

# WIDA ACCESS for ELLs: expectations in writing

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# Welcome!



CAIRETE

歡迎

Добро пожаловать!

أهلاً وسهلاً

Willkommen

नमस्ते

*Benvenuti*

SALVETE

ברוכים הבאים

환영합니다.

*Welcome*

Bienvenidos

XAIPETE

Hoşgeldiniz

よこそ

Welkom

فوش آمريد

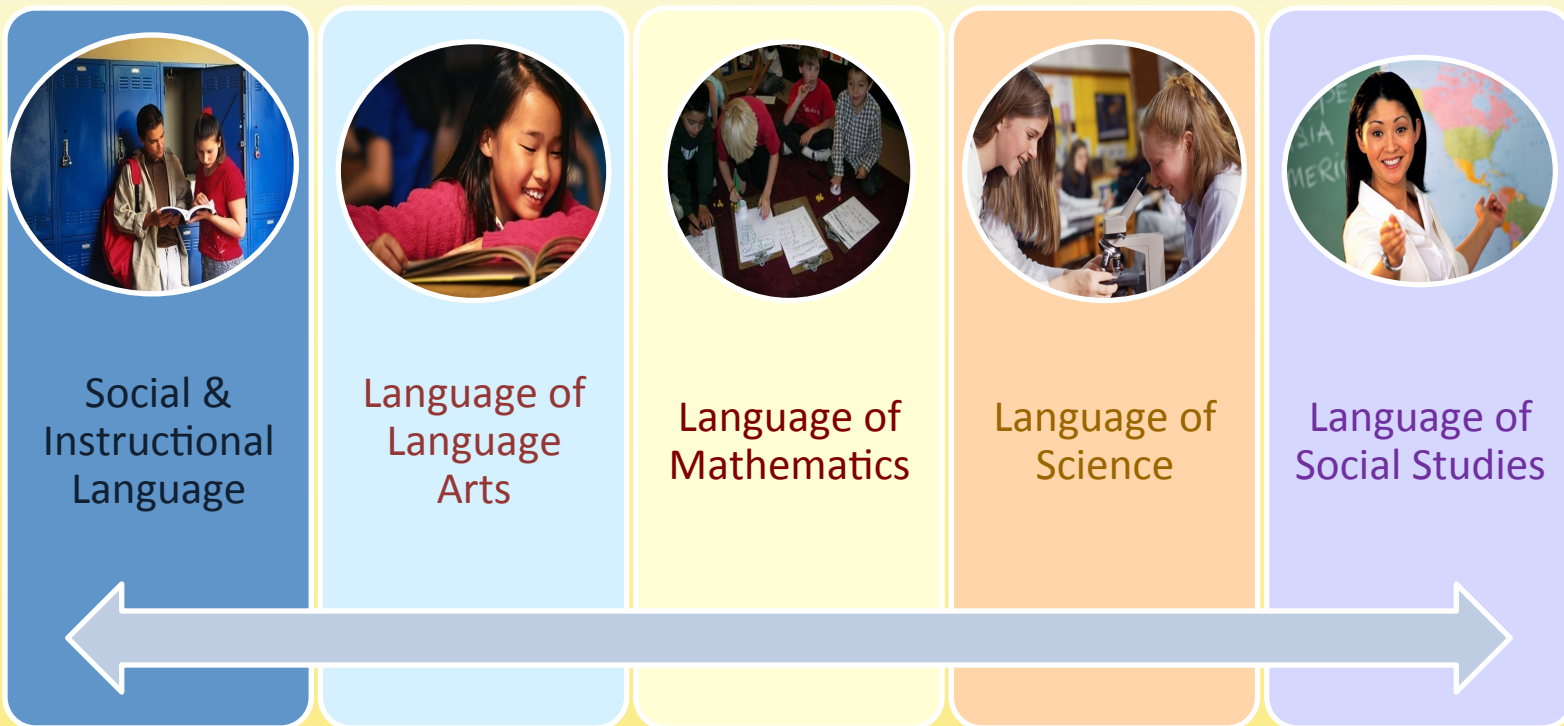
## Essential questions for every teacher

- 1. What is it that we expect our students to learn?*
- 2. How will we know when they learned it?*
- 3. How will we respond when they didn't learn it?*
- 4. How will we respond when they already know it?*

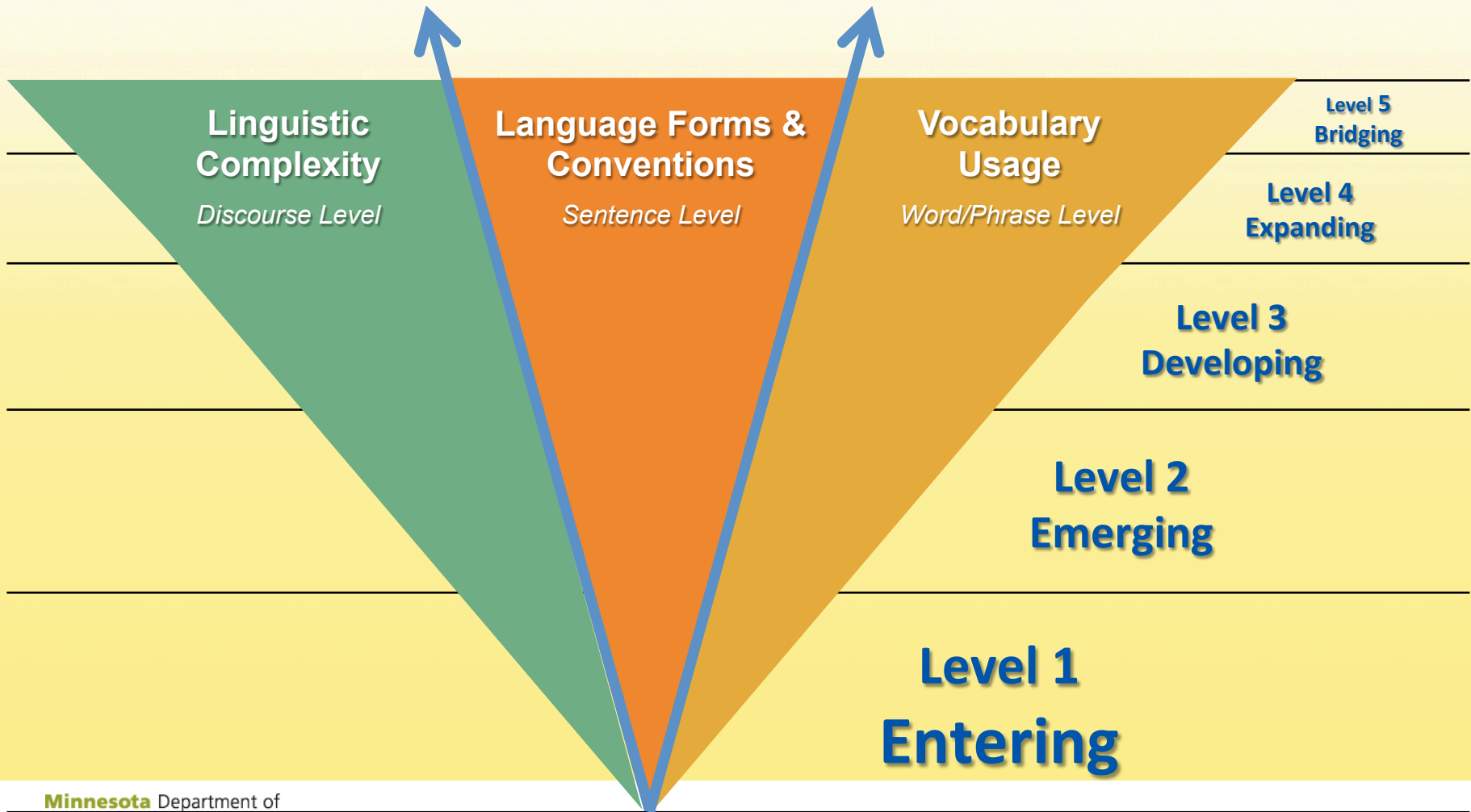
DuFour and DuFour (2004)

# Minnesota English Language Development Standards

Minnesota Rules 3501.1200 and 3501.120 establish the **English language development (ELD) standards** for ELs.



# Demands of Academic Language



# The Features of Academic Language in WIDA's Standards

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

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

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

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

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

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

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

...within sociocultural contexts for language use.





# ACCESS Writing Test Sample Items

- **Grades 1-2**
- **Grades 3-5**
- **Grades 6-8**
- **Grades 9-12**

# What do you notice in your grade-level groups? Consider and discuss in your groups...

1. evidence of the cognitive demand of this task
2. supports provided to accomplish this task in writing
3. areas of language addressed: **social/ instructional; language arts; math; science; social studies**
4. any implications for teaching the academic language of language arts to all students
5. alignment with content area standards (writing benchmarks in particular)

# W-APT Initial Screener for EL Eligibility: Scored Student Writing Samples

- **Grades 1-2**
- **Grades 3-5**
- **Grades 6-8**
- **Grades 9-12**

# What do you notice in your grade-level groups? Consider and discuss in your groups...

## Review several of the scored samples and discuss

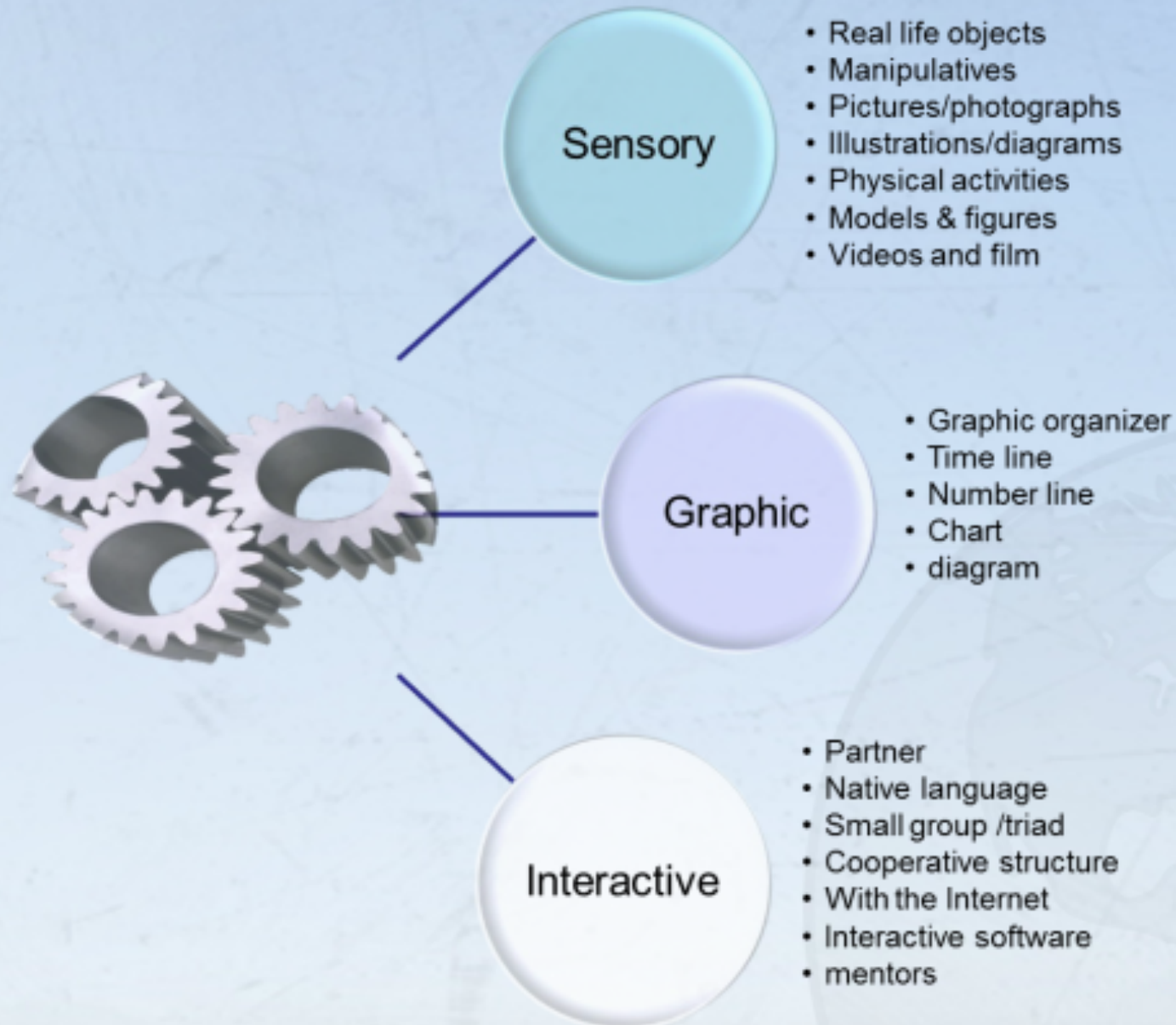
1. evidence of the cognitive demand of this task
2. supports provided to accomplish this task in writing
3. Connections with the performance definitions and features of academic language
4. any implications for teaching the academic language of language arts to all students
5. alignment with content area standards (writing benchmarks in particular)

# WIDA Lesson Plan Share Space Packet





- **Consider some ways you can help all students develop the academic English needed to write in different genres across the content areas**

# Instructional Supports

For more information on types of supports, see page 11 in *ELD Standards booklet 2012* available at [www.wida.us](http://www.wida.us)



# Supports Related to ELA

Sensory	Graphic	Interactive
Illustrated word walls	Venn Diagrams: characters, settings, 	Pairs or partners
Felt or magnetic figures of story elements	T Charts 	Native language
Sequence blocks	Cycles 	Cooperative Groups
Environmental print	Cause & effects 	Internet
Poster/displays		Small groups
Photographs		Whole groups
Cartoons	Semantic webs	Whole groups
Audio Books		
Songs/chants		



# ELD Standards Implementation Framework

<http://education.state.mn.us/MDE/EdExc/StandImpToolkit/Installation/StandAssess/UnderstandStand/>



# WIDA Online Resources



WIDA Home Page: [wida.us/](http://wida.us/)

WIDA Minnesota Page

- Assessment Materials and Training
- Important ACCESS for ELLs Administration Dates

<http://wida.us/membership/states/Minnesota.aspx>



## WIDA Download Library

**DOWNLOAD LIBRARY**  
PDFs, PPTs, videos and more

- Guiding Principles of Language Development
- WIDA 2012 Amplified ELD Standards & Can Do Descriptors
- Test Administration Manual
- Research Briefs and Staff Training Tools
- State Webinars: MN Academic Language Series and more

# Thank you for your time and energy today!

[michael.bowlus@state.mn.us](mailto:michael.bowlus@state.mn.us)



# Do students have fixed or growth mindsets?

Fixed Mindset	Growth Mindset
Must be perfect	Continuous learning
Fear of failure	Willing to try/take risks
Qualities are set in stone	Qualities are malleable

Carol Dweck, 2013

# Organization of MPIs within the 2012 Standards

GRADE 8

ELD STANDARD 4 - The Language of Science

EXAMPLE TOPIC: Forms of energy


COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE energy transfer.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
SPEAKING	State how energy transfers using visual supports (e.g., "heat," "light," "sound")	Give examples of how energy transfers using sentence frames and graphic supports	Describe how energy transfers using sentence frames and graphic supports (e.g., "_____ energy is transferred. _____")	Compare and contrast how energy transfers using graphic supports	Discuss how energy transfers using graphic supports	

**STRAND**


**MPI**






Lang  
uage  
Function

#1  
Analyze  
Describe  
Explain  
Persuade  
State  
Summarize



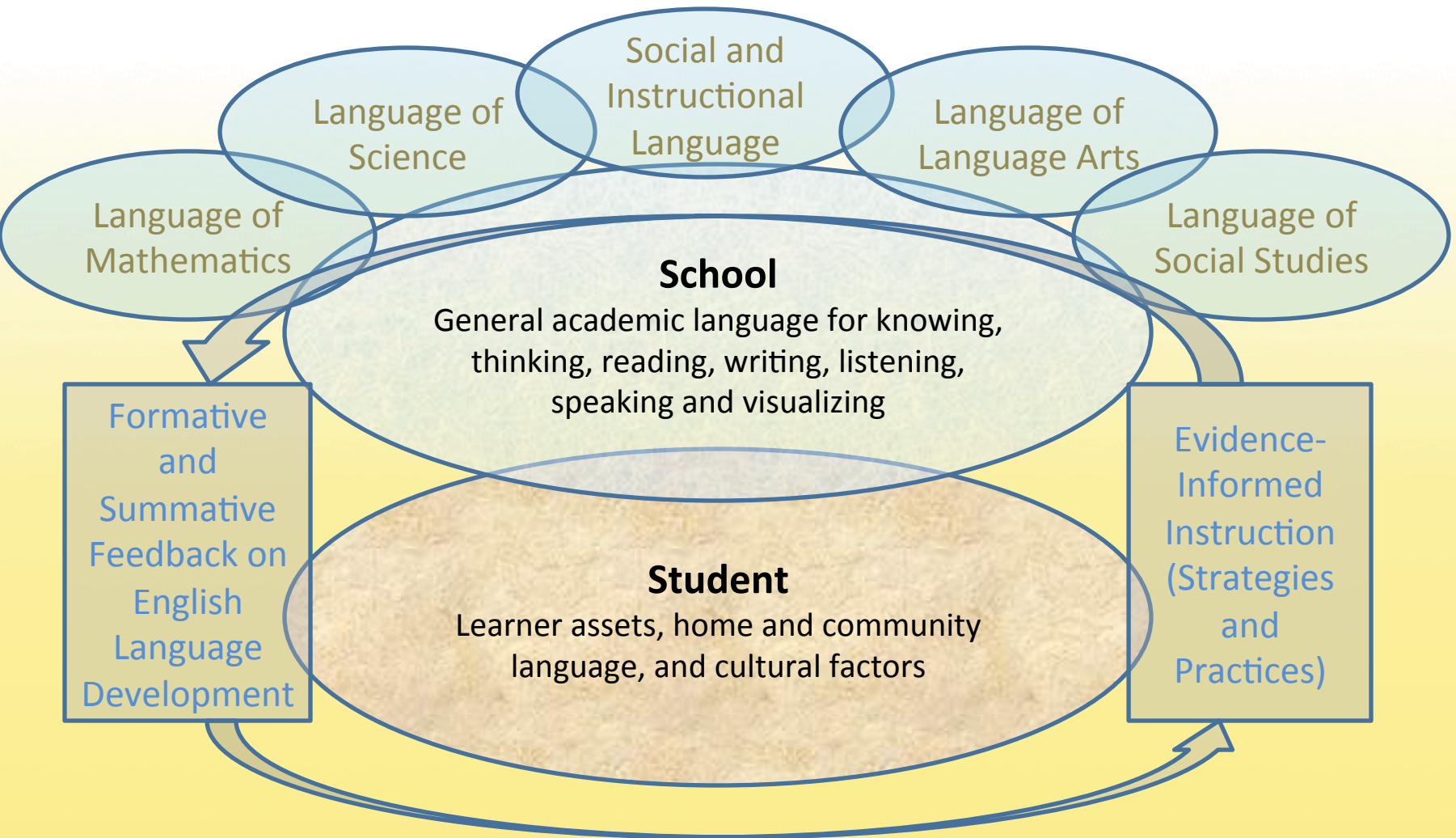
Content  
Stem

#2  
...life cycle of a  
butterfly...  
...historical events  
on a timeline



Support

#3  
with a partner  
using native  
language  
support



*Adapted from Jeff Zwiers (2008) and WIDA*

# EL Programs

Criteria and procedures documented by the LEA, and applied uniformly.

Identification and MARSS Classification

Placement into a Program with an Articulated Amount and Scope of Service

Parent Communication and Engagement

Annual assessment of Progress in English Language Proficiency – **ACCESS for ELLs**

Exit and MARSS Reclassification

EL Service Plan available to parents and other stakeholders upon request.

# Understanding Model Performance Indicators

## Model Performance Indicators (MPIs):

- Describe *what* students are expected to do with language
- Reflect the developmental progression of language learning
- Provide *models* of assessable language performance
- May be used for designing language assessment within instruction

## Elements of an MPI Notes Section:

Language Function:

Content Stem:

Support:

**Level 3  
Developing**

Categorize  
passages based on  
narrative points of  
view from illustrated  
text using a  
word/phrase bank  
with a partner



# Organization of the 2007 Standards Matrix

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., “pencils,” “paper,” “computers”)	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators and math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse
SPEAKING	Instructions/Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported assignments (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., oral posters)	Identify sentence-level information on socially-related topics from supported text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from supported paragraphs	Interpret information on socially-related topics from supported text (e.g., directions for video game)	Infer information on socially-related topics from text
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)

**MPI**

**STRAND**

Level 6 - Reaching

# Example Language Features

	Levels 1-3	Levels 2-4	Levels 3-5	Level 6 – Reading
<b>Linguistic Complexity</b> Discourse Level	The main character, Loretta, is a heroine. She is not afraid of dragons. She is like the warrior from the other story we read.	In general, Loretta is a strong character. She is both faithful and fearless. She never leaves Sandra’s side. Additionally, Loretta challenges the dragon in the magical forest. This is different from how the warrior abandons his horse in the scene of battle.	Obviously, Loretta represents the heroine of the tale. She not only defeats wicked monsters throughout the story, but she also proves herself as a loyal friend. Through overcoming numerous obstacles, she conquers her fears and realizes her own strength. What if Loretta met the warrior from the ancient myth? Would she criticize his actions? Could she offer him some advice?	
<b>Language Forms &amp; Conventions</b> Sentence Level	The main character, Loretta, she is v. she is not	In general, both ____ and ____ For instance, ... never Additionally, different from how	<u>Obviously,</u> not only...but also <u>Through overcoming numerous obstacles,</u> she... What <u>would...</u> <u>Could...</u>	
<b>Vocabulary Usage</b> Word/Phrase Level	main character hero/heroine afraid dragon warrior other story	strong character faithful fearless ____’s side challenges magical abandons scene of battle	represents defeats loyal friend overcoming obstacles conquers realizes her own strength serve ancient myth criticize offer some advice	