guidelines for Speaking at School Board and Board Subcommittee Meetings

- Meeting agendas that are subject to the Open Meetings law are available on the District's website (via BoardDocs) before each meeting and hard copies are available at the meeting.
- Members of the public wishing to speak must complete and submit a registration form stating his/her name, address, and topic for comments prior to speaking. If a spokesperson is speaking on behalf of a group, he/she needs to indicate that on the registration form as well.
- The District respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule).
- The Board President or Chair shall recognize all speakers who have registered to speak and will share the Public Input Disclaimer (see Appendix 1). The Board President, Chair, or the Board by motion, may limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Speaker Responsibilities at School Board and Board Subcommittee Meetings

- A speaker should be as brief as possible and only speak once during the period for public input. Unless additional time is granted, a speaker shall limit his/her presentation to a maximum of three minutes. A timer will be used.
- A group spokesperson may speak for up to five minutes on behalf of a group present at the meeting as indicated on the registration form. A timer will be used.
- Individuals or groups requiring greater length of time should communicate in writing. Written correspondence to Board members may be directed to the Board through its Executive Assistant or directly to their home addresses.
- A speaker's comments are limited to the public input period (e.g., either during the designated public input period during a School Board meeting or Public Hearing, or during a portion of the topic-specific discussion that occurs at a Board Subcommittee meeting).
- During periods of public input that are not limited to the meeting's agenda topics, a speaker's comments still must be reasonably germane to some aspect of the school district's policies, practices, programs, or operations.
- A speaker should not be unduly repetitious. For example, a speaker who attends multiple meetings should only sign up to speak if presenting new or additional information.
- A speaker retains all liability for his/her comments and conduct (i.e., the public input period does not offer any speaker any exemption from legal liability or from other lawful consequences that may result from the speaker's comments or conduct).

- A speaker shall avoid conduct that is disorderly or speech that is obscene, threatening, harassing, or defamatory.
- A speaker should avoid engaging in political advocacy with respect to candidates for any elected office. Political advocacy related to specific candidates for office is not sufficiently germane to the meetings or to the public responsibilities of the bodies.
- No individual may present his/her verbal public input by proxy except as permitted as a reasonable accommodation for an individual with special needs. A person who is unable to attend a meeting in person may submit written comments to the District.

Authority and Responsibility of the Board President or Chair

To promote the lawful, orderly, and efficient progress of each meeting, the Board President or Chair shall have the authority to enforce the requirements of this policy and he/she shall conduct any period of public input according to established procedures.

- The Board President or Chair may call any registrant (or other attendee) to order and direct the individual to cease conduct, which violates any applicable law, policy, or procedure.
- The Board President or Chair may terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly.
- If necessary, the Board President or Chair may contact law enforcement for assistance in maintaining order or safety.

School Board Meetings

When the School Board receives public input on topics/issues that are not part of the publicly-noticed meeting agenda, Board members shall not engage in any extensive discussion or debate on any such topic/issue, and shall not take any action addressing the merits of any such topic/issue. However, in exceptional cases, the Board President, a Board member who has been recognized by the Chair, or the Superintendent may briefly respond to the registrant (e.g., to ask a clarifying question or to provide a brief clarification or correction of information that was presented by the registrant). The Board President, Chair, or the Board by motion may refer an off-agenda topic/issue that is raised by a registrant to a future agenda or for follow-up by the administration.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

Appendix 1

Public Input Disclaimer

The School Board welcomes public input. We thank you for being here. Your opinions and ideas are important to us. However, there are a few cautions we want to share with you.

The School Board respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule). False statements or stigmatizing charges may subject the individual making such statements to legal repercussions, including, but not limited to, defamation claims. Conduct that is disorderly or any speech that is obscene, threatening, harassing, or defamatory is not permitted.

Again, we appreciate your input and support for our efforts to create the best learning environment for our students.

CliftonLarsonAllen LLP
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Green Bay, WI 54304

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Board of Education
Appleton Area School District
Appleton, Wisconsin

This Executive Audit Summary and Board Communications present information which we believe is important to you as members of the Board of Education. We encourage you to review the sections of this report, the audited financial statements, and the auditors' reports.

We would be pleased to furnish additional information with respect to these suggestions and discuss this memorandum with you at your convenience. We wish to express our appreciation to the District for the courtesies, cooperation, and assistance extended to us during the course of our work.

CliftonLarsonAllen LLP

Leah J. Lasecki

Leah Lasecki, CPA
Principal

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APPLETON AREA SCHOOL DISTRICT

EXECUTIVE AUDIT SUMMARY AND BOARD COMMUNICATIONS

JUNE 30, 2023



CPAs | CONSULTANTS | WEALTH ADVISORS

CLAconnect.com

APPLETON AREA SCHOOL DISTRICT
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YEAR ENDED JUNE 30, 2023

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EXECUTIVE AUDIT SUMMARY FOR
APPLETON AREA SCHOOL DISTRICT
YEAR ENDED JUNE 30, 2023

We prepared this Executive Audit Summary in conjunction with our audit of the District's financial statements for the year ended June 30, 2023.

Audit Opinion

The financial statements are fairly stated. We issued what is known as a "clean" audit report.

Internal Controls

Our report on internal control included the following deficiency in internal controls over financial reporting:

Significant Deficiency:

- Finding 2023-001 Preparation of Annual Financial Report

Identification of Federal and State Major Programs

Federal Assistance Listing Numbers	Name of Federal Programs/Cluster
	Education Stabilization Fund
84.425U	COVID - 19 Elementary and Secondary School Emergency Relief Fund
84.027/84.173	Special Education Cluster
93.778	Medical Assistance Program

State ID Numbers	Name of State Program
255.101	Special Education and School Age Parents
255.201	Equalization Aids
255.504	Achievement Gap Reduction (AGR)
255.945	Per Pupil Adjustment Aid

Compliance Findings

Our report on internal control over compliance did not include deficiencies related to compliance.

General Fund – Fund Balance

The District's General Fund experienced an increase in fund balance of $2,955,589 for the year ending June 30, 2023. The ending fund balance of $62,538,829 at June 30, 2023 represents 29.04% of expenditures included for the year and is an important aspect in the District's financial well-being since a healthy fund balance represents things such as cash flow and as a cushion against unanticipated expenditures, enrollment fluctuations and state aid changes.

Budget – General Fund

The District's General Fund revenues were $3,510,390, or 1.79%, more than the final budget, while total expenditures were $3,275,242, or 1.8%, less than had been budgeted.

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FORMAL REQUIRED COMMUNICATIONS

Board of Education
Appleton Area School District
Appleton, Wisconsin

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Appleton Area School District (the District) as of and for the year ended June 30, 2023, and have issued our report thereon dated December 13, 2023. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the *State Single Audit Guidelines*, as well as certain information related to the planned scope and timing of our audit in our Engagement Letter dated June 28, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing polices was not changed during 2023. The District evaluated Statement Governmental Accounting Standards (GASB Statement) No. 96, *Subscription-Based Information Technology Arrangements*, in 2023, noting no material impact on the District's financial statements.

We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

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The most sensitive estimates affecting the financial statements were:

- Useful lives of depreciable capital assets
- Other postemployment benefits
- Net pension liability (WRS)
- Incurred, but not reported (IBNR) insurance reserves
- Accumulated sick leave

Management's estimate of useful lives for depreciable assets is based upon analysis of the expected useful life of the capital assets. The useful life of a depreciable asset determines the amount of depreciation that will be recorded in any given reporting period as well as the amount of accumulated depreciation that is reported at the end of a reporting period.

Management's estimate of the other postemployment benefits payable and related deferred inflows and deferred outflows of resources is based on assumptions provided and used in the actuarial valuation including: inflation, salary increases, healthcare cost trend rates, and mortality rates. The projected benefit payments also include assumptions about retiree and spouse participation rates, and estimates related to the implicit rate subsidy, which is the estimated increased cost of premiums due to inclusion of retirees in the same plan as the District's active employees.

Management's estimate of the net pension asset/liability and related deferred inflows and deferred outflows of resources is based on an actuarially determined calculation of the District's proportionate share of the net pension liability of a cost-sharing multiple-employer pension plan sponsored by the Wisconsin Retirement System in which the District participates.

Management's estimate of the incurred, but not reported (IBNR) insurance reserves are based on actuarial projections of the expected cost of the ultimate settlement and administration of claims.

Management's estimate of accumulated sick leave is based upon analysis of the employees' sick leave balance.

We reviewed and tested management's procedures and underlying supporting documentation in the areas discussed above and evaluated the key factors and assumptions used to develop the estimates noted above in determining that they are reasonable in relation to the financial statements taken as a whole. We concluded that the accounting estimates and management judgments appeared to consider all significant factors and resulted in appropriate accounting recognition.

Financial Statement Disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has determined that the effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The following summarizes uncorrected misstatements of the financial statements:

- The District has determined subscription based information technology agreements (SBITA) liabilities and associated right to use assets of $542,755 are immaterial to the District-Wide financial statements and as a practice, do not record. The misstatement understates governmental activities assets and liabilities by the same value. The District has further concluded that accounting and reporting for SBITA's for District-Wide financial statement presentation in accordance with the standard has internal costs that outweigh the benefits received.

Uncorrected misstatements or the matters underlying uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even if management has concluded that the uncorrected misstatements are immaterial to the financial statements under audit.

Corrected Misstatements

None of the misstatements detected as a result of audit procedures and corrected by management are material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management Representations

We have requested certain representations from management that are included in the attached management representation letter dated December 13, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant Issues Discussed with Management Prior to Engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Required Supplementary Information

With respect to the required supplementary information (RSI) accompanying the financial statements, we made certain inquiries of management about the methods of preparing the RSI, including whether the RSI has been measured and presented in accordance with prescribed guidelines, whether the methods of measurement and preparation have been changed from the prior period and the reasons for any such changes, and whether there were any significant assumptions or interpretations underlying the measurement or presentation of the RSI. We compared the RSI for consistency with management's responses to the foregoing inquiries, the basic financial statements, and other knowledge obtained during the audit of the basic financial statements. Because these limited procedures do not provide sufficient evidence, we did not express an opinion or provide any assurance on the RSI.

Supplementary Information in Relation to the Financial Statements as a Whole

With respect to the schedule of expenditures of federal awards (SEFA) and the schedule of expenditures of state awards (SESA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA and SESA to determine that the SEFA and SESA comply with the requirements of the Uniform Guidance and the *State Single Audit Guidelines*, the method of preparing them has not changed from the prior period or the reasons for such changes, and the SEFA and SESA are appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA and SESA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated December 13, 2023.

With respect to combining nonmajor governmental fund financial statements and schedule of charter school authorizer costs accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated December 13, 2023.

Board of Education
Appleton Area School District

This communication is intended solely for the information and use of the Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Green Bay, Wisconsin
December 13, 2023

APPENDIX A

FINANCIAL TRENDS OF YOUR DISTRICT

The following graphs reflect financial trends of Appleton Area School District. Information related to fund balances, revenues and expenditures and long-term debt on the following pages were obtained from current and prior year audit reports.

District Governmental Fund Balances

Presented below is a summary of the District's governmental fund balances on June 30, 2023 including a comparison to the prior year. This information is provided for assisting management in assessing financial results for 2022 - 2023 and for indicating financial resources available at the start of the 2023 - 2024 budget year.

	6/30/23	6/30/22
General Fund		
Nonspendable	$ 209,348	$ 459,232
Restricted		
Assigned	40,476,498	35,722,801
Unassigned	21,852,983	23,401,207
Total General Fund balance	62,538,829	59,583,240
Debt Service Fund		
Restricted for:		
Referendum Debt Service	5,435,336	3,564,706
Special Revenue Funds		
Nonspendable for:		
Trust Fund - Donations	34,345	34,345
Restricted for		
Trust Fund - Donations	3,803,164	3,993,161
Food Service	6,599,998	6,486,220
Community Service	605,669	592,644
Unassigned		
Indian Education	-	(1)
Total Special Revenue Funds	11,043,176	11,106,370
Capital Projects Funds		
Restricted for:		
Long-Term Capital Improvement	3,828,523	3,763,036
Capital Expansion	4,212,711	2,710,472
Other Capital Projects	88,267,875	-
Total Capital Projects Funds	96,309,109	6,473,508
Total Governmental Fund Balances	$ 175,326,450	$ 80,727,824

APPENDIX A

FINANCIAL TRENDS OF YOUR DISTRICT

As indicated above, the District's unassigned and assigned General Fund balance totaled $62,538,829 on June 30, 2023. This amount essentially represents cash available for use during the 2023 - 2024 school year. Industry benchmarks indicate a reasonable amount of available cash at June 30, 2023 would be between 20 - 25% of a school district's General Fund operating expenditures. A need for working cash reserve of 20 - 25% is based on the following items that have a negative effect on cash flow:

1. The present payment schedule for state aids for school purposes results in approximately 83% of the total school aids due being received after December 1, more than five months after the school year has started. In addition, approximately 35% of aids are not received until June or July.

2. Property taxes levied to finance the school year budget are levied on January 1, six months after the school year has started. In addition, the collection method for property taxes results in a large portion of taxes not being received until August, approximately two months after the school year has ended.

Accordingly, based upon the District's 2022-2023 actual expenditures, a reasonable unassigned and assigned General Fund balance would be calculated as follows:

Actual 2022 - 2023 General and Special Education Funds Operating Expenditures	$	219,606,667
Reasonable Assigned/Unassigned Fund Balance %		x 20 - 25%
Reasonable Assigned/Unassigned Fund Balance Amount		$42,644,502 to $53,305,628

The District's current General Fund unassigned and assigned fund balance at $62,329,481 exceed the calculation as shown above.

APPLETON AREA SCHOOL DISTRICT

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December 13, 2023

CliftonLarsonAllen LLP
1175 Lombardi Avenue, Suite 200
Green Bay, WI 54304

This representation letter is provided in connection with your audit of the financial statements of Appleton Area School District, which comprise the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information as of June 30, 2023, and the respective changes in financial position for the year then ended, and the related notes to the financial statements, for the purpose of expressing opinions on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to misstatements that are material. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

We confirm, to the best of our knowledge and belief, as of December 13, 2023, the following representations made to you during your audit of the financial statements as of and for the year ended June 30, 2023.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement agreement dated June 28, 2023, for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP. The financial statements include all properly classified funds and other financial information of the primary government and all component units required by generally accepted accounting principles to be included in the financial reporting entity.

2. We acknowledge and have fulfilled our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.

4. Significant assumptions used by us in making accounting estimates, including those measured at fair value, are reasonable.

5. Significant estimates have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP. Significant estimates are estimates at the financial statement date that could change materially within the next year.

6. Related party relationships and transactions, including, but not limited to, revenues, expenditures/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable

from or payable to related parties have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.

7. No events, including instances of noncompliance, have occurred subsequent to the financial statement date and through the date of this letter that would require adjustment to, or disclosure in, the financial statements or in the schedule of findings and questioned costs.

8. The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements for each opinion unit. The uncorrected misstatements for the current year are:

    - The District has determined subscription based information technology agreements (SBITA) liabilities and associated right to use assets of $542,755 are immaterial to the District-Wide financial statements and as a practice, do not record. The misstatement understates governmental activities assets and liabilities by the same value. The District has further concluded that accounting and reporting for SBITA's for District-Wide financial statement presentation in accordance with the standard has internal costs that outweigh the benefits received.

    You have proposed adjusting journal entries that have been posted to the entity's accounts. We have reviewed and approved those adjusting journal entries and understand the nature of the changes and their impact on the financial statements. We are in agreement with those adjustments and accept responsibility for them.

9. We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, or which would affect federal award programs, and we have not consulted a lawyer concerning litigation, claims, or assessments.

10. Guarantees, whether written or oral, under which the entity is contingently liable, if any, have been properly recorded or disclosed in accordance with U.S. GAAP.

11. The fact that the amount of "uncollateralized" deposits or "uninsured, unregistered securities held by the counterparty, or by its trust department or agent but not in the entity's name" during the period significantly exceeded the amounts in those categories as of the financial statement date was properly disclosed in the financial statements.

12. Receivables recorded in the financial statements represent valid claims against debtors for transactions arising on or before the financial statement date and have been reduced to their estimated net realizable value.

13. We have implemented GASB Statement No. 96, *Subscription Based Information Technology Arrangements (SBITA)*, during the audit period. We have analyzed all SBITA contracts. We determined that we do not have any material SBITA contracts that are required to be recorded under GASB 96. We have sufficient and appropriate documentation supporting all estimates and judgments.

14. The methods and significant assumptions used to determine fair values of financial instruments are as follows: Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date. The methods and significant assumptions used result in a measure of fair value appropriate for financial statement measurement and disclosure purposes.

15. We have analyzed all lease contracts and have considered and recorded material embedded leases contained within other contracts in accordance with U.S. GAAP.

16. We have no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.

17. Capital assets have been evaluated for impairment as a result of significant and unexpected decline in service utility. Impairment loss and insurance recoveries have been properly recorded.

18. We believe that all material expenditures that have been deferred to future periods will be recoverable.

19. We believe that the actuarial assumptions and methods used to measure pension and other postemployment benefits (OPEB) liabilities and costs for financial accounting purposes are appropriate in the circumstances.

20. We are unable to determine the possibility of a withdrawal liability in a multiple-employer benefit plan.

21. We do not plan to make frequent amendments to our pension or other postretirement benefit plans.

Information Provided

1. We have provided you with:

    a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements such as records (including information obtained from within and outside of the general and subsidiary ledgers), documentation, and other matters.

    b. Additional information that you have requested from us for the purpose of the audit.

    c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.

    d. Complete minutes of the meetings of the board of education and related committees, or summaries of actions of recent meetings for which minutes have not yet been prepared.

    e. All communications from regulatory agencies, grantors, lenders, and other funding sources concerning noncompliance with, or deficiencies in, financial reporting practices.

    f. All communications from regulatory agencies, grantors, lenders, and other funding sources concerning noncompliance with the provisions of laws, regulations, contracts, and grant agreements.

    g. Access to all audit or relevant monitoring reports, if any, received from funding sources.

2. All material transactions have been recorded in the accounting records and are reflected in the financial statements and the schedule of expenditures of federal awards.

3. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

4. We have no knowledge of any fraud or suspected fraud that affects the entity and involves:

    a. Management;

    b. Employees who have significant roles in internal control; or

    c. Others when the fraud could have a material effect on the financial statements.

5. We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, grantors, regulators, or others.

6. We have no knowledge of any instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts, and grant agreements, or waste or abuse whose effects should be considered when preparing financial statements.

7. We are not aware of any pending or threatened litigation, claims, or assessments, or unasserted claims or assessments, that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, or which would affect federal award programs, and we have not consulted a lawyer concerning litigation, claims, or assessments.

8. There are no other material liabilities or gain or loss contingencies that are required to be accrued or disclosed in accordance with U.S. GAAP.

9. We have disclosed to you the identity of all the entity's related parties and all the related party relationships and transactions of which we are aware, including any side agreements.

10. The entity has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets, nor has any asset been pledged as collateral, except as made known to you and disclosed in the financial statements.

11. We have a process to track the status of audit findings and recommendations.

12. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

13. We have provided our views on reported findings, conclusions, and recommendations, as well as our planned corrective actions, for the report.

14. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to Appleton Area School District, including tax or debt limits and debt contracts; and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives, including legal and contractual provisions for reporting specific activities in separate funds.

15. There are no violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements, or as a basis for recording a loss contingency, or for reporting on noncompliance.

16. The entity has complied with all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance.

17. We have followed all applicable laws and regulations in adopting, approving, and amending budgets.

18. The financial statements include all component units as well as joint ventures with an equity interest, and properly disclose all other joint ventures, jointly governed organizations, and other related organizations.

19. The financial statements properly classify all funds and activities.

20. All funds that meet the quantitative criteria in GASB Statement Nos. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.

21. Components of net position (net investment in capital assets; restricted; and unrestricted), nonspendable fund balance, and restricted, committed, assigned, and unassigned fund balance are properly classified and, if applicable, approved.

22. Investments, derivative instruments, and land and other real estate held by endowments are properly valued.

23. Provisions for uncollectible receivables have been properly identified and recorded.

24. Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.

25. Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.

26. Interfund, internal, and intra-entity activity and balances have been appropriately classified and reported.

27. Deposits and investment securities and derivative instruments are properly classified as to risk and are properly valued and disclosed.

28. Capital assets, including infrastructure and intangible assets, are properly capitalized, reported, and, if applicable, depreciated.

29. We have appropriately disclosed the entity's policy regarding whether to first apply restricted or unrestricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available and have determined that net position is properly recognized under the policy.

30. We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.

31. We acknowledge our responsibility for presenting the combining nonmajor fund statements and the schedule of charter school authorizer costs (the supplementary information) in accordance with U.S. GAAP, and we believe the supplementary information, including its form and content, is fairly presented in accordance with U.S. GAAP. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information. If the supplementary information is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the supplementary information no later than the date we issue the supplementary information and the auditors' report thereon.

32. As part of your audit, you prepared the draft financial statements, related notes, schedule of expenditures of federal awards, and supplementary information. We have designated an individual who possesses suitable skill, knowledge, and/or experience to understand and oversee your services; have made all management judgments and decisions; and have assumed all management responsibilities. We have evaluated the adequacy and results of the service. We have reviewed, approved, and accepted responsibility for those financial statements, related notes, schedule of expenditures of federal awards, and supplementary information. We have also ensured that the entity's data and records are complete and received sufficient information to oversee the service.

33. With respect to federal and state award programs:

    a. We are responsible for understanding and complying with, and have complied with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the *State Single Audit Guidelines* issued by the Wisconsin Department of Administration, including requirements relating to preparation of the schedule of expenditures of federal awards.

    b. We acknowledge our responsibility for presenting the schedule of expenditures of federal awards (SEFA) and related notes in accordance with the requirements of the Uniform Guidance and the schedule of expenditures of state awards (SESA) in accordance with the requirements of the *State Single Audit Guidelines*, and we believe the SEFA and SESA, including its form and content, is fairly presented in accordance with the Uniform Guidance and the *State Single Audit Guidelines*. The methods of measurement and presentation of the SEFA and SESA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the SEFA and SESA.

    c. If the SEFA and SESA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA and SESA no later than the date we issued the SEFA and SESA and the auditors' report thereon.

    d. We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and included in the SEFA and SESA expenditures made during the audit period for all awards provided by federal agencies in the form of federal or state awards, federal or state cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.

e. We are responsible for understanding and complying with, and have complied with, the requirements of federal and state statutes, regulations, and the terms and conditions of federal and state awards related to each of our federal and state programs and have identified and disclosed to you the requirements of federal and state statutes, regulations, and the terms and conditions of federal and awards that are considered to have a direct and material effect on each major program.

f. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal and state programs that provides reasonable assurance that we are managing our federal and state awards in compliance with federal and state statutes, regulations, and the terms and conditions of federal and state awards that could have a material effect on our federal and state programs. We believe the internal control system is adequate and is functioning as intended.

g. We have made available to you all federal and state awards (including amendments, if any) and any other correspondence with federal and state agencies or pass-through entities relevant to federal and state programs and related activities.

h. We have received no requests from a federal or state agency to audit one or more specific programs as a major program.

i. We have complied with the direct and material compliance requirements, including when applicable, those set forth in the *OMB Compliance Supplement* and the *State Single Audit Guidelines*, relating to federal and state awards and confirm that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal and state awards.

j. We have disclosed to you any communications from federal and state awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditors' report.

k. We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditors' report.

l. Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E).

m. We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.

n. We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal and state program financial reports and claims for advances and reimbursements.

o. We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.

p. There are no known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditors' report.

q. We have disclosed to you whether any changes in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have

taken regarding significant deficiencies and/or material weaknesses in internal control over compliance, have occurred subsequent to the period covered by the auditors' report.

r. Federal and state program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared.

s. The copies of federal and state program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal or state agency or pass-through entity, as applicable.

t. We have charged costs to federal and state awards in accordance with applicable cost principles.

u. We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance and *State Single Audit Guidelines*, and we have provided you with all information on the status of the follow-up on prior audit findings by federal and state awarding agencies and pass-through entities, including all management decisions.

v. We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.

w. We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.

x. We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance and *State Single Audit Guidelines*.

y. We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.

Signature: Holly Burn Title: Exec. Dir. of Finance

Signature: [signature] Title: Superintendent

APPLETON AREA SCHOOL DISTRICT

FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2023



CPAs | CONSULTANTS | WEALTH ADVISORS

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INDEPENDENT AUDITORS' REPORT

Board of Education
Appleton Area School District
Appleton, Wisconsin

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Appleton Area School District, Appleton, Wisconsin (the District) as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2023, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, the budgetary comparison information, and the schedules relating to pensions and other postemployment benefits be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to

be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining nonmajor governmental fund financial statements, schedule of charter school authorizer costs, schedule of expenditures of federal awards and schedule of expenditures of state awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and *State Single Audit Guidelines* issued by the Wisconsin Department of Administration, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the combining nonmajor governmental fund financial statements, schedule of charter school authorizer costs, schedule of expenditures of federal awards, and schedule of expenditures of state awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2023, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Green Bay, Wisconsin
December 13, 2023

MANAGEMENT'S DISCUSSION AND ANALYSIS

The management of the Appleton Area School District offers readers of the District's basic financial statements this narrative overview and analysis of the financial activities for the fiscal year ended June 30, 2023. Readers should consider the information presented in the Management Discussion and Analysis in conjunction with the basic financial statements and the notes to the financial statements, which follow this narrative.

Financial Highlights

- Additional revenues for the District were gained in interest income for the year as interest rates were significantly higher than the previous year and what was budgeted.

- Savings were accrued in staffing during the 2022-23 school year in all areas due to challenges in filling many teaching, support positions and substitute positions.

- The prior change in health insurance again resulted in cost savings for the District. Additionally, the District moved to self-funding for the employee health insurance as of January 1, 2023. With this change being mid fiscal year there was significant savings in health costs due to timing of claims. The funds saved were directed to compensation increases for all staff members.

- We continued to utilize the ESSER grant funds for program specific functions.
  - Fund Balance in the general fund increased by $2,955,589.

  - The District issued new debt for various capital projects of approximately $90 million in response for the successful referendum during 2022-23 school year.

Overview of the Financial Statements

This annual report consists of three parts: Management's Discussion and Analysis, the Basic Financial Statements, and Required Supplementary Information. The basic financial statements include two types of statements that present different financial perspectives of the District:

- The first two statements are district-wide financial statements that provide both short-term and long-term information about the district's overall financial status.

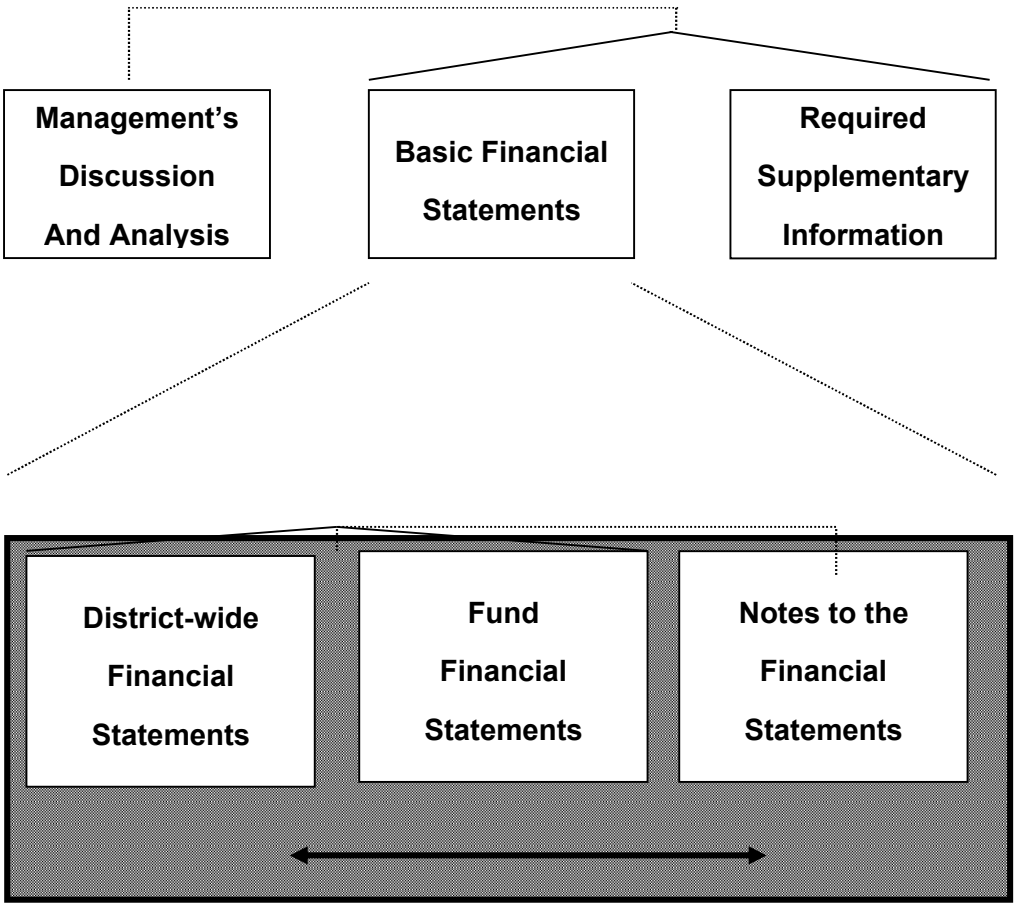
- The remaining statements are fund financial statements that focus on individual parts of the district, reporting the district's operations in more detail than district-wide statements.

- The governmental funds statements tell how basic services such as regular and special education were financed in the short-term as well as what remains for future spending.

- Fiduciary funds statements provide information about the financial relationships in which the district acts solely as a trustee or agent for the benefit of others.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements with a comparison of the district's budget for the year. The following chart shows how the parts of this annual report are arranged and relate to one another.

Organization of Appleton Area School District Annual Financial Report



District-wide Statements

The district-wide statements report information about the district as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the district's assets, deferred outflows of resources, liabilities and deferred inflows of resources. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when the related cash is received or paid.

- The district-wide statements report the district's net position and how it has changed. Governmental activities are financed mostly with property taxes and state formula aid. The net position, which is the difference between district assets and deferred outflows of resources compared to liabilities and deferred inflows, is one way to measure the districts' financial position.

- Over time, increases or decreases in the district's net position are an indicator of whether its financial position is improving or declining, respectively.

- To assess the districts overall financial position, you also need to consider additional nonfinancial factors such as changes in the property tax base and condition of school district facilities.

Fund Financial Statements

The fund financial statements provide more detailed information about the district's funds, focusing on its most significant or "major" funds, not the district as a whole. Funds are accounting devices the district uses to keep track of specific sources of funding and spending on particular programs:

- Some funds are required by state law and by bond covenants.

- The district establishes other funds to control and manage money for particular purposes (such as repaying its long-term debts) or to show that it is properly using certain revenues (such as federal grants).

The district has two kinds of funds:

Governmental funds: Most of the district's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the district's programs. Because this information does not encompass the additional long-term focus of the district-wide statements, additional information at the bottom of the governmental funds statements explains the relationship (or differences) between them.

Fiduciary funds: The district is the trustee, or fiduciary, for assets that belong to others, such as the scholarship fund. The district is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. The district excludes these activities from the district-wide financial statements because it cannot use these assets to finance its operations.

Major Features of the District-Wide and Fund Financial Statements

	District-wide Statements	Fund Financial Statements	
		Governmental Funds	Fiduciary Funds
Scope	Entire district (except fiduciary funds)	The activities of the district that are not proprietary or fiduciary, such as special education and building maintenance	Instances in which the district administers resources on behalf of someone else, such as scholarship programs and student activities monies
Required Financial Statements	• Statement of net position • Statement of activities	• Balance Sheet • Statement of revenues, expenditures, and changes in fund balances	• Statement of fiduciary net position • Statement of changes in fiduciary net position
Accounting Basis and Measurement Focus	Accrual accounting and economic resources focus	Modified accrual accounting and current financial focus	Accrual accounting and economic resources focus
Type of Asset/ Liability Information	All assets and liabilities, both financial and capital, short-term and long-term	Generally assets expected to be used up and liabilities that come due during the year or soon thereafter; no capital assets or long-term liabilities included	All assets and liabilities, both short-term and long-term; funds do not currently contain capital assets, although they can
Type of Inflow/Out flow Information	All revenues and expenses during year, regardless of when cash is received or paid	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and the related liability is due and payable	ALL ADDITIONS AND DEDUCTIONS DURING THE YEAR, REGARDLESS OF WHEN CASH IS RECEIVED OR PAID

Financial Analysis of the District as a Whole

Net Position. The District's combined net position was more on June 30, 2023 than it was the year before.

Figure A-1
Condensed Statement of Net Position

	2023 Governmental Activities	2022 Governmental Activities
Current and Other Assets	$ 203,642,846	$ 152,199,450
Capital Assets	94,825,710	89,830,571
Total Assets	298,468,556	242,030,021
Deferred Outflows of Resources		
Loss on Advance Refunding	171,031	242,154
Pension Related Amounts	111,035,793	89,831,606
Other Postemployment Related Amounts	7,657,651	6,308,803
	118,864,475	96,382,563
Long-Term Obligations	132,267,486	20,787,411
Other Liabilities	29,333,604	23,334,188
Total Liabilities	161,601,090	44,121,599
Deferred Inflows of Resources		
Pension Related Amounts	64,277,814	112,998,254
Other Postemployment Related Amounts	6,881,184	6,835,094
Leases	338,059	433,211
	71,497,057	119,833,348
Net Position		
Net Investment in Capital Assets	72,886,714	79,906,362
Restricted	41,853,748	69,249,064
Unrestricted	69,494,422	24,869,000
Total Net Position	$ 184,234,884	$ 174,024,426

The District's total net position increased to $184,234,884 in 2022-2023. This is an increase of $10,210,458.

Figure A-2
Changes in Net Position from Operating Results

	2023 Governmental Activities	2022 Governmental Activities
Revenues		
Program Revenues		
Charges for Services	$ 17,091,482	$ 15,930,539
Operating Grants and Contributions	39,612,163	41,660,382
General Revenues		
Property Taxes	74,490,616	72,683,797
State Formula Aid	111,053,226	106,983,119
Other	8,327,434	4,945,841
Total Revenues	250,574,921	242,203,678
Expenses		
Instruction	126,013,264	110,548,685
Support Services	84,045,166	72,102,989
Community Services	2,555,030	2,457,234
Nonprogram	15,621,693	761,869
Interest on Debt	2,888,399	14,723,119
Depreciation/Amortization - Unallocated	9,240,911	8,467,445
Total Expenses	240,364,463	209,061,341
Increase (Decrease) in Net Position	$ 10,210,458	$ 33,142,337

Total revenues for 2022-2023 were $250,574,921, an increase of $8,371,243, primarily due to an increase in interest income, state aids, an increase in student open enrollment into our district, and ESSER III grant funding. Total cost of programs and services of $240,364,463 was an increase of $31,303,122.

The District's expenses are predominantly related to instructing, caring for (pupil services), transporting students, and building maintenance. The district's administrative, transportation, facilities operations and business activities accounted for less than 25% of total costs.

The change in net position over the past year was an increase in net position of $10,210,458. The overall increase resulted from the sum of the increase in net position (chart above).

Governmental Activities

The continued good health of the district's finances can be credited to conservative budgeting, innovative management changes, effective use of grant funds, and savings in expenses:

- The cost of all governmental activities this year was $240,364,463.

- The users of the district's programs financed some of the cost. (7.1%).

- Certain programs were subsidized with grants and contributions from the federal and state governments (16.5%) of total budget was grant funded.

- The remaining portion of governmental activities was financed with $74,490,616 in property taxes and $111,053,226 of unrestricted state aid based on the statewide equalization aid formula.

Financial Analysis of the District's Funds

The strong financial status of the district as a whole is reflected in its general fund balance of $62,538,829 which is included in the total fund balance of all governmental funds of $175,326,450.

General Fund Budgetary Highlights

2022-2023 fiscal year included the following:

- Second year of the biennial State budget
    - No change in revenue limit
    - State aid and tax levy up slightly from the prior year

- Increase in levy for private vouchers

- Increase in interest income over prior year and over budgeted amount

- ESSER related expenses totaling $6.8 million

- Compensation increases totaling $3.7 million

- Health insurance savings totaling $1.9 million compared to budget

Capital Asset and Debt Administration

Capital Assets. By the end of the 2022-2023 fiscal year, the district had invested in a broad range of capital assets including land, buildings, athletic facilities, computer and audio-visual equipment, and other instructional or support equipment. (More detailed information about capital assets can be found in Note 2.B to the financial statements.) Total depreciation expense for the year for governmental activities was $9,240,911, of which $3,187,696 relates to amortization of right-to-use assets accounted for in accordance with GASB Statement 87.

Figure A-3
Capital Assets

	2023 Governmental Activities	2022 Governmental Activities
Construction Work in Progress	$ 5,698,589	$ 2,236,132
Land	7,840,341	7,840,341
Buildings and Improvements	159,447,994	155,627,601
Machinery and Equipment	14,206,260	13,637,216
Right-to-Use Assets (Implemented GASB 87 Effective July 1, 2021)	13,269,054	6,884,898
Accumulated Depreciation	(105,636,528)	(96,395,617)
Total	$ 94,825,710	$ 89,830,571

Long-Term Obligations

At year-end, the District had $75,202,000 in general obligation bonds and notes as well as $7,355,409 in lease liabilities, and $10,256,799 in other long-term liabilities and retirement obligations outstanding. (More detailed information about the District's long-term liabilities is presented in Note 2.D to the financial statements.)

Figure A-4
Outstanding Long-Term Obligations

	2023 Total District	2022 Total District
General Obligation Debt	$ 75,202,000	$ 6,360,000
Lease Liabilities (Implemented GASB 87 Effective July 1, 2021)	7,355,409	3,406,017
Other	10,256,799	1,357,445
Total	$ 92,814,208	$ 11,123,462

Contacting the District's Financial Management

The financial report is designed to provide the District's citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. It you have questions about this report or need additional financial information, contact the Business Office of the Appleton Area School District at 131 E. Washington Street, Suite 1A, Appleton, WI or by calling (920) 832-6128.

BASIC FINANCIAL STATEMENTS

APPLETON AREA SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2023

	Governmental Activities
ASSETS	
Cash and Investments	$ 178,233,138
Receivables:	
Taxes	15,032,075
Accounts	362,141
Leases	338,059
Due from Other Governments	9,468,085
Inventories and Prepaid Items	209,348
Capital Assets:	
Nondepreciable	13,538,930
Depreciable/Amortizable, Net	81,286,780
Total Assets	298,468,556
DEFERRED OUTFLOWS OF RESOURCES	
Loss on Advance Refunding	171,031
Pension Related Amounts	111,035,793
Other Postemployment Related Amounts	7,657,651
Total Deferred Outflows of Resources	118,864,475
LIABILITIES	
Accounts Payable	3,926,458
Accrued and Other Current Liabilities	20,403,731
Accrued Interest Payable	1,355,267
Unearned Revenues	12,135
Deposits Payable	126,668
Health and Dental Claims Payable	3,509,345
Long-Term Obligations:	
Due in One Year	12,860,114
Due in More Than One Year	79,954,094
Due in One Year - Other Postemployment Benefits Liability	2,814,643
Due in More than One Year - Other Postemployment Benefits Liability	5,982,766
Net Pension Liability	30,655,869
Total Liabilities	161,601,090
DEFERRED INFLOWS OF RESOURCES	
Pension Related Amounts	64,277,814
Other Postemployment Related Amounts	6,881,184
Leases	338,059
Total Deferred Inflows of Resources	71,497,057
NET POSITION	
Net Investment in Capital Assets	72,886,714
Restricted:	
Donations	3,837,509
Food Service	6,599,998
Community Service	605,669
Debt Service	4,080,069
Capital Projects	26,730,503
Unrestricted	69,494,422
Total Net Position	$ 184,234,884

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2023

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Total
GOVERNMENTAL ACTIVITIES				
Instruction	$ 126,013,264	$ 15,656,013	$ 20,628,792	$ (89,728,459)
Support Services	84,045,166	1,427,048	17,170,673	(65,447,445)
Community Services	2,555,030	6,600	-	(2,548,430)
Nonprogram	15,621,693	1,821	1,812,698	(13,807,174)
Interest and Fiscal Charges	2,888,399	-	-	(2,888,399)
Depreciation/Amortization - Unallocated	9,240,911	-	-	(9,240,911)
Total Governmental Activities	$ 240,364,463	$ 17,091,482	$ 39,612,163	(183,660,818)
GENERAL REVENUES				
Property Taxes				74,490,616
Other Taxes				70,424
State and Federal Aids Not Restricted to Specific Functions				111,053,226
Interest and Investment Earnings				2,910,109
Gain on Disposal of Capital Assets				17,545
Gifts and Donations				4,319,152
Miscellaneous				1,010,204
Total General Revenues				193,871,276
CHANGE IN NET POSITION				10,210,458
Net Position - Beginning of Year				174,024,426
NET POSITION - END OF YEAR				$ 184,234,884

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
BALANCE SHEET — GOVERNMENTAL FUNDS
JUNE 30, 2023

	General	Referendum Debt Service	Capital Projects
ASSETS			
Cash and Investments	$ 74,496,429	$ 5,437,787	$ 89,817,456
Receivables:			
Taxes	15,032,075	-	-
Accounts	358,736	-	-
Leases	338,059	-	-
Due from Other Funds	-	-	-
Due from Other Governments	9,333,314	-	-
Inventories and Prepaid Items	209,348	-	-
Total Assets	$ 99,767,961	$ 5,437,787	$ 89,817,456
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES			
LIABILITIES			
Accounts Payable	$ 2,171,748	$ -	$ 908,305
Accrued and Other Current Liabilities	20,394,405	-	-
Due to Other Funds	10,803,440	2,451	641,276
Unearned Revenues	12,135	-	-
Deposits Payable	-	-	-
Dental Claims Payable	3,509,345	-	-
Total Liabilities	36,891,073	2,451	1,549,581
DEFERRED INFLOWS OF RESOURCES			
Leases	338,059	-	-
FUND BALANCES			
Nonspendable	209,348	-	-
Restricted	-	5,435,336	88,267,875
Assigned	40,476,498	-	-
Unassigned	21,852,983	-	-
Total Fund Balances	62,538,829	5,435,336	88,267,875
Total Liabilities, Deferred Inflows of Resources, and Fund Balances	$ 99,767,961	$ 5,437,787	$ 89,817,456

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
BALANCE SHEET — GOVERNMENTAL FUNDS
JUNE 30, 2023

	Other Governmental Funds	Total
ASSETS		
Cash and Investments	$ 8,481,466	$ 178,233,138
Receivables:		
Taxes	-	15,032,075
Accounts	3,405	362,141
Leases	-	338,059
Due from Other Funds	11,514,772	11,514,772
Due from Other Governments	134,771	9,468,085
Inventories and Prepaid Items	-	209,348
Total Assets	$ 20,134,414	$ 215,157,618
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCES		
LIABILITIES		
Accounts Payable	$ 846,405	$ 3,926,458
Accrued and Other Current Liabilities	9,326	20,403,731
Due to Other Funds	67,605	11,514,772
Unearned Revenues	-	12,135
Deposits Payable	126,668	126,668
Dental Claims Payable	-	3,509,345
Total Liabilities	1,050,004	39,493,109
DEFERRED INFLOWS OF RESOURCES		
Leases	-	338,059
FUND BALANCES		
Nonspendable	34,345	243,693
Restricted	19,050,065	112,753,276
Assigned	-	40,476,498
Unassigned	-	21,852,983
Total Fund Balances	19,084,410	175,326,450
Total Liabilities, Deferred Inflows of Resources, and Fund Balances	$ 20,134,414	$ 215,157,618

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
RECONCILIATION OF THE BALANCE SHEET — GOVERNMENTAL FUNDS TO THE STATEMENT OF NET POSITION
JUNE 30, 2023

Total Fund Balances as Shown on Previous Page	$ 175,326,450
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used in governmental activities are not current financial resources and therefore are not reported in the funds.	94,825,710
Some deferred outflows and inflows of resources reflect changes in long-term liabilities and are not reported in the funds.	
Loss on Advance Refunding	171,031
Deferred Outflows Related to Pensions	111,035,793
Deferred Inflows Related to Pensions	(64,277,814)
Deferred Outflows Related to Other Postemployment Benefits	7,657,651
Deferred Inflows Related to Other Postemployment Benefits	(6,881,184)
Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the funds:	
Bonds and Notes Payable	(75,201,999)
Lease Liability	(7,355,409)
Premium on Debt	(9,131,224)
Compensated Absences	(1,125,576)
Other Postemployment Benefits Liability	(8,797,409)
Net Pension Liability	(30,655,869)
Accrued Interest on Long-Term Obligations	(1,355,267)
Net Position of Governmental Activities as Reported on the Statement of Net Position	$ 184,234,884

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2023

	General	Referendum Debt Service	Capital Projects
REVENUES			
Property Taxes	$ 54,353,648	$ 15,132,252	$ -
Other Local Sources	2,920,848	436,748	1,249,214
Interdistrict Sources	14,741,510	-	-
Intermediate Sources	43,118	-	-
State Sources	124,081,319	-	-
Federal Sources	19,304,016	-	-
Other Sources	716,096	-	346,930
Total Revenues	216,160,555	15,569,000	1,596,144
EXPENDITURES			
Instruction:			
Regular Instruction	71,588,126	-	-
Vocational Instruction	3,913,581	-	-
Special Education Instruction	29,557,190	-	-
Other Instruction	13,320,348	-	-
Total Instruction	118,379,245	-	-
Support Services:			
Pupil Services	13,549,613	-	-
Instructional Staff Services	12,941,618	-	-
General Administration Services	1,022,868	-	-
School Administration Services	10,134,075	-	-
Business Services	932,683	-	-
Operations and Maintenance of Plant	22,610,515	-	3,316,817
Pupil Transportation Services	6,443,542	-	-
Food Services	-	-	-
Central Services	7,900,484	-	-
Insurance	976,087	-	-
Other Support Services	6,532,164	-	-
Total Support Services	83,043,649	-	3,316,817
Debt Service:			
Principal	2,434,763	1,908,000	-
Interest and Fiscal Charges	135,579	1,872,294	11,452
Total Debt Service	2,570,342	3,780,294	11,452
Community Service	-	-	-
Nonprogram:			
General Tuition Payments	8,404,356	-	-
Special Education Tuition Payments	1,321,037	-	-
Adjustments and Refunds	332,958	-	-
Voucher Payments	5,555,080	-	-
Total Nonprogram	15,613,431	-	-
Total Expenditures	219,606,667	3,780,294	3,328,269
EXCESS OF REVENUES OVER EXPENDITURES	(3,446,112)	11,788,706	(1,732,125)
OTHER FINANCING SOURCES (USES)			
Long-Term Debt Issued	-	70,750,000	90,000,000
Proceeds from Right-to-Use Leases	6,384,156	-	-
Premium on Bonds Issued	-	9,331,924	-
Payment on Bond Anticipation Notes	-	(90,000,000)	-
Proceeds from Sale of Capital Assets	17,545	-	-
Total Other Financing Sources (Uses)	6,401,701	(9,918,076)	90,000,000
NET CHANGES IN FUND BALANCES	2,955,589	1,870,630	88,267,875
Fund Balances - Beginning of Year	59,583,240	3,564,706	-
FUND BALANCES - END OF YEAR	$ 62,538,829	$ 5,435,336	$ 88,267,875

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2023

	Other Governmental Funds	Total
	$ 5,075,140	$ 74,561,040
REVENUES	4,849,839	9,456,649
Property Taxes	-	14,741,510
Other Local Sources	-	43,118
Interdistrict Sources	105,152	124,186,471
Intermediate Sources	6,365,844	25,669,860
State Sources	833,986	1,897,012
Federal Sources		
Other Sources	17,229,961	250,555,660
Total Revenues		
EXPENDITURES	372,963	71,961,089
Instruction:	5,771	3,919,352
Regular Instruction	-	29,557,190
Vocational Instruction	1,586,110	14,906,458
Special Education Instruction	1,964,844	120,344,089
Other Instruction		
Total Instruction	130,458	13,680,071
Support Services:	78,380	13,019,998
Pupil Services	2,215	1,025,083
Instructional Staff Services	1,248,411	11,382,486
General Administration Services	-	932,683
School Administration Services	1,720,564	27,647,896
Business Services	584,367	7,027,909
Operations and Maintenance of Plant	8,448,984	8,448,984
Pupil Transportation Services	81,179	7,981,663
Food Services	-	976,087
Central Services	-	6,532,164
Insurance	12,294,558	98,655,024
Other Support Services		
Total Support Services	1,719	4,344,482
Debt Service:	-	2,019,325
Principal	1,719	6,363,807
Interest and Fiscal Charges	1,464,307	1,464,307
Total Debt Service		
Community Service		
Nonprogram:	-	8,404,356
General Tuition Payments	-	1,321,037
Special Education Tuition Payments	-	332,958
Adjustments and Refunds	-	5,555,080
Voucher Payments	-	15,613,431
Total Nonprogram	15,725,428	242,440,658
Total Expenditures		
EXCESS OF REVENUES OVER EXPENDITURES	1,504,533	8,115,002
OTHER FINANCING SOURCES (USES)		
Long-Term Debt Issued	-	160,750,000
Proceeds from Right-to-Use Leases	-	6,384,156
Premium on Bonds Issued	-	9,331,924
Payment on Bond Anticipation Notes	-	(90,000,000)
Proceeds from Sale of Capital Assets	-	17,545
Total Other Financing Sources (Uses)	-	86,483,625
NET CHANGES IN FUND BALANCES	1,504,533	94,598,627
Fund Balances - Beginning of Year	17,579,877	80,727,823
FUND BALANCES - END OF YEAR	$ 19,084,410	$ 175,326,450

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2023

Net Change in Fund Balances as Shown on Previous Page	$	94,598,627
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation/amortization expense.		
Capital Assets Reported as Capital Outlay Reported in Governmental Fund Statements		14,236,050
Depreciation/Amortization Expense Reported in the Statement of Activities		(9,240,911)
Debt issued provides current financial resources to governmental funds, but issuing debt increases long-term liabilities in the statement of net position. Repayment of bond principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net position.		
Bonds Issued		(70,750,000)
Leases Issued		(6,384,155)
Premium on Bonds Issued		(9,131,224)
Principal Payments on Bonds		1,908,000
Principal Payments on Leases		2,434,763
Some expenses reported in the statement of activities do not require the use of current financial resources and therefore are not reported as expenditures in the governmental funds:		
Accrued Interest on Long-Term Debt		(1,142,560)
Amortization of Loss on Advance Refunding		(71,123)
Compensated Absences		231,870
Net Pension Liability		(78,572,804)
Deferred Outflows of Resources Related to Pensions		21,204,187
Deferred Inflows of Resources Related to Pensions		48,720,440
Other Postemployment Benefits		866,540
Deferred Outflows of Resources Related to Other Postemployment Benefits		1,348,848
Deferred Inflows of Resources Related to Other Postemployment Benefits		(46,090)
Change in Net Position of Governmental Activities as Reported in the Statement of Activities	$	10,210,458

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
STATEMENT OF FIDUCIARY NET POSITION — PRIVATE PURPOSE TRUST FUND
JUNE 30, 2023

ASSETS		
Cash and Investments	$	312,166
Accounts Receivable		1,263
Total Assets		313,429
LIABILITIES		
Due to Primary Government		-
NET POSITION		
Nonspendable		272,372
Restricted for Scholarships		41,057
Total Net Position	$	313,429

See accompanying Notes to Basic Financial Statements.

APPLETON AREA SCHOOL DISTRICT
STATEMENT OF CHANGES IN FIDUCIAY NET POSITION — PRIVATE PURPOSE TRUST FUND
YEAR ENDED JUNE 30, 2023

ADDITIONS		
Investment Earnings	$	1,019
DEDUCTIONS		
Trust Fund Disbursements		5,025
CHANGE IN NET POSITION		(3,286)
Net Position - Beginning of Year		316,715
NET POSITION - END OF YEAR	$	313,429

See accompanying Notes to Basic Financial Statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The basic financial statements of the Appleton Area School District, Appleton, Wisconsin (the District), have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The significant accounting principles and policies utilized by the District are described below:

A. Reporting Entity

The District is organized as a unified school district. The District, governed by an elected seven-member board, operates grades K through 12 and is comprised of all or parts of seven taxing districts. In accordance with GAAP, the basic financial statements are required to include the District and any separate component units that have a significant operational or financial relationship with the District. The District has not identified any component units that are required to be included in the basic financial statements in accordance with standards.

B. District-Wide and Fund Financial Statements

The district-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Taxes and other items not properly included among program revenues are reported instead as *general revenues*.

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the district-wide financial statements. Governmental funds include general, special revenue, debt service and capital projects funds. Major individual governmental funds are reported as separate columns in the fund financial statements.

The District reports the following major governmental funds:

General Fund

This is the District's primary operating fund. It accounts for all financial resources of the general government, except those accounted for in another fund.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. District-Wide and Fund Financial Statements (Continued)

Referendum Debt Service Fund

The Debt Service Fund is used to account for the accumulation of resources that are restricted, committed, or assigned for the payment of principal and interest on long-term obligations of governmental funds.

Capital Projects Fund

The Capital Projects Fund accounts for the acquisition and construction of the District's major capital facilities and equipment.

Additionally, the District reports the following fiduciary fund type:

- The *private purpose trust fund* is used to account for resources legally held in trust for scholarship awards. Only earnings on the invested resources may be used to support the scholarships.

C. Measurement Focus and Basis of Accounting

The district-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*, as are the fiduciary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenues as soon as all eligibility requirements imposed by the provider have been met.

Governmental Funds — Financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to employee benefit programs (compensated absences) and claims and judgments, are recorded only when payment is due.

Property taxes are recognized as revenue in the fiscal year for which taxes have been levied. Tuition, grants, fees and interest associated with the current fiscal period are all considered to be susceptible to accrual and have been recognized as revenue of the current fiscal period. All other revenue items are considered to be measurable and available only when the cash is received by the District.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources, as they are needed.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position or Fund Balance

1. Cash and Investments

Cash and investments are combined in the financial statements. Cash deposits consist of demand and time deposits with financial institutions and are carried at cost. Investments are stated at fair value. Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date.

2. Property Taxes

The aggregate District tax levy is apportioned and certified in November of the current fiscal year for collection to comprising municipalities based on the immediate past October 1 full or “equalized” taxable property values. As permitted by a collecting municipality’s ordinance, taxes must be paid in full or in two or more installments with the first installment payable the subsequent January 31 and a final payment no later than the following July 31. On or before January 15, and by the 20th of each subsequent month thereafter, the District is paid by the collecting municipalities its proportionate share of tax collections received through the last day of the preceding month. On or before August 20, the county treasurer makes full settlement to the District for any remaining balance.

Property taxes are recognized as revenue in the fiscal year levied as they are considered due as of January 1, the date from which interest and penalties accrue for nonpayment of a scheduled installment, and full receipt of the entire levy is assured within 60 days of fiscal year-end, meeting the availability criteria necessary for property tax revenue recognition by accounting principles generally accepted in the United States of America.

3. Accounts Receivable

Accounts receivable are recorded at gross amounts with uncollectible amounts recognized under the direct write-off method. No allowance for uncollectible accounts has been provided since it is believed that the amount of such allowance would not be material to the basic financial statements.

4. Interfund Receivables and Payables

During the course of operations, numerous transactions occur between individual funds for goods provided or services rendered. These receivables and payables are classified as “due from other funds” and “due to other funds” in the fund financial statements.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position or Fund Balance (Continued)

5. Inventories

Inventories are recorded at cost, which approximates market, using the first-in, first-out method. Inventories consist of expendable supplies held for consumption. The cost is recorded as an expenditure at the time individual inventory items are consumed rather than when purchased.

Inventories of governmental funds in the fund financial statements are classified as nonspendable fund balance to indicate that they do not represent spendable available financial resources.

6. Prepaid Items

Payments made to vendors that will benefit periods beyond the end of the current fiscal year are recorded as prepaid items and are expensed in the periods benefitted.

Prepaid items of governmental funds in the fund financial statements are classified as nonspendable fund balance to indicate that they do not represent spendable available financial resources.

7. Capital Assets

Capital assets, which include property, plant and equipment, are reported in the district-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost of $5,000 or higher and an estimated useful life in excess of a year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Capital assets of the District are depreciated/amortized using the straight-line method over the following estimated useful lives:

Assets	Governmental Activities
Land Improvements	20 to 50 Years
Buildings and Improvements	20 to 50 Years
Machinery and Equipment	5 to 20 Years

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position or Fund Balance (Continued)

8. Compensated Absences

It is the District's policy to permit employees to accumulate earned but unused vacation and sick leave benefits in accordance with employee handbook policies and/or bargaining unit agreements. All vacation and sick leave is accrued when incurred in the district-wide statements. A liability for these amounts is reported in the governmental funds in the fund financial statements only if they have matured, for example, as a result of employee resignations and retirements.

9. Deferred Outflows/Inflows of Resources

Deferred outflows of resources are a consumption of net position by the government that is applicable to a future reporting period. Deferred inflows of resources are an acquisition of net position by the government that is applicable to a future reporting period. The recognition of those outflows and inflows as expenses or expenditures and revenues are deferred until the future periods to which the outflows and inflows are applicable.

10. Long-Term Obligations

In the district-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are expensed as incurred.

In the fund financial statements, governmental funds recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

11. Leases

The District is a lessee and lessor for various pieces of equipment and space usage.

Lessee

The District recognizes a lease liability and an intangible right-to-use lease asset in the district-wide financial statements based on the criteria dictated in GASB Statement No. 87, *Leases*.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position or Fund Balance (Continued)

11. Leases (Continued)

Lessee (Continued)

At the commencement of a lease, the District determines based on the criteria dictated in GASB Statement No. 87, *Leases*, if the lease is a financed purchased or a lease liability. Then the District initially measures the lease liability at the present value of payments expected to be made during the lease term.

Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease liabilities are reported with the long-term obligations on the statement of net position.

An intangible right-to use lease asset is initially measured as the initial amount of the lease liability adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. The intangible right-to use lease asset is amortized on a straight-line basis over the life of the lease. The intangible right-to use lease asset is reported with the District capital assets in its own category called Leased Assets (Right to Use).

The District uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the District generally uses its estimated incremental borrowing rate as the discount rate for leases.

The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the District is reasonably certain to exercise.

The District has elected to recognize payments for short-term leases with a lease term of 12 months or less as expenses as incurred, and these leases are not included as lease liabilities or right-to-use lease assets on the statements of net position.

The District monitors changes in circumstances that would require a re-measurement of its lease and will re-measure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position or Fund Balance (Continued)

11. Leases (Continued)

Lessor

The District determines if an arrangement is a lease at inception. Leases are included in lease receivables and deferred inflows of resources in the statement of net position and fund financial statements.

Lease receivables represent the District's claim to receive lease payments over the lease term, as specified in the contract, in an exchange or exchange-like transaction. Lease receivables are recognized at commencement date based on the present value of expected lease payments over the lease term. Interest revenue is recognized ratably over the contract term.

Deferred inflows of resources related to leases are recognized at the commencement date based on the initial measurement of the lease receivable, plus any payments received from the lessee at or before the commencement of the lease term that relate to future periods, less any lease incentives paid to, or on behalf of, the lessee at or before the commencement of the lease term. The deferred inflows related to leases are recognized as lease revenue in a systematic and rational manner over the lease term.

Amounts to be received under residual value guarantees that are not fixed in substance are recognized as a receivable and an inflow of resources if (a) a guarantee payment is required and (b) the amount can be reasonably estimated. Amounts received for the exercise price of a purchase option or penalty for lease termination are recognized as a receivable and an inflow of resources when those options are exercised.

The District recognizes payments received for short-term leases with a lease term of 12 months or less, including options to extend, as revenue as the payments are received. These leases are not included as lease receivables or deferred inflows on the statements of net position and fund financial statements.

The individual lease contracts do not provide information about the discount rate implicit in the lease. Therefore, the District has elected to use their incremental borrowing rate to calculate the present value of expected lease payments.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position or Fund Balance (Continued)

12. Pensions

The fiduciary net position of the Wisconsin Retirement System (WRS) has been determined using the flow of economic resources measurement focus and accrual basis of accounting. This includes for purposes of measuring the following:

- Net Pension Liability (Asset),
- Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions,
- Pension Expense (Revenue).

Information about the fiduciary net position of the WRS and additions to/deductions from WRS' fiduciary net position have been determined on the same basis as they are reported by the WRS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

13. Other Postemployment Benefits Other Than Pensions (OPEB)

Qualifying retired employees are provided with other postemployment benefits. The OPEB is a single-employer defined benefit plan administered by the District. For purposes of measuring the OPEB liability, related deferred outflows and inflows and OPEB expense, the District has used values provided by their actuary. Benefit payments are recognized when due and payable in accordance with the benefit terms.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position or Fund Balance (Continued)

14. Deferred Compensation Plan

The District offers its employees a deferred compensation plan through the Wisconsin Deferred Compensation Program created in accordance with the Internal Revenue Code Section 457. The Plan, available to all District employees, permits them to defer a portion of their salary until future years. The deferred compensation is not available to employees until termination, retirement, death, or unforeseeable emergency. Contributions to this plan are entirely from employee voluntary contributions. The District makes no employer contributions to this plan.

15. Fund Equity

Governmental Fund Financial Statements

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The following classifications describe the relative strength of the spending constraints placed on the purposes for which resources can be used:

Nonspendable Fund Balance. Amounts that are not in spendable form (such as inventory, prepaid items, or long-term receivables) or are legally or contractually required to remain intact.

Restricted Fund Balance. Amounts that are constrained for specific purposes by external parties (such as grantor or bondholders), through constitutional provisions, or by enabling legislation.

Committed Fund Balance. Amounts that are constrained for specific purposes by action of the Board of Education. These constraints can only be removed or changed by the Board of Education using the same action that was used to create them.

Assigned Fund Balance. Amounts that are constrained for specific purposes by action of District management. The Board of Education has authorized a specific employee to assign fund balance. Residual amounts in any governmental fund, other than the General Fund, are also reported as assigned.

Unassigned Fund Balance. Amounts that are available for any purpose. Positive unassigned amounts are only reported in the General Fund.

The District has adopted a fund balance spend-down policy regarding the order in which fund balance will be utilized. Where applicable, the policy requires restricted funds to be spent first, followed by committed funds, and then assigned funds. Unassigned funds would be spent last.

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

D. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position or Fund Balance (Continued)

15. Fund Equity (Continued)

District-Wide Statements

Equity is classified as net position and displayed in three components:

Net Investment in Capital Assets. Amount of capital assets, net of accumulated depreciation, and capital related deferred outflows of resources less outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets and any capital related deferred inflows of resources.

Restricted Net Position. Amount of net position that is subject to restrictions that are imposed by 1) external groups, such as creditors, grantors, contributors or laws or regulations of other governments or 2) law through constitutional provisions or enabling legislation.

Unrestricted Net Position. Net position that is neither classified as restricted nor as net investment in capital assets.

E. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates.

NOTE 2 DETAILED NOTES ON ALL FUNDS

A. Cash and Investments

The debt service and capital project funds account for their transactions through separate and distinct bank and investment accounts as required by State Statutes. In addition, the fiduciary fund uses separate and distinct accounts. All other funds share in common bank and investment accounts.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

A. Cash and Investments (Continued)

Invested cash consists of deposits and investments that are restricted by Wisconsin Statutes to the following:

> Time deposits; repurchase agreements; securities issued by federal, state and local governmental entities; statutorily authorized commercial paper and corporate securities; and the Wisconsin local government investment pool. Investments in the private-purpose trust fund may be invested in other types of investments as authorized user Wisconsin Statute 881.01, "Uniform Prudent Investor Act".

The carrying amount of the District's cash and investments totaled $178,545,304 on June 30, 2023 as summarized below:

Petty Cash and Cash on Hand	$ 8,815
Deposits with Financial Institutions	114,266,819
Investments:	
Wisconsin Investment Series Cooperative	64,269,670
Total	$ 178,545,304

Reconciliation to the basic financial statements:

Government-Wide Statement of Net Position:	
Cash and Investments	$ 178,233,138
Fiduciary Fund Statement of Net Position:	
Private Purpose Trust Fund	312,166
Total	$ 178,545,304

Fair Value Measurements

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant observable inputs; Level 3 inputs are significant unobservable inputs. The District currently has the following that are subject to fair value measurements as of June 30, 2023:

	Fair Value Measurements Using:		
	Level 1	Level 2	Level 3
Investments:			
Wisconsin Investment Series Cooperative:			
U.S. Treasury securities	$ 21,128,029	$ -	$ -

Deposits and investments of the District are subject to various risks. Presented below is a discussion of the District's deposits and investments and the related risks.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

A. Cash and Investments (Continued)

Custodial Credit Risk

Custodial credit risk for *deposits* is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The custodial credit risk for *investments* is the risk that, in the event of the failure of the counterparty (e.g., broker-dealer) to a transaction, a government will not be able to recover the value of its investment or collateral securities that are in the possession of another party. Wisconsin statutes require repurchase agreements to be fully collateralized by bonds or securities issued or guaranteed by the federal government or its instrumentalities. The District does not have an additional custodial credit policy.

Deposits with financial institutions within the state of Wisconsin are insured by the Federal Deposit Insurance Corporation (FDIC) in the amount of $250,000 for the combined amount of all time and savings deposits and $250,000 for interest-bearing and noninterest-bearing demand deposits per official custodian per insured depository institution. Deposits with financial institutions located outside the state of Wisconsin are insured by the FDIC in the amount of $250,000 for the combined amount of all deposit accounts per official custodian per depository institution. Deposits with credit unions are insured by the National Credit Union Share Insurance Fund (NCUSIF) in the amount of $250,000 per credit union member. Also, the state of Wisconsin has a State Guarantee Fund which provides a maximum of $400,000 per public depository above the amount provided by an agency of the U.S. government. However, due to the relatively small size of the State Guarantee Fund in relation to the Fund's total coverage, total recovery of insured losses may not be available.

As of June 30, 2023, $36,054,888 of the District's deposits with financial institutions were in excess of federal and state depository insurance limits. No amounts were collateralized.

Credit Risk

Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. Wisconsin statutes limit investment in securities to the top two ratings assigned by nationally recognized statistical rating organizations.

Presented below is the actual rating as of the year-end for each investment type.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

A. Cash and Investments (Continued)

Credit Risk (Continued)

Presented below is the actual rating as of the year-end for each investment type.

Investment Type	Amount	Exempt from Disclosure	AAA	Aa	Not Rated
Wisconsin Investment Series Cooperative:					
U.S. Treasuries	$ 21,128,029	$ -	$ -	$ -	$ 21,128,029
Cash Management Series	17,379,310	-	17,379,310	-	-
Investment Series	25,762,331	-	25,762,331	-	-
Totals	$ 64,269,670	$ -	$ 43,141,641	$ -	$ 21,128,029

Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer. At June 30, 2023, the District had no investments in any one issuer (other than U.S. Treasury securities and external investment pools) that represent 5% or more of total District investments.

Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

Information about the sensitivity of the fair values of the District's investments to market interest rate fluctuations is provided by the following table that shows the distribution of the District's investments by maturity:

		Remaining Maturity (in Months)			
Investment Type	Amount	12 Months or Less	13 to 24 Months	25 to 60 Months	More Than 60 Months
Wisconsin Investment Series Cooperative:					
U.S. Treasuries	$ 21,128,029	$ 21,128,029	$ -	$ -	$ -
Cash Management Series	17,379,310	17,379,310	-	-	-
Investment Series	25,762,331	25,762,331	-	-	-
Totals	$ 64,269,670	$ 64,269,670	$ -	$ -	$ -

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

A. Cash and Investments (Continued)

Investment in Wisconsin Investment Series Cooperative

The District has investments in the Wisconsin Investment Series Cooperative (WISC) of $125,303,608 at year-end consisting of $61,033,937 of deposits with financial institutions, $17,729,310 in Cash Management Series, $25,762,331 in Investment Series, and $21,128,029 in U.S. Treasuries. The Cash Management Series has no minimum investment period, allows check writing privileges, and the average dollar weighted maturity is 90 days or less. The Investment Series requires a 14-day minimum investment period and one business day withdrawal notice, and the average weighted maturity is 120 days or less.

WISC is organized by and operated exclusively for Wisconsin public schools, technical colleges, and municipal entities. WISC is not registered with the Securities and Exchange Commission, but operates under Wisconsin International Cooperate Statute, Wisconsin Statute, Section 66.031. WISC is governed by the Wisconsin Investment Series Cooperative Commission in accordance with the terms of the Intergovernmental Cooperation Agreement. WISC invests District funds in accordance with Wisconsin law. WISC investments are valued at amortized cost, which approximates market value.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

B. Capital Assets

Capital asset activity for the year ended June 30, 2023 was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Governmental Activities:				
Capital Assets, Nondepreciable:				
Land	$ 7,840,341	$ -	$ -	$ 7,840,341
Construction in Progress	2,236,132	5,126,089	1,663,632	5,698,589
Total Capital Assets, Nondepreciable	10,076,473	5,126,089	1,663,632	13,538,930
Capital Assets, Depreciable/Amortizable:				
Land Improvements	9,019,239	409,455	-	9,428,694
Buildings and Improvements	146,608,362	3,410,938	-	150,019,300
Machinery and Equipment	13,637,216	569,044	-	14,206,260
Right-to-Use Assets	6,884,898	6,384,156	-	13,269,054
Subtotals	176,149,715	10,773,593	-	186,923,308
Less Accumulated Depreciation/Amortization for:				
Land Improvements	4,112,878	439,918	-	4,552,796
Buildings and Improvements	81,729,365	3,810,876	-	85,540,241
Machinery and Equipment	8,316,641	1,802,421	-	10,119,062
Right-to-Use Assets	2,236,733	3,187,696	-	5,424,429
Subtotals	96,395,617	9,240,911	-	105,636,528
Total Capital Assets, Depreciable/Amortizable, Net	79,754,098	1,532,682	-	81,286,780
Governmental Activities Capital Assets, Net	$ 89,830,571	$ 6,658,771	$ 1,663,632	94,825,710
Less: Capital Related Debt, Less Unspent Bond Proceeds				(4,452,000)
Less: Debt Premium				(9,131,224)
Less: Construction Related Accounts Payable				(1,171,394)
Less: Lease Liabilities				(7,355,409)
Add: Loss on Advance Refunding (Capital Related Portion)				171,031
Net Investment in Capital Assets				$ 72,886,714

The District's capital assets are shared by many governmental functions. Accordingly, it was not considered practical to allocate depreciation/amortization expense.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

C. Interfund Receivables and Payables

Interfund receivables and payables between individual funds of the District, as reported in the fund financial statements, as of June 30, 2023 are detailed below:

	Interfund Receivables	Interfund Payables
To Account for Expenditures Paid and Receipts Received by Other Funds:		
Governmental Funds:		
General	$ -	$ 10,803,440
Special Revenue Funds:		
Donations	1,182,721	3,000
Indian Education	-	14,605
Food Service	4,944,919	-
General Community Service	1,225,723	-
Debt Service Funds:		
Referendum	-	2,451
Capital Project Funds:		
Other Capital Projects	-	641,276
Capital Expansion	4,161,409	50,000
Totals	$ 11,514,772	$ 11,514,772

The outstanding balances between funds result mainly from the time lag between the dates that (1) interfund goods and services are provided or reimbursable expenditures occur, (2) transactions are recorded in the accounting system, and (3) payments between funds are made.

D. Long-Term Obligations

The following is a summary of changes in long-term obligations of the District for the year ended June 30, 2023:

	Beginning Balance	Issued	Retired	Ending Balance	Due Within One Year
Governmental Activities:					
General Obligation Debt:					
Bonds	$ 6,360,000	$ 70,750,000	$ 1,908,000	$ 75,202,000	$ 10,227,000
Lease Liabilities	3,406,017	6,384,155	2,434,763	7,355,409	2,407,866
Total General Obligation Debt	9,766,017	77,134,155	4,342,763	82,557,409	12,634,866
Bond Anticipation Notes	-	90,000,000	90,000,000	-	-
Debt Premium	-	9,331,924	200,700	9,131,224	-
Compensated Absences	1,357,445	225,248	457,118	1,125,575	225,248
Governmental Activities Long-Term Obligations	$ 11,123,462	$ 176,691,327	$ 95,000,581	$ 92,814,208	$ 12,860,114

Total interest paid during the year on long-term debt totaled $980,252.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

D. Long-Term Obligations (Continued)

General Obligation Debt

General obligation debt currently outstanding is detailed as follows:

	Date of Issue	Final Maturity	Interest Rates	Original Indebtedness	Balance 6/30/23
General Obligation Bond	6/2/14	3/1/24	2.00% - 4.00%	$ 29,075,000	$ 575,000
General Obligation Bond	1/25/21	9/1/25	0.80% - 3.89%	4,585,000	2,272,000
General Obligation Bond	2/25/21	9/1/26	0.94% - 1.58%	7,636,000	1,605,000
General Obligation Bond	3/1/23	9/1/43	3.625% - 5.00%	70,750,000	$ 70,750,000
Total Outstanding General Obligation Debt					$ 75,202,000

Annual principal and interest maturities of the outstanding general obligation debt of $75,202,000 on June 30, 2023 are detailed below:

	Governmental Activities		
Year Ended June 30,	Principal	Interest	Total
2024	$ 10,227,000	$ 3,490,249	$ 13,717,249
2025	3,000,000	3,048,002	6,048,002
2026	1,450,000	2,980,621	4,430,621
2027	1,000,000	2,926,031	3,926,031
2028	1,000,000	2,876,031	3,876,031
2029-2033	50,030,000	10,245,155	60,275,155
2034-2038	3,850,000	1,329,655	5,179,655
2039-2043	4,645,000	546,766	5,191,766
Total	$ 75,202,000	$ 27,442,510	$ 102,644,510

For governmental activities, the other long-term liabilities are generally funded by the General Fund.

Prior Year Advance Refunding

In prior years, the District defeased and advance refunded portions of multiple general obligation bond issues. As a result, the refunded bonds are also considered to be defeased and the liability has been removed from the financial statements. At June 30, 2023, $19,105,000 of outstanding general obligation bonds are considered defeased.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

D. Long-Term Obligations (Continued)

Legal Margin for New Debt

The District's legal margin for creation of additional general obligation debt on June 30, 2023 was $1,024,928,046 as follows:

Equalized Valuation of the District	$ 11,001,300,460
Statutory Limitation Percentage	(x) 10%
General Obligation Debt Limitation, per Section 67.03 of the Wisconsin Statutes	1,100,130,046
Total Outstanding General Obligation Debt Applicable to Debt Limitation	75,202,000
Legal Margin for New Debt	$ 1,024,928,046

E. Leases Payable

The District leases various pieces of machinery and equipment and space usage for various terms under long-term, noncancelable lease agreements. The leases expire at various dates through 2033.

Total principal and interest costs for such leases for governmental funds were $2,570,342 for the year ended June 30, 2023. The future minimum lease payments for these agreements are as follows:

	Governmental Activities		
Year Ending June 30,	Principal	Interest	Total
2024	$ 2,407,866	$ 299,485	$ 2,707,351
2025	1,935,627	198,854	2,134,481
2026	1,443,027	130,862	1,573,889
2027	222,087	65,840	287,927
2028	210,414	56,294	266,708
2029-2033	1,136,388	127,896	1,264,284
Total Minimum Payments Required	$ 7,355,409	$ 879,231	$ 8,234,640

Right-to-use assets acquired through outstanding leases are as follows:

Buildings and Improvements	$ 2,354,887
Machinery and Equipment	10,914,167
Subtotal	13,269,054
Less Accumulated Depreciation for:	
Buildings and Improvements	160,753
Machinery and Equipment	5,263,676
Total	$ 7,844,625

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

F. Pension Plan (Continued)

WRS Pension Plan Description

The WRS is a cost-sharing multiple-employer defined benefit pension plan. WRS benefits and other plan provisions are established by Chapter 40 of the Wisconsin Statutes. Benefit terms may only be modified by the legislature. The retirement system is administered by the Wisconsin Department of Employee Trust Funds (ETF). The system provides coverage to all eligible State of Wisconsin, local government and other public employees. All employees, initially employed by a participating WRS employer on or after July 1, 2011, expected to work at least 1,200 hours a year (880 hours for teachers and school district educational support employees) and expected to be employed for at least one year from employee's date of hire are eligible to participate in the WRS.

ETF issues a standalone Annual Comprehensive Financial Report, which can be found at https://etf.wi.gov/about-etf/reports-and-studies/financial-reports-and-statements.

Additionally, ETF issued a standalone Wisconsin Retirement System Financial Report, which can also be found using the link above.

For employees beginning participation on or after January 1, 1990, and no longer actively employed on or after April 24, 1998, creditable service in each of five years is required for eligibility for a retirement annuity. Participants employed prior to 1990 and on or after April 24, 1998, and prior to July 1, 2011, are immediately vested. Participants who initially became WRS eligible on or after July 1, 2011, must have five years of creditable service to be vested.

Employees who retire at or after age 65 (54 for protective occupations and 62 for elected officials and executive service retirement plan participants if hired on or before December 31, 2016) are entitled to a retirement benefit based on a formula factor, their final average earnings, and creditable service.

Final average earnings is the average of the participant's three highest annual earnings periods. Creditable service includes current service and prior service for which a participant received earnings and made contributions as required. Creditable service also includes creditable military service. The retirement benefit will be calculated as a money purchase benefit based on the employee's contributions plus matching employer's contributions, with interest, if that benefit is higher than the formula benefit.

Vested participants may retire at or after age 55 (50 for protective occupations) and receive an actuarially-reduced benefit. Participants terminating covered employment prior to eligibility for an annuity may either receive employee-required contributions plus interest as a separation benefit or leave contributions on deposit and defer application until eligible to receive a retirement benefit.

The WRS also provides death and disability benefits for employees.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

F. Pension Plan (Continued)

Postretirement Adjustments

The Employee Trust Funds Board may periodically adjust annuity payments from the retirement system based on annual investment performance in accordance with s. 40.27, Wis. Stat. An increase (or decrease) in annuity payments may result when investment gains (losses), together with other actuarial experience factors, create a surplus (shortfall) in the reserves, as determined by the system's consulting actuary. Annuity increases are not based on cost of living or other similar factors. For Core annuities, decreases may be applied only to previously granted increases. By law, Core annuities cannot be reduced to an amount below the original, guaranteed amount (the floor) set at retirement. The Core and Variable annuity adjustments granted during recent years are as follows:

Year Ending June 30,	Core Fund Adjustment %	Variable Fund Adjustment %
2013	(9.6)	9
2014	4.7	25
2015	2.9	2
2016	0.5	(5)
2017	2.0	4
2018	2.4	17
2019	0.0	(10)
2020	1.7	21
2021	5.1	13
2022	7.4	15

Contributions

Required contributions are determined by an annual actuarial valuation in accordance with Chapter 40 of the Wisconsin Statutes. The employee required contribution is one-half of the actuarially determined contribution rate for general category employees, including teachers, executives and elected officials. Starting on January 1, 2016, the executives and elected officials category was merged into the general employee category. Required contributions for protective employees are the same rate as general employees. Employers are required to contribute the remainder of the actuarially determined contribution rate. The employer may not pay the employee required contribution unless provided for by an existing collective bargaining agreement.

During the reporting period ending June 30, 2023, the WRS recognized $7,050,008 in contributions from the District.

Contribution rates for the reporting period are:

Employee Category	Employee	Employer
General (Including Teachers, Executives, and Elected Officials)	6.80 %	6.80 %

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

F. Pension Plan (Continued)

Pension Assets, Liabilities, Pension Expense (Revenue), and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2023, the District reported a liability of $30,655,869 for its proportionate share of the net pension liability. The net pension liability was measured as of December 31, 2022, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of December 31, 2021 rolled forward to December 31, 2022. No material changes in assumptions or benefit terms occurred between the actuarial valuation date and the measurement date. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating employers. At December 31, 2022, the District's proportion was 0.57866334%, which was a decrease of 0.01582601% from its proportion measured as of December 31, 2021.

For the year ended June 30, 2023, the District recognized pension expense of $15,642,630.

At June 30, 2023, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 48,825,301	$ 64,145,483
Net Differences Between Projected and Actual Earnings on Pension Plan Investments	52,077,243	-
Changes in Assumptions	6,028,212	-
Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	456,147	132,331
Employer Contributions Subsequent to the Measurement Date	3,648,890	-
Total	$ 111,035,793	$ 64,277,814

$3,648,890 reported as deferred outflows related to pension resulting from the District's contributions subsequent to the measurement date will be recognized as a reduction of the net pension asset in the year ended June 30, 2024. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pension will be recognized in pension expense as follows:

Year Ending June 30,	Expense
2024	$ 1,827,545
2025	8,948,550
2026	9,210,420
2027	23,122,574
Total	$ 43,109,089

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

F. Pension Plan (Continued)

Actuarial Assumptions

The total pension liability in the December 31, 2022, actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Actuarial Valuation Date:	December 31, 2021
Measurement Date of Net Pension Liability:	December 31, 2022
Experience Study:	January 1, 2018 - December 31, 2020 Published November 19, 2021
Actuarial Cost Method:	Entry Age Normal
Asset Valuation Method:	Fair Value
Long-Term Expected Rate of Return:	6.8%
Discount Rate:	6.8%
Salary Increases:	
Wage Inflation	3.0%
Seniority/Merit	0.1% - 5.6%
Mortality	2020 WRS Experience Mortality Table
Postretirement Adjustments*	1.7%

* No postretirement adjustment is guaranteed. Actual adjustments are based on recognized investment return, actuarial experience and other factors. 1.7% is the assumed annual adjustment based on the investment return assumption and the postretirement discount rate.

Actuarial assumptions are based upon an experience study conducted in 2021 that covered a three-year period from January 1, 2018 to December 31, 2020. The total pension liability for December 31, 2022 is based upon a roll forward of the liability calculated from the December 31, 2021 actuarial valuation.

Long-Term Expected Return on Plan Assets. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

F. Pension Plan (Continued)

Actuarial Assumptions (Continued)

	Current Asset Allocation %	Long-Term Expected Nominal Rate of Return %	Long-Term Expected Real Rate of Return %
Core Fund Asset Class:			
Public Equities	48.0 %	7.6 %	5.0 %
Public Fixed Income	25.0	5.3	2.7
Inflation Sensitive Assets	19.0	3.6	1.1
Real Estate	8.0	5.2	2.6
Private Equity/Debt	15.0	9.7	6.9
Cash	(15.0)	N/A	N/A
Total Core Fund	100.0	7.4	4.8
Variable Fund Asset Class:			
U.S. Equities	70.0	7.2	4.6
International Equities	30.0	8.1	5.5
Total Variable Fund	100.0	7.7	5.1

New England Pension Consultants Long-Term US CPI (Inflation) Forecast: 2.5%

Asset Allocations are managed within established ranges, target percentages may differ from actual monthly allocations.

The investment policy used for the Core Fund involves reducing equity exposure by leveraging lower-volatility assets, such as fixed income securities. This results in an asset allocation beyond asset allocation beyond 100%. Currently, an asset allocation target of 15% policy leverage is used, subject to an allowable range of up to 20%.

Single Discount Rate. A single discount rate of 6.8% was used to measure the total pension liability for the current and prior year. This single discount rate is based on the expected rate of return on pension plan investments of 6.8% and a municipal bond rate of 4.05% (Source: Fixed-income municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds as reported in Fidelity Index's "20-year Municipal GO AA Index" as of December 31, 2022. In describing this index, Fidelity notes that the Municipal Curves are constructed using option-adjusted analytics of a diverse population of over 10,000 tax exempt securities.) Because of the unique structure of WRS, the 6.8% expected rate of return implies that a dividend of approximately 1.7% will always be paid. For purposes of the single discount rate, it was assumed that the dividend would always be paid. The projection of cash flows used to determine this single discount rate assumed that plan members contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. Based on these assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments (including expected dividends) of current plan members.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

F. Pension Plan (Continued)

Actuarial Assumptions (Continued)

Therefore, the municipal bond rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's proportionate share of the net pension liability (asset) to changes in the discount rate. The following presents the District's proportionate share of the net pension liability (asset) calculated using the discount rate of 6.8%, as well as what the District's proportionate share of the net pension liability (asset) would be if it were calculated using a discount rate that is one-percentage-point lower (5.8%) or one-percentage-point higher (7.8%) than the current rate:

	One Percent Decrease to Discount Rate (5.8%)	Current Discount Rate (6.8%)	One Percent Increase to Discount Rate (7.8%)
District's Proportionate Share of the Net Pension Liability (Asset)	$ 101,745,831	$ 30,655,869	$ (18,247,927)

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in separately issued financial statements available at https://etf.wi.gov/about-etf/reports-andstudies/financial-reports-and-statements.

Payable to the Pension Plan

The District reported a payable of $-0- for the outstanding amount of contributions to the pension plan for the year ended June 30, 2023.

G. Other Postemployment Benefits

Plan Description

The Plan is a single-employer defined benefit postemployment health plan that covers retired employees of the District. Eligible retired employees have access to group medical coverage through the District's group plan. District paid medical benefits are paid for as indicated below. No assets are accumulated in a trust that meets the criteria in paragraph 4 of Statement 75. Separate financial statements are not issued by the plan. All employees of the District are eligible for the Plan if they meet the following age and service requirements below.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

G. Other Postemployment Benefits (Continued)

Benefits Provided (Continued)

Union/Group	Attained Age	Retirees on or before Applicable Date	Service	District Contribution
Teachers/ Administrators	55 56 57 58	6/30/2014 6/30/2016 6/30/2018 After 6/30/2018	10	For retirees prior to July 1, 2015, the District shall pay 88% of the group health insurance premium and any increases occurring during the first 96 months of premium payments for the plan (single or family) in which the teacher was enrolled at the time of retirement at a ratio of one year's premium for each five years of service (one year's premium for each three years of service for service prior to July 1, 2015) in the District, to a maximum premium payment of service prior to July 1, 2015) in the District, 120 months or to age 65, whichever is sooner. Retirees may continue in the plan by paying 100% of the premium. For retirees prior to June 30, 2007, the District shall pay health insurance premiums for up to 10 years or age 65, whichever is sooner, for any teacher who voluntarily retires pursuant to the Teacher Emeritus Program, in addition to the benefits above. Retirees may continue in the plan by paying 100% of the premium. For retirees after July 1, 2015, retirees may continue in the plan by paying 100% of the premium.
Secretary/ Clerical	55 56 57 58	6/30/2014 6/30/2016 6/30/2018 After 6/30/2018	10	For retirees prior to July 1, 2015, the District shall pay 91% of the premium for one year for every eight years of continuous service, up to three years after 24 years of continuous service. Retirees may continue in the plan by paying 100% of the premium. For retirees after July 1, 2015, retirees may continue in the plan by paying 100% of the premium.

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

G. Other Postemployment Benefits (Continued)

Benefits Provided (Continued)

Union/Group	Attained Age	Retirees on or before Applicable Date	Service	District Contribution
Maintenance	55	6/30/2014	10	For retirees prior to July 1, 2015, the District shall pay 88% of the premium for one year for every eight years of continuous service, up to three years after 24 years of continuous service. Retirees may continue in the plan by paying 100% of the premium. For retirees after July 1, 2015, retirees may continue in the plan by paying 100% of the premium.
	56	6/30/2016		
	57	6/30/2018		
	58	After 6/30/2018		
Para-Professionals	55	6/30/2014	10	For retirees prior to July 1, 2015, the District shall pay 91% of the premium for one year for every 12 years of continuous service, up to two years after 24 years of continuous service. Retirees may continue in the plan by paying 100% of the premium. For retirees after July 1, 2015, retirees may continue in the plan by paying 100% of the premium.
	56	6/30/2016		
	57	6/30/2018		
	58	After 6/30/2018		
Administrative Support Unit	55	6/30/2014	10	For retirees prior to July 1, 2015, the District shall pay pay 88% of the premium for one year for every six years of continuous service up to six years after 36 years of continuous service. Retirees may continue in the plan by paying 100% of the premium. For retirees after July 1, 2015, retirees may continue in the plan by paying 100% of the premium.
	56	6/30/2016		
	57	6/30/2018		
	58	After 6/30/2018		

Employees Covered by Benefit Terms

At July 1, 2022, the following employees were covered by the benefit terms:

Inactive Employees or Beneficiaries Currently Receiving Benefit Payments	67
Active Employees	1,836
Total	1,903

Total OPEB Liability

The District's total OPEB liability was measured as of June 30, 2021 and was determined by an actuarial valuation as of June 30, 2022.

Actuarial Assumptions. The total OPEB liability in the June 30, 2021 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

G. Other Postemployment Benefits (Continued)

Total OPEB Liability (Continued)

Actuarial Cost Method:	Entry Age Normal
Salary Increases:	0.2% to 5.6% (based on longevity)
Discount Rate:	2.16%
Healthcare Cost Trend Rates:	2021 - 9.40%
	2022 - 5.50%
	2023 - 5.30%
	2024 - 5.00%
	Ultimate - 3.70%

Mortality rates are the same as those used in the December 2020 Wisconsin Retirement System's annual report.

The actuarial assumptions used in the June 30, 2021 valuation were based on the "Wisconsin Retirement System 2018 - 2020 Experience Study".

Discount Rate. The discount rate used to measure the total OPEB liability was 3.54% as opposed to a discount rate of 2.16% in prior year. The projection of cash flows used to determine the discount rate assumed that District contributions will be made at rates equal to the actuarially determined contribution rates.

Changes in the Total OPEB Liability

	Increase (Decrease) Total OPEB Liability
Balance at July 1, 2021	$ 9,663,949
Changes for the Year:	
Service Cost	715,622
Interest	191,340
Effect of Liability Gains or Losses	2,178,033
Effect of Assumptions Changes or Inputs	(892,736)
Benefit Payments	(3,058,799)
Net Changes	(866,540)
Balance at June 30, 2022	$ 8,797,409

Sensitivity of the total OPEB liability to changes in the discount rate. The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is one-percentage-point lower (2.54%) or one-percentage-point higher (4.54%) than the current rate:

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

G. Other Postemployment Benefits (Continued)

Changes in the Total OPEB Liability (Continued)

	One Percent Decrease to Discount Rate (2.54%)	Current Discount Rate (3.54%)	One Percent Increase to Discount Rate (4.54%)
Total OPEB Liability	$ 9,437,397	$ 8,797,409	$ 8,196,031

Sensitivity of the total OPEB liability to changes in the healthcare cost trend rates. The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are one-percentage-point lower or one-percentage-point higher than the current healthcare cost trend rates:

	One Percent Decrease	Healthcare Cost Trend Rates	One Percent Increase
Total OPEB Liability	$ 7,837,306	$ 8,797,409	$ 9,933,823

Funding Policy

The entire cost of these benefits is paid by the District. Benefits are currently funded on a pay-as-you-go basis and no assets exist to prefund retiree benefits.

OPEB Expense and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2023, the District recognized OPEB expense of $645,345.

At June 30, 2023, the District reported deferred outflows and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences Between Expected and Actual Experience	$ 2,658,734	$ 5,451,968
Changes in Assumptions	2,184,274	1,429,216
District Contributions Subsequent to the Measurement Date	2,814,643	-
Total	$ 7,657,651	$ 6,881,184

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

G. Other Postemployment Benefits (Continued)

OPEB Expense and Deferred Inflows of Resources Related to OPEB (Continued)

$2,814,643 reported as deferred outflows related to OPEB resulting from the District's contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ended June 30, 2023, and reported in the year ended June 30, 2024. Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in other postemployment benefits expense as follows:

Year Ending June 30,	Expense
2024	$ (261,617)
2025	(261,617)
2026	(261,617)
2027	(261,617)
2028	(215,331)
Thereafter	(776,377)
Total	$ (2,038,176)

Payable to the OPEB Plan

At June 30, 2023, the District reported no outstanding contribution to the Plan required for the year ended June 30, 2023.

H. Fund Equity

Nonspendable Fund Balance

In the fund financial statements, portions of the governmental fund balances are amounts that cannot be spent because they are either 1) not in spendable form or 2) legally or contractually required to be maintained intact. At June 30, 2023, nonspendable fund balance was as follows:

	General	Donations
Nonspendable:		
Inventories and Prepaid Items	$ 209,348	$ -
Legally Required to Remain Intact	-	34,345
Total Nonspendable Fund Balance	$ 209,348	$ 34,345

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

H. Fund Equity (Continued)

Restricted Fund Balance

In the fund financial statements, portions of governmental fund balances are not available for appropriation or are legally restricted for use for a specific purpose. At June 30, 2023, restricted fund balance was as follows:

Special Revenue Funds:	
Restricted for:	
Scholarships	$ 3,803,164
Food Service	6,599,998
Community Service	605,669
Total Special Revenue Fund Restricted Fund Balance	11,008,831
Debt Service Funds:	
Restricted for:	
Referendum Long-Term Debt Retirement	5,435,336
Capital Project Funds:	
Restricted for:	
Other Capital Projects	88,267,875
Long-Term Capital Improvement	3,828,523
Capital Expansion	4,212,711
Total Capital Projects Fund Restricted Fund Balance	96,309,109
Total Restricted Fund Balance	$ 112,753,276

Assigned Fund Balance

Portions of governmental fund balances have been assigned to represent tentative management plans that are subject to change. At June 30, 2023, fund balance was assigned as follows:

General Fund:	
Assigned for:	
Retiree Health Insurance	$ 1,312,770
Building Carryover	1,126,263
Health Reimbursement Accounts Carryover	1,343,991
Cash Flows Assigned for Subsequent Year	25,990,893
Post Retirement Defined Contribution	2,308,820
Self-Funded Dental	527,010
Self-Funded Health	3,822,422
Technology Services RLE Carryover	462,829
COVID Related Expenses	3,581,500
Total	$ 40,476,498

NOTE 2 DETAILED NOTES ON ALL FUNDS (CONTINUED)

H. Fund Equity (Continued)

Restricted Fiduciary Fund Net Position

In the fund financial statements, portions of fiduciary fund net position are not available for appropriation or are legally restricted for use for a specific purpose. At June 30, 2023, restricted fiduciary fund net position was as follows:

Fiduciary Funds:	
Restricted for Scholarships	$ 41,057

NOTE 3 OTHER INFORMATION

A. Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; and natural disasters for which the government carries commercial insurance. The District completes an annual review of its insurance coverage to ensure adequate coverage. The amount of actual settlements has not exceeded the insurance coverage amounts in any of the three most recent years.

In addition to the above, the District accounts for the following risk management program in the General Fund:

Self-Funded Insurance Programs

The District has a self-insured health and dental benefit plans for its employees. The Plan administrators are responsible for the approval, processing, and payment of claims, after which they bill the District's trustee for reimbursement. The District is also responsible for a monthly administrative fee. The Plans report on a fiscal year ending June 30, 2023.

As part of the health care coverage of the plan, the District purchases stop-loss coverage, which pays claims in excess of $100,000 per individual or 125% of the annual estimated claims as provided by the administrator. The District has no stop-loss coverage of dental care coverage of the plan.

Accounting and budgeting requirements for the Plan are established by the Wisconsin Department of Public Instruction. Currently, the Plan is accounted for in the General Fund of the District.

NOTE 3 OTHER INFORMATION (CONTINUED)

A. Risk Management (Continued)

Self-Funded Insurance Programs (Continued)

Dental Plan

At June 30, 2023, the District has reported a dental claim liability of $147,328 which represents reported and unreported claims which were incurred on or before June 30, 2023, but were not paid by the District as of that date. The amounts not reported to the District were determined by the Plan administrator. Changes in the claims liability for the years ended June 30, 2022 and June 30, 2023 are as follows:

	Liability July 1	Current Year Claims and Changes in Estimates	Claims Payments	Liability June 30
2023	$ 247,627	$ 2,261,580	$ 2,361,879	$ 147,328
2022	132,773	2,561,575	2,446,721	247,627

Health Plan

The District's self funded health plan was established as of January 1, 2023. At June 30, 2023, the District has reported a health claim liability of $3,362,017 which represents reported and unreported claims which were incurred on or before June 30, 2023, but were not paid by the District as of that date. The amounts not reported to the District were determined by the Plan administrator. Changes in the claims liability for the year ended June 30, 2023 is as follows:

	Liability July 1	Current Year Claims and Changes in Estimates	Claims Payments	Liability June 30
2023	$ -	$ 15,246,294	$ 11,884,277	$ 3,362,017

B. Contingencies

The District participates in a number of federal and state assisted grant programs. These programs are subject to program compliance audits by the grantors or their representatives. Accordingly, the District's compliance with applicable grant requirements will be established at some future date. The amount, if any, of expenditures which may be disallowed by the granting agencies cannot be determined at this time although the District expects such amounts, if any, to be immaterial.

From time-to-time, the District is party to other various pending claims and legal proceedings. Although the outcome of such matters cannot be forecast with certainty, management is unaware of any such claims or proceedings that will have a material adverse effect on the District's financial position or results of operations.

NOTE 3 OTHER INFORMATION (CONTINUED)

C. Limitation on School District Revenues

Wisconsin Statutes limit the amount of revenues a school district may derive from general school aids and property taxes unless a higher amount is approved by a referendum.

This limitation does not apply to revenue needed for payment of any general obligation debt service (including refinanced debt) authorized by either of the following:

- A resolution of the school board or by referendum prior to August 12, 1993.
- A referendum on or after August 12, 1993.

REQUIRED SUPPLEMENTARY INFORMATION

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE — BUDGET AND ACTUAL — GENERAL FUND — BUDGETARY BASIS
YEAR ENDED JUNE 30, 2023

	Budget			Variance Final Budget - Positive
	Original	Final	Actual	(Negative)
REVENUES				
Property Taxes	$ 54,283,224	$ 54,283,224	$ 54,353,648	$ 70,424
Other Local Sources	1,500,000	2,146,722	2,880,854	734,132
Interdistrict Sources	15,167,108	15,167,108	14,495,978	(671,130)
Intermediate Sources	5,000	124,843	21,992	(102,851)
State Sources	113,180,953	113,739,530	114,227,023	487,493
Federal Sources	11,975,000	10,415,604	13,333,703	2,918,099
Other Sources	550,000	641,873	716,096	74,223
Total Revenues	196,661,285	196,518,904	200,029,294	3,510,390
EXPENDITURES				
Instruction:				
Regular Instruction	75,015,712	75,931,812	71,588,126	4,343,686
Vocational Instruction	3,921,924	4,044,514	3,913,581	130,933
Other Instruction	15,446,237	15,084,815	13,224,833	1,859,982
Total Instruction	94,383,873	95,061,141	88,726,540	6,334,601
Support Services:				
Pupil Services	9,124,124	9,380,848	9,353,217	27,631
Instructional Staff Services	10,619,203	11,292,218	11,979,867	(687,649)
General Administration Services	3,771,512	2,513,710	1,022,868	1,490,842
School Administration Services	10,260,329	10,479,697	10,133,950	345,747
Business Services	1,096,970	1,109,470	878,424	231,046
Operations and Maintenance of Plant	17,093,191	17,875,572	22,721,502	(4,845,930)
Pupil Transportation Services	3,728,171	3,836,504	4,086,046	(249,542)
Central Services	3,369,033	3,467,207	7,897,220	(4,430,013)
Insurance	1,255,000	1,255,000	976,087	278,913
Other Support Services	6,596,152	7,278,656	6,529,892	748,764
Total Support Services	66,913,685	68,488,882	75,579,073	(7,090,191)
Debt Service:				
Principal	3,195,350	3,069,458	2,413,279	656,179
Nonprogram:				
General Tuition Payments	8,364,190	8,359,190	8,404,356	(45,166)
Adjustments and Refunds	75,000	75,000	332,958	(257,958)
Voucher Payments	5,000,000	5,000,000	5,555,080	(555,080)
Total Nonprogram	13,439,190	13,434,190	14,292,394	(858,204)
Total Expenditures	177,932,098	180,053,671	181,011,286	(957,615)
EXCESS OF REVENUES OVER EXPENDITURES	18,729,187	16,465,233	19,018,008	2,552,775
OTHER FINANCING SOURCES (USES)				
Proceeds from Sale of Capital Assets	7,500	11,400	17,545	6,145
Transfers Out	(22,001,893)	(22,001,893)	(22,464,120)	(462,227)
Total Other Financing Sources (Uses)	(21,994,393)	(21,990,493)	(16,062,419)	5,928,074
NET CHANGE IN FUND BALANCE	(3,265,206)	(5,525,260)	2,955,589	8,480,849
Fund Balance - Beginning of Year	59,583,240	59,583,240	59,583,240	-
FUND BALANCE - END OF YEAR	$ 56,318,034	$ 54,057,980	$ 62,538,829	$ 8,480,849

See accompanying Notes to Required Supplementary Information.

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE — BUDGET AND ACTUAL — SPECIAL EDUCATION REVENUE FUND — BUDGETARY BASIS
YEAR ENDED JUNE 30, 2023

	Budget			Variance Final Budget - Positive
	Original	Final	Actual	(Negative)
REVENUES				
Other Local Sources	$ 4,500	$ 43,914	$ 39,994	$ (3,920)
Interdistrict Sources	325,000	325,000	245,532	(79,468)
Intermediate Sources	12,500	12,500	21,126	8,626
State Sources	10,500,607	10,554,110	9,854,296	(699,814)
Federal Sources	5,750,000	5,653,460	5,970,313	316,853
Total Revenues	16,592,607	16,588,984	16,131,261	(457,723)
EXPENDITURES				
Instruction:				
Regular Instruction	-	46,511	-	46,511
Special Education Instruction	29,216,334	29,585,936	29,557,190	28,746
Other Instruction	79,818	79,818	95,515	(15,697)
Total Instruction	29,296,152	29,712,265	29,652,705	59,560
Support Services:				
Pupil Services	4,532,936	4,535,072	4,196,396	338,676
Instructional Staff Services	-	975,889	961,751	14,138
General Administration Services	1,021,780	1,021,722	-	1,021,722
School Administration Services	1,000	1,000	125	875
Business Services	55,000	-	54,259	(54,259)
Operations and Maintenance of Plant	31,489	31,489	36,357	(4,868)
Pupil Transportation Services	2,245,782	2,245,782	2,357,496	(111,714)
Central Services	4,200	4,213	3,264	949
Other Support Services	-	2,354	2,272	82
Total Support Services	7,892,187	8,817,519	7,611,920	1,205,599
Debt Service				
Principal	10,000	10,000	9,719	281
Total Debt Service	10,000	10,000	9,719	281
Nonprogram:				
Special Education Tuition Payments	433,000	438,000	1,321,037	(883,037)
Total Expenditures	37,631,339	38,977,784	38,595,381	382,403
DEFICIENCY OF REVENUES OVER (UNDER) EXPENDITURES	(21,038,732)	(22,388,801)	(22,464,120)	(75,319)
OTHER FINANCING SOURCES				
Transfers In	22,001,893	22,001,893	22,464,120	462,227
NET CHANGE IN FUND BALANCE	963,161	(386,908)	-	386,908
Fund Balance - Beginning of Year	-	-	-	-
FUND BALANCE - END OF YEAR	$ 963,161	$ (386,908)	$ -	$ 386,908

See accompanying Notes to Required Supplementary Information.

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF CHANGES IN TOTAL OPEB LIABILITY AND RELATED RATIOS
LAST 10 FISCAL YEARS *

	2023	2022	2021	2020	2019	2018
Total OPEB Liability:						
Service Cost	$ 715,622	$ 921,170	$ 732,702	$ 1,339,310	$ 1,295,633	$ 1,402,339
Interest	191,340	342,480	525,063	867,258	854,123	748,236
Changes of Benefit Terms	-	-	-	(5,562,388)	-	-
Differences Between Expected and Actual Experience	2,178,033	(4,844,189)	933,795	(2,326,379)	-	-
Changes of Assumptions	(892,736)	155,225	1,127,766	1,998,670	(377,238)	(972,006)
Benefit Payments	(3,058,799)	(2,956,621)	(3,058,799)	(3,173,057)	(3,356,722)	(3,582,737)
Net Change in Total OPEB Liability	(866,540)	(6,381,935)	260,527	(6,856,586)	(1,584,204)	(2,404,168)
Total OPEB Liability - Beginning of Year	9,663,949	16,045,884	15,785,357	22,641,943	24,226,147	24,226,147
Total OPEB Liability - End of Year	$ 8,797,409	$ 9,663,949	$ 16,045,884	$ 15,785,357	$ 22,641,943	$ 21,821,979
Covered Employee Payroll	$ 109,064,251	$ 109,064,251	$ 99,460,287	$ 98,938,195	$ 101,457,415	$ 95,813,152
District's Total OPEB Liability as a Percentage of Covered Employee Payroll	8%	9%	16%	16%	22%	23%

* The amounts presented for each fiscal year were determined as of the current fiscal year-end. Amounts for prior years were not available.

See accompanying Notes to Required Supplementary Information.

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF PROPORTIONATE SHARE OF THE NET PENSION LIABILITY (ASSET) — WISCONSIN RETIREMENT SYSTEM
LAST 10 MEASUREMENT YEARS

Plan Fiscal Year Ending	Proportion of the Net Pension Liability (Asset)	Proportionate Share of the Net Pension Liability (Asset)	Covered Payroll (Plan year)	Proportionate Share of the Net Pension Liability (Asset) as a Percentage of Covered Payroll	Plan Fiduciary Net Position as a Percentage of the Total Pension Liability (Asset)
12/31/14	0.63069221 %	$ (15,491,526)	$ 87,953,382	17.61 %	102.74 %
12/31/15	0.62692309	10,187,379	88,611,191	11.50	98.20
12/31/16	0.62549638	5,155,584	90,249,176	5.71	99.12
12/31/17	0.62525994	(18,564,709)	93,206,041	19.92	102.93
12/31/18	0.62830619	22,353,164	97,264,608	22.98	96.45
12/31/19	0.62502742	(20,153,737)	98,543,402	20.45	102.96
12/31/20	0.60913062	(38,028,869)	97,198,588	39.12	105.26
12/31/21	0.59448935	(47,916,935)	101,451,385	47.23	106.02
12/31/22	0.57866334	30,655,869	102,630,633	29.87	95.72

SCHEDULE OF CONTRIBUTIONS
WISCONSIN RETIREMENT SYSTEM
LAST 10 FISCAL YEARS

District Fiscal Year Ending	Contractually Required Contributions	Contributions in Relation to the Contractually Required Contributions	Contribution Deficiency (Excess)	Covered Payroll (Fiscal year)	Contributions as a Percentage of Covered Payroll
6/30/15	$ 6,073,215	$ 6,073,215	$ -	$ 88,362,345	6.87 %
6/30/16	5,933,997	5,933,997	-	88,923,093	6.67
6/30/17	6,242,053	6,242,053	-	92,790,864	6.73
6/30/18	6,453,759	6,453,759	-	95,813,152	6.74
6/30/19	6,697,786	6,697,786	-	101,457,415	6.60
6/30/20	6,588,227	6,588,227	-	98,938,195	6.66
6/30/21	6,607,175	6,607,175	-	99,460,287	6.64
6/30/22	6,660,119	6,660,119	-	109,064,251	6.11
6/30/23	7,050,008	7,050,008	-	105,422,929	6.68

See accompanying Notes to Required Supplementary Information.

NOTE 1 WISCONSIN RETIREMENT SYSTEM

There were no changes of benefit terms for any participating employer in the WRS.

Changes of assumptions:

Based on a three-year experience study conducted in 2021 covering January 1, 2018 through December 31, 2020, the ETF Board adopted assumption changes that were used to measure the total pension liability beginning with the year-end December 31, 2021, including the following:

- Lowering the long-term expected rate of return from 7.0% to 6.8%
- Lowering the discount rate from 7.0% to 6.8%
- Lowering the wage inflation rate from 3.2% to 3.0%
- Lowering the price inflation rate from 2.5% to 2.4%
- Lowering the postretirement adjustments from 1.9% to 1.7%
- Mortality assumptions were changed to reflect updated trends by transitioning from the Wisconsin 2018 Mortality Table to the 2020 WRS Experience Mortality Table.

Based on a three-year experience study conducted in 2018 covering January 1, 2015 through December 31, 2017, the ETF Board adopted assumption changes that were used to measure the total pension liability beginning with the year ended December 31, 2018, including the following:

- Lowering the long-term expected rate of return from 7.2% to 7.0%
- Lowering the discount rate from 7.2% to 7.0%
- Lowering the wage inflation rate from 3.2% to 3.0%
- Lowering the price inflation rate from 2.7% to 2.5%
- Lowering the postretirement adjustments from 2.1% to 1.9%
- Mortality assumptions were changed to reflect updated trends by transitioning from the Wisconsin 2012 Mortality table to the Wisconsin 2018 Mortality Table.

The amounts reported for each fiscal year were determined as of the calendar year-end that occurred within the fiscal year. The District is required to present the last ten fiscal years of data; however, accounting standards allow the presentation of as many years as are available until ten fiscal years are presented.

NOTE 2 OTHER POSTEMPLOYMENT BENEFIT PLANS

There were no changes in benefit terms. The discount rate assumption used to develop the total OPEB liability changed from the prior year. Please refer to the actuarial assumptions section in the notes to the financial statements for additional information. The amounts reported for each fiscal year were determine as of June 30 of the prior fiscal year-end. No assets have been accumulated in an irrevocable trust.

The District is required to present the last 10 fiscal years of data; however, accounting standards allow the presentation of as many years as are available until ten fiscal years are presented.

NOTE 3 BUDGETS AND BUDGETARY ACCOUNTING

Operating budgets are adopted each fiscal year for all governmental funds in accordance with Section 65.90 of the Wisconsin Statutes. Budgetary expenditure control is exercised at the function level. Reported budget amounts are as originally adopted or as amended by Board of Education resolution.

The District follows these procedures in establishing the budgetary data reflected in the basic financial statements.

- Based upon requests from District staff, District administration recommends budget proposals to the Board of Education.
- The Board of Education prepares a proposed budget including proposed expenditures and the means of financing them for the July 1 through June 30 fiscal year.
- A public notice is published containing a summary of the budget and identifying the time and place where a public hearing will be held on the proposed budget.
- Pursuant to the public budget hearing, the Board of Education may make alterations to the proposed budget.
- Once the Board of Education (following the public hearing) adopts the budget, no changes may be made in the amount of tax to be levied or in the amount of the various appropriations and the purposes of such appropriations unless authorized by a ⅔ vote of the entire Board of Education.
- Appropriations lapse at year-end unless authorized as a carryover by the Board of Education. The portion of fund balance representing carryover appropriations is reported as a committed or assigned fund balance in the fund financial statements.
- Encumbrance accounting is used by the District as an extension of formal budgetary control during the year.
- The DPI requires the District to separate special education revenues and expenditures from other General Fund amounts.

The District did not have any material violation of legal or contractual provisions for the fiscal year ended June 30, 2023.

NOTE 3 BUDGETS AND BUDGETARY ACCOUNTING (CONTINUED)

Excess of Expenditure Over Budget Appropriations

The following expenditure accounts of the governmental funds had actual expenditures in excess of budget appropriations for the year ended June 30, 2023.

Funds	Excess Expenditures
General Fund:	
Support Services:	
Instructional Staff Services	$ 687,649
Operations and Maintenance of Plant	4,845,930
Pupil Transportation Services	249,542
Central Services	4,430,013
Nonprogram:	
General Tuition Payments	45,166
Adjustments and Refunds	257,958
Vouchers Payments	555,080
Transfers Out	462,227
Special Education Fund:	
Instruction:	
Other Instruction	15,697
Support Services:	
Business Services	54,259
Operations and Maintenance of Plant	4,868
Pupil Transportation Services	111,714
Nonprogram:	
Special Education Tuition Payments	883,037

Excess expenditures were funded with positive variances in other general and special education fund appropriation accounts.

NOTE 3 BUDGETS AND BUDGETARY ACCOUNTING (CONTINUED)

Budgetary Information

Budgetary information is derived from the annual operating budget and is presented in accordance with generally accepted accounting principles, except the District adopts a budget for the special education special revenue fund in accordance with requirements from the Wisconsin Department of Public Instruction. In accordance with generally accepted accounting principles, this fund is included as part of the general fund in these financial statements. An explanation of the differences between Revenues, Expenditures, and Other Financing Sources (Uses) for budgetary funds on budgetary fund basis and a GAAP General Fund basis is summarized below:

	General	Special Education Fund
Revenues:		
Actual Amounts (Budgetary Basis)	$ 200,029,294	$ 16,131,261
Reclassification of Special Education	16,131,261	(16,131,261)
Total Revenues	216,160,555	-
Expenditures:		
Actual Amounts (Budgetary Basis)	181,011,286	38,595,381
Reclassification of Special Education	38,595,381	(38,595,381)
Total Expenditures	219,606,667	-
Excess of Revenues Over (Under) Expenditures:		
Actual Amounts (Budgetary Basis)	19,018,008	(22,464,120)
Reclassification of Special Education	(22,464,120)	22,464,120
Excess of Revenues Over (Under) Expenditures	(3,446,112)	-
Other Financing Sources (Uses):		
Actual Amounts (Budgetary Basis)	(16,062,419)	22,464,120
Reclassification of Special Education	22,464,120	(22,464,120)
Total Other Financing Sources (Uses)	6,401,701	-
Net Change in Fund Balance:		
Actual Amounts (Budgetary Basis)	2,955,589	-
Fund Balance - Beginning of Year:		
Actual Amounts (Budgetary Basis)	59,583,240	-
Fund Balance - End of Year:		
Actual Amounts (Budgetary Basis)	$ 62,538,829	$ -

SUPPLEMENTARY INFORMATION

APPLETON AREA SCHOOL DISTRICT
COMBINING BALANCE SHEET — NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2023

	Special Revenue			
	Donations	Indian Education	Food Service	General Community Service
ASSETS				
Cash and Investments	$ 2,659,137	$ -	$ 1,816,922	$ -
Receivables:				
Accounts	3,180	-	-	225
Due from Other Funds	1,182,721	-	4,944,919	1,225,723
Due from Other Governments	-	16,813	117,958	-
Total Assets	$ 3,845,038	$ 16,813	$ 6,879,799	$ 1,225,948
LIABILITIES AND FUND BALANCES				
LIABILITIES				
Accounts Payable	$ 4,700	$ 1,039	$ 153,085	$ 611,999
Accrued and Other Current Liabilities	(171)	1,169	48	8,280
Due to Other Funds	3,000	14,605	-	-
Deposits Payable	-	-	126,668	-
Total Liabilities	7,529	16,813	279,801	620,279
FUND BALANCES				
Nonspendable	34,345	-	-	-
Restricted	3,803,164	-	6,599,998	605,669
Total Fund Balances	3,837,509	-	6,599,998	605,669
Total Liabilities and Fund Balances	$ 3,845,038	$ 16,813	$ 6,879,799	$ 1,225,948

APPLETON AREA SCHOOL DISTRICT
COMBINING BALANCE SHEET — NONMAJOR GOVERNMENTAL FUNDS (CONTINUED)
JUNE 30, 2023

Long-Term Capital Improvement	Capital Expansion	Total Nonmajor Governmental Funds
$ 3,828,523	$ 176,884	$ 8,481,466
-	-	3,405
-	4,161,409	11,514,772
-	-	134,771
$ 3,828,523	$ 4,338,293	$ 20,134,414
$ -	$ 75,582	$ 846,405
-	-	9,326
-	50,000	67,605
-	-	126,668
-	125,582	1,050,004
-	-	34,345
3,828,523	4,212,711	19,050,065
3,828,523	4,212,711	19,084,410
$ 3,828,523	$ 4,338,293	$ 20,134,414

APPLETON AREA SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES — NONMAJOR GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2023

	Special Revenue			
	Donations	Indian Education	Food Service	General Community Service
REVENUES				
Property Taxes	$ -	$ -	$ -	$ 2,615,140
Other Local Sources	3,338,590	-	1,427,030	11,457
State Sources	-	-	105,152	-
Federal Sources	-	28,404	6,337,440	-
Other Sources	-	-	833,986	-
Total Revenues	3,338,590	28,404	8,703,608	2,626,597
EXPENDITURES				
Instruction:				
Regular Instruction	364,885	8,078	-	-
Vocational Instruction	5,771	-	-	-
Other Instruction	1,586,110	-	-	-
Total Instruction	1,956,766	8,078	-	-
Support Services:				
Pupil Services	115,582	14,876	-	-
Instructional Staff Services	75,081	3,299	-	-
General Administration Services	645	1,570	-	-
School Administration Services	385,026	-	-	863,385
Operations and Maintenance of Plant	409,761	-	140,846	204,921
Pupil Transportation Services	584,237	130	-	-
Food Services	-	-	8,448,984	-
Central Services	1,489	450	-	79,240
Total Support Services	1,571,821	20,325	8,589,830	1,147,546
Debt Service:				
Principal	-	-	-	1,719
Total Debt Service	-	-	-	1,719
Community Service	-	-	-	1,464,307
Total Expenditures	3,528,587	28,403	8,589,830	2,613,572
NET CHANGE IN FUND BALANCES	(189,997)	1	113,778	13,025
Fund Balances - Beginning of Year	4,027,506	(1)	6,486,220	592,644
FUND BALANCES - END OF YEAR	$ 3,837,509	$ -	$ 6,599,998	$ 605,669

APPLETON AREA SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES — NONMAJOR GOVERNMENTAL FUNDS (CONTINUED)
YEAR ENDED JUNE 30, 2023

Long-Term Capital Improvement	Capital Expansion	Total Nonmajor Governmental Funds
$ -	$ 2,460,000	$ 5,075,140
65,487	7,275	4,849,839
-	-	105,152
-	-	6,365,844
-	-	833,986
65,487	2,467,275	17,229,961
-	-	372,963
-	-	5,771
-	-	1,586,110
-	-	1,964,844
-	-	130,458
-	-	78,380
-	-	2,215
-	-	1,248,411
-	965,036	1,720,564
-	-	584,367
-	-	8,448,984
-	-	81,179
-	965,036	12,294,558
-	-	1,719
-	-	1,719
-	-	1,464,307
-	965,036	15,725,428
65,487	1,502,239	1,504,533
3,763,036	2,710,472	17,579,877
$ 3,828,523	$ 4,212,711	$ 19,084,410

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOL AUTHORIZER COSTS
YEAR ENDED JUNE 30, 2023

	Object	Appleton Bilingual	Appleton Eschool	Appleton Public Montessori	Appleton Technical Academy	Classical School
OPERATING ACTIVITY						
Employee Salaries	100	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774
Employee Benefits	200	261	261	261	261	261
Total		$ 2,035	$ 2,035	$ 2,035	$ 2,035	$ 2,035

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOL AUTHORIZER COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2023

Fox Cities Leadership Academy	Fox River Academy	Kaleidoscope Academy	Renaissance School For the Arts	Stephen Foster Elementary	Tesla Engineering Charter School	Valley New School	Wisconsin Connections Academy
$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774	$ 1,774
261	261	261	261	261	261	261	261
$ 2,035	$ 2,035	$ 2,035	$ 2,035	$ 2,035	$ 2,035	$ 2,035	$ 2,035

ADDITIONAL INDEPENDENT AUDITORS' REPORT FOR BASIC FINANCIAL STATEMENTS

CliftonLarsonAllen LLP
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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Education
Appleton Area School District
Appleton, Wisconsin

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Appleton Area School District, Appleton, Wisconsin, (the District) as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 13, 2023.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We identified a certain deficiency in internal control, described in the accompanying schedule of findings and questioned costs as item 2023-001 that we consider to be a significant deficiency.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Appleton Area School District's Response to Finding

Government Auditing Standards requires the auditor to perform limited procedures on the District's response to the finding identified in our audit and described in the accompanying schedule of findings and questioned costs. Appleton Area School District's response was not subjected to the other auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on the response.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Green Bay, Wisconsin
December 13, 2023

FEDERAL AND STATE AWARDS

CliftonLarsonAllen LLP
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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE AND THE *STATE SINGLE AUDIT GUIDELINES*

Board of Education
Appleton Area School District
Appleton, Wisconsin

Report on Compliance for Each Major Federal and State Program

Opinion on Each Major Federal and State Program

We have audited Appleton Area School District, Appleton, Wisconsin's (the District's) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* and the *State Single Audit Guidelines* issued by the Wisconsin Department of Administration that could have a direct and material effect on each of the District's major federal and state programs for the year ended June 30, 2023. The District's major federal and state programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal and state programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal and State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative* Requirements*, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the *State Single Audit Guidelines*. Our responsibilities under those standards, the Uniform Guidance, and the *State Single Audit Guidelines* are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal and state program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal and state programs.

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Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, the Uniform Guidance, and the *State Single Audit Guidelines* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal and state program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, the Uniform Guidance, and the *State Single Audit Guidelines* we:

- exercise professional judgment and maintain professional skepticism throughout the audit.

- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.

- obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance and the *State Single Audit Guidelines*, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

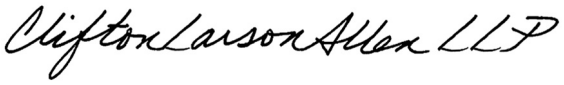
Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal or state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal or state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal or state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and the *State Single Audit Guidelines*. Accordingly, this report is not suitable for any other purpose.



CliftonLarsonAllen LLP

Green Bay, Wisconsin
December 13, 2023

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2023

Grantor Agency/Federal Program Cluster or Title	Assistance Listing Number	Pass-Through Agency	Pass-Through Entity Identifying Number	(Accrued) Deferred Revenue 7/1/2022	Cash Received	Accrued (Deferred) Revenue 6/30/2023	Total Federal Expenditures	Subrecipient Payments
U.S. DEPARTMENT OF AGRICULTURE								
Child Nutrition Cluster								
COVID-19 School Breakfast Program	10.553	WI DPI	2023-440147-DPI-SB-546	$ (33,584)	$ 1,400,454	$ 14,400	$ 1,381,270	$ -
COVID-19 National School Lunch Program	10.555	WI DPI	2023-440147-DPI-NSL-547	(54,541)	3,985,794	14,909	3,946,162	-
COVID-19 National School Lunch Snack Program	10.555	WI DPI	2023-440147-DPI-SK_NSLAE-566	(519)	83,073	449	83,003	-
Donated Commodities	10.555	WI DPI	2023-440147-DPI-NSL-547	-	625,830	-	625,830	-
Total National School Lunch Program				(55,060)	4,694,697	15,358	4,654,995	-
COVID-19 Summer Food Service Program for Children	10.559	WI DPI	2023-440147-DPI-SFSP-586	(70,489)	92,382	88,199	110,092	-
Fresh Fruit and Vegetable Program	10.582	WI DPI	2023-440147-DPI-FFVP-July-594	(28,706)	200,916	-	172,210	-
Fresh Fruit and Vegetable Program	10.582	WI DPI	2023-440147-DPI-FFVP-July-594	-	18,873	-	18,873	-
Total Child Nutrition Cluster and U.S. Department of Agriculture				(187,839)	6,407,322	117,957	6,337,440	-
U.S. DEPARTMENT OF EDUCATION								
Title I Grants to Local Educational Agencies	84.010	WI DPI	2023-440147-DPI-TI-A-141	(808,200)	1,836,975	1,077,965	2,106,740	-
Title I Grants to Local Educational Agencies-Private	84.010	WI DPI	2023-440147-DPI-TI-A-141	(29,010)	78,192	40,584	89,766	-
Title I Grants to Local Educational Agencies-Delinquent	84.010	WI DPI	2023-440147-DPI-TID-144	(596)	3,562	3,977	6,943	-
Total Title I Grants to Local Educational Agencies				(837,806)	1,918,729	1,122,526	2,203,449	-
Special Education Cluster (IDEA)								
Special Education Grants to States	84.027	WI DPI	2023-440147-DPI-FLOW-341	(2,012,007)	3,282,119	2,957,402	4,227,514	-
COVID-19 Special Education Grants to States	84.027	WI DPI	2023-440147-DPI-FLOW-341	-	335,208	298,320	633,528	-
Special Education Preschool Grants	84.173	WI DPI	2023-440147-DPI-PRESCH-347	(31,486)	161,460	117,582	247,556	-
COVID-19 Special Education Preschool Grants	84.173	WI DPI	2023-440147-DPI-PRESCH-347	(80,858)	80,858	-	-	-
Total Special Education Cluster (IDEA)				(2,124,351)	3,859,645	3,373,304	5,108,598	-

See accompanying Notes to Schedules of Expenditures of Federal and State Awards.

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
YEAR ENDED JUNE 30, 2023

Grantor Agency/Federal Program Cluster or Title	Assistance Listing Number	Pass-Through Agency	Pass-Through Entity Identifying Number	(Accrued) Deferred Revenue 7/1/2022	Cash Received	Accrued (Deferred) Revenue 6/30/2023	Total Federal Expenditures	Subrecipient Payments
U.S. DEPARTMENT OF EDUCATION (CONTINUED)								
Career and Technical Education - Basic Grants to States	84.048	WI DPI	2022-440147-CP-CTE-400	$ (107,860)	$ 107,860	$ -	$ -	$ -
Career and Technical Education - Basic Grants to States	84.048	WI DPI	2023-440147-DPI-CTE-400	-	14,026	113,616	127,642	-
Total Career and Technical Ed. - Basic Grants to States				(107,860)	121,886	113,616	127,642	-
Indian Education - Grants to Local Educational Agencies	84.060	Direct Program	N/A	(13,692)	13,692	-	-	-
Indian Education - Grants to Local Educational Agencies	84.060	Direct Program	N/A	-	11,591	16,813	28,404	-
Total Indian Education - Grants to Local Educational Agencies				(13,692)	25,283	16,813	28,404	-
School Based Mental Health Professionals	84.184	Direct Program	N/A	(9,064)	42,064	56,313	89,313	-
Education for Homeless Children and Youth	84.196	WI DPI	2023-440147-DPI-EHCY-335	-	-	15,000	15,000	-
Twenty-First Century Community Learning Centers	84.287	WI DPI	2022-440147-DPI-T-IV-B-367	(132,363)	132,363	-	-	-
Twenty-First Century Community Learning Centers	84.287	WI DPI	2023-440147-DPI-TIVB-367	-	225,295	508,772	734,067	-
Total Twenty-First Century Community Learning Centers				(132,363)	357,658	508,772	734,067	-
English Language Acquisition State Grants	84.365	WI DPI	2023-440147-DPI-TIIA-391	(89,784)	196,064	79,411	185,691	-
English Language Acquisition State Grants	84.365	WI DPI	2023-440147-DPI-TIIA-391	(3,256)	8,256	3,270	8,270	-
Total English Language Acquisition State Grants				(93,040)	204,320	82,681	193,961	-
Supporting Effective Instruction State Grants	84.367	WI DPI	2023-440147-DPI-TIIA-365	(163,614)	422,201	169,302	427,889	-
Supporting Effective Instruction State Grants	84.367	WI DPI	2023-440147-DPI-TIIA-365	(62,073)	109,193	12,383	59,503	-
Supporting Effective Instruction State Grants	84.367	WI DPI	2023-440147-DPI-TIIA-365	-	934	-	934	-
Total Supporting Effective Instruction State Grants				(225,687)	532,328	181,685	488,326	-
Student Support and Academic Enrichment Program	84.424	WI DPI	2021-440147-DPI-TIV-A-381	-			-	-
Student Support and Academic Enrichment Program	84.424	WI DPI	2023-440147-DPI-TIVA-381	(18,644)	41,053	83,528	105,937	-
Student Support and Academic Enrichment Program	84.424	WI DPI	2023-440147-DPI-TIVA-381	(11,016)	14,996	27,869	31,849	-
Total Student Support and Academic Enrichment Program				(29,660)	56,049	111,397	137,786	-
COVID-19 Elementary and Secondary School Emergency Relief	84.425U	WI DPI	2022-440147-DPI-ESSERF-160	(2,794,707)	6,128,513	2,917,643	6,251,449	-
COVID-19 ARPA Homeless	84.427W	WI DPI	Unknown	(15,483)	30,000	19,928	34,445	-
COVID-19 ARPA Homeless	84.427W	WI DPI	Unknown	-	30,000	17,046	47,046	-
Total COVID-19 ARPA Homeless				(15,483)	60,000	36,974	81,491	-
Total U.S. Department of Education				(6,383,713)	13,306,475	8,536,724	15,459,486	-

See accompanying Notes to Schedules of Expenditures of Federal and State Awards.

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS (CONTINUED)
YEAR ENDED JUNE 30, 2023

Grantor Agency/Federal Program Cluster or Title	Assistance Listing Number	Pass-Through Agency	Pass-Through Entity Identifying Number	(Accrued) Deferred Revenue 7/1/2022	Cash Received	Accrued (Deferred) Revenue 6/30/2023	Total Federal Expenditures	Subrecipient Payments
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES								
Public Health Emergency Response: Cooperative Agreement	93.354	CESA 6	Unknown	$ -	$ 49,498	$ 40,071	$ 89,569	$ -
Refugee School Impact Grant	93.576	WI DPI	FY2023-440147-Refugee-538	(3,326)	24,235	20,776	41,685	-
Medicaid Cluster								
Medical Assistance Program	93.778	WI DHS	Unknown	(29,416)	2,214,568	44,488	2,229,640	-
Total U.S. Department of Health and Human Services				(32,742)	2,288,301	105,335	2,360,894	-
Total Expenditures of Federal Awards				$ (6,604,294)	$ 22,002,098	$ 8,760,016	$ 24,157,820	$ -

Reconciliation to the Basic Financial Statements:	
Federal Sources	$ 25,669,860
Less Amounts Not Considered Federal Awards:	
Governor's Coronavirus Fund	(201,212)
Get Kids Ahead	(1,310,828)
Total Expenditures of Federal Awards	$ 24,157,820

See accompanying Notes to Schedules of Expenditures of Federal and State Awards.

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF STATE AWARDS
YEAR ENDED JUNE 30, 2023

Grantor Agency/State Program Title	State I.D. Number	Pass-Through Agency	State Identifying Number	(Accrued) Deferred Revenue 7/1/2021	Cash Received	Accrued (Deferred) Revenue 6/30/2022	Total Expenditures	Subrecipient Payments
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION								
Special Education and School Age Parents	255.101	Direct Program	440147-100	$ -	$ 9,664,225	$ -	$ 9,664,225	$ -
Special Education and School Age Parents	255.101	Brown County	440147-100	-	7,754	-	7,754	-
Special Education and School Age Parents	255.101	CESA 7	440147-100	-	13,372	-	13,372	-
State School Lunch Aid	255.102	Direct Program	440147-107	-	60,092	-	60,092	-
Common School Fund Library Aid	255.103	Direct Program	440147-104	-	865,173	-	865,173	-
Bilingual Bicultural Aid lea	255.106	Direct Program	440147-111	-	299,470	-	299,470	-
General Transportation Aid	255.107	Direct Program	440147-102	-	79,931	-	79,931	-
Equalization Aids	255.201	Direct Program	440147-116	-	98,423,124	-	98,423,124	-
High Cost Special Education Aid	255.210	Direct Program	440147-119	-	136,568	-	136,568	-
Aid for School Mental Health Programs	255.227	Direct Program	Unknown	-	735,032	-	735,032	-
Peer to Peer Suicide Prevention	255.246	Direct Program	440147-183	(1,000)	1,000	5,000	5,000	-
Peer to Peer Suicide Prevention	255.246	CESA 4	440147-183	(6,000)	6,000	-	-	-
School Based Mental Health Services Grant	255.297	Direct Program	440147-177	(40,172)	48,735	60,973	69,536	-
Alcohol and Other Drug Abuse	255.306	Direct Program	440147-143	(6,499)	17,633	13,865	24,999	-
Transition Readiness	255.257	Direct Program	440147-174	(45,076)	45,076	-	-	-
AODA Program Grants	255.321	Direct Program	440147-142	-	-	2,900	2,900	-
State School Breakfast Aid	255.344	Direct Program	440147-108	-	45,060	-	45,060	-
Early College Credit Program	255.445	Direct Program	440147-178	(1,509)	1,509	1,861	1,861	-
Achievement Gap Reduction (AGR)	255.504	Direct Program	440147-160	-	1,852,714	-	1,852,714	-
Educator Effective Evaluation System	255.940	Direct Program	440147-154	(99,200)	198,480	-	99,280	-
Per Pupil Aid	255.945	Direct Program	440147-113	-	10,465,910	-	10,465,910	-
Career and Technical Education Incentive Grants	255.950	Direct Program	440147-171	-	135,791	-	135,791	-
Assessments of Reading Readiness	255.956	Direct Program	440147-166	-	25,215	-	25,215	-
Robotics League Participation Grants	255.959	Direct Program	440147-167	-	7,606	-	7,606	-
Aid for Special Ed Transition Grant BBL	255.960	Direct Program	440147-168	-	53,503	-	53,503	-
Total Wisconsin Department of Public Instruction				(199,456)	123,188,973	84,599	123,074,116	-
WISCONSIN DEPARTMENT OF WORKFORCE DEVELOPMENT								
Youth Apprenticeship	445.194	CESA 6	N/A	-	878	21,115	21,993	-
Total State Programs				$ (199,456)	$ 123,189,851	$ 105,714	$ 123,096,109	$ -

Reconciliation to the Basic Financial Statements:	
State Sources	$ 124,186,471
Intermediate Sources	43,117
Less: State Sources Not Considered State Financial Assistance	
State Tax Computer and Personal Property Aid	(1,133,479)
Total State Awards	$ 123,096,109

See accompanying Notes to Schedules of Expenditures of Federal and State Awards.

APPLETON AREA SCHOOL DISTRICT
NOTES TO SCHEDULES OF EXPENDITURES OF FEDERAL AND STATE AWARDS
JUNE 30, 2023

NOTE 1 BASIS OF PRESENTATION

The accompanying schedules of expenditures of federal and state awards for the Appleton Area School District are presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and the *State Single Audit Guidelines* issued by the Wisconsin Department of Administration.

The schedules of expenditures of federal and state awards include all federal and state awards of the District. Because the schedules present only a selected portion of the operations of the District, it is not intended to and does not present the financial position or changes in net position of the District.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES

Revenues and expenditures in the schedules are presented in accordance with the modified accrual basis of accounting and are generally in agreement with revenues and expenditures reported in the District's 2023 fund financial statements. Such expenditures are recognized following the cost principles contained in the Uniform Guidance and the *State Single Audit Guidelines*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Accrued revenue at year-end consists of federal and state program expenditures scheduled for reimbursement to the District in the succeeding year while unearned revenue represents advances for federal and state programs that exceed recorded District expenditures. Because of subsequent program adjustments, these amounts may differ from the prior year's ending balances.

The District has not elected to charge a de minimis rate of 10% of indirect costs.

NOTE 3 FOOD DISTRIBUTION

Nonmonetary assistance is reported in the schedule of expenditures of federal awards at the fair market value of the commodities received and disbursed.

NOTE 4 OVERSIGHT AGENCIES

The federal and state oversight agencies for the District are as follows:

Federal - U.S. Department of Education
State - Wisconsin Department of Public Instruction

APPLETON AREA SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2023

Section I – Summary of Auditors' Results

Basic Financial Statements

1. Type of auditor's report issued: Unmodified

2. Internal control over financial reporting:

   - Material weakness(es) identified? _____ yes ____x____ no
   - Significant deficiency(ies) identified? ____x____ yes _____ none reported

3. Noncompliance material to basic financial statements noted? _____ yes ____X____ No

Federal Awards

1. Internal control over major federal programs:

   - Material weakness(es) identified? _____ yes ____X____ no
   - Significant deficiency(ies) identified? _____ yes ____X____ none reported

2. Type of auditors' report issued on compliance for major federal programs: Unmodified

3. Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance _____ yes ____X____ no

Identification of Major Federal Programs

Assistance Listing Numbers	**Name of Federal Program**
84.027/84.173	Special Education Cluster
84.425U	COVID-19 Education Stabilization Fund
93.778	Medical Assistance Program

Audit threshold used to determine between Type A and Type B programs:

Federal Awards $ 750,000

Auditee qualified as low-risk auditee? ____X____ yes _____ no

Section I – Summary of Auditors' Results (Continued)

State Awards

1. Internal control over major state programs:
   - Material weakness(es) identified? _____ yes ___X___ no
   - Significant deficiency(ies) identified? _____ yes ___X___ none reported
2. Type of auditors' report issued on compliance for major state programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with the *State Single Audit Guidelines* _____ yes ___X___ no

Identification of Major State Programs

State ID Numbers	Name of State Program
255.101	Special Education and School Age Parents
255.201	Equalization Aids
255.504	Achievement Gap Reduction (AGR)
255.945	Per Pupil Adjustment Aid

Audit threshold used to determine between Type A and Type B programs:

State Awards: $250,000

Auditee qualified as low-risk auditee? _____ yes ___X___ no

Section II – Financial Statement Findings

Finding No.	**Control Deficiencies**
2023-001	**Preparation of Annual Financial Reporting**
Type of Finding:	Significant deficiency in internal control over financial reporting.
Condition:	Current District staff maintains accounting records which reflect the District's financial transactions; however, preparing the District's annual financial report, including note disclosures, involves the selection and application of specific accounting principles which would require additional experience and knowledge. The District contracts with us and our knowledge of applicable accounting principles, financial statement format, and note disclosures to assist in the preparation of the annual financial report in an efficient manner. However, as independent auditors, CLA cannot be considered part of the District's internal control system. As part of its internal control over preparation of its financial statements, including disclosures, the Village had implemented a comprehensive review procedure to ensure that the financial statements, including note disclosures, are complete and accurate.
Criteria or Specific Requirement:	The preparation and review of the annual financial report by staff with expertise in financial reporting is an internal control intended to prevent, detect and correct a potential omission or misstatement in the financial statements or notes or other required state financial reports.
Effect:	Without CLA involvement, the District may not be able to completely prepare an annual financial report in accordance with accounting principles generally accepted in the United States of America.
Cause:	District management has determined that the additional costs associated with training staff to become experienced in applicable accounting principles and note disclosures outweigh the derived benefits.
Repeat Finding:	Yes; 2022-001
Recommendation:	We recommend the District continue reviewing the annual financial report. Such review procedures should be performed by an individual possessing a thorough understanding of accounting principles generally accepted in the United States of America and knowledge of the District's activities and operations. While it may not be cost beneficial to train additional staff to completely prepare the report, a thorough review of this information by appropriate staff of the District is necessary to obtain a complete and adequate understanding of the District's annual financial report.

Section II – Financial Statement Findings (Continued)

Finding No. **Control Deficiencies**
2023-001 **Preparation of Annual Financial Reporting (Continued)**

Views of Responsible Officials and Planned Corrective Actions: Management continues to believe the cost to hire additional staff to eliminate the control deficiency outweigh the benefits to be received. Management reviews the financial report and the single audit report prepared by CLA prior to issuance.

Section III – Federal and State Findings and Questioned Costs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

Section IV – Other Issues

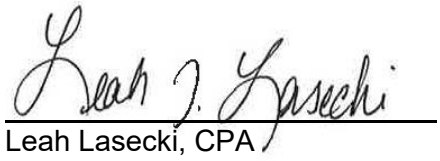
1. Does the auditor have substantial doubt as to the auditee's ability to continue as a going concern? No

2. Does the audit report show audit issues (i.e., material noncompliance, nonmaterial noncompliance, questioned cost, material weakness, significant deficiencies, management letter comment, excess revenue or excess reserve) related to grant/contracts with funding agencies that require audits to be in accordance with the *State Single Audit Guidelines*:

   Department of Public Instruction Yes
   Department of Workforce Development Yes

3. Was a Management Letter or other document conveying audit comments issued as a result of this audit? No

4. Name and Signature of Partner



Leah Lasecki, CPA

5. Date of Report December 13, 2023



CLA (CliftonLarsonAllen LLP) is a network member of CLA Global. See CLAglobal.com/disclaimer. Investment advisory services are offered through CliftonLarsonAllen Wealth Advisors, LLC, an SEC-registered investment advisor.

ITEM FOR CONSIDERATION

Topic: AASD 5K-12 WIDA Standards & Framework

Background Information: Title VI of the Civil Rights Act of 1964 requires that all English Learners (ELs) have equal access to a high-quality education and the opportunity to achieve their full academic potential. ELs are entitled to age-appropriate core curricula at all levels of English proficiency and must be able to meaningfully and equally participate in all aspects of schooling. The World-class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways.

The AASD WIDA ELD Standards Framework is anchored by four Big Ideas that support the design of
standards-based educational experiences that are student-centered, culturally and linguistically
sustaining, and responsive to multilingual learners' strengths and needs.

1. Equity of Opportunity and Access
2. Integration of Content and Language
3. Collaboration among Stakeholders
4. Functional Approach to Language Development

Instructional Impact: The AASD 5K-12 WIDA ELD Standards will provide EL teachers with a consistent framework based on best practices for teaching multilingual learners content and language together in linguistically and culturally sustaining ways.

Fiscal Impact: None

Administrative Recommendation: Approve as submitted.

Contact Person: Amy Swick, Ed.D., 920-832-6157 ext. 60172, swickamy@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-53007 x60121,
harrisonstepha@aasd.k12.wi.us

BOE: 1/8/2024

AASD WIDA English Language Development Standards Framework

5K–Grade 12





Welcome to the WIDA English Language Development Standards Framework

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Table 1-2: Organization of the WIDA ELD Standards Framework

Section 1: Big Ideas	• Equity of access and opportunity are essential for multilingual learners' preparation for college, career, and civic participation • Integration of language and content is critical in the planning and delivery of instruction • Collaboration among stakeholders is a shared responsibility for educating multilingual learners • A functional approach to language development focuses on the purposeful use of language
Section 2: Understanding the WIDA ELD Standards Framework	• The five WIDA ELD Standards Statements—conceptual framing of language and content integration • Key Language Uses—prominent language uses across disciplines • Language Expectations—goals for content-driven language learning • Proficiency Level Descriptors—a continuum of language development
Section 3: Grade-Level Cluster Materials	• Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials • Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level texts
Section 4: Resources	• Key Language Uses: A Closer Look—extended definitions and examples for each Key Language Use • Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations • Glossary
Appendices	A. Meeting ESSA Requirements B. Correspondence Tables for Content and Language Standards C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes E. High Level Comparison of WIDA ELD Standards Editions F. Theoretical Foundations G. References H. Acknowledgements

WIDA Mission, Vision, and Values

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. It acts as a unifying force that gives the consortium its strength of conviction and action throughout the PreK-12 education community.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



From English Language Learners to Multilingual Learners

Multilingual learners refers to all children and youth who are, or have been, consistently exposed to multiple languages.

As part of its asset-based belief system, WIDA uses the term "multilingual learners" to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis. They include students who are commonly referred to as English language learners (ELLs), dual language learners (DLLs), newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELs), English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language (EAL), and students who speak varieties of English or indigenous languages.

Throughout the field of K-12 education, you will encounter various terms to describe multilingual learners. For example, ESSA (2015) uses the term "English learners" (ELs). For policy purposes, the five original WIDA ELD Standards Statements (2004) maintain the term "English language learners." However, in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term "multilingual learners." You will see this term used throughout this document, starting with the Guiding Principles of Language Development on the next page.

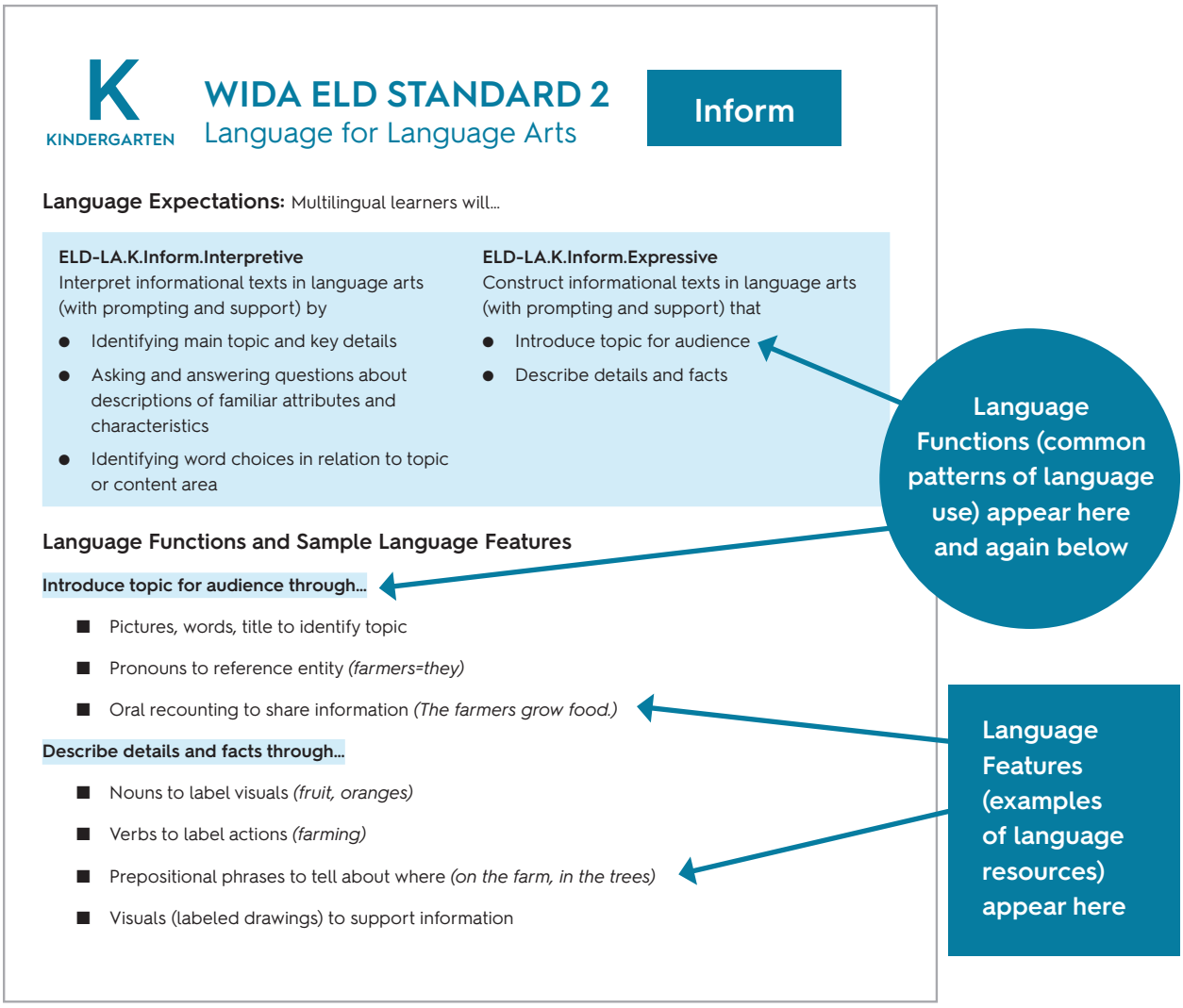
WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



Figure 3-1: Kindergarten Language Functions and Language Features



K
KINDERGARTEN

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

K
KINDERGARTEN

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive
Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive
Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, simple statements, or common story expressions to introduce context
- Noun groups to state who or what the story is about *(tall man, baby bear)*
- Prepositional phrases to specify location and time *(at Grandma's house, by the river; in the winter, at night)*

Describe story events through...

- Verbs to describe character actions *(jumped),* feelings *(was sad),* behaviors *(eating)*
- Connectors to establish sequence *(then, after, and)*
- Pronouns and renaming to reference a character across the text *(the girl=she=Nancy)*

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.K.Inform.Interpretive
Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive
Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

Language Functions and Sample Language Features

Introduce topic for audience through...

- Pictures, words, title to identify topic
- Pronouns to reference entity *(farmers=they)*
- Oral recounting to share information *(The farmers grow food.)*

Describe details and facts through...

- Nouns to label visuals *(fruit, oranges)*
- Verbs to label actions *(farming)*
- Prepositional phrases to tell about where *(on the farm, in the trees)*
- Visuals (labeled drawings) to support information

K
KINDERGARTEN

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive
Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive
Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Single nouns to represent class of things *(colors, shapes, patterns)*
- Relating verbs *(be, have)* to define, describe, or classify *(The pattern is red, blue, red, blue.)*

Describe a concept or entity through...

- Expanded noun groups to add specificity *(The red star has five points.)*
- Sequential signals *(first, second, then, last)* to describe patterns *(First is a green bear, then two blue bears.)*
- Prepositional phrases *(behind, on top of, under, next to, below, above)* to specify location *(The blue star is next to the green triangle.)*

Compare/contrast concepts or entities through...

- Comparison/contrast language *(both, same, different)* and pointing to differentiate between entities *(This pattern is different than that one.)*
- Causal language *(because, so)* and demonstration to provide reasoning *(I can make a triangle because I have three sticks.)*

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive
Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Language Functions and Sample Language Features

Introduce others to a topic or entity through...

- Pictures, words, drawings to introduce others to the topic
- Generalized nouns to identify class of things *(pollinators, insects)*
- Pronouns *(it, they)* to reference entity or idea *(insects=they)* (demonstratives identify that this is a plant)
- Oral recounting to share information *(The butterflies fly for a really long time.)*

Provide details about an entity through...

- Prepositional phrases to tell about where *(in the trees, on the flowers, next to, above, below)*
- Verbs to label actions *(fly, grow, eat)*
- Relating verbs *(be, have)* to define entity *(Butterflies are pollinators. Butterflies have antennae.)*
- Adjectives to add details *(red and black wings)*
- Pictures, labeled drawings, words to categorize, compare, and contrast information *(moths=night, butterflies=day)*

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.K.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive
Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe information from observations about a phenomenon through...

- Single words to identify context *(floating, sinking)*
- Relating verbs *(have, be)* to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon

Relate how a series of events causes something to happen through...

- Nouns to represent concepts *(investigation)*
- Simple sentences to describe the phenomenon *(A feather floats.)*
- Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives *(it, a, the, this, that)*
- Causal connectors to combine ideas into logical relationships *(so, because, when/then)*
- Connectors to link or compare observations *(Paper floats but rocks sink.)*

Compare multiple solutions to a problem through...

- Simple statements to represent conclusions *(Heavy things float.)*

K
KINDERGARTEN

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

Language Functions and Sample Language Features

Introduce topic associated with a compelling or supporting questions through...

- Pictures, words, title to identify topic or concept *(My Neighborhood, Activities)*
- Visuals (labeled drawings, diagrams) to share information about topic attributes

Provide a detail about relevant information through...

- Nouns to label visuals or cultural items *(family members, weather words, food, events)*
- Verbs to label actions and activities *(dancing, cooking)*
- Prepositional phrases to tell about location *(on the block, in the house, next to the store, at Grandma's house, on the bus)*
- Adjectives to add description to labeled nouns and simple sentences *(It is a sunny day.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a blue background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

Context: This text was written by a multilingual kindergartner. At this time, students were writing every day about their lives or about books they were reading. This is the first of two texts presented here, written by the same kindergartner on two consecutive days. Both are modeled after a book the learner was reading.

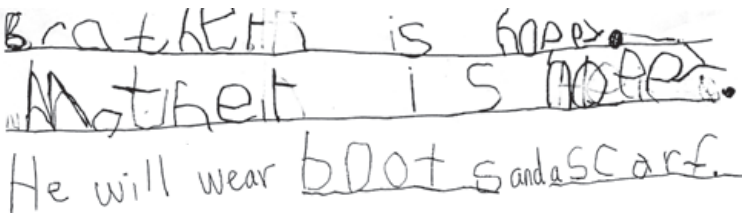
Prompt: It's story writing time!

Language Expectation: ELD-LA.K.Narrate.Expressive
Multilingual learners use language to construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Functions & Features		Functions & Features
Orient audience to story through… Simple statements • Brather … hopey Noun groups to introduce context • Brather [brother] • Mother	Brather [Brother] is hopey [hoping]. Mother is hoee [home]. He will wear boots and a scarf.	**Describe story events through…** Verbs (and verb groups) • is hopey [hoping] • will wear Pronoun to reference characters • Brather … he

Example of Student Writing



K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Annotated Language Sample

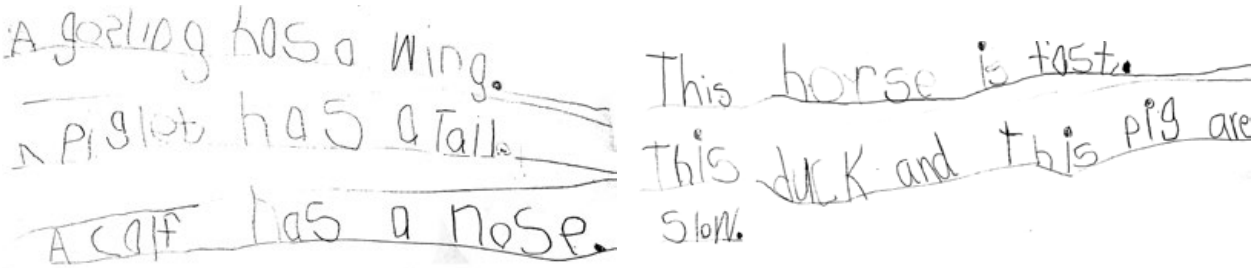
Context: This is the second text written by the same multilingual kindergartner (the first is on the previous page). The student had been reading informational books about animals.

Prompt: "Ok friends, it's writing time! Get out your notebooks and pencils. Remember you can write about books you are reading."

Language Expectation: ELD-SC.K.Inform.Expressive
Multilingual learners use language to construct scientific informational texts that
- Introduce others to a topic or entity
- Provide details about an entity

Functions & Features		Functions & Features
Introduce others to the topic through... Generalized nouns • a gosling • a piglet • a calf • a wing • a tail • a nose	A gosling has a wing. A piglet has a tail. A calf has a nose. ... This horse is *fast*. This duck and this pig are *slow*.	**Provide details about an entity through...** Relational verbs • has, is, are Adjectives to add details • *fast* • *slow* Noun groups to add details • a wing • a tail

Example of Student Writing



Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(my family)* with words, pictures, phrases, or chunks of language	around topics *(all about me)* with repetition, rhyming, and common language patterns	around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences	to meet a purpose *(to inform, narrate, entertain)* through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words	patterned language with repetitive words and phrases *(This is a duck. The duck says quack, quack. This is a goat.)*	repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *this, these, that, those*)	a few different types of cohesive devices *(repetition, pronoun referencing, etc.)*	multiple types of cohesive devices *(synonyms, antonyms, repetition)*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	labels with single nouns *(ball, car)*	frequently used single noun groups *(my toys, my car, your ball?)*	frequently used multi-word noun groups *(my favorite book)*	multi-word noun groups with connectors *(a shiny truck and a red ball)*	expanded noun groups with classifiers *(the red fire truck)*	expanded noun groups with prepositional phrases *(the red fire truck in the station)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, and phrases *(Anna's chair)*	words, pictures, phrases, and chunks of language *(ran to her room)*	chunks of language *(sat in her chair, jumps on her bed)*	simple sentences *(She picked it up.)*	related simple sentences *(She picked it up. She carried it to her room.)*	multiple related simple sentences *(She picked it up. She carried it to her room. She opened it up.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a few words and phrases in familiar contexts and topics *(map, desk, hello)*	repeated words and phrases in familiar contexts and topics *(sound it out, think first)*	frequently used words and phrases in familiar contexts *(time to clean up)*	situation-specific words and phrases *(What sounds do we hear?)*	an increasing number of words and phrases *(We need four different colors to make a pattern.)*	a growing number of words and phrases in a variety of contexts *(special visitor, school assembly)*

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose *(and, then)*	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: *The parrot eats nuts and seeds.*)	text that conveys an intended purpose with emerging organizational patterns *(first, and then, also, next)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	single words and phrases related to topic *(water, leaf)*	an emerging use of cohesive devices (repetition: *water, water, the water*)	a few frequently used cohesive devices (repetition: *this leaf is red, this leaf is yellow*)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the or these clouds*)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, and phrases *(cats and dogs)*	words, pictures, phrases and chunks of language *(cats meow and dogs bark)*	sentence fragments *(cats and dogs)*	sentence fragments and emerging use of simple sentences *(Dogs sleep, Dogs bark.)*	simple sentences *(Cats like to climb. Dogs like to run.)*	sentences with emerging use of clauses *(My cat sleeps all day. My dog runs all the time. They are my pets.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	frequently reoccurring words and phrases *(Good Morning, let's play)*	emerging use of words and phrases with attempted precision *(Today is Friday, September 15.)*	few frequently used words and phrases with emerging precision *(lunch time, morning meeting)*	some frequently used words and phrases with some precision *(my pattern is red, blue, red, blue)*	a small repertoire of words and phrases with developing precision *(beautiful butterfly, repeating pattern)*	a growing repertoire of words and phrases with growing precision *(green and yellow stripes)*

GRADE 1 Grade 1

Moving from kindergarten to first grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. Working with partners or in small groups, students feel proud to share their discoveries with others. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words.

In first grade, educators and families may easily connect school to home by encouraging multilingual learners to share observations about the world in multiple languages. For example, academic learning can readily be reinforced at home simply by walking around the neighborhood to describe plant life or notice environmental print. Activities like dancing, playing games, and doing chores are also great opportunities to strengthen the home-school connection in culturally and linguistically sustaining ways. Likewise, in school, multicultural books allow students to practice academic concepts in ways that reflect the experiences of multilingual learners and their families.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grade 1:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

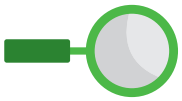
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-4 offers snapshots of some ways students engage in each Key Language Use throughout grade 1.

Table 3-4: Snapshots of Key Language Uses in Grade 1

Snapshots of Key Language Uses in Grade 1	
Narrate	• Imagine and create new stories • Begin to develop a sense of story structures • Interpret narratives read aloud with predictable structures and language patterns
Inform	• Describe and define familiar concepts or topics • Categorize and classify information • Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people
Explain	• Describe their observations in relation to concrete phenomena in their immediate environment • Ask and answer questions about how things work or why things are the way they are • Interpret and construct multimodal representations of their emerging understandings of observed relationships
Argue	• Formulate opinions • Give reasons for their opinions • Interpret persuasive texts



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grade 1 are the **basis for its Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-5. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-5: Distribution of Key Language Uses in Grade 1

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Function

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-2, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

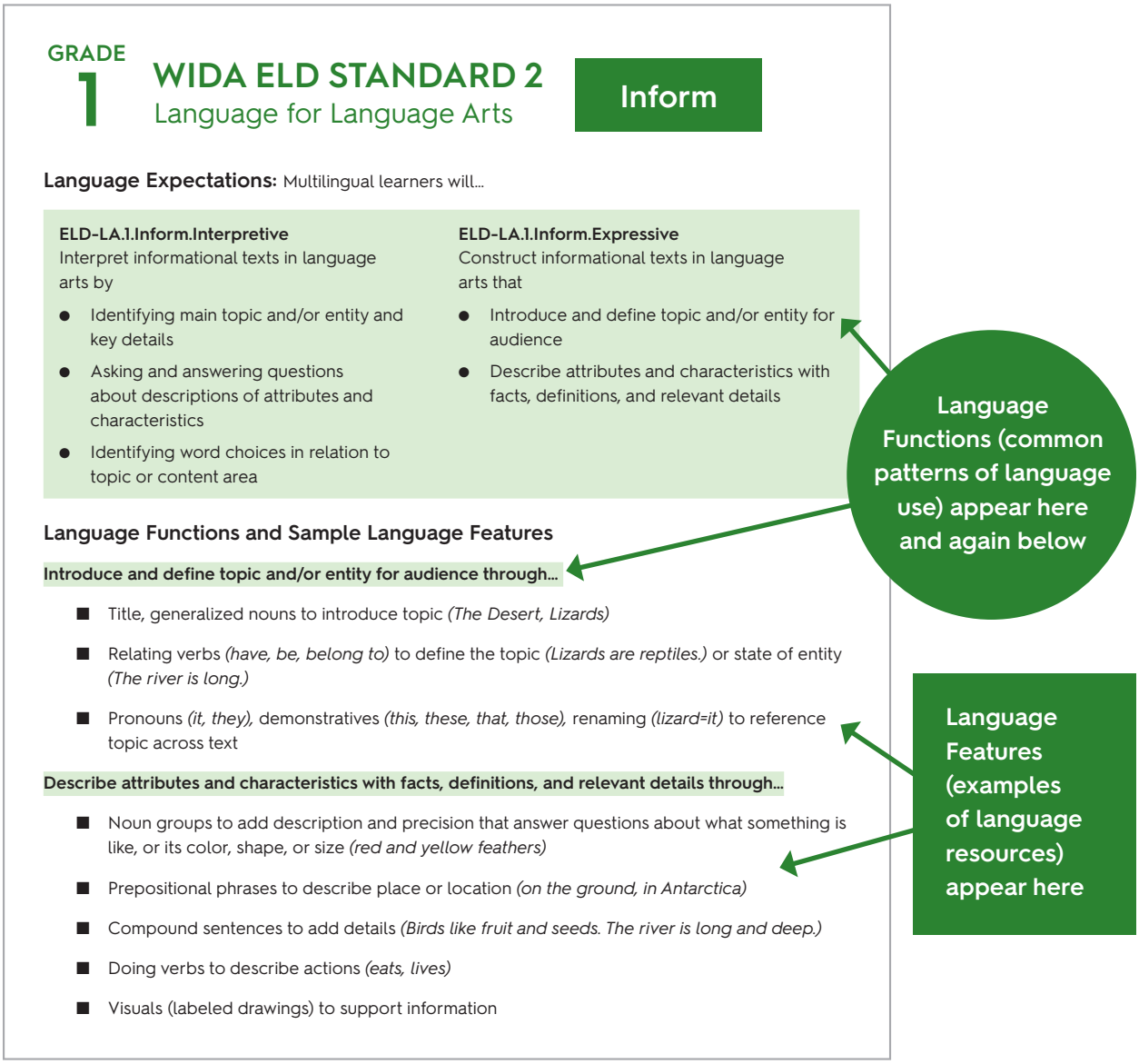
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-2, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-2 on the next page shows how the Language Functions and Language Features appear.

Figure 3-2: Grade 1 Language Functions and Language Features



GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will…

ELD-LA.1.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive
Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to story through…

- Pictures, words, title, statements or common story expressions *(Once upon a time)* to introduce context
- Noun groups to state who or what the story is about *(the white swans, Joey's big family)*
- Simple statements to introduce the problem *(They got lost.)*
- Prepositional phrases to specify location and time *(by the river, in the barn, during the summer, last year, every night)*

Develop story events through…

- Verbs to describe what characters do, think, feel, and say
- Connectors to sequence time *(first, next, and then),* and events *(before, after, later),* and to combine and link event details *(and, but, so)*
- Pronouns, renaming, and synonyms to reference a character or idea across the text *(my neighbor=Bob, the tree fort=my special place)*
- Simple statement to provide closure *(The End, And then we went home.)*

Engage and adjust for audience through…

- Pictures and other graphics to complement the storyline
- Word choices to convey attitudes, develop suspense, share excitement *(my best friend, really scary, wonderful!)*
- Literary and familiar expressions *(big, ugly monster; run, run as fast as you can!),* sensory language *(yucky)* onomatopoeia *(BOOM! CRASH!)* to add interest; tone of voice and gesturing to tell a story

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.1.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Title, generalized nouns to introduce topic *(The Desert, Lizards)*
- Relating verbs *(have, be, belong to)* to define the topic *(Lizards are reptiles.)* or state of entity *(The river is long.)*
- Pronouns *(it, they),* demonstratives *(this, these, that, those),* renaming *(lizard=it)* to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size *(red and yellow feathers)*
- Prepositional phrases to describe place or location *(on the ground, in Antarctica)*
- Compound sentences to add details *(Birds like fruit and seeds. The river is long and deep.)*
- Doing verbs to describe actions *(eats, lives)*
- Visuals (labeled drawings) to support information

GRADE 1

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will…

ELD-MA.1.Inform.Interpretive
Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive
Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through…

- Generalized nouns to identify class of things *(shapes, patterns, properties)*
- Relating verbs *(be, have)* to define, describe, or classify *(Rectangles have four sides. This is a closed shape.)*

Describe a concept or entity through…

- Expanded noun groups to add specificity *(this has three equal sides)*
- Technical word choices to add precision and detail *(flat or solid shapes)*
- Common phrasal verbs *(part of, put together)* to describe concepts *(These two halves are part of the whole triangle.)*
- Conditional clauses *(if/then)* to demonstrate relationships *(If I put these shapes together then I can make a rectangle.)*

Compare/contrast concepts or entities through…

- Compare/contrast signals *(both, same, different, but)* to differentiate attributes of objects *(They are both solids but this one is a triangle and this one is a cube.)*
- Causal connectors *(because, so)* to link ideas and provide reasoning *(These two shapes are the same kind because they both have four sides.)*

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive
Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

Language Functions and Sample Language Features

Introduce others to the topic or entity through...

- Generalized nouns to introduce topic or idea *(Whales, Sound, Patterns)*
- Openers to address audience *(Have you ever wondered about? Did you know?)*
- Relating verbs *(belong to, have, be)* to define or present state of entity *(Whales are mammals.)*
- Pronouns *(it, they)* and demonstratives *(this, that, these, those)* to reference entity or concept across text *(Paper vibrates. It makes a sound.)*

Define, describe, and classify concept, topic, or entity through...

- Noun groups to add details that answer questions about what something is like, its qualities, and descriptions *(floating objects, long, brown fur)*
- Visuals (labeled drawings, graphs, tables) to support information
- Timeless present verbs to indicate generalizable nature of action *(floats, sinks, eats, swims, turns)*
- Qualifiers *(some, all, many)* to describe observation or fact *(some things float, all sound is vibration, many dolphins hunt together)*
- Sequence words *(first, and, then, next, last)* to clarify order or sequence of events *(First whales swim to cold water, then...)*

Summarize observations or factual information through...

- Compare/contrast signals *(-er, -est, bigger than, more, both, but, different)* to differentiate or summarize attributes, details or behaviors *(Feathers float better than paper.)*
- Declarative statements to present conclusions *(Some objects float and some sink.)*
- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Openers to engage audience *(Did you know how frogs change?)*
- Abstract and technical terms to add precision *(tadpole, adapt, life cycle)*
- Pictures, diagrams, graphs to add information or illustrate content
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as *this, that*)

Relate how a series of events causes something to happen through...

- Timeless verbs to state on-going facts about phenomenon *(Tadpoles change into frogs)*
- Prepositional phrases to provide details *(where, when, how; Tadpoles live in the water.)*
- Relating verbs *(have, be, belong to)* and conjunctions to state relationships or compare attributes *(Tadpoles have gills but frogs have lungs.)*
- Connectors to express sequences in time *(first, next, last)*

Compare multiple solutions to a problem through...

- Visual data displays (charts, graphs) to support explanations
- Declarative statements to present conclusions *(Living things grow and change.)*
- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Language Functions and Sample Language Features

Introduce topic associated with compelling or supporting questions through...

- Generalized nouns to introduce topic *(weather, maps, environment)*
- Pronouns *(it, they),* demonstratives *(this, these, that, those),* to reference topic or ideas across text
- Relating verbs *(have, be, belong)* to define topic or type of information *(There are seven continents.)*
- Verbs *(are going to, will,)* to link compelling questions with topic *(We're going to learn about what people do in different places.)*

Provide details about disciplinary ideas through...

- Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities *(hot places, many countries, lots of rain)*
- Prepositional phrases to describe place or location *(below the Equator, on the corner, underground, in the desert)*
- Adverbials to specify periods of time, duration, specific points in time *(last year, long ago, August 12, in the future, everyday)*
- Visuals, labeled drawings to support ideas and information
- Compound sentences to add details *(Rice grows in hot and wet places.)*

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.1.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic *(Fresh fruit for lunch)*
- Declarative statements to identify position *(School lunch should have fresh fruit.)* and/or provide background information *(Fruit is good for children to eat.)*
- Pronouns *(it, they, we, our),* demonstratives *(these, this, that, those),* and renaming subject *(food=it; students=we=children)* to reference topic across text

Select relevant information to support claim with evidence through...

- Relating verbs *(have, be)* to identify topic *(Fruit is part of the food pyramid. Children need fruit every day.)*
- Prepositional phrases to identify time and place (every day, at lunch, in school)
- Visuals (labeled drawings) to support purpose
- Expanded noun phrases to add details *(fresh fruit, healthy food)*

Show relationship between claim and evidence, and reasoning through...

- Connectors (because, so, and) to link claims with evidence and reasoning *(We should eat fruit every day because it has vitamins to help us grow.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a green background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Explain

Annotated Language Sample

Context: This text was written by a first-grader as part of a lesson on how to write procedural texts. This student chose to write about making an edible spider out of Rice Krispie treats (cereal with marshmallows). The teacher guided the students to sequence the steps in the procedure using connectors (e.g., first, next, then, lastly).

Prompt: Write a paragraph that tells someone how to make something.

Language Expectation: ELD-LA.1.Inform.Expressive
Multilingual learners use language to construct informational texts in language arts that
- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Functions & Features	How to Make a Spider Treat	Functions & Features
Introduce and define topic and/or entity for audience through… Title **Describe attributes and characteristics with facts, definitions and relevant details through…** Doing verbs to describe actions • sceesd [squeezed] • to mack [make] • use • pushd [pushed] • put	First, I sceesd [squeezed] a Rice krispy treat to mack [make] the body. Next, I use 8 pretzels for the legs and 2 for the fangs. Then, I pushd [pushed] 2 penusts [peanuts] in thet back as the spinnert [spinneret] lastly, I put 3 raisins for the eyes.	**Describe attributes and characteristics with facts, definitions and relevant details through…** Noun groups to add description and precision • Rice krispy treat • 8 pretzels • 2 penusts [peanuts] • the spinnert [spinneret] • 3 raisins Prepositional phrases • for the fangs • in thet back • for the eyes

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by first grade teacher modeling the writing of sequential explanations about observed phenomena. Together, the class deconstructed the text, examined its language and stages, and then jointly constructed a similar text about the life cycle of a butterfly.

Language Expectation ELD-SC.1.Explain.Expressive
Multilingual learners use language to construct scientific explanations that
- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Functions & Features	The Life Cycle of a Frog	Functions & Features
Describe observations and/or data about a phenomenon through… Cohesion to reference ideas across a text • a tadpole … it (pronoun referencing) • the tadpole … it (pronoun referencing) Abstract and technical terms • the life cycle of a frog • stages • tadpole • froglet • adult frogs • the life cycle	The life cycle of a frog has several stages. **First,** a tadpole hatches out of an egg. It looks like a little fish. **Next,** the tadpole grows two back legs and its tail gets smaller. It is now called a "froglet." **Then,** it grows two front legs and the tail gets even smaller. **Finally,** it is a full-grown adult frog with four legs and no tail. Adult frogs can lay more eggs and the life cycle starts again.	**Relate how a series of events causes something to happen through…** Relating verbs • has • is Timeless verbs • hatches • grows Prepositional phrases to provide details about where or when • out of an egg Connectors • **first** • **next** • **then** • **finally**

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Annotated Language Sample

Context: This text comes from a first grade interdisciplinary unit. It was jointly written by a first grader and his teacher, who scribed for him. The student dictated the words and the teacher wrote them down. The teacher had been reading aloud informational texts on animals. The teacher had pointed out that in the texts, the authors write about what animals eat, their habitat, and where they live. Then each student chose an animal and made their own information booklet.

Prompt: Write an information report on an animal: tell your reader what type of animal it is, what it eats, and describe its habitat.

Language Expectation: ELD-SS.1.Inform.Expressive
Multilingual learners use language to construct informational texts in social studies that
- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Functions & Features	Pandas	Functions & Features
Introduce topic associated with compelling or supporting questions through... Generalized nouns • pandas • habitat • a panda Relating verbs • are • should have	Pandas eat bamboo to stay alive. Pandas need a habitat to have food. Pandas are a type of animal. Pandas are a type of bear. A panda should have a type of habitat or a home. A panda lives in China. Pandas also have to drink fresh water.	**Provide details about disciplinary ideas through...** Noun groups to describe and add precision • a type of animal • a type of bear • a type of habitat or a home • fresh water Prepositional phrases to describe place or location • in China

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(all about pandas)* with repetition, rhyming, and common language patterns	around topics *(all about pandas)* with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *these, those, that, this*)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, *(We are all alike. We are all different.)*	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: *animals like dogs, cats, tigers*)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used single word noun groups *(dinosaurs)*	frequently used multi-word noun groups *(big tall dinosaurs)*	multi-word noun groups with connectors *(a big **and** hungry dinosaur)*	expanded noun groups with classifiers *(the biggest meat-eating dinosaurs)*	expanded noun groups with prepositional phrases *(the meat-eating dinosaurs in the jungle)*	expanded noun groups with embedded clauses *(the biggest meat-eating dinosaurs, who lived at that time)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, phrases, and chunks of language *(turtle eggs)*	chunks of language *(turtles swimming)*	simple sentences *(Turtles swim in the ocean.)*	related simple sentences *(Turtles are reptiles. They like warm water.)*	multiple related simple sentences *(There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	repeated words and phrases in familiar contexts and topics *(classroom helpers)*	frequently used words and phrases in familiar contexts and topics *(Would you like to share…?)*	situation-specific words and phrases *(Plant the seeds in this pot.)*	an increasing number of words and phrases *(Tell me about your picture on the left.)*	a growing number of words and phrases in a variety of contexts *(How many red triangles are there?)*	an expanding number of words and phrases, including idioms and collocations *(plus and minus)*

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern *(one day, first, last, I think, etc.)*	short texts that convey an intended purpose using basic connectors *(first, and then, next)*	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	patterned language with repetitive phrases and sentences *(The big, hungry bear…)*	few frequently used cohesive devices (repetition: *The tiger… The tiger…*)	some frequently used cohesive devices (simple pronouns: *it, they, she, he*)	some formulaic cohesive devices (pronoun referencing: *my ball, her brother, they gave it to us, etc.*)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: *that one, so did I*)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: *wild animals like lions, bears, tigers*)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *those big fluffy white clouds*)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, phrases, and chunks of language *(flowers and trees)*	sentence fragments *(grow taller)*	sentence fragments and emerging use of simple sentences *(had no water so died)*	simple sentences *(Plants need water. They need sun.)*	sentences with emerging use of clauses *(Plants need water but… They need sun. Those ones died.)*	simple and compound sentences (with some coordinating conjunctions: *Our plants died and those ones did too.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	emerging use of words and phrases with attempted precision *(over there, line up in a row)*	few frequently used words and phrases with emerging precision *(lunch time, clean up my desk)*	some frequently used words and phrases with some precision *(have a nice day, I'm finished)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision *(do homework, saving time)*

GRADES
2-3

Grades 2-3

Second- and third-graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology).

As multilingual learners explore specific activities that interest them, they can benefit from using all of their cultural experiences and multilingual skills—be it to communicate through social interactions or to tackle academic challenges. Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. By partnering with families, educators can create culturally and linguistically sustaining classrooms so that all children feel welcome, nurtured, and safe, thus supporting their social and emotional development. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 2-3:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

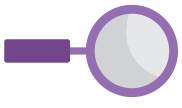
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-6 offers snapshots of some ways students engage in each Key Language Use throughout grades 2-3.

Table 3-6: Snapshots of Key Language Uses in Grades 2-3

Snapshots of Key Language Uses in Grades 2-3	
Narrate	• Develop a sense of narrative structure and the purposes for which people use narratives • Structure narratives to express experiences and ideas about familiar places and people • Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	• Recognize the difference between imaginative stories and nonfiction informational texts • Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest • Develop emerging research skills to build knowledge for reports
Explain	• Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena • Report observations of phenomena to build understanding of the world around them • Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	• State opinions or construct tentative claims and offer those in class discussions • Recognize the difference between claims with and without support • Offer observations to support opinions and claims • Develop emerging research skills to use in constructing claims • Begin to use data from observations as evidence for their claims



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 2-3 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-7. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-7: Distribution of Key Language Uses in Grades 2-3

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-3, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

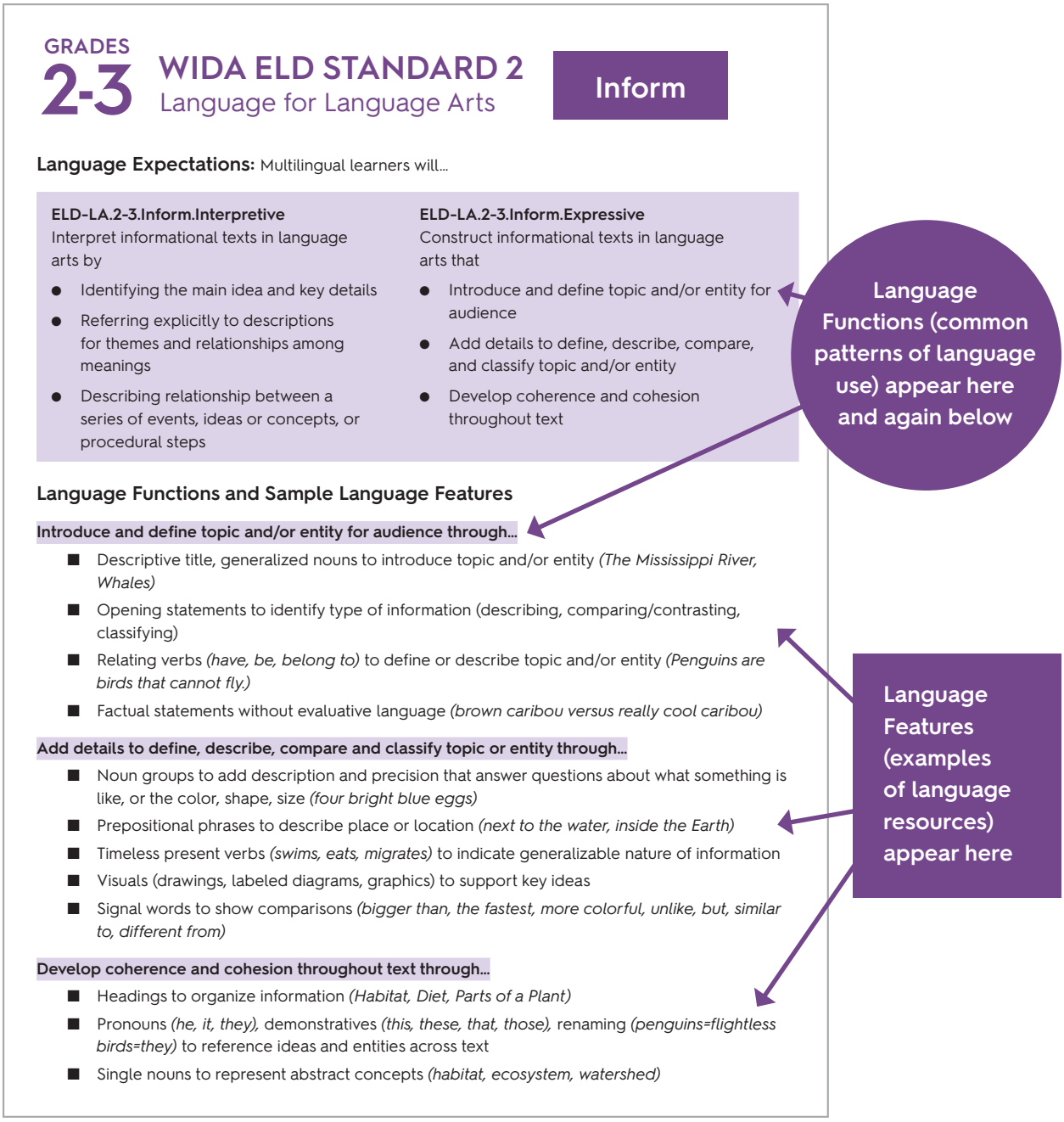
Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-3, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-3 on the next page shows how the Language Functions and Language Features appear.

Figure 3-3: Grades 2-3 Language Functions and Language Features



GRADES
2-3 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADES
2-3 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES 2-3

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Pictures, descriptive title, opening statements *(It was a dark and stormy night; "What?!" exclaimed Mom)* to capture the reader's interest
- Expanded noun groups to introduce characters *(the old man on the block, the hungry little mouse)*
- Adverbials and prepositional phrases to establish time and location *(a hundred years ago, when I was six, on the playground, around the corner)*
- Statements to introduce problem or complication *(The boat began to leak. It all started when...)*

Develop story with time and event sequences, complication, resolution, or ending through...

- Saying verbs *(yelled, said, whispered)* to add details about characters in dialogs
- Verbs to describe what characters do, think, and feel
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text *(Miguel=my little brother=he; that night=the worst night)*
- Connectors to sequence time *(first, next, and then)* and events *(before, after, later),* and to combine and link event details *(and, but, so)*
- Verbs and adjectives to judge behavior and situation *(mended, destroyed, nasty, thoughtful)*
- Declarative statements to provide closure *(The End, It was over for good.)*

Engage and adjust for audience through...

- Language to address reader/listener and draw them in *(It was so exciting!)*
- Word choices to convey attitudes, develop suspense, share excitement *(my amazing adventure, super interesting, fantastic!)*
- Sensory and literary language *(yucky),* onomatopoeia *(BOOM! CRASH!)* to add interest
- Tone of voice, gesturing, acting behaviors to adjust for story audience
- Pictures and other graphics to complement storyline

GRADES
2-3 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive title, generalized nouns to introduce topic and/or entity *(The Mississippi River, Whales)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs *(have, be, belong to)* to define or describe topic and/or entity *(Penguins are birds that cannot fly.)*
- Factual statements without evaluative language *(brown caribou versus really cool caribou)*

Add details to define, describe, compare, and classify topic or entity through...

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size *(four bright blue eggs)*
- Prepositional phrases to describe place or location *(next to the water, inside the Earth)*
- Timeless present verbs *(swims, eats, migrates)* to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons *(bigger than, the fastest, more colorful, unlike, but, similar to, different from)*

Develop coherence and cohesion throughout text through...

- Headings to organize information *(Habitat, Diet, Parts of a Plant)*
- Pronouns *(he, it, they),* demonstratives *(this, these, that, those),* renaming *(penguins=flightless birds=they)* to reference ideas and entities across text
- Single nouns to represent abstract concepts *(habitat, ecosystem, watershed)*

GRADES
2-3 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Generalized nouns to identify concept *(fractions, equations, plot graphs)*
- Relating verbs *(be, have)* to define or describe concept *(Fractions are pieces of a whole thing.)*
- Mathematical terms to describe concept, process, purpose, or action *(mean, quotient, divide, subtract, reduce)*

Describe solution and steps used to solve problem with others through...

- Abstract nouns to establish context *(process, answer, approach, solution)*
- Past tense doing *(added, grouped)* and thinking *(thought, remembered)* verbs to recount steps
- Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps *(first, next, then)* and show causal relationships *(because, so, then)*
- Compare/contrast signal words to differentiate results, approaches, objects *(Our solution is... but your group has a different solution.)*

State reasoning used to generate solution through...

- If/then clause structures to show reasoning *(if a shape only has 3 sides, then it is a triangle)*
- Declarative statements to state conclusion with a neutral stance of authority *(This shows five 3rd-grade students jumped higher than the average of seven inches.)*
- Thinking verbs to reflect on process *(I wonder if we tried, if it would be different, I think we should have done...)*

GRADES
2-3 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Argue.Interpretive
Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive
Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions through...

- Relating verbs *(have, belong to, be)* to make claim *(A is bigger than B because it is taller.)*
- Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture *(All squares have 4 equal sides. Triangles always have 3 sides.)*

Generalize by finding commonalities across cases through...

- A variety of structures such as comparatives *(er, est; more, most);* demonstratives *(these, both, that)* to point out similarities *(Both squares and rhombuses have 4 equal sides, ½ is bigger than ¼)*
- Conditional structures *(if/then, when)* to draw conclusions *(If 34+68=102 then 102-68=34, When a number is even you can divide it into two equal parts.)*

Justify conclusion steps and strategies in simple patterns through...

- Technical nouns to add precision and details *(place value, commutative property, angles, measurement, fractions, even/odd)*
- Causal connectors *(because, so, that means)* to present case to others *(The taller rectangle isn't always bigger because you have to look at the area inside.)*
- Drawings, manipulatives, models, diagrams to support thinking

Identify and respond to others' arguments through...

- Questions *(how, what, why)* to ask for clarification or information *(How did you get your answer?)*
- Declarative statements to disagree/debate *(I disagree, I'm not sure, I got a different answer...)*
- Declarative statements to counter claim or reasoning *(5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal)*

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Abstract nouns and to introduce concepts *(habitat)*
- Declarative statements to present facts
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: *this, that*)
- Relating verbs to state relationships or attributes *(have, be, belong to)*

Develop a logical sequence between data or evidence and claim through...

- Timeless verbs to state on-going facts about phenomenon *(Rain forests create oxygen.)*
- Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
- Causal connectors to link events *(because, so that, when)*
- Prepositional phrases to provide details *(where, when, how)*
- Clauses to express sequences in time *(after digestion, when the air cools)*
- Comparatives to show similarities and differences

Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through...

- Technical terminology *(food chain, biome)* to add precision
- Comparatives to show similarities and differences
- Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
- Causal connectors to link events *(because, so that, when)*
- Prepositional phrases to provide details about where, when, how
- Clauses to express sequences in time *(after digestion, when the air cools)*

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Argue.Interpretive
Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon for an issue related to the natural and designed world(s) through...

- Generalized nouns to interpret observations and evidence *(heating, cooling, temperatures, Heating butter makes it melt.)*
- Relating verbs *(have, belong to, be)* to define topic/phenomenon
- Nouns and adjectives to add precise technical descriptions *(solid, liquid)*

Make a claim supported by relevant evidence through...

- A variety of clause structures to connect and combine ideas *(If I add heat, I can melt butter. The butter melted because it got hot.)*
- Labeled pictures, diagrams to support claim
- Verb groups to add precision to the claim and/or evidence *(soften, harden, melt, cook, burn)*

Establish a neutral tone through...

- Declarative statements to state claim, observations, conclusion *(Temperature changes materials.)*
- Technical nouns to add precision and details *(materials, reversible/irreversible changes)*

Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim through...

- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text *(Ice melts when it gets heated. It becomes water. Water turns to ice when it gets cold.)*
- A variety of clause structures to explain phenomenon *(because, but, when, like, so, so that)*

GRADES
2-3 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive
Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Language to speak to the reader directly and draw them in *(Did you know?)*
- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(be, have)* to define phenomena or events *(Deserts are the driest places on earth)*
- Pronouns and renaming to reference ideas and people across the text *(explorers=Spaniards=they)*
- Single nouns to represent abstract concepts *(habitat, pollution)*

Describe components, order, causes, or cycles through...

- Connectors to establish relationships among ideas: sequence examples *(first, another);* time markers *(after an earthquake, millions of years later);* causality *(because, so that)*
- Prepositional phrases to add spatial and directional details *(The river flows down the mountain.)*
- Expanded noun groups that include adjectives to answer questions about how many, and what something is like (*seven continents, longest river)*
- Past tense verbs to describe events
- Adverbials to place event in time *(last year, a long time ago, everyday)*

Generalize possible reasons for a development or event through...

- Declarative statements to evaluate and interpret events *(The fish are dying because people throw trash in the ocean.)*
- Verbs and adjectives to judge behavior or moral character *(wasting, destroying, bad)*
- Verbs to highlight agents and recipients
- Evaluative language to summarize event *(best, important, dangerous, sad)*

GRADES
2-3 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic *(Important People, Nurses, Community Helpers)*
- Declarative statement to present position and/or provide background information *(Nurses are the most important people in our community.)*
- Pronouns *(they, we, us),* demonstratives *(these, this, that, those),* and renaming subject *(nurses=they=helpers)* to reference topic across text
- Text connectors to sequence ideas, support *(Three reasons why nurses are important. First..., Next..., Finally)*

Select relevant information to support claims with evidence from one or more sources through...

- Prepositional phrases to identify time, place, *(last year, in January, in our town, at school)*
- Past tense verbs to describe events *(helped, fixed, took care of)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(helped, nicely, best)*

Show relationships between claim, evidence, and reasoning through...

- Connectors *(because, so, and)* to link claims with evidence and reasoning *(Nurses are important because they help sick people feel better.)*
- Connectors show concession or comparison/contrast *(if, but; Some people don't like shots but nurses do other things to help people.)*
- Summary statements to reiterate position *(That's why nurses are important community helpers.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a purple background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
2-3 WIDA ELD STANDARD 2
Language for Language Arts

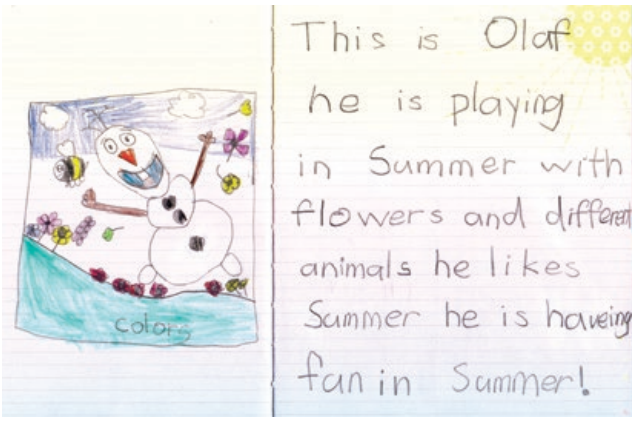
Narrate

Annotated Language Sample

Context: This text was written by a multilingual student in grade 2. As part of the language arts program, the teacher asks students to write every day in a journal. This is a piece from that journal.

Prompt: It is journal writing time. You can write about whatever you would like. Maybe you want to write a story, or some of you might want to write about characters from movies you like.

Language Expectation: ELD-LA.2-3.Narrate.Expressive
Multilingual learners use language to construct language arts narratives that
- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

Functions & Features	Olaf	Functions & Features
Orient audience to context through… Pictures Noun groups to introduce characters • Olaf Prepositional phrases to establish time and location • in Summer	This is Olaf he is playing in Summer with flowers and different animals he likes Summer he is *haveing* *fun* in Summer! *Example of Student Writing*  	**Develop story with time and event sequences, complication, resolution or ending through…** Verbs to describe what characters do • is playing • is haveing fun Verbs to describe what characters feel • likes Pronouns to reference characters • Olaf … he …. he … he
Engage and adjust for audience through… Word choices to convey attitudes • *haveing fun*		

GRADES **2-3**

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by a multilingual third grader. As the teacher worked on supporting students to develop explanations, she showed them how critical information was concentrated in the noun groups. Together, the class learned how to expand the noun groups to include details such as fewer sticky toe pads, the green anoles, etc. Students jointly constructed noun groups, comparing and contrasting which ones included sufficient information needed to communicate hereditary traits. After that, students wrote independently.

Prompt: Which green anoles (a type of lizard) were most likely to be caught by the brown anoles? Why is that?

Language Expectation: ELD-SC.2-3.Explain.Expressive
Multilingual learners use language to construct scientific explanations that
- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Functions & Features	Green and Brown Anoles	Functions & Features
Describe observations and/or data about a phenomenon through… Declarative statements to state present facts • The green anoles that were born … good. Cohesion to reference ideas across text • a brown anole … the brown anoles (renaming subject) Relating verbs to state attributes • are	The green anoles that were born with *fewer* sticky toe scales are *most likely* to get caught by a brown anole **because** the brown anoles can't climb *that good*.	**Develop a logical sequence between data or evidence and claim through…** Causal connectors to link events • **because** Prepositional phrases to provide details • with fewer sticky toe scales • by a brown anole Comparatives to show similarities and differences • *fewer* • *most likely* • *that good*

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	repetitive chunks of meaning across text *(red crayon, yellow crayon, blue crayon)*	frequently used cohesive devices (demonstratives: *this, that, these, those*)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: *The **rectangle** is a big **one**.*) and ellipsis *(There isn't any. [milk])*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used multi-word noun groups *(green frogs)*	multi-word noun groups with connectors *(green **and** slimy frogs)*	expanded noun groups with classifiers *(tree frogs and poison frogs)*	expanded noun groups with prepositional phrases *(three little green tree frogs on the log)*	expanded noun groups with embedded clauses *(three little green tree frogs that jumped into the water)*	expanded noun groups with a variety of embedded clauses *(three little green tree frogs with long legs that swam away and didn't come back)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	chunks of language *(stick to rocks and coral)*	simple sentences *(They stick to rocks and coral.)*	related simple sentences *(They look like plants. They stick to rocks and coral.)*	multiple related simple sentences *(They are called anemones. They look like plants. They stick to rocks and coral.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones* **and** *they look like plants.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *Anemones look like plants* **but** *they are sea animals.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	frequently used words and phrases in familiar contexts and topics *(time to clean up)*	situation-specific words and phrases *(How do we spell that word?)*	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins…)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *Last week, When I was five, I think, etc.*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the* or *these clouds*)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun *(those storm clouds that we saw yesterday)*
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments *(triangles and rectangles)*	sentence fragments and emerging use of simple sentences *(triangle has three sides)*	simple sentences *(A square has 4 right angles.)*	sentences with emerging use of clauses *(We put triangles, then rectangles)*	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: *We put blue triangles, then red triangles, but there was no pattern.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	few frequently used words and phrases with emerging precision *(Time to eat?)*	some frequently used words and phrases with some precision *(three groups of four equals…)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(hard as a rock)*	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(rounding off and finding the mean)*

GRADES
4-5

Grades 4-5

In the upper elementary grades, the classroom is bustling with activity as learners interact, interpret, and express themselves in multimodal ways. These students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. In the social-emotional realm, these students have a growing need to be independent, but also to be accepted and nurtured by family, adults in the school community, and peers.

Classrooms are windows for multilingual learners to make discoveries while expanding their language repertoire in content area learning. The oral and written language of fourth and fifth graders is becoming more sophisticated, and multilingual learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for multilingual learners to interact in pairs and small groups to enhance their learning. Collaborating in teams, multilingual learners rely on each other to problem-solve, dialogue, and build relationships with their peers as they share the world around them.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 4-5:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

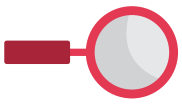
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-8 offers snapshots of some ways students engage in each Key Language Use throughout grades 4-5.

Table 3-8: Snapshots of Key Language Uses in Grades 4-5

Snapshots of Key Language Uses in Grades 4-5	
Narrate	• Add details about characters and settings • Use dialogue to provide insight into characters' motives and personalities • Create images in the reader's mind through descriptive language • Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events
Inform	• Provide objective general descriptions of entities and concepts of observable and unobservable phenomena • Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics • Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)
Explain	• Identify consequences of actions or events • Give account for the underlying causes of how something works or why something happens • Begin to show underlying causes of more abstract phenomena
Argue	• Substantiate claims with evidence and reasoning • Use evidence from texts or data to support claims • Consider and engage with other voices, possibilities, and perspectives • Argue about topics that go beyond students' immediate contexts to topics outside their realm of personal experience



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 4-5 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-9. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-9: Distribution of Key Language Uses in Grades 4-5

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-4, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

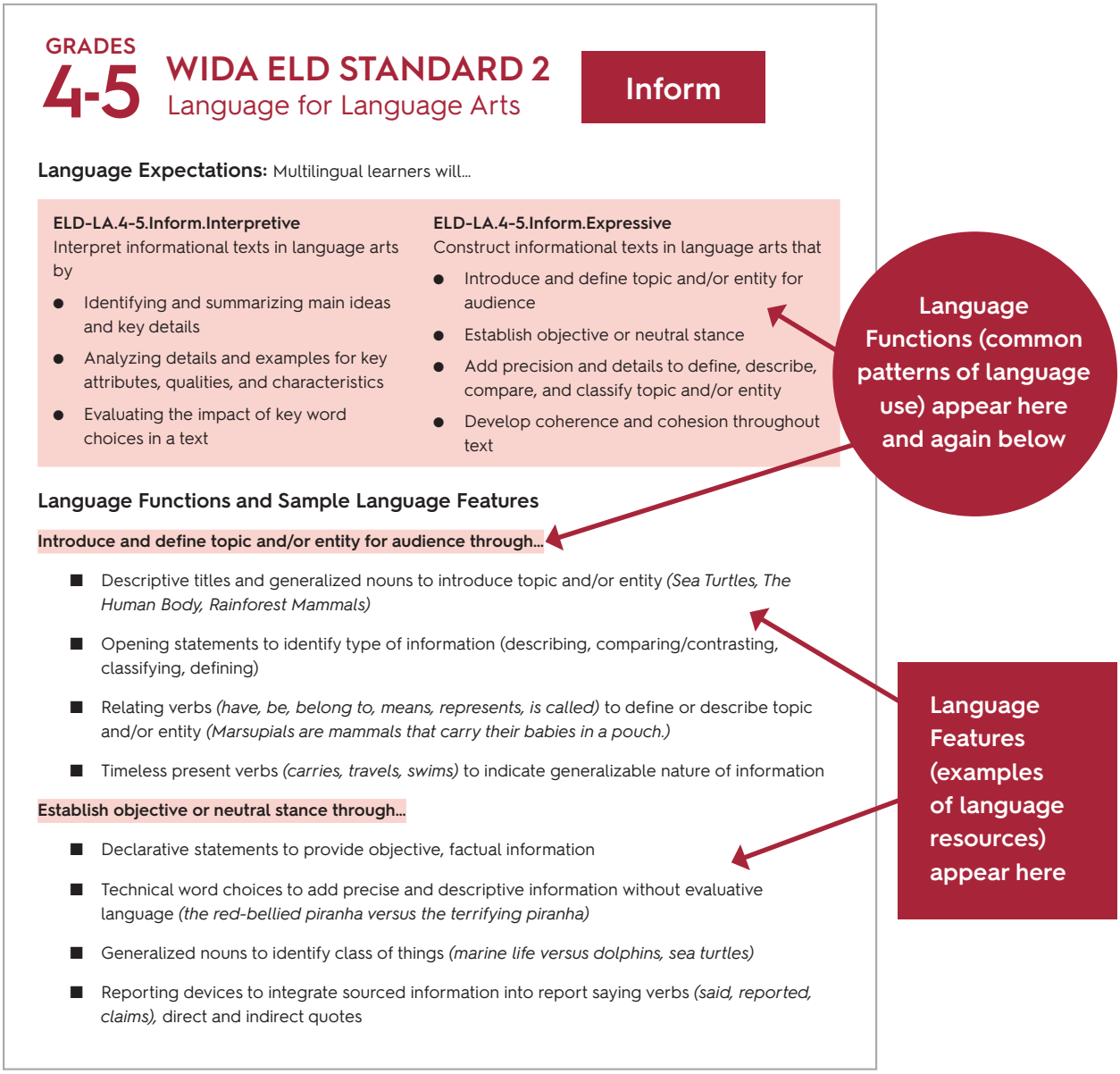
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-4, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-4 on the next page shows how the Language Functions and Language Features appear.

Figure 3-4: Grades 4-5 Language Functions and Language Features



GRADES
4-5 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
4-5

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to establish the context e.g., questions, statements, dialog *("We must think only of the things that we must do," the old lady said.)*
- Adverbial and prepositional phrases to establish time and location *(During the last century, Last Tuesday, On Saturn's second outer ring, High above the city)*
- Statements and questions to foreshadow or state complication *(Would her dream ever come true? She knew not to give up.)*

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors *(raced, explored),* thoughts *(wondered, believed),* feelings *(hoped, longed for),* speech *(mumbled, screamed, questioned)*
- Expanded noun groups to add description and detail *(seven powerful kings, curly-haired baby girl)*
- Expanded verb groups to show relationship between characters *(Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.)*
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships
- Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text *(he, his; these, this; Zeus=Greek God=King of Mt. Olympus)*

Develop story with complication and resolution, time and event sequences through…

- Dependent clauses to add details *(the race, which only happened every four years)*
- A variety of verb tenses to locate events in time, including dialog *("Where are you going?" I asked.)*
- Connectors to sequence time *(later that night),* and events *(While the game was on, we slipped out.)*
- Statements to provide closure, evaluate experience, or summarize narrative *(finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.)*

Engage and adjust for audience through…

- Evaluative word choices to describe author's attitudes *(awesome, scared, mean, enjoyed the time, most people)*
- Literary devices to enrich the narrative, including simile *(as cool as a cucumber),* personification, alliteration *(lounging lizard),* sensory words/phrases *(tingling),* onomatopoeia *(ZAP!)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(Listen while I tell you the most amazing story.)*

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive titles and generalized nouns to introduce topic and/or entity *(Sea Turtles, The Human Body, Rainforest Mammals)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs *(have, be, belong to, means, represents, is called)* to define or describe topic and/or entity *(Marsupials are mammals that carry their babies in a pouch.)*
- Timeless present verbs *(carries, travels, swims)* to indicate generalizable nature of information

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language *(the red-bellied piranha versus the terrifying piranha)*
- Generalized nouns to identify class of things *(marine life versus dolphins, sea turtles)*
- Reporting devices to integrate sourced information into saying verbs *(said, reported, claims)*, direct and indirect quotes

Add precision and details to define, describe, compare, and classify topic and/or entity through…

- Adverbial and prepositional phrases to specify times and location *(every year, during the 17th century, in the North Atlantic, throughout Australia)*
- Comparing/contrasting connectors to differentiate between entities or components *(unlike/like, fewer/more than, however, likewise)*
- Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events
- Expanded noun groups and adjectives to add details to the concept or entity *(spherical ball of rocks or gas),* and to classify or qualify information *(environmental threats, greenhouse gasses)*
- Visuals (graphs, labeled diagrams, photos) to support key details

Develop coherence and cohesion throughout text through…

- Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text *(his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale)*
- Ellipsis to reduce repetition and redundancy *(Scientists asked legislators to make changes to protect turtles and they did [make the changes])*
- Topic nouns to begin sentences or paragraphs across text
- Nominalizations to represent abstract concepts *(Leatherbacks are declining=this decline in population)*

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive
Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive
Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language Functions and Sample Language Features

Introduce and develop a topic clearly; state an opinion through...

- Declarative statements to frame topic, provide background information, and state opinion *(The Proudest Blue provides a great example of being proud of your heritage.)*
- Noun groups *(adjectives, embedded clauses)* to add description and/or introduce topic *(Lance, a first-generation immigrant; Dinner, which was always wonderful)*
- Pronouns, synonyms, renaming subjects to maintain cohesion *(they=the new arrivals=immigrants=the foreigners)*
- First person *(I think, In my opinion)* or third person *(this book provides, the author believes)* to state an opinion

Support opinions with reasons and information through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions)
- Expanded noun and verb groups to add detail *(Faizah arrived for her first day of school with a new backpack and light-up shoes.)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, a way to think about this)*
- Connectors to link claim/opinion with evidence and reasoning *(because, as a result, when, if, although, but)*
- Modality to express obligation or certainty *(might, could, must, need to, have to)*

Use a formal style through…

- First person (personal) or third person (neutral) to present point of view *(The book tells us that even through difficult times, we can still stick to our culture.)*
- Authoritative declarative sentences to evaluate and interpret events *(The Proudest Blue teaches us to be proud of our culture.)*
- Evaluative adjectives and adverbs to add writer's perspective *(beautiful, amazing, unfortunately)*
- Emotive or objective language to appeal to logic or feelings *(love flowed from everything she made versus she cooked dinner)*

Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through…

- That-clauses to link claim with evidence *(This shows that the theme is)*
- Connectors to sequence points in the argument *(first, furthermore, as evidenced by)*
- Summary statement to reiterate opinion or encourage a response *(I recommend this book, a book to help us remember)*

GRADES
4-5 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the angles within a circle can be measured with a protractor like this)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion *(conversion, measurement, volume)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, we)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*

Describe data and/or steps to solve problem through…

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions *(operation, associative property, area formula, function)*
- Past tense doing verbs *(measured, converted)* and thinking verbs *(remembered, thought, figured out)* to recount steps
- Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps *(first, next, then)* and indicate causal relationships *(because, so, that means, as a result)*

State reasoning used to generate solution through…

- Declarative statements to state conclusion with a neutral stance of authority *(These two fractions are equivalent because…)*
- Causal connectors to express reasoning *(We multiplied the two numbers together because…)*
- Conjunctions *(if/then, when/then, because, as, since, so that)* to establish result/condition relationships *(if the field has a length that is twice its width, then the area is…)*

GRADES
4-5 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive
Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions, patterns, and rules through...

- Relating verbs *(have, belong to, be)* to make a claim *(9/15 is equivalent to 3/5 and 6/10 is an equivalent fraction too because they are all multiples)*
- Adverbial phrases *(for qualities, quantities, frequency)* to add precision related to conjecture *(The interior angles of a triangle will always add up to 180°)*

Generalize commonalities and differences across cases through...

- Conditional clauses *(when, if)* to extend conjecture *(If you remember the inverse operations, you can figure out the missing quantity by...)*
- Declarative statements to present generalizable processes *(The divisibility rules can help you find all the factor pairs of a product.)*

Justify conclusion with patterns or rules through…

- Conditional structures *(if/then, when)* to demonstrate conclusions *(Adding 3 to an even number always gives you an odd number and if you add 3 to an odd number, you will get an even number.)*
- Technical nouns and noun groups to add precision and details *(exponents, decimals, inverse operations, intersecting lines)*
- Drawings, manipulatives, diagrams, graphs, models to demonstrate thinking

Evaluate others' arguments through…

- Questions *(how, what, why)* and requests *(could, would)* to ask for clarification or information *(How did you know how to start? Could you explain this part of your diagram?)*
- Declarative statements to disagree/debate *(I don't think that's right, I disagree, how did you, I did it differently, let's compare our process)*

GRADES 4-5

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or evidence about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(cycles, states of matter, condensation)*
- Cohesion to reference ideas, people across text *(pronouns, renaming subject, synonyms)*
- Relating verbs to state relationships or attributes *(have, be, belong to)*
- Timeless verbs to state on-going facts about the phenomenon *(ocean water evaporates)*

Establish neutral or objective stance in communicating results through...

- Passive voice and declarative statements *(evaporation is caused by, ice and snow evaporate)*
- Word choices to moderate stance, e.g., hedging *(could/might, sometimes, usually)*
- Objective language to adjust precision and/or invite shared interest

Develop reasoning to show relationships between evidence and claims through…

- Nominalizations to represent abstract concepts *(condensation)*
- Connectors to link clauses and combine ideas into logical relationships *(so, because, and then),* or express causality (*when, although, in order to)*
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution through…

- Labeling/describing diagrams, graphs and tables to add information about the phenomenon
- Ask and answer questions to clarify or hypothesize about phenomenon
- Conditional clauses *(if/then)* to generalize phenomenon to additional contexts

GRADES
4-5 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive
Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon related to the natural and designed world(s) through...

- Generalized nouns to define phenomenon *(weathering, erosion, eruptions, mapping)*
- Relating verbs *(have, belong to, be)* to define topic/phenomenon *(The Earth is shaped by many forces like wind and water.)*
- Expanded noun phrases to add clarity, classify, or add descriptions *(underground pressure, marine shell fossils)*

Make and define claim based on evidence, data, and/or model through...

- Expanded noun groups to add precision and details *(Earth's cycles of heating and cooling)*
- Connectors to link ideas *(as a result, therefore, over time)*
- Maps, diagrams, graphics, data to support claim/evidence

Establish a neutral tone or an objective stance through…

- Passive voice to keep focus on topic *(The Earth was shaped by many forces.)*
- Active verb groups to describe phenomenon *(Water erodes rock over time.)*
- Declarative third person statements to record claim, observations, conclusion *(Wind causes erosion in three ways.)*

Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim through…

- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how)*
- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text
- Modal verbs to describe possible impacts of phenomenon on various situations, including human *(Natural forces like tsunamis and volcanic eruptions can impact the Earth's surface and people's safety.)*

GRADES
4-5 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive
Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(have, be)* to define phenomena or events
- Nouns to represent abstract concepts *(factors, effects, economics)*
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Describe components, order, causes and effects, or cycles using relevant examples and details through...

- Connectors to order, sequence, show relationships among ideas *(the first factor, after the bill passed, that caused)*
- Noun groups to provide details answering who, what, when, where *(They made maple syrup in the spring outside the winter camp.)*
- Verbs groups to add accuracy *(traveled quickly and quietly)*

Generalize probable causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of event or phenomenon
- Nominalizations to summarize events and name abstract phenomenon *(city expansion)*
- Declarative statements to evaluate or interpret events

GRADES
4-5 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Language Functions and Sample Language Features

Introduce topic through...

- Generalized nouns and descriptive title to introduce topic *(Native Peoples of Wisconsin)*
- Declarative statements to present position and/or provide background information
- Expanded noun groups to provide detail about the topic with relative clauses *(The Ho-Chunk, an Indigenous Nation in Wisconsin)*
- Pronouns, synonyms, renaming subject to create cohesion
- Connectors to structure paragraphs *(first, In the beginning, meanwhile, as a result, In conclusion)*

Select relevant information to support claims with evidence gathered from multiple sources through...

- Variety of clauses (adverbial, embedded) to add details, examples, quotes, data *(in the book, according to, the author tells us)*
- Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened *(During the 1800s, many native peoples were forced to move west because of settlers from the east.)*
- Doing verbs *(fled, hunted)* to identify agent

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*the people were forced off their land).* Alternately, use active voice to keep emphasis on who or what is doing the action.
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(forced, lonely, worst)*
- Objective or emotive language to appeal to logic or feelings *(relocated versus forcibly driven from their home)*

Show relationships between claims with reasons and multiple sources of evidence through…

- Connectors to link claims with evidence and reasoning *(because, so, and)*
- Connectors to signal alternate points of view *(one way, another way, on the other hand)*
- Connectors to show comparison/contrast *(if, unless, however)*
- Modality in summary statements to reiterate position, or create a call to action *(should, must, necessary to, might, could)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a red background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This is a mentor text developed by a teacher to apprentice her fourth-grade class to write arguments. The teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured, as well as the way certain language features are employed to meet the purpose of the argument. Then, the teacher and students jointly constructed another argument text making use of similar structures and language features.

Language Expectation: ELD-LA.4-5.Argue.Expressive
Multilingual learners use language to construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Functions & Features	School over Summer?	Functions & Features
Introduce and develop a topic clearly; state an opinion through… Declarative statement to frame the topic • Although there are … school over the summer. First person to state an opinion • I • my position Noun groups to introduce topic • many great things about vacations • students and teachers	Although there are many great things about vacations, students and teachers should go to school over the summer. I will share several reasons to support my position on this issue. **First**, if students went to school over the summer, they would forget less of what they learned during the school year and be better prepared for the next grade. **Also**, some students do not go on trips or go to camp, and going to school over the summer means they would not get bored.	**Support opinions with reasons and information through…** Noun groups and verb groups to add detail • several reasons • school year • would forget • do not go • would not get bored **Logically connect opinions to appropriate evidence through…** Connectors to sequence points in the argument • **first** • **also**

Functions & Features	School over Summer? *Continued*	Functions & Features
Introduce and develop a topic clearly; state an opinion through… Pronouns and renaming subject to maintain cohesion • teachers …. their own … their time **Use a formal style through…** Third person to present point of view • teachers • students	**Additionally**, teachers work on their own during the summer anyway, and it *would be* a better use of their time to work with students. **As stated above**, it is my position that going to school over the summer would benefit students and teachers.	**Logically connect opinions to appropriate evidence through…** Connectors to sequence points in the argument • **additionally** • **as stated above** **Support opinions with reasons and information through…** Modality to express certainty • *would be* … Summary statement to reiterate opinion • As stated above, it is my position that… teachers.

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Annotated Language Sample

Context: This mentor text was developed by a researcher who modeled for fourth graders how to write an explanation for a social studies unit focusing on the indigenous people of Wisconsin. Students learned about who the groups of people are (and were) and studied the causes and effects of phenomena, such as removing people from their land, sending children to boarding schools, and treaties. For their writing assignment, students produced a factorial explanation where they identified and described the factors that led to a particular outcome, such as loss of identity, loss of language, and loss of culture.

Language Expectation: ELD-SS.4-5.Explain.Expressive
Multilingual learners use language to construct social studies explanations that
- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Functions & Features	Loss of Identity and the Menominee	Functions & Features
Introduce phenomena or events through… Prepositional phrases of time, place to contextualize phenomenon or event • from the forest • before Europeans arrived • in western Wisconsin • along the … Green Bay • on the Wolf River Relating verbs to define phenomenon or event • is, is, is Cohesion to reference people across text • the Menominee Nation, the Menominee, Menominee people (renaming)	Identity is who you are. So, to say that you lost your identity is to say you lost who you are. This is what happened to the Menominee Nation of Wisconsin. The Menominee Nation is a group of people native to Wisconsin. Their traditions and identity come from the forest. Before the Europeans arrived the Menominee lived in western Wisconsin along the shores of Lake Michigan and Green Bay. They hunted for animals and fished for sturgeon on the Wolf River. The forest was very important to them. The forest is their identity. Menominee people say, "we are the forest".	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Noun groups to provide details answering who, what, when, where • the Menominee Nation of Wisconsin • a group of people native to Wisconsin • their tradition and identity • the forest • Menominee people Verbs groups to add accuracy • lived • hunted • fished

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features

Introduce phenomena or events through…

Nouns to represent abstract concepts
- identity
- factors
- homelands

Cohesion to reference ideas, people across text
- the first factor … this … it (pronouns)
- they, they, they (repetition)
- had to give up, had to give up (repetition)

Generalize probable causes and effects of events or developments through…

Nominalizations to summarize event and name abstract phenomenon
- taking their land away
- cutting down their forest
- assimilation

When the Europeans arrived in the 1600s, everything changed for the worse. The Menominee people lost their identity, almost forever. **There are three factors** which caused the Menominee to lose their identity. The first is taking their land away, the second is cutting down their forest, the third is assimilation.

The first factor that caused the Menominee people to lose their identity was that the US government forced them to give up their land. This happened first in the 1820s. Native peoples from New York were pushed out of their homelands and were trying to find a new place to live. The US government told the Menominee they had to give up 500,000 acres of their land to the Oneida and the Mochican. It happened again in 1848, when Wisconsin became a state. They had to give up the rest of their land. Without their forests, they couldn't be themselves. They lost their identity. *Fortunately*, some of the Menominee leaders fought back. In 1854, they got back 276,000 of forest along the Wolf River.

Describe components, order, causes and effects, or cycles using relevant examples and details through…

Connectors to order, sequence, show relationships among ideas
- **there are three factors**
- **the first factor**

Noun groups to provide details answering who or what
- the US government
- native peoples from New York
- the Oneida and the Mochican
- 500,000 acres of their land
- some of the Menominee leaders
- 276,000 of forest along the Wolf River

Verbs groups to add accuracy
- caused to lose
- forced … to give up
- happened
- were pushed out
- were trying to find
- had to give up
- couldn't be …
- lost

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
Introduce phenomena or events through… Nouns to represent abstract concepts • tradition • assimilation Relating verbs to define phenomenon • is **Generalize probable causes and effects of events or developments through…** Word choices to evaluate, judge, or appreciate significance of event • *unfortunately* • *destroyed* • *fortunately* • *alive* • *almost lost forever* • *never do that again* Declarative statements to evaluate or interpret events • Unfortunately, the US … forest. • Fortunately, … assimilation. • We should … group of people.	**The second factor** that caused the Menominee to lose their identity was logging. The Menominee tradition was to only cut down mature trees. This is a way to protect the forest. *Unfortunately,* the US forest service put a big sawmill on their land and used it to clear-cut big sections of the forest. Clear-cut is when you cut down everything at once. The forest service also left behind lots of brush which caught fire and *destroyed* more of the forest. The Menominee believe that they are the forest. When you cut down the forest, you cut down the people. **The third factor** that led to the Menominee to lose their identity was assimilation. …. *Fortunately*, there were enough Menominee people who fought the US government against taking their land, logging, and assimilation. **One time** the Menominee elders lay down on the highway to prevent the land from being sold. In 1969, a law was passed that gave them back their Reservation. **Today** there are many Menominee people who still remember their identity and teach their ways to the children. So the Menonimee identity is still *alive*. But because of the bad things the US government did, it was *almost lost forever*. We should remember what happened and *never do that again* to a group of people.	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Connectors to order, sequence, show relationships among ideas • **the second factor** • **the third factor** • **one time** • **today** Noun groups to provide details about who or what • the second factor that caused the Menominee to lose their identity • the Menominee tradition • the US forest service • big sections of the forest • the Menominee elders • the Menonimee identity • a group of people Verb groups to add accuracy • fought • lay down…to prevent • was passed • teach • should remember

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward their independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around specific topics *(clean water)* with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	multi-word noun groups with connectors *(mean and nasty bullies)*	expanded noun groups with classifiers *(mean and nasty fourth grade bullies)*	expanded noun groups with prepositional phrases *(my favorite character in this book)*	expanded noun groups with embedded clauses *(my favorite character who stood up to the bullies)*	expanded noun groups with a variety of embedded clauses *(my favorite character who stood up to the bullies and hardship)*	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: *she stood up to bullies = her courage*)
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	simple sentences *(Strong winds blow through the forest.)*	related simple sentences *(Winds blow through the forest. The trees sway and shake.)*	multiple related simple sentences *(Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *The trees sway* ***and*** *shake,* ***and*** *dead branches fall off to the ground.*)	compound sentences with frequently used ways of combining clauses *(Strong winds blow through the forests,* ***but*** *the mighty oaks stand tall and proud.)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****When*** *strong winds blow through the forests, the trees sway and shake.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	situation-specific words and phrases *(between those two black wires)*	an increasing number of words and phrases *(Over there on the board?)*	a growing number of words and phrases in a variety of contexts *(lightbulb went off, the electric circuit)*	an expanding number of words and phrases including idioms and collocations *(push and pull, quit pulling my leg)*	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns *(the invisible force between two magnets)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(electric shock versus I'm shocked)*

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *first, and then, then*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence is…)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	a few types of elaboration (adding familiar adjectives to describe nouns: *maple syrup*)	some types of elaboration (adding newly learned or multiple adjectives to nouns *(thick, sweet, sticky maple syrup)*	a growing number of types of elaboration (adding articles or demonstratives to nouns: *the dark syrup*)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: *the long, slow process…*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *the sap which boiled for six hours…*)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: *a sweet sap that turned into a delicious syrup after hours of boiling* and condensing through nominalization: *this tedious process*)

CONTINUED

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments and emerging use of simple sentences *(the blue one, the red one)*	simple sentences *(The red side pushed away. The blue side stayed.)*	sentences with emerging use of clauses *(The red side blocked the paperclip. The blue side picked it up. They are opposites.)*	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: *The red side repelled the paperclip, but also it….*)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: *Neither the red one nor the blue one…*)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: *The magnetic force caused the paperclip to lift off the table because the paperclip is metal.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	some frequently used words and phrases with some precision *(social studies, government)*	a small repertoire of words and phrases with developing precision *(branches of government, executive power)*	a growing repertoire of words and phrases with growing precision *(the founders, "two if by land…")*	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision *(the lights are on but nobody's home…)*	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision *(as a result of the war, forming a new nation)*	a variety of words and phrases, including evaluation, obligation, idioms, and collocations *(necessary sacrifices, outdated law, fit for a king)*

GRADES
6-8

Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias.

The home–school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community's collective linguistic and cultural knowledge.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 6-8:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

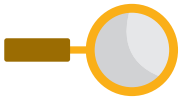
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-10 offers snapshots of some ways students engage in each Key Language Use throughout grades 6-8.

Table 3-10: Snapshots of Key Language Uses in Grades 6-8

Snapshots of Key Language Uses in Grades 6-8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 6-8 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-11. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-5, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

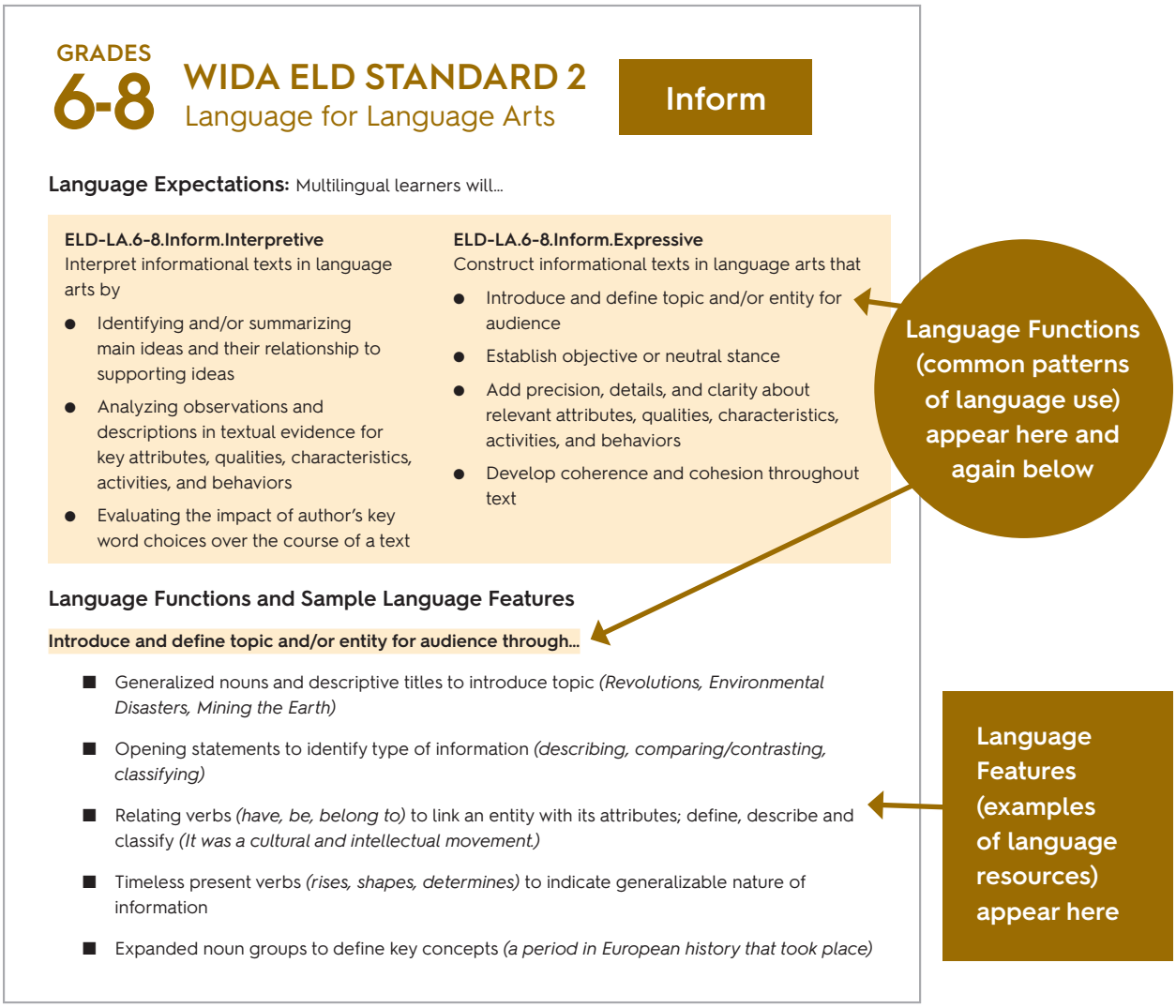
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-5, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-5 on the next page shows how the Language Functions and Language Features appear.

Figure 3-5: Grades 6-8 Language Functions and Language Features



GRADES
6-8 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
6-8

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
6-8 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog *(Are we ever truly happy? It was confusing time, nothing seemed normal.)*
- Adverbial and prepositional phrases to establish time and location *(They stood together silently on the hill as the sun rose.)*
- Statements and questions to foreshadow or state complication *(As she walked home, she felt watched.)*

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors *(turned instinctively),* thoughts *(concerned),* feelings *(pleased),* speech *(asked weakly)*
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships *("Danny," the old man said, "I was angry. Forgive me.")*
- Expanded noun groups to add description and detail *(He was short, but strong, with light, closely cut hair and a determined face.)*
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop story, including themes with complication and resolution, time, and event sequences through…

- Dependent clauses to add details *(the race, which only happened every four years)*
- A variety of verb tenses to pace narrative and locate events in time, including dialog *("Where are you going?," I asked.)*
- Connectors to develop and link sections of text to sequence time *(meanwhile, later),* ideas *(in the first place, at this point),* and add information *(what's more, likewise, in addition)*
- Statements to provide closure, evaluate experience, or summarize narrative *(Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.)*

Engage and adjust for audience through…

- Evaluative word choices to describe author's attitudes *(with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)*
- Literary devices (similes and metaphors) to enrich the narrative *(fly like an eagle, life is a highway),* alliteration *(babbling brook),* sensory words/phrases, and onomatopoeia *(tick-tock)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(She scuffled away across the snowy field like a small hunched animal.)*

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic *(Revolutions, Environmental Disasters, Mining the Earth)*
- Opening statements to identify type of information *(describing, comparing/contrasting, classifying)*
- Relating verbs *(have, be, belong to)* to link an entity with its attributes; define, describe, and classify *(It was a cultural and intellectual movement.)*
- Timeless present verbs *(rises, shapes, determines)* to indicate generalizable nature of information
- Expanded noun groups to define key concepts *(a period in European history that took place)*

Establish objective or neutral stance through…

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language *(the effects versus devastating effects)*
- Generalized nouns to maintain neutrality *(millennials, stringed instruments, marsupials)*
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report *(said, reported, claims),* direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through…

- Adverbial and prepositional phrases to specify time and location *(in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core)*
- Expanded noun groups to add precision *(strummed or plucked vibration of the strings)*
- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(microscopic, right-angled, voraciously, precisely)*
- Contrasting connectors to differentiate between entities or components *(unlike, as opposed to, however)*
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through…

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses *(it rained year after year=annual floods)* or summarize key ideas

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Language Functions and Sample Language Features

Introduce and develop claim(s) and acknowledge counterclaim(s) through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim *(Graphic novels provide a unique way to read that appeals to many teenagers.)*
- Noun groups to provide details *(Maus, a graphic novel written and illustrated by Art Spiegelman...)*
- Connectors to introduce alternative points of view *(although, on the other hand, unlike, contrary to common belief)*
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion *(graphic novels=these unique texts=young adult comic books)*

Support claims with reasons and evidence that are clear, relevant, and credible through…

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) *(according to X, the author's claim)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*
- Connectors to link claim(s) with evidence and reasoning *(because, as a result, when, if, although, but)*
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty *(might, could, must, need to)* or to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely)*

Establish and maintain formal style through…

- First, second, third person use to connect with reader, build alliance, or maintain neutrality *(unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations)*
- Authoritative declarative sentences to evaluate and interpret events *(Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.)*
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message *(somewhat powerful versus incredibly powerful; ugly versus grotesque)*

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through…

- Connectors to support inferential conclusions *(Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.)*
- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- Verb structures to present information in a variety of ways *(past, timeless present, passive voice)*
- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition)*
- Summary statement to reiterate claim(s), call to action, or encourage a response *(While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)*

GRADES
6-8 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(this probability model, randomized sampling will provide more valid results)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion *(distributions, probability, frequencies)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(It's a possibility, We have to do it this way, Maybe we could look at)*

Describe data and/or problem-solving strategy through…

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions *(randomized variation, proportional relationships, constituents)*
- Visual data displays (tables, tree diagrams, simulations, data charts, manipulatives) to clarify approach and/or solution
- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model)*
- Passive voice verbs to explain or analyze *(The variable is given a value of six.)*
- Timeless present verbs to present generalizable truths *(The hypotenuse is opposite the right angle.)*

State reasoning used to generate solution through…

- Causal connectors to express reasoning *(We took these steps to solve problems with the ratios because…)*
- Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships *(if/will, if we follow the order of operations, we will show that…)*

GRADES 6-8

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive
Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

Language Functions and Sample Language Features

Create conjecture, using definitions and previously established results through...

- Conditional conjunctions *(if or when)* to make and justify conjecture *(If I add 4/5 and 3/4, the result will be less than 2 because each fraction is less than a whole number.)*
- Relating verbs *(have, belong to, be)* to define principles, operational theorems, and properties *(for right angled triangles the Pythagorean formula is $a^2 + b^2 = c^2$)*
- Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture *(For all integers, For every vote candidate A received, candidate B received three votes which means...)*

Generalize logic across cases through...

- Declarative statements to present generalizable processes *(The expression 4n-1 can be used to find any value in the pattern.)*
- Verbs to apply mathematical principles (commands) *(use, do, apply, divide)* across cases *(Use the distributive property when there is no common factor.)*

Justify conclusions with evidence and mathematical facts through…

- Conditional structures *(if/then, when)* to demonstrate conclusions *(If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing.)*
- Technical nouns and noun groups to add precision and details *(coordinate plane, one-variable equations, two- and three-dimensional shapes)*
- Models, drawings, graphs to demonstrate principles

Evaluate and critique others' arguments through…

- Questions *(what, how, why, do),* requests *(could, would)* to request information, clarification, procedure *(Could you show me how you got that answer? Why did you do…instead of…?)*
- Causal connectors *(so, because, therefore)* to identify misconceptions *(The pattern is multiplying by a factor of 2, so it can't be a linear function.)*
- Negation *(don't, doesn't, can't)* and obligation modal verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this…)*

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive
Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

Language Functions and Sample Language Features

Describe valid and reliable evidence from sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(effects, predator-prey relationships, magnetic forces)*
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes *(have, be, belong to)*
- A variety of ways to define phenomenon (relative clauses, declarative statements)

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements *(Indonesia was formed by, tectonic plates have shifted for billions of years)*
- Word choices to moderate stance (hedging) *(could/might, a possibility, usually)*
- Objective and evaluative language to adjust precision and establish shared interest

Develop reasoning to show relationships among independent and dependent variables in models and simple systems through…

- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)* or order events
- Variety of clause types to express causality *(If magma is thick, gas bubbles cannot easily escape, building pressure as the magma rises.)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize patterns in evidence, making trade-offs, revising, and retesting through…

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Argue.Interpretive
Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) through...

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms *(molecules, atoms, reactions, energy, regrouping)*
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

Support or refute a claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(energy releasing reactions, reconfigured molecular bonds)*
- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*
- Variety of clause types to express causality *(If the total number in each type of atom is conserved, there is no change in the atom's mass.)*
- Diagrams, models, data, graphics to add support to claim or evidence

Establish and maintain a neutral or objective stance through…

- Passive voice and declarative statement to establish a factual stance *(Some chemical reactions release energy, others store it.)*
- Word choices to moderate stance (hedging) *(could/might, a possibility, usually, often)*

Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim through…

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text (pronouns, substitutions, renaming subjects, collocations, synonyms)
- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how…)*

GRADES 6-8

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events *(a place where tourists already come)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating outcomes, consequences, or documentation through...

- Passive voice to emphasize main topic *(British trade was disrupted by...)*
- Active verbs to highlight agents and recipients *(The colonists disrupted British trade.)*
- Declarative statements to evaluate and interpret events *(Feudalism was the ultimate system of control for medieval society.)*
- Verbs and adjectives to judge behavior or moral character *(rallied, conquered, cruel, compassionate)*

Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through…

- Nominalizations to name abstract concepts, ideas, ideologies *(colonization, feudalism)*
- Dependent clauses to express details as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound, or sequential relationships
- Expanded noun groups to add details *(living standards of 18th century people)*
- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, later, in order to)*

Generalize multiple causes and effects of events and developments through…

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize events and name abstract phenomena

GRADES
6-8 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and a descriptive title to introduce topic *(empire, excavation, The Cradle of Modern Civilization)*
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details *(Mesopotamia, often referred to as the Cradle of Life, was located between the Tigris and Euphrates Rivers.)*
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Connectors to structure paragraphs *(first, in the beginning, meanwhile, as a result, in conclusion)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support claims with evidence gathered from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened *(during the late Neolithic period, the area between…)*
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(I contradicted him, we support, they challenged)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Soldiers were housed in primitive tents.)* or to keep emphasis on who or what is doing the action
- Objective or emotive language to appeal to logic or feelings *(credited with inventing the wheel versus the greatest inventions of all times)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(dominated, absolutely, compelling)*

Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*
- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to),* show concession or comparison/contrast *(while, although, instead, despite this, however)*
- Modality in summary statements to reiterate position, or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a gold background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

Context: This is a mentor text developed by an ELA teacher to apprentice her seventh-grade students to write narratives with a climax and resolution. When she taught her personal narrative unit, the teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the narrative. For example, students learned to identify how writers use language to engage their audience and build tension. Students later were able to use this kind of language in their own writing.

Language Expectation: ELD-LA.6-8.Narrate.Expressive
Multilingual learners use language to construct language arts narratives that

- Orient the audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Functions & Features	Minerva	Functions & Features
Orient the reader to the point of view and context through… First person signaling this is a personal narrative • I • my Prepositional phrases to establish time and location • on the floor of my bedroom • for 12 hours • to a new house Statement foreshadowing complication • She was gone and it was all my fault.	I *collapsed* on the floor of my bedroom, *sobbing*. I had been trying not to cry for 12 hours, and I couldn't hold it in any longer. She was gone, and it was all my fault. I *never should have* moved to a new house. The day before, I moved from my apartment to a new house. The house was bigger than my apartment, with more space for my furniture, my piano, and most importantly of all, my two cats. But soon after I moved in, I thought I had made a terrible mistake by bringing my cats here.	**Engage and adjust for audience through…** Language to draw the reader in • *collapsed* • *sobbing* • *never should have* **Develop and describe characters and their relationships through…** Verbs describing thoughts • thought • had made

Functions & Features	Minerva Continued	Functions & Features
Develop the story with complication through… Dependent clauses to add details • *fixing the garage door* • *what to do out there* • *to take my search back outside* A variety of verb tenses • was • make • left…to unpack • walked • wouldn't know Dialog • "Please make sure you don't let the cats outside" • "Minerva! Minerva!"	A contractor was at the house *fixing the garage door*. "Please make sure you don't let the cats outside," I told him. "Make sure you don't leave the door open." Then I left the room to unpack - that is where I went wrong. **A little while later** I walked into the kitchen and I noticed the garage door was wide open. My heart started *pounding*. My cats had never been outside alone before, and they wouldn't know *what to do out there*. I quickly checked outside but I didn't see either cat, so I started to search the house. I found one cat, but not the other. Minerva was *missing*. I continued to search, getting more and more frantic as I ran around the house looking inside and under and behind anything I could think of. She was *nowhere to be found*. I knew I had *to take my search back outside*. … "Minerva! Minerva!" I called, my voice shaking as I tried not to cry. With no luck finding her, I went back inside.	**Develop and describe characters and their relationships through…** Expanded verb groups • had never been • started to search • continued to search Saying, thinking, and feeling verbs • told • noticed • called • tried not to cry Cohesive devices • my cats … they … either cat … one cat … the other (pronoun referencing) • Minerva … she (pronoun referencing) Expanded noun groups to add description and detail • one cat, but not the other
Develop the story with time and event sequences through… Connectors to sequence time • **a little while later**		**Engage and adjust for audience through…** Descriptive emotive language builds tension • *pounding* • *missing* • *nowhere to be found*
Develop the story with complication through… Prepositional phrases • around the house • under and behind anything		

Functions & Features	Minerva Continued	Functions & Features
Develop the story with complication through… Dependent clauses to add details • *to see if they had found any cats.* • *that I would probably never see her again.*	I called animal control *to see if they had found any cats*. They had not, and they told me to keep looking. They didn't sound optimistic. **At that point** it was almost 9 o'clock at night, and she had been missing **since 9 o'clock** that morning. 12 hours and no sign of Minerva. "How could I let this happen?" I thought to myself. "I can't believe I rescued her from a shelter and then I lost her. She would have been better off if I had never gotten her at all. I let it sink in that I *would probably never see her again*." **That's how** I *ended up on the floor, crying*.	**Develop and describe characters and their relationships through…** Verbs to describe behavior • called • had found • whipped • heard • searched Expanded noun groups to add description and detail • noise that sounded like a cat's meow
Develop the story with time and event sequences through… Connectors to sequence time • **at that point** • **since 9 o'clock** Connectors to link ideas • **that's how** • **just then**	…. **Just then**, as I started to pack my bag for school, I heard a noise that sounded like a cat's meow. I whipped my head around. "Is that..?" I heard it again. It was so quiet that it had to be coming from outside. I went back out and searched again. I even looked up in the trees this time but she wasn't there. So I went back inside and listened very carefully. I heard the meow again but I still didn't see her.	**Engage and adjust for audience through…** Language to address reader/listener and draw them in • *probably never see her again* • *ended up on the floor, crying.*

Functions & Features

Orient audience to context and point of view through…

Prepositional phrases to establish location

- behind the dryer
- in the house
- in a little hole in the wall
- in one of her hiding spots
- up in the ceiling of the garage
- in my lap

Prepositional phrases to establish time

- for at least the fifth time
- the whole time
- all day

Develop story with complication and resolution, time and event sequences through…

Statements to provide closure, evaluate experience, or summarize narrative

- Now I call her … to panic.
- The whole ordeal was exhausting, … than ever that I adopted her.
- And when she's curled up in my lap, I think she's grateful, too.

Minerva
Continued

Then, as I looked behind the dryer for at least the fifth time, I heard a tiny meow and saw a little bit of fur poking out from a hole in the wall. It looked like a hole where a mouse in a cartoon might live. But it was no mouse - it was Minerva!

I pulled her out of the hole in the wall and *hugged her tightly*. I *kissed* her on the head and told *her how happy I was to see her*. "I'll *never lose* you again!" I said to her through happy tears. But then I thought, "I never really lost her at all!" She was in the house the whole time, hiding in a little hole in the wall all day. I never knew a cat could do that!

Now I call her my expert hider, and whenever I can't find her, I know not to panic. She's just in one of her hiding spots- most recently it was up in the ceiling of the garage!

More often than not, however, she's in my lap snuggling and purring. The whole ordeal was exhausting, but when it was over, I felt more grateful than ever that I adopted her. And when she's curled up in my lap, I think she's grateful, too.

Functions & Features

Develop and describe characters and their relationships through…

Expanded noun groups to add description and detail

- a tiny meow
- a little bit of fur
- my expert hider

Saying, thinking, and feeling verbs to add nuance to characters' relationships

- told
- said
- thought

Cohesive devices to reference character across text (repetition)

- her … her … her

Engage and adjust for audience through…

Evaluative word choices to describe author's attitudes

- *hugged her tightly*
- *kissed*
- *how happy*
- *never lose*

GRADES **6-8**

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Annotated Language Sample

Context: This text was written by a multilingual 8th grader. As part of the English language arts curriculum, the students had been studying the genre of biography. Students were paired and interviewed each other. Each wrote an "author biography" of a peer. (Kamaly Tineaval is a pseudonym).

Prompt: Imagine you are a biographer. Write a biography that tells the story of your subject.

Language Expectation: ELD-LA.6-8.Inform.Expressive
Multilingual learners use language to construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Functions & Features	Kamaly Tineaval	Functions & Features
Introduce and define topic and/or entity for audience through… Opening statements to identify type of information (describing) • Kamaly … Massachusetts Relating verbs to link an entity with its attributes • is Expanded noun groups • an author/poet …, Massachusetts **Develop coherence and cohesion throughout text through…** • Kamaly Tineaval (repetition) • Kamaly Tineaval … his birth … his safe spot	Kamaly Tineaval is an author/poet and student living in Leeds, Massachusetts. Kamaly Tineaval was born on January 8, 2005, in Holyoke, Massachusetts but then moved to PR for nursery school. Since his birth he has explored through, essays, chapter books, coloring books, and so on. And finally found his safe spot in poems.	**Establish an objective or neutral stance through…** Generalized nouns • essays • chapter books • coloring books **Add precision, details, and clarity about complex attributes through…** Prepositional and adverbial phrases to specify time and duration • on January 8, 2005 • in Holyoke, Massachusetts • since his birth

Functions & Features	Kamaly Tineaval Continued	Functions & Features
Develop coherence and cohesion throughout text through… Referential devices to link ideas across text • he … he … he (repetition) • Kamaly Tineaval… he's, his (pronoun referencing) • the teacher … his English teachers Topic or headings to serve as openers for sentences or paragraphs • **Kamaly Tineaval** • **he**	After moving back from PR to Holyoke and then from Holyoke to Northampton, he started new school at Leeds Elementary. When he was in elementary school, he taught by his teachers how to speak English. Soon, he learned to write stories about the worst day of his life and his favorite seasons. He also learned from texting his mom that he don't know how to work the machine and keeping up with his Insta followers how to write. After elementary school he moved on to JFK, where he learned new things and is a better writer now. **Kamaly Tineaval** writes all different kinds of poems to[sic], list poems, similes, utopia poems. Some poems that Kamaly Tineaval has written are called, "I had a Goldfish", "Seasons", and "Things I hear in the morning…." Kamaly Tineaval never won an award, but never say never! He's very determined to be the best author/poet he can be and make his *old/new* teachers, friends, and family proud. **He** *mostly* edits all of his pieces and makes sure they're *presentable* to the teacher. With the help of his English teachers he gets his work out there for others to see, admire and to gawk over. Right now Kamaly Tineaval is starting 8th grade and is also working on a new masterpiece called "Kamaly Tineaval's Author bio" (coming out soon).	**Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through…** Adverbials and prepositional phrases to specify time and location • after moving back from … Holyoke • from … Northampton • at Leeds Elementary • in elementary school • after elementary school • on to JFK • where he … things • out there for others to see Expanded noun groups to add precision • stories about the worst day of his life • his Insta followers • all different kinds … poems. • the best author/poet he can be • a new masterpiece called … bio Adjectives and adverbs to answer questions about size, shape, manner • *better* • *never, never* • *very determined* • *old/new* • *mostly* • *presentable*

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with classifiers *(crescent moon)*	expanded noun groups with prepositional phrases *(waxing crescent moon in the second half of the month)*	expanded noun groups with embedded clauses *(waxing crescent moon that was growing each day)*	expanded noun groups with a variety of embedded clauses *(predictable and observable moon phases in your particular time zone)*	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas *(the relative positions of the sun, earth, and moon cause these changes)*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	related simple sentences *(African savannas are full of wildlife.)*	multiple related simple sentences *(African savannas are full of life. Explore Tanzania.)*	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: *African savannas are unique* ***and*** *they have amazing wildlife.*)	compound sentences with frequently used ways of combining clauses *(A variety of wildlife live in the savanna* ***such as…****)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****Since*** *it's an ecosystem, it has a variety of…)*	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area *(The Black Rhino is at risk of extinction,* ***unless…****)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	an increasing number of words and phrases *(don't be late for class)*	a growing number of words and phrases in a variety of contexts *(inside the membrane)*	an expanding number of words and phrases including idioms and collocations *(gravity is bringing me down)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(at the speed of light)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(trembling in the corner, pounding rain, the whisper of dragonfly wings)*

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: *First…Finally, In 1842, This is how volcanos form*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence…)*	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: *cumulus and cumulonimbus clouds*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *those storm clouds that we saw yesterday*)	a flexible range of types of elaboration and some ways to condense ideas *(scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system)*	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences *(The main character is Harry. He is a wizard.)*	sentences with emerging use of clauses (no conjunctions: *The main character is Harry. His friends are… They go to Hogwarts.*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *He goes to Hogwarts School **and** his friends are…*)	compound sentences with frequently used ways of combining clauses *(They fight the forces of evil, **yet** they can't overcome them.)*	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Harry has a lightning bolt scar **because** he was attacked **when**…*)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(When Harry is close to Voldemort, his scar throbs.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a small repertoire of words and phrases with developing precision *(order of operations, on page 12)*	a growing repertoire of words and phrases with growing precision *(kinetic energy, law of motion)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(love-hate relationship)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(fill the beaker to the top line)*	a variety of words and phrases, including evaluation and obligation, with precision *(stupid test, we should figure this out)*	a wide variety of words and phrases with precision *(weighing 4.4 pounds on Earth, wrong answer)* according to the genre, purpose and discipline

GRADES
9-12

Grades 9-12

Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change.

Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statement**s are the same from kindergarten through grade 12. Then, you will find the following materials for grades 9 12.

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

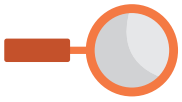
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-12 offers snapshots of some ways students engage in each Key Language Use throughout grades 9-12.

Table 3-12: Snapshots of Key Language Uses in Grades 9-12

Snapshots of Key Language Uses in Grades 9 12	
Narrate	• Interpret and construct narratives with complex plots, themes, and developments • Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light • Develop characters in their own stories and connect themes to issues in past and present
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Use available new information to construct and revise research reports that incorporate multiple sources of information
Explain	• Analyze and evaluate data in explanations • Identify multilayered causal or consequential relationships in social or scientific phenomena • Apply reasoning or theory to link evidence to the claims in explanations • Construct and revise explanations based on evidence from multiple sources
Argue	• Construct claims that offer objective stance using less polarized language so that claims appear more "balanced" • Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly • Adjust arguments based on new data from experiments • Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 9-12 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-13. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-13: Distribution of Key Language Uses in Grades 9-12

Distribution of Key Language Uses in Grades 9 12				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-6, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

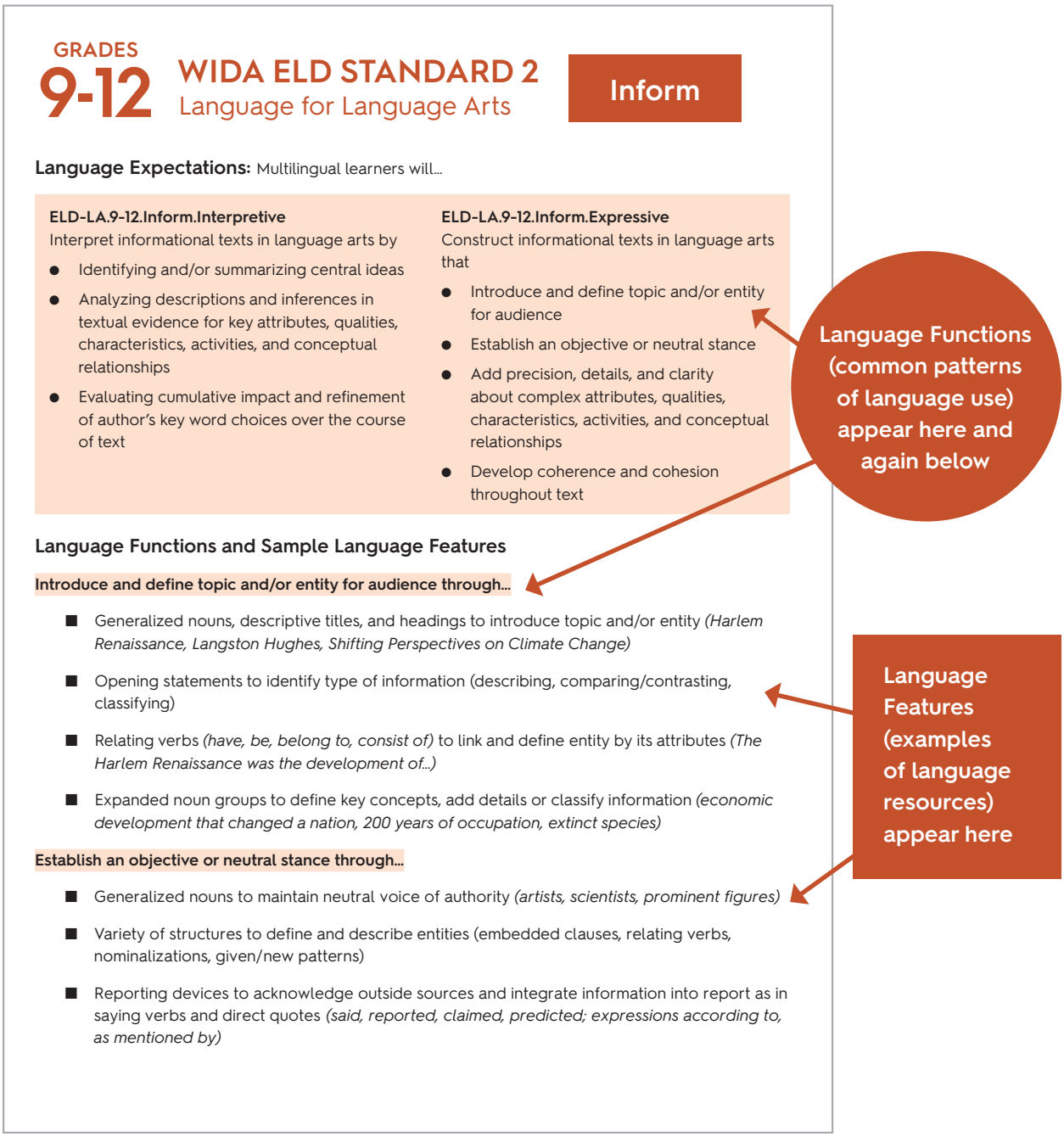
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-6, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-6 on the next page shows how the Language Functions and Language Features appear.

Figure 3-6: Grades 9-12 Language Functions and Language Features



GRADES
9-12 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
9-12 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive
Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and one or multiple point(s) of view through...

- Title, heading, opening statements to capture readers' interest *(March. Two people, a man and a woman, are walking along the corridor.)*
- Expanded noun groups to introduce the setting *(the sands stretch into the distance, bands of yellow, and grey and gold)*
- A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) *(One good deed to set against other, darker, actions. What did it matter?)*
- Statements and questions to foreshadow or introduce complications *(Where the road led, he didn't know, but he was determined to leave David behind before the morning came.)*

Develop and describe characters and their relationships over a progression of experiences or events through…

- Action verbs to describe character behaviors *(Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.)*
- Complex sentences to establish context and characters *(He stayed with the job because the merchant, although he was an old grouch, treated him fairly.)*
- Attitudinal word choices to express character's feelings, *(very upset),* appreciation *(lovely, fascinating),* or judgment/evaluation *(intricate, grossly incompetent)*
- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) *(They told us to sit, and we did.)* to reference characters or ideas across the text

Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through…

- A variety of verb tenses to pace the narrative and locate events in time, including dialog *(The wind told me you would be coming and that you would need help.)*
- Dependent clauses to add details *(Village children scampered out the door, which left the room strangely quiet.)*
- A variety of short and complex sentence structures to pace the narrative *(The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.)*
- Connectors to develop and link sections of text as in time, sequence, clarifying *(for instance),* adding information *(likewise, furthermore),* contrast *(on the other hand, even so, at least)*
- Statements to provide closure, evaluate experience, or summarize narrative

Engage and adjust for audience through…

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose *(contemptuous eyes, his voice softened)*
- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms *(butterflies in her stomach),* figurative and sensory words/phrases, collocation, multilingual words/phrases *(he ate like a burro, focused and intentional)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(Instantly, the tension in the room lessened.)*

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity *(Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs *(have, be, belong to, consist of)* to link and define entity by its attributes *(The Harlem Renaissance was the development of...)*
- Expanded noun groups to define key concepts, add details or classify information *(economic development that changed a nation, 200 years of occupation, extinct species)*

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority *(artists, scientists, prominent figures)*
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes *(said, reported, claimed, predicted; expressions according to, as mentioned by)*

Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through…

- Adverbial and prepositional phrases to specify point in time or duration *(on Sept 12, from 1910 to 1920, during World War II),* location *(in a NYC neighborhood),* and manner *(in a calculated movement)*
- Technical word choices to define and classify entity *(Jazz, characterized by polyrhythms and improvisation was…)*
- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature *(It chases and scavenges for food);* passive voice focuses attention on action *(when the food is prepared)*
- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(abundant, colossal, amorphous, rightfully)*
- Comparing/contrasting connectors to entities or components *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- Visual representations (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through…

- Referential devices (pronoun reference, synonyms, renaming) *(the subsequent social and artistic explosion=the Harlem Renaissance)* to link ideas across sections of text
- Topic and/or entity, headings to serve as openers for sentences and paragraphs
- Single technical nouns and collocations *(improvisation, blues, piano, double bass)* to define class/subclass *(jazz/New Orleans, West African),* general/specific *(musician/Louis Armstrong),* whole/part relationships *(historical influences on jazz)*

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive
Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Language Functions and Sample Language Features

Introduce and develop precise claims and address counterclaims through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim *(In "Tongue Tied" Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.)*
- Noun groups to provide details *(The Harlem Renaissance's intellectual, social, and artistic explosion)*
- Connectors to introduce alternative points of view *(although, on the other hand, unlike, contrary to common belief)*
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion *(someone=character=s/he=teenager)*

Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/ literary technique *(In "Letter from Birmingham Jail," King's extended allusions to multiple philosophers…)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty *(might, could, must, need to),* to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely),* or to temper space for negotiation *(most would agree, could be a consideration)*

Establish and maintain a formal style and objective tone through…

- First, second, or third person to connect with reader, build alliance, or maintain neutrality *(as teenagers, we…)*
- Authoritative declarative sentences to evaluate and interpret events *(Anzaldúa's interweaving of literary genres, languages, cultures, and identities in "Borderlands" is highly innovative.)*
- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence *(a toxic perspective, contradictory information, impressive presentation, successful outcome)*

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)
- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- If/then clauses to support inferential conclusions *(If these studies are accurate, then it is reasonable to expect)*
- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy *(Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing…if they do that…)*
- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition, it is clear then)*
- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.9-12 Explain Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA 9-12 Explain Expressive
Construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the sum of the angles of a triangle is 180°)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solutions with others through...

- Generalized nouns to add precision to discussion *(congruence, theorems, bisector)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(it's a possibility, that's definitely wrong, we need to)*

Describe data and/or approach to solve a problem through…

- Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions *(theorems, transformations, plane, translation, reflection)*
- Imperative verbs *(factor, solve, invert, simplify, apply)* to establish a process or approach
- Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)
- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model).*
- Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

State reasoning used to generate own or alternate solutions through…

- Causal connectors to establish or refute relationship, solution, validity *(the relationship is not a function because a function is…)*
- Conditional conjunctions to propose future options *(if/so, if/then)* and generalized relationships *(if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent)*

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive
Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

Language Functions and Sample Language Features

Create precise conjecture, using definitions, previously established results, and stated assumptions through...

- Verb groups and sequential connectors *(first, then)* to recount and explain steps in solving problems assumed to be solvable
- Conditional *(if, when)* to make and justify conjecture *(If a population doubles each week, then it will always be 16 times the original population after 4 weeks.)*
- Adverbial phrases *(qualities, quantities, frequencies)* to add precision related to conjecture *(Lines with equivalent slopes will never intersect.)*
- Relating verbs *(have, belong to, be)* to define principles, operational theorems and properties *(an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.)*

Generalize logical relationships across cases through...

- Declarative statements to present generalizable processes *(We don't have outliers in our data. We can use a dot plot or histogram.)*
- Verbs to apply mathematical principles, as in commands *(use, do, apply)* across cases *(We need to rewrite the equation to see if we can use factors to solve it.)*

Justify (and refute) conclusions with evidence and mathematical principles through…

- Conditional structures *(if/then, when, given)* to demonstrate conclusions *(Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.)*
- Technical nouns and noun groups to add precision and details *(inscribed and circumscribed circles, quadratic equations, recursive definition)*
- Models, drawings, graphs to demonstrate principles

Evaluate and extend other's arguments through…

- Questions *(what, how, why, do),* requests *(could, would)* to ask for information, clarification, procedure *(Could you show me how you got that answer? Why did you do…instead of…?)*
- Causal connectors *(so, because, therefore)* to identify misconceptions *(These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.)*
- Negation *(don't, doesn't, can't)* and obligation modal verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this, I found a counterexample.)*

GRADES
9-12 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive
Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

Language Functions and Sample Language Features

Describe reliable and valid evidence from multiple sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(effects, impairment, perception, antioxidants)*
- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes *(have, be, belong to)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements *(The heat within the earth is transmitted. Disease spreads through human contact.)*
- Word choices to moderate stance, such as hedging *(could/might, a possibility, usually)*
- Objective and evaluative language to adjust precision, soften tone, acknowledge others

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through…

- Nominalizations to represent abstract concepts
- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)*
- Variety of clause types to express causality *(Unable to grow or repair themselves, the corals eventually die.)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through…

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

GRADES
9-12 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive
Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms *(atmosphere, organisms, carbon dioxide, noble gases)*
- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

Defend or refute claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(greenhouse gasses, gradual atmospheric changes, irrevocable damage)*
- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*
- Clauses to link claim with evidence and reasoning *(based on these data, the scientific principle here is...)*
- Diagrams, models, projections, data, graphics to add support to claim or evidence

Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through…

- Passive voice and declarative statements to establish a factual stance *(Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.)*
- Word choice to moderate stance, i.e., hedging *(undoubtedly, is likely, probable, a possibility, usually, arguably)*

Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal through…

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym *(fusion-radiation-energy)*
- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how…)*

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize multiple phenomena or events through...

- Prepositional phrases to establish conditions, time, place *(during the Industrial Revolution)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through…

- Passive voice to keep emphasis on main topic *(Farm policies were enforced by regulatory agents.)*
- Verbs to highlight agents and recipients *(Migrant workers challenged farm policies.)*
- Declarative statements to evaluate and interpret events *(Impressionist artists showcased a new way to observe and depict the world.)*
- Evaluative verbs and adjectives to judge behavior or moral character *(dominated, succumbed to; ineffective, powerful)*

Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through…

- Nominalizations to name abstract concepts, ideas, ideologies *(racism, reunification, criminalization)*
- Dependent clauses to express details that occur as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound or sequential relationships
- Expanded noun groups to add details *(One young girl lives in the urban streets of Chicago.)*
- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, therefore)*

Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through…

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize event and name abstract phenomena

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic *(occupation, reunification, The Allied and Axis forces)*
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details *(Germany's growing domination, which expanded into...)*
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(they decreed, she conspired, children were playing when)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Those who resisted were rounded up and sent to work camps.)* or to use active voice to keep emphasis on who or what is doing the action.
- Objective or emotive language to appeal to logic or feelings *(forces, versus brave, focused fighters)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(tormented, bravely, substantial)*

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*
- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to);* show concession or comparison/contrast *(while, although)*
- Modality in summary statements to reiterate position or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on an orange background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors' uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

Prompt: Carefully read the first five paragraphs from Alice Walker's "Everyday Use." In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her "real life." Consider Walker's rhetorical strategy in the context of this juxtaposition, and describe the effects.

Language Expectation: ELD-LA.9-12.Argue.Expressive
Multilingual learners use language to construct language arts arguments that
- Introduce and develop precise claim(s) and address counterclaim(s)
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Functions & Features	"Everyday Use"	Functions & Features
Introduce and develop precise claims through… Declarative statements to frame topic, provide background information, state claim • In "Everyday Use" … invisible conflict. Noun groups to provide details • unique organization • an almost invisible conflict. • the opposing views in content of adjacent paragraphs • the continuing subject of division.	In "Everyday Use" Alice Walker intertwines context, unique organization and juxtaposition to subtely shine a light on an almost invisible conflict. Juxtaposition is the opposing views in content of adjacent paragraphs is used to show the continuing subject of division. The introduction of Dee is begun with *what Mama wanted with a T.V. show providing the dream setting* and *what Dee actually is in real life.*	**Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…** A variety of clauses to support claim • *what Mama wanted with a T.V. show providing the dream setting* • *what Dee actually is in real life.*

Functions & Features	"Everyday Use" Continued	Functions & Features
Introduce and develop precise claims through... Noun groups to provide details • slight negative tension to her arrival • the meek resentment the reader initially has • the idea of sentimenal value • the memory of the quilt. Pronouns and renaming subjects to maintain cohesion • the contrast ... the conflict ... the issue ... the true conflict (renaming) • this (pronoun)	The contrast Dee shows to Mama's hopes and dreams build slight negative tension to her arrival. The meek resentment the reader initially has is superficial as the standard Mama set was fantasy but, *the prescence of the emotion set the stage for the conflict.* The issue expands with comparisons between Maggie and Dee *to show the many differences between the two*. **Later in the story** Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; the true conflict was in the idea of sentimental value. Dee puts value in the quilt and not in the memory of the quilt. She sees the quilt or any heirloom *as something to be collected or chosen.* Maggie and Mama cherish memories and knowledge in their entirety, it cannot be denied or rejected. This mirrors the context and contributes to the message of different ways *people remember not only the past but also their bloodline.*	**Support claims with valid reasoning and relevant and sufficient evidence through...** A variety of clauses (adverbial, embedded) to support claim • *the prescence of the emotion set the stage for the conflict* • *to show the many differences between the two* • *as something to be collected or chosen* • *people remember not only the past but also their bloodline* Connectors to elaborate on an idea/interpretation • **later in the story**

Functions & Features	"Everyday Use" Continued	Functions & Features
Establish and maintain a formal style and objective tone through… Third person to maintain neutrality • the "Everyday Use" • Maggie • Dee Authoritative declarative sentences to evaluate and interpret events • Such a massive … population. • Mama and Maggie's…which they are rising up against. Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence • *took the nation by storm* • *Such a massive and sudden surge* • *the loud and proud* • *the new outspoken group* • *did little to recognize* • *a form of ignorance* • *mean little* • *has no significance*	*The "Everyday Use" is set in an era where* a new wave African-Americans *took the nation by storm. Such a massive and sudden surge* of cultural created a schism within the population. Maggie represents the old generation, characterized by her shy and nervous persona. While Dee is the new breed of *the loud and proud*. The new outspoken group Dee symbolises created the back to Africa movement and revived African pride yet *did little to recognize* the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments *mean little* without the context as the family would have no background *with which to draw the real issues from*. The differences between Maggie and Dee would be comparable to a sitcom *as neither person represent anything*. The fight over the quilt *has no significance* without the backdrop of the civil rights movement.	**Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…** A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning • the "Everyday Use" is set in an era where (passive voice) • the old generation, characterized by her shy and nervous persona (expanded noun group) • the back to Africa movement (noun group and nominalization) • *with which to draw the real issues from* (subordinate clause) • *as neither person represent anything* (causal) • the fight over the quilt (nominalization) • represents, • characterized, • created, • symbolizes (verbs)

Functions & Features	"Everyday Use" Continued	Functions & Features
Establish and maintain a formal style and objective tone through… Authoritative declarative sentences to evaluate and interpret events • Had Dee and Maggie … less pronounce. • Today … not just in race. Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence • *pervades* • *identity crises* • *has many confused*	**In the same vein** the meaning of the essay would be difficult to convey without the constant separation in character personalities. Had Dee and Maggie been more similar the representations of generations would have been less pronounce. Context and juxtaposition work in unison to focus on the issue of personal identity. **The 70's** had half the African-American population declaring their nationality and half wondering about what their ancestors would say. **Today** the same issue still persists but not just in race. It also *pervades* the culture of our people and what it means to be anything, from gender roles to sexual orientation, *identity crises has many confused*. "Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.	Cohesive devices • personalities …. had Dee and Maggie been more similar (whole/part) • context … the 70's (renaming) • juxtaposition … declaring their nationality …. say (renaming) • has many [people] confused (omission) Connectors to sequence points in the argument and maintain logical progression • **In the same vein** • **The 70's** • **Today** Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps • "Everyday Use" does not offer a … different

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Annotated Language Sample

Context: This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the explanation.

Prompt: Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer. $Y = X^2-5$

Language Expectation: ELD-MA.9-12.Explain.Expressive
Multilingual learners use language to construct mathematical explanations that
- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Functions & Features	Grade 10 Algebra	Functions & Features
Introduce a concept through… Relating verbs to define or describe concept • is, is, is, . Mathematical terms and phrases to describe concept, process • the equation's domain and range • the vertical line test • X • Y	I explain that this equation is a function by providing a definition of the equation's domain and range and graphing what it looks like. This helps me see if the equation passes the vertical line test. The domain is the set of all numbers that can be substituted for X in the equation. X can be any real number, so the domain is all real numbers. The range is all the possible numbers that can be Y.	**Share solutions with others through..** Generalized nouns to add precision • equation • function • domain • range First person to describe approach • I • me Third person to describe approach with neutral stance of authority • the domain • the range

Functions & Features	Grade 10 Algebra Continued	Functions & Features

Describe data and/or approach to solve a problem through…

Connectors to link sentences and longer stretches of text signaling
- **one way** (clarification)
- **as shown below** (clarification)

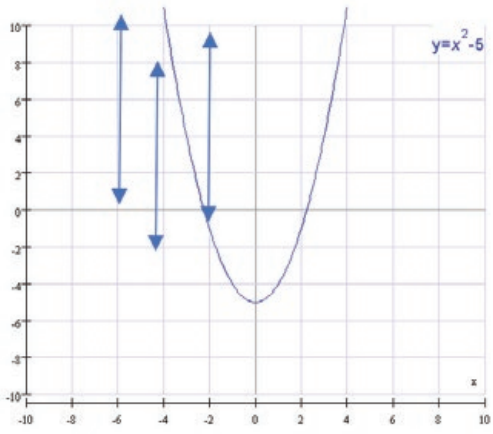
Verbs to establish a process or approach
- to graph
- intersect

Multi-meaning noun groups to provide precision to mathematical descriptions
- positive
- the range
- function
- every possible value

Reference devices to create cohesion
- the equation … the equation (repetition)
- this … this (repetition)
- X^2-5 … X^2-5 (repetition)
- Y ≥ -5 … Y (renaming)

Visual data displays to clarify approach (es) and solution(s)

Because X^2 is positive or at a minimum 0, X^2-5 could be -5 or greater. This means that the range is Y ≥ -5. **Therefore**, the equation, Y = X^2-5, is a function **because** for every possible value for X, there is only one value of Y. **One way** to show that this is true, is to graph the equation and use the vertical line test. If vertical lines intersect the graph at a single point, **then** the equation is a function, **as shown below**.



State reasoning used to generate own or alternate solutions through…

Causal connectors to establish or refute relationship, solution, validity
- **because**
- **therefore**
- **because**

Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)
- **if** … **then**

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with prepositional phrases *(the chemical element with the symbol H)*	expanded noun groups with embedded clauses *(chemical element that has these physical properties)*	expanded noun groups with a variety of embedded clauses *(chemical element with the symbol Na and an atomic number 11 that …)*	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers *(the chemical element with the symbol H and atomic number 1)*	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	multiple related simple sentences *(All people have needs and wants. This is called demand.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *All people have needs* ***and*** *wants and it's called demand.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *All people have needs and wants* ***but*** *there are only limited…*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****Whenever*** *there is an increased demand, the prices go up.)*	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(****Despite*** *the obvious problems with equity, some people…)*	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area *(Interest rates are controlled by the Federal Reserve Bank, although some would argue…)* with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a growing number of words and phrases in a variety of contexts *(sit tight for the announcements, in this novel)*	an expanding number of words and phrases including idioms and collocations *(to make a long story short)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(within seconds)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(division of power versus long division)*	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(tumultuous and catastrophic events)*	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas *(stares, hesitates, agonizes and finally…)*

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short text that conveys intended purpose using predictable organization (paragraph openers: *First…, Finally, In November, Plant cells have…*)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (demonstratives: *these five rules*)	an expanding number of types of elaboration (adding classifiers: *Roman empire*)	a variety of types of elaboration (adding in embedded clauses after the noun: *ancient kingdoms which were buried by ash*)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences with emerging use of clauses *(Bolivia is in South America. It's a home to…)*	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions *(Bolivia is in South America and it's a home to…)*	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas *(Democracy was established in the 1980s, **yet**, leaders…)*	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: ***Although** the northern part of…)*	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area *(**Despite** the country's suffering…)*	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area *(**Even though** Spanish is the official language, several indigenous languages are spoken.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a growing repertoire of words and phrases with growing precision *(mitosis, symbiotic relationships)*	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision *(miss the boat)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(by exploring cultures, later that day)*	a variety of words and phrases, including evaluation and obligation, with precision *(we shall overcome)*	a wide variety of words and phrases with precision *(the dictator ruled with terror)* according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases *(marveled at the Eiffel Tower)* according to the genre, purpose, and discipline

AASD English Language Development Standards

Board of Education Meeting Presentation 12/11/23

WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

What Are the ELD Standards?

The English Language Development (ELD) Standards are the set of standards that support the academic language proficiency of English Learner (EL) students or multilingual Learners.

Why Are the ELD Standards Important?

"There is no equality in treatment merely by providing students with the same facilities, textbooks, teachers and curriculum … For those students who do not understand English are effectively foreclosed of any meaningful education."

Lau vs. Nichols, 1974

ELD Standards Requirements

- Per Section 1111 (b)(1)(F) of ESEA, as amended by ESSA, State education agencies (SEAs), such as DPI, must demonstrate adoption of English language proficiency (ELP) standards
- ELP standards must:
  - Be based on 4 language domains (speaking, listening, reading, writing)
  - Address different proficiency levels of ELs
  - Be aligned with challenging State academic standards
- ELP standards must be implemented by each local education agency (LEA)

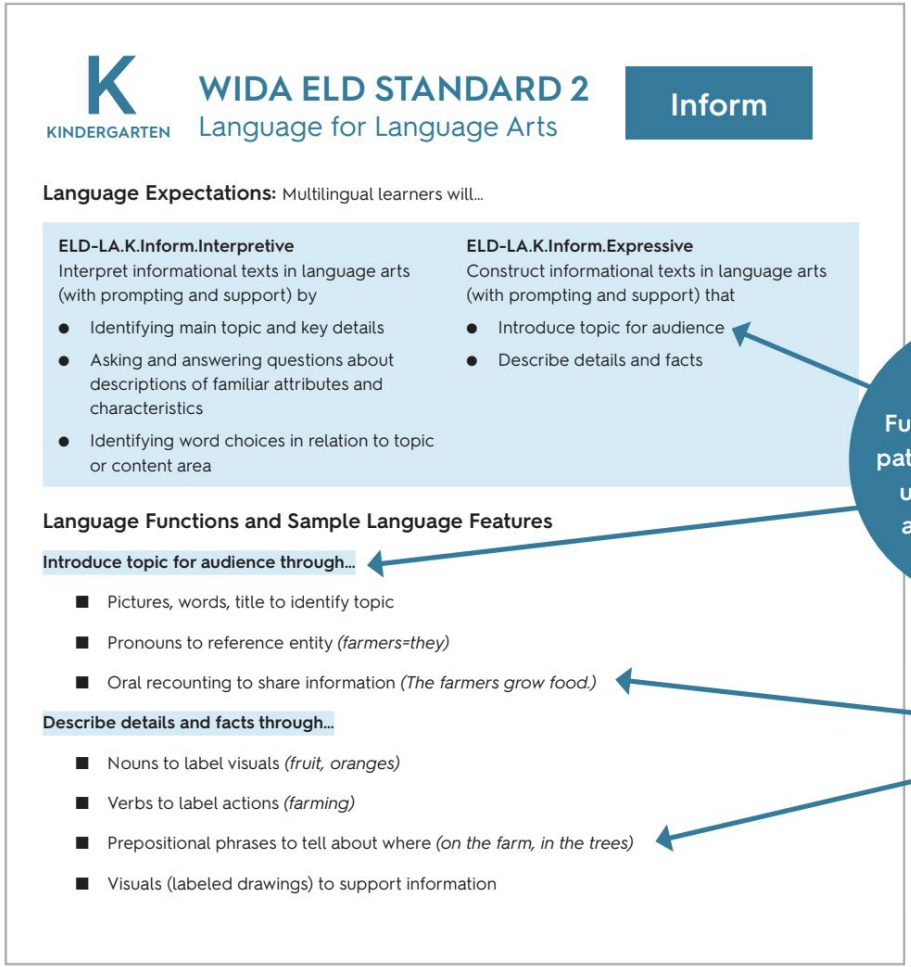


The Big Ideas



The WIDA English Language Development Standards Framework Kindergarten-Grade 12

[AASD WIDA Standards]



ELD Standards Goal

Overarching goal of ELD standards rollout:

To ensure educators are equipped with the knowledge, dispositions and resources necessary to fully implement, with integrity, the English language development standards across content areas so that all English learner students in Wisconsin graduate college, career, and life ready.



ELD Standards Guiding Beliefs

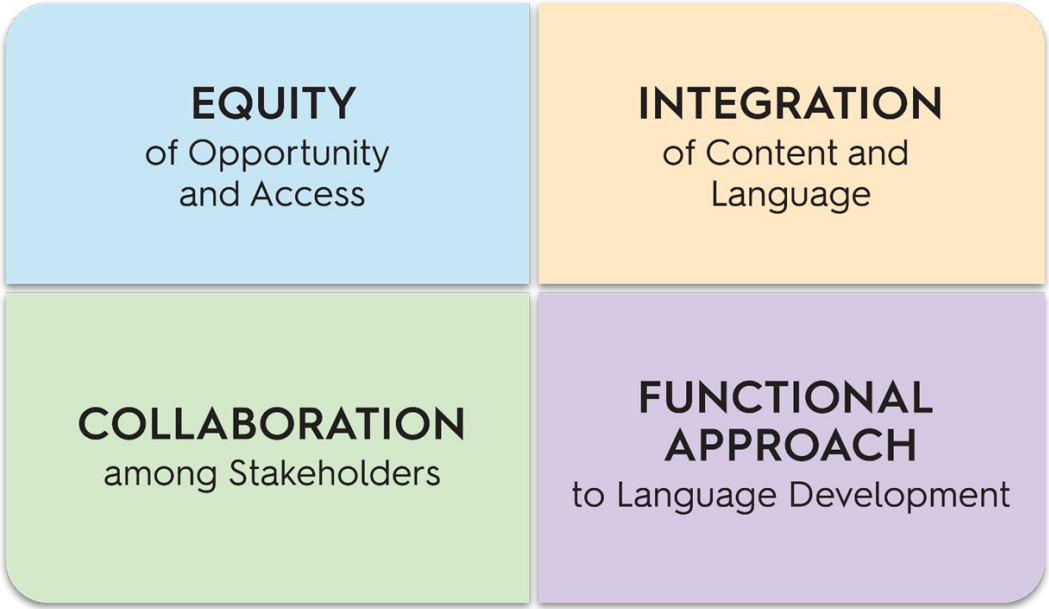
- All language(s) is an asset.
- Language is foundational to academic learning.
- Language learning should be integrated into all teaching for ELs through the ELD standards.
- All educators are language educators.
- Use of the ELD standards supports the academic language development of ALL students, not just ELs.

Universal Instruction for ELs

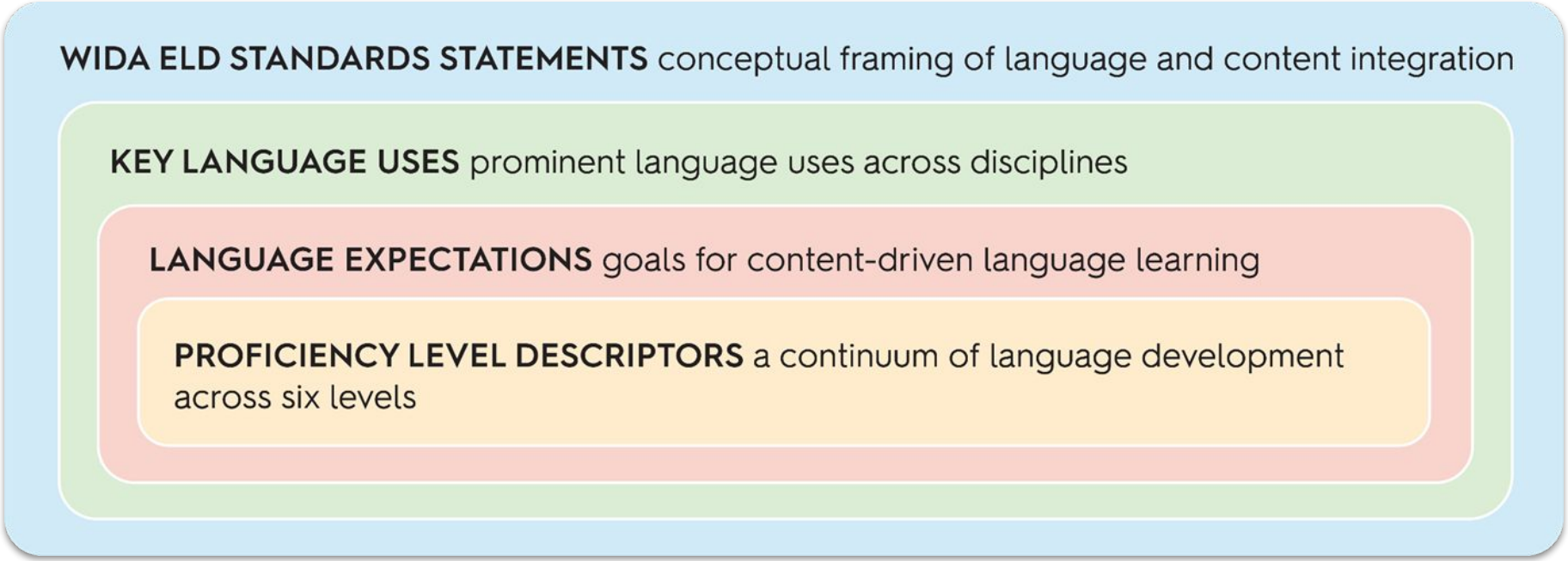
- ELD standards align with content area standards
- Tool for ALL teachers who work with ELs
- Use to integrate language teaching into content area instruction
- Planning for language use = Good teaching for ELs AND non-ELs



The Big Ideas

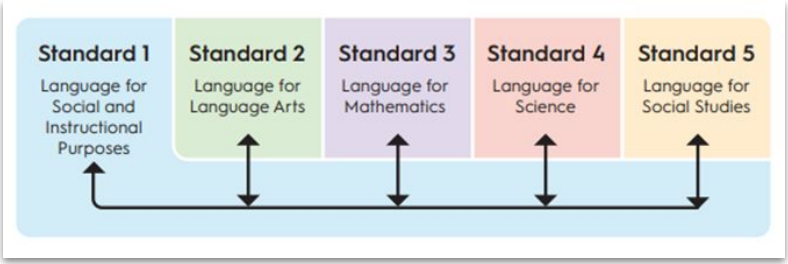


Components of the Standards Framework



ELD Standards Statements

Relationship among ELD Standards



English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Grade Level Clusters

Materials are organized into six grade-level clusters corresponding to ACCESS for ELLs Online



Key Language Uses

Narrate	Language to convey real or imaginary experiences through stories and histories.
Inform	Language to provide factual information
Explain	Language to give an account for how things work or why things happen
Argue	Language to justify claims using evidence and reasoning

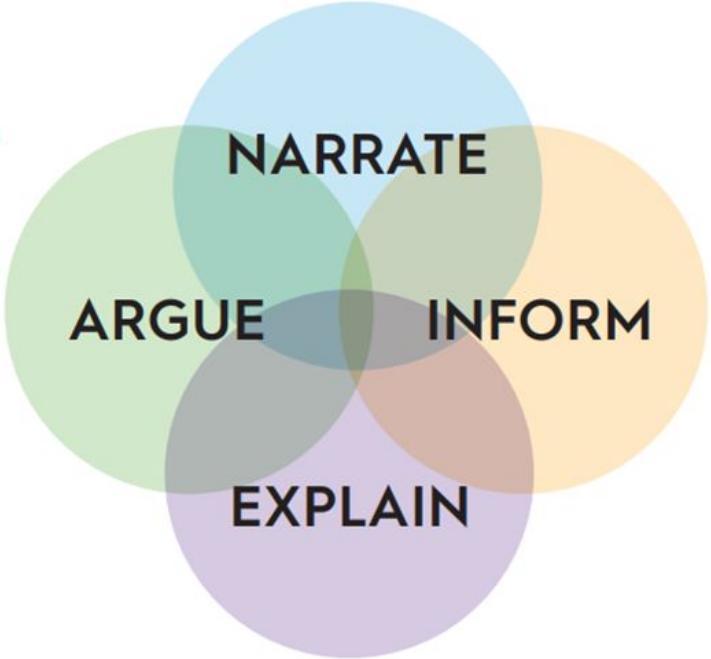
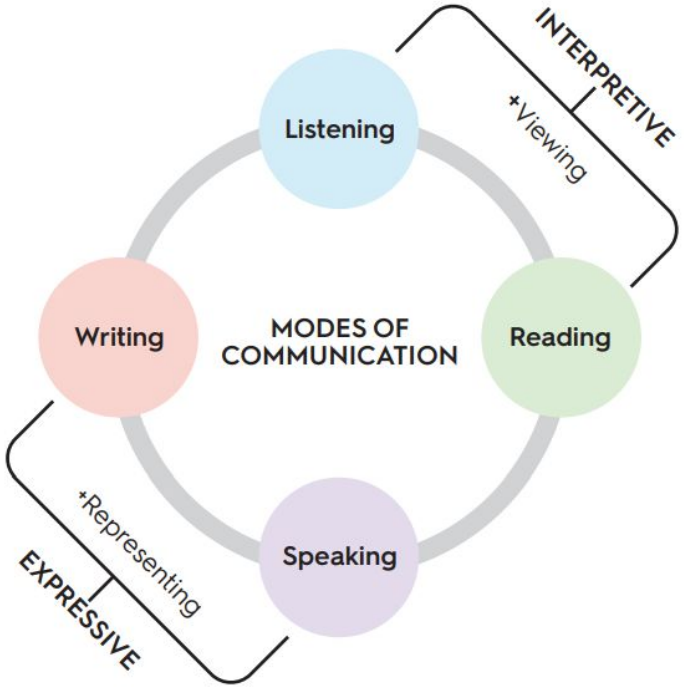
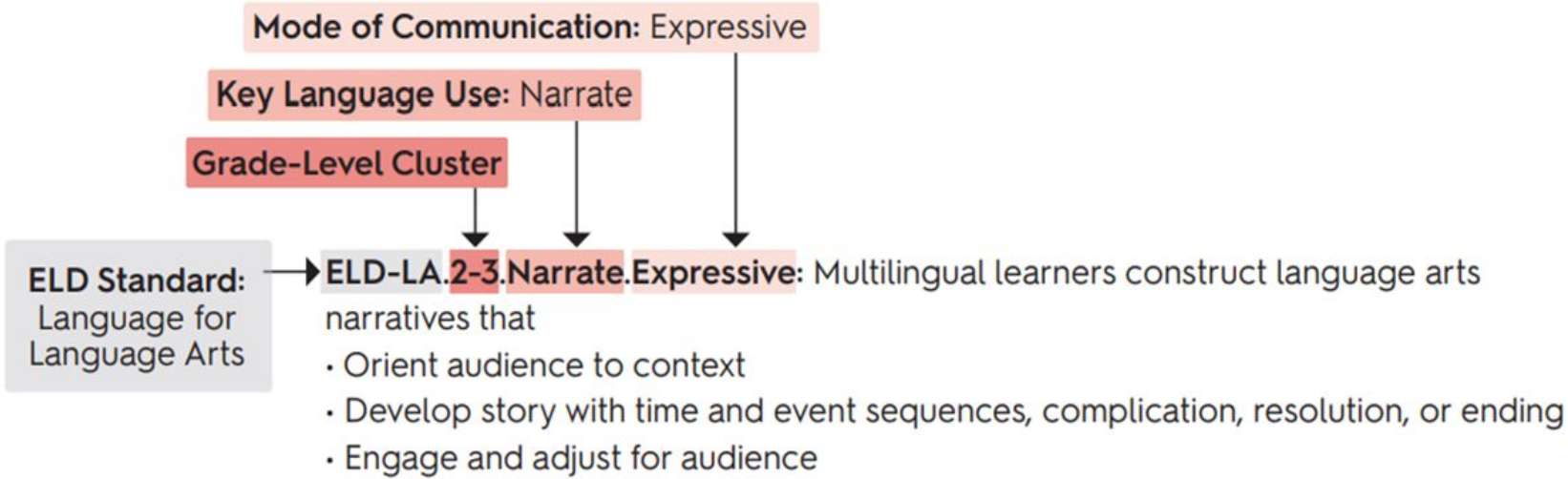


Table adapted from p. 219 of the 2020 WIDA ELD Standards.

Communication Modes



Language Expectations



Next Steps

- Continue building AASD capacity in ELD Standards Framework
- Integrate standards into EL practices/instruction in the AASD
- Explore alignment between ELD standards and content areas

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual positions for the 2023-2024 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date:***
Cameron K.W. Gibson	Phy Ed/Adaptive Phy Ed	Kaleidoscope	100%	1/22/24
Amanda N. Gruszynski	Grade 5/6	Horizons	100%	1/22/24
Seth M. Hahnke	English Language Arts	West	100%	1/3/24
Sophia A. Lodico	Grade 3	Richmond	100%	1/11/24
Erin R. Muthig	Grade 3	WCA	100%	1/16/24
Dawn M. Shimura	EL Program Support Teacher	Leadership	100%	2/5/24
Abigail M. Stelsel	Kindergarten-Satellite	Johnston	100%	1/22/24
Anderw W. Strassburg	Grade 5	Highlands	100%	12/18/23

Fiscal Note: Salaries will be commensurate with education and experience.

Administrative Recommendation: Approval

Instructional Impact: The candidates listed above have been recommended by the administrator to whom they will report as the best candidates for the positions.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted letters of resignation:

Mark L. Bennett has been with the District for twelve and one-half years, most recently as a Science Teacher and Curriculum Support Specialist at North High School. Mark's resignation is effective at the end of the January 19, 2024, workday.

Brittany M. Driver has been with the District for six and one-half years, most recently as a Special Education Teacher at Berry Elementary School. Brittany's resignation is effective at the end of the January 12, 2024, workday.

Kaitlin E. Phillips has been with the District for three and one-half years, most recently as an English Language Arts and Science Teacher at Classical School. Kaitlin's resignation is effective at the end of the December 21, 2023, workday.

Julie A. Severance has been with the District for five months, most recently as a Grade 6 Teacher at Ferber Elementary School. Julie's resignation is effective at the end of the January 5, 2024, workday.

Fiscal Note: Dependent upon replacements.

Administrative Recommendation: Approval

Instructional Impact: Qualified replacements will be procured.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

ITEM FOR CONSIDERATION

Topic: Internship

Background Information:

The Appleton Area School District applies annually for internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI is an effective strategy to develop talent for future positions. An intern is provided with on the job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internship is recommended for the second semester of the 2023-2024 school year:

Name	***Position***	***Location***	***Effective Date***
Ahna E. Doherty	Elementary	BAD	1/9/24

Instructional Impact:

None.

Fiscal Impact:

The total cost of the internship is $5,000, which includes a $4,500 compensation stipend to the intern and a $500 professional development fee to DPI.

Administrative Recommendation: Approval is recommended.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

ITEM FOR CONSIDERATION

Topic: Staff Job Descriptions

Background Information:

Job descriptions for all professional employee classifications that require the employee to hold a Wisconsin Department of Public Instruction (DPI) license shall be adopted by the Board of Education in accordance with Wisconsin Administrative Code PI 8.01 (2)(q) as outlined in Board Policy 254. The District's process has been to bring present for approval any new or revised designated job descriptions on an annual basis. Attached are the revised job descriptions for the 2023-2024 school year.

Instructional Impact:

None

Fiscal Impact:

None

Administrative Recommendation: Approval of the attached job descriptions.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

Department of Human Resources
131 E. Washington St. Suite 1A
Appleton, WI 54911
P: (920) 832-6161 F: (920) 832-5740
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JOB DESCRIPTION

Job Title: Director of Facilities

Classification: Administrator
FSLA Status: Exempt

Essential Function: This position under the general supervision of the Executive Director of Operations is responsible for the leadership and management of district facilities. These areas include facility maintenance, engineering services, project management, government agency operations and code enforcement, and assistance with other district operations.

Responsibilities, Tasks & Duties:

- Assure building integrity, maintenance, and efficiency.
- Supervises and evaluates employees in the maintenance department.
- Develop and execute a facility plan that establishes priorities for construction, renovation, maintenance, and preventative maintenance projects.
- Coordinate/Assume responsibility for implementation of projects for major maintenance and capital improvements of district buildings and sites.
- Select design methods to be employed in consideration of aesthetics, cost & reliability, including material selection impact on public safety and welfare.
- Assume responsibility for value engineering and supervision of preparation of documents for District facilities by architectural and engineering firms.
- Design projects including dealing with City of Appleton & Town of Grand Chute for plan review, storm water management, obtaining building permits and certificates of occupancy.
- Conduct field investigations, prepare punch lists and finalize closeouts for major projects.
- Inspect buildings for conformance with codes, statutes and policies.
- Coordinate and operate district's facilities CAD computer system.
- Coordinate and operate the district's facilities service request platform and mapping system.
- Assist in the management for the US Asbestos Hazardous Emergency Response Act (AHERA) including asbestos testing, abatement projects, and records keeping.
- Assist in the management of indoor air quality testing and remediation projects.
- Fiscal and operations manager for the Appleton Area Metropolitan Fiber Optic Network (AAMFON).
- Prepare and maintain maintenance and capital projects budgets.
- Provide cost accounting/expense records for construction/renovation projects.
- Performs other duties as assigned.

Essential Knowledge, Skills, and Abilities:

- Demonstrated skill in organizing ideas and presenting them clearly and concisely.
- Knowledge of engineering principles and their relationship and application to the total educational program.
- Demonstrated knowledge of various facilities related national, state and local codes and regulations.
- Understanding of various systems such as mechanical, plumbing, heating, controls and electrical.
- Understanding of general building construction and operations.

- Ability to develop and implement projects.
- Ability to analyze situations to define and draw conclusions.
- Initiative and resourcefulness in evaluating objectives and achieving results toward the objectives set forth.
- Ability to engage in self-evaluation with regard to leadership, performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

Leadership:

- Provide clear, organized and consistent direction to staff on a continuing basis.
- Introduce, promote, and develop constructive ideas.
- Anticipate and be resourceful in coping with problems in a consistent manner.
- Work with others in a cooperative and professional manner.
- Demonstrate integrity.
- Ethical behavior, courage, and conviction.
- Show receptivity to needed change.

Professional Growth:

- Participate in professional organizations.
- Attend seminars, workshops and professional meetings.
- Continue to acquire professional knowledge.
- Demonstrate growth through experience.

Qualifications:

- Bachelor's Degree or higher from an accredited college or university in the field of engineering, construction management, architecture, or related field.
- Possession of a Wisconsin Professional Engineer license is very desirable.
- Training and experience with CAD.

Physical and Sensory Requirements:

- Sit, walk, climb stairs and ladders, and drive throughout the day.
- Use general hearing, speaking, and visual skills.
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate.
- Hearing, speaking, mobility, and visual skills sufficient to successfully perform duties.

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JOB DESCRIPTION

Job Title: Executive Director of Special Education
Classification: Administrator
FLSA Status: Exempt

Essential Function:

The Director of Special Education is responsible for providing district-wide leadership in the area of Special Education by implementing and maintaining age 3-21 Special Education programs and services in conformance to district goals, state, and federal objectives and laws; planning, designing, and implementing all phases of service provided by the Special Education staff; monitoring, evaluating and engaging in the continuous improvement of the department; serving as a resource to the community, school personnel, and the Board; providing training opportunities to staff; maintaining adequate staffing to ensure objectives of programs and services are achieved within budget; and ensuring timely submission of state, federal, and grant reporting.
Directly and collaboratively supervising assigned staff through formal and informal methods of feedback including evaluations, coaching, and professional learning.

Qualifications:

- Master's Degree or Specialist Certification in Educational Administration
- Wisconsin Department of Public Instruction Educator in Special Education
- Wisconsin Department of Public Instruction Director of Special Education and Pupil Services (80) license
- More than three (3) years of administrative experience
- In depth knowledge of Special Education laws and systems

Knowledge, Skills, Abilities and Experience:

- Possesses knowledge of state and federal regulations and laws relating to special education programs
- Possesses knowledge of current trends in standards, curriculum development, instructional techniques, laws, assessment and related professional learning
- Possesses knowledge in current trends and research in special education and other assigned areas
- Possesses knowledge of appropriate programming for students with disabilities
- Demonstrates ability to make independent judgments and decisions
- Demonstrates leadership ability through effective communication skills and sound working relationships with students, staff, parents/guardians, administrators, and other colleagues
- Demonstrates ability to work closely and collaboratively with school stakeholders including building administrators, educators, staff, students, families, and the broader community
- Builds learning plans and environments that connect students and families to school
- Fosters positive relationships and school-community partnerships

Responsibilities, Tasks & Duties:

- Provides leadership and vision to ensure continuous organizational development and improvement
- Keeps abreast of community services and resources; develops partnerships with parents, businesses/organizations, and other agencies in order to build awareness, develop support, and share resources
- Provides leadership, supervision and evaluation of assigned Special Education administrators and staff
- Works collaboratively with others to coordinate various alternative (including Title D) and work-based learning programs
- Collaborates effectively with District staff, families, special education teachers, and the community for the purpose of planning, developing, implementing, maintaining, and evaluating educational services and/or programs
- Implements conflict resolution skills in a variety of situations with staff, families, and the community.
- Sets staffing levels for school special education programs for the purpose of providing services with fiscal efficiency
- Directs personnel, for the purpose of delivering services which conform to established guidelines
- Develops proposals, new programs, budgets, and grants for the purpose of meeting the District's Strategic Plan and goals
- Evaluates district and school-based Special Education programs and monitors the implementation of special education and compliance with regulations in each location, for the purpose of carrying out and achieving objectives within areas of responsibility
- Directs the ongoing review, evaluation and development of rules, guidelines, procedures and practices as required by law and consistent with the policies of the Board of Education
- Provides for the establishment of clear, meaningful performance expectations for all assigned personnel and evaluations of performance of all assigned instructional personnel
- Oversees professional growth, staff development, and staff development planning and implementation
- Facilitates meetings and processes, for the purpose of implementing and maintaining Special Education programs and services of the district which achieve desired objectives
- Implements assigned programs and/or projects for the purpose of conforming to district and state curriculum and/or instructional objectives
- Prepares documentation and reports data for the purpose of providing written support, conveying information, and complying with Federal and State regulations
- Communicates information on programs, services, and regulations to school personnel, parents, the School Board, and other districts for the purpose of building understanding of the programs
- Recruits, hires, supervises, and evaluates District-level special education staff
- Manages special education complaints, for the purpose of providing required services
- Coordinates with outside agencies to provide services to students and staff, for the purpose of offering appropriate services
- Directs the Medicaid Administrative Claiming process and direct billing of Medicaid-eligible special education services provided by the district, for the purpose of gaining fiscal resources
- Supervises the training of special education instructional assistants for the purpose of assuring well- trained personnel
- Writes drafts of District Board policy for special education as is needed or required, for the purpose of assuring program consistency and compliance with state and federal rules in all locations
- Maintains a high level of knowledge regarding current and emerging special education issues, changes in the state and federal laws and case law, and educational methods of educating students with disabilities, for the purpose of managing an excellent special education program
- Incorporates policies and procedures in accordance with laws and regulations

- Ensures that all practices in the district are legal and ethical for each student/family so that each child has the opportunity to achieve at a high level and be prepared for post-secondary success
- Ensures Procedural Compliance Self-Assessment compliance with DPI
- Manages equitable Services and Special Needs Scholarship Program
- Collaborates with the Executive Director of Student Services to ensure cross departmental coherence
- Provides for the establishment of clear, meaningful performance expectations for all assigned personnel and evaluations of performance of all assigned instructional personnel
- Participates in the recruiting, screening and interview process for special education vacancies
- Provides for long range planning and timelines for implementation of those plans in assigned areas
- Communicates to staff, parents and community groups information regarding planning, procedures and policies in assigned areas
- Provides for representation at all meetings of special education and other assigned areas advisory groups at which matters pertaining to the public schools appear on the agenda or are expected to be raised
- Serves as an administrative contact for elevated student/parent concerns
- Ensures quality demographic data is obtained and maintained in the student system for the purpose of reporting accuracy and effective data driven decision making
- Prepares documentation and reports data to the Wisconsin Department of Public Instruction for the purpose of providing written support, conveying information, and complying with federal and state regulations
- Performs other duties as assigned

Working Environment:

- Frequent contact with the public
- Must be able to report to work in-person and onsite and travel within and outside the District
- May be exposed to sick and/or injured students and staff
- Work involves disruptions of daily schedule
- Work involves frequent disruptions and deadlines under pressure
- Work involves emotionally charged situations
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Mobility to be responsive to student and staff situations throughout building/campus
- Work involves frequent, emotionally charged situations

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.

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JOB DESCRIPTION

Job Title: Executive Director of Student Services
Classification: Administrator
FLSA Status: Exempt

Essential Function: The Executive Director of Student Services ensures high quality instruction, equitable access and learning opportunities for all students; collaborates with District leadership and leads the implementation and development of the District Equitable Multi-level System of Supports framework across all schools and provides knowledge, guidance, and support to braid academic, social and emotional, and behavioral systems at the universal, selective, and intensive levels to increase student achievement for all students. The responsibilities under this position include, student safety and well-being, attendance procedures, discipline procedures, school counselors, school psychologist, social workers, school nurses, deans, youth advocates, and alternative education. In addition, this position ensures compliance with all laws, policies, codes and regulations related to Student Services. The Executive Director Student Services will evaluate assigned personnel.

Qualifications:

- Master's Degree or Specialist Certification in Educational Administration
- Wisconsin Department of Public Instruction educator licensure in Special Education or Student Services
- Wisconsin Department of Public Instruction Director of Special Education/ Pupil Services (80) license
- More than three (3) years of administrative experience
- In depth knowledge of Student Services

Knowledge, Skills, Abilities and Experience:

- Demonstrated ability to make independent judgments and decisions
- Demonstrated knowledge of all aspects of Student Services and programming
- Demonstrated leadership skills, effective communication skills, as evidenced by sound working relationships with students, families, administrators, and the community
- Demonstrated ability to work closely and collaborate with a multitude of school stakeholders
- Ability to foster positive relationships, school-community partnerships and manage personnel
- Demonstrated ability to work through the dynamics of a large system
- Knowledge of current trends in standards, curriculum development, instructional techniques, laws, assessment, and related professional learning
- Knowledge of current trends and research in Student Services
- Demonstrated knowledge of Culturally and Linguistically Responsive (CLR) practices
- Knowledge of organizational systems and the role of public education in the United States, racial equity, social justice, and special education laws and practices

- Ability to collaborate with families and community members of diverse cultural and educational backgrounds

Responsibilities, Tasks & Duties:

- Provides leadership and vision to ensure continuous organizational development and improvement
- Keeps abreast of community services and resources; develops partnerships with parents, businesses/organizations, and other agencies to build awareness, develop support, and share resources
- Provides leadership, supervision and evaluation of assigned Student Services administrator and staff
- Coordinates and leads school counselors, school psychologists, social workers, school nurses, deans, youth advocates, and alternative education staff and
- Oversees School Nurses / Liaison to City of Appleton Health Department
- Provides leadership and vision to ensure compliance in matters relating to student discipline, alternative education, child welfare and attendance, school counseling services, and school safety
- Collaborates with district staff, families, and the community in developing and implementing services and/or programs
- Plans, implements, and evaluates educational programming ensuring continuous program improvement for the benefit of all students
- Incorporates policies and procedures in accordance with laws and regulations
- Guides, directs, and participates in discipline processes, including student suspensions, and expulsions
- Serves as the district level contact for the AASD District Crisis Response Team
- Provides oversight of Section 504 and oversees and manages Title IV-A and programming
- Provides oversight of Teen Parent Services (SAPAR), ATODA Programs and Activities, School Counseling Program, and Mental Health Supports (PATH, Wellness Screen, Grants, Sources of Strength, etc.)
- Strives to create a climate of equity that fosters an environment that promotes and recognizes the talents, abilities, ideas, and viewpoints of a diverse workforce
- Plans, develops, implements and evaluates Student Services programs
- Directs the ongoing review, evaluation and development of rules, guidelines, procedures and practices as required by law and consistent with the policies of the Board of Education
- Provides leadership in the development and implementation of meaningful professional learning opportunities and staff development planning and implementation
- Assists in determining the staffing needs of programs relating to assigned areas
- Participates in the recruiting, screening, and interview process for Student Services vacancies
- Prepares, reviews and monitors general, state and federal Student Services budgets
- Provides an accurate projection in the preparation of the annual budget using input from teachers, principals, and other staff members
- Communicates to staff, parents and community groups with information regarding planning, procedures and policies in assigned areas
- Provides for representation at all Student Services meetings and other assigned areas advisory groups at which matters pertaining to the public school appear on the agenda or are expected to be raised
- Serves as the administrative contact for student and parent issues regarding behavior and discipline for students with disabilities or Student Services connections.
- Ensures that the District's attendance policies and procedures are implemented assuring that students attend school on a regular basis
- Administers assigned federal programs and other grants
- Provides for long range planning and timelines for implementation of those plans in assigned areas.
- Prepares reports for the Board of Education, district administration, or other information, as requested
- Serves as the District data owner for attendance, behavior and discipline issues

- Ensures quality demographic data is obtained and maintained in the student system for the purpose of reporting accuracy and effective data driven decision making
- Prepares documentation and reports data to the Wisconsin Department of Public Instruction and other state reporting for the purpose of providing written support, conveying information, and complying with federal and state regulations
- Performs other duties as assigned

Working Environment:

- Frequent contact with the public
- Must be able to report to work in-person and onsite and travel within and outside the District
- Work involves frequent disruptions and deadlines under pressure
- Work involves emotionally charged situations
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Mobility to be responsive to student and staff situations throughout building/campus

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

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JOB DESCRIPTION

Job Title: Executive Director of Operations
Classification: Administrator
FLSA Status: Exempt

Essential Function:
The Executive Director of Operations provides leadership and management in the ongoing planning, development, coordination, implementation, and evaluation of all aspects of a variety of district operations. Some of these areas include Facilities, Operations, transportation, safety and security.

Qualifications:
- Bachelor's Degree
- Five (5) years successful administrative experience
- Demonstrated track record of successful project and administrative management in one or more of the following areas: facilities, food service, or transportation

Knowledge, Skills, Abilities and Experience:
- Demonstrated ability to make independent judgments and decisions
- Demonstrated knowledge of all aspects of facilities and operations
- Demonstrated strong leadership skills
- Effective communication skills, as demonstrated by sound working relationships with administrators, staff, vendors/contractors and the community
- Demonstrated ability to work closely and collaboratively with a multitude of school stakeholders
- Demonstrated ability to foster positive relationships and school-community partnerships
- Demonstrated ability to work through the dynamics of a large system
- Possesses knowledge of current trends and research in construction, maintenance, and facilities
- Acknowledges and respects cultural differences

Responsibilities, Tasks & Duties:
- Maintains confidentiality in verbal, written, and electronic communication and refers confidential information to the appropriate person
- Follows safe practices and adheres to safety standards
- Supervises and evaluates the leadership for the following departments: Facilities/Grounds and Transportation
- Selects, orients, and develops staff
- Works in consultation with District Department leaders to administer cost effective services, responsive to student and staff needs

- Interprets state and federal regulations and District policy
- Responds to stakeholder and community concerns related to: Safety, Facilities/Grounds, Insurance and Transportation
- Supervises the ongoing maintenance and upkeep of all school facilities, properties,
- and equipment
- Ensures that departments are aware of emerging developments, changes in the laws, etc through participation in workshops, conferences and reading materials
- Provides recommendations to the Board of Education regarding matters related to facilities including but not limited to: educational space leases, short and long term facility planning and space utilization, property and liability insurance, and student transportation
- Develops and administers budgets
- Establishes standards and ensures excellence in customer service
- Develops and maintains an ongoing list of all building projects and ensures project alignment to the strategic plan initiatives that support student achievement
- Provides oversight for the District's referendum projects
- Provides oversight of the implementation of District policies and procedures related to areas of responsibility
- Accurately completes and files necessary reports for local, state, and federal agencies
- Performs other duties as assigned

Working Environment:

- Frequent contact with the public
- Must be able to report to work in-person and onsite and travel within and outside the District
- Work involves disruptions of daily schedule
- Work involves frequent disruptions and deadlines under pressure
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

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JOB DESCRIPTION

Job Title: Executive Director of Finance
Classification: Administrator
FSLA Status: Exempt
Direct Supervisor: Superintendent
Working Relationships: Supervises Business Services Department and Payroll staff

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Essential Function: To provide sound fiscal management in all business-related aspects of the school district, and to ensure every child in the district has the resources he or she needs to learn and every teacher and principal has the resources they need to provide an effective learning environment. Oversees food services program and vendor.

Responsibilities, Tasks & Duties:

- Maintain an accurate fiscal accounting system by employing accounting procedures that conform to the Wisconsin Uniform Financial Accounting Requirements (WUFAR) and GASB.
    - Establish and supervise a program of accounting adequate to record in detail all financial transactions.
    - Supervise all accounting transactions and recommend new accounting methods as desirable and necessary.
    - Recommend and coordinate the transfer of budget funds.
    - Oversee and review all year-end processes.
- Oversee all functions of annual audit.
    - Schedule and coordinate external District audit.
    - Work cooperatively and effectively with the auditors of the District.
- Maintain accounts payable and accounts receivable in good order and current vendor lists.
- Maintain a thorough data reporting system for the completion of financial reports required by Federal, State, and Local Governments.
    - Work collaboratively with departments and staff for the completion of state and federal reports (for example annual ESSA, CRDC, Medicaid, etc.).
- Organize and maintain records for cash management, financial investment, debt service, borrowing and planning (including debt schedules with DPI)
- Assist Superintendent with the preparation, implementation, monitoring, and presentation of the District budget.
    - Prepare a budget calendar to meet the time constraints of budget preparation, and apply the legal requirements for budget adoption.
    - Provide periodic financial statements to the Board of Education and the Leadership Team
    - Provide schools and departments budget assistance.
    - Coordinate the development and management of the District's financial management. system (Skyward) to provide seamless integration with other District departments.

- Oversee all purchasing and fixed asset inventory of District property.
- Maintain files for all District leases
- Review grant claims and assist with the grant application process
- Oversee, direct and supervise the Business Department and Payroll staff
- Provide professional development for administrators and secretaries on a variety of Business Services department function
- Provide or present to the Superintendent, District staff, Board of Education, and Community data and information on the business operation of the district
- Act as a resource to staff related to business functions and processes
- Keep informed in the latest research, trends and development in all areas related to the financial affairs of the District
- Lead improvement efforts for the Business Services and Payroll departments.
- Oversees the District's workers compensation, property, liability and casualty insurance programs
- Oversees all functions related to food service
- Make long range plans for the various activities in the management of school business operations with emphasis on long-term financial resource planning and debt management
- Work with the Chief Human Resources Officer to develop goals and objectives for employee salaries and benefits, with specific emphasis on healthcare cost
- Interpret the financial impact on the District of pending legislation
- Assist Superintendent with referendum planning
- Provide support for the district contact person regarding Social Security Administration, Internal Revenue Service and Wisconsin Retirement System
- Oversee spending and the return on investment of ESSER funds
- Other duties as designated by the Superintendent

Minimum Qualifications:

- Bachelor's Degree with a major in Accounting or similar related discipline, or Five (5) years of prior related school district experience
- Wisconsin DPI school business administrator license or willingness to pursue license.
- Knowledge/experience in accounting and preferred knowledge of Wisconsin Uniform Accounting Requirements (WUFAR)
- Prior supervisory experience

Essential Skills, Knowledge, and Abilities:

- Ability to comply with federal, state, and district policies, procedures, and regulations
- Ability to maintain positive and effective working relationships with co-workers, staff, administrators, and vendors
- Creative and collaborative problem solving skills
- Working knowledge of the operations of a public school district
- Knowledge of school finance, budgeting, and resource allocation
- Knowledge of group dynamics, consensus-building, problem solving and conflict resolution
- Ability to develop and implement long range strategic plans for a large urban school district
- Ability to develop and analyze departmental operations and procedures

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

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JOB DESCRIPTION

Job Title: Middle School Associate Principal
Classification: Administrator
FLSA Status: Exempt
Relationships: Direct Supervisor - Assistant Superintendent for School Services

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Essential Function:
The Associate Principal works in collaboration with the building Principal to promote the success of all staff and students at the school by facilitating the development, articulation, and implementation of a vision of teaching and learning that supports the District's mission and vision.

Responsibilities, Tasks & Duties:
School Culture:

- Embrace and promote a trauma-based and restorative approach to dealing with students and staff
- Model cultural competence and be a leader in creating and supporting a culturally and linguistically responsive school environment where all students are honored and respected for who they are
- Support a positive, proactive approach to student behaviors, our PBIS behavior framework, and behavior interventions/supports
- Assist in continuing to establish and strengthen a school culture that welcomes and honors parents, as well as community organizations, and seeks ways to engage them in the students' learning
- Ability to work with students, staff and a community of diverse cultural backgrounds
- Mobility to be responsive to students and staff situations throughout the building

Equitable Multi Level System of Support Leadership - Behavior, Attendance, Student Services:

- Serve as an active leader on the School Climate, Attendance, and SST Teams (including Tier 2 and 3)
- Coordinate discipline referral system and student discipline records
- Create and maintain systems for behavioral expectations
- Work with building Principal to assign suspensions as needed
- Keep accurate records and documentations of all behavior issues and suspensions
- Work closely with special education team to meet needs of all students; attends IEP meetings when necessary
- Collaborate with Student Services Team to ensure student needs are met
- Work with building secretary to ensure accurate attendance records, documentation, and mailing of attendance letters
- Conduct truancy conferences along with attendance team members
- Create and maintain systems to support and track student attendance

Scheduling:

- Work with principal in developing master schedule and making decisions about FTE
- Collect scheduling requests from current and incoming students

- Schedule all students including new students
- Manage student schedule changes and provides updated schedules to students
- Collaborate with high school to ensure course request completion for 8th grade students
- Create, maintain, and adjust WIN time schedules each quarter
- Work with building principal to plan yearly registration and transition events

Staff Evaluation and Supervision:

- Manage evaluation process/procedure for designated staff members
- Coach teachers on teaching and learning practices, as well as classroom management
- Provide timely and relevant feedback based on observations and evidence
- Assist in hiring processes and onboarding of new staff throughout the school year

School Supervision:

- Create supervision schedule for before and after school, hallways, and lunch hours
- Train supervision staff throughout the year on active supervision strategies
- Create and maintain systems for behavioral expectations for before/after school, hallways, and lunch hours

Student Activities:

- Manage all after school activities including athletics, fine arts, student clubs, etc.
- Collaborate with Boys and Girls Club staff
- Schedule workers for after school events/activities
- Attend after school activities, assemblies, dances, tours, concerts, etc.

School Operations and Safety:

- Schedule and conduct school safety drills
- Work closely with school resource officer to maintain a safe campus
- Work with building principal to develop, implement, and monitor a school safety plan

Instructional Leadership and School Improvement:

- Participate as a member of our site continuous improvement team
- Assist in the creation of school improvement goals and plans
- Coach teachers in instructional methods
- Assist teachers through the SLO/PPG process as needed
- Supervision of grade reporting processes
- Attend and participate in PLCs
- Assist in planning and leading professional development opportunities and staff meetings

Financial and Business:

- Assist in financial and business management matters in certain co-curricular activities as designated by the principal

Assessment:

- Work with building principal to administer standardized assessments

Diversity:

- Understand the historical aspects of individual students and their needs
- Promote a welcoming and inclusive learning environment
- Lead others in culturally responsive practices

Other:

- Performs such other duties as assigned

Qualifications: Principal License (5051)

Working Environment:

- Must be able to report to work in person and onsite
- Occasionally exposed to outside weather conditions (i.e.; bus duty, recess, fire drills, field day)
- May be exposed to sick and/or injured students and staff
- Work involves disruptions of daily schedule
- Work involves frequent deadlines under pressure
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes

Physical Requirement:

- The position requires the administrator to:
- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate

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JOB DESCRIPTION

Job Title: Associate Director of Special Education
Classification: Administrator
FSLA Status: Exempt
Relationships: Direct Supervisor - Executive Director of Special Education Works with Administrators, All Staff and Parents / Supervises - Special Education Staff, Program Support Teachers

Essential Function: The Associate Director of Special Education will work collaboratively to increase the capacity of building administration, program support teachers, and program leaders to facilitate and monitor compliance of federal and state requirements and department and district priorities to meet the needs of students with disabilities.

Responsibilities, Tasks & Duties:

- Use data to make fiscally responsible decisions around resources to include:
  - Enrollments
  - Budgets
  - Supplementary materials
- Utilize coaching practices to increase capacity of district administration, program support teachers and program leaders
- Engage in the work of district level committees advocating for students with disabilities
- Collaborate with district leadership to ensure best practices of instructional strategies to promote inclusive education
- Monitor compliance of IDEA
- Hire and supervise special education staff, student service staff, and program support teachers
- Monitor discipline practices (and promotes safety of staff and students)
- Engage with building administrators around special education staffing / allocations
- Facilitate IEP team meetings while being the Local Educational Agency (LEA) representative

Beliefs and Absolutes:

- Use data to make student centered decisions that align with access to least restrictive environment
- Collaborate and communicate to promote implementation of best practices for supporting students with special education needs
- Ensure that compliance practices protect student's rights
- Promote capacity building through coaching
- Make fiscally responsible decisions

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

Qualifications:

- Wisconsin DPI Director of Special Education Administrator license
- Minimum of five (5) years successful experience related to special education

Candidates who apply prior to the deadline will receive first consideration.

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APPLETON AREA SCHOOL DISTRICT

Department of Human Resources

131 E. Washington St. Suite 1A
Appleton, WI 54911
P: (920) 832-6161 F: (920) 832-5740
www.aasd.k12.wi.us

JOB DESCRIPTION

Job Title: Associate Principal - Activities Director (High School)
Classification: Administrator
FLSA Status: Exempt

Essential Function:
The Associate Principal-Activities Director will provide overall leadership and coordination among the various sports and academic activities to facilitate programs that provide students with valuable experiences that promote learning and sportsmanship in a welcoming environment.

Qualifications:

- Holds Wisconsin DPI K-12 Administrator license (5051 - Principal) or willingness to apply
- Previous experience as a coach
- Overall knowledge of the athletic program
- Ability to travel off-campus to off-site venues (including Nienhaus Sports Complex)

Knowledge, Skills, Abilities and Experience:

- Current knowledge of laws relating to athletic programs
- Demonstrated ability to make independent judgments and decisions
- Demonstrated knowledge of all aspects of sports and high school activities programs
- Demonstrated leadership and sportsmanship skills, effective communication skills, as demonstrated by sound working relationships with student athletes, parents, administrators, other coaching and teaching colleagues, and conference coaches
- Ability to work closely and collaborate with school stakeholders including building administrators, educators, staff, students, families, and the broader community
- Fosters positive relationships and school-community partnerships

Responsibilities, Tasks & Duties:

- Responsible for supervision and coordination of total co-curricular program for all students, including athletics, clubs, activities
- Actively researches and creates diverse opportunities for students to participate in co-curriculars
- Assists in supervision, evaluation, and instructional leadership of teaching staff
- Monitor compliance with S.118.13 Pupil Nondiscrimination as it pertains to athletics
- Continual monitoring and evaluation of all co-curricular programs with focus on continued improvement
- Initiates recruitment and selection of coaches/advisors and provide hiring recommendations to principal

- Observes, supervises and completes annual performance evaluations for activities secretary and coaches/advisor
- Plans, coordinates, and monitors co-curricular program budget and equipment inventory
- Meets regularly with co-curricular coaches/advisors
- Approves and/or develops the schedule all athletic practices, contests, transportation and officials
- Manages athletic events including set-up and clean-up
- Maintains a comprehensive safety plan for all extracurricular events and train staff in the plan
- Prepares and maintain co-curricular policies/procedures
- Supervises preparation and verify athletic eligibility lists as defined in Code of Conduct
- Works collaboratively with other AASD high school Activities Directors to assure Code of Conduct compliance with WIAA guidelines while serving students
- Maintains and distributes Coaches Handbook and Athletic/Activities Code of Conduct
- Administers student Code of Conduct and works with administrators and/or coaches on disciplinary matters
- Makes recommendations for maintenance of current facilities and the development of new facilities
- Requisitions and maintains supplies, uniforms and equipment for programs
- Supervises ticket sales for events and maintains proper handling and accounting for funds
- Works with principals and head coaches to plan athletic awards programs
- Coordinates the use of all school facilities for outside groups
- Acts as a liaison between coaches and the athletic booster clubs
- Attends home athletic events to ensure proper staffing and attends state, regional and national meetings whenever possible
- Serves as liaison between school, parent groups and middle school athletic programs
- Builds strong connections with our elementary feeder schools & elementary aged athletic programs
- Professionally represent school/District in interactions with parents, community, staff and students
- Performs other responsibilities as assigned

Working Environment:

- Must be able to report to work in person and onsite
- Occasionally exposed to outside weather conditions (i.e.; bus duty, recess, fire drills, field day)
- May be exposed to sick and/or injured students and staff
- Work involves disruptions of daily schedule
- Work involves frequent deadlines under pressure
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Work involves travel in and outside the district
- Mobility to be responsive to student and staff situations throughout building/campus

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

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Department of Human Resources

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JOB DESCRIPTION

Job Title: Dean of Students (High School)
Classification: Educator
FSLA Status: Exempt

Essential Function:
The Dean works in collaboration with the principal, staff, families and students to ensure a positive, safe, welcoming and culturally-responsive school environment. This position is tasked with improving student attendance and opportunities to learn for students who are not engaged in their learning. The Dean uses outreach strategies, non-violent crisis interventions, restorative justice practices, mediation skills and PBIS to promote student engagement, positive behaviors and connections within the school community. The Dean reports to the Principal.

Responsibilities, Tasks & Duties:

- Works closely with the Principal, Associate Principal, Social Worker, School Resource Officer, Counselors, School Psychologist - Student Services
- Works together with students, staff, and families on attendance and behavior challenges.
- Active role in handling matters of tardiness, excused and unexcused absences (including Truancy Court), detentions and suspensions
- Has knowledge or willingness to learn about Restorative Practices and Positive Behavior Intervention and Support
- Committed and open-minded to school wide-change
- Contributes ideas to find solutions to problems
- Able to initiate ideas and effectively collaborate with staff members to "get things done"
- Contributing member of the SST (Student Services Team)
- Supervises and evaluates paraprofessionals as assigned
- Embraces technology with willingness to learn
- Assists in supervising buildings, grounds, halls and commons area monitoring program
- Is able to create a visible presence via an active role inside and outside of the school building and the surrounding school community.
- Has knowledge and understanding on best learning practices and is willing to look at things from a Trauma Sensitive Lens.
- Strong consideration will be given to those who have experience with or background in special education.
- Performs other related responsibilities as may be assigned

Qualifications:

- Demonstrates

    - Professionalism
    - Composure in stressful situations
    - Strong interpersonal and oral/written communication
    - Computer skills
- Ability to work productively and cooperatively with students, teachers, parents, and community members
- Skill and experience in working with culturally diverse, economically-disadvantaged, ELL, and/or special education populations.
- DPI Educator Licensure

Physical Requirement:
The position requires the employee to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

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JOB DESCRIPTION

Job Title: Elementary STEM Teacher
Classification: Educator
FLSA Status: Exempt
Supervisor: Direct Supervisor: Building Administrator

AASD STEM Vision: In the Appleton Area School District, STEM education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. Through these authentic learning experiences students make connections between their school and community while preparing them for the multi-dimensional challenges of tomorrow.

Essential Function:

The STEM teacher will be responsible for implementing and further support in developing learning activities that are hands-on, project-based and directly linked to AASD standards. The STEM teacher will support the district's STEM vision through cultivating and maintaining strong relationships with staff, families, business partners, and the broader community.

Skills/Abilities/Experience Required:

- Strong background in Science, Technology, Engineering and Math (STEM).
- Ability to design lessons and effectively manage students in a project-based environment.
- Skilled in managing multiple projects and manipulatives simultaneously.
- Consistently demonstrate a collaborative and solution-oriented approach in achieving outcomes.
- Demonstrate flexibility and problem-solving skills.
- Ability to collaborate and work successfully as part of a team and interact well with the other administration, staff, board, families, and community partners.
- Demonstrate effective communication, organizational, and collaborative skills.
- Posses excellent computer and technology skills.
- Skilled in learning STEM training and facilitating the training of AASD staff.
- Ability to plan and implement problem-based lessons based on AASD standards.
- Ability to create engaging lessons that integrate STEM into the current grade level curriculum and focuses on developing each student's critical thinking and problem solving skills.
- Ability to identify the need for interventions, accommodations and modifications and design supports for the success of all students.

Responsibilities

- Further developing 5K-Grade 5 STEM learning activities curriculum.
- Plan daily engaging lessons that integrate technology, math, science and engineering that also develops student critical thinking and problem solving skills.
- Attend and participate in STEM/Project-based Learning training and facilitate the professional development of staff in these areas.
- Provide interventions, accommodations and modifications to lessons for growth and success of all students.
- Facilitate student learning via hands-on experiences/projects which allow students to learn by exploration.
- Engage in collaboration with others to develop interventions, accommodations and modifications to the lessons for growth and success of all students.
- Develop STEM learning activities and hands-on material for classes.
- Assist in the management, ordering, and inventory of STEM materials.
- Demonstrate awareness of different student backgrounds and cultures.
- Communicate regularly with parents and colleagues.
- Monitor student growth to identify strengths and areas for improvement.
- Use academic data to continuously refine the district STEM curriculum.
- Actively supervise students.
- Other duties as assigned.

Minimum Qualifications:

- WI DPI License: Middle Childhood-Early Adolescence (1777) or Elem/Middle Level Education (1088)
- Experience - A minimum of three (3) years teaching experience at the elementary level.
- Previous experience teaching STEM is preferred.
- Experience/training/certification in STEM and/or Project-Based Learning preferred or willingness to obtain.
- Experience working with children and adolescents, good classroom management skills, and a deep understanding of current technology.
- Experience working cross-culturally and/or commitment to work toward improving one's own cultural proficiency: valuing difference/diversity, recognizing personal limitations in one's skills and expertise, and having the desire to learn in these areas.

Physical and Sensory Requirements

- Sit and walk throughout the day.
- Manual dexterity to utilize multimedia and computer technology.
- Ability to lift and position students as needed.
- Hearing, speaking, mobility and visual skills sufficient to successfully conduct classroom instructional and supervisory duties.
- Cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate.

Working Environment

- The work is performed primarily in classroom environments or community settings where the professional educator may be exposed to students that display various learning, behavioral, emotional and physical difficulties.
- Occasionally exposed to outside weather conditions (i.e.; bus duty, recess, fire drills, field day).

- Must be able to report to work in person and onsite.
- This teacher may be exposed to sick and/or injured students and staff.

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JOB DESCRIPTION

Job Title: Special Education Teacher
Classification: Educator
FSLA Status: Exempt
Direct Supervisor: Principal and/or Associate Director of Special Education

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Essential Function:
The purpose of this position is to provide quality learning opportunities for students with disabilities while maintaining a learning environment that enables each student to master academic, social/emotional skills appropriate to their age, grade level and individual capacity while providing supervision throughout the day.

Responsibilities, Tasks & Duties:
Direct Support and Intervention:

- Support students' daily functional routines and encourage independence.
- Teach social, communication, self-regulation, academic, and functional skills.
- Assess effectiveness by samples of work, rating scales, and other data collection.
- Provide specially designed instruction to meet the IEP of each student.
- Utilize teaching methods, resources and suitable materials to meet student's individual needs.
- Ability to demonstrate willingness to adjust to alternative techniques, methods, and programs to meet student's academic, social, and/or behavioral needs.

Planning and Indirect Support:

- Collect and analyze data to address the ongoing needs of each student.
- Prepare assessments based on the data.
- Communicate findings with team members to include but not limited to classroom teachers, related service providers, paraprofessionals, those working directly and indirectly with the student.
- Prepare lesson plans and materials for classrooms.

Classroom Environment:

- Manage behavior of students to provide a safe environment for all students.
- Establish and communicate to all students clear and challenging expectations at their instructional level.
- Comply with and enforce district policies and school rules and regulations.
- Create and maintain a classroom environment that is conducive to learning and appropriate to the developmental level and interests of students.

- Infuse Culturally and Linguistically Responsive teaching practices into the classroom environment to increase student engagement and strengthen relationships in the classroom environment.

Team Meetings:

- Conduct meetings to promote communication and student learning.
- Plan, review materials, prepare agendas, and conduct follow-ups as needed and in accordance with state mandated timelines.

Compliance:

- Complete and submit required reports, plans, and evaluations in accordance with district and state mandated timelines.
- All reports, plans, and evaluations are legibly and accurately completed with fidelity to DPI compliance standards and implemented within the legal timelines.

Communication and Training:

- Consult, collaborate and coordinate with other educators/service providers to promote student success.
- Conduct conferences with parents and students regarding student progress and needs. Facilitate annual IEP meetings and follow up meetings as needed.

Interaction with Students, Parents/guardians, and Outside Agencies:

- Support home school programs by conferences, meetings, and other communications
- Position requires various contacts and interactions with students, parents/guardians and administration Contact outside of the District include community agencies/resources, and other school districts

Essential Skills, Knowledge, and Abilities:

- Skills in problem-solving situations involving students and district personnel.
- Knowledge of special education procedures and regulations regarding the evaluation of students and related district instructional endeavors requiring continuous professional growth
- Ability to communicate and interact effectively with parents/guardians, staff and the general public.
- Skilled in writing routine reports, correspondence, IEP's and other materials related to assigned duties.
- Ability to operate basic office equipment such as a computer, photocopier, telephone.
- Maintain confidentiality.
- Capacity to empathize with students and develop positive student and family relationships.
- Ability to be honest, fair and consistent in the interaction with students.
- Ability to implement district/building behavioral intervention programs (i.e., PBIS, NCI, etc.)
- Knowledge of compliance of all Board approved district policies

Minimum Qualifications dependent on assignment:

- Cross-Categorical Special Education - 1801, Early Childhood - 1809, Intellectual Disabilities - 1810, Emotional and Behavioral Disabilities - 1830 and/or Learning Disabilities - 1811

Working Environment:

- The work is performed primarily in a school environment.
- Must be able to report to work in person and onsite.
- Occasionally exposed to outside weather conditions (i.e., bus duty, recess, fire drills, and field day)
- Mobility to be responsive to student and staff situations throughout building/campus.

Physical and Sensory Requirements:
The position may require the educator to:

- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties.
- Use of cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate.
- Lift/Carry: Frequently up to 50 lbs. and frequently up to 100 lbs. as part of a two-person lift
- Push/Pull: Occasionally up to 250 lbs. (i.e., wheelchair or other mobility aids/devices)
- Bend/Kneel/Squat/Reach/Turn/Twist: Frequently
- Crawl/Climb/Reach Above Shoulder Level: Occasionally
- Sit/Walk: 2 hours daily (approx.)
- Stand: 3 hours daily (approx.)
- Ability to react quickly to student's movement and behavior.
- Demonstrate proper body mechanics when lifting/transferring students who have physical disabilities.
- Ability to follow protocols for use of positioning and mechanical lifting equipment for use with students with physical disabilities.
- Ability to safely perform skilled one and two person lifts and transfers.

The physical demands, work-environment characteristics, and qualifications described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Candidates who apply prior to the deadline will receive first consideration.

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ITEM FOR CONSIDERATION

Topic: AASD 5K-12 WIDA Standards & Framework

Background Information: Title VI of the Civil Rights Act of 1964 requires that all English Learners (ELs) have equal access to a high-quality education and the opportunity to achieve their full academic potential. ELs are entitled to age-appropriate core curricula at all levels of English proficiency and must be able to meaningfully and equally participate in all aspects of schooling. The World-class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways.

The AASD WIDA ELD Standards Framework is anchored by four Big Ideas that support the design of
standards-based educational experiences that are student-centered, culturally and linguistically
sustaining, and responsive to multilingual learners' strengths and needs.

1. Equity of Opportunity and Access
2. Integration of Content and Language
3. Collaboration among Stakeholders
4. Functional Approach to Language Development

Instructional Impact: The AASD 5K-12 WIDA ELD Standards will provide EL teachers with a consistent framework based on best practices for teaching multilingual learners content and language together in linguistically and culturally sustaining ways.

Fiscal Impact: None

Administrative Recommendation: Approve as submitted.

Contact Person: Amy Swick, Ed.D., 920-832-6157 ext. 60172, swickamy@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-53007 x60121,
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BOE: 1/8/2024

AASD WIDA English Language Development Standards Framework

5K–Grade 12





Welcome to the WIDA English Language Development Standards Framework

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Table 1-2: Organization of the WIDA ELD Standards Framework

Section 1: Big Ideas	• Equity of access and opportunity are essential for multilingual learners' preparation for college, career, and civic participation • Integration of language and content is critical in the planning and delivery of instruction • Collaboration among stakeholders is a shared responsibility for educating multilingual learners • A functional approach to language development focuses on the purposeful use of language
Section 2: Understanding the WIDA ELD Standards Framework	• The five WIDA ELD Standards Statements—conceptual framing of language and content integration • Key Language Uses—prominent language uses across disciplines • Language Expectations—goals for content-driven language learning • Proficiency Level Descriptors—a continuum of language development
Section 3: Grade-Level Cluster Materials	• Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials • Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level texts
Section 4: Resources	• Key Language Uses: A Closer Look—extended definitions and examples for each Key Language Use • Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations • Glossary
Appendices	A. Meeting ESSA Requirements B. Correspondence Tables for Content and Language Standards C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes E. High Level Comparison of WIDA ELD Standards Editions F. Theoretical Foundations G. References H. Acknowledgements

WIDA Mission, Vision, and Values

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. It acts as a unifying force that gives the consortium its strength of conviction and action throughout the PreK-12 education community.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



From English Language Learners to Multilingual Learners

Multilingual learners refers to all children and youth who are, or have been, consistently exposed to multiple languages.

As part of its asset-based belief system, WIDA uses the term "multilingual learners" to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis. They include students who are commonly referred to as English language learners (ELLs), dual language learners (DLLs), newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELs), English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language (EAL), and students who speak varieties of English or indigenous languages.

Throughout the field of K-12 education, you will encounter various terms to describe multilingual learners. For example, ESSA (2015) uses the term "English learners" (ELs). For policy purposes, the five original WIDA ELD Standards Statements (2004) maintain the term "English language learners." However, in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term "multilingual learners." You will see this term used throughout this document, starting with the Guiding Principles of Language Development on the next page.

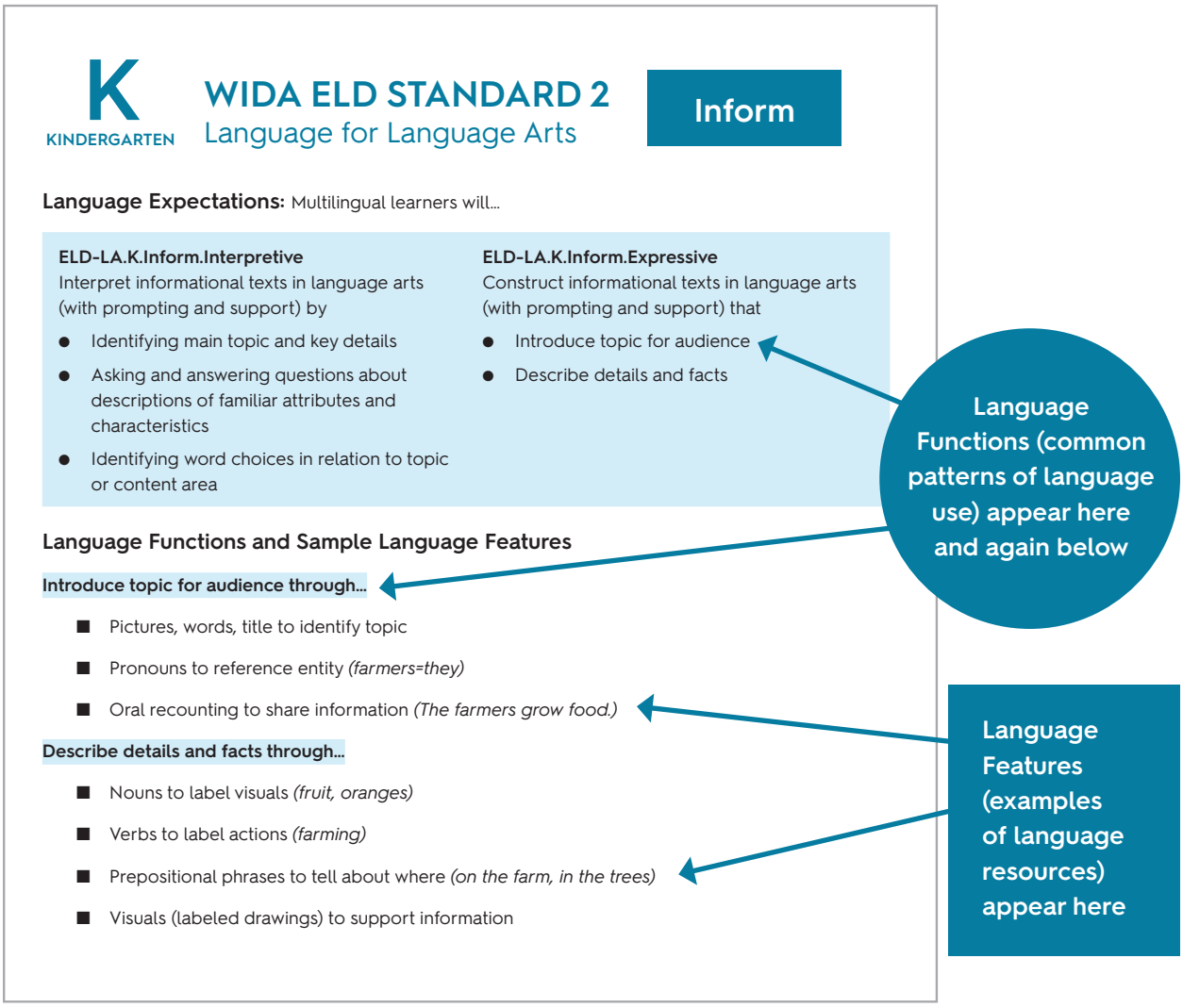
WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



Figure 3-1: Kindergarten Language Functions and Language Features



K
KINDERGARTEN

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

K
KINDERGARTEN

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive
Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive
Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, simple statements, or common story expressions to introduce context
- Noun groups to state who or what the story is about *(tall man, baby bear)*
- Prepositional phrases to specify location and time *(at Grandma's house, by the river; in the winter, at night)*

Describe story events through...

- Verbs to describe character actions *(jumped),* feelings *(was sad),* behaviors *(eating)*
- Connectors to establish sequence *(then, after, and)*
- Pronouns and renaming to reference a character across the text *(the girl=she=Nancy)*

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.K.Inform.Interpretive
Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive
Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

Language Functions and Sample Language Features

Introduce topic for audience through...

- Pictures, words, title to identify topic
- Pronouns to reference entity *(farmers=they)*
- Oral recounting to share information *(The farmers grow food.)*

Describe details and facts through...

- Nouns to label visuals *(fruit, oranges)*
- Verbs to label actions *(farming)*
- Prepositional phrases to tell about where *(on the farm, in the trees)*
- Visuals (labeled drawings) to support information

K
KINDERGARTEN

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive
Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive
Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Single nouns to represent class of things *(colors, shapes, patterns)*
- Relating verbs *(be, have)* to define, describe, or classify *(The pattern is red, blue, red, blue.)*

Describe a concept or entity through...

- Expanded noun groups to add specificity *(The red star has five points.)*
- Sequential signals *(first, second, then, last)* to describe patterns *(First is a green bear, then two blue bears.)*
- Prepositional phrases *(behind, on top of, under, next to, below, above)* to specify location *(The blue star is next to the green triangle.)*

Compare/contrast concepts or entities through...

- Comparison/contrast language *(both, same, different)* and pointing to differentiate between entities *(This pattern is different than that one.)*
- Causal language *(because, so)* and demonstration to provide reasoning *(I can make a triangle because I have three sticks.)*

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive
Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Language Functions and Sample Language Features

Introduce others to a topic or entity through...

- Pictures, words, drawings to introduce others to the topic
- Generalized nouns to identify class of things *(pollinators, insects)*
- Pronouns *(it, they)* to reference entity or idea *(insects=they)* (demonstratives identify that this is a plant)
- Oral recounting to share information *(The butterflies fly for a really long time.)*

Provide details about an entity through...

- Prepositional phrases to tell about where *(in the trees, on the flowers, next to, above, below)*
- Verbs to label actions *(fly, grow, eat)*
- Relating verbs *(be, have)* to define entity *(Butterflies are pollinators. Butterflies have antennae.)*
- Adjectives to add details *(red and black wings)*
- Pictures, labeled drawings, words to categorize, compare, and contrast information *(moths=night, butterflies=day)*

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.K.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive
Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe information from observations about a phenomenon through...

- Single words to identify context *(floating, sinking)*
- Relating verbs *(have, be)* to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon

Relate how a series of events causes something to happen through...

- Nouns to represent concepts *(investigation)*
- Simple sentences to describe the phenomenon *(A feather floats.)*
- Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives *(it, a, the, this, that)*
- Causal connectors to combine ideas into logical relationships *(so, because, when/then)*
- Connectors to link or compare observations *(Paper floats but rocks sink.)*

Compare multiple solutions to a problem through...

- Simple statements to represent conclusions *(Heavy things float.)*

K
KINDERGARTEN

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

Language Functions and Sample Language Features

Introduce topic associated with a compelling or supporting questions through...

- Pictures, words, title to identify topic or concept *(My Neighborhood, Activities)*
- Visuals (labeled drawings, diagrams) to share information about topic attributes

Provide a detail about relevant information through...

- Nouns to label visuals or cultural items *(family members, weather words, food, events)*
- Verbs to label actions and activities *(dancing, cooking)*
- Prepositional phrases to tell about location *(on the block, in the house, next to the store, at Grandma's house, on the bus)*
- Adjectives to add description to labeled nouns and simple sentences *(It is a sunny day.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a blue background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

Context: This text was written by a multilingual kindergartner. At this time, students were writing every day about their lives or about books they were reading. This is the first of two texts presented here, written by the same kindergartner on two consecutive days. Both are modeled after a book the learner was reading.

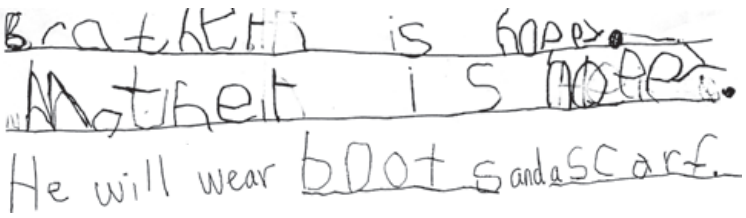
Prompt: It's story writing time!

Language Expectation: ELD-LA.K.Narrate.Expressive
Multilingual learners use language to construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Functions & Features		Functions & Features
Orient audience to story through… Simple statements • Brather … hopey Noun groups to introduce context • Brather [brother] • Mother	Brather [Brother] is hopey [hoping]. Mother is hoee [home]. He will wear boots and a scarf.	**Describe story events through…** Verbs (and verb groups) • is hopey [hoping] • will wear Pronoun to reference characters • Brather … he

Example of Student Writing



K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Annotated Language Sample

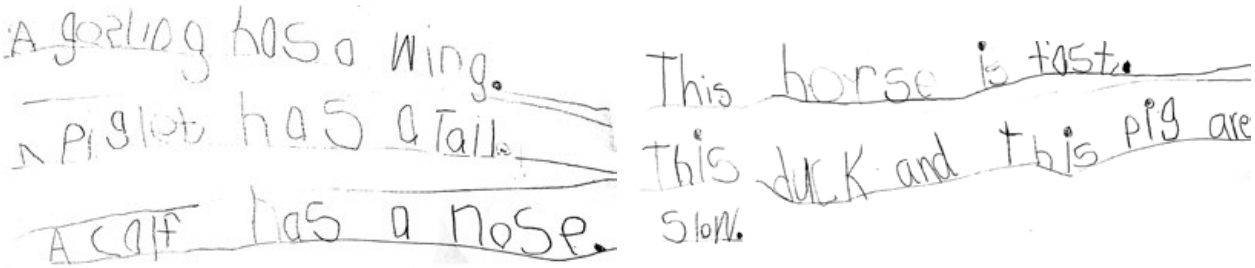
Context: This is the second text written by the same multilingual kindergartner (the first is on the previous page). The student had been reading informational books about animals.

Prompt: "Ok friends, it's writing time! Get out your notebooks and pencils. Remember you can write about books you are reading."

Language Expectation: ELD-SC.K.Inform.Expressive
Multilingual learners use language to construct scientific informational texts that
- Introduce others to a topic or entity
- Provide details about an entity

Functions & Features		Functions & Features
Introduce others to the topic through... Generalized nouns • a gosling • a piglet • a calf • a wing • a tail • a nose	A gosling has a wing. A piglet has a tail. A calf has a nose. ... This horse is *fast*. This duck and this pig are *slow*.	**Provide details about an entity through...** Relational verbs • has, is, are Adjectives to add details • *fast* • *slow* Noun groups to add details • a wing • a tail

Example of Student Writing



Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(my family)* with words, pictures, phrases, or chunks of language	around topics *(all about me)* with repetition, rhyming, and common language patterns	around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences	to meet a purpose *(to inform, narrate, entertain)* through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words	patterned language with repetitive words and phrases *(This is a duck. The duck says quack, quack. This is a goat.)*	repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *this, these, that, those*)	a few different types of cohesive devices *(repetition, pronoun referencing, etc.)*	multiple types of cohesive devices *(synonyms, antonyms, repetition)*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	labels with single nouns *(ball, car)*	frequently used single noun groups *(my toys, my car, your ball?)*	frequently used multi-word noun groups *(my favorite book)*	multi-word noun groups with connectors *(a shiny truck and a red ball)*	expanded noun groups with classifiers *(the red fire truck)*	expanded noun groups with prepositional phrases *(the red fire truck in the station)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, and phrases *(Anna's chair)*	words, pictures, phrases, and chunks of language *(ran to her room)*	chunks of language *(sat in her chair, jumps on her bed)*	simple sentences *(She picked it up.)*	related simple sentences *(She picked it up. She carried it to her room.)*	multiple related simple sentences *(She picked it up. She carried it to her room. She opened it up.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a few words and phrases in familiar contexts and topics *(map, desk, hello)*	repeated words and phrases in familiar contexts and topics *(sound it out, think first)*	frequently used words and phrases in familiar contexts *(time to clean up)*	situation-specific words and phrases *(What sounds do we hear?)*	an increasing number of words and phrases *(We need four different colors to make a pattern.)*	a growing number of words and phrases in a variety of contexts *(special visitor, school assembly)*

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose *(and, then)*	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: *The parrot eats nuts and seeds.*)	text that conveys an intended purpose with emerging organizational patterns *(first, and then, also, next)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	single words and phrases related to topic *(water, leaf)*	an emerging use of cohesive devices (repetition: *water, water, the water*)	a few frequently used cohesive devices (repetition: *this leaf is red, this leaf is yellow*)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the or these clouds*)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, and phrases *(cats and dogs)*	words, pictures, phrases and chunks of language *(cats meow and dogs bark)*	sentence fragments *(cats and dogs)*	sentence fragments and emerging use of simple sentences *(Dogs sleep, Dogs bark.)*	simple sentences *(Cats like to climb. Dogs like to run.)*	sentences with emerging use of clauses *(My cat sleeps all day. My dog runs all the time. They are my pets.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	frequently reoccurring words and phrases *(Good Morning, let's play)*	emerging use of words and phrases with attempted precision *(Today is Friday, September 15.)*	few frequently used words and phrases with emerging precision *(lunch time, morning meeting)*	some frequently used words and phrases with some precision *(my pattern is red, blue, red, blue)*	a small repertoire of words and phrases with developing precision *(beautiful butterfly, repeating pattern)*	a growing repertoire of words and phrases with growing precision *(green and yellow stripes)*

GRADE 1 Grade 1

Moving from kindergarten to first grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. Working with partners or in small groups, students feel proud to share their discoveries with others. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words.

In first grade, educators and families may easily connect school to home by encouraging multilingual learners to share observations about the world in multiple languages. For example, academic learning can readily be reinforced at home simply by walking around the neighborhood to describe plant life or notice environmental print. Activities like dancing, playing games, and doing chores are also great opportunities to strengthen the home-school connection in culturally and linguistically sustaining ways. Likewise, in school, multicultural books allow students to practice academic concepts in ways that reflect the experiences of multilingual learners and their families.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grade 1:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

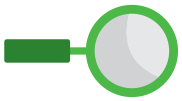
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-4 offers snapshots of some ways students engage in each Key Language Use throughout grade 1.

Table 3-4: Snapshots of Key Language Uses in Grade 1

Snapshots of Key Language Uses in Grade 1	
Narrate	• Imagine and create new stories • Begin to develop a sense of story structures • Interpret narratives read aloud with predictable structures and language patterns
Inform	• Describe and define familiar concepts or topics • Categorize and classify information • Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people
Explain	• Describe their observations in relation to concrete phenomena in their immediate environment • Ask and answer questions about how things work or why things are the way they are • Interpret and construct multimodal representations of their emerging understandings of observed relationships
Argue	• Formulate opinions • Give reasons for their opinions • Interpret persuasive texts



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grade 1 are the **basis for its Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-5. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-5: Distribution of Key Language Uses in Grade 1

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Function

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-2, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

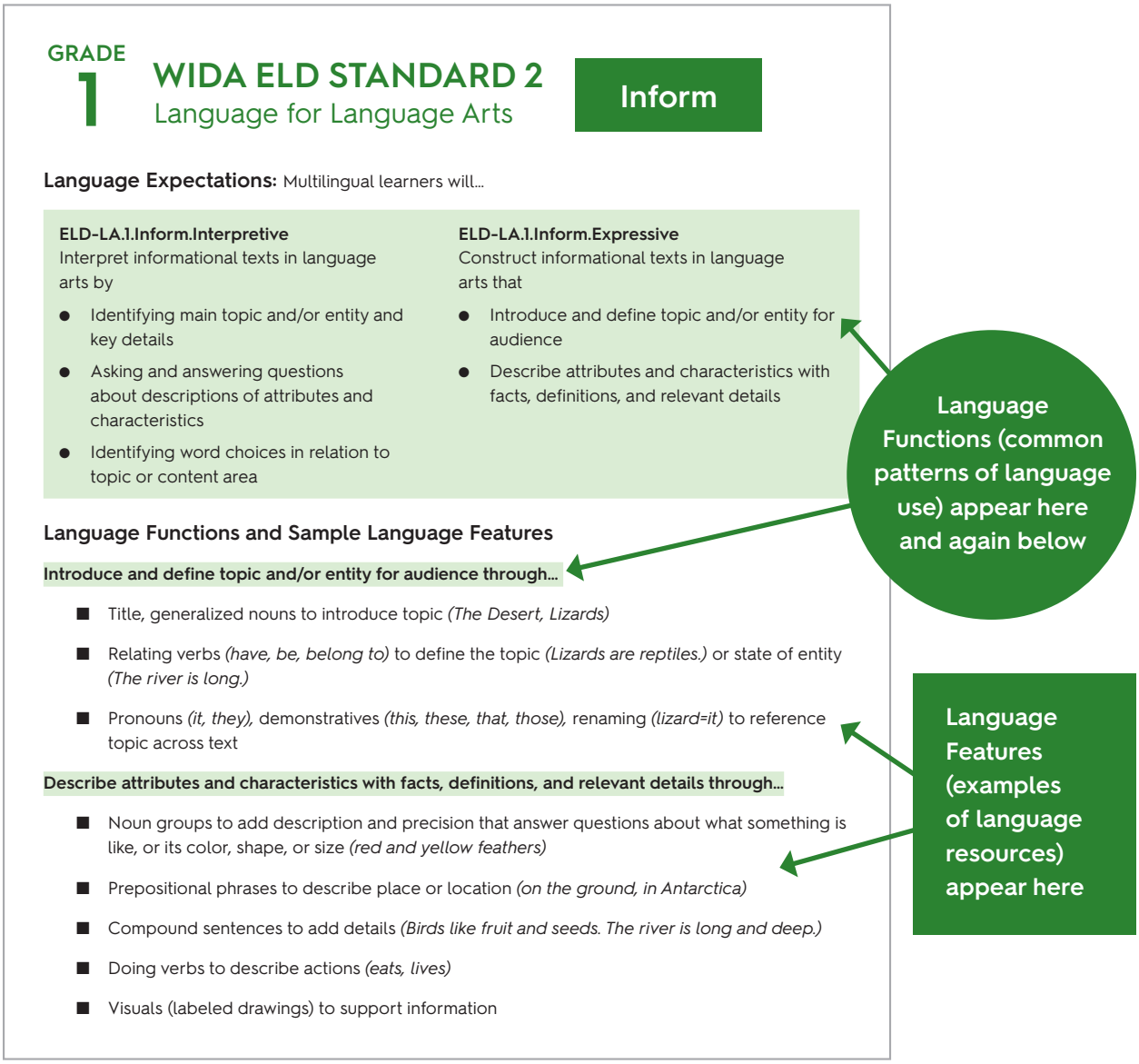
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-2, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-2 on the next page shows how the Language Functions and Language Features appear.

Figure 3-2: Grade 1 Language Functions and Language Features



GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will…

ELD-LA.1.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive
Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to story through…

- Pictures, words, title, statements or common story expressions *(Once upon a time)* to introduce context
- Noun groups to state who or what the story is about *(the white swans, Joey's big family)*
- Simple statements to introduce the problem *(They got lost.)*
- Prepositional phrases to specify location and time *(by the river, in the barn, during the summer, last year, every night)*

Develop story events through…

- Verbs to describe what characters do, think, feel, and say
- Connectors to sequence time *(first, next, and then),* and events *(before, after, later),* and to combine and link event details *(and, but, so)*
- Pronouns, renaming, and synonyms to reference a character or idea across the text *(my neighbor=Bob, the tree fort=my special place)*
- Simple statement to provide closure *(The End, And then we went home.)*

Engage and adjust for audience through…

- Pictures and other graphics to complement the storyline
- Word choices to convey attitudes, develop suspense, share excitement *(my best friend, really scary, wonderful!)*
- Literary and familiar expressions *(big, ugly monster; run, run as fast as you can!),* sensory language *(yucky)* onomatopoeia *(BOOM! CRASH!)* to add interest; tone of voice and gesturing to tell a story

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.1.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Title, generalized nouns to introduce topic *(The Desert, Lizards)*
- Relating verbs *(have, be, belong to)* to define the topic *(Lizards are reptiles.)* or state of entity *(The river is long.)*
- Pronouns *(it, they),* demonstratives *(this, these, that, those),* renaming *(lizard=it)* to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size *(red and yellow feathers)*
- Prepositional phrases to describe place or location *(on the ground, in Antarctica)*
- Compound sentences to add details *(Birds like fruit and seeds. The river is long and deep.)*
- Doing verbs to describe actions *(eats, lives)*
- Visuals (labeled drawings) to support information

GRADE 1

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will…

ELD-MA.1.Inform.Interpretive
Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive
Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through…

- Generalized nouns to identify class of things *(shapes, patterns, properties)*
- Relating verbs *(be, have)* to define, describe, or classify *(Rectangles have four sides. This is a closed shape.)*

Describe a concept or entity through…

- Expanded noun groups to add specificity *(this has three equal sides)*
- Technical word choices to add precision and detail *(flat or solid shapes)*
- Common phrasal verbs *(part of, put together)* to describe concepts *(These two halves are part of the whole triangle.)*
- Conditional clauses *(if/then)* to demonstrate relationships *(If I put these shapes together then I can make a rectangle.)*

Compare/contrast concepts or entities through…

- Compare/contrast signals *(both, same, different, but)* to differentiate attributes of objects *(They are both solids but this one is a triangle and this one is a cube.)*
- Causal connectors *(because, so)* to link ideas and provide reasoning *(These two shapes are the same kind because they both have four sides.)*

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive
Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

Language Functions and Sample Language Features

Introduce others to the topic or entity through...

- Generalized nouns to introduce topic or idea *(Whales, Sound, Patterns)*
- Openers to address audience *(Have you ever wondered about? Did you know?)*
- Relating verbs *(belong to, have, be)* to define or present state of entity *(Whales are mammals.)*
- Pronouns *(it, they)* and demonstratives *(this, that, these, those)* to reference entity or concept across text *(Paper vibrates. It makes a sound.)*

Define, describe, and classify concept, topic, or entity through...

- Noun groups to add details that answer questions about what something is like, its qualities, and descriptions *(floating objects, long, brown fur)*
- Visuals (labeled drawings, graphs, tables) to support information
- Timeless present verbs to indicate generalizable nature of action *(floats, sinks, eats, swims, turns)*
- Qualifiers *(some, all, many)* to describe observation or fact *(some things float, all sound is vibration, many dolphins hunt together)*
- Sequence words *(first, and, then, next, last)* to clarify order or sequence of events *(First whales swim to cold water, then...)*

Summarize observations or factual information through...

- Compare/contrast signals *(-er, -est, bigger than, more, both, but, different)* to differentiate or summarize attributes, details or behaviors *(Feathers float better than paper.)*
- Declarative statements to present conclusions *(Some objects float and some sink.)*
- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Openers to engage audience *(Did you know how frogs change?)*
- Abstract and technical terms to add precision *(tadpole, adapt, life cycle)*
- Pictures, diagrams, graphs to add information or illustrate content
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as *this, that*)

Relate how a series of events causes something to happen through...

- Timeless verbs to state on-going facts about phenomenon *(Tadpoles change into frogs)*
- Prepositional phrases to provide details *(where, when, how; Tadpoles live in the water.)*
- Relating verbs *(have, be, belong to)* and conjunctions to state relationships or compare attributes *(Tadpoles have gills but frogs have lungs.)*
- Connectors to express sequences in time *(first, next, last)*

Compare multiple solutions to a problem through...

- Visual data displays (charts, graphs) to support explanations
- Declarative statements to present conclusions *(Living things grow and change.)*
- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Language Functions and Sample Language Features

Introduce topic associated with compelling or supporting questions through...

- Generalized nouns to introduce topic *(weather, maps, environment)*
- Pronouns *(it, they),* demonstratives *(this, these, that, those),* to reference topic or ideas across text
- Relating verbs *(have, be, belong)* to define topic or type of information *(There are seven continents.)*
- Verbs *(are going to, will,)* to link compelling questions with topic *(We're going to learn about what people do in different places.)*

Provide details about disciplinary ideas through...

- Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities *(hot places, many countries, lots of rain)*
- Prepositional phrases to describe place or location *(below the Equator, on the corner, underground, in the desert)*
- Adverbials to specify periods of time, duration, specific points in time *(last year, long ago, August 12, in the future, everyday)*
- Visuals, labeled drawings to support ideas and information
- Compound sentences to add details *(Rice grows in hot and wet places.)*

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.1.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic *(Fresh fruit for lunch)*
- Declarative statements to identify position *(School lunch should have fresh fruit.)* and/or provide background information *(Fruit is good for children to eat.)*
- Pronouns *(it, they, we, our),* demonstratives *(these, this, that, those),* and renaming subject *(food=it; students=we=children)* to reference topic across text

Select relevant information to support claim with evidence through...

- Relating verbs *(have, be)* to identify topic *(Fruit is part of the food pyramid. Children need fruit every day.)*
- Prepositional phrases to identify time and place (every day, at lunch, in school)
- Visuals (labeled drawings) to support purpose
- Expanded noun phrases to add details *(fresh fruit, healthy food)*

Show relationship between claim and evidence, and reasoning through...

- Connectors (because, so, and) to link claims with evidence and reasoning *(We should eat fruit every day because it has vitamins to help us grow.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a green background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Explain

Annotated Language Sample

Context: This text was written by a first-grader as part of a lesson on how to write procedural texts. This student chose to write about making an edible spider out of Rice Krispie treats (cereal with marshmallows). The teacher guided the students to sequence the steps in the procedure using connectors (e.g., first, next, then, lastly).

Prompt: Write a paragraph that tells someone how to make something.

Language Expectation: ELD-LA.1.Inform.Expressive
Multilingual learners use language to construct informational texts in language arts that
- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Functions & Features	How to Make a Spider Treat	Functions & Features
Introduce and define topic and/or entity for audience through… Title **Describe attributes and characteristics with facts, definitions and relevant details through…** Doing verbs to describe actions • sceesd [squeezed] • to mack [make] • use • pushd [pushed] • put	First, I sceesd [squeezed] a Rice krispy treat to mack [make] the body. Next, I use 8 pretzels for the legs and 2 for the fangs. Then, I pushd [pushed] 2 penusts [peanuts] in thet back as the spinnert [spinneret] lastly, I put 3 raisins for the eyes.	**Describe attributes and characteristics with facts, definitions and relevant details through…** Noun groups to add description and precision • Rice krispy treat • 8 pretzels • 2 penusts [peanuts] • the spinnert [spinneret] • 3 raisins Prepositional phrases • for the fangs • in thet back • for the eyes

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by first grade teacher modeling the writing of sequential explanations about observed phenomena. Together, the class deconstructed the text, examined its language and stages, and then jointly constructed a similar text about the life cycle of a butterfly.

Language Expectation ELD-SC.1.Explain.Expressive
Multilingual learners use language to construct scientific explanations that
- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Functions & Features	The Life Cycle of a Frog	Functions & Features
Describe observations and/or data about a phenomenon through… Cohesion to reference ideas across a text • a tadpole … it (pronoun referencing) • the tadpole … it (pronoun referencing) Abstract and technical terms • the life cycle of a frog • stages • tadpole • froglet • adult frogs • the life cycle	The life cycle of a frog has several stages. **First,** a tadpole hatches out of an egg. It looks like a little fish. **Next,** the tadpole grows two back legs and its tail gets smaller. It is now called a "froglet." **Then,** it grows two front legs and the tail gets even smaller. **Finally,** it is a full-grown adult frog with four legs and no tail. Adult frogs can lay more eggs and the life cycle starts again.	**Relate how a series of events causes something to happen through…** Relating verbs • has • is Timeless verbs • hatches • grows Prepositional phrases to provide details about where or when • out of an egg Connectors • **first** • **next** • **then** • **finally**

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Annotated Language Sample

Context: This text comes from a first grade interdisciplinary unit. It was jointly written by a first grader and his teacher, who scribed for him. The student dictated the words and the teacher wrote them down. The teacher had been reading aloud informational texts on animals. The teacher had pointed out that in the texts, the authors write about what animals eat, their habitat, and where they live. Then each student chose an animal and made their own information booklet.

Prompt: Write an information report on an animal: tell your reader what type of animal it is, what it eats, and describe its habitat.

Language Expectation: ELD-SS.1.Inform.Expressive
Multilingual learners use language to construct informational texts in social studies that
- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Functions & Features	Pandas	Functions & Features
Introduce topic associated with compelling or supporting questions through... Generalized nouns • pandas • habitat • a panda Relating verbs • are • should have	Pandas eat bamboo to stay alive. Pandas need a habitat to have food. Pandas are a type of animal. Pandas are a type of bear. A panda should have a type of habitat or a home. A panda lives in China. Pandas also have to drink fresh water.	**Provide details about disciplinary ideas through...** Noun groups to describe and add precision • a type of animal • a type of bear • a type of habitat or a home • fresh water Prepositional phrases to describe place or location • in China

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(all about pandas)* with repetition, rhyming, and common language patterns	around topics *(all about pandas)* with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *these, those, that, this*)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, *(We are all alike. We are all different.)*	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: *animals like dogs, cats, tigers*)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used single word noun groups *(dinosaurs)*	frequently used multi-word noun groups *(big tall dinosaurs)*	multi-word noun groups with connectors *(a big **and** hungry dinosaur)*	expanded noun groups with classifiers *(the biggest meat-eating dinosaurs)*	expanded noun groups with prepositional phrases *(the meat-eating dinosaurs in the jungle)*	expanded noun groups with embedded clauses *(the biggest meat-eating dinosaurs, who lived at that time)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, phrases, and chunks of language *(turtle eggs)*	chunks of language *(turtles swimming)*	simple sentences *(Turtles swim in the ocean.)*	related simple sentences *(Turtles are reptiles. They like warm water.)*	multiple related simple sentences *(There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	repeated words and phrases in familiar contexts and topics *(classroom helpers)*	frequently used words and phrases in familiar contexts and topics *(Would you like to share…?)*	situation-specific words and phrases *(Plant the seeds in this pot.)*	an increasing number of words and phrases *(Tell me about your picture on the left.)*	a growing number of words and phrases in a variety of contexts *(How many red triangles are there?)*	an expanding number of words and phrases, including idioms and collocations *(plus and minus)*

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern *(one day, first, last, I think, etc.)*	short texts that convey an intended purpose using basic connectors *(first, and then, next)*	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	patterned language with repetitive phrases and sentences *(The big, hungry bear…)*	few frequently used cohesive devices (repetition: *The tiger… The tiger…*)	some frequently used cohesive devices (simple pronouns: *it, they, she, he*)	some formulaic cohesive devices (pronoun referencing: *my ball, her brother, they gave it to us, etc.*)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: *that one, so did I*)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: *wild animals like lions, bears, tigers*)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *those big fluffy white clouds*)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, phrases, and chunks of language *(flowers and trees)*	sentence fragments *(grow taller)*	sentence fragments and emerging use of simple sentences *(had no water so died)*	simple sentences *(Plants need water. They need sun.)*	sentences with emerging use of clauses *(Plants need water but… They need sun. Those ones died.)*	simple and compound sentences (with some coordinating conjunctions: *Our plants died and those ones did too.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	emerging use of words and phrases with attempted precision *(over there, line up in a row)*	few frequently used words and phrases with emerging precision *(lunch time, clean up my desk)*	some frequently used words and phrases with some precision *(have a nice day, I'm finished)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision *(do homework, saving time)*

GRADES
2-3

Grades 2-3

Second- and third-graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology).

As multilingual learners explore specific activities that interest them, they can benefit from using all of their cultural experiences and multilingual skills—be it to communicate through social interactions or to tackle academic challenges. Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. By partnering with families, educators can create culturally and linguistically sustaining classrooms so that all children feel welcome, nurtured, and safe, thus supporting their social and emotional development. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 2-3:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

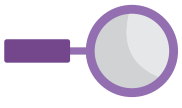
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-6 offers snapshots of some ways students engage in each Key Language Use throughout grades 2-3.

Table 3-6: Snapshots of Key Language Uses in Grades 2-3

Snapshots of Key Language Uses in Grades 2-3	
Narrate	• Develop a sense of narrative structure and the purposes for which people use narratives • Structure narratives to express experiences and ideas about familiar places and people • Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	• Recognize the difference between imaginative stories and nonfiction informational texts • Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest • Develop emerging research skills to build knowledge for reports
Explain	• Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena • Report observations of phenomena to build understanding of the world around them • Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	• State opinions or construct tentative claims and offer those in class discussions • Recognize the difference between claims with and without support • Offer observations to support opinions and claims • Develop emerging research skills to use in constructing claims • Begin to use data from observations as evidence for their claims



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 2-3 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-7. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-7: Distribution of Key Language Uses in Grades 2-3

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-3, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

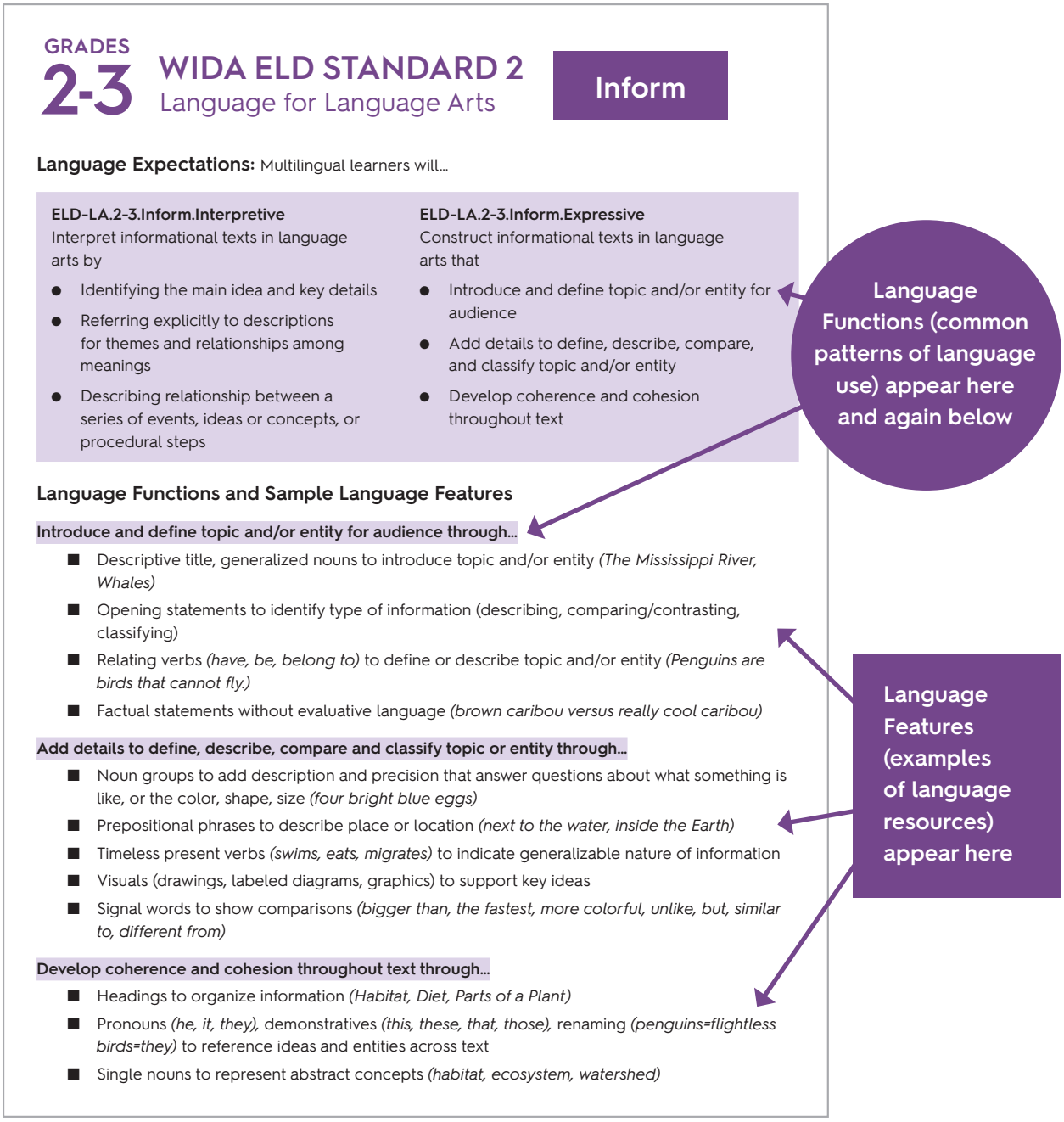
Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-3, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-3 on the next page shows how the Language Functions and Language Features appear.

Figure 3-3: Grades 2-3 Language Functions and Language Features



GRADES
2-3 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADES
2-3 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES 2-3

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Pictures, descriptive title, opening statements *(It was a dark and stormy night; "What?!" exclaimed Mom)* to capture the reader's interest
- Expanded noun groups to introduce characters *(the old man on the block, the hungry little mouse)*
- Adverbials and prepositional phrases to establish time and location *(a hundred years ago, when I was six, on the playground, around the corner)*
- Statements to introduce problem or complication *(The boat began to leak. It all started when...)*

Develop story with time and event sequences, complication, resolution, or ending through...

- Saying verbs *(yelled, said, whispered)* to add details about characters in dialogs
- Verbs to describe what characters do, think, and feel
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text *(Miguel=my little brother=he; that night=the worst night)*
- Connectors to sequence time *(first, next, and then)* and events *(before, after, later),* and to combine and link event details *(and, but, so)*
- Verbs and adjectives to judge behavior and situation *(mended, destroyed, nasty, thoughtful)*
- Declarative statements to provide closure *(The End, It was over for good.)*

Engage and adjust for audience through...

- Language to address reader/listener and draw them in *(It was so exciting!)*
- Word choices to convey attitudes, develop suspense, share excitement *(my amazing adventure, super interesting, fantastic!)*
- Sensory and literary language *(yucky),* onomatopoeia *(BOOM! CRASH!)* to add interest
- Tone of voice, gesturing, acting behaviors to adjust for story audience
- Pictures and other graphics to complement storyline

GRADES
2-3 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.2-3.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive title, generalized nouns to introduce topic and/or entity *(The Mississippi River, Whales)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs *(have, be, belong to)* to define or describe topic and/or entity *(Penguins are birds that cannot fly.)*
- Factual statements without evaluative language *(brown caribou versus really cool caribou)*

Add details to define, describe, compare, and classify topic or entity through...

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size *(four bright blue eggs)*
- Prepositional phrases to describe place or location *(next to the water, inside the Earth)*
- Timeless present verbs *(swims, eats, migrates)* to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons *(bigger than, the fastest, more colorful, unlike, but, similar to, different from)*

Develop coherence and cohesion throughout text through...

- Headings to organize information *(Habitat, Diet, Parts of a Plant)*
- Pronouns *(he, it, they),* demonstratives *(this, these, that, those),* renaming *(penguins=flightless birds=they)* to reference ideas and entities across text
- Single nouns to represent abstract concepts *(habitat, ecosystem, watershed)*

GRADES
2-3 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Generalized nouns to identify concept *(fractions, equations, plot graphs)*
- Relating verbs *(be, have)* to define or describe concept *(Fractions are pieces of a whole thing.)*
- Mathematical terms to describe concept, process, purpose, or action *(mean, quotient, divide, subtract, reduce)*

Describe solution and steps used to solve problem with others through...

- Abstract nouns to establish context *(process, answer, approach, solution)*
- Past tense doing *(added, grouped)* and thinking *(thought, remembered)* verbs to recount steps
- Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps *(first, next, then)* and show causal relationships *(because, so, then)*
- Compare/contrast signal words to differentiate results, approaches, objects *(Our solution is... but your group has a different solution.)*

State reasoning used to generate solution through...

- If/then clause structures to show reasoning *(if a shape only has 3 sides, then it is a triangle)*
- Declarative statements to state conclusion with a neutral stance of authority *(This shows five 3rd-grade students jumped higher than the average of seven inches.)*
- Thinking verbs to reflect on process *(I wonder if we tried, if it would be different, I think we should have done...)*

GRADES
2-3 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.2-3.Argue.Interpretive
Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive
Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions through...

- Relating verbs *(have, belong to, be)* to make claim *(A is bigger than B because it is taller.)*
- Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture *(All squares have 4 equal sides. Triangles always have 3 sides.)*

Generalize by finding commonalities across cases through...

- A variety of structures such as comparatives *(er, est; more, most);* demonstratives *(these, both, that)* to point out similarities *(Both squares and rhombuses have 4 equal sides, ½ is bigger than ¼)*
- Conditional structures *(if/then, when)* to draw conclusions *(If 34+68=102 then 102-68=34, When a number is even you can divide it into two equal parts.)*

Justify conclusion steps and strategies in simple patterns through...

- Technical nouns to add precision and details *(place value, commutative property, angles, measurement, fractions, even/odd)*
- Causal connectors *(because, so, that means)* to present case to others *(The taller rectangle isn't always bigger because you have to look at the area inside.)*
- Drawings, manipulatives, models, diagrams to support thinking

Identify and respond to others' arguments through...

- Questions *(how, what, why)* to ask for clarification or information *(How did you get your answer?)*
- Declarative statements to disagree/debate *(I disagree, I'm not sure, I got a different answer...)*
- Declarative statements to counter claim or reasoning *(5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal)*

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or data about a phenomenon through...

- Abstract nouns and to introduce concepts *(habitat)*
- Declarative statements to present facts
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: *this, that*)
- Relating verbs to state relationships or attributes *(have, be, belong to)*

Develop a logical sequence between data or evidence and claim through...

- Timeless verbs to state on-going facts about phenomenon *(Rain forests create oxygen.)*
- Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
- Causal connectors to link events *(because, so that, when)*
- Prepositional phrases to provide details *(where, when, how)*
- Clauses to express sequences in time *(after digestion, when the air cools)*
- Comparatives to show similarities and differences

Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through...

- Technical terminology *(food chain, biome)* to add precision
- Comparatives to show similarities and differences
- Connectors to sequence and order events across paragraphs *(first, second, begins, ends)*
- Causal connectors to link events *(because, so that, when)*
- Prepositional phrases to provide details about where, when, how
- Clauses to express sequences in time *(after digestion, when the air cools)*

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.2-3.Argue.Interpretive
Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon for an issue related to the natural and designed world(s) through...

- Generalized nouns to interpret observations and evidence *(heating, cooling, temperatures, Heating butter makes it melt.)*
- Relating verbs *(have, belong to, be)* to define topic/phenomenon
- Nouns and adjectives to add precise technical descriptions *(solid, liquid)*

Make a claim supported by relevant evidence through...

- A variety of clause structures to connect and combine ideas *(If I add heat, I can melt butter. The butter melted because it got hot.)*
- Labeled pictures, diagrams to support claim
- Verb groups to add precision to the claim and/or evidence *(soften, harden, melt, cook, burn)*

Establish a neutral tone through...

- Declarative statements to state claim, observations, conclusion *(Temperature changes materials.)*
- Technical nouns to add precision and details *(materials, reversible/irreversible changes)*

Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim through...

- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text *(Ice melts when it gets heated. It becomes water. Water turns to ice when it gets cold.)*
- A variety of clause structures to explain phenomenon *(because, but, when, like, so, so that)*

GRADES
2-3 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Explain.Interpretive
Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Language to speak to the reader directly and draw them in *(Did you know?)*
- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(be, have)* to define phenomena or events *(Deserts are the driest places on earth)*
- Pronouns and renaming to reference ideas and people across the text *(explorers=Spaniards=they)*
- Single nouns to represent abstract concepts *(habitat, pollution)*

Describe components, order, causes, or cycles through...

- Connectors to establish relationships among ideas: sequence examples *(first, another);* time markers *(after an earthquake, millions of years later);* causality *(because, so that)*
- Prepositional phrases to add spatial and directional details *(The river flows down the mountain.)*
- Expanded noun groups that include adjectives to answer questions about how many, and what something is like (*seven continents, longest river)*
- Past tense verbs to describe events
- Adverbials to place event in time *(last year, a long time ago, everyday)*

Generalize possible reasons for a development or event through...

- Declarative statements to evaluate and interpret events *(The fish are dying because people throw trash in the ocean.)*
- Verbs and adjectives to judge behavior or moral character *(wasting, destroying, bad)*
- Verbs to highlight agents and recipients
- Evaluative language to summarize event *(best, important, dangerous, sad)*

GRADES
2-3 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.2-3.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic *(Important People, Nurses, Community Helpers)*
- Declarative statement to present position and/or provide background information *(Nurses are the most important people in our community.)*
- Pronouns *(they, we, us),* demonstratives *(these, this, that, those),* and renaming subject *(nurses=they=helpers)* to reference topic across text
- Text connectors to sequence ideas, support *(Three reasons why nurses are important. First..., Next..., Finally)*

Select relevant information to support claims with evidence from one or more sources through...

- Prepositional phrases to identify time, place, *(last year, in January, in our town, at school)*
- Past tense verbs to describe events *(helped, fixed, took care of)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(helped, nicely, best)*

Show relationships between claim, evidence, and reasoning through...

- Connectors *(because, so, and)* to link claims with evidence and reasoning *(Nurses are important because they help sick people feel better.)*
- Connectors show concession or comparison/contrast *(if, but; Some people don't like shots but nurses do other things to help people.)*
- Summary statements to reiterate position *(That's why nurses are important community helpers.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a purple background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
2-3 WIDA ELD STANDARD 2
Language for Language Arts

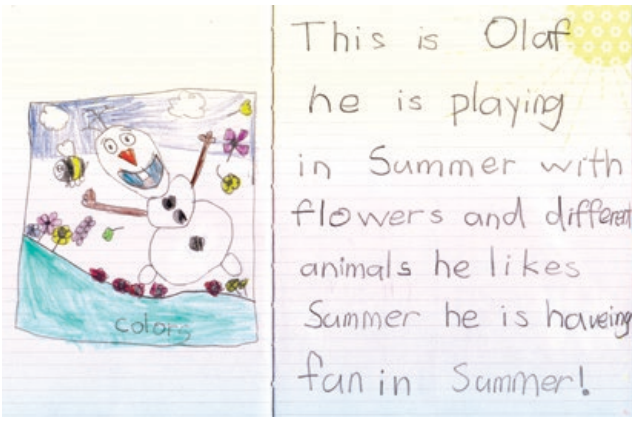
Narrate

Annotated Language Sample

Context: This text was written by a multilingual student in grade 2. As part of the language arts program, the teacher asks students to write every day in a journal. This is a piece from that journal.

Prompt: It is journal writing time. You can write about whatever you would like. Maybe you want to write a story, or some of you might want to write about characters from movies you like.

Language Expectation: ELD-LA.2-3.Narrate.Expressive
Multilingual learners use language to construct language arts narratives that
- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

Functions & Features	Olaf	Functions & Features
Orient audience to context through… Pictures Noun groups to introduce characters • Olaf Prepositional phrases to establish time and location • in Summer	This is Olaf he is playing in Summer with flowers and different animals he likes Summer he is *haveing* *fun* in Summer! *Example of Student Writing*  	**Develop story with time and event sequences, complication, resolution or ending through…** Verbs to describe what characters do • is playing • is haveing fun Verbs to describe what characters feel • likes Pronouns to reference characters • Olaf … he …. he … he
Engage and adjust for audience through… Word choices to convey attitudes • *haveing fun*		

GRADES **2-3**

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by a multilingual third grader. As the teacher worked on supporting students to develop explanations, she showed them how critical information was concentrated in the noun groups. Together, the class learned how to expand the noun groups to include details such as fewer sticky toe pads, the green anoles, etc. Students jointly constructed noun groups, comparing and contrasting which ones included sufficient information needed to communicate hereditary traits. After that, students wrote independently.

Prompt: Which green anoles (a type of lizard) were most likely to be caught by the brown anoles? Why is that?

Language Expectation: ELD-SC.2-3.Explain.Expressive
Multilingual learners use language to construct scientific explanations that
- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Functions & Features	Green and Brown Anoles	Functions & Features
Describe observations and/or data about a phenomenon through… Declarative statements to state present facts • The green anoles that were born … good. Cohesion to reference ideas across text • a brown anole … the brown anoles (renaming subject) Relating verbs to state attributes • are	The green anoles that were born with *fewer* sticky toe scales are *most likely* to get caught by a brown anole **because** the brown anoles can't climb *that good*.	**Develop a logical sequence between data or evidence and claim through…** Causal connectors to link events • **because** Prepositional phrases to provide details • with fewer sticky toe scales • by a brown anole Comparatives to show similarities and differences • *fewer* • *most likely* • *that good*

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	repetitive chunks of meaning across text *(red crayon, yellow crayon, blue crayon)*	frequently used cohesive devices (demonstratives: *this, that, these, those*)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: *The **rectangle** is a big **one**.*) and ellipsis *(There isn't any. [milk])*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used multi-word noun groups *(green frogs)*	multi-word noun groups with connectors *(green **and** slimy frogs)*	expanded noun groups with classifiers *(tree frogs and poison frogs)*	expanded noun groups with prepositional phrases *(three little green tree frogs on the log)*	expanded noun groups with embedded clauses *(three little green tree frogs that jumped into the water)*	expanded noun groups with a variety of embedded clauses *(three little green tree frogs with long legs that swam away and didn't come back)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	chunks of language *(stick to rocks and coral)*	simple sentences *(They stick to rocks and coral.)*	related simple sentences *(They look like plants. They stick to rocks and coral.)*	multiple related simple sentences *(They are called anemones. They look like plants. They stick to rocks and coral.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones* **and** *they look like plants.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *Anemones look like plants* **but** *they are sea animals.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	frequently used words and phrases in familiar contexts and topics *(time to clean up)*	situation-specific words and phrases *(How do we spell that word?)*	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins…)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *Last week, When I was five, I think, etc.*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the* or *these clouds*)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun *(those storm clouds that we saw yesterday)*
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments *(triangles and rectangles)*	sentence fragments and emerging use of simple sentences *(triangle has three sides)*	simple sentences *(A square has 4 right angles.)*	sentences with emerging use of clauses *(We put triangles, then rectangles)*	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: *We put blue triangles, then red triangles, but there was no pattern.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	few frequently used words and phrases with emerging precision *(Time to eat?)*	some frequently used words and phrases with some precision *(three groups of four equals…)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(hard as a rock)*	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(rounding off and finding the mean)*

GRADES
4-5

Grades 4-5

In the upper elementary grades, the classroom is bustling with activity as learners interact, interpret, and express themselves in multimodal ways. These students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. In the social-emotional realm, these students have a growing need to be independent, but also to be accepted and nurtured by family, adults in the school community, and peers.

Classrooms are windows for multilingual learners to make discoveries while expanding their language repertoire in content area learning. The oral and written language of fourth and fifth graders is becoming more sophisticated, and multilingual learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for multilingual learners to interact in pairs and small groups to enhance their learning. Collaborating in teams, multilingual learners rely on each other to problem-solve, dialogue, and build relationships with their peers as they share the world around them.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 4-5:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

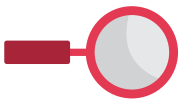
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-8 offers snapshots of some ways students engage in each Key Language Use throughout grades 4-5.

Table 3-8: Snapshots of Key Language Uses in Grades 4-5

Snapshots of Key Language Uses in Grades 4-5	
Narrate	• Add details about characters and settings • Use dialogue to provide insight into characters' motives and personalities • Create images in the reader's mind through descriptive language • Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events
Inform	• Provide objective general descriptions of entities and concepts of observable and unobservable phenomena • Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics • Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)
Explain	• Identify consequences of actions or events • Give account for the underlying causes of how something works or why something happens • Begin to show underlying causes of more abstract phenomena
Argue	• Substantiate claims with evidence and reasoning • Use evidence from texts or data to support claims • Consider and engage with other voices, possibilities, and perspectives • Argue about topics that go beyond students' immediate contexts to topics outside their realm of personal experience



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 4-5 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-9. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-9: Distribution of Key Language Uses in Grades 4-5

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-4, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

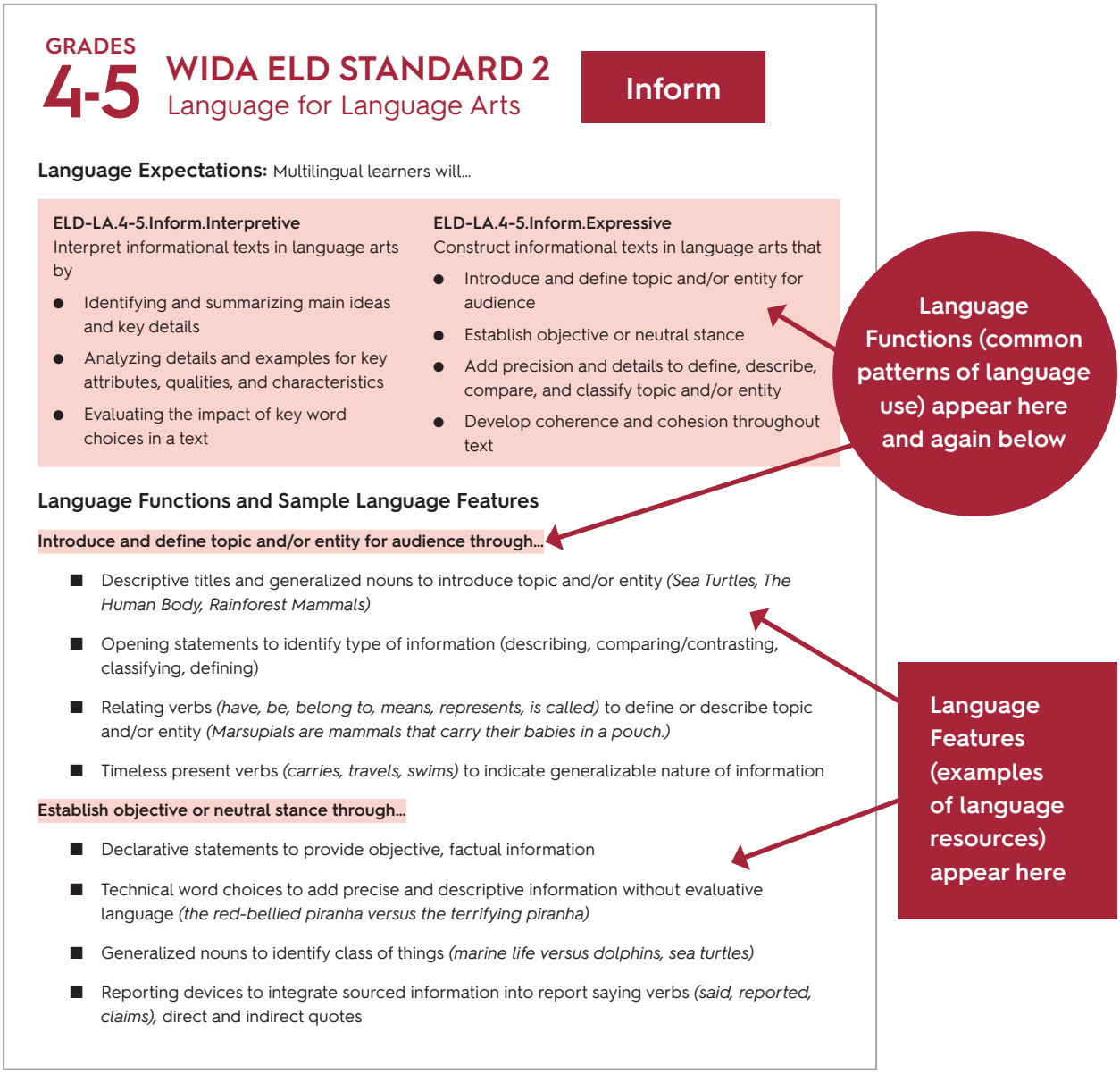
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-4, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-4 on the next page shows how the Language Functions and Language Features appear.

Figure 3-4: Grades 4-5 Language Functions and Language Features



GRADES
4-5 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
4-5

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to establish the context e.g., questions, statements, dialog *("We must think only of the things that we must do," the old lady said.)*
- Adverbial and prepositional phrases to establish time and location *(During the last century, Last Tuesday, On Saturn's second outer ring, High above the city)*
- Statements and questions to foreshadow or state complication *(Would her dream ever come true? She knew not to give up.)*

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors *(raced, explored),* thoughts *(wondered, believed),* feelings *(hoped, longed for),* speech *(mumbled, screamed, questioned)*
- Expanded noun groups to add description and detail *(seven powerful kings, curly-haired baby girl)*
- Expanded verb groups to show relationship between characters *(Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.)*
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships
- Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text *(he, his; these, this; Zeus=Greek God=King of Mt. Olympus)*

Develop story with complication and resolution, time and event sequences through…

- Dependent clauses to add details *(the race, which only happened every four years)*
- A variety of verb tenses to locate events in time, including dialog *("Where are you going?" I asked.)*
- Connectors to sequence time *(later that night),* and events *(While the game was on, we slipped out.)*
- Statements to provide closure, evaluate experience, or summarize narrative *(finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.)*

Engage and adjust for audience through…

- Evaluative word choices to describe author's attitudes *(awesome, scared, mean, enjoyed the time, most people)*
- Literary devices to enrich the narrative, including simile *(as cool as a cucumber),* personification, alliteration *(lounging lizard),* sensory words/phrases *(tingling),* onomatopoeia *(ZAP!)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(Listen while I tell you the most amazing story.)*

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive titles and generalized nouns to introduce topic and/or entity *(Sea Turtles, The Human Body, Rainforest Mammals)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs *(have, be, belong to, means, represents, is called)* to define or describe topic and/or entity *(Marsupials are mammals that carry their babies in a pouch.)*
- Timeless present verbs *(carries, travels, swims)* to indicate generalizable nature of information

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language *(the red-bellied piranha versus the terrifying piranha)*
- Generalized nouns to identify class of things *(marine life versus dolphins, sea turtles)*
- Reporting devices to integrate sourced information into saying verbs *(said, reported, claims)*, direct and indirect quotes

Add precision and details to define, describe, compare, and classify topic and/or entity through…

- Adverbial and prepositional phrases to specify times and location *(every year, during the 17th century, in the North Atlantic, throughout Australia)*
- Comparing/contrasting connectors to differentiate between entities or components *(unlike/like, fewer/more than, however, likewise)*
- Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events
- Expanded noun groups and adjectives to add details to the concept or entity *(spherical ball of rocks or gas),* and to classify or qualify information *(environmental threats, greenhouse gasses)*
- Visuals (graphs, labeled diagrams, photos) to support key details

Develop coherence and cohesion throughout text through…

- Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text *(his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale)*
- Ellipsis to reduce repetition and redundancy *(Scientists asked legislators to make changes to protect turtles and they did [make the changes])*
- Topic nouns to begin sentences or paragraphs across text
- Nominalizations to represent abstract concepts *(Leatherbacks are declining=this decline in population)*

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive
Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive
Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Language Functions and Sample Language Features

Introduce and develop a topic clearly; state an opinion through...

- Declarative statements to frame topic, provide background information, and state opinion *(The Proudest Blue provides a great example of being proud of your heritage.)*
- Noun groups *(adjectives, embedded clauses)* to add description and/or introduce topic *(Lance, a first-generation immigrant; Dinner, which was always wonderful)*
- Pronouns, synonyms, renaming subjects to maintain cohesion *(they=the new arrivals=immigrants=the foreigners)*
- First person *(I think, In my opinion)* or third person *(this book provides, the author believes)* to state an opinion

Support opinions with reasons and information through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions)
- Expanded noun and verb groups to add detail *(Faizah arrived for her first day of school with a new backpack and light-up shoes.)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, a way to think about this)*
- Connectors to link claim/opinion with evidence and reasoning *(because, as a result, when, if, although, but)*
- Modality to express obligation or certainty *(might, could, must, need to, have to)*

Use a formal style through…

- First person (personal) or third person (neutral) to present point of view *(The book tells us that even through difficult times, we can still stick to our culture.)*
- Authoritative declarative sentences to evaluate and interpret events *(The Proudest Blue teaches us to be proud of our culture.)*
- Evaluative adjectives and adverbs to add writer's perspective *(beautiful, amazing, unfortunately)*
- Emotive or objective language to appeal to logic or feelings *(love flowed from everything she made versus she cooked dinner)*

Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through…

- That-clauses to link claim with evidence *(This shows that the theme is)*
- Connectors to sequence points in the argument *(first, furthermore, as evidenced by)*
- Summary statement to reiterate opinion or encourage a response *(I recommend this book, a book to help us remember)*

GRADES
4-5 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the angles within a circle can be measured with a protractor like this)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion *(conversion, measurement, volume)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, we)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*

Describe data and/or steps to solve problem through…

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions *(operation, associative property, area formula, function)*
- Past tense doing verbs *(measured, converted)* and thinking verbs *(remembered, thought, figured out)* to recount steps
- Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps *(first, next, then)* and indicate causal relationships *(because, so, that means, as a result)*

State reasoning used to generate solution through…

- Declarative statements to state conclusion with a neutral stance of authority *(These two fractions are equivalent because…)*
- Causal connectors to express reasoning *(We multiplied the two numbers together because…)*
- Conjunctions *(if/then, when/then, because, as, since, so that)* to establish result/condition relationships *(if the field has a length that is twice its width, then the area is…)*

GRADES
4-5 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive
Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

Language Functions and Sample Language Features

Create conjecture using definitions, patterns, and rules through...

- Relating verbs *(have, belong to, be)* to make a claim *(9/15 is equivalent to 3/5 and 6/10 is an equivalent fraction too because they are all multiples)*
- Adverbial phrases *(for qualities, quantities, frequency)* to add precision related to conjecture *(The interior angles of a triangle will always add up to 180°)*

Generalize commonalities and differences across cases through...

- Conditional clauses *(when, if)* to extend conjecture *(If you remember the inverse operations, you can figure out the missing quantity by...)*
- Declarative statements to present generalizable processes *(The divisibility rules can help you find all the factor pairs of a product.)*

Justify conclusion with patterns or rules through…

- Conditional structures *(if/then, when)* to demonstrate conclusions *(Adding 3 to an even number always gives you an odd number and if you add 3 to an odd number, you will get an even number.)*
- Technical nouns and noun groups to add precision and details *(exponents, decimals, inverse operations, intersecting lines)*
- Drawings, manipulatives, diagrams, graphs, models to demonstrate thinking

Evaluate others' arguments through…

- Questions *(how, what, why)* and requests *(could, would)* to ask for clarification or information *(How did you know how to start? Could you explain this part of your diagram?)*
- Declarative statements to disagree/debate *(I don't think that's right, I disagree, how did you, I did it differently, let's compare our process)*

GRADES 4-5

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

Language Functions and Sample Language Features

Describe observations and/or evidence about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(cycles, states of matter, condensation)*
- Cohesion to reference ideas, people across text *(pronouns, renaming subject, synonyms)*
- Relating verbs to state relationships or attributes *(have, be, belong to)*
- Timeless verbs to state on-going facts about the phenomenon *(ocean water evaporates)*

Establish neutral or objective stance in communicating results through...

- Passive voice and declarative statements *(evaporation is caused by, ice and snow evaporate)*
- Word choices to moderate stance, e.g., hedging *(could/might, sometimes, usually)*
- Objective language to adjust precision and/or invite shared interest

Develop reasoning to show relationships between evidence and claims through…

- Nominalizations to represent abstract concepts *(condensation)*
- Connectors to link clauses and combine ideas into logical relationships *(so, because, and then),* or express causality (*when, although, in order to)*
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution through…

- Labeling/describing diagrams, graphs and tables to add information about the phenomenon
- Ask and answer questions to clarify or hypothesize about phenomenon
- Conditional clauses *(if/then)* to generalize phenomenon to additional contexts

GRADES
4-5 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive
Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

ELD-SC.4-5.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon related to the natural and designed world(s) through...

- Generalized nouns to define phenomenon *(weathering, erosion, eruptions, mapping)*
- Relating verbs *(have, belong to, be)* to define topic/phenomenon *(The Earth is shaped by many forces like wind and water.)*
- Expanded noun phrases to add clarity, classify, or add descriptions *(underground pressure, marine shell fossils)*

Make and define claim based on evidence, data, and/or model through...

- Expanded noun groups to add precision and details *(Earth's cycles of heating and cooling)*
- Connectors to link ideas *(as a result, therefore, over time)*
- Maps, diagrams, graphics, data to support claim/evidence

Establish a neutral tone or an objective stance through…

- Passive voice to keep focus on topic *(The Earth was shaped by many forces.)*
- Active verb groups to describe phenomenon *(Water erodes rock over time.)*
- Declarative third person statements to record claim, observations, conclusion *(Wind causes erosion in three ways.)*

Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim through…

- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how)*
- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text
- Modal verbs to describe possible impacts of phenomenon on various situations, including human *(Natural forces like tsunamis and volcanic eruptions can impact the Earth's surface and people's safety.)*

GRADES
4-5 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive
Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

ELD-SS.4-5.Explain.Expressive
Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(have, be)* to define phenomena or events
- Nouns to represent abstract concepts *(factors, effects, economics)*
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Describe components, order, causes and effects, or cycles using relevant examples and details through...

- Connectors to order, sequence, show relationships among ideas *(the first factor, after the bill passed, that caused)*
- Noun groups to provide details answering who, what, when, where *(They made maple syrup in the spring outside the winter camp.)*
- Verbs groups to add accuracy *(traveled quickly and quietly)*

Generalize probable causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of event or phenomenon
- Nominalizations to summarize events and name abstract phenomenon *(city expansion)*
- Declarative statements to evaluate or interpret events

GRADES
4-5 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

Language Functions and Sample Language Features

Introduce topic through...

- Generalized nouns and descriptive title to introduce topic *(Native Peoples of Wisconsin)*
- Declarative statements to present position and/or provide background information
- Expanded noun groups to provide detail about the topic with relative clauses *(The Ho-Chunk, an Indigenous Nation in Wisconsin)*
- Pronouns, synonyms, renaming subject to create cohesion
- Connectors to structure paragraphs *(first, In the beginning, meanwhile, as a result, In conclusion)*

Select relevant information to support claims with evidence gathered from multiple sources through...

- Variety of clauses (adverbial, embedded) to add details, examples, quotes, data *(in the book, according to, the author tells us)*
- Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened *(During the 1800s, many native peoples were forced to move west because of settlers from the east.)*
- Doing verbs *(fled, hunted)* to identify agent

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*the people were forced off their land).* Alternately, use active voice to keep emphasis on who or what is doing the action.
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(forced, lonely, worst)*
- Objective or emotive language to appeal to logic or feelings *(relocated versus forcibly driven from their home)*

Show relationships between claims with reasons and multiple sources of evidence through…

- Connectors to link claims with evidence and reasoning *(because, so, and)*
- Connectors to signal alternate points of view *(one way, another way, on the other hand)*
- Connectors to show comparison/contrast *(if, unless, however)*
- Modality in summary statements to reiterate position, or create a call to action *(should, must, necessary to, might, could)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a red background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This is a mentor text developed by a teacher to apprentice her fourth-grade class to write arguments. The teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured, as well as the way certain language features are employed to meet the purpose of the argument. Then, the teacher and students jointly constructed another argument text making use of similar structures and language features.

Language Expectation: ELD-LA.4-5.Argue.Expressive
Multilingual learners use language to construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Functions & Features	School over Summer?	Functions & Features
Introduce and develop a topic clearly; state an opinion through… Declarative statement to frame the topic • Although there are … school over the summer. First person to state an opinion • I • my position Noun groups to introduce topic • many great things about vacations • students and teachers	Although there are many great things about vacations, students and teachers should go to school over the summer. I will share several reasons to support my position on this issue. **First**, if students went to school over the summer, they would forget less of what they learned during the school year and be better prepared for the next grade. **Also**, some students do not go on trips or go to camp, and going to school over the summer means they would not get bored.	**Support opinions with reasons and information through…** Noun groups and verb groups to add detail • several reasons • school year • would forget • do not go • would not get bored **Logically connect opinions to appropriate evidence through…** Connectors to sequence points in the argument • **first** • **also**

Functions & Features	School over Summer? *Continued*	Functions & Features
Introduce and develop a topic clearly; state an opinion through… Pronouns and renaming subject to maintain cohesion • teachers …. their own … their time **Use a formal style through…** Third person to present point of view • teachers • students	**Additionally**, teachers work on their own during the summer anyway, and it *would be* a better use of their time to work with students. **As stated above**, it is my position that going to school over the summer would benefit students and teachers.	**Logically connect opinions to appropriate evidence through…** Connectors to sequence points in the argument • **additionally** • **as stated above** **Support opinions with reasons and information through…** Modality to express certainty • *would be* … Summary statement to reiterate opinion • As stated above, it is my position that… teachers.

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Annotated Language Sample

Context: This mentor text was developed by a researcher who modeled for fourth graders how to write an explanation for a social studies unit focusing on the indigenous people of Wisconsin. Students learned about who the groups of people are (and were) and studied the causes and effects of phenomena, such as removing people from their land, sending children to boarding schools, and treaties. For their writing assignment, students produced a factorial explanation where they identified and described the factors that led to a particular outcome, such as loss of identity, loss of language, and loss of culture.

Language Expectation: ELD-SS.4-5.Explain.Expressive
Multilingual learners use language to construct social studies explanations that
- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Functions & Features	Loss of Identity and the Menominee	Functions & Features
Introduce phenomena or events through… Prepositional phrases of time, place to contextualize phenomenon or event • from the forest • before Europeans arrived • in western Wisconsin • along the … Green Bay • on the Wolf River Relating verbs to define phenomenon or event • is, is, is Cohesion to reference people across text • the Menominee Nation, the Menominee, Menominee people (renaming)	Identity is who you are. So, to say that you lost your identity is to say you lost who you are. This is what happened to the Menominee Nation of Wisconsin. The Menominee Nation is a group of people native to Wisconsin. Their traditions and identity come from the forest. Before the Europeans arrived the Menominee lived in western Wisconsin along the shores of Lake Michigan and Green Bay. They hunted for animals and fished for sturgeon on the Wolf River. The forest was very important to them. The forest is their identity. Menominee people say, "we are the forest".	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Noun groups to provide details answering who, what, when, where • the Menominee Nation of Wisconsin • a group of people native to Wisconsin • their tradition and identity • the forest • Menominee people Verbs groups to add accuracy • lived • hunted • fished

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features

Introduce phenomena or events through…

Nouns to represent abstract concepts
- identity
- factors
- homelands

Cohesion to reference ideas, people across text
- the first factor … this … it (pronouns)
- they, they, they (repetition)
- had to give up, had to give up (repetition)

Generalize probable causes and effects of events or developments through…

Nominalizations to summarize event and name abstract phenomenon
- taking their land away
- cutting down their forest
- assimilation

When the Europeans arrived in the 1600s, everything changed for the worse. The Menominee people lost their identity, almost forever. **There are three factors** which caused the Menominee to lose their identity. The first is taking their land away, the second is cutting down their forest, the third is assimilation.

The first factor that caused the Menominee people to lose their identity was that the US government forced them to give up their land. This happened first in the 1820s. Native peoples from New York were pushed out of their homelands and were trying to find a new place to live. The US government told the Menominee they had to give up 500,000 acres of their land to the Oneida and the Mochican. It happened again in 1848, when Wisconsin became a state. They had to give up the rest of their land. Without their forests, they couldn't be themselves. They lost their identity. *Fortunately*, some of the Menominee leaders fought back. In 1854, they got back 276,000 of forest along the Wolf River.

Describe components, order, causes and effects, or cycles using relevant examples and details through…

Connectors to order, sequence, show relationships among ideas
- **there are three factors**
- **the first factor**

Noun groups to provide details answering who or what
- the US government
- native peoples from New York
- the Oneida and the Mochican
- 500,000 acres of their land
- some of the Menominee leaders
- 276,000 of forest along the Wolf River

Verbs groups to add accuracy
- caused to lose
- forced … to give up
- happened
- were pushed out
- were trying to find
- had to give up
- couldn't be …
- lost

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
Introduce phenomena or events through… Nouns to represent abstract concepts • tradition • assimilation Relating verbs to define phenomenon • is **Generalize probable causes and effects of events or developments through…** Word choices to evaluate, judge, or appreciate significance of event • *unfortunately* • *destroyed* • *fortunately* • *alive* • *almost lost forever* • *never do that again* Declarative statements to evaluate or interpret events • Unfortunately, the US … forest. • Fortunately, … assimilation. • We should … group of people.	**The second factor** that caused the Menominee to lose their identity was logging. The Menominee tradition was to only cut down mature trees. This is a way to protect the forest. *Unfortunately,* the US forest service put a big sawmill on their land and used it to clear-cut big sections of the forest. Clear-cut is when you cut down everything at once. The forest service also left behind lots of brush which caught fire and *destroyed* more of the forest. The Menominee believe that they are the forest. When you cut down the forest, you cut down the people. **The third factor** that led to the Menominee to lose their identity was assimilation. …. *Fortunately*, there were enough Menominee people who fought the US government against taking their land, logging, and assimilation. **One time** the Menominee elders lay down on the highway to prevent the land from being sold. In 1969, a law was passed that gave them back their Reservation. **Today** there are many Menominee people who still remember their identity and teach their ways to the children. So the Menonimee identity is still *alive*. But because of the bad things the US government did, it was *almost lost forever*. We should remember what happened and *never do that again* to a group of people.	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Connectors to order, sequence, show relationships among ideas • **the second factor** • **the third factor** • **one time** • **today** Noun groups to provide details about who or what • the second factor that caused the Menominee to lose their identity • the Menominee tradition • the US forest service • big sections of the forest • the Menominee elders • the Menonimee identity • a group of people Verb groups to add accuracy • fought • lay down…to prevent • was passed • teach • should remember

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward their independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around specific topics *(clean water)* with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	multi-word noun groups with connectors *(mean and nasty bullies)*	expanded noun groups with classifiers *(mean and nasty fourth grade bullies)*	expanded noun groups with prepositional phrases *(my favorite character in this book)*	expanded noun groups with embedded clauses *(my favorite character who stood up to the bullies)*	expanded noun groups with a variety of embedded clauses *(my favorite character who stood up to the bullies and hardship)*	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: *she stood up to bullies = her courage*)
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	simple sentences *(Strong winds blow through the forest.)*	related simple sentences *(Winds blow through the forest. The trees sway and shake.)*	multiple related simple sentences *(Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *The trees sway* ***and*** *shake,* ***and*** *dead branches fall off to the ground.*)	compound sentences with frequently used ways of combining clauses *(Strong winds blow through the forests,* ***but*** *the mighty oaks stand tall and proud.)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****When*** *strong winds blow through the forests, the trees sway and shake.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	situation-specific words and phrases *(between those two black wires)*	an increasing number of words and phrases *(Over there on the board?)*	a growing number of words and phrases in a variety of contexts *(lightbulb went off, the electric circuit)*	an expanding number of words and phrases including idioms and collocations *(push and pull, quit pulling my leg)*	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns *(the invisible force between two magnets)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(electric shock versus I'm shocked)*

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *first, and then, then*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence is…)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	a few types of elaboration (adding familiar adjectives to describe nouns: *maple syrup*)	some types of elaboration (adding newly learned or multiple adjectives to nouns *(thick, sweet, sticky maple syrup)*	a growing number of types of elaboration (adding articles or demonstratives to nouns: *the dark syrup*)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: *the long, slow process…*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *the sap which boiled for six hours…*)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: *a sweet sap that turned into a delicious syrup after hours of boiling* and condensing through nominalization: *this tedious process*)

CONTINUED

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments and emerging use of simple sentences *(the blue one, the red one)*	simple sentences *(The red side pushed away. The blue side stayed.)*	sentences with emerging use of clauses *(The red side blocked the paperclip. The blue side picked it up. They are opposites.)*	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: *The red side repelled the paperclip, but also it….*)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: *Neither the red one nor the blue one…*)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: *The magnetic force caused the paperclip to lift off the table because the paperclip is metal.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	some frequently used words and phrases with some precision *(social studies, government)*	a small repertoire of words and phrases with developing precision *(branches of government, executive power)*	a growing repertoire of words and phrases with growing precision *(the founders, "two if by land…")*	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision *(the lights are on but nobody's home…)*	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision *(as a result of the war, forming a new nation)*	a variety of words and phrases, including evaluation, obligation, idioms, and collocations *(necessary sacrifices, outdated law, fit for a king)*

GRADES
6-8

Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias.

The home–school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community's collective linguistic and cultural knowledge.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 6-8:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

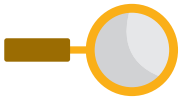
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-10 offers snapshots of some ways students engage in each Key Language Use throughout grades 6-8.

Table 3-10: Snapshots of Key Language Uses in Grades 6-8

Snapshots of Key Language Uses in Grades 6-8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 6-8 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-11. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-5, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

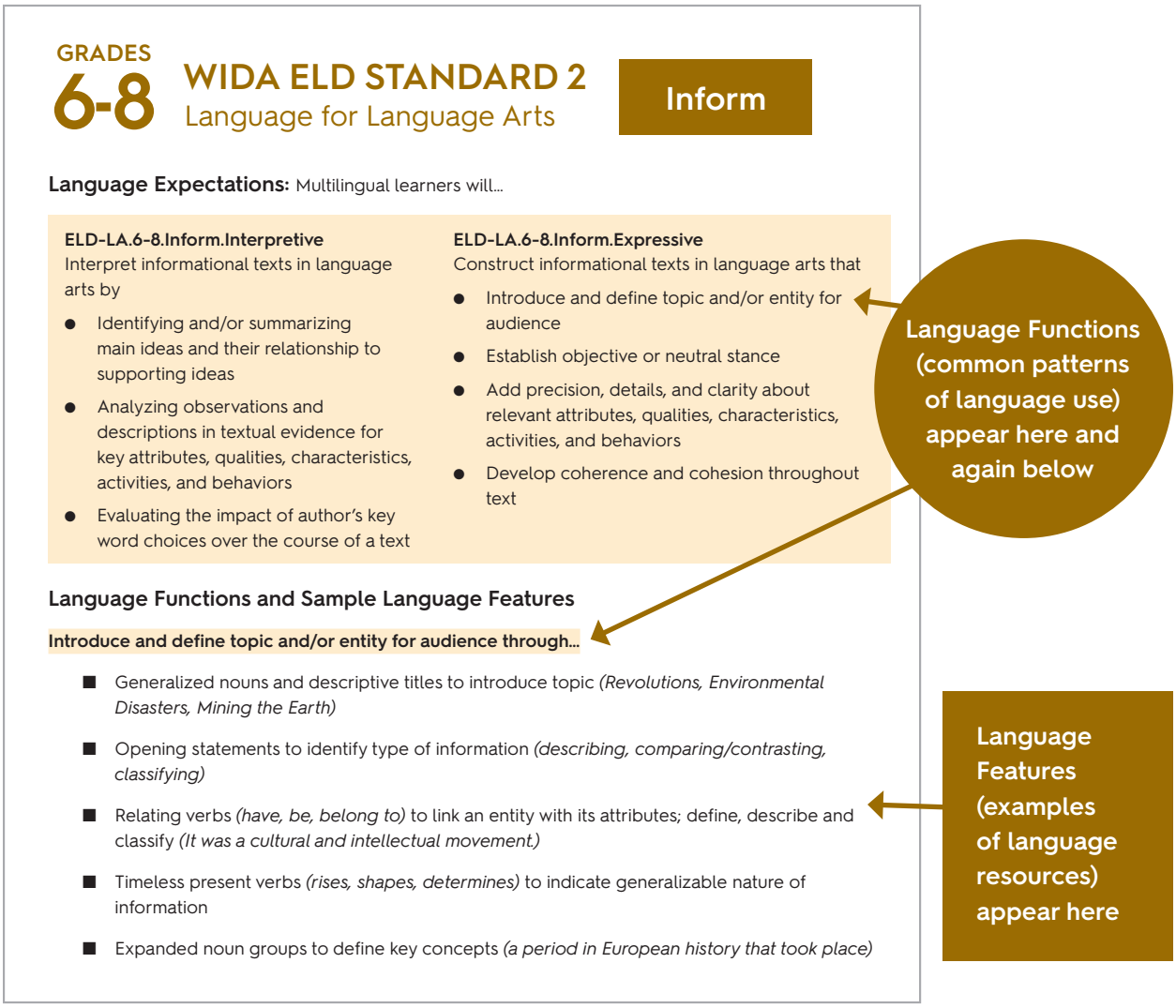
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-5, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-5 on the next page shows how the Language Functions and Language Features appear.

Figure 3-5: Grades 6-8 Language Functions and Language Features



GRADES
6-8 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
6-8

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
6-8 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog *(Are we ever truly happy? It was confusing time, nothing seemed normal.)*
- Adverbial and prepositional phrases to establish time and location *(They stood together silently on the hill as the sun rose.)*
- Statements and questions to foreshadow or state complication *(As she walked home, she felt watched.)*

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors *(turned instinctively),* thoughts *(concerned),* feelings *(pleased),* speech *(asked weakly)*
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships *("Danny," the old man said, "I was angry. Forgive me.")*
- Expanded noun groups to add description and detail *(He was short, but strong, with light, closely cut hair and a determined face.)*
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop story, including themes with complication and resolution, time, and event sequences through…

- Dependent clauses to add details *(the race, which only happened every four years)*
- A variety of verb tenses to pace narrative and locate events in time, including dialog *("Where are you going?," I asked.)*
- Connectors to develop and link sections of text to sequence time *(meanwhile, later),* ideas *(in the first place, at this point),* and add information *(what's more, likewise, in addition)*
- Statements to provide closure, evaluate experience, or summarize narrative *(Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.)*

Engage and adjust for audience through…

- Evaluative word choices to describe author's attitudes *(with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)*
- Literary devices (similes and metaphors) to enrich the narrative *(fly like an eagle, life is a highway),* alliteration *(babbling brook),* sensory words/phrases, and onomatopoeia *(tick-tock)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(She scuffled away across the snowy field like a small hunched animal.)*

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic *(Revolutions, Environmental Disasters, Mining the Earth)*
- Opening statements to identify type of information *(describing, comparing/contrasting, classifying)*
- Relating verbs *(have, be, belong to)* to link an entity with its attributes; define, describe, and classify *(It was a cultural and intellectual movement.)*
- Timeless present verbs *(rises, shapes, determines)* to indicate generalizable nature of information
- Expanded noun groups to define key concepts *(a period in European history that took place)*

Establish objective or neutral stance through…

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language *(the effects versus devastating effects)*
- Generalized nouns to maintain neutrality *(millennials, stringed instruments, marsupials)*
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report *(said, reported, claims),* direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through…

- Adverbial and prepositional phrases to specify time and location *(in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core)*
- Expanded noun groups to add precision *(strummed or plucked vibration of the strings)*
- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(microscopic, right-angled, voraciously, precisely)*
- Contrasting connectors to differentiate between entities or components *(unlike, as opposed to, however)*
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through…

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses *(it rained year after year=annual floods)* or summarize key ideas

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive
Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

Language Functions and Sample Language Features

Introduce and develop claim(s) and acknowledge counterclaim(s) through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim *(Graphic novels provide a unique way to read that appeals to many teenagers.)*
- Noun groups to provide details *(Maus, a graphic novel written and illustrated by Art Spiegelman...)*
- Connectors to introduce alternative points of view *(although, on the other hand, unlike, contrary to common belief)*
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion *(graphic novels=these unique texts=young adult comic books)*

Support claims with reasons and evidence that are clear, relevant, and credible through…

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) *(according to X, the author's claim)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*
- Connectors to link claim(s) with evidence and reasoning *(because, as a result, when, if, although, but)*
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty *(might, could, must, need to)* or to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely)*

Establish and maintain formal style through…

- First, second, third person use to connect with reader, build alliance, or maintain neutrality *(unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations)*
- Authoritative declarative sentences to evaluate and interpret events *(Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.)*
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message *(somewhat powerful versus incredibly powerful; ugly versus grotesque)*

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through…

- Connectors to support inferential conclusions *(Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.)*
- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- Verb structures to present information in a variety of ways *(past, timeless present, passive voice)*
- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition)*
- Summary statement to reiterate claim(s), call to action, or encourage a response *(While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)*

GRADES
6-8 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive
Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(this probability model, randomized sampling will provide more valid results)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion *(distributions, probability, frequencies)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(It's a possibility, We have to do it this way, Maybe we could look at)*

Describe data and/or problem-solving strategy through…

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions *(randomized variation, proportional relationships, constituents)*
- Visual data displays (tables, tree diagrams, simulations, data charts, manipulatives) to clarify approach and/or solution
- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model)*
- Passive voice verbs to explain or analyze *(The variable is given a value of six.)*
- Timeless present verbs to present generalizable truths *(The hypotenuse is opposite the right angle.)*

State reasoning used to generate solution through…

- Causal connectors to express reasoning *(We took these steps to solve problems with the ratios because…)*
- Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships *(if/will, if we follow the order of operations, we will show that…)*

GRADES 6-8

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive
Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

Language Functions and Sample Language Features

Create conjecture, using definitions and previously established results through...

- Conditional conjunctions *(if or when)* to make and justify conjecture *(If I add 4/5 and 3/4, the result will be less than 2 because each fraction is less than a whole number.)*
- Relating verbs *(have, belong to, be)* to define principles, operational theorems, and properties *(for right angled triangles the Pythagorean formula is $a^2 + b^2 = c^2$)*
- Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture *(For all integers, For every vote candidate A received, candidate B received three votes which means...)*

Generalize logic across cases through...

- Declarative statements to present generalizable processes *(The expression 4n-1 can be used to find any value in the pattern.)*
- Verbs to apply mathematical principles (commands) *(use, do, apply, divide)* across cases *(Use the distributive property when there is no common factor.)*

Justify conclusions with evidence and mathematical facts through…

- Conditional structures *(if/then, when)* to demonstrate conclusions *(If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing.)*
- Technical nouns and noun groups to add precision and details *(coordinate plane, one-variable equations, two- and three-dimensional shapes)*
- Models, drawings, graphs to demonstrate principles

Evaluate and critique others' arguments through…

- Questions *(what, how, why, do),* requests *(could, would)* to request information, clarification, procedure *(Could you show me how you got that answer? Why did you do…instead of…?)*
- Causal connectors *(so, because, therefore)* to identify misconceptions *(The pattern is multiplying by a factor of 2, so it can't be a linear function.)*
- Negation *(don't, doesn't, can't)* and obligation modal verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this…)*

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive
Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

Language Functions and Sample Language Features

Describe valid and reliable evidence from sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(effects, predator-prey relationships, magnetic forces)*
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes *(have, be, belong to)*
- A variety of ways to define phenomenon (relative clauses, declarative statements)

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements *(Indonesia was formed by, tectonic plates have shifted for billions of years)*
- Word choices to moderate stance (hedging) *(could/might, a possibility, usually)*
- Objective and evaluative language to adjust precision and establish shared interest

Develop reasoning to show relationships among independent and dependent variables in models and simple systems through…

- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)* or order events
- Variety of clause types to express causality *(If magma is thick, gas bubbles cannot easily escape, building pressure as the magma rises.)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize patterns in evidence, making trade-offs, revising, and retesting through…

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Argue.Interpretive
Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) through...

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms *(molecules, atoms, reactions, energy, regrouping)*
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

Support or refute a claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(energy releasing reactions, reconfigured molecular bonds)*
- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*
- Variety of clause types to express causality *(If the total number in each type of atom is conserved, there is no change in the atom's mass.)*
- Diagrams, models, data, graphics to add support to claim or evidence

Establish and maintain a neutral or objective stance through…

- Passive voice and declarative statement to establish a factual stance *(Some chemical reactions release energy, others store it.)*
- Word choices to moderate stance (hedging) *(could/might, a possibility, usually, often)*

Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim through…

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text (pronouns, substitutions, renaming subjects, collocations, synonyms)
- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how…)*

GRADES 6-8

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

ELD-SS.6-8.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events *(a place where tourists already come)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating outcomes, consequences, or documentation through...

- Passive voice to emphasize main topic *(British trade was disrupted by...)*
- Active verbs to highlight agents and recipients *(The colonists disrupted British trade.)*
- Declarative statements to evaluate and interpret events *(Feudalism was the ultimate system of control for medieval society.)*
- Verbs and adjectives to judge behavior or moral character *(rallied, conquered, cruel, compassionate)*

Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through…

- Nominalizations to name abstract concepts, ideas, ideologies *(colonization, feudalism)*
- Dependent clauses to express details as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound, or sequential relationships
- Expanded noun groups to add details *(living standards of 18th century people)*
- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, later, in order to)*

Generalize multiple causes and effects of events and developments through…

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize events and name abstract phenomena

GRADES
6-8 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

ELD-SS.6-8.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and a descriptive title to introduce topic *(empire, excavation, The Cradle of Modern Civilization)*
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details *(Mesopotamia, often referred to as the Cradle of Life, was located between the Tigris and Euphrates Rivers.)*
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Connectors to structure paragraphs *(first, in the beginning, meanwhile, as a result, in conclusion)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support claims with evidence gathered from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened *(during the late Neolithic period, the area between…)*
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(I contradicted him, we support, they challenged)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Soldiers were housed in primitive tents.)* or to keep emphasis on who or what is doing the action
- Objective or emotive language to appeal to logic or feelings *(credited with inventing the wheel versus the greatest inventions of all times)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(dominated, absolutely, compelling)*

Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*
- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to),* show concession or comparison/contrast *(while, although, instead, despite this, however)*
- Modality in summary statements to reiterate position, or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a gold background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

Context: This is a mentor text developed by an ELA teacher to apprentice her seventh-grade students to write narratives with a climax and resolution. When she taught her personal narrative unit, the teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the narrative. For example, students learned to identify how writers use language to engage their audience and build tension. Students later were able to use this kind of language in their own writing.

Language Expectation: ELD-LA.6-8.Narrate.Expressive
Multilingual learners use language to construct language arts narratives that

- Orient the audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Functions & Features	Minerva	Functions & Features
Orient the reader to the point of view and context through… First person signaling this is a personal narrative • I • my Prepositional phrases to establish time and location • on the floor of my bedroom • for 12 hours • to a new house Statement foreshadowing complication • She was gone and it was all my fault.	I *collapsed* on the floor of my bedroom, *sobbing*. I had been trying not to cry for 12 hours, and I couldn't hold it in any longer. She was gone, and it was all my fault. I *never should have* moved to a new house. The day before, I moved from my apartment to a new house. The house was bigger than my apartment, with more space for my furniture, my piano, and most importantly of all, my two cats. But soon after I moved in, I thought I had made a terrible mistake by bringing my cats here.	**Engage and adjust for audience through…** Language to draw the reader in • *collapsed* • *sobbing* • *never should have* **Develop and describe characters and their relationships through…** Verbs describing thoughts • thought • had made

Functions & Features	Minerva Continued	Functions & Features
Develop the story with complication through… Dependent clauses to add details • *fixing the garage door* • *what to do out there* • *to take my search back outside* A variety of verb tenses • was • make • left…to unpack • walked • wouldn't know Dialog • "Please make sure you don't let the cats outside" • "Minerva! Minerva!"	A contractor was at the house *fixing the garage door*. "Please make sure you don't let the cats outside," I told him. "Make sure you don't leave the door open." Then I left the room to unpack - that is where I went wrong. **A little while later** I walked into the kitchen and I noticed the garage door was wide open. My heart started *pounding*. My cats had never been outside alone before, and they wouldn't know *what to do out there*. I quickly checked outside but I didn't see either cat, so I started to search the house. I found one cat, but not the other. Minerva was *missing*. I continued to search, getting more and more frantic as I ran around the house looking inside and under and behind anything I could think of. She was *nowhere to be found*. I knew I had *to take my search back outside*. … "Minerva! Minerva!" I called, my voice shaking as I tried not to cry. With no luck finding her, I went back inside.	**Develop and describe characters and their relationships through…** Expanded verb groups • had never been • started to search • continued to search Saying, thinking, and feeling verbs • told • noticed • called • tried not to cry Cohesive devices • my cats … they … either cat … one cat … the other (pronoun referencing) • Minerva … she (pronoun referencing) Expanded noun groups to add description and detail • one cat, but not the other
Develop the story with time and event sequences through… Connectors to sequence time • **a little while later**		**Engage and adjust for audience through…** Descriptive emotive language builds tension • *pounding* • *missing* • *nowhere to be found*
Develop the story with complication through… Prepositional phrases • around the house • under and behind anything		

Functions & Features	Minerva Continued	Functions & Features
Develop the story with complication through… Dependent clauses to add details • *to see if they had found any cats.* • *that I would probably never see her again.*	I called animal control *to see if they had found any cats*. They had not, and they told me to keep looking. They didn't sound optimistic. **At that point** it was almost 9 o'clock at night, and she had been missing **since 9 o'clock** that morning. 12 hours and no sign of Minerva. "How could I let this happen?" I thought to myself. "I can't believe I rescued her from a shelter and then I lost her. She would have been better off if I had never gotten her at all. I let it sink in that I *would probably never see her again*." **That's how** I *ended up on the floor, crying*.	**Develop and describe characters and their relationships through…** Verbs to describe behavior • called • had found • whipped • heard • searched Expanded noun groups to add description and detail • noise that sounded like a cat's meow
Develop the story with time and event sequences through… Connectors to sequence time • **at that point** • **since 9 o'clock** Connectors to link ideas • **that's how** • **just then**	…. **Just then**, as I started to pack my bag for school, I heard a noise that sounded like a cat's meow. I whipped my head around. "Is that..?" I heard it again. It was so quiet that it had to be coming from outside. I went back out and searched again. I even looked up in the trees this time but she wasn't there. So I went back inside and listened very carefully. I heard the meow again but I still didn't see her.	**Engage and adjust for audience through…** Language to address reader/listener and draw them in • *probably never see her again* • *ended up on the floor, crying.*

Functions & Features

Orient audience to context and point of view through…

Prepositional phrases to establish location

- behind the dryer
- in the house
- in a little hole in the wall
- in one of her hiding spots
- up in the ceiling of the garage
- in my lap

Prepositional phrases to establish time

- for at least the fifth time
- the whole time
- all day

Develop story with complication and resolution, time and event sequences through…

Statements to provide closure, evaluate experience, or summarize narrative

- Now I call her … to panic.
- The whole ordeal was exhausting, … than ever that I adopted her.
- And when she's curled up in my lap, I think she's grateful, too.

Minerva
Continued

Then, as I looked behind the dryer for at least the fifth time, I heard a tiny meow and saw a little bit of fur poking out from a hole in the wall. It looked like a hole where a mouse in a cartoon might live. But it was no mouse - it was Minerva!

I pulled her out of the hole in the wall and *hugged her tightly*. I *kissed* her on the head and told *her how happy I was to see her*. "I'll *never lose* you again!" I said to her through happy tears. But then I thought, "I never really lost her at all!" She was in the house the whole time, hiding in a little hole in the wall all day. I never knew a cat could do that!

Now I call her my expert hider, and whenever I can't find her, I know not to panic. She's just in one of her hiding spots- most recently it was up in the ceiling of the garage!

More often than not, however, she's in my lap snuggling and purring. The whole ordeal was exhausting, but when it was over, I felt more grateful than ever that I adopted her. And when she's curled up in my lap, I think she's grateful, too.

Functions & Features

Develop and describe characters and their relationships through…

Expanded noun groups to add description and detail

- a tiny meow
- a little bit of fur
- my expert hider

Saying, thinking, and feeling verbs to add nuance to characters' relationships

- told
- said
- thought

Cohesive devices to reference character across text (repetition)

- her … her … her

Engage and adjust for audience through…

Evaluative word choices to describe author's attitudes

- *hugged her tightly*
- *kissed*
- *how happy*
- *never lose*

GRADES **6-8**

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Annotated Language Sample

Context: This text was written by a multilingual 8th grader. As part of the English language arts curriculum, the students had been studying the genre of biography. Students were paired and interviewed each other. Each wrote an "author biography" of a peer. (Kamaly Tineaval is a pseudonym).

Prompt: Imagine you are a biographer. Write a biography that tells the story of your subject.

Language Expectation: ELD-LA.6-8.Inform.Expressive
Multilingual learners use language to construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Functions & Features	Kamaly Tineaval	Functions & Features
Introduce and define topic and/or entity for audience through… Opening statements to identify type of information (describing) • Kamaly … Massachusetts Relating verbs to link an entity with its attributes • is Expanded noun groups • an author/poet …, Massachusetts **Develop coherence and cohesion throughout text through…** • Kamaly Tineaval (repetition) • Kamaly Tineaval … his birth … his safe spot	Kamaly Tineaval is an author/poet and student living in Leeds, Massachusetts. Kamaly Tineaval was born on January 8, 2005, in Holyoke, Massachusetts but then moved to PR for nursery school. Since his birth he has explored through, essays, chapter books, coloring books, and so on. And finally found his safe spot in poems.	**Establish an objective or neutral stance through…** Generalized nouns • essays • chapter books • coloring books **Add precision, details, and clarity about complex attributes through…** Prepositional and adverbial phrases to specify time and duration • on January 8, 2005 • in Holyoke, Massachusetts • since his birth

Functions & Features	Kamaly Tineaval Continued	Functions & Features
Develop coherence and cohesion throughout text through… Referential devices to link ideas across text • he … he … he (repetition) • Kamaly Tineaval… he's, his (pronoun referencing) • the teacher … his English teachers Topic or headings to serve as openers for sentences or paragraphs • **Kamaly Tineaval** • **he**	After moving back from PR to Holyoke and then from Holyoke to Northampton, he started new school at Leeds Elementary. When he was in elementary school, he taught by his teachers how to speak English. Soon, he learned to write stories about the worst day of his life and his favorite seasons. He also learned from texting his mom that he don't know how to work the machine and keeping up with his Insta followers how to write. After elementary school he moved on to JFK, where he learned new things and is a better writer now. **Kamaly Tineaval** writes all different kinds of poems to[sic], list poems, similes, utopia poems. Some poems that Kamaly Tineaval has written are called, "I had a Goldfish", "Seasons", and "Things I hear in the morning…." Kamaly Tineaval never won an award, but never say never! He's very determined to be the best author/poet he can be and make his *old/new* teachers, friends, and family proud. **He** *mostly* edits all of his pieces and makes sure they're *presentable* to the teacher. With the help of his English teachers he gets his work out there for others to see, admire and to gawk over. Right now Kamaly Tineaval is starting 8th grade and is also working on a new masterpiece called "Kamaly Tineaval's Author bio" (coming out soon).	**Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through…** Adverbials and prepositional phrases to specify time and location • after moving back from … Holyoke • from … Northampton • at Leeds Elementary • in elementary school • after elementary school • on to JFK • where he … things • out there for others to see Expanded noun groups to add precision • stories about the worst day of his life • his Insta followers • all different kinds … poems. • the best author/poet he can be • a new masterpiece called … bio Adjectives and adverbs to answer questions about size, shape, manner • *better* • *never, never* • *very determined* • *old/new* • *mostly* • *presentable*

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with classifiers *(crescent moon)*	expanded noun groups with prepositional phrases *(waxing crescent moon in the second half of the month)*	expanded noun groups with embedded clauses *(waxing crescent moon that was growing each day)*	expanded noun groups with a variety of embedded clauses *(predictable and observable moon phases in your particular time zone)*	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas *(the relative positions of the sun, earth, and moon cause these changes)*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	related simple sentences *(African savannas are full of wildlife.)*	multiple related simple sentences *(African savannas are full of life. Explore Tanzania.)*	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: *African savannas are unique* ***and*** *they have amazing wildlife.*)	compound sentences with frequently used ways of combining clauses *(A variety of wildlife live in the savanna* ***such as…****)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****Since*** *it's an ecosystem, it has a variety of…)*	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area *(The Black Rhino is at risk of extinction,* ***unless…****)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	an increasing number of words and phrases *(don't be late for class)*	a growing number of words and phrases in a variety of contexts *(inside the membrane)*	an expanding number of words and phrases including idioms and collocations *(gravity is bringing me down)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(at the speed of light)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(trembling in the corner, pounding rain, the whisper of dragonfly wings)*

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: *First…Finally, In 1842, This is how volcanos form*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence…)*	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: *cumulus and cumulonimbus clouds*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *those storm clouds that we saw yesterday*)	a flexible range of types of elaboration and some ways to condense ideas *(scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system)*	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences *(The main character is Harry. He is a wizard.)*	sentences with emerging use of clauses (no conjunctions: *The main character is Harry. His friends are… They go to Hogwarts.*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *He goes to Hogwarts School **and** his friends are…*)	compound sentences with frequently used ways of combining clauses *(They fight the forces of evil, **yet** they can't overcome them.)*	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Harry has a lightning bolt scar **because** he was attacked **when**…*)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(When Harry is close to Voldemort, his scar throbs.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a small repertoire of words and phrases with developing precision *(order of operations, on page 12)*	a growing repertoire of words and phrases with growing precision *(kinetic energy, law of motion)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(love-hate relationship)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(fill the beaker to the top line)*	a variety of words and phrases, including evaluation and obligation, with precision *(stupid test, we should figure this out)*	a wide variety of words and phrases with precision *(weighing 4.4 pounds on Earth, wrong answer)* according to the genre, purpose and discipline

GRADES
9-12

Grades 9-12

Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change.

Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statement**s are the same from kindergarten through grade 12. Then, you will find the following materials for grades 9 12.

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

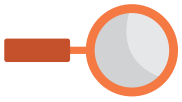
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-12 offers snapshots of some ways students engage in each Key Language Use throughout grades 9-12.

Table 3-12: Snapshots of Key Language Uses in Grades 9-12

Snapshots of Key Language Uses in Grades 9 12	
Narrate	• Interpret and construct narratives with complex plots, themes, and developments • Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light • Develop characters in their own stories and connect themes to issues in past and present
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Use available new information to construct and revise research reports that incorporate multiple sources of information
Explain	• Analyze and evaluate data in explanations • Identify multilayered causal or consequential relationships in social or scientific phenomena • Apply reasoning or theory to link evidence to the claims in explanations • Construct and revise explanations based on evidence from multiple sources
Argue	• Construct claims that offer objective stance using less polarized language so that claims appear more "balanced" • Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly • Adjust arguments based on new data from experiments • Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 9-12 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-13. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-13: Distribution of Key Language Uses in Grades 9-12

Distribution of Key Language Uses in Grades 9 12				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-6, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

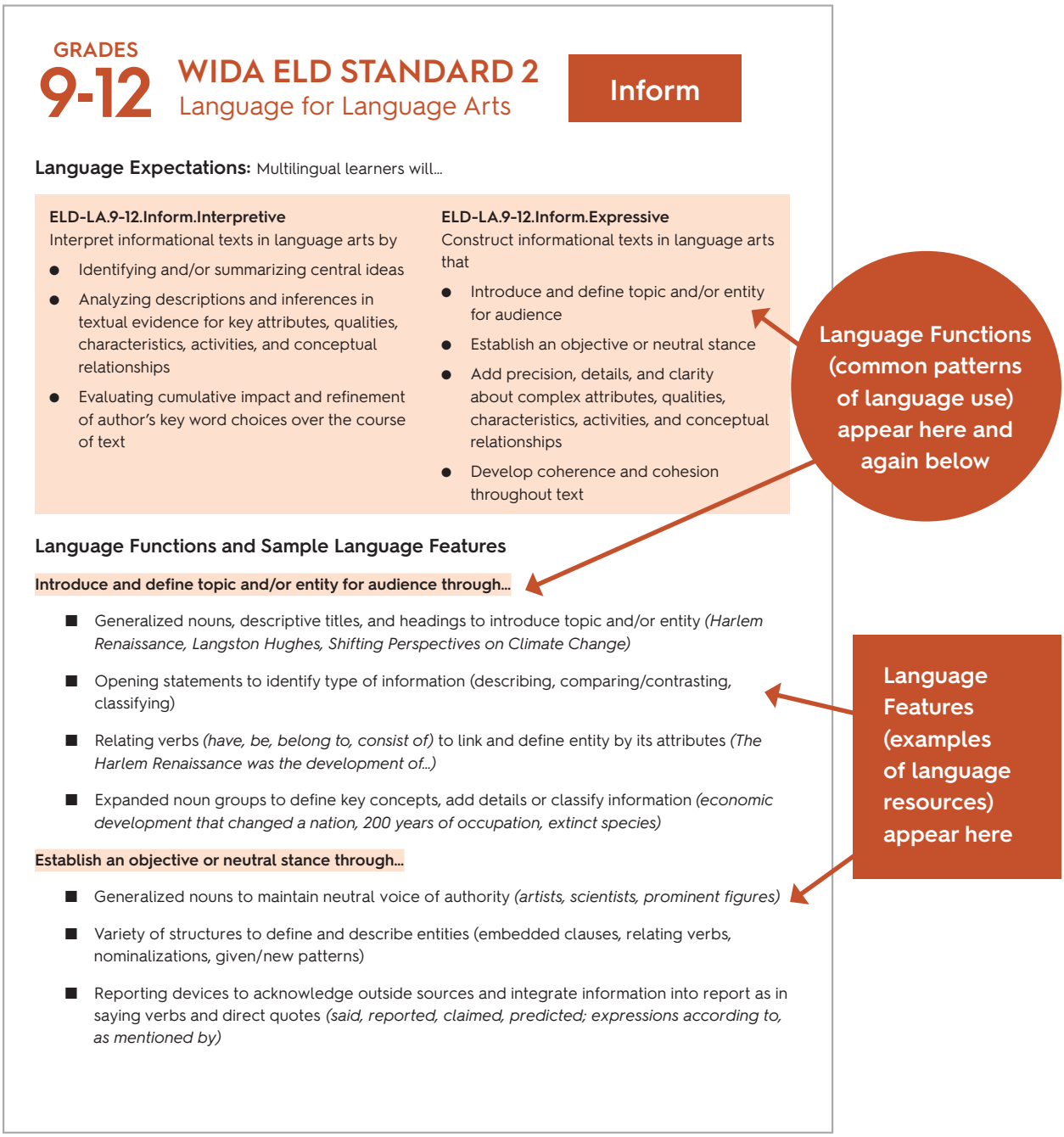
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-6, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-6 on the next page shows how the Language Functions and Language Features appear.

Figure 3-6: Grades 9-12 Language Functions and Language Features



GRADES
9-12 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

GRADES
9-12 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive
Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and one or multiple point(s) of view through...

- Title, heading, opening statements to capture readers' interest *(March. Two people, a man and a woman, are walking along the corridor.)*
- Expanded noun groups to introduce the setting *(the sands stretch into the distance, bands of yellow, and grey and gold)*
- A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) *(One good deed to set against other, darker, actions. What did it matter?)*
- Statements and questions to foreshadow or introduce complications *(Where the road led, he didn't know, but he was determined to leave David behind before the morning came.)*

Develop and describe characters and their relationships over a progression of experiences or events through…

- Action verbs to describe character behaviors *(Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.)*
- Complex sentences to establish context and characters *(He stayed with the job because the merchant, although he was an old grouch, treated him fairly.)*
- Attitudinal word choices to express character's feelings, *(very upset),* appreciation *(lovely, fascinating),* or judgment/evaluation *(intricate, grossly incompetent)*
- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) *(They told us to sit, and we did.)* to reference characters or ideas across the text

Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through…

- A variety of verb tenses to pace the narrative and locate events in time, including dialog *(The wind told me you would be coming and that you would need help.)*
- Dependent clauses to add details *(Village children scampered out the door, which left the room strangely quiet.)*
- A variety of short and complex sentence structures to pace the narrative *(The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.)*
- Connectors to develop and link sections of text as in time, sequence, clarifying *(for instance),* adding information *(likewise, furthermore),* contrast *(on the other hand, even so, at least)*
- Statements to provide closure, evaluate experience, or summarize narrative

Engage and adjust for audience through…

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose *(contemptuous eyes, his voice softened)*
- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms *(butterflies in her stomach),* figurative and sensory words/phrases, collocation, multilingual words/phrases *(he ate like a burro, focused and intentional)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(Instantly, the tension in the room lessened.)*

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity *(Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs *(have, be, belong to, consist of)* to link and define entity by its attributes *(The Harlem Renaissance was the development of...)*
- Expanded noun groups to define key concepts, add details or classify information *(economic development that changed a nation, 200 years of occupation, extinct species)*

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority *(artists, scientists, prominent figures)*
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes *(said, reported, claimed, predicted; expressions according to, as mentioned by)*

Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through…

- Adverbial and prepositional phrases to specify point in time or duration *(on Sept 12, from 1910 to 1920, during World War II),* location *(in a NYC neighborhood),* and manner *(in a calculated movement)*
- Technical word choices to define and classify entity *(Jazz, characterized by polyrhythms and improvisation was…)*
- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature *(It chases and scavenges for food);* passive voice focuses attention on action *(when the food is prepared)*
- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(abundant, colossal, amorphous, rightfully)*
- Comparing/contrasting connectors to entities or components *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- Visual representations (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through…

- Referential devices (pronoun reference, synonyms, renaming) *(the subsequent social and artistic explosion=the Harlem Renaissance)* to link ideas across sections of text
- Topic and/or entity, headings to serve as openers for sentences and paragraphs
- Single technical nouns and collocations *(improvisation, blues, piano, double bass)* to define class/subclass *(jazz/New Orleans, West African),* general/specific *(musician/Louis Armstrong),* whole/part relationships *(historical influences on jazz)*

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive
Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Language Functions and Sample Language Features

Introduce and develop precise claims and address counterclaims through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim *(In "Tongue Tied" Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.)*
- Noun groups to provide details *(The Harlem Renaissance's intellectual, social, and artistic explosion)*
- Connectors to introduce alternative points of view *(although, on the other hand, unlike, contrary to common belief)*
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion *(someone=character=s/he=teenager)*

Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/ literary technique *(In "Letter from Birmingham Jail," King's extended allusions to multiple philosophers…)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty *(might, could, must, need to),* to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely),* or to temper space for negotiation *(most would agree, could be a consideration)*

Establish and maintain a formal style and objective tone through…

- First, second, or third person to connect with reader, build alliance, or maintain neutrality *(as teenagers, we…)*
- Authoritative declarative sentences to evaluate and interpret events *(Anzaldúa's interweaving of literary genres, languages, cultures, and identities in "Borderlands" is highly innovative.)*
- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence *(a toxic perspective, contradictory information, impressive presentation, successful outcome)*

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)
- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- If/then clauses to support inferential conclusions *(If these studies are accurate, then it is reasonable to expect)*
- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy *(Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing…if they do that…)*
- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition, it is clear then)*
- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.9-12 Explain Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA 9-12 Explain Expressive
Construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the sum of the angles of a triangle is 180°)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solutions with others through...

- Generalized nouns to add precision to discussion *(congruence, theorems, bisector)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(it's a possibility, that's definitely wrong, we need to)*

Describe data and/or approach to solve a problem through…

- Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions *(theorems, transformations, plane, translation, reflection)*
- Imperative verbs *(factor, solve, invert, simplify, apply)* to establish a process or approach
- Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)
- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model).*
- Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

State reasoning used to generate own or alternate solutions through…

- Causal connectors to establish or refute relationship, solution, validity *(the relationship is not a function because a function is…)*
- Conditional conjunctions to propose future options *(if/so, if/then)* and generalized relationships *(if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent)*

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Argue.Interpretive
Interpret mathematics arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive
Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

Language Functions and Sample Language Features

Create precise conjecture, using definitions, previously established results, and stated assumptions through...

- Verb groups and sequential connectors *(first, then)* to recount and explain steps in solving problems assumed to be solvable
- Conditional *(if, when)* to make and justify conjecture *(If a population doubles each week, then it will always be 16 times the original population after 4 weeks.)*
- Adverbial phrases *(qualities, quantities, frequencies)* to add precision related to conjecture *(Lines with equivalent slopes will never intersect.)*
- Relating verbs *(have, belong to, be)* to define principles, operational theorems and properties *(an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.)*

Generalize logical relationships across cases through...

- Declarative statements to present generalizable processes *(We don't have outliers in our data. We can use a dot plot or histogram.)*
- Verbs to apply mathematical principles, as in commands *(use, do, apply)* across cases *(We need to rewrite the equation to see if we can use factors to solve it.)*

Justify (and refute) conclusions with evidence and mathematical principles through…

- Conditional structures *(if/then, when, given)* to demonstrate conclusions *(Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.)*
- Technical nouns and noun groups to add precision and details *(inscribed and circumscribed circles, quadratic equations, recursive definition)*
- Models, drawings, graphs to demonstrate principles

Evaluate and extend other's arguments through…

- Questions *(what, how, why, do),* requests *(could, would)* to ask for information, clarification, procedure *(Could you show me how you got that answer? Why did you do…instead of…?)*
- Causal connectors *(so, because, therefore)* to identify misconceptions *(These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.)*
- Negation *(don't, doesn't, can't)* and obligation modal verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this, I found a counterexample.)*

GRADES
9-12 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive
Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

Language Functions and Sample Language Features

Describe reliable and valid evidence from multiple sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(effects, impairment, perception, antioxidants)*
- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes *(have, be, belong to)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements *(The heat within the earth is transmitted. Disease spreads through human contact.)*
- Word choices to moderate stance, such as hedging *(could/might, a possibility, usually)*
- Objective and evaluative language to adjust precision, soften tone, acknowledge others

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through…

- Nominalizations to represent abstract concepts
- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)*
- Variety of clause types to express causality *(Unable to grow or repair themselves, the corals eventually die.)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through…

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

GRADES
9-12 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive
Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms *(atmosphere, organisms, carbon dioxide, noble gases)*
- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

Defend or refute claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(greenhouse gasses, gradual atmospheric changes, irrevocable damage)*
- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*
- Clauses to link claim with evidence and reasoning *(based on these data, the scientific principle here is...)*
- Diagrams, models, projections, data, graphics to add support to claim or evidence

Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through…

- Passive voice and declarative statements to establish a factual stance *(Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.)*
- Word choice to moderate stance, i.e., hedging *(undoubtedly, is likely, probable, a possibility, usually, arguably)*

Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal through…

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym *(fusion-radiation-energy)*
- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how…)*

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize multiple phenomena or events through...

- Prepositional phrases to establish conditions, time, place *(during the Industrial Revolution)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through…

- Passive voice to keep emphasis on main topic *(Farm policies were enforced by regulatory agents.)*
- Verbs to highlight agents and recipients *(Migrant workers challenged farm policies.)*
- Declarative statements to evaluate and interpret events *(Impressionist artists showcased a new way to observe and depict the world.)*
- Evaluative verbs and adjectives to judge behavior or moral character *(dominated, succumbed to; ineffective, powerful)*

Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through…

- Nominalizations to name abstract concepts, ideas, ideologies *(racism, reunification, criminalization)*
- Dependent clauses to express details that occur as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound or sequential relationships
- Expanded noun groups to add details *(One young girl lives in the urban streets of Chicago.)*
- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, therefore)*

Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through…

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize event and name abstract phenomena

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic *(occupation, reunification, The Allied and Axis forces)*
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details *(Germany's growing domination, which expanded into...)*
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(they decreed, she conspired, children were playing when)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Those who resisted were rounded up and sent to work camps.)* or to use active voice to keep emphasis on who or what is doing the action.
- Objective or emotive language to appeal to logic or feelings *(forces, versus brave, focused fighters)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(tormented, bravely, substantial)*

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*
- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to);* show concession or comparison/contrast *(while, although)*
- Modality in summary statements to reiterate position or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on an orange background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors' uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

Prompt: Carefully read the first five paragraphs from Alice Walker's "Everyday Use." In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her "real life." Consider Walker's rhetorical strategy in the context of this juxtaposition, and describe the effects.

Language Expectation: ELD-LA.9-12.Argue.Expressive
Multilingual learners use language to construct language arts arguments that
- Introduce and develop precise claim(s) and address counterclaim(s)
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Functions & Features	"Everyday Use"	Functions & Features
Introduce and develop precise claims through… Declarative statements to frame topic, provide background information, state claim • In "Everyday Use" … invisible conflict. Noun groups to provide details • unique organization • an almost invisible conflict. • the opposing views in content of adjacent paragraphs • the continuing subject of division.	In "Everyday Use" Alice Walker intertwines context, unique organization and juxtaposition to subtely shine a light on an almost invisible conflict. Juxtaposition is the opposing views in content of adjacent paragraphs is used to show the continuing subject of division. The introduction of Dee is begun with *what Mama wanted with a T.V. show providing the dream setting* and *what Dee actually is in real life.*	**Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…** A variety of clauses to support claim • *what Mama wanted with a T.V. show providing the dream setting* • *what Dee actually is in real life.*

Functions & Features	"Everyday Use" Continued	Functions & Features
Introduce and develop precise claims through... Noun groups to provide details • slight negative tension to her arrival • the meek resentment the reader initially has • the idea of sentimenal value • the memory of the quilt. Pronouns and renaming subjects to maintain cohesion • the contrast ... the conflict ... the issue ... the true conflict (renaming) • this (pronoun)	The contrast Dee shows to Mama's hopes and dreams build slight negative tension to her arrival. The meek resentment the reader initially has is superficial as the standard Mama set was fantasy but, *the prescence of the emotion set the stage for the conflict.* The issue expands with comparisons between Maggie and Dee *to show the many differences between the two*. **Later in the story** Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; the true conflict was in the idea of sentimental value. Dee puts value in the quilt and not in the memory of the quilt. She sees the quilt or any heirloom *as something to be collected or chosen.* Maggie and Mama cherish memories and knowledge in their entirety, it cannot be denied or rejected. This mirrors the context and contributes to the message of different ways *people remember not only the past but also their bloodline.*	**Support claims with valid reasoning and relevant and sufficient evidence through...** A variety of clauses (adverbial, embedded) to support claim • *the prescence of the emotion set the stage for the conflict* • *to show the many differences between the two* • *as something to be collected or chosen* • *people remember not only the past but also their bloodline* Connectors to elaborate on an idea/interpretation • **later in the story**

Functions & Features	"Everyday Use" Continued	Functions & Features
Establish and maintain a formal style and objective tone through… Third person to maintain neutrality • the "Everyday Use" • Maggie • Dee Authoritative declarative sentences to evaluate and interpret events • Such a massive … population. • Mama and Maggie's…which they are rising up against. Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence • *took the nation by storm* • *Such a massive and sudden surge* • *the loud and proud* • *the new outspoken group* • *did little to recognize* • *a form of ignorance* • *mean little* • *has no significance*	*The "Everyday Use" is set in an era where* a new wave African-Americans *took the nation by storm. Such a massive and sudden surge* of cultural created a schism within the population. Maggie represents the old generation, characterized by her shy and nervous persona. While Dee is the new breed of *the loud and proud*. The new outspoken group Dee symbolises created the back to Africa movement and revived African pride yet *did little to recognize* the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments *mean little* without the context as the family would have no background *with which to draw the real issues from*. The differences between Maggie and Dee would be comparable to a sitcom *as neither person represent anything*. The fight over the quilt *has no significance* without the backdrop of the civil rights movement.	**Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…** A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning • the "Everyday Use" is set in an era where (passive voice) • the old generation, characterized by her shy and nervous persona (expanded noun group) • the back to Africa movement (noun group and nominalization) • *with which to draw the real issues from* (subordinate clause) • *as neither person represent anything* (causal) • the fight over the quilt (nominalization) • represents, • characterized, • created, • symbolizes (verbs)

Functions & Features	"Everyday Use" Continued	Functions & Features
Establish and maintain a formal style and objective tone through… Authoritative declarative sentences to evaluate and interpret events • Had Dee and Maggie … less pronounce. • Today … not just in race. Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence • *pervades* • *identity crises* • *has many confused*	**In the same vein** the meaning of the essay would be difficult to convey without the constant separation in character personalities. Had Dee and Maggie been more similar the representations of generations would have been less pronounce. Context and juxtaposition work in unison to focus on the issue of personal identity. **The 70's** had half the African-American population declaring their nationality and half wondering about what their ancestors would say. **Today** the same issue still persists but not just in race. It also *pervades* the culture of our people and what it means to be anything, from gender roles to sexual orientation, *identity crises has many confused*. "Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.	Cohesive devices • personalities …. had Dee and Maggie been more similar (whole/part) • context … the 70's (renaming) • juxtaposition … declaring their nationality …. say (renaming) • has many [people] confused (omission) Connectors to sequence points in the argument and maintain logical progression • **In the same vein** • **The 70's** • **Today** Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps • "Everyday Use" does not offer a … different

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Annotated Language Sample

Context: This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the explanation.

Prompt: Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer. $Y = X^2-5$

Language Expectation: ELD-MA.9-12.Explain.Expressive
Multilingual learners use language to construct mathematical explanations that
- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Functions & Features	Grade 10 Algebra	Functions & Features
Introduce a concept through… Relating verbs to define or describe concept • is, is, is, . Mathematical terms and phrases to describe concept, process • the equation's domain and range • the vertical line test • X • Y	I explain that this equation is a function by providing a definition of the equation's domain and range and graphing what it looks like. This helps me see if the equation passes the vertical line test. The domain is the set of all numbers that can be substituted for X in the equation. X can be any real number, so the domain is all real numbers. The range is all the possible numbers that can be Y.	**Share solutions with others through..** Generalized nouns to add precision • equation • function • domain • range First person to describe approach • I • me Third person to describe approach with neutral stance of authority • the domain • the range

Functions & Features	Grade 10 Algebra Continued	Functions & Features

Describe data and/or approach to solve a problem through…

Connectors to link sentences and longer stretches of text signaling
- **one way** (clarification)
- **as shown below** (clarification)

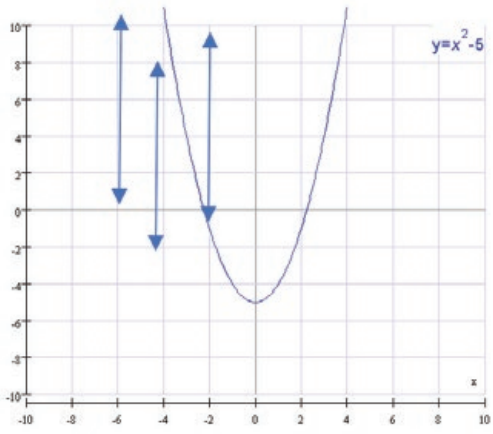
Verbs to establish a process or approach
- to graph
- intersect

Multi-meaning noun groups to provide precision to mathematical descriptions
- positive
- the range
- function
- every possible value

Reference devices to create cohesion
- the equation … the equation (repetition)
- this … this (repetition)
- X^2-5 … X^2-5 (repetition)
- Y ≥ -5 … Y (renaming)

Visual data displays to clarify approach (es) and solution(s)

Because X^2 is positive or at a minimum 0, X^2-5 could be -5 or greater. This means that the range is Y ≥ -5. **Therefore**, the equation, Y = X^2-5, is a function **because** for every possible value for X, there is only one value of Y. **One way** to show that this is true, is to graph the equation and use the vertical line test. If vertical lines intersect the graph at a single point, **then** the equation is a function, **as shown below**.



State reasoning used to generate own or alternate solutions through…

Causal connectors to establish or refute relationship, solution, validity
- **because**
- **therefore**
- **because**

Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)
- **if** … **then**

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with prepositional phrases *(the chemical element with the symbol H)*	expanded noun groups with embedded clauses *(chemical element that has these physical properties)*	expanded noun groups with a variety of embedded clauses *(chemical element with the symbol Na and an atomic number 11 that …)*	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers *(the chemical element with the symbol H and atomic number 1)*	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	multiple related simple sentences *(All people have needs and wants. This is called demand.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *All people have needs* ***and*** *wants and it's called demand.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *All people have needs and wants* ***but*** *there are only limited…*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****Whenever*** *there is an increased demand, the prices go up.)*	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(****Despite*** *the obvious problems with equity, some people…)*	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area *(Interest rates are controlled by the Federal Reserve Bank, although some would argue…)* with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a growing number of words and phrases in a variety of contexts *(sit tight for the announcements, in this novel)*	an expanding number of words and phrases including idioms and collocations *(to make a long story short)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(within seconds)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(division of power versus long division)*	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(tumultuous and catastrophic events)*	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas *(stares, hesitates, agonizes and finally…)*

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short text that conveys intended purpose using predictable organization (paragraph openers: *First…, Finally, In November, Plant cells have…*)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (demonstratives: *these five rules*)	an expanding number of types of elaboration (adding classifiers: *Roman empire*)	a variety of types of elaboration (adding in embedded clauses after the noun: *ancient kingdoms which were buried by ash*)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences with emerging use of clauses *(Bolivia is in South America. It's a home to…)*	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions *(Bolivia is in South America and it's a home to…)*	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas *(Democracy was established in the 1980s, **yet**, leaders…)*	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: ***Although** the northern part of…)*	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area *(**Despite** the country's suffering…)*	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area *(**Even though** Spanish is the official language, several indigenous languages are spoken.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a growing repertoire of words and phrases with growing precision *(mitosis, symbiotic relationships)*	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision *(miss the boat)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(by exploring cultures, later that day)*	a variety of words and phrases, including evaluation and obligation, with precision *(we shall overcome)*	a wide variety of words and phrases with precision *(the dictator ruled with terror)* according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases *(marveled at the Eiffel Tower)* according to the genre, purpose, and discipline

AASD English Language Development Standards

Board of Education Meeting Presentation 12/11/23

WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

What Are the ELD Standards?

The English Language Development (ELD) Standards are the set of standards that support the academic language proficiency of English Learner (EL) students or multilingual Learners.

Why Are the ELD Standards Important?

"There is no equality in treatment merely by providing students with the same facilities, textbooks, teachers and curriculum … For those students who do not understand English are effectively foreclosed of any meaningful education."

Lau vs. Nichols, 1974

ELD Standards Requirements

- Per Section 1111 (b)(1)(F) of ESEA, as amended by ESSA, State education agencies (SEAs), such as DPI, must demonstrate adoption of English language proficiency (ELP) standards
- ELP standards must:
  - Be based on 4 language domains (speaking, listening, reading, writing)
  - Address different proficiency levels of ELs
  - Be aligned with challenging State academic standards
- ELP standards must be implemented by each local education agency (LEA)

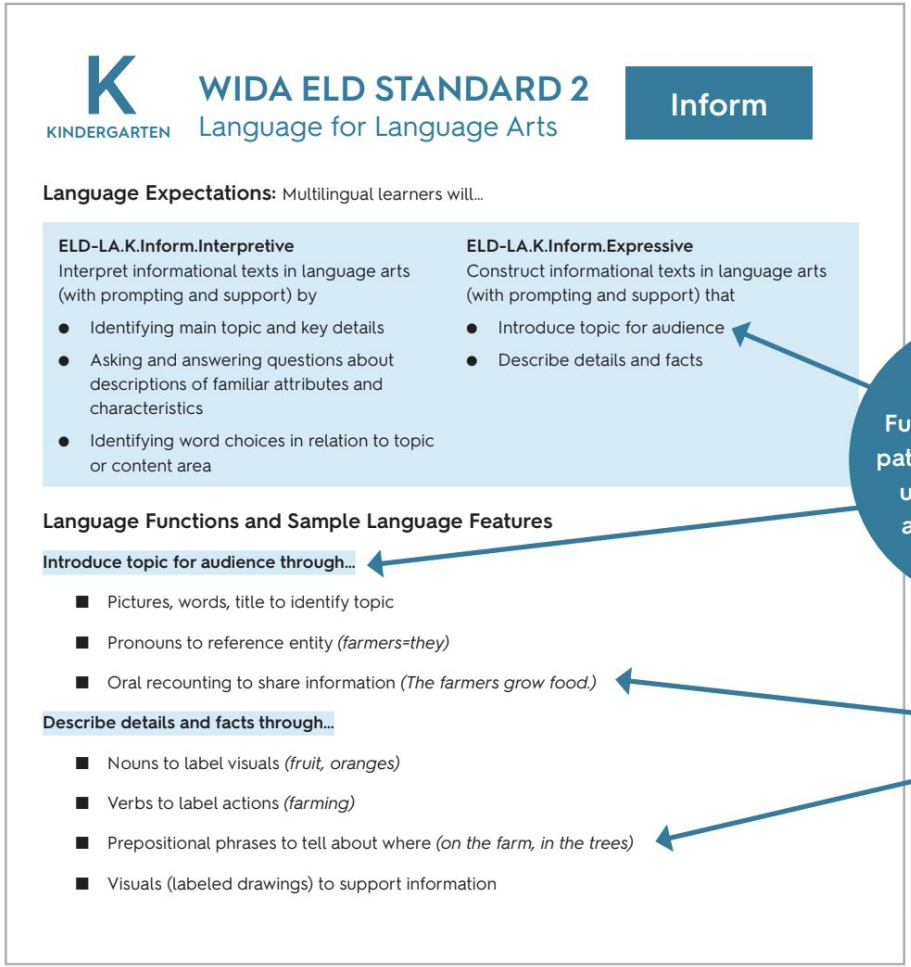


The Big Ideas



The WIDA English Language Development Standards Framework Kindergarten-Grade 12

[AASD WIDA Standards]



ELD Standards Goal

Overarching goal of ELD standards rollout:

To ensure educators are equipped with the knowledge, dispositions and resources necessary to fully implement, with integrity, the English language development standards across content areas so that all English learner students in Wisconsin graduate college, career, and life ready.



ELD Standards Guiding Beliefs

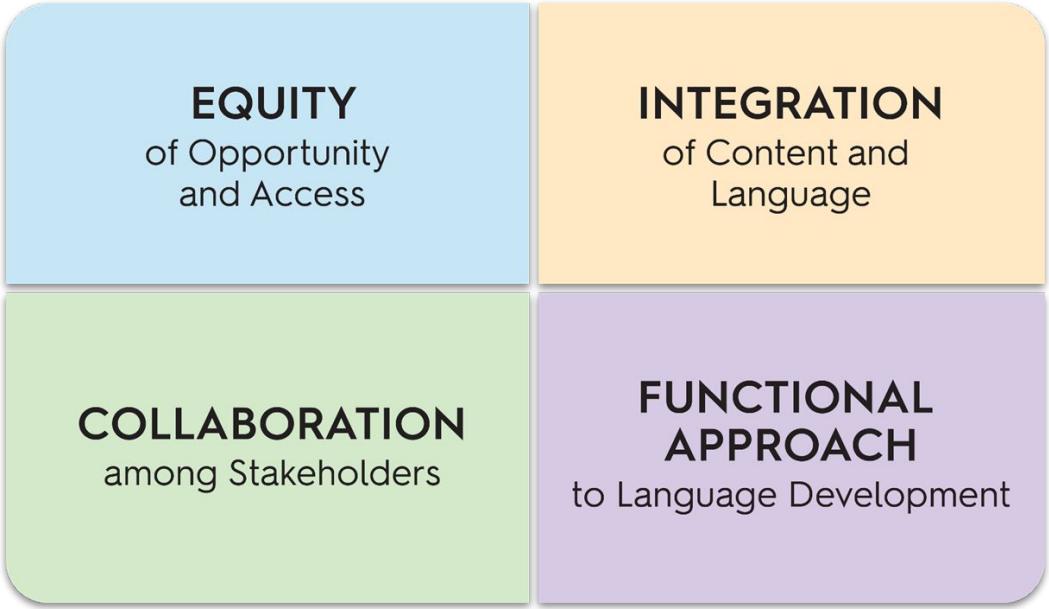
- All language(s) is an asset.
- Language is foundational to academic learning.
- Language learning should be integrated into all teaching for ELs through the ELD standards.
- All educators are language educators.
- Use of the ELD standards supports the academic language development of ALL students, not just ELs.

Universal Instruction for ELs

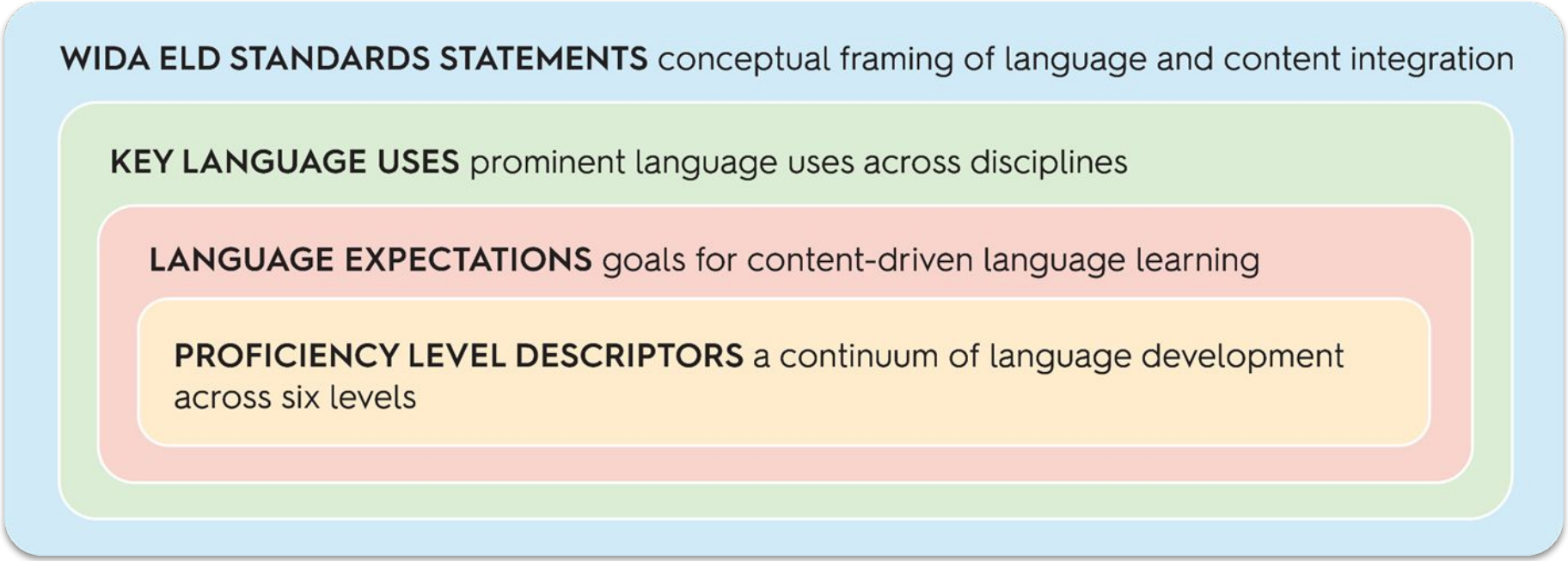
- ELD standards align with content area standards
- Tool for ALL teachers who work with ELs
- Use to integrate language teaching into content area instruction
- Planning for language use = Good teaching for ELs AND non-ELs



The Big Ideas

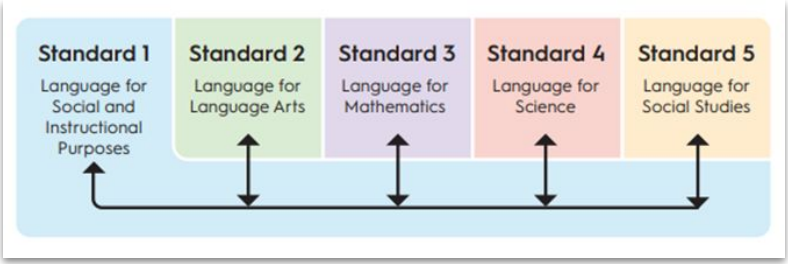


Components of the Standards Framework



ELD Standards Statements

Relationship among ELD Standards



English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Grade Level Clusters

Materials are organized into six grade-level clusters corresponding to ACCESS for ELLs Online



Key Language Uses

Narrate	Language to convey real or imaginary experiences through stories and histories.
Inform	Language to provide factual information
Explain	Language to give an account for how things work or why things happen
Argue	Language to justify claims using evidence and reasoning

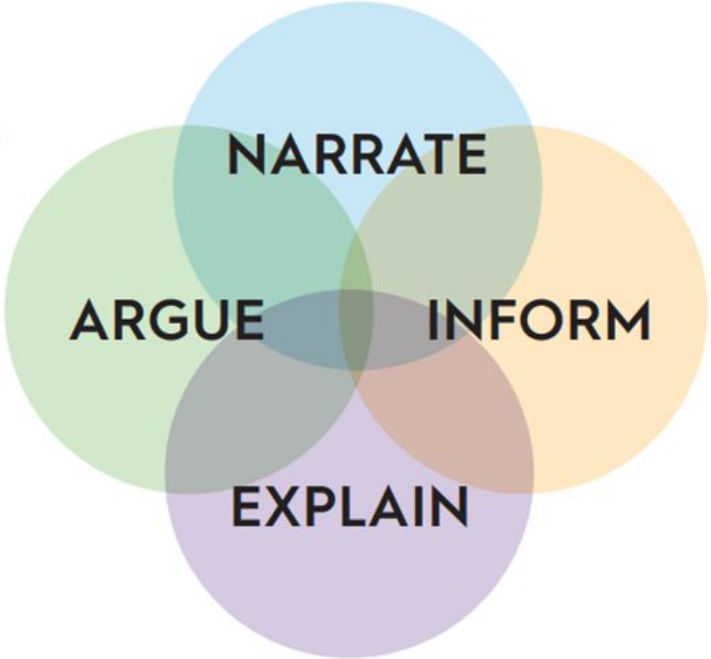
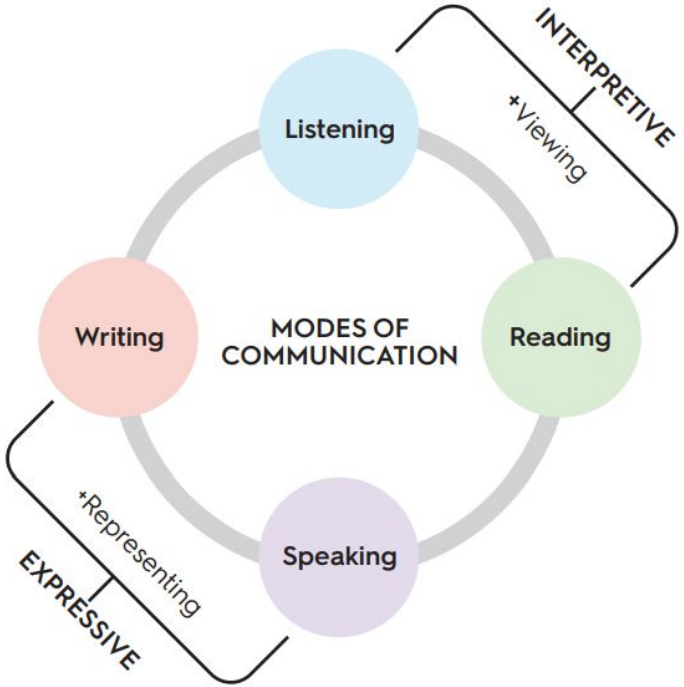
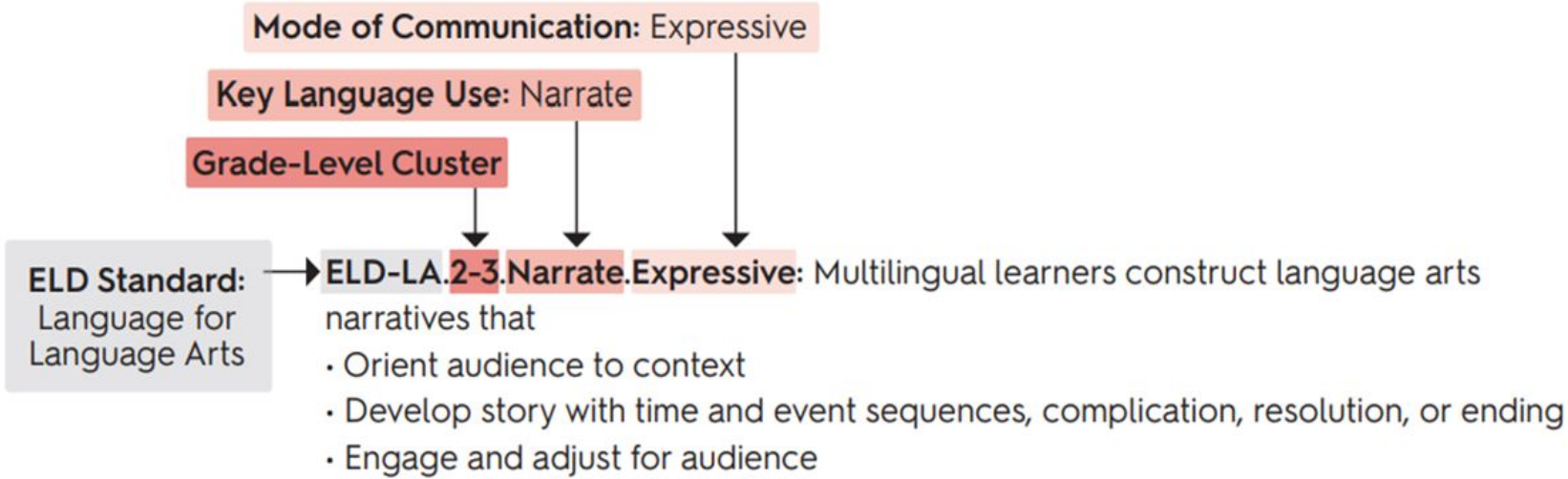


Table adapted from p. 219 of the 2020 WIDA ELD Standards.

Communication Modes



Language Expectations



Next Steps

- Continue building AASD capacity in ELD Standards Framework
- Integrate standards into EL practices/instruction in the AASD
- Explore alignment between ELD standards and content areas

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educators listed below are recommended for contractual positions for the 2023-2024 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date:***
Cameron K.W. Gibson	Phy Ed/Adaptive Phy Ed	Kaleidoscope	100%	1/22/24
Amanda N. Gruszynski	Grade 5/6	Horizons	100%	1/22/24
Seth M. Hahnke	English Language Arts	West	100%	1/3/24
Sophia A. Lodico	Grade 3	Richmond	100%	1/11/24
Erin R. Muthig	Grade 3	WCA	100%	1/16/24
Dawn M. Shimura	EL Program Support Teacher	Leadership	100%	2/5/24
Abigail M. Stelsel	Kindergarten-Satellite	Johnston	100%	1/22/24
Anderw W. Strassburg	Grade 5	Highlands	100%	12/18/23

Fiscal Note: Salaries will be commensurate with education and experience.

Administrative Recommendation: Approval

Instructional Impact: The candidates listed above have been recommended by the administrator to whom they will report as the best candidates for the positions.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

ITEM FOR CONSIDERATION

Topic: Professional Educator Resignation(s)

Background Information: The following Professional Educators have submitted letters of resignation:

Mark L. Bennett has been with the District for twelve and one-half years, most recently as a Science Teacher and Curriculum Support Specialist at North High School. Mark's resignation is effective at the end of the January 19, 2024, workday.

Brittany M. Driver has been with the District for six and one-half years, most recently as a Special Education Teacher at Berry Elementary School. Brittany's resignation is effective at the end of the January 12, 2024, workday.

Kaitlin E. Phillips has been with the District for three and one-half years, most recently as an English Language Arts and Science Teacher at Classical School. Kaitlin's resignation is effective at the end of the December 21, 2023, workday.

Julie A. Severance has been with the District for five months, most recently as a Grade 6 Teacher at Ferber Elementary School. Julie's resignation is effective at the end of the January 5, 2024, workday.

Fiscal Note: Dependent upon replacements.

Administrative Recommendation: Approval

Instructional Impact: Qualified replacements will be procured.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

ITEM FOR CONSIDERATION

Topic: Staff Job Descriptions

Background Information:

Job descriptions for all professional employee classifications that require the employee to hold a Wisconsin Department of Public Instruction (DPI) license shall be adopted by the Board of Education in accordance with Wisconsin Administrative Code PI 8.01 (2)(q) as outlined in Board Policy 254. The District's process has been to bring present for approval any new or revised designated job descriptions on an annual basis. Attached are the revised job descriptions for the 2023-2024 school year.

Instructional Impact:

None

Fiscal Impact:

None

Administrative Recommendation: Approval of the attached job descriptions.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

Department of Human Resources
131 E. Washington St. Suite 1A
Appleton, WI 54911
P: (920) 832-6161 F: (920) 832-5740
www.aasd.k12.wi.us

JOB DESCRIPTION

Job Title: Director of Facilities

Classification: Administrator
FSLA Status: Exempt

Essential Function: This position under the general supervision of the Executive Director of Operations is responsible for the leadership and management of district facilities. These areas include facility maintenance, engineering services, project management, government agency operations and code enforcement, and assistance with other district operations.

Responsibilities, Tasks & Duties:

- Assure building integrity, maintenance, and efficiency.
- Supervises and evaluates employees in the maintenance department.
- Develop and execute a facility plan that establishes priorities for construction, renovation, maintenance, and preventative maintenance projects.
- Coordinate/Assume responsibility for implementation of projects for major maintenance and capital improvements of district buildings and sites.
- Select design methods to be employed in consideration of aesthetics, cost & reliability, including material selection impact on public safety and welfare.
- Assume responsibility for value engineering and supervision of preparation of documents for District facilities by architectural and engineering firms.
- Design projects including dealing with City of Appleton & Town of Grand Chute for plan review, storm water management, obtaining building permits and certificates of occupancy.
- Conduct field investigations, prepare punch lists and finalize closeouts for major projects.
- Inspect buildings for conformance with codes, statutes and policies.
- Coordinate and operate district's facilities CAD computer system.
- Coordinate and operate the district's facilities service request platform and mapping system.
- Assist in the management for the US Asbestos Hazardous Emergency Response Act (AHERA) including asbestos testing, abatement projects, and records keeping.
- Assist in the management of indoor air quality testing and remediation projects.
- Fiscal and operations manager for the Appleton Area Metropolitan Fiber Optic Network (AAMFON).
- Prepare and maintain maintenance and capital projects budgets.
- Provide cost accounting/expense records for construction/renovation projects.
- Performs other duties as assigned.

Essential Knowledge, Skills, and Abilities:

- Demonstrated skill in organizing ideas and presenting them clearly and concisely.
- Knowledge of engineering principles and their relationship and application to the total educational program.
- Demonstrated knowledge of various facilities related national, state and local codes and regulations.
- Understanding of various systems such as mechanical, plumbing, heating, controls and electrical.
- Understanding of general building construction and operations.

- Ability to develop and implement projects.
- Ability to analyze situations to define and draw conclusions.
- Initiative and resourcefulness in evaluating objectives and achieving results toward the objectives set forth.
- Ability to engage in self-evaluation with regard to leadership, performance and professional growth.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.

Leadership:

- Provide clear, organized and consistent direction to staff on a continuing basis.
- Introduce, promote, and develop constructive ideas.
- Anticipate and be resourceful in coping with problems in a consistent manner.
- Work with others in a cooperative and professional manner.
- Demonstrate integrity.
- Ethical behavior, courage, and conviction.
- Show receptivity to needed change.

Professional Growth:

- Participate in professional organizations.
- Attend seminars, workshops and professional meetings.
- Continue to acquire professional knowledge.
- Demonstrate growth through experience.

Qualifications:

- Bachelor's Degree or higher from an accredited college or university in the field of engineering, construction management, architecture, or related field.
- Possession of a Wisconsin Professional Engineer license is very desirable.
- Training and experience with CAD.

Physical and Sensory Requirements:

- Sit, walk, climb stairs and ladders, and drive throughout the day.
- Use general hearing, speaking, and visual skills.
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate.
- Hearing, speaking, mobility, and visual skills sufficient to successfully perform duties.

The Appleton Area School District is an Equal Opportunity employer and does not discriminate against applicants or employees based on race; age; sex or sexual orientation; gender or gender identity; creed or religion; color; handicap or disability; marital, citizenship, or veteran status; membership in the National Guard, state defense force, or reserves; national origin or ancestry; arrest or conviction record; use or non-use of lawful products off the District's premises during non-working hours; or any other characteristic protected by law. The District encourages applications from all segments of the population.

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JOB DESCRIPTION

Job Title: Executive Director of Special Education
Classification: Administrator
FLSA Status: Exempt

Essential Function:

The Director of Special Education is responsible for providing district-wide leadership in the area of Special Education by implementing and maintaining age 3-21 Special Education programs and services in conformance to district goals, state, and federal objectives and laws; planning, designing, and implementing all phases of service provided by the Special Education staff; monitoring, evaluating and engaging in the continuous improvement of the department; serving as a resource to the community, school personnel, and the Board; providing training opportunities to staff; maintaining adequate staffing to ensure objectives of programs and services are achieved within budget; and ensuring timely submission of state, federal, and grant reporting.
Directly and collaboratively supervising assigned staff through formal and informal methods of feedback including evaluations, coaching, and professional learning.

Qualifications:

- Master's Degree or Specialist Certification in Educational Administration
- Wisconsin Department of Public Instruction Educator in Special Education
- Wisconsin Department of Public Instruction Director of Special Education and Pupil Services (80) license
- More than three (3) years of administrative experience
- In depth knowledge of Special Education laws and systems

Knowledge, Skills, Abilities and Experience:

- Possesses knowledge of state and federal regulations and laws relating to special education programs
- Possesses knowledge of current trends in standards, curriculum development, instructional techniques, laws, assessment and related professional learning
- Possesses knowledge in current trends and research in special education and other assigned areas
- Possesses knowledge of appropriate programming for students with disabilities
- Demonstrates ability to make independent judgments and decisions
- Demonstrates leadership ability through effective communication skills and sound working relationships with students, staff, parents/guardians, administrators, and other colleagues
- Demonstrates ability to work closely and collaboratively with school stakeholders including building administrators, educators, staff, students, families, and the broader community
- Builds learning plans and environments that connect students and families to school
- Fosters positive relationships and school-community partnerships

Responsibilities, Tasks & Duties:

- Provides leadership and vision to ensure continuous organizational development and improvement
- Keeps abreast of community services and resources; develops partnerships with parents, businesses/organizations, and other agencies in order to build awareness, develop support, and share resources
- Provides leadership, supervision and evaluation of assigned Special Education administrators and staff
- Works collaboratively with others to coordinate various alternative (including Title D) and work-based learning programs
- Collaborates effectively with District staff, families, special education teachers, and the community for the purpose of planning, developing, implementing, maintaining, and evaluating educational services and/or programs
- Implements conflict resolution skills in a variety of situations with staff, families, and the community.
- Sets staffing levels for school special education programs for the purpose of providing services with fiscal efficiency
- Directs personnel, for the purpose of delivering services which conform to established guidelines
- Develops proposals, new programs, budgets, and grants for the purpose of meeting the District's Strategic Plan and goals
- Evaluates district and school-based Special Education programs and monitors the implementation of special education and compliance with regulations in each location, for the purpose of carrying out and achieving objectives within areas of responsibility
- Directs the ongoing review, evaluation and development of rules, guidelines, procedures and practices as required by law and consistent with the policies of the Board of Education
- Provides for the establishment of clear, meaningful performance expectations for all assigned personnel and evaluations of performance of all assigned instructional personnel
- Oversees professional growth, staff development, and staff development planning and implementation
- Facilitates meetings and processes, for the purpose of implementing and maintaining Special Education programs and services of the district which achieve desired objectives
- Implements assigned programs and/or projects for the purpose of conforming to district and state curriculum and/or instructional objectives
- Prepares documentation and reports data for the purpose of providing written support, conveying information, and complying with Federal and State regulations
- Communicates information on programs, services, and regulations to school personnel, parents, the School Board, and other districts for the purpose of building understanding of the programs
- Recruits, hires, supervises, and evaluates District-level special education staff
- Manages special education complaints, for the purpose of providing required services
- Coordinates with outside agencies to provide services to students and staff, for the purpose of offering appropriate services
- Directs the Medicaid Administrative Claiming process and direct billing of Medicaid-eligible special education services provided by the district, for the purpose of gaining fiscal resources
- Supervises the training of special education instructional assistants for the purpose of assuring well- trained personnel
- Writes drafts of District Board policy for special education as is needed or required, for the purpose of assuring program consistency and compliance with state and federal rules in all locations
- Maintains a high level of knowledge regarding current and emerging special education issues, changes in the state and federal laws and case law, and educational methods of educating students with disabilities, for the purpose of managing an excellent special education program
- Incorporates policies and procedures in accordance with laws and regulations

- Ensures that all practices in the district are legal and ethical for each student/family so that each child has the opportunity to achieve at a high level and be prepared for post-secondary success
- Ensures Procedural Compliance Self-Assessment compliance with DPI
- Manages equitable Services and Special Needs Scholarship Program
- Collaborates with the Executive Director of Student Services to ensure cross departmental coherence
- Provides for the establishment of clear, meaningful performance expectations for all assigned personnel and evaluations of performance of all assigned instructional personnel
- Participates in the recruiting, screening and interview process for special education vacancies
- Provides for long range planning and timelines for implementation of those plans in assigned areas
- Communicates to staff, parents and community groups information regarding planning, procedures and policies in assigned areas
- Provides for representation at all meetings of special education and other assigned areas advisory groups at which matters pertaining to the public schools appear on the agenda or are expected to be raised
- Serves as an administrative contact for elevated student/parent concerns
- Ensures quality demographic data is obtained and maintained in the student system for the purpose of reporting accuracy and effective data driven decision making
- Prepares documentation and reports data to the Wisconsin Department of Public Instruction for the purpose of providing written support, conveying information, and complying with federal and state regulations
- Performs other duties as assigned

Working Environment:

- Frequent contact with the public
- Must be able to report to work in-person and onsite and travel within and outside the District
- May be exposed to sick and/or injured students and staff
- Work involves disruptions of daily schedule
- Work involves frequent disruptions and deadlines under pressure
- Work involves emotionally charged situations
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Mobility to be responsive to student and staff situations throughout building/campus
- Work involves frequent, emotionally charged situations

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.

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www.aasd.k12.wi.us

JOB DESCRIPTION

Job Title: Executive Director of Student Services
Classification: Administrator
FLSA Status: Exempt

Essential Function: The Executive Director of Student Services ensures high quality instruction, equitable access and learning opportunities for all students; collaborates with District leadership and leads the implementation and development of the District Equitable Multi-level System of Supports framework across all schools and provides knowledge, guidance, and support to braid academic, social and emotional, and behavioral systems at the universal, selective, and intensive levels to increase student achievement for all students. The responsibilities under this position include, student safety and well-being, attendance procedures, discipline procedures, school counselors, school psychologist, social workers, school nurses, deans, youth advocates, and alternative education. In addition, this position ensures compliance with all laws, policies, codes and regulations related to Student Services. The Executive Director Student Services will evaluate assigned personnel.

Qualifications:

- Master's Degree or Specialist Certification in Educational Administration
- Wisconsin Department of Public Instruction educator licensure in Special Education or Student Services
- Wisconsin Department of Public Instruction Director of Special Education/ Pupil Services (80) license
- More than three (3) years of administrative experience
- In depth knowledge of Student Services

Knowledge, Skills, Abilities and Experience:

- Demonstrated ability to make independent judgments and decisions
- Demonstrated knowledge of all aspects of Student Services and programming
- Demonstrated leadership skills, effective communication skills, as evidenced by sound working relationships with students, families, administrators, and the community
- Demonstrated ability to work closely and collaborate with a multitude of school stakeholders
- Ability to foster positive relationships, school-community partnerships and manage personnel
- Demonstrated ability to work through the dynamics of a large system
- Knowledge of current trends in standards, curriculum development, instructional techniques, laws, assessment, and related professional learning
- Knowledge of current trends and research in Student Services
- Demonstrated knowledge of Culturally and Linguistically Responsive (CLR) practices
- Knowledge of organizational systems and the role of public education in the United States, racial equity, social justice, and special education laws and practices

- Ability to collaborate with families and community members of diverse cultural and educational backgrounds

Responsibilities, Tasks & Duties:

- Provides leadership and vision to ensure continuous organizational development and improvement
- Keeps abreast of community services and resources; develops partnerships with parents, businesses/organizations, and other agencies to build awareness, develop support, and share resources
- Provides leadership, supervision and evaluation of assigned Student Services administrator and staff
- Coordinates and leads school counselors, school psychologists, social workers, school nurses, deans, youth advocates, and alternative education staff and
- Oversees School Nurses / Liaison to City of Appleton Health Department
- Provides leadership and vision to ensure compliance in matters relating to student discipline, alternative education, child welfare and attendance, school counseling services, and school safety
- Collaborates with district staff, families, and the community in developing and implementing services and/or programs
- Plans, implements, and evaluates educational programming ensuring continuous program improvement for the benefit of all students
- Incorporates policies and procedures in accordance with laws and regulations
- Guides, directs, and participates in discipline processes, including student suspensions, and expulsions
- Serves as the district level contact for the AASD District Crisis Response Team
- Provides oversight of Section 504 and oversees and manages Title IV-A and programming
- Provides oversight of Teen Parent Services (SAPAR), ATODA Programs and Activities, School Counseling Program, and Mental Health Supports (PATH, Wellness Screen, Grants, Sources of Strength, etc.)
- Strives to create a climate of equity that fosters an environment that promotes and recognizes the talents, abilities, ideas, and viewpoints of a diverse workforce
- Plans, develops, implements and evaluates Student Services programs
- Directs the ongoing review, evaluation and development of rules, guidelines, procedures and practices as required by law and consistent with the policies of the Board of Education
- Provides leadership in the development and implementation of meaningful professional learning opportunities and staff development planning and implementation
- Assists in determining the staffing needs of programs relating to assigned areas
- Participates in the recruiting, screening, and interview process for Student Services vacancies
- Prepares, reviews and monitors general, state and federal Student Services budgets
- Provides an accurate projection in the preparation of the annual budget using input from teachers, principals, and other staff members
- Communicates to staff, parents and community groups with information regarding planning, procedures and policies in assigned areas
- Provides for representation at all Student Services meetings and other assigned areas advisory groups at which matters pertaining to the public school appear on the agenda or are expected to be raised
- Serves as the administrative contact for student and parent issues regarding behavior and discipline for students with disabilities or Student Services connections.
- Ensures that the District's attendance policies and procedures are implemented assuring that students attend school on a regular basis
- Administers assigned federal programs and other grants
- Provides for long range planning and timelines for implementation of those plans in assigned areas.
- Prepares reports for the Board of Education, district administration, or other information, as requested
- Serves as the District data owner for attendance, behavior and discipline issues

- Ensures quality demographic data is obtained and maintained in the student system for the purpose of reporting accuracy and effective data driven decision making
- Prepares documentation and reports data to the Wisconsin Department of Public Instruction and other state reporting for the purpose of providing written support, conveying information, and complying with federal and state regulations
- Performs other duties as assigned

Working Environment:

- Frequent contact with the public
- Must be able to report to work in-person and onsite and travel within and outside the District
- Work involves frequent disruptions and deadlines under pressure
- Work involves emotionally charged situations
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Mobility to be responsive to student and staff situations throughout building/campus

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.

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JOB DESCRIPTION

Job Title: Executive Director of Operations
Classification: Administrator
FLSA Status: Exempt

Essential Function:
The Executive Director of Operations provides leadership and management in the ongoing planning, development, coordination, implementation, and evaluation of all aspects of a variety of district operations. Some of these areas include Facilities, Operations, transportation, safety and security.

Qualifications:
- Bachelor's Degree
- Five (5) years successful administrative experience
- Demonstrated track record of successful project and administrative management in one or more of the following areas: facilities, food service, or transportation

Knowledge, Skills, Abilities and Experience:
- Demonstrated ability to make independent judgments and decisions
- Demonstrated knowledge of all aspects of facilities and operations
- Demonstrated strong leadership skills
- Effective communication skills, as demonstrated by sound working relationships with administrators, staff, vendors/contractors and the community
- Demonstrated ability to work closely and collaboratively with a multitude of school stakeholders
- Demonstrated ability to foster positive relationships and school-community partnerships
- Demonstrated ability to work through the dynamics of a large system
- Possesses knowledge of current trends and research in construction, maintenance, and facilities
- Acknowledges and respects cultural differences

Responsibilities, Tasks & Duties:
- Maintains confidentiality in verbal, written, and electronic communication and refers confidential information to the appropriate person
- Follows safe practices and adheres to safety standards
- Supervises and evaluates the leadership for the following departments: Facilities/Grounds and Transportation
- Selects, orients, and develops staff
- Works in consultation with District Department leaders to administer cost effective services, responsive to student and staff needs

- Interprets state and federal regulations and District policy
- Responds to stakeholder and community concerns related to: Safety, Facilities/Grounds, Insurance and Transportation
- Supervises the ongoing maintenance and upkeep of all school facilities, properties,
- and equipment
- Ensures that departments are aware of emerging developments, changes in the laws, etc through participation in workshops, conferences and reading materials
- Provides recommendations to the Board of Education regarding matters related to facilities including but not limited to: educational space leases, short and long term facility planning and space utilization, property and liability insurance, and student transportation
- Develops and administers budgets
- Establishes standards and ensures excellence in customer service
- Develops and maintains an ongoing list of all building projects and ensures project alignment to the strategic plan initiatives that support student achievement
- Provides oversight for the District's referendum projects
- Provides oversight of the implementation of District policies and procedures related to areas of responsibility
- Accurately completes and files necessary reports for local, state, and federal agencies
- Performs other duties as assigned

Working Environment:

- Frequent contact with the public
- Must be able to report to work in-person and onsite and travel within and outside the District
- Work involves disruptions of daily schedule
- Work involves frequent disruptions and deadlines under pressure
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

This job description is intended to describe the general nature and level of work required by the person hired for this position. It is not intended to serve as an exhaustive list of all the responsibilities, duties, and skills. As the nature of business demands change, so too may the responsibilities, duties, and skills of this position.

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JOB DESCRIPTION

Job Title: Executive Director of Finance
Classification: Administrator
FSLA Status: Exempt
Direct Supervisor: Superintendent
Working Relationships: Supervises Business Services Department and Payroll staff

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Essential Function: To provide sound fiscal management in all business-related aspects of the school district, and to ensure every child in the district has the resources he or she needs to learn and every teacher and principal has the resources they need to provide an effective learning environment. Oversees food services program and vendor.

Responsibilities, Tasks & Duties:

- Maintain an accurate fiscal accounting system by employing accounting procedures that conform to the Wisconsin Uniform Financial Accounting Requirements (WUFAR) and GASB.
    - Establish and supervise a program of accounting adequate to record in detail all financial transactions.
    - Supervise all accounting transactions and recommend new accounting methods as desirable and necessary.
    - Recommend and coordinate the transfer of budget funds.
    - Oversee and review all year-end processes.
- Oversee all functions of annual audit.
    - Schedule and coordinate external District audit.
    - Work cooperatively and effectively with the auditors of the District.
- Maintain accounts payable and accounts receivable in good order and current vendor lists.
- Maintain a thorough data reporting system for the completion of financial reports required by Federal, State, and Local Governments.
    - Work collaboratively with departments and staff for the completion of state and federal reports (for example annual ESSA, CRDC, Medicaid, etc.).
- Organize and maintain records for cash management, financial investment, debt service, borrowing and planning (including debt schedules with DPI)
- Assist Superintendent with the preparation, implementation, monitoring, and presentation of the District budget.
    - Prepare a budget calendar to meet the time constraints of budget preparation, and apply the legal requirements for budget adoption.
    - Provide periodic financial statements to the Board of Education and the Leadership Team
    - Provide schools and departments budget assistance.
    - Coordinate the development and management of the District's financial management. system (Skyward) to provide seamless integration with other District departments.

- Oversee all purchasing and fixed asset inventory of District property.
- Maintain files for all District leases
- Review grant claims and assist with the grant application process
- Oversee, direct and supervise the Business Department and Payroll staff
- Provide professional development for administrators and secretaries on a variety of Business Services department function
- Provide or present to the Superintendent, District staff, Board of Education, and Community data and information on the business operation of the district
- Act as a resource to staff related to business functions and processes
- Keep informed in the latest research, trends and development in all areas related to the financial affairs of the District
- Lead improvement efforts for the Business Services and Payroll departments.
- Oversees the District's workers compensation, property, liability and casualty insurance programs
- Oversees all functions related to food service
- Make long range plans for the various activities in the management of school business operations with emphasis on long-term financial resource planning and debt management
- Work with the Chief Human Resources Officer to develop goals and objectives for employee salaries and benefits, with specific emphasis on healthcare cost
- Interpret the financial impact on the District of pending legislation
- Assist Superintendent with referendum planning
- Provide support for the district contact person regarding Social Security Administration, Internal Revenue Service and Wisconsin Retirement System
- Oversee spending and the return on investment of ESSER funds
- Other duties as designated by the Superintendent

Minimum Qualifications:

- Bachelor's Degree with a major in Accounting or similar related discipline, or Five (5) years of prior related school district experience
- Wisconsin DPI school business administrator license or willingness to pursue license.
- Knowledge/experience in accounting and preferred knowledge of Wisconsin Uniform Accounting Requirements (WUFAR)
- Prior supervisory experience

Essential Skills, Knowledge, and Abilities:

- Ability to comply with federal, state, and district policies, procedures, and regulations
- Ability to maintain positive and effective working relationships with co-workers, staff, administrators, and vendors
- Creative and collaborative problem solving skills
- Working knowledge of the operations of a public school district
- Knowledge of school finance, budgeting, and resource allocation
- Knowledge of group dynamics, consensus-building, problem solving and conflict resolution
- Ability to develop and implement long range strategic plans for a large urban school district
- Ability to develop and analyze departmental operations and procedures

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

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JOB DESCRIPTION

Job Title: Middle School Associate Principal
Classification: Administrator
FLSA Status: Exempt
Relationships: Direct Supervisor - Assistant Superintendent for School Services

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Essential Function:
The Associate Principal works in collaboration with the building Principal to promote the success of all staff and students at the school by facilitating the development, articulation, and implementation of a vision of teaching and learning that supports the District's mission and vision.

Responsibilities, Tasks & Duties:
School Culture:

- Embrace and promote a trauma-based and restorative approach to dealing with students and staff
- Model cultural competence and be a leader in creating and supporting a culturally and linguistically responsive school environment where all students are honored and respected for who they are
- Support a positive, proactive approach to student behaviors, our PBIS behavior framework, and behavior interventions/supports
- Assist in continuing to establish and strengthen a school culture that welcomes and honors parents, as well as community organizations, and seeks ways to engage them in the students' learning
- Ability to work with students, staff and a community of diverse cultural backgrounds
- Mobility to be responsive to students and staff situations throughout the building

Equitable Multi Level System of Support Leadership - Behavior, Attendance, Student Services:

- Serve as an active leader on the School Climate, Attendance, and SST Teams (including Tier 2 and 3)
- Coordinate discipline referral system and student discipline records
- Create and maintain systems for behavioral expectations
- Work with building Principal to assign suspensions as needed
- Keep accurate records and documentations of all behavior issues and suspensions
- Work closely with special education team to meet needs of all students; attends IEP meetings when necessary
- Collaborate with Student Services Team to ensure student needs are met
- Work with building secretary to ensure accurate attendance records, documentation, and mailing of attendance letters
- Conduct truancy conferences along with attendance team members
- Create and maintain systems to support and track student attendance

Scheduling:

- Work with principal in developing master schedule and making decisions about FTE
- Collect scheduling requests from current and incoming students

- Schedule all students including new students
- Manage student schedule changes and provides updated schedules to students
- Collaborate with high school to ensure course request completion for 8th grade students
- Create, maintain, and adjust WIN time schedules each quarter
- Work with building principal to plan yearly registration and transition events

Staff Evaluation and Supervision:

- Manage evaluation process/procedure for designated staff members
- Coach teachers on teaching and learning practices, as well as classroom management
- Provide timely and relevant feedback based on observations and evidence
- Assist in hiring processes and onboarding of new staff throughout the school year

School Supervision:

- Create supervision schedule for before and after school, hallways, and lunch hours
- Train supervision staff throughout the year on active supervision strategies
- Create and maintain systems for behavioral expectations for before/after school, hallways, and lunch hours

Student Activities:

- Manage all after school activities including athletics, fine arts, student clubs, etc.
- Collaborate with Boys and Girls Club staff
- Schedule workers for after school events/activities
- Attend after school activities, assemblies, dances, tours, concerts, etc.

School Operations and Safety:

- Schedule and conduct school safety drills
- Work closely with school resource officer to maintain a safe campus
- Work with building principal to develop, implement, and monitor a school safety plan

Instructional Leadership and School Improvement:

- Participate as a member of our site continuous improvement team
- Assist in the creation of school improvement goals and plans
- Coach teachers in instructional methods
- Assist teachers through the SLO/PPG process as needed
- Supervision of grade reporting processes
- Attend and participate in PLCs
- Assist in planning and leading professional development opportunities and staff meetings

Financial and Business:

- Assist in financial and business management matters in certain co-curricular activities as designated by the principal

Assessment:

- Work with building principal to administer standardized assessments

Diversity:

- Understand the historical aspects of individual students and their needs
- Promote a welcoming and inclusive learning environment
- Lead others in culturally responsive practices

Other:

- Performs such other duties as assigned

Qualifications: Principal License (5051)

Working Environment:

- Must be able to report to work in person and onsite
- Occasionally exposed to outside weather conditions (i.e.; bus duty, recess, fire drills, field day)
- May be exposed to sick and/or injured students and staff
- Work involves disruptions of daily schedule
- Work involves frequent deadlines under pressure
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes

Physical Requirement:

- The position requires the administrator to:
- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate

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JOB DESCRIPTION

Job Title: Associate Director of Special Education
Classification: Administrator
FSLA Status: Exempt
Relationships: Direct Supervisor - Executive Director of Special Education Works with Administrators, All Staff and Parents / Supervises - Special Education Staff, Program Support Teachers

Essential Function: The Associate Director of Special Education will work collaboratively to increase the capacity of building administration, program support teachers, and program leaders to facilitate and monitor compliance of federal and state requirements and department and district priorities to meet the needs of students with disabilities.

Responsibilities, Tasks & Duties:

- Use data to make fiscally responsible decisions around resources to include:
  - Enrollments
  - Budgets
  - Supplementary materials
- Utilize coaching practices to increase capacity of district administration, program support teachers and program leaders
- Engage in the work of district level committees advocating for students with disabilities
- Collaborate with district leadership to ensure best practices of instructional strategies to promote inclusive education
- Monitor compliance of IDEA
- Hire and supervise special education staff, student service staff, and program support teachers
- Monitor discipline practices (and promotes safety of staff and students)
- Engage with building administrators around special education staffing / allocations
- Facilitate IEP team meetings while being the Local Educational Agency (LEA) representative

Beliefs and Absolutes:

- Use data to make student centered decisions that align with access to least restrictive environment
- Collaborate and communicate to promote implementation of best practices for supporting students with special education needs
- Ensure that compliance practices protect student's rights
- Promote capacity building through coaching
- Make fiscally responsible decisions

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

Qualifications:

- Wisconsin DPI Director of Special Education Administrator license
- Minimum of five (5) years successful experience related to special education

Candidates who apply prior to the deadline will receive first consideration.

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APPLETON AREA SCHOOL DISTRICT

Department of Human Resources

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JOB DESCRIPTION

Job Title: Associate Principal - Activities Director (High School)
Classification: Administrator
FLSA Status: Exempt

Essential Function:
The Associate Principal-Activities Director will provide overall leadership and coordination among the various sports and academic activities to facilitate programs that provide students with valuable experiences that promote learning and sportsmanship in a welcoming environment.

Qualifications:

- Holds Wisconsin DPI K-12 Administrator license (5051 - Principal) or willingness to apply
- Previous experience as a coach
- Overall knowledge of the athletic program
- Ability to travel off-campus to off-site venues (including Nienhaus Sports Complex)

Knowledge, Skills, Abilities and Experience:

- Current knowledge of laws relating to athletic programs
- Demonstrated ability to make independent judgments and decisions
- Demonstrated knowledge of all aspects of sports and high school activities programs
- Demonstrated leadership and sportsmanship skills, effective communication skills, as demonstrated by sound working relationships with student athletes, parents, administrators, other coaching and teaching colleagues, and conference coaches
- Ability to work closely and collaborate with school stakeholders including building administrators, educators, staff, students, families, and the broader community
- Fosters positive relationships and school-community partnerships

Responsibilities, Tasks & Duties:

- Responsible for supervision and coordination of total co-curricular program for all students, including athletics, clubs, activities
- Actively researches and creates diverse opportunities for students to participate in co-curriculars
- Assists in supervision, evaluation, and instructional leadership of teaching staff
- Monitor compliance with S.118.13 Pupil Nondiscrimination as it pertains to athletics
- Continual monitoring and evaluation of all co-curricular programs with focus on continued improvement
- Initiates recruitment and selection of coaches/advisors and provide hiring recommendations to principal

- Observes, supervises and completes annual performance evaluations for activities secretary and coaches/advisor
- Plans, coordinates, and monitors co-curricular program budget and equipment inventory
- Meets regularly with co-curricular coaches/advisors
- Approves and/or develops the schedule all athletic practices, contests, transportation and officials
- Manages athletic events including set-up and clean-up
- Maintains a comprehensive safety plan for all extracurricular events and train staff in the plan
- Prepares and maintain co-curricular policies/procedures
- Supervises preparation and verify athletic eligibility lists as defined in Code of Conduct
- Works collaboratively with other AASD high school Activities Directors to assure Code of Conduct compliance with WIAA guidelines while serving students
- Maintains and distributes Coaches Handbook and Athletic/Activities Code of Conduct
- Administers student Code of Conduct and works with administrators and/or coaches on disciplinary matters
- Makes recommendations for maintenance of current facilities and the development of new facilities
- Requisitions and maintains supplies, uniforms and equipment for programs
- Supervises ticket sales for events and maintains proper handling and accounting for funds
- Works with principals and head coaches to plan athletic awards programs
- Coordinates the use of all school facilities for outside groups
- Acts as a liaison between coaches and the athletic booster clubs
- Attends home athletic events to ensure proper staffing and attends state, regional and national meetings whenever possible
- Serves as liaison between school, parent groups and middle school athletic programs
- Builds strong connections with our elementary feeder schools & elementary aged athletic programs
- Professionally represent school/District in interactions with parents, community, staff and students
- Performs other responsibilities as assigned

Working Environment:

- Must be able to report to work in person and onsite
- Occasionally exposed to outside weather conditions (i.e.; bus duty, recess, fire drills, field day)
- May be exposed to sick and/or injured students and staff
- Work involves disruptions of daily schedule
- Work involves frequent deadlines under pressure
- Work requires flexibility in adjusting to continuously changing situations and daily schedule
- Work involves a high level of decision-making and the ability to keep information confidential
- Work requires frequent use of computer programs and data analysis
- Work involves planning and collaboration with others on targeted organizational changes
- Work involves travel in and outside the district
- Mobility to be responsive to student and staff situations throughout building/campus

Physical Requirement:

The position requires the administrator to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

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JOB DESCRIPTION

Job Title: Dean of Students (High School)
Classification: Educator
FSLA Status: Exempt

Essential Function:
The Dean works in collaboration with the principal, staff, families and students to ensure a positive, safe, welcoming and culturally-responsive school environment. This position is tasked with improving student attendance and opportunities to learn for students who are not engaged in their learning. The Dean uses outreach strategies, non-violent crisis interventions, restorative justice practices, mediation skills and PBIS to promote student engagement, positive behaviors and connections within the school community. The Dean reports to the Principal.

Responsibilities, Tasks & Duties:

- Works closely with the Principal, Associate Principal, Social Worker, School Resource Officer, Counselors, School Psychologist - Student Services
- Works together with students, staff, and families on attendance and behavior challenges.
- Active role in handling matters of tardiness, excused and unexcused absences (including Truancy Court), detentions and suspensions
- Has knowledge or willingness to learn about Restorative Practices and Positive Behavior Intervention and Support
- Committed and open-minded to school wide-change
- Contributes ideas to find solutions to problems
- Able to initiate ideas and effectively collaborate with staff members to "get things done"
- Contributing member of the SST (Student Services Team)
- Supervises and evaluates paraprofessionals as assigned
- Embraces technology with willingness to learn
- Assists in supervising buildings, grounds, halls and commons area monitoring program
- Is able to create a visible presence via an active role inside and outside of the school building and the surrounding school community.
- Has knowledge and understanding on best learning practices and is willing to look at things from a Trauma Sensitive Lens.
- Strong consideration will be given to those who have experience with or background in special education.
- Performs other related responsibilities as may be assigned

Qualifications:

- Demonstrates

    - Professionalism
    - Composure in stressful situations
    - Strong interpersonal and oral/written communication
    - Computer skills
- Ability to work productively and cooperatively with students, teachers, parents, and community members
- Skill and experience in working with culturally diverse, economically-disadvantaged, ELL, and/or special education populations.
- DPI Educator Licensure

Physical Requirement:
The position requires the employee to:

- Sit, walk, climb stairs, and drive throughout the day
- Use general hearing, speaking, and visual skills
- Use of cognitive reasoning to interpret reports, compare, edit, organize and evaluate
- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties

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JOB DESCRIPTION

Job Title: Elementary STEM Teacher
Classification: Educator
FLSA Status: Exempt
Supervisor: Direct Supervisor: Building Administrator

AASD STEM Vision: In the Appleton Area School District, STEM education is an interdisciplinary approach to student learning. Our students learn a variety of rigorous academic concepts and skills through the integration and application of science, technology, engineering, and mathematics. Through these authentic learning experiences students make connections between their school and community while preparing them for the multi-dimensional challenges of tomorrow.

Essential Function:

The STEM teacher will be responsible for implementing and further support in developing learning activities that are hands-on, project-based and directly linked to AASD standards. The STEM teacher will support the district's STEM vision through cultivating and maintaining strong relationships with staff, families, business partners, and the broader community.

Skills/Abilities/Experience Required:

- Strong background in Science, Technology, Engineering and Math (STEM).
- Ability to design lessons and effectively manage students in a project-based environment.
- Skilled in managing multiple projects and manipulatives simultaneously.
- Consistently demonstrate a collaborative and solution-oriented approach in achieving outcomes.
- Demonstrate flexibility and problem-solving skills.
- Ability to collaborate and work successfully as part of a team and interact well with the other administration, staff, board, families, and community partners.
- Demonstrate effective communication, organizational, and collaborative skills.
- Posses excellent computer and technology skills.
- Skilled in learning STEM training and facilitating the training of AASD staff.
- Ability to plan and implement problem-based lessons based on AASD standards.
- Ability to create engaging lessons that integrate STEM into the current grade level curriculum and focuses on developing each student's critical thinking and problem solving skills.
- Ability to identify the need for interventions, accommodations and modifications and design supports for the success of all students.

Responsibilities

- Further developing 5K-Grade 5 STEM learning activities curriculum.
- Plan daily engaging lessons that integrate technology, math, science and engineering that also develops student critical thinking and problem solving skills.
- Attend and participate in STEM/Project-based Learning training and facilitate the professional development of staff in these areas.
- Provide interventions, accommodations and modifications to lessons for growth and success of all students.
- Facilitate student learning via hands-on experiences/projects which allow students to learn by exploration.
- Engage in collaboration with others to develop interventions, accommodations and modifications to the lessons for growth and success of all students.
- Develop STEM learning activities and hands-on material for classes.
- Assist in the management, ordering, and inventory of STEM materials.
- Demonstrate awareness of different student backgrounds and cultures.
- Communicate regularly with parents and colleagues.
- Monitor student growth to identify strengths and areas for improvement.
- Use academic data to continuously refine the district STEM curriculum.
- Actively supervise students.
- Other duties as assigned.

Minimum Qualifications:

- WI DPI License: Middle Childhood-Early Adolescence (1777) or Elem/Middle Level Education (1088)
- Experience - A minimum of three (3) years teaching experience at the elementary level.
- Previous experience teaching STEM is preferred.
- Experience/training/certification in STEM and/or Project-Based Learning preferred or willingness to obtain.
- Experience working with children and adolescents, good classroom management skills, and a deep understanding of current technology.
- Experience working cross-culturally and/or commitment to work toward improving one's own cultural proficiency: valuing difference/diversity, recognizing personal limitations in one's skills and expertise, and having the desire to learn in these areas.

Physical and Sensory Requirements

- Sit and walk throughout the day.
- Manual dexterity to utilize multimedia and computer technology.
- Ability to lift and position students as needed.
- Hearing, speaking, mobility and visual skills sufficient to successfully conduct classroom instructional and supervisory duties.
- Cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate.

Working Environment

- The work is performed primarily in classroom environments or community settings where the professional educator may be exposed to students that display various learning, behavioral, emotional and physical difficulties.
- Occasionally exposed to outside weather conditions (i.e.; bus duty, recess, fire drills, field day).

- Must be able to report to work in person and onsite.
- This teacher may be exposed to sick and/or injured students and staff.

The Appleton Area School District is an Equal Opportunity employer and does not discriminate against applicants or employees based on race; age; sex or sexual orientation; gender or gender identity; creed or religion; color; handicap or disability; marital, citizenship, or veteran status; membership in the National Guard, state defense force, or reserves; national origin or ancestry; arrest or conviction record; use or non-use of lawful products off the District's premises during non-working hours; or any other characteristic protected by law. The District encourages applications from all segments of the population.

- An Equal Opportunity Employer-

Department of Human Resources
131 E. Washington St., Suite 1A
Appleton, WI 54911
P: (920) 852-5300 F: (920) 852-5303
www.aasd.k12.wi.us

JOB DESCRIPTION

Job Title: Special Education Teacher
Classification: Educator
FSLA Status: Exempt
Direct Supervisor: Principal and/or Associate Director of Special Education

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Essential Function:
The purpose of this position is to provide quality learning opportunities for students with disabilities while maintaining a learning environment that enables each student to master academic, social/emotional skills appropriate to their age, grade level and individual capacity while providing supervision throughout the day.

Responsibilities, Tasks & Duties:
Direct Support and Intervention:

- Support students' daily functional routines and encourage independence.
- Teach social, communication, self-regulation, academic, and functional skills.
- Assess effectiveness by samples of work, rating scales, and other data collection.
- Provide specially designed instruction to meet the IEP of each student.
- Utilize teaching methods, resources and suitable materials to meet student's individual needs.
- Ability to demonstrate willingness to adjust to alternative techniques, methods, and programs to meet student's academic, social, and/or behavioral needs.

Planning and Indirect Support:

- Collect and analyze data to address the ongoing needs of each student.
- Prepare assessments based on the data.
- Communicate findings with team members to include but not limited to classroom teachers, related service providers, paraprofessionals, those working directly and indirectly with the student.
- Prepare lesson plans and materials for classrooms.

Classroom Environment:

- Manage behavior of students to provide a safe environment for all students.
- Establish and communicate to all students clear and challenging expectations at their instructional level.
- Comply with and enforce district policies and school rules and regulations.
- Create and maintain a classroom environment that is conducive to learning and appropriate to the developmental level and interests of students.

- Infuse Culturally and Linguistically Responsive teaching practices into the classroom environment to increase student engagement and strengthen relationships in the classroom environment.

Team Meetings:

- Conduct meetings to promote communication and student learning.
- Plan, review materials, prepare agendas, and conduct follow-ups as needed and in accordance with state mandated timelines.

Compliance:

- Complete and submit required reports, plans, and evaluations in accordance with district and state mandated timelines.
- All reports, plans, and evaluations are legibly and accurately completed with fidelity to DPI compliance standards and implemented within the legal timelines.

Communication and Training:

- Consult, collaborate and coordinate with other educators/service providers to promote student success.
- Conduct conferences with parents and students regarding student progress and needs. Facilitate annual IEP meetings and follow up meetings as needed.

Interaction with Students, Parents/guardians, and Outside Agencies:

- Support home school programs by conferences, meetings, and other communications
- Position requires various contacts and interactions with students, parents/guardians and administration Contact outside of the District include community agencies/resources, and other school districts

Essential Skills, Knowledge, and Abilities:

- Skills in problem-solving situations involving students and district personnel.
- Knowledge of special education procedures and regulations regarding the evaluation of students and related district instructional endeavors requiring continuous professional growth
- Ability to communicate and interact effectively with parents/guardians, staff and the general public.
- Skilled in writing routine reports, correspondence, IEP's and other materials related to assigned duties.
- Ability to operate basic office equipment such as a computer, photocopier, telephone.
- Maintain confidentiality.
- Capacity to empathize with students and develop positive student and family relationships.
- Ability to be honest, fair and consistent in the interaction with students.
- Ability to implement district/building behavioral intervention programs (i.e., PBIS, NCI, etc.)
- Knowledge of compliance of all Board approved district policies

Minimum Qualifications dependent on assignment:

- Cross-Categorical Special Education - 1801, Early Childhood - 1809, Intellectual Disabilities - 1810, Emotional and Behavioral Disabilities - 1830 and/or Learning Disabilities - 1811

Working Environment:

- The work is performed primarily in a school environment.
- Must be able to report to work in person and onsite.
- Occasionally exposed to outside weather conditions (i.e., bus duty, recess, fire drills, and field day)
- Mobility to be responsive to student and staff situations throughout building/campus.

Physical and Sensory Requirements:
The position may require the educator to:

- Hearing, speaking, mobility and visual skills sufficient to successfully perform duties.
- Use of cognitive reasoning sufficient to interpret, report, compare, edit, organize and evaluate.
- Lift/Carry: Frequently up to 50 lbs. and frequently up to 100 lbs. as part of a two-person lift
- Push/Pull: Occasionally up to 250 lbs. (i.e., wheelchair or other mobility aids/devices)
- Bend/Kneel/Squat/Reach/Turn/Twist: Frequently
- Crawl/Climb/Reach Above Shoulder Level: Occasionally
- Sit/Walk: 2 hours daily (approx.)
- Stand: 3 hours daily (approx.)
- Ability to react quickly to student's movement and behavior.
- Demonstrate proper body mechanics when lifting/transferring students who have physical disabilities.
- Ability to follow protocols for use of positioning and mechanical lifting equipment for use with students with physical disabilities.
- Ability to safely perform skilled one and two person lifts and transfers.

The physical demands, work-environment characteristics, and qualifications described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Candidates who apply prior to the deadline will receive first consideration.

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- An Equal Opportunity Employer-

ITEM FOR CONSIDERATION

Topic: Internship

Background Information:

The Appleton Area School District applies annually for internship positions to the Department of Public Instruction (DPI). The Wisconsin Internship Program (WIP) governed by DPI is an effective strategy to develop talent for future positions. An intern is provided with on the job training with cooperating teacher supervision and are compensated in the form of a stipend in accordance with DPI guidelines. The following internship is recommended for the second semester of the 2023-2024 school year:

Name	***Position***	***Location***	***Effective Date***
Ahna E. Doherty	Elementary	BAD	1/9/24

Instructional Impact:

None.

Fiscal Impact:

The total cost of the internship is $5,000, which includes a $4,500 compensation stipend to the intern and a $500 professional development fee to DPI.

Administrative Recommendation: Approval is recommended.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.
Madison, Wisconsin
November 29, 2023

REPORT TO THE MEMBERSHIP ON PROPOSED 2024 RESOLUTIONS
WASB Policy & Resolutions Committee
Mike Humke, Dodgeville School Board, Chair

Resolution 24-01: ***Student Teachers & WIP Interns***

Create: The WASB supports revision of Wisconsin's post-secondary student teacher programs and Wisconsin Improvement Program (WIP) Internships for consistency, accessibility, and to incentivize talent development across the state which may include year-round licensure, waiver of fees, and/or payment of stipends.

Rationale: Wisconsin continues to experience an extreme teacher shortage which jeopardizes the ability of districts to provide high quality education through well trained available staff, as well as to fill specialty and substitute teaching needs. Targeting the teacher training pipeline, removing barriers, and offering creative incentives such as pay for student teaching, flexibility in internship licensure for districts, and the ability for education candidates to substitute teach are part of addressing this challenge.

Resolution 24-02: ***Stipends for Cooperating Teachers***

Create: The WASB supports creation of a stipend program to incentivize and compensate Wisconsin DPI designated cooperating teachers for consistency, accessibility, and to boost talent development across the state.

Rationale: Cooperating teachers help preservice student teachers understand the dynamics of the classroom. They mentor student teachers as they navigate the development of lesson plans that align with state standards; implement effective methodologies and strategies to meet the academic and behavioral needs of all learners; and, design assessment tools to collect data for the purposes of monitoring progress. The state currently does not pay cooperating teachers who take on preservice student teachers. Some teachers do take on the responsibility of having student teachers; however, it is additional work and universities may be challenged to fill the pool of cooperating teachers for student teachers.

Resolution 24-03: ***Federal Aids-Facility Barriers for Students with Disabilities***

Amend Existing Resolution 2.60(c) as follows ***(adding the underlined language and deleting the stricken language)*****:** (c) Federal ~~aid~~ funding for the removal of barriers in school facilities which may limit access by students and others and to ensure compliance with federal law.

Rationale: This resolution seeks to update the language of WASB's existing resolution on Federal Aids to reflect more current terminology. It also seeks to tie the resolution more directly to current federal law.

Resolution 24-04: ***Special Education-General Policy***

Amend Existing Resolution 3.40(c) as follows ***(adding the underlined language and deleting the stricken language)*****:** The WASB supports careful diagnosis and screening of all children by professional employees to help identify children with disabilities as early as possible. The WASB also supports special programs that meet the educational needs of children with disabilities through CESAs, county children with disabilities education boards and school districts.

The WASB supports ~~mainstreaming and/or inclusion of children with disabilities into regular classrooms when it benefits all students~~ best practice inclusion of children with disabilities in the general education environment. All children with disabilities deserve access to the general education environment to the greatest extent possible.

Amend Existing Resolution 3.43 as follows ***(adding the underlined language and deleting the stricken language)*****:** The WASB maintains that local school districts should have the flexibility to offer alternatives in addition to ~~mainstreaming~~ access to the general education environment as "the least restrictive environment and most appropriate" for educating children with disabilities as required by law.

Rationale: "Mainstreaming" is an outdated term that doesn't align with the goal of inclusive practices. The revision to the resolution aligns better with the federal Individual with Disabilities Education Act (IDEA).

Resolution 24-05: ***State Specialty Schools***

Amend Existing Resolution 3.481 as follows ***(adding the underlined language and deleting the stricken language)*****:** The WASB supports continued operation of state-funded specialty schools that serve students who are ~~visually handicapped and hearing impaired~~ blind or visually

impaired and/or deaf or hard of hearing. An IEP team should determine if a specialty school is the appropriate educational placement.

Rationale: The terms used in the original resolution are outdated. The state schools have updated their language to reflect the terminology suggested in the revised resolution. The added language clarifies that placement in a specialty school is the determination of the IEP team which includes educations experts familiar with the student's educational needs and the student's parents/legal guardians.

Resolution 24-06: ***Seclusion and Restraint***

Create: The WASB supports continued best practice resources, training, and funding to support school districts in seclusion and restraint practices with a focus on improving systems and reducing harmful events.

Rationale: Seclusion and restraint are widespread practices in schools throughout the state and some advocates cite statistics that they are disproportionately used on students with disabilities and students of color. For example, students with disabilities are involved in a high majority of incidents, despite comprising only 14 percent of the statewide student population.

Resolution 24-07: ***Office of School Safety***

Create: The WASB supports state funding and staff to maintain the functions of the Office of School Safety, including but not limited to grants for schools, trainings for school staff and law enforcement on preventing and mitigating school violence, and maintenance of the 24-hour hotline to confidentially report potential threats.

Rationale: School safety is a top issue for parents across Wisconsin. Funding for continuation of the Office of School Safety was not included in the final 2023-2025 biennial budget. Despite the recent announcement by the Department of Justice of an extension of one-year's funding for the office, state funding may be required to ensure the office can fully operate beyond 2024. The office was established in 2018 with bipartisan support to distribute $100 million in federal grants to schools to strengthen schools' safety protocols and support schools to do criminal incident mapping. Without additional state funding, the office may not be able to continue operating in the way it has since it was created and decrease resources available to districts to enhance their safety.

Resolution 24-08: ***Artificial Intelligence***

Create: The WASB recognizes the significance of Artificial Intelligence as a newly developing technology and looks to be a part of the state discussion as Artificial Intelligence evolves.

Rationale: Artificial Intelligence is a developing technology whose impacts will have far-reaching consequences for education and society. The WASB should seek to be a part of ongoing legislative discussions surrounding Artificial Intelligence regulation and development so that the educational perspective is not left out of the conversation.

Resolution 24-09: Classroom Technology

(Note: Existing Resolutions relating to "Classroom Technology" are found in the Resolutions Book at pp. 24-25.)

REPEAL the following existing resolutions:

- 3.30 Interactive Communications Systems
- 3.31 Technology in the Classroom
- 3.32 Educational Technology Initiative
- 3.33 Online Courses
- 3.34 Virtual Schools
- 3.35 Statewide Contracting for Virtual Classes
- 3.36 CESAs and Virtual Charter Schools

And RECREATE as follows:

EDUCATIONAL TECHNOLOGY

3.30 General Policy

The WASB supports the use of educational technologies, including the use of online courses to allow local school boards to offer course content to students that they would otherwise be unable to offer.

3.31 State Funding

The WASB supports state-funded educational technology initiatives to ensure that school districts have the technological capacity for students to succeed in the 21st century and to meet state requirements, such as online adaptive testing, the state accountability system, curriculum and instructional standards aligned to college and career readiness, and rigorous teacher and principal evaluation systems. (2013-1)

3.32 Virtual Charter Schools
The WASB supports that publicly funded virtual charter schools must follow state accountability standards and transparency requirements.

3.33 CESAs and Virtual Charter Schools
The WASB supports allowing CESAs to enter into cooperative agreements with individual school districts to establish virtual charter schools authorized by the board of the local school district. The WASB opposes legislation granting CESAs the authority to establish independent virtual charter schools.

Should any CESA be authorized to operate a virtual charter school without entering into a cooperative agreement with a school district, the WASB supports limiting per pupil payments to any CESA authorized virtual charter school to an amount identical to the per pupil amount of the open enrollment transfer payment. This would prevent CESA-authorized virtual charter schools from unfairly competing with school board-authorized virtual charter schools. (2012-12)

Rationale: These resolutions are outdated. These changes are meant to update terminology and consolidate resolution language into a more concise and coherent policy. This is deleting/rewriting existing resolutions in accordance with the original intent, nothing new was added.

Resolution 24-10: ***Revenue Limits***
(Note: Existing Resolutions relating to "Revenue Limits" are found in the Resolutions Book at pp. 14-15.)

REPEAL the following existing resolutions:

- 2.40 State Cost Controls
- 2.41 Modification of Revenue Limits

And RECREATE them as follows:

2.40 State Cost Controls
The WASB is opposed to state-imposed revenue limits on school districts. (1992-13)(2010-6)

(a) Additional Revenue Limitations
The WASB opposes any additional limitations that will force decreases in revenue to public school districts. This includes but is not limited to: freezing property tax levies; creating a moratorium on school district referenda; delaying payments to school districts; and adopting a constitutional regulation of school finance. (2002-18)(2005-1)

2.41 Modification of Revenue Limits

The WASB supports exemptions from the revenue cap to allow for the needs of individual districts with respect to the requirements of their programs. (1994-11)(1995-3)

The WASB also supports the following:

(a) Annually increase per pupil revenue limits statewide by a dollar amount equal to or greater than the percentage increase, if any, in CPI-U on a fiscal year basis applied to the statewide average revenue limit authority per pupil. (2012-3)(2017-6)

(b) Allowing the carryover of any unused revenue authority. (1995-3)(1996-10)

(c) Changing the revenue limit FTE membership calculation to allow a district to use either a five-year rolling average, three-year rolling average or the current year membership, whichever is greater, and allowing a district to apply to the Department of Public Instruction for emergency aid or revenue flexibility. (1996-10)(1998-11)(2003-7)(2012-06)(2018-4)

(d) Including 100 percent of full-time equivalent (FTE) summer school membership for each of the years used in the computation of the revenue cap. (1995-17)(2017-14)

(e) Providing that a district's revenue limit be determined prior to the start of the district's fiscal year.

(f) The WASB supports legislation to implement a sliding scale formula factor multiplier to increase the membership of districts for revenue limit purposes. (2016-9)

Rationale: Parts of these resolutions are outdated. These changes are meant to update terminology and consolidate resolution language into a more concise and coherent policy. This is deleting/rewriting existing resolutions in accordance with the original intent, nothing new was added.

Resolution 24-11: ***Licensure***

(Note: Existing Resolutions relating to "Certification/Licensure" are found in the Resolutions Book at p. 36-38 and the Existing "4.80 Evaluations" is found at p. 38.)

REPEAL and RECREATE the following existing resolutions:

- **4.60 General Policy**
- **4.61 Shortages**
- **4.62 Temporary Certification**
- **4.63 Alternative Certification**

- **4.635 DPI Licensing of Clinical Counselors**
- **4.64 Performance-based Licensure**
- **4.65 Teacher Competency Exam**
- **4.66 Professional Growth**
- **4.67 Mentoring Duties**
- **4.68 Charter School Teachers**
- **4.69 Revocation**
- **4.80 Evaluations**

By RECREATING them to read as follows:

4.60 General Policy

The WASB supports a teacher licensure system that fosters a highly educated, highly trained, effective, professional teaching force with reasonable flexibility to meet the needs of our members with regard to staffing supply challenges. (2018-13)

4.61 Shortages

(a) Teacher Shortages and Alternative Licensure Pathways

The WASB supports reasonable efforts to provide pathways to licensure for teaching candidates in subject or content areas where there is a shortage of licensed teachers, provided that candidates have bachelor's degrees and are qualified to be in a classroom as demonstrated by appropriate experience, knowledge and skills in the subject or content area, and rigorous training in pedagogy, assessment, and classroom management. (2015-17)

(b) Technical Education Teacher Shortage

The WASB supports reasonable efforts to increase the supply of licensed technical education teachers, including in technical education content areas where shortages are most acute. (2015-04)

(c) School Social Worker Certification and Licensure

The WASB supports efforts to increase the supply of school social workers, school counselors and mental health providers throughout the state. The WASB will work with the DPI to address existing obstacles to school social worker licensing with an emphasis on obstacles faced by districts in regions of the state that are located remotely from universities conferring degrees currently recognized by the DPI for licensure. (2020-12)

4.62 Temporary Certification

The WASB supports temporary certification of teachers in grade levels or content areas other than those in which they are already certified to meet our members' need with regard to staffing supply challenges. (1982-5)

4.63 Mentorship/Residency Model

The WASB calls on the Superintendent of Public Instruction to actively promote alternative administrative and teacher certification that includes a mentorship/residency and a training program. (1991-15)(2005-22)

4.635 DPI Licensing of Clinical Counselors

The WASB supports legislation authorizing the Department of Public Instruction to issue an educator license to clinical counselors, so school districts can employ clinical counselors to provide mental health services to students the same way other licensed district staff are employed to do so. (2019-18)

4.65 Teacher Competency Exam

The WASB supports legislation that would require teachers to pass a state competency exam or demonstrate competency through alternative means before they are granted a license to teach in a Wisconsin public school district. (1999-8)

4.68 Charter School Teachers

The WASB supports allowing teachers granted a charter school license in a particular subject area to teach additional subjects under the supervision and/or direction of another Wisconsin certified teacher currently teaching in that subject area, provided that student learning meets standards applicable to the charter school. (2011-16)

4.69 Revocation

The WASB supports legislation to require the DPI to revoke the license of any teacher who has been dismissed or non-renewed by a school board for intentionally using school district technology to download, view or distribute pornographic material in violation of the district's acceptable use policy. The WASB further supports requiring the DPI to make information about the disposition of such cases publicly available if revocation is the result of the hearing. (2011-17)

4.80 Evaluations

The WASB supports efforts of school districts to systematically and periodically evaluate and compensate teachers, administrators and support staff members based on performance. (1989-1)(1996-8)

(a) Staff Improvement/Professional Development
The WASB supports the efforts of school boards to provide staff professional development to address staff improvement at the local level through effective evaluation and improved supervisory techniques that include coaching/mentoring. (1991-11)

(b) Student Achievement as Performance Criteria
The WASB supports legislation that would allow districts to develop a teacher evaluation instrument that would include all test/assessment results as part of the criteria for evaluating teachers. The WASB supports efforts to develop a model teacher evaluation system, provided that such a system is not mandated, is implemented gradually, and allows districts that have piloted their own rigorous teacher evaluation systems to continue to use those evaluation systems. (1999-16)(2012-15)

(c) The WASB supports efforts to: (1) develop definitions of key guiding principles of a high quality educator effectiveness system; (2) create model performance based evaluation systems for teachers and principals; (3) build a regulatory framework for implementation that includes how student achievement will be used in context; and (4) make recommendations for methods to support improvement and recognize performance. (2012-15)

Rationale: These changes are meant to remove outdated language, update terminology and consolidate resolution language into a more concise and coherent policy. This is deleting/rewriting existing resolutions in accordance with the original intent, nothing new was added.

(Note: Headings/Titles of resolutions and placement in the book are decided by WASB staff. The delegates need to approve resolution language changes and deletions. The numbers in parentheses indicate the year the original/existing language was adopted by delegates.)

Policy Type: Operational Expectations

Financial Planning

The Superintendent shall develop and maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectation (OE), and that avoids long-term fiscal risk to the district.

The Superintendent will develop a budget that:

1. Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the ***Results*** priorities and any ***Operational Expectations*** goals.
2. Credibly describes revenues and expenditures.
3. Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
4. Discloses budget-planning assumptions.
5. Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, framework increases and benefits.
6. Includes such amounts as the Board determines to be necessary for its own governing function, including board member training, consultation, attendance at professional conferences and events, and other matters identified by the Board.
7. Provides for an anticipated year-end fund balance sufficient to minimize the need for short-term borrowing and protects the District's bond rating.

The Superintendent may not develop a budget that:

8. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

Adopted: June 14, 2021

Revised: July 26, 2021

January, 8, 2024

Monitoring Method: Internal report
Monitoring Frequency: Annually

AGI Aspen Group International LLC©

Policy Type: Operational Expectations

Financial Planning

The Superintendent shall develop and ~~present to the Board~~ maintain a multi-year financial plan that is related directly to the Board's Results priorities and Operational Expectations ~~goals~~ (OE), and that avoids long-term fiscal ~~jeopardy~~ risk to the district.

The Superintendent will develop a budget that:

1. Is in a summary format understandable to the Board and presented in a manner that allows the Board to understand the relationship between the budget and the ***Results*** priorities and any ***Operational Expectations*** goals.
2. Credibly describes revenues and expenditures.
3. Shows the amount spent in each budget category for the most recently completed fiscal year, the amount budgeted for the current fiscal year, and the amount budgeted for the next fiscal year.
4. Discloses budget-planning assumptions.
5. Reflects anticipated changes in employee compensation, including inflationary adjustments, step increases, framework increases and benefits.
6. Includes such amounts as the Board determines to be necessary for its own governing function, including board member training, consultation, attendance at professional conferences and events, and other matters identified by the Board.
7. Provides for an anticipated year-end fund balance sufficient to minimize the need for short-term borrowing and protects the District's bond rating.

The Superintendent may not develop a budget that:

8. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be available during the year.

Adopted: June 14, 2021

Revised: July 26, 2021

January, 8, 2024

Monitoring Method: Internal report
Monitoring Frequency: Annually

AGI Aspen Group International LLC©

Success for Every Student, Every Day

Appleton Area School District
Operational Expectations Monitoring Report
OE-6 Financial Administration

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-6, Financial Administration, the Superintendent certifies that the following information is accurate and complete, and the Organization is:

__X_ **Compliant**

____ **Compliant with the exceptions noted**

____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
21	0
Total Indicators: 21	

Executive Summary/Analysis:

The interpretations and indicators, as submitted below, will provide evidence to the Board that the District's assets are maintained and protected. The District's Business Services Department maintains a strict set of checks and balances for the District's finances. Evidence of some of these procedures will be provided in samples attached to this report.

The most significant indicator of compliance is the annual financial reports from the auditors (the audit). This report reflects that there are no material weaknesses in the operational procedures, indicates that reports were timely and accurate and that expenditures occurred in line with the established budget.

Notes or exceptions, if any:

Consider combining 6.2.1 and 6.3.1 as they both deal with purchasing procedures and both only have one compliance factor. Recommend combining into one section 6.2 with the two existing compliance indicators renumbered as 6.2.1 and 6.2.2 for the levels of purchasing.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-6, Financial Administration, the Board finds that the organization is:

_____ Compliant

_____ Compliant with the exceptions noted

_____ Non-Compliant

Summary Statements of the Board, if any:

_____

_____

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____Re-submitted: _____

OE - 6: Financial Administration
The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's ***Results*** or meeting any ***Operational Expectations*** goals; or places the long-term financial health of the district in jeopardy.

SUPERINTENDENT Interpretation:

The Board values a well-managed, balanced budget with expenditures that are consistent with District goals and support the achievement of the Board's Results policies and Operational Expectations policies.

- **Financial activity** shall mean any action conducted by District employees that is conducted on behalf of the District and incurs a monetary cost.
- **Materially deviates** (greater than 5%) shall mean causing the District to expend more in a budget category than the annual appropriation resolution adopted by the Board of Education or as amended by the Board of Education through supplemental appropriations.
- **Fiscal condition** shall mean the cash flow position needed to meet financial obligations.
- **Long-term financial health** shall mean the ability of the District to meet its monetary obligations for the current fiscal year and preserving a fund balance that provides for monetary requirements for the ensuing fiscal year.

OE – 6.1 The Superintendent will assure that payroll and legitimate debts of the district are promptly paid when due.

SUPERINTENDENT Interpretation:

- **Payroll** shall mean monies owed to employees as a result of contracts with the District or services rendered.
- **Legitimate debts** shall mean legal obligations due for goods or services performed in compliance with terms and conditions outlined in district policy, contracts or agreements.
- **Promptly paid** shall mean covering District financial obligations within the time period noted in contracts, district policy and financing arrangements, and within a time period that maintains or improves the District's credit rating.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
6.1.1- 100% of employees are accurately and timely paid.	**X**	
6.1.2- 100% of payroll-related liabilities are accurately and timely paid in accordance with timeframes established by the IRS, WRS and Wisconsin Department of Revenue.	**X**	
6.1.3- 100% of invoices have been reviewed for completeness and appropriateness and judged to be accurate before a vendor is paid. Proof of receipt of materials or services is evident on the invoice.	**X**	
6.1.4- 100% of the District long-term debt General Obligation bonds are paid in accordance with the bond debt service schedules.	**X**	

SUPERINTENDENT Evidence of Compliance:

6.1.1- Payroll is run on a semi-monthly basis (15th and EOM) and processed the prior business day if the 15th or End-Of-Month falls on a weekend or banking holiday. Regular employees (both salary and hourly) are paid for their regular scheduled hours based on their assignment(s). Any additional pay or other adjustment is processed through the use of timesheets. Leave time is tracked through a separate software system. These adjustments are reconciled for each payroll. A sample of this reconciliation is attached here. If any timesheets are missed for a regular check run, an additional run is processed to be sure all are processed within 30 days of work being completed for the time period on the sheet.

6.1.2-Payroll related liabilities are paid either semi-monthly following the regular payroll or monthly in accordance with the requirements of the vendor or government agency. Liabilities are reconciled either monthly to invoices for vendors or quarterly with government reports. Minor adjustments for rounding or changes in employee status are made at the time of reconciliation. Liabilities are also reviewed as part of the annual fiscal audit. Attached is an example of the quarterly 941 report filed with the IRS. The 941 and the WRS (WI Retirement System) are the two largest payroll related liabilities of the District.

6.1.3-Vendor invoices are reviewed at the site or department level. Each invoice is coded for accounting purposes and referencing a purchase order number (if applicable) once the items are received. These are approved by the appropriate administrator and submitted to Business Services. A few departments also enter the invoice information into Skyward. Invoices received by Business Services are reviewed for account coding and proper authorization. If not already in the Skyward system, the invoices are entered by the Accounts Payable Administrative Assistant (APAA). Each batch of invoices is reviewed by the APAA to verify; vendor name and address, invoice total and account codes. Batches are then reviewed by the Controller for accuracy. Checks or ACH payments are authorized to be made after the Controller's review. Attached here is a sample of the batch sheet generated during the review process signed off on by the Controller after review and an invoice in that batch.

If adjustments are required after an invoice is paid, there is an account change process requiring administrative approval. Any other changes or corrections are processed with the next regular check run or a special run if time sensative.

6.1.4-Bond debts are currently paid semi-annually. Interest only payments are due September 1st and principal and interest payments are due March 1st of each year. Debt schedules are attached here.

OE – 6.2 The Superintendent will assure that all micro and small purchases are made in accordance with Policy 672 - Purchasing Policy.

SUPERINTENDENT Interpretation:

- **Policy 672 - Purchasing Policy and 672-Rule - Purchasing Procedures** will be followed for all material and service purchases of the District.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.2.1-** All purchases costing less than $10,000 and less than $250,000 respectively, will be completed in accordance with 672-Rule - Purchasing Procedures.	In Compliance	Not in Compliance
	X	

SUPERINTENDENT Evidence of Compliance:

- All purchasing in the District follows Policy 672 Purchasing and Rule-672 Purchasing Procedures. Small and micro purchases do not require pricing analysis but quotes are recommended whenever prudent and practical. A sample of a small purchase is attached here.

OE – 6.3 The Superintendent will assure that all large purchases, including the purchase of supplies, materials and equipment, and any contracted services except professional services, are completed in accordance with Policy 672 - Purchasing Policy.

SUPERINTENDENT Interpretation:

- **Contracted services** shall mean work that is completed by vendors (not AASD employees).
- **Professional services** shall mean architects, accountants, engineers, lawyers, teachers, etc.
- **Policy 672 - Purchasing Policy and 672-Rule - Purchasing Procedures** will be followed for all material and service purchases of the District.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.3.1-** Purchases of supplies, materials, or equipment in the amount of $250,000 or more are awarded to the most reasonable and responsible bid submitted by a qualified supplier, taking into consideration the needs of the District, the quality of materials (services) desired, and their contribution to the District program/school in accordance with Policy 672-Rule - Purchasing Procedures. Compliance with purchasing procedures will be documented by the Business Services Department.	In Compliance	Not in Compliance
	X	

SUPERINTENDENT Evidence of Compliance:

- All purchasing in the District follows Policy 672 Purchasing and Rule-672 Purchasing Procedures. Large purchases can be done through one of three methods: competitive sealed bids, competitive proposals or noncompetitive proposals (sole source) under certain circumstances. Purchases are reviewed regularly by Business Services and are tested as part

of the annual audit. We do not collect bid quotes for each purchase in the business office, each administrator is responsible to keep records of their bidding documents. A sample of a competitive proposal is attached here.

OE – 6.4 The Superintendent will coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all district funds and accounts.

SUPERINTENDENT Interpretation:

- **Coordinate and cooperate with** shall mean to provide all information to the auditors as requested to enable the auditors complete an annual Comprehensive Annual Financial Report following the end of each fiscal year.
- **All district funds and accounts** shall mean all financial information and records contained in the accounting financial software.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when: **6.4.1-** The District's appointed financial auditing firm completes the annual independent audit and presents an "Unmodified Opinion" report to the Board of Education prior to January 31st following the fiscal year end.	**X**	

SUPERINTENDENT Evidence of Compliance:

- An audit of the District financial records and operations is conducted annually in compliance with state and federal regulations. Attached is the completed audit Financial Reports and Executive Summary for the year ended 6/30/2023. A paper copy of the reports and letters will be provided to board members as soon as available but prior to the presentation of the audit results in January.

OE – 6.5 The Superintendent will make all reasonable efforts to collect any funds due the district from any source.

SUPERINTENDENT Interpretation:

- **Reasonable efforts** shall mean internal procedures and contracted external efforts to include a variety of methods depending on amounts of uncollected funds.
- **Source** shall mean funding mechanisms of state and federal government, students, employees, vendors and any other financially related party.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	**In Compliance**	**Not in Compliance**
6.5.1- Uncollected funds (non-student) have been processed through collection efforts including reminder letters, phone calls, penalties for late payments, collection agencies, liens and attorney involvement. The cost (either monetarily and/or time resources) of collection efforts has been weighed against the amount to be collected and a purposeful decision has been made about whether or not to write off a receivable. The District's Director of Auxiliary Services generates a report of outstanding balances for review by the Board.	**X**	
6.5.2- Uncollected student funds have been processed through collection efforts including reminder letters, phone calls, and individual conferences. A report will be generated, and reviewed by the Board, showing uncollected funds at the end of each year, and will indicate that reasonable efforts were made to collect funds.	**X**	

SUPERINTENDENT Evidence of Compliance:

6.5.1-Accounts Receivable are tracked in the Skyward financial software. Invoices are entered by a department Administrative Assistant and monitored by the Accounts Receivable Administrative Assistant in Business Services. Reminders and calls are sent if payments are not received timely. The list of outstanding receipts is reviewed as part of the annual audit. Attached here is the list as of 6/30/23.

6.5.2-Student receivables are entered and tracked in the Infinite Campus software system. Regular reminders go out to parents for amounts due on student accounts and student meal accounts. This is a summary of the student meal account totals at 6/30/23. Annually Business Services reviews the list for students that have not attended the District for several years and for which collection efforts have not been successful. These accounts are written off in accordance with accepted accounting regulations and District procedures.

OE – 6.6 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.

SUPERINTENDENT Interpretation:

- **Keep complete and accurate financial records** shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures account structure and report to the public using Generally Accepted Accounting Principles.
- **Generally Accepted Accounting Principles** shall mean guidelines and standards for financial reporting promulgated by the Federal Accounting Standards Board.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	In Compliance	Not in Compliance
6.6.1- The independent financial auditors express an ***"unmodified opinion"*** on the basic financial statements and conformity with accounting principles generally accepted in the United States of America.	**X**	
6.6.2- The audit report contains a fiscal year report of receipts and expenditures of each fund with designated program reports in accordance with the Financial Policies and Wisconsin Uniform Financial Accounting Requirements. The supplemental Schedules for each fund will be in the format prescribed by the Wisconsin Department of Public Instruction and shall be in agreement with the audited financial statements of the school district.	**X**	
6.6.3- The independent financial auditors confirm in the audit report that the District is in conformity with the Financial Accreditation audit process required by the Department of Education to ensure compliance with budgetary, accounting and reporting requirements.	**X**	

SUPERINTENDENT Evidence of Compliance:

- A copy of the audit for the year ended 6/30/23 is attached here.

OE – 6.7 The Superintendent will publish a financial condition statement annually.

SUPERINTENDENT Interpretation:

- **Publish a financial condition statement annually** shall mean publishing an easily read complete audit report statement of net assets, statement of activities, balance sheet and reconciliation of the governmental funds consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants.
- **Publishing** shall mean producing hard copy print for the Board of Education and for review by the public, and available on the District website.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when:	In Compliance	Not in Compliance

6.7.1- The District publishes a complete set of financial statements and a report consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants.	**X**	
6.7.2- The statements and reports are published in print for the Board and copies made available to the public, and are posted for download on the District's website.	**X**	

SUPERINTENDENT Evidence of Compliance:

- A complete set of financial statements is part of the annual audit report. A copy of the audit for the year ended 6/30/23 is attached here.
- Hard copies and publishing on the District website will be made available to the general public on or about January 23, 2024 once the audit is presented at the Board meeting. We do not have a second meeting in the month of December to be able to present in December.

OE – 6.8 The Superintendent may not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.

SUPERINTENDENT Interpretation:

- **Expend more funds than made available** shall mean spend more money at the fund level than was budgeted and originally adopted by the Board or as amended by the Board of Education through supplemental appropriations.
- **Legal means** shall mean the use of appropriation resolution authorizing expenditures, use of fund balance, and transfers of interfund borrowing.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
6.8.1- As reported in the annual financial audit, expenditures at the fund level do not exceed appropriation amounts originally adopted, or as amended by the Board of Education through supplemental appropriations.	**X**	
6.8.2- There is no violation of state law or notification of a violation in connection with expenditures exceeding appropriations as determined by external auditors.	**X**	

SUPERINTENDENT Evidence of Compliance:

- A copy of the audited Financial Statements and Executive Summary for the year ended 6/30/23 are attached.

OE – 6.9 The Superintendent may not indebt the District.

SUPERINTENDENT Interpretation:

- **Indebt the district** shall mean incurring short (within the current fiscal year) or long term (beyond the current year) financial obligations that are not planned for and approved by the Board or, in the case of a bond election or mill levy override, by the community.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
6.9.1- As reported in the annual financial audit, there are no short or long term financial obligations or debts except those that have been approved by the Board.	**X**	
6.9.2- The external auditors make no reference to unapproved material obligations remaining unpaid 60 days after the close of the fiscal year.	**X**	
6.9.3- All payment registers are approved by the Board within 60 days of the close of a month.	**X**	

SUPERINTENDENT Evidence of Compliance:

6.9.1 & 6.9.2- A copy of the audit for the year ended 6/30/23 is attached here.

6.9.3-Monthly at a regular board meeting the board reviews payment registers for the previous month. Copies of these are available with board meeting agendas.

OE – 6.10 The Superintendent may not permanently transfer money from one dedicated fund to another.

SUPERINTENDENT Interpretation:

- **Dedicated funds** include the General fund, Grants fund, Trust/Special Revenue fund, Special Education fund, Non-Referendum Debt fund, Referendum Debt fund, Capital Projects fund, Food Service fund, and Community Service fund.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.10.1-** As reported in the annual financial audit, no funds were permanently transferred from one dedicated fund to another without Board approval.	**In Compliance**	**Not in Compliance**
	X	

SUPERINTENDENT Evidence of Compliance:

- A copy of the audit for the year ended 6/30/23 is attached here.

OE – 6.11 The Superintendent may not allow any required reports to be overdue or inaccurately filed.

SUPERINTENDENT Interpretation:

- **Overdue or inaccurately filed** shall mean all deadlines will be met or an extension requested and reports will be filed as accurately as possible with the most current information and knowledge available.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.11.1-** The external auditors find there to be no material internal control weaknesses inherent in the District's financial system.	**In Compliance**	**Not in Compliance**
	X	

SUPERINTENDENT Evidence of Compliance:

- A copy of the audited Financial Statements and Executive Summary for the year ended 6/30/23 is attached.

Success for Every Student, Every Day

APPLETON AREA SCHOOL DISTRICT

Appleton Area School District
Operational Expectations Monitoring Report
OE-12 Facilities

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy OE-12, Facilities, the Superintendent certifies that the following information is accurate and complete and that the Organization is:

_____ **Compliant**

__X__ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
17	4
Total Indicators: 21	

Executive Summary/Analysis:

This past year in facilities has looked significantly different from previous years as a result of the successful referendum. Though this great opportunity is allowing for significant construction throughout the school district, the efforts required to plan and manage this additional work caused 4 capital improvement indicators to be non-compliant.

Notes or exceptions, if any:

12.1.6 - The district capital improvement plan was created, but was not presented to the board
12.1.7 - The district capital improvement plan was created and projects completed, but not presented to the board.
12.4.3 - The board was not briefed on the completed project from last year.
12.5.1 - The board was not briefed on projects over $100,000 included in last year's capital project plan.

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-12, Facilities, the Board finds that the organization is:

_____ **Compliant**

_____ **Compliant with the exceptions noted:**

_____ **Non-Compliant**

Summary Statements of the Board, if any:

_____

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____Re-submitted: _____

OE -12: Facilities
The Superintendent shall assure that physical facilities support the accomplishment of the Board's ***Results*** policy.
SUPERINTENDENT Interpretation: The Board values physical facilities that ensure a safe, healthy and welcoming environment to support teaching, learning, efficiency and excellence. ● **Physical facilities** shall mean all buildings, grounds and infrastructure (excluding technology) throughout the district. ● **Support the accomplishment** shall mean to provide the opportunity to succeed by minimizing lost academic time and to provide a physically safe and clean learning environment. ● The Board's **Results** policy is defined in R-1, R-2, and R-3

OE – 12.1 The Superintendent will develop and execute a plan that establishes priorities for construction, renovation and maintenance projects that :

a. Assigns the highest priority to the correction of unsafe conditions;
b. Includes maintenance costs as necessary to enable facilities to reach their intended life cycles;
c. Plans for and schedules preventive maintenance;
d. Plans for and schedules system replacement when new schools open, schools are renovated or systems replaced;
e. Discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the district.

SUPERINTENDENT Interpretation:

- **Plan** shall mean a 5-year Capital Improvement Plan, coordinated with an annual Capital Project Plan.
- **Projects** shall mean major work identified in the Capital Improvement Plan and/or Capital Projects Plan.
- **Correction** shall mean bringing a condition into compliance with the applicable code or generally accepted industry standard for safety.
- **Unsafe condition** shall mean a condition that does not meet an applicable code or generally accepted industry standard or a condition that can reasonably be expected to cause physical harm.
- **Growth Patterns** shall mean trends in student population size.
- **The financial and human impact individual projects will have on other parts of the District** shall mean taking into consideration the budget implications, effect on the educational environment for students and staff, and costs to other departments of the District due to the scheduling and completion of projects.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
12.1.1- The Districts' schools lose no instructional days as a result of any system failure that could have reasonably been avoided through a preventive maintenance plan. Any lost time will be documented in a log and made available to the Board upon request.	**X**	
12.1.2- Any identified unsafe condition related to our facilities is addressed immediately, corrected as soon as possible, and remains a priority until fixed. No person is injured and no instructional time is lost as a result of an unaddressed unsafe condition of our facilities. Any injury will be recorded by the District's Safety Coordinator, and any lost time will be documented in a log, and both are made available to the Board upon request.	**X**	
12.1.3- Superintendent prioritizes projects and identifies unsafe conditions of our facilities during the Capital Projects planning	**X**	

process. The District's Capital Projects list will be presented to the Board in the spring of each year.		
12.1.4- Superintendent identifies, prioritizes, and adequately funds necessary repair and maintenance projects during the Facilities and Operations Budgeting process. The Facilities and Operations budget is available to the Board upon request.	**X**	
12.1.5- The district identifies, schedules and conducts required preventive maintenance using the Akitabox Facility Management Software system. Reports from the system are made available to the Board upon request.	**X**	
12.1.6- The district develops, and updates at least every five years, a Facility Capital Improvement Plan. The Plan will be presented to the Board for review in the spring of each year.		**X**
12.1.7- Annually, the district develops a Facility Capital Projects Plan. The plan includes projects to be completed within the year and is presented to the Board for review in the spring. An updated plan that includes projects completed is presented to the Board for review in the fall of each year.		**X**

SUPERINTENDENT Evidence of Compliance:

12.1.1 - No Instructional days were lost as a result of these reasons, and therefore no log was created for this reason.

12.1.2 - No injury or educational time was lost as a result of an unaddressed unsafe condition of our facilities. All workplace injuries are recorded in an OSHA 300 log.

12.1.3 - Annual site visits are made to buildings to identify unsafe conditions and special considerations are made to any unsafe conditions while prioritizing projects.

12.1.4 - The facilities and operations budget is prioritized each year based on the anticipated needs of that particular year.

12.1.5 - The preventative maintenance is monitored throughout the district, and adjustments are made when we find it necessary to add more maintenance or inspection items.

12.1.6 - The district capital improvement plan was created, but was not presented to the board.

12.1.7 - The district capital projects plan was created and projects were completed, but not presented to the board.

OE - 12.2 The Superintendent will project life-cycle costs as capital decisions are made.

SUPERINTENDENT Interpretation:

- **Project** shall mean calculate using cost analysis methodology.
- **Life cycle costs** shall mean the total acquisition and operational costs of a system, piece of equipment, or facility based on the manufacturer's design life expectancy.
- **Capital decisions** shall mean decisions involving the expenditure of $100,000 or more.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
12.2.1- In a random sample of non-bond capital projects, the Superintendent will select 10% of projects to review the design alternatives for all system replacements, including life cycle cost analyses for all capital decisions that show schedule alternatives and design criteria.	**X**	
12.2.2- If requested by the Board, for bond projects, the board will be briefed on the designs chosen in developing the final scope specified in the construction documents design. The Facilities and Operations Department will use life cycle costs in the design of each project, choosing the design that is the best value given existing systems and cost and will explain the decisions when briefing the Board prior to starting the project, if requested by the Board.	**X**	

SUPERINTENDENT Evidence of Compliance:

12.2.1 - Attached is the bid tab from the roofing project at Horizons where we took out a clay tile roof that was giving us problems and replaced it with a standing seam metal roof. As part of the design process for this project we considered three options weighing the costs, longevity, and impact on the building. These three options were replacing the roof with similar clay tile, asphalt, and standing seam metal. In working with a design team from STR/SEG, we determined that the best financial decision was to go with a standing seam metal roof. This project design was sent to 7 roofing companies that all did this type of work; however, we only received one bid back. Reasons varied on why the others didn't bid such as scheduling conflicts or not having the capability to produce the required roof panel length without a splice. We consulted with our engineering partner on whether to proceed or not with just the one bid. This project was bid out in December with a following summer start date. If we delayed any more by extending the bid to other firms from further away, we risked losing our existing bid which we determined was a very fair number based on other similar projects in the area. We also did not want to change our specification and compromise on the quality of the product by allowing the seam just to get another bid or two. We decided to award the project to the one responsible bidder.

12.2.2 - No requests were received from the board this year. The board has been informed on the referendum project design including the four middle schools, and Sandy Slope Elementary.

OE - 12.3 The Superintendent will assure that facilities are safe, clean and properly maintained.

SUPERINTENDENT Interpretation:

- **Safe** shall mean free from physical hazards or dangers to students, staff, and stakeholders.
- **Clean** shall mean relatively free of trash (except in approved receptacles) and dirt, and conforming to applicable health department standards.
- **Properly maintained** shall mean ensuring that the facilities are code compliant, are able to pass required inspections, and are reasonably preserved from failure or decline.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
12.3.1- The district passes all required annual inspections and construction inspections in accordance with applicable federal, state and local codes as documented in a log of completed inspections. The log will be made available to the Board upon request.	**X**	
12.3.2- The district completes 100% of reactive maintenance requests within an average of 20 days. Examples of reactive maintenance requests are; roof leaks, temperature/comfort complaints. Reports from the AkitaBox system are made available to the Board upon request.	**X**	
12.3.3- The district completes 100% of preventative maintenance within an average of 35 days. Examples of preventative maintenance requests are; HVAC filter changes, and equipment belt, grease, or oil maintenance. Reports from the AkitaBox system are made available to the Board upon request.	**X**	

SUPERINTENDENT Evidence of Compliance:

12.3.1 - All safety inspections were completed as listed in the "Safety Inspection 2022_23" log

12.3.2 - Reactive Maintenance Requests were from July 1, 2022 through June 30, 2023 were completed in under 20 days as shown in the "Reactive Work Orders" report. Service requests submitted by building staff from July 1, 2022 through June 30, 2023 were completed in under 13 days as shown in the "Service Request" report.

12.3.3 - Preventative Maintenance work orders from July 1, 2022 through June 30, 2023 were completed in under 22 days as shown in the "Preventative Work Orders" report.

OE - 12.4 The Superintendent will inform the Board of construction schedules and change orders that significantly increase the cost or reduce quality of any capital project.

SUPERINTENDENT Interpretation:

- **Change orders** shall mean a change in the scope of a project that produces a corresponding change in the cost, schedule, or quality of the project.
- **Significantly increase the cost** shall mean a change greater than $250,000.
- **Reduce quality** shall mean changing approved design specifications to a lower standard or accepting work that does not meet the approved design specifications.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
12.4.1- The previous school year capital project budget closes out at or under budget. The Capital Projects budget will be presented annually to the Board.	**X**	
12.4.2- The Board is briefed on any schedule changes or change orders that significantly increase the cost or reduce quality prior to approval of the schedule change or change order.	**X**	
12.4.3- The Board is briefed on completed projects. The briefing will include final cost versus estimate and adherence to quality and schedule.		**X**

SUPERINTENDENT Evidence of Compliance:

12.4.1 - The capital project budget was intentionally kept under budget as a result of the referendum.

12.4.2 - No change orders of this definition occurred.

12.4.3 - The board was not briefed on the completed project from last year.

OE - 12.5 The Superintendent may not build or renovate buildings.

SUPERINTENDENT Interpretation:

- **Build** shall mean the initial construction of a facility or the addition to an existing facility.
- **Renovate** shall mean the restoration of a facility or system to “as new” condition.
- **Buildings** shall mean physical facilities over 400 square feet.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **12.5.1-** The Board is briefed on all initial construction and renovation projects greater than $100,000, included in the Capital Projects Plan.	In Compliance	Not in Compliance
		X

SUPERINTENDENT Evidence of Compliance:

12.5.1 - The board was not briefed on projects over $100,000 included in last year's capital project plan.

OE- 12.6 The Superintendent may not recommend land acquisition without first determining growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks.

SUPERINTENDENT Interpretation:

- **Land acquisition** shall mean obtaining a potential building site through purchase or developer dedication.
- **Growth patterns** shall mean trends in student population size.
- **Comparative costs** shall mean a total development cost analysis of potential sites.
- **Construction and transportation factors** shall mean potential issues regarding site selection pertaining to ability to build and to safely transport students.
- **Extraordinary contingency costs** shall mean unplanned and non-budgeted changes.
- **Potential natural and man-made risks** shall mean unforeseen issues that are naturally present on the site or that were previously introduced to the site by a previous owner.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **12.6.1-** The Board is briefed on and approves all recommended land acquisition projects, to include growth patterns, comparative costs, construction and transportation factors and any extraordinary contingency costs due to potential natural and man-made risks prior to the district entering into any agreement for the purchase or dedication of land.	In Compliance	Not in Compliance
	X	

SUPERINTENDENT Evidence of Compliance:

12.6.1- No land was acquired during this period.

OE - 12.7 The Superintendent may not unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.

SUPERINTENDENT Interpretation:

- **Use of facilities** shall mean non-District individuals or groups accessing both indoor and outdoor facilities.
- **Student safety, student functions, and the instructional program are not compromised** shall mean that student safety, student functions, and the instructional program shall at all times take priority over the use of facilities by non-District individuals or groups.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when:		
12.7.1- The District maintains "Community Use of School Facilities" Policy 830.	**X**	
12.7.2- Community groups that used District facilities paid the appropriate fee for usage on every occasion. A report of all District rentals is available to the Board upon request.	**X**	
12.7.3- Facility use was monitored and all events were conducted safely and appropriately in accordance with the policy. A log of any incidents of events that were not conducted safely and appropriately, along with details of how the incident was resolved, is kept by the District's Use of Building secretaries and is available to the Board upon request.	**X**	

SUPERINTENDENT Evidence of Compliance:

12.7.1 - Our use of buildings administrative assistants are trained in policy 830 and follow it.

12.7.2 - All use of facilities rentals are billed after the event based on the category in which that particular organization falls.

12.7.3 - No incidents related to use of buildings were recorded during this period.

OE - 12.8 The Superintendent may not name or rename any school or other major District facility.

SUPERINTENDENT Interpretation:

- **Other major District facilities** shall include, but is not limited to, buildings or property owned by the District.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when: **12.8.1-** No school or other major District facility is named or renamed except those that have been approved by the Board following procedures outlined in District Policy 940.	**X**	

SUPERINTENDENT Evidence of Compliance:

12.8.1- Each time a facility is named or renamed, Policy 940 is followed. A recent example would be the naming of Sandy Slope Elementary School.

ITEM FOR CONSIDERATION

Topic: District Policy - 342.7 Services for Multilingual Learners

Background Information:

Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB-recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

Policy 342.7 Services for Multilingual Learners was a policy identified for creation and does not replace a current policy.

Instructional Impact:

Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high-quality instruction for our students.

Fiscal Impact: None

Administrative Recommendation: Approve as submitted.

Contact Person(s):

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BOE: 1/8/2024

SERVICES FOR MULTILINGUAL LEARNERS

All cultures and languages are valuable resources to learn and live in the Appleton Area School District (AASD) and our global community. Multilingualism creates learning environments that draw from the rich linguistic diversity and cultural strengths of AASD students. Research shows when students' identities, histories, cultures, and languages are included in a meaningful and equitable education, they are better able to learn academic content and the official language medium of education, be it English or other primary languages.

The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement:

- All languages are an asset.
- Language is foundational to academic learning.
- Language learning should be integrated into all teaching for MLs.
- All educators are language educators.
- English Language Development Standards support the language development of ALL students.

The AASD shall strive to meet the following goals of this policy:

1. provide a range of language program(s) for multilingual students, which include students identified as English Learners ("EL") and students who want to learn an additional language;

2. provide effective educators with appropriate knowledge, skills, and instructional materials; and

3. provide outreach support to families to become actively engaged in their children's education.

The School Board shall provide appropriate educational and support services for students whose primary language is not English to help them acquire English language skills that will enable them to function successfully in an all-English classroom and help them meet established academic standards.

The District shall assess the English proficiency and academic progress of English Learners (EL) in accordance with legal requirements and established District procedures.

Adoption Date: January, 8, 2024

SERVICES FOR ENGLISH LANGUAGE LEARNERS

Procedures

A. MULTILINGUAL ADVISORY COMMITTEE

1. To promote partnerships that support the implementation of this policy, the Department shall establish a permanent advisory committee made up of diverse stakeholders, including family members, community leaders, multilingual speakers, educational experts, school practitioners, and administrators.

2. The EL/Bilingual Coordinator shall provide an annual report on the implementation of this policy to the Board.

3. The EL/Bilingual Coordinator shall seek the necessary funds to implement this policy, but nothing in this policy shall require the expenditure of funds in excess of what is appropriated to the Assessment, Curriculum & Instruction Department.

4. The AASD shall comply with all state and federal laws related to language in education, but nothing in this policy shall confer any rights or obligations to students, parents, employees or other persons, beyond those provided for by law.

B. DECISIONS REGARDING IMPLEMENTATION OF STATE-WIDE ACADEMIC TESTS

1. Decisions regarding the administration of state-wide academic tests to EL students shall be made on an individualized, case-by-case basis. The District may not exempt EL students from taking state-wide academic tests based solely on their EL status. However, testing accommodations shall be provided if the student needs such accommodations. Any accommodations made shall maintain the validity of the test, as determined by the Department of Public Instruction (DPI). The degree of testing accommodations, curricular and instructional modification, type of support services, and their duration shall be determined individually based on student need.

2. The results of state-wide academic tests shall be used in a manner that is consistent with District policies in making instructional, promotion, and graduation decisions. Neither the results on such tests nor the exemption of a student from taking any such test(s) may be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities

3. Parents and guardians of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such a manner as to ensure that the student's parent or guardian understands them.

C. DECISIONS REGARDING EXITING FROM EL PROGRAMS OR SERVICES

1. Students shall be exited from EL programs or services when they have met the District guidelines and state criteria for English proficiency.

    a. Students reaching an Overall Composite of 5.0 or greater on the annual English Language Proficiency Assessment, and students reaching an Overall Composite of 4.5 - 4.9 with additional evidence of proficiency based on the Multiple Indicator Protocol must be reclassified to English Proficient.

    b. Once students have been exited, they shall no longer be tested on their English proficiency or receive state testing accommodations for EL students.

    c. Former EL students shall be monitored for two years after exiting the program. If during that time, it is determined that the student was exited from the EL program prematurely, they may be placed back into the program based on the results of the multiple indicator protocol. Students who return to EL status must then participate in the annual English Language Proficiency Assessment. State reporting of the academic progress of former EL students shall be done in accordance with legal requirements and as required by the DPI.

Cross References: Equal Opportunity, 411
Student Nondiscrimination, 411.2

Legal References: Wisconsin Statutes 115.96, 115.97, 118.13, 118.30(2)(b)2, 121.01(1)(r), 121.02(1)(s)
Administrative Rule PI 8.01(r), PI 13

Adoption Date: January, 8, 2024

ITEM FOR CONSIDERATION

Topic: District Policy - 522.1 Alcohol & Drug-Free Workplace

Background Information:

Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

Policy 522.1 Employee Alcohol and Drug-Free Workplace was a policy requiring updates and replaces the current policy 522.1 Drug-Free Workplace.

Instructional Impact:

Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment and providing high quality instruction for our students.

Contact Person: Julie King, (920) 852-5302

BOE: 1/8/24

ALCOHOL AND DRUG-FREE WORKPLACE

The School Board believes that an alcohol-free and drug-free workplace promotes safety, health, and productivity. In addition, District employees who misuse alcohol or drugs can undermine the Board's learning objectives for students, erode the public's confidence in the District's programs and operations, and present a danger to themselves, students, coworkers, and other persons.

District employees are prohibited from engaging in the following conduct on District-premises, in any vehicle being used for District business, or, regardless of location, at any District-authorized activity, event, or function at a time when the employee is acting in the scope of his/her employment, responsible for District students, or otherwise acting as an agent of the District:

- The unlawful manufacture, distribution, dispensation, possession, or use of alcohol or a controlled substance.
- Attempting or intending to unlawfully sell or otherwise distribute alcohol or controlled substances.
- Being under the influence of a controlled substance, except that an employee may possess, and work while he/she is taking, over-the-counter medication(s) and his/her own prescription medication(s) provided that (1) the employee follows the relevant instructions for and does not misuse the medication(s), and (2) the use of the medication(s) does not prevent the safe and acceptable performance of the employee's job duties.
- Possessing, selling, or distributing, or attempting to sell or distribute, look-alike-controlled substances (substances that are represented as an illegal drug regardless of the true nature of the substance) or any unlawful synthetic drugs that are not expressly classified as a controlled substance but that purportedly produce similar subjective effects to illegal drugs.
- Using or being under the influence of a hazardous inhalant.
- Possessing, using, or distributing drug paraphernalia.

Employees are notified by this policy that where an employee's off-duty conduct relating to alcohol or controlled substances has a legally sufficient connection to the individual's employment, the off-duty conduct can serve as the basis for employment-related discipline or other employment-related consequences.

Certain employees may be subject to further requirements and restrictions related to alcohol and controlled substances based on their positions or job duties. For example, an employee who is engaged in the performance of a federal contract or qualifying federal grant must notify the District Administrator of any criminal drug statute conviction for a

violation that occurred in the workplace. This notification shall be made within five (5) days of the conviction. The District Administrator or his/her designee must notify the appropriate federal agency and take other appropriate action.

Adherence to the District's alcohol-free and drug-free workplace policy is a condition of employment with the District. Employees who violate the District's policies or rules regarding these substances are subject to consequences.

In addition to any consequences that may be required by applicable laws, possible consequences include referral to drug and alcohol counseling or rehabilitation programs (including the District Employee Assistance Program), reassignment, and monitoring plans) which, to the extent permitted by law, may include testing), discipline (up to and including termination), and/or, if determined to be appropriate, referral to law enforcement officials. A referral for evaluation, counseling, or treatment does not include any District commitment to pay for such services.

This policy, or a reference to and summary of this policy, shall be included in the District's Employee Handbook and annual training.

Legal References:	Wisconsin Statutes Section 111.35, Section 121.02(1)(i), Section 125.09, Section 346.63, Section 939.22(15) and Chapter 961 Administrative Code Trans 300.16
Federal Laws and Regulations:	41 U.S.C Ch. 81 2 C.F.R. Ch. 1, Part 182, Subpart B 21 C.F.R. Part 1308
Cross References:	Employee Alcohol and Drug Testing, 523.11

Adoption Date: October 9, 1989

Amended Date: June 23, 2008

Amended Date: January 8, 2024