

Office Hour FAQ

Culturally and Linguistically Diverse Education



COLORADO
Department of Education

May 8, 2025 Office Hour Topics:

Project Momentum Professional Development Opportunity

This professional learning is high-quality, engaging, and open to all Colorado educators! [Project MOMENTUM](#) has partnered with the Colorado Department of Education (CDE) to provide an [approved program](#) for completing the 45 hours of required professional development related to multilingual learners. Participants who complete the Project MOMENTUM 45 hour PD program will be issued a single certificate to submit with their license renewal application.

Colorado Educators may use Project MOMENTUM courses toward meeting the 45 hour requirement. It is important to save EL PD certificates! Those are required when educators submit their EL PD Standards Matrix to [Educator Talent](#).

WIDA Proficiency Level Descriptors and Goal Setting

English Language Proficiency (ELP) standards are required by Colorado state and federal law. On December 10, 2009, the Colorado State Board of Education voted unanimously to adopt the English Language Development (ELD) standards developed by WIDA as the Colorado English Language Proficiency (CELP) Standards. Grounded in scientific research on best educational practices in general, English as a Second Language (ESL) and bilingual education, WIDA created and adopted its comprehensive ELP standards which address both social and academic English. The CELP standards are an essential guide for all educators to help Multilingual Learners (MLs) access grade level academic content while learning English. There are 5 CELP Standards:

1. English Learners communicate for Social and Instructional purposes within the school setting.
2. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

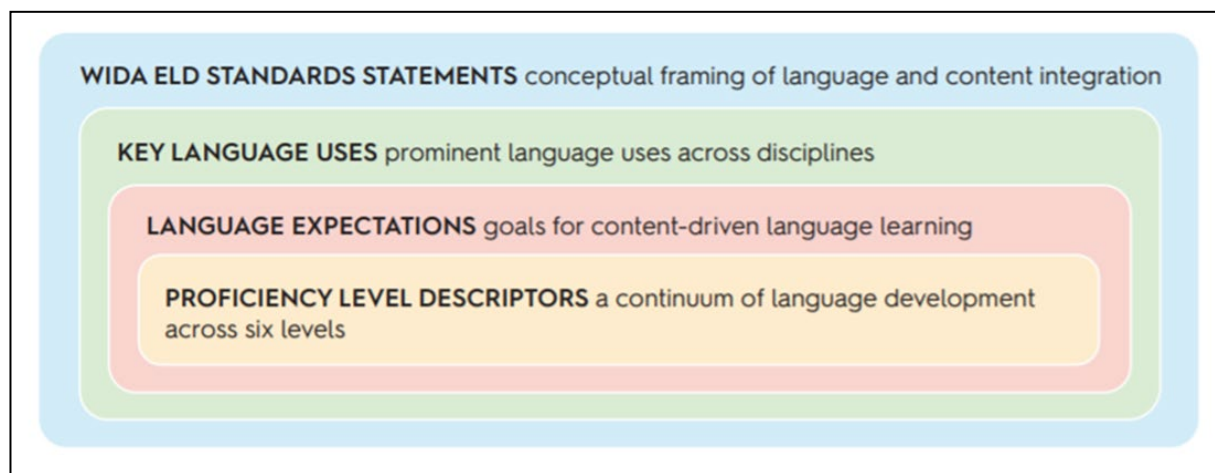
WIDA's 2020 Edition of the English Language Development (ELD) Standards Framework

- A central component of WIDA's comprehensive research-based system of language standards, assessment, and professional learning
- A resource for state, district, and school accountability
- A guide for informing the design of linguistically and culturally responsive language instruction and assessment that is based on communication (speaking, listening, reading, and writing) in the content areas
- Based on [WIDA's Can Do Philosophy](#) and [Guiding Principles of Language Development](#)

Can Do Descriptors describe what learners *can do* with language across different content areas. Although the Can Do Descriptors relate to the ELD Standards Statements, they don't replace them but are used to supplement the standards statements during instruction. Educators and early childhood practitioners can use the Can Do Descriptors to:

- Better understand what students at different levels of language proficiency can do with language
- Expand their understanding of what the process of language development can look like
- Collaborate around scaffolding that students need to engage in content-area learning and developing language at the same time
- Differentiate instruction and classroom assessment for language

Proficiency Level Descriptors (PLDs) describe typical ways multilingual learners might develop across six levels of English proficiency. They help educators see how students are growing in their language development as they move toward meeting Language Expectations. However, language development is not a linear process, students often times take various paths to developing language.



Each set of grade level cluster materials includes two sets of PLDs: One set of PLDs for the interpretive mode of communication and One set of PLDs for the expressive mode of communication

The PLDs can be used to: Set individual student language goals; Discuss language performance; Progress monitor language; Scaffold instruction; As part of a student portfolio for additional programming (GT, SPED)

The PLDs should not be used: As the only example of student abilities; To limit access to grade level materials or participation in rigorous learning; As the sole evidence in high stakes decisions

For more information, please visit the [Colorado CELP Standards](#) or [WIDA](#)