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**TABLE OF CONTENTS**

**Section 1: Introduction**  
1.1 About WIDA .................................................. RG-5  
1.2 About the WIDA English Language Proficiency (ELP) Standards .................................................. RG-6  
1.3 Changes and Clarifications from the 2004 to 2007 Editions of the WIDA ELP Standards ................................. RG-7  

**Section 2: The ELP Standards and their Components**  
2.1 Organization of the ELP Standards ........................................ RG-9  
2.2 The Frameworks ........................................... RG-9  
2.3 The English Language Proficiency Standards ........................................ RG-9  
2.4 The Language Domains ........................................ RG-11  
2.5 The Language Proficiency Levels ........................................ RG-12  

**Section 3: Model Performance Indicators (MPIs) and their Elements**  
3.1 Strands of MPIs ........................................... RG-15  
- An Example Topic Strand and an Example Genre Strand ........................................ RG-15  
3.2 Language Functions ........................................ RG-16  
3.3 Supports ........................................... RG-20  
- Sensory Supports ........................................ RG-21  
- Graphic Supports ........................................ RG-22  
- Interactive Supports ........................................ RG-24  
3.4 Example Topics and Genres ........................................ RG-25  
- Grade Level Cluster PreKindergarten-Kindergarten ........................................ RG-26  
- Grade Level Cluster 1-2 ........................................ RG-27  
- Grade Level Cluster 3-5 ........................................ RG-28  
- Grade Level Cluster 6-8 ........................................ RG-29  
- Grade Level Cluster 9-12 ........................................ RG-30  
3.5 Examples (e.g.,) ........................................ RG-31  
- Teacher Talk ........................................ RG-31  
- Student Speak ........................................ RG-31  
- Text Talk ........................................ RG-32  
- Specific Supports ........................................ RG-32  
- Subtopics ........................................ RG-33  

**Section 4: Working with the Standards** ........................................ RG-34  
4.1 Transformations: Strategies for Designing Assessment, Curriculum and Instruction ........................................ RG-34  
- Transformation of Language Functions ........................................ RG-35  
- Transformation of Supports ........................................ RG-36  
- Transformation of Topics ........................................ RG-37  
4.2 Reviewing Original Strands of MPIs ........................................ RG-39
4.3 Collaboration among Educators Serving English Language Learners (ELLs) ............... RG-39
  - Ideas for Collaboration in Planning Instructional Assessment .......................... RG-40
  - Ideas for Collaboration in Instructing and Assessing ELLs ............................. RG-40
  - Ideas for Collaboration in Evaluating Student Results .................................. RG-41

Section 5: Standards-Based Resources ................................................................. RG-43

5.1 The Relationship among Performance Definitions, CAN DO Descriptors and the Levels of
  English Language Proficiency ................................................................. RG-43

5.2 Performance Definitions for the Levels of English Language Proficiency ............. RG-44
  - Linguistic Complexity ................................................................................. RG-46
  - Vocabulary Usage ....................................................................................... RG-46
  - Language Control ....................................................................................... RG-47

5.3 Speaking and Writing Rubrics for Classroom Assessment ..................................... RG-54

5.4 The CAN DO Descriptors for WIDA’s Levels of English Language Proficiency .... RG-57

PreK-K Example Topics and Genres ................................................................. 1
PreK-K ELP Standards ....................................................................................... 2-11
Grades 1-2 Example Topics and Genres ........................................................... 13
Grades 1-2 ELP Standards ................................................................................ 14-25
Grades 3-5 Example Topics and Genres ........................................................... 27
Grades 3-5 ELP Standards ................................................................................ 28-39
Grades 6-8 Example Topics and Genres ........................................................... 41
Grades 6-8 ELP Standards ................................................................................ 42-53
Grades 9-12 Example Topics and Genres ......................................................... 55
Grades 9-12 ELP Standards .............................................................................. 56-67

Appendix 1: Frequently Asked Questions (FAQs) ............................................... 68
Appendix 2: References and Further Readings .................................................... 70
Appendix 3: Glossary .......................................................................................... 71
Appendix 4: Acknowledgments .......................................................................... 74
LIST OF FIGURES

Figure 1A: Differences between WIDA’s 2007 and 2004 Editions of the PreK-12 ELP Standards ............................................. RG-8
Figure 2A: The English Language Proficiency Standards and their Abbreviations .......................................................... RG-10
Figure 2B: What is the language English language learners need to process or produce to...? ................................................... RG-11
Figure 2C: The Continuum of Second Language Acquisition ............................................................................................ RG-12
Figure 3A: Elements of a Model Performance Indicator (MPI) ......................................................................................... RG-14
Figure 3B: A Strand of Model Performance Indicators with an Example Topic .......................................................... RG-15
Figure 3C: A Strand of Model Performance Indicators with an Example Genre .......................................................... RG-16
Figure 3D: Understanding the Cognitive Complexity of Language Functions .......................................................... RG-17
Figure 3E: Repeating Language Functions within a Strand ............................................................................................ RG-17
Figure 3F: Some Instances of the Language Function “Describe” in MPIs from Grades 3-5 .................................................. RG-18
Figure 3G: Examples of Sensory, Graphic and Interactive Supports ........................................................................... RG-21
Figure 3H: Specific Examples of Sensory Supports ................................................................................................. RG-21
Figure 3I: Examples of Use of Graphic Organizers across the ELP Standards ......................................................... RG-23
Figure 3J: Native Language Support ......................................................................................................................... RG-24
Figure 3L: Example Topics and Genres ARE/ARE NOT... ....................................................................................... RG-25
Figure 4A: Language Function Transformation from Listening to Speaking .................................................................................... RG-35
Figure 4B: Language Function Transformation from Writing to Reading ..................................................................................... RG-35
Figure 4C: Support Transformation from Summative to Formative Frameworks .......................................................... RG-36
Figure 4D: Support Transformation: Addition of Graphic Support ..................................................................................... RG-36
Figure 4E: Topic Transformation within an ELP Standard ........................................................................................ RG-37
Figure 4F: Topic Transformation across ELP Standards .......................................................................................... RG-38
Figure 4G: WIDA Checklist for Reviewing Strands of MPIs ..................................................................................... RG-39
Figure 5A: The Relationship among WIDA’s Strands of Model Performance Indicators, ELP Standards, CAN DO Descriptors and Performance Definitions ..................................................................................... RG-44
Figure 5B: Performance Definitions ........................................................................................................................... RG-45
Figure 5C: Examples of General, Specific and Technical Language across the Grade Level Clusters and ELP Standards .......................................................................................................................... RG-46
Figure 5D: Grade Level Cluster 3-5 Example Writing Prompt ......................................................................................... RG-48
Figure 5E: Emile’s Writing Sample from Grades 3-5: Language Proficiency Level Score of 2 .................................................. RG-49
Figure 5F: Maxine’s Writing Sample from Grades 3-5: Language Proficiency Level Score of 6 .................................................. RG-49
Figure 5G: Grade Level Cluster 6-8 Example Writing Prompt ......................................................................................... RG-51
Figure 5H: Tazak’s Writing Sample from Grades 6-8: Language Proficiency Level Score of 2 .................................................. RG-52
Figure 5J: Felipe’s Writing Sample from Grades 6-8: Language Proficiency Level Score of 5 .................................................. RG-53
Figure 5K: WIDA Speaking Rubric: Summary Chart of Speaking Performance Expectations .................................................. RG-55
Figure 5L: WIDA Writing Rubric: Summary Chart of Writing Performance Expectations .................................................. RG-56
Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12 ............. RG-58
Figure 5N: CAN DO Descriptors Spanish Translation, PreK-12 (Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12) .................. RG-59
SECTION 1: INTRODUCTION

The WIDA English Language Proficiency Standards and Resource Guide, 2007 Edition, PreKindergarten through Grade 12, is a key component of the World-Class Instructional Design and Assessment (WIDA) Consortium’s assessment system. First published in 2004, the WIDA English Language Proficiency (ELP) Standards were developed by consortium members with funding from a U.S. Department of Education Enhanced Assessment Grant. The second edition reflects an evolving understanding of the needs of English language learners (ELLs) and their educators and of the use of the standards as the foundation for instruction and assessment.

This Resource Guide accompanies and is to be used with the 2007 Edition. It organizes and consolidates information from a variety of sources: the lists of social and academic content-based example topics are extensions of those identified in the Teachers of English to Speakers of Other Languages’ (TESOL) 2006 PreK-12 English Language Proficiency Standards; the Speaking and Writing Rubrics come from ACCESS for ELLs® and W-APT™ Administration Manuals; and the CAN DO Descriptors are taken from the ACCESS for ELLs® Interpretive Guide for Score Reports (available at www.wida.us). Other information has been updated from the 2004 Edition.

The purpose of this Resource Guide is to provide teachers and administrators with tools to aid in the design of curriculum, instruction and assessment for ELLs. It is devoted to the use and application of information contained within the standards’ frameworks. As it is not an implementation guide, there are no samples of instructional assessment strategies, examples of differentiated instruction and assessment, nor are there lesson or unit designs. We acknowledge that a handbook of this nature would be tremendously useful and our plans include creating a series of modules in the not too distant future.

1.1 About WIDA

In 2009, the WIDA Consortium includes 22 states: Alabama, Delaware, the District of Columbia, Georgia, Hawaii, Illinois, Kentucky, Maine, Mississippi, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Pennsylvania, Oklahoma, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin and Wyoming. Combined, the 22 WIDA member states enroll approximately 790,000 K-12 ELLs. Grounded in scientifically-based research on best educational practices in general and English as a Second Language (ESL) and bilingual education in particular, WIDA created and adopted its comprehensive ELP standards (2004, 2007) that address the need for students to become fully proficient in both social and academic English. The WIDA ELP Standards along with their strands of model performance indicators—which represent social, instructional and academic language—have been augmented by TESOL as the national model.

Based on the WIDA ELP Standards, WIDA developed a K-12 ELP test—ACCESS for ELLs®—which became fully operational in spring 2005. Validation studies along with item refreshment and enhancement are ongoing. A screener, the W-APT™, has also been created from the ELP standards.

---

1   Assessing Comprehension and Communication in English State to State for English Language Learners
2   WIDA-ACCESS Placement Test
to aid in the identification and placement of ELLs. In 2008, the WIDA MODEL™ for Kindergarten assessment was introduced as an interactive and age-appropriate alternative to the Kindergarten W-APT™ and can be purchased by both consortium and non-consortium members. Furthermore, development of alternate strands of MPIs along with aligned tasks to measure the progress of ELLs with severe cognitive disabilities is underway.

Concurrently, WIDA has provided extensive professional development activities related to its standards and assessments. In addition, WIDA has established and continues to update a web site (www.wida.us). Research, alignment studies and federally-funded projects to develop academic assessments for ELLs are the other major components of the work of the WIDA Consortium.

The Wisconsin Center for Education Research (WCER) at the University of Wisconsin-Madison is the home of the WIDA Consortium. In addition to its relationship with WCER, WIDA partners with the Center for Applied Linguistics (www.cal.org) for test development and professional development; MetriTech, Inc. (www.metritech.org) for the printing, distributing, scoring, and reporting of ACCESS for ELLs®; and many other consultants and organizations with expertise in the education of ELLs.

1.2 About the WIDA English Language Proficiency (ELP) Standards

The WIDA ELP Standards are designed for the many audiences in the field of education who are impacted by ELLs. These audiences include: ELLs and their family members; teachers; principals; program, district and regional administrators; test developers; teacher educators; and other stakeholders in the educational lives of ELLs. By developing the ELP standards, the WIDA Consortium has responded to demands to link language learning with state academic content standards and to address educators’ needs in three different areas: 1). Pedagogy, 2). Assessment, and 3). Educational policy.

The development of WIDA’s ELP standards has been in response to recent educational change brought about through theory, research and legislation. First, the vision of language proficiency has expanded to encompass both social contexts associated with language acquisition and academic contexts tied to schooling in general, and particularly to standards, curriculum and instruction. Second, the WIDA ELP Standards have been designed, in part, to guide the development of test blueprints, task specifications and ELP measures. Thus, the language proficiency standards are envisioned as the first step in the construction of reliable and valid assessment tools for ELLs. Finally, the federal No Child Left Behind Act of 2001 (NCLB) and corresponding state statutes currently mandate that states administer a standards-based English language proficiency test annually to all ELLs in Kindergarten through grade twelve in public schools.

For further discussion of the theoretical rationale behind the WIDA ELP Standards and the process involved in their genesis, please see the 2004 Overview Document located in the ELP Standards section of www.wida.us.
1.3 Changes and Clarifications from the 2004 to 2007 Editions of the WIDA ELP Standards

The five English language proficiency standards are identical in both editions! While the standards remain fixed, there has been some updating; changes in the features of WIDA’s ELP standards in this 2007 Edition are noted in Figure 1A.

The most prominent difference between the two editions is the creation of the PreK-K grade level cluster. There were several reasons for this revision. Most significantly, Kindergarten ELLs function much differently than grade levels 1-2 on the ACCESS for ELLs® test. As PreK-K children are developmentally and linguistically unique, especially in terms of literacy development, the member states of the Consortium agreed that establishing their own grade level cluster was warranted for both instructional and assessment purposes.

The second most notable difference has been the expansion of our English language proficiency levels from five to six. Again, as a result of implementing ACCESS for ELLs®, we realized that there was not a designation for those students who reached the far end of the second language continuum. Thus, we added ‘Reaching’ to both our English language proficiency test and standards. Our Performance Definitions (see Section 5.2) have also expanded to include level 6, while our strands of model performance indicators (MPIs) remain descriptive through level 5.

Some of the information within the standards’ matrices has been reformatted for ease of use. We have renamed the frameworks to specify how language proficiency information is to be used: on an ongoing, formative basis or a cumulative, summative basis. In the 2007 Edition, we provide some example topics, derived from state academic content standards, in a separate column to the left of the strand of MPIs to assist teachers in providing the context for their students’ language development. Strands of MPIs are now arranged by language domain rather than grade level cluster; in this way, teachers may more readily focus on grade-level appropriate ideas to plan instruction and assessment.

By visiting www.wida.us, it is also possible to “Search the Standards” for a particular framework, grade level cluster, language domain, example genre or topic or key word.

In addition, we have expanded the number of strands of MPIs for Standard 2- the language of Language Arts. For each language domain and grade level cluster we offer an example genre and an example topic.

Finally, we have extended the availability of supports within the MPIs through ELP level 4, Expanding. Interactive supports play a prominent role, especially within the Formative Framework, as ELLs need time to practice language with their peers within an instructional setting. Figure 1A highlights these changes in the features of the standards’ matrices between the 2004 and 2007 Editions.
### Figure 1A: Differences between WIDA’s 2007 and 2004 Editions of the PreK-12 ELP Standards

<table>
<thead>
<tr>
<th>2007</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formative and Summative Frameworks for Assessment and Instruction</td>
<td>• Classroom and Large-scale State Assessment Frameworks</td>
</tr>
<tr>
<td>• 5 grade level clusters: PreK-K, 1-2, 3-5, 6-8 and 9-12</td>
<td>• 4 grade level clusters: K-2, 3-5, 6-8 and 9-12</td>
</tr>
<tr>
<td>• Arranged by language domain; listening and speaking, reading and writing</td>
<td>• Arranged by grade level cluster, displaying all grades on the same page</td>
</tr>
<tr>
<td>• Example topics, drawn from state and national academic content standards, listed for each language domain and presented in the left-hand column of the matrices</td>
<td>• Example topics, drawn from state academic content standards, embedded within the strands of model performance indicators</td>
</tr>
<tr>
<td>• Example genre strands of model performance indicators, drawn from state and national academic content standards, listed for each language domain and presented in the left-hand column of the matrices, alternate with topic strands in Standard 2</td>
<td>• Genre strands not systematically treated in Standard 2</td>
</tr>
<tr>
<td>• Sensory, graphic and/or interactive support present in model performance indicators through language proficiency level 4</td>
<td>• Sensory and/or graphic support present in model performance indicators no higher than language proficiency level 3</td>
</tr>
</tbody>
</table>
SECTION 2: THE ELP STANDARDS AND THEIR COMPONENTS

2.1 Organization of the ELP Standards

There are five WIDA English Language Proficiency (ELP) Standards, which appear in two frameworks: Summative and Formative. The two frameworks can be used for planning curriculum, instruction and assessment of English language learners (ELLs). The common elements of the two frameworks are the 1) ELP standards, 2) language domains, 3) grade level clusters and 4) language proficiency levels. Overlaying the standards are the Performance Definitions that describe each level of language proficiency (see Section 5.2). These definitions, by describing the stages of second language acquisition, provide a guide for developing original strands of model performance indicators (MPIs).

2.2 The Frameworks

The primary focus of the Summative Framework for instruction and assessment is to identify the range of MPIs that describe the outcomes of learning. In addition, it is intended to provide students, teachers and test developers with ways for ELLs to demonstrate their developing English language proficiency over an extended period of time. The strands of MPIs in the Summative Framework, focusing on the products of learning, can be readily converted to ongoing, formative information on ELLs. For example, rather than relying on pictures or illustrations, as suggested in the Summative Framework, individual teachers may substitute real-life objects or manipulatives to use in both assessment and instruction. To learn more about transformations, see Section 4.1.

The Formative Framework for instruction and assessment, on the other hand, is geared toward guiding student learning and teacher instruction on an ongoing basis. The Formative Framework is intended to capture those aspects of instruction that are less typically measured by a test but are important to teaching and learning. For example, interactive support within the Formative Framework gives students opportunities to work as partners or in small groups, receive immediate feedback from peers or teachers, engage in self-assessment during long-term projects, and integrate technology into their assignments.

2.3 The English Language Proficiency Standards

The five ELP standards are identical for the Formative and Summative Frameworks. They reflect the social and academic language expectations of ELLs in grades PreK-12 attending schools in the United States. Each ELP standard addresses a specific context for language acquisition (Social and Instructional settings as well as Language Arts, Mathematics, Science and Social Studies) and is divided into five grade level clusters: PreK-K, 1-2, 3-5, 6-8 and 9-12.

Overall, the ELP standards center on the language needed and used by ELLs to succeed in school. So not to confuse these standards with academic content standards, the abbreviations shown in Figure 2A are used.
Figure 2A: The English Language Proficiency Standards and their Abbreviations

<table>
<thead>
<tr>
<th>Standard</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Standard 1</td>
<td>English language learners communicate for Social and Instructional purposes within the school setting</td>
</tr>
<tr>
<td>English Language Proficiency Standard 2</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</td>
</tr>
<tr>
<td>English Language Proficiency Standard 3</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</td>
</tr>
<tr>
<td>English Language Proficiency Standard 4</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</td>
</tr>
<tr>
<td>English Language Proficiency Standard 5</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</td>
</tr>
</tbody>
</table>
When thinking about how to represent the WIDA English language proficiency standards using the strands of model performance indicators, ask….

**Figure 2B: What is the language English language learners need to process or produce to...?**

| Describe... | Sequence... |
| Explain...  | Classify or categorize... |
| Compare and contrast... | Predict... |
| Evaluate... | Question... |
| Identify... | Match... |

The language associated with the example functions listed above can become the language targets for assessment and instruction for ELLs. These language targets include vocabulary, multiple meanings, structures, and discourse. Furthermore, these targets should be differentiated by proficiency level and grade or grade level cluster.

### 2.4 The Language Domains

Each of the five English language proficiency standards encompasses four language domains that define how ELLs process and use language:

- **Listening**- process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking**- engage in oral communication in a variety of situations for a variety of purposes and audiences
- **Reading**- process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing**- engage in written communication in a variety of situations for a variety of purposes and audiences

The ELP standards are arranged by grade level cluster, by framework, by standard, and by language domain. The language domain is listed on the first left-hand column in the standards’ matrices.
2.5 The Language Proficiency Levels

The five language proficiency levels outline the progression of language development in the acquisition of English as an additional language, from 1, Entering the process, to 6, Reaching the end of the continuum. The language proficiency levels delineate expected performance and describe what ELLs can do within each language domain of the standards for designated grade level clusters.

By mapping the stages of English language development onto a continuum of second language acquisition, we begin to define the levels of English language proficiency. A series of features descriptive of the second language acquisition process may be superimposed onto the continuum, as presented in Figure 2C, that help us chart the developmental progression.

Figure 2C: The Continuum of Second Language Acquisition

Each of these seven sets of features represents the beginning and end points of the second language acquisition curriculum. The characteristics of each level of English language proficiency are defined as movement along the continuum, from Level 1, Entering, through Level 6, Reaching.

Acquiring an additional language is a complex undertaking. The sets of features identified above describe ELLs’ understanding and use of English at each level of language proficiency, but these features must be combined with personal characteristics of each student as well. ELLs are a tremendously heterogeneous and diverse group of students. This variability can be attributed to the students’:

- Varying ages and grade level spans;
- Diagnoses (such as learning disabilities);
- Linguistic and cultural backgrounds; and
- Differences in their life and educational experiences.
Consider, for example, how maturational differences distinguish the academic language of PreK-K students from that of high school students. Similarly, the language development of a student with a strong educational background in his or her native language is different from that of a student who has been highly mobile or with limited formal schooling. Thus, student characteristics need to be considered when using the information presented in the components of the standards’ frameworks.

This section has provided a brief overview of the ELP standards and their components for educators not familiar with their organization. It has also offered some necessary background information on the English language acquisition process which has informed the development of the MPIs across the ELP levels.
SECTION 3: MODEL PERFORMANCE INDICATORS (MPIS) AND THEIR ELEMENTS

A model performance indicator (MPI) is a single cell within the standards’ matrices that describes a specific level of English language proficiency (ELP) for a language domain. An MPI is the smallest unit of a topical strand. Figure 3A shows the three essential elements of an MPI, and an example (“e.g.”), which is not essential. Each of these elements is discussed in further detail starting with Section 3.2.

The first word of an MPI is its **language function**; that is, how English language learners (ELLs) process or use language to communicate in a variety of situations. The **example topic** relates the context or backdrop for language interaction within school. The language focus for the content related to the topic may be social, instructional or academic, depending on the standard. Finally, there is some form of **support** (sensory, graphic or interactive) for ELLs through language proficiency level 4, as it provides a necessary avenue for ELLs to access meaning. You will learn more about the optional element of MPIs, the **example (“e.g.”)**, in section 3.5.

### Figure 3A: Elements of a Model Performance Indicator (MPI)

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Example Topic</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe</strong></td>
<td><strong>representations of basic operations from pictures of everyday objects and oral descriptions</strong> (e.g., “There are seven dogs altogether.”)</td>
<td><strong>Example (e.g.)</strong></td>
</tr>
</tbody>
</table>

**Standards Reference**
- **Framework**: Summative
- **Standard 3**: The language of Mathematics
- **Grade level cluster**: 1-2
- **Language domain**: Speaking
- **English language proficiency level**: 3- Developing
- **Example Topic**: Basic operations
3.1 Strands of MPIs

A strand of MPIs consists of the five levels of English language proficiency for a given topic and language domain, from Entering (1) through Bridging (5). The horizontal strands of MPIs illustrate the progression of language development for a given grade level cluster. Strands of MPIs characteristically are:

- thematically connected through common example topics or genres that have been identified from state academic content standards
- scaffolded from one language proficiency level (or MPI) to the next, based on the criteria of the Performance Definitions; namely, linguistic complexity, vocabulary usage and language control
- developmentally appropriate, designed for ELLs at a specified grade level cluster
- academically rigorous, with the highest level of English language proficiency (Reaching) corresponding to language expectations of proficient English speakers at the highest grade level of the cluster

An Example Topic Strand and an Example Genre Strand

Strands of MPIs for Standard 2—the language of Language Arts—are unique in that both example topics and example genres are identified for each language domain. ELLs need to have the language to access the content associated with the many types of discourse they encounter in Language Arts. In state academic content standards, topics and genres are addressed; subsequently, they are both included as strands.

In Figure 3B, the example topic is introduced and scaffolded across the levels of English language proficiency. As the strand unfolds for writing, the MPIs illustrate expectations for ELLs in third through fifth grades in their use of editing and revising strategies.

<table>
<thead>
<tr>
<th>Figure 3B: A Strand of Model Performance Indicators with an Example Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td><strong>Exiting</strong></td>
</tr>
<tr>
<td>Produce personal word/phrase lists from labeled pictures and check with a partner for edits and revision</td>
</tr>
</tbody>
</table>

**Standards Reference**
Framework: Formative
Standard: 2 - The language of Language Arts
Grade level cluster: 3-5

**Language domain:** Writing
**Example topic:** Editing and revising
The genres from both fictional and expository text provide the backdrop for the introduction of specific topics. Genre strands may be used independently or in conjunction with example topics for a given grade level cluster. The same genre strands appear in both the Formative and Summative Frameworks. The difference between the examples in the two frameworks is in the forms of supports. Whereas the Summative Framework relies exclusively on the types of sensory or graphic supports most commonly employed in large-scale assessment, the Formative Framework, being closest to day-to-day classroom practices, contains interactive supports including working with partners, using the native language (L1) or integrating technology to bolster English language development.

In Figure 3C, we see how the type of discourse, as exemplified in the genre, Adventures, influences middle school students’ comprehension as they move through the levels of English language proficiency.

### Figure 3C: A Strand of Model Performance Indicators with an Example Genre

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify words or phrases associated with adventures using visual support and word/phrase walls or banks</td>
<td>Answer WH-questions related to adventures using visual support (e.g., “Who is missing?”) and share with a peer</td>
<td>Sequence plots of adventures using visual support and share with a peer</td>
<td>Summarize plots of adventures using visual support and share with a peer</td>
<td>Identify cause and effect of events on characters in adventure stories</td>
</tr>
</tbody>
</table>

**Standards Reference**

- **Framework:** Formative
- **Standard:** 2- The language of Language Arts
- **Grade level cluster:** 6-8

**Language domain:** Reading

**Example genre:** Adventures

### 3.2 Language Functions

The following sections describe in more detail each element of an MPI: the language function, support and example topic (refer to Figure 3A). MPIs may also contain an example (e.g.); these individual elements can be applied in the design of curriculum, instruction and assessment for ELLs.

Language functions describe how students communicate a message. They are not to be equated with the cognitive complexity involved in the communication. As shown in Figure 3D, support is built into the MPIs so that even ELLs at lower levels of English language proficiency can demonstrate their understanding of the language associated with content by engaging in higher levels of thinking.
Figure 3D: Understanding the Cognitive Complexity of Language Functions

ELLs are expected to “sort or classify,” demanding a high level of cognitive engagement that requires students to analyze information. By having diagrams available as support for ELLs, students are able to exhibit this complex thinking even at the Beginning level of English language proficiency.

<table>
<thead>
<tr>
<th>Level 2 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sort or classify descriptive phrases and diagrams by cycles or processes</td>
</tr>
</tbody>
</table>

The identical language functions can operate across levels of English language proficiency within a given grade level cluster. What differentiates a lower from higher level of proficiency is the amount and complexity of discourse and/or the expected vocabulary usage, as illustrated in the Performance Definitions (see Figure 5B). For instance, see the partial strand of MPIs in Figure 3E.

Figure 3E: Repeating Language Functions within a Strand

In the following strand of MPIs, two instances of the language function “Produce…in response” appear. While the Entering or Level 1 ELL is to produce single words, the Beginning or Level 2 student is expected to produce phrases or short sentences, which is reflective of a higher level of language proficiency.

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce words in response to WH-questions about self from picture prompts and models</td>
<td>Produce phrases or short sentences in response to personal, open-ended questions from picture prompts</td>
</tr>
</tbody>
</table>

The identical language functions can operate across levels of English language proficiency within a given grade level cluster. What differentiates a lower from higher level of proficiency is the amount and complexity of discourse and/or the expected vocabulary usage, as illustrated in the Performance Definitions (see Figure 5B). For instance, see the partial strand of MPIs in Figure 3E.

Language functions always operate within the context of a standard and strand of MPIs. Although the identical language functions are used throughout the standards’ matrices, each function represents the language specified for the particular standard and topical strand. Charting the instances of language functions across standards gives teachers insight into how they might be used for assessment and instruction.
From the examples in Figure 3F below, we see that the language function “describe” in grade cluster 3-5 appears in:

- Formative and Summative Frameworks
- Productive language domains (speaking and writing)
- Primarily mid-range language proficiency levels (2- Beginning, 3- Developing, 4- Expanding)
- All 5 English language proficiency standards

**Figure 3F: Some Instances of the Language Function “Describe” in MPIs from Grades 3-5**

**Level 2 Beginning**

Describe health or safety practices around school, home or community from visuals (e.g., pedestrian safety) in L1 or L2

- **Framework:** Formative
- **Standard:** 1- Social and Instructional language
- **Language domain:** Writing
- **Example Topic:** Health and Safety

**Level 2 Beginning**

Describe pictures of imaginary people, objects or situations to peers in L1 or L2

- **Framework:** Formative
- **Standard:** 2- The language of Language Arts
- **Language domain:** Speaking
- **Example Genre:** Fantasies

**Level 2 Beginning**

Describe story elements of various genres supported by illustrations

- **Framework:** Summative
- **Standard:** 2- The language of Language Arts
- **Language domain:** Speaking
- **Example Topic:** Story elements and types of genres
Level 2
Beginning

Describe what the fractional parts mean from diagrams or realia in phrases or short sentences

Framework: Formative
Standard: 3 - The language of Mathematics
Language domain: Writing
Example Topic: Fractions

Level 3
Developing

Describe attributes of three-dimensional shapes from labeled models

Framework: Summative
Standard: 3 - The language of Mathematics
Language domain: Writing
Example Topic: Three-dimensional shapes

Level 4
Expanding

Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form

Level 2
Beginning

Describe natural phenomena from real-life examples using general vocabulary (e.g., “This leaf has five points.”) in small groups

Framework: Formative
Standard: 4 - The language of Science
Language domain: Speaking
Example Topic: Nature

Level 2
Beginning

Describe communities or regions depicted in pictures or maps

Framework: Summative
Standard: 5 - The language of Social Studies
Language domain: Writing
Example Topic: Communities & regions
The language used to “describe” natural phenomena for Standard 4 is quite unlike that of Standard 3, where students “describe” fractional parts. Working with seashell collections as an example of Standard 4, the language target may be for students to describe tactile or visual qualities, such as “the shell is rough”, “the shell is smooth”. Working with pizzas as an example of Standard 3, on the other hand, the language target may be for students at the Beginning level to practice the phrase, X of Y (e.g., 3 of 5; 2 of 6; 4 of 8) to “describe” a fractional part.

Likewise, although both within the writing domain, the language associated with “describing” Standard 1’s example topic, health or safety practices, is distinct from that for “describing” communities or regions, the example topic for Standard 5. Whereas in Standard 1, Beginning ELLs might be expressing commands, such as “Go out.” or “Stay in.”, in Standard 5, the same level students might be using such expressions as “near” or “far from here.”

In summary, to develop the academic language necessary for success in school, ELLs must have opportunities to use and apply language patterns or discourse associated with each subject or content area appropriate for their level of English language proficiency. The language functions are the entrée into that content-based discourse; teachers of ELLs must consider the language associated with the language function in conjunction with the standard as the backdrop for developing differentiated language objectives or lessons.

### 3.3 Supports

Support is an instructional strategy or tool used to assist students in accessing content necessary for classroom understanding or communication. Support may include teaching techniques, such as modeling, feedback or questioning. Other types of support involve students using visuals or graphics, interacting with others or using their senses to help construct meaning of oral or written language (TESOL, 2006). We believe that support is important for all learners to gain access to meaning through multiple modalities, but it is absolutely essential for ELLs. For this reason, we incorporate support within the MPIs through English language proficiency level 4. We feel that support for ELLs needs to be present in both instruction and assessment on both a formative and summative basis.

Supports within the MPIs may be sensory, graphic or interactive; examples of these different types of supports are found in Figures 3G and H. Although not extensive, these lists offer some suggestions for teachers to incorporate into instruction and assessment of ELLs.
Figure 3G: Examples of Sensory, Graphic and Interactive Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (realia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; Films</td>
<td></td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models &amp; figures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students’ academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

<table>
<thead>
<tr>
<th>Supports related to the language of Language Arts</th>
<th>Supports related to the language of Mathematics</th>
<th>Supports related to the language of Science</th>
<th>Supports related to the language of Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated word/phrase walls</td>
<td>Blocks/Cubes</td>
<td>Scientific instruments</td>
<td>Maps</td>
</tr>
<tr>
<td>Felt or magnetic figures of story elements</td>
<td>Clocks, sundials and other timekeepers</td>
<td>Measurement tools</td>
<td>Globes</td>
</tr>
<tr>
<td>Sequence blocks</td>
<td>Number lines</td>
<td>Physical models</td>
<td>Atlases</td>
</tr>
<tr>
<td>Environmental print</td>
<td>Models of geometric figures</td>
<td>Natural materials</td>
<td>Compasses</td>
</tr>
<tr>
<td>Posters or displays</td>
<td>Calculators</td>
<td>Actual substances, organisms or objects of investigation</td>
<td>Timelines</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>Protractors</td>
<td>Posters/Illustrations of processes or cycles</td>
<td>Multicultural artifacts</td>
</tr>
<tr>
<td>Photographs</td>
<td>Rulers, yard/meter sticks</td>
<td></td>
<td>Arial &amp; satellite photographs</td>
</tr>
<tr>
<td>Cartoons</td>
<td>Geoboards</td>
<td></td>
<td>Video clips</td>
</tr>
<tr>
<td>Audio books</td>
<td>Counters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Songs/Chants</td>
<td>Compasses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calendars</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graphic Supports**

The most commonly used graphic support associated with social, instructional and academic language is the graphic organizer. Graphic organizers, such as semantic maps, venn diagrams or T charts, are useful tools for ELLs. These graphic supports allow students to demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse. It cannot be assumed, however, that ELLs understand the concept behind and automatically know how to use particular graphic organizers. Therefore, teachers must model examples of their use and give students time to practice with each one.

Figure 3J provides specific ideas of how graphic organizers may be used with each language proficiency standard. As it does not delineate examples by grade level cluster, teachers’ knowledge of their students and the curriculum is important in translating these suggestions into instructional assessment activities.
**Figure 3J: Examples of Use of Graphic Organizers across the ELP Standards**

<table>
<thead>
<tr>
<th>ELP standard</th>
<th>1- Social and Instructional language</th>
<th>2- The language of Language Arts</th>
<th>3- The language of Mathematics</th>
<th>4- The language of Science</th>
<th>5- The language of Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venn Diagrams - Comparing and Contrasting Two Entities</td>
<td>• Two friends or family members • Two traditions</td>
<td>• Two characters • Two settings • Two genres</td>
<td>• Two operations • Two geometric figures • Two forms of proportion</td>
<td>• Two body systems or organs • Two animals or plants</td>
<td>• Two conflicts • Two forms of government • Two forms of transportation</td>
</tr>
<tr>
<td>T-Charts - Sorting or Categorizing Objects or Concepts</td>
<td>• Colors • Classroom objects</td>
<td>• Facts/Opinions • Points of view • Pros/Cons</td>
<td>• Area/Perimeter • Fractions/Decimals • Addition/Subtraction</td>
<td>• Forms of matter • Forms of energy • Senses • Vertebrates/Invertebrates</td>
<td>• Types of transportation • Types of habitats</td>
</tr>
<tr>
<td>Cycles - Producing a Series of Connected Events or a Process</td>
<td>• Conflict/Resolution • School or classroom routines</td>
<td>• Plot lines</td>
<td>• Steps in problem-solving</td>
<td>• Scientific inquiry • Life cycles • Water cycle</td>
<td>• Elections in a democracy • Passage of a law</td>
</tr>
<tr>
<td>Cause and Effect - Illustrating a Relationship</td>
<td>• Classroom or school rules • Health and safety at home or in school</td>
<td>• Responses of characters to events</td>
<td>• Variables in algebraic equations • Geometric theorems</td>
<td>• Chemical reactions • Adaptation • Weather events</td>
<td>• Political movements • Economic trends</td>
</tr>
<tr>
<td>Semantic Webs - Connecting Categories to Themes or Topics</td>
<td>• Personal interests • Idiomatic expressions • Multiple meanings of words and phrases</td>
<td>• Root words and affixes • Main idea/Details</td>
<td>• Types and features of polygons • Types and characteristics of angles</td>
<td>• Foods and their nutritional ingredients • Types and characteristics of rocks</td>
<td>• Types of human and civil rights • Impact of economic policies</td>
</tr>
</tbody>
</table>

Interactive Supports

All students benefit from opportunities to discuss and confirm prior knowledge with each other in pairs or groups or by using interactive multimedia such as the Internet. These interactive supports are especially useful for ELLs. Their participation in interactive activities and tasks can promote comprehension and expose them to a variety of communication styles. We also know that instructional strategies that incorporate interactive supports facilitate the exchange of cultural values, norms and behaviors and challenge students at every level of English language proficiency to meet expectations in situations that they find meaningful.

ELLs come to school with diverse languages and cultures. These resources should be recognized, preserved and strengthened even if they may not coincide with the language of instruction. Although not formally recognized within the frameworks, the Consortium acknowledges the students’ historical backgrounds and prior educational experiences as springboards for their English language development. We deem it important to honor the cultural perspectives of our ELLs and their contributions to our multicultural society within curriculum, instruction and assessment.

Taking this into account, the student’s native language (L1) has been included as a type of interactive support within the Formative Framework, especially at the first two stages of English language development. In doing so, we encourage students with a common language of origin to communicate with each other to clarify, recap or extend meaning of ideas and concepts presented in English. In this way, native language may serve to facilitate and enrich the students’ process of acquiring an additional language. Figure 3K illustrates how native language support is incorporated into the strands of MPIs.

**Figure 3K: Native Language Support**
The following partial strand of MPIs suggests the use of native language (L1) support.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
</tr>
</tbody>
</table>

- **Identify environmental print related to hygiene or safety around school (e.g., boys/girls washroom, fire extinguisher) in L1 or L2**
- **Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2**
- **Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in L1 or L2**
- **Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2**

**Standards Reference**

Framework: Formative
Standard: 1- Social and Instructional language
Grade level cluster: PreK-K

Language domain: Reading
Example Topic: Hygiene & safety
3.4 Example Topics and Genres

While supports assist ELLs in gaining the language and meaning of concepts embedded in the language proficiency standards, the acquisition of academic language rests on the integration of language and content.

Content within a school setting is largely associated with subject matter topics (and genres within the area of Language Arts); in addition, ELLs must acquire the social and instructional language already familiar to their English-proficient peers. Thus, example topics and genres offer a backdrop within the ELP standards for ELLs’ English language development. Figure 3L further defines the example topics and genres.

**Figure 3L: Example Topics and Genres...**

<table>
<thead>
<tr>
<th>ARE anchored in state and national academic content standards</th>
<th>ARE NOT academic content standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARE intended to illustrate how language lessons can be embedded in content lessons</td>
<td>ARE NOT meant to imply that language learning is automatic when content topics are taught</td>
</tr>
<tr>
<td>ARE flexible and dynamic elements, intended to be adapted or substituted (transformed) to meet curriculum objectives</td>
<td>ARE NOT fixed or comprehensive lists of topics and genres that must be mastered for academic success</td>
</tr>
<tr>
<td>ARE combined with language objectives and supports to create effective performance objectives for ELLs</td>
<td>ARE NOT accessible to ELLs without appropriate scaffolding and support</td>
</tr>
<tr>
<td>ARE used in test development as potential themes for assessment items</td>
<td>ARE NOT the only topics and genres that appear as themes on WIDA assessments</td>
</tr>
</tbody>
</table>

Adopted from TESOL (2006)

**Example Topic and Genre Lists**

The example topics that follow are representative of state academic content standards and student standards of national organizations, including Teachers of English to Speakers of Other Languages, the National Council of Teachers of English, the International Reading Association, the National Council of Teachers of Mathematics, the National Research Council and the National Council for the Social Studies. The following lists are common topics for each grade level cluster and English language proficiency standard. While by no means exhaustive, these example genres and topics offer ideas for contextualizing the language development of ELLs.
### PreK-K Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example Topics</strong></td>
<td><strong>Example Genres &amp; Topics</strong></td>
<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Classrooms</td>
<td>- Chants &amp; songs</td>
<td>- Attributes</td>
<td>- Air</td>
<td>- Change from past to present</td>
</tr>
<tr>
<td>- Colors</td>
<td>- Concepts about print</td>
<td>- Equivalency</td>
<td>- Animals</td>
<td>- Classroom/School</td>
</tr>
<tr>
<td>- Feelings</td>
<td>- Environmental print</td>
<td>- Geometric shapes</td>
<td>- Body parts</td>
<td>- Clothing</td>
</tr>
<tr>
<td>- Games</td>
<td>- Fairy tales</td>
<td>- Measurement of time</td>
<td>- Change in self &amp; environment</td>
<td>- Community workers</td>
</tr>
<tr>
<td>- Hygiene &amp; safety</td>
<td>- Forms of print</td>
<td>- Non-standard measurement tools</td>
<td>- Colors</td>
<td>- Families</td>
</tr>
<tr>
<td>- Music &amp; movement</td>
<td>- Make-believe</td>
<td>- Number sense</td>
<td>- Forces in nature</td>
<td>- Food</td>
</tr>
<tr>
<td>- Recreational objects &amp; activities</td>
<td>- Nursery rhymes</td>
<td>- Numbers &amp; operations</td>
<td>- Living &amp; non-living things</td>
<td>- Friends</td>
</tr>
<tr>
<td>- Routines</td>
<td>- Picture books</td>
<td>- Patterns</td>
<td>- Night/Day</td>
<td>- Historical stories &amp; legends</td>
</tr>
<tr>
<td>- School</td>
<td>-Rhyme</td>
<td>- Quantity</td>
<td>- Rocks</td>
<td>- Homes in a community/Habitats</td>
</tr>
<tr>
<td>- Self &amp; family</td>
<td>- Same &amp; different</td>
<td>- Size</td>
<td>- Safety practices</td>
<td>- Location of objects &amp; places</td>
</tr>
<tr>
<td>- Social behavior</td>
<td>- Sounds &amp; symbols</td>
<td>- Spatial relations</td>
<td>- Scientific process</td>
<td>- Neighborhood</td>
</tr>
<tr>
<td>- Spatial relations</td>
<td>(Phonemic awareness)</td>
<td>- Temperature</td>
<td>- Seasons</td>
<td>- Seasons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Weight</td>
<td>- Senses</td>
<td>- Shelter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Water</td>
<td>- Symbols &amp; holidays</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Weather</td>
<td>- Transportation</td>
</tr>
</tbody>
</table>

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.
Grades 1-2 Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Example Topics</td>
<td>Example Genres</td>
<td>Example Topics</td>
<td>Example Topics</td>
<td>Example Topics</td>
</tr>
<tr>
<td>• Classroom &amp; school rules</td>
<td>• Fiction (literary text)</td>
<td>• Basic operations (addition &amp; subtraction)</td>
<td>• Animals</td>
<td>• Artifacts of the past</td>
</tr>
<tr>
<td>• Everyday objects</td>
<td>• Folktales</td>
<td>• Capacity</td>
<td>• Astronomy</td>
<td>• Celebrations/Customs</td>
</tr>
<tr>
<td>• Feelings &amp; emotions</td>
<td>• Non-fiction (expository text)</td>
<td>• Estimation</td>
<td>• Body parts</td>
<td>• Citizenship</td>
</tr>
<tr>
<td>• Following directions</td>
<td>• Pattern books/Predictable books</td>
<td>• Graphs</td>
<td>• Change</td>
<td>• Community workers</td>
</tr>
<tr>
<td>• Interests, opinions &amp; preferences</td>
<td>• Poetry</td>
<td>• Interpretation of data</td>
<td>• Chemical &amp; physical attributes</td>
<td>• Cultural heritage</td>
</tr>
<tr>
<td>• Leisure activities</td>
<td></td>
<td>• Money</td>
<td>• Earth &amp; sky</td>
<td>• Families &amp; responsibilities</td>
</tr>
<tr>
<td>• Likes, dislikes &amp; needs</td>
<td></td>
<td>• Number sense</td>
<td>• Force &amp; motion</td>
<td>• Historical figures &amp; leaders</td>
</tr>
<tr>
<td>• Personal correspondence</td>
<td></td>
<td>• Patterns</td>
<td>• Gravity</td>
<td>• Homes &amp; habitats</td>
</tr>
<tr>
<td>• Personal information</td>
<td></td>
<td>• Place value</td>
<td>• Life cycles</td>
<td>• Indigenous peoples &amp; cultures</td>
</tr>
<tr>
<td>• School areas, personnel &amp; activities</td>
<td></td>
<td>• Quantity</td>
<td>• Light</td>
<td>• Jobs &amp; careers</td>
</tr>
<tr>
<td>• Sharing/Cooperation</td>
<td></td>
<td>• Shapes</td>
<td>• Living &amp; non-living things</td>
<td>• Land forms/Bodies of water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Size</td>
<td>• Magnetism</td>
<td>• Money &amp; banking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Standard &amp; metric measurement tools</td>
<td>• Natural resources</td>
<td>• Neighborhoods &amp; communities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Symmetry</td>
<td>• Organisms &amp; environment</td>
<td>• Products in the marketplace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time (digital &amp; analog)</td>
<td>• Plants</td>
<td>• Representations of the earth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Two- and three-dimensional shapes</td>
<td>• Renewable &amp; non-renewable resources</td>
<td>(maps &amp; globes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weight</td>
<td>• Senses</td>
<td>• Seasons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whole numbers</td>
<td>• Sound</td>
<td>• Time &amp; chronology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Water cycle</td>
<td>• Use of resources &amp; land</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weather</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Weathering &amp; erosion</td>
<td></td>
</tr>
</tbody>
</table>

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.
### Grades 3-5 Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

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<td><strong>Example Topics</strong></td>
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<td>• Attributes of two- and three-</td>
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<td>• Foods &amp; nutrition</td>
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<td>• Myths</td>
<td>• Decimals</td>
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<td>• Maps &amp; globes/Locations</td>
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<td>• Sets</td>
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Grades 6-8 Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

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<td>Example Topics</td>
<td>Example Topics</td>
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<td>• Algebraic equations</td>
<td>• Atoms &amp; molecules</td>
<td>• Agriculture</td>
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<td>• Ballads</td>
<td>• Area, volume &amp; circumference</td>
<td>• Bacteria to plants</td>
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<td>• Editors</td>
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<td>• Body systems &amp; organs</td>
<td>• Ancient/Medieval civilizations</td>
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<td>• Data interpretation &amp; statistics</td>
<td>• Chemical building blocks</td>
<td>• Bill of Rights</td>
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<td>• School behavior</td>
<td>• Human interest</td>
<td>• Data sets &amp; plots</td>
<td>• Climate/Temperature change</td>
<td>• Civic rights &amp; responsibilities</td>
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<td>• Mythology</td>
<td>• Decimals</td>
<td>• Climate zones</td>
<td>• Civil wars</td>
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<td>• Poetry/Free verse</td>
<td>• Estimation</td>
<td>• Comets &amp; meteorites</td>
<td>• Colonization</td>
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<td>• Use of information</td>
<td>• Science fiction</td>
<td>• Factors</td>
<td>• Cycles</td>
<td>• Countries &amp; continents</td>
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<td>• Elements &amp; compounds</td>
<td>• Cultural perspectives &amp; frames of reference</td>
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<td>• Human resources</td>
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<td>• Populations, resources &amp; environments</td>
<td>• Longitude/Latitude/Time zones</td>
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<td>• Revolution</td>
</tr>
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<td>• Perimeter</td>
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<td>• Scientific tools or instruments</td>
<td>• U.S. Constitution</td>
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<td>• Solar system</td>
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<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
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<td>Congruence</td>
<td>Atoms &amp; molecules/Nuclear structures</td>
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<td>Autobiographical &amp; biographical narratives</td>
<td>Coordinate planes, graphs &amp; equations</td>
<td>Chemical &amp; physical change</td>
<td>Behaviors of individuals &amp; groups</td>
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<td>Conservation of energy &amp; matter</td>
<td>Conflict resolution</td>
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<td>Derived attributes</td>
<td>Constellations</td>
<td>Cultural diversity &amp; cohesion</td>
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<td>Epics</td>
<td>Formulas &amp; equations</td>
<td>Ecology &amp; adaptation</td>
<td>Federal, civil &amp; individual rights</td>
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<td>Multi-dimensional shapes</td>
<td>Food chains</td>
<td>Historical figures &amp; times</td>
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<td>Multicultural/world literature</td>
<td>Powers</td>
<td>Forces &amp; motion</td>
<td>Human populations</td>
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<td>Tragedies</td>
<td>Problem solving</td>
<td>Genetics &amp; heredity</td>
<td>Individual responsibilities</td>
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<td>Workplace readiness</td>
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<td>Quadrilaterals</td>
<td>Life cycles</td>
<td>Interdependence among states &amp; nations</td>
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<td>Example Topics</td>
<td>Example Genres</td>
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<td>Meteorology</td>
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<td>• Classroom routines</td>
<td>• Allusion</td>
<td>Scale &amp; proportion</td>
<td>Nuclear change</td>
<td>Production, consumption &amp; distribution</td>
</tr>
<tr>
<td>• Personal &amp; business communication</td>
<td>• Autobiographical &amp; biographical narratives</td>
<td>Speed &amp; acceleration</td>
<td>Scientific research &amp; investigation</td>
<td>Social issues &amp; inequities</td>
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<td>Theoretic probability</td>
<td>Simple organisms</td>
<td>Supply &amp; demand</td>
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<td>• Critical commentary</td>
<td>Trigonometric functions</td>
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<td>The story of the U.S.</td>
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<tr>
<td>• Workplace readiness</td>
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</tbody>
</table>
3.5 Examples (e.g.,)

Within some MPIs there are examples, marked by “(e.g.),” to help clarify or extend the meaning of one or more of the elements. As each cell in the standards’ matrices has limited space, the full text is not often provided. The examples within the MPIs are used in five different ways. More than one type of example may appear in one strand.

**Teacher Talk:** In presenting a big idea to students, a teacher might say, “White is made up of all colors.” This statement may serve as a stimulus for ELLs who could then meet the MPI’s expectations by demonstrating or pointing to a picture of white light being refracted into a rainbow by a prism.

**Level 1 Entering**

**Standards Reference**
- **Framework:** Formative
- **Standard:** 4- The language of Science
- **Grade level cluster:** 6-8
- **Language domain:** Listening
- **Example Topic:** Light/Sound

**Student Speak**

In the strands that address speaking and writing, we hear the student voice. The examples represent what students at the assigned language proficiency level are expected to produce or some language patterns they may use orally or in writing. Examples of student talk are bounded by quotation marks.

**Teacher Talk**

In the listening strands, ideas of what teachers might say to ELLs in either instructional or assessment contexts in the Formative or Summative Framework are occasionally interjected within an MPI. Examples of teacher talk are bounded by quotation marks.

**Level 5 Bridging**

**Standards Reference**
- **Framework:** Formative
- **Standard:** 5- The language of Social Studies
- **Grade level cluster:** 3-5
- **Language domain:** Speaking
- **Example Topic:** Maps & globes/Locations

**Student Speak:** There are many possible explanations for places/locations on maps or globes. A proficient ELL might give the answer noted in this MPI.
**Text Talk:** ELLs are able to identify a visually supported written message such as the ones shown in this MPI.

**Level 3 Developing**
Sort language associated with fact or opinion in fiction or non-fiction illustrated text (e.g., “I think that...,” “We believe that...,” “It could be...”)

**Standards Reference**
- Framework: Formative
- **Standard:** 2 - The language of Language Arts
- **Grade level cluster:** 3-5
- **Language domain:** Reading
- **Example Topic:** Fact or opinion

**Text Talk**
Examples of text talk that ELLs are expected to process are associated with the reading domain. They, too, are marked by quotation marks because they are possible quotes from a text.

**Specific Supports**
Three main categories of supports are present within the strands of MPIs: sensory, graphic and interactive. Most sensory supports are visual, but they could also involve the use of other senses such as touch or smell.

**Specific Supports:** First and second graders may classify living organisms by using pictures, icons and text with graphic organizers. This MPI specifies a type of graphic organizer that would be especially useful for this kind of task.

**Level 2 Beginning**
Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts)

**Standards Reference**
- Framework: Summative
- **Standard:** 4 - The language of Science
- **Grade level cluster:** 1-2
- **Language domain:** Reading
- **Example Topic:** Living organisms
Subtopics: In the MPI below, the example gives a subtopic showing how the language of Percent or Decimals may be used to “follow written instructions.”

<table>
<thead>
<tr>
<th>Level 4 Expanding</th>
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<tbody>
<tr>
<td>Follow written instructions to determine when and how to apply math in real-life situations involving percent or decimals (e.g., sales tax, interest rates or tips) with a partner</td>
</tr>
</tbody>
</table>

Standards Reference
Framework: Formative
Standard: 3- The language of Mathematics
Grade level cluster: 6-8
Language domain: Reading
Example Topic: Percent/Decimals

This section has described the various elements which make up model performance indicators and how they relate to one another. Section 4 elaborates the usability of the elements of the MPIs and shows their adaptability through transformations in designing units of study and in mapping curriculum.

Subtopics

The Example Genres and Topics, by being tied to academic content standards and representative of district and school curriculum, have broad applicability. The subset of topics are further ideas for teachers in designing lessons or units of instruction and assessing social or academic language. Subtopics, by often being specific to a language level, also help teachers differentiate instruction and assessment.
SECTION 4: WORKING WITH THE STANDARDS

4.1 Transformations: Strategies for Designing Assessment, Curriculum and Instruction

As informative as model performance indicators (MPIs) are for practice, they do not completely capture the range of situations, supports and topics that classroom teachers experience. Transformations of the MPIs are intended to add flexibility to the use of the strands. Transformations entail changing one or more of the elements of an MPI (its language function, topic or support) to reflect local curricular or instructional targets (Gottlieb, Carnuccio, Ernst-Slavit, & Katz, 2006). Transformations are the mechanism that enables teachers to adapt the strands of MPIs to their specific teaching situation. Once teachers have gained familiarity with the format of the standards’ matrices, they will find that using transformations will be a tremendously helpful tool in assessment, curriculum and lesson design. Ultimately, transformations are the vehicle to increasing the viability and usefulness of the English language proficiency (ELP) standards.

The role of transformations for each element of an MPI is unique. In the sections that follow, each element is treated independently, although, more than one transformation within a single MPI or strand of MPIs is possible. Examples illustrate how to transform or substitute the elements. Together, the transformations exemplify the potential power of the strands of MPIs as pathways for English language learners (ELLs) to attain the ELP standards.
Transformation of Language Functions

The transformation of language functions, shown in the following two diagrams, enables teachers to substitute productive language domains (speaking and writing) for receptive language domains (listening and reading) or vice versa. This transformation also encourages teachers to introduce new language patterns or reinforce those previously learned for a particular level of English language proficiency. Thus, ELLs are able to enhance their repertoire of language within a specific level of English language proficiency.

**Figure 4A: Language Function Transformation from Listening to Speaking**

- **Identify** specific geographic locations (e.g., time zones, latitude, longitude) on maps based on oral information and check with a partner
- **Describe** specific geographic locations (e.g., time zones, latitude, longitude) on maps based on given information to a partner

**Standards Reference**
- **Framework:** Formative
- **Standard:** 5- The language of Social Studies
- **Grade level cluster:** 6-8
- **Language proficiency level:** 3- Developing
- **Example Topic:** Maps

**Figure 4B: Language Function Transformation from Writing to Reading**

- **Make lists** of real-world examples of three-dimensional shapes from labeled models
- **Match descriptive phrases** of real-world examples with labeled models of three-dimensional shapes

**Standards Reference**
- **Framework:** Summative
- **Standard:** 3- The language of Mathematics
- **Grade level cluster:** 3-5
- **Language proficiency level:** 2- Beginning
- **Example Topic:** Three-dimensional shapes
Transformation of Supports

Transformations of supports (sensory, graphic or interactive) allow teachers to easily move from the Summative to Formative Framework or the reverse. Whereas in summative contexts, students tend to rely on pictures or illustrations for support, in formative situations, students can actively engage in activities and tasks using real-life objects or manipulatives. Different types of support may also be exchanged or added to the MPIs, such as having students work in pairs to complete a graphic organizer (thus having both interactive and graphic supports present). The following two transformations show how supports within MPIs may be modified or added to enhance ELLs’ access to meaning.

**Figure 4C: Support Transformation from Summative to Formative Frameworks**

- Find **labeled pictures** of food by initial sounds or consonants (e.g., “pineapple,” “peas”)
- Find **real-life examples** of foods by initial sounds or consonants (e.g., “pineapple,” “peas”)

**Standards Reference**
- **Standard:** 5- The language of Social Studies
- **Grade level cluster:** PreK-K
- **Language Domain:** Reading

**Language proficiency level:** 3- Developing
**Example Topic:** Food

**Figure 4D: Support Transformation**

- Outline steps of scientific inquiry involving elements or compounds with a partner
- Outline steps of scientific inquiry involving elements or compounds **based on graphic support or pictures** with a partner

**Addition of Graphic Support**

**Standards Reference**
- **Framework:** Formative
- **Standard:** 4- The language of Science
- **Language Domain:** Speaking

**Language proficiency level:** 3- Developing
**Grade level cluster:** 6-8
**Example Topic:** Elements & compounds
Transformation of Topics

Transformations of topics can occur within a standard or from one standard to another. Substituting one topic for another allows teachers to develop units or lessons around a specific theme. Oftentimes, the topics can be selected directly from the example lists or from district curriculum. By exchanging the example topics with others, English as a second language or bilingual teachers can more readily synchronize instruction with general education or content teachers. Two ways of transforming topics are illustrated below.

**Figure 4E: Topic Transformation within an ELP Standard**

- Analyze and identify reasons for **genetic alterations** based on visually supported text (e.g., mutation) with a partner
- Analyze and identify reasons for **physical change** based on visually supported text with a partner

**Standards Reference**
- **Framework:** Formative
- **Standard:** 4- The language of Science
- **Grade level cluster:** 9-12

**Language Domain:** Reading
- **Language proficiency level:** 4- Expanding
Once educators become familiar with the art of transformation, they can develop whole strands of MPIs pertaining to the topics they teach. In the next section, we offer a checklist to help ensure the quality of original strands of MPIs.
4.2 Reviewing Original Strands of MPIs

Figure 4G: WIDA Checklist for Reviewing Strands of MPIs

The following checklist has been devised to assist in selecting content topics and developing new strands of MPIs. It may be useful for teachers or teacher committees at grade, school or district levels who wish to transform strands of MPIs as a step in their differentiation of language for curriculum, instruction and assessment.

Framework: ________________________  Grade Level Cluster: _________________________
Standard: __________________________  Language Domain: __________________________

<table>
<thead>
<tr>
<th>Example Topics</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are aligned with or representative of those from state academic content standards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Represent curricular and instructional emphases?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strands of Model Performance Indicators (MPIs)</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Contain sensory, graphic or interactive supports through English language proficiency level 4, Expanding?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Are amenable to curricular 'big ideas'?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3. Scaffold at equal intervals across the levels of English language proficiency?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are uniform in regard to their level of specificity?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5. Are representations of the language demands contained in academic content standards?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

4.3 Collaboration among Educators Serving English Language Learners (ELLs)

The ELP standards are starting and ending points in the cycle of assessment, curriculum and instruction of ELLs. We suggest that all teachers and administrators who work with ELLs have opportunities to participate together as teams in sustained professional development activities. Educators with a mutual understanding of the expectations of ELLs are best able to serve the students’ individual and collective needs.
It is important for ELLs to have a consistent, continuous and challenging curriculum that addresses academic content and language development in English and, to the extent feasible, in their native or home language. Collaboration among teachers leads to maximum coordination of services for the students. Many teachers touch the lives of ELLs, including English as a second language, bilingual, dual language, content, resource, special education (if applicable) and general education teachers. Administrators should encourage, support and lead collaborative efforts on behalf of ELLs.

Ideas for Collaboration in Planning Instructional Assessment

To improve instructional cohesion and continuity of services for ELLs during the school year, teachers working with second language learners may choose to collaborate throughout the instructional assessment cycle. Likewise, administrators at the school and district levels may wish to coordinate activities and services for ELLs from year to year to ensure strong and consistent educational programming. Below are some ideas for teachers and administrators for working together in the planning, implementation and evaluation of instructional assessment for ELLs.

- Map the school, district or state curriculum, including the curriculum for English language education, onto the ELP standards
- Cross-reference, integrate or link ELP standards with state academic content standards
- Transform or create strands of MPIs to match or augment curriculum
- Co-develop thematic units of instruction and model lessons
- Select strands of MPIs to target instruction
- Formulate language objectives from the English language proficiency standards and content objectives from state academic content standards
- Plan common formative assessments at grade levels or grade level clusters
- Design or select common rubrics for performance assessment
- Differentiate language instruction according to the levels of English language proficiency
- Plan family involvement and community outreach about English language services

Ideas for Collaboration in Implementing Instruction and Assessment of ELLs

- Co-teach activities, tasks and projects
- Collect exemplars of student work and interpret the samples with common rubrics
- Develop a common grading scheme based on students’ English language proficiency and academic performance
Ideas for Collaboration in Evaluating Student Results

- Create standards-based reporting forms or report cards
- Interpret results from ACCESS for ELLs® and state assessments of academic achievement to improve services
- Share results from ELP assessments and assessments of academic achievement with parents and other stakeholders
- Participate in school and district committee activities
- Use a common set of criteria for grading ELLs
- Use information to develop and coordinate the language education program for ELLs
SECTION 5: STANDARDS-BASED RESOURCES

The English language proficiency (ELP) standards do not operate in isolation but are part of a comprehensive educational system designed for English language learners (ELLs). This section provides resources to use in conjunction with the WIDA ELP Standards.

5.1 The Relationship among Performance Definitions, CAN DO Descriptors and the Levels of English Language Proficiency

Performance Definitions, CAN DO Descriptors and the strands of model performance indicators (MPIs), each delineated by the ELP levels, are three ways of framing the ELP standards. Each of these resources build upon one another. As shown in Figure 5A, the Performance Definitions (Figure 5B) are the most global (representing the base of the pyramid) with criteria that reflect the general characteristics of ELLs from Kindergarten through grade 12 for each proficiency level.

The CAN DO Descriptors (Figure 5M) build upon the Performance Definitions by describing what students can do at each proficiency level by domain but do not distinguish among students in different grade levels. While not part of the standards’ matrices, these two resources are essential foundations to understanding and using the five proficiency levels exemplified in the MPIs.

The MPIs are the building blocks of the standards’ matrices. Like the Performance Definitions, their strands are assembled according to the progressive levels of English language proficiency. Along with the CAN DO Descriptors, they are divided into the four domains, but they are also structured around example topics and genres by grade level cluster. Thus, they are the most detailed representations of the ELP standards.

Figure 5A shows the relationship between the Performance Definitions, the CAN DO Descriptors, the ELP standards and the strands of MPIs. The resources in the lowest levels of the pyramid contain the broadest definitions of the levels of English language proficiency, narrowing to their most specific representation at the top.
5.2 Performance Definitions for the Levels of English Language Proficiency

The Performance Definitions, presented in Figure 5B and at the start of the standards’ matrices, frame the ELP standards. They provide criteria that shape each of the six levels of English language proficiency. The three bullets within each proficiency level in the Performance Definitions also correspond to the categories or components of the Speaking and Writing Rubrics (see Section 5.3); namely,

- **Linguistic Complexity** - the amount and quality of speech or writing for a given situation
- **Vocabulary Usage** - the specificity of words or phrases for a given context
- **Language Control** - the comprehensibility of the communication based on the amount and types of errors
**Figure 5B: Performance Definitions**

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| **6- Reaching** | - specialized or technical language reflective of the content areas at grade level  
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- oral or written communication in English comparable to English-proficient peers |
| **5- Bridging** | - specialized or technical language of the content areas  
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material |
| **4- Expanding** | - specific and some technical language of the content areas  
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support |
| **3- Developing** | - general and some specific language of the content areas  
- expanded sentences in oral interaction or written paragraphs  
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** | - general language related to the content areas  
- phrases or short sentences  
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | - pictorial or graphic representation of the language of the content areas  
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support  
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support |
Linguistic Complexity

Linguistic complexity refers to the amount of discourse (oral or written), the types and variety of grammatical structures, the organization and cohesion of ideas and, at the higher levels of language proficiency, the use of text structures in specific genres. For example, expository essays often include the use of language to foreshadow, argue and summarize (Schleppegrell, 2004). As ELLs gain proficiency in English, their processing abilities and use of complex structures increase accordingly.

Vocabulary Usage

The role of vocabulary, in particular, the use of academic language associated with content-based instruction, has been documented as critical in the literacy development of second language learners. In fact, “mastery of academic language is arguably the single most important determinant of academic success; to be successful academically, students need to develop the specialized language of academic discourse that is distinct from conversational language” (Francis, Rivera, Lesaux, & Rivera, 2006, p.7). In the Performance Definitions, as students progress from the Entering to Reaching levels of proficiency, we witness change in vocabulary use from general language to specific language to specialized or technical language that is required in processing or responding to a task.

Figure 5C gives example sets of general, specific and technical terms associated with ELP standards 2-5 for a given grade level cluster. These examples illustrate ELLs’ second language acquisition; they are not to be confused with the three tiers of general vocabulary development described by McKeown, Beck, & Kucan (2002) as high frequency words, rich words and low-frequency words. There are many high-frequency words in English, for example, that have multiple meanings used in a variety of contexts which make them difficult for ELLs.

Figure 5C: Examples of General, Specific and Technical Language across the Grade Level Clusters and ELP Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Sample Grade Level Cluster</th>
<th>General Language</th>
<th>Specific Language</th>
<th>Technical Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>The language of Mathematics</td>
<td>1-2</td>
<td>in all</td>
<td>total</td>
<td>sum</td>
</tr>
<tr>
<td>The language of Language Arts</td>
<td>3-5</td>
<td>person</td>
<td>character</td>
<td>protagonist</td>
</tr>
<tr>
<td>The language of Science</td>
<td>6-8</td>
<td>knee</td>
<td>kneecap</td>
<td>patella</td>
</tr>
<tr>
<td>The language of Social Studies</td>
<td>9-12</td>
<td>people</td>
<td>population</td>
<td>demographics</td>
</tr>
</tbody>
</table>
Language Control

Language control reflects the extent to which a communication is comprehensible. Comprehensibility is measured by the number and types of errors committed in oral or written discourse that affect the meaning or intent of the message. These errors involve lapses in fluency, grammatical usage, phonology (the sounds used by a particular language), and semantic choice (the selection of words to convey meaning).

In the examples that follow, we analyze writing samples of students who took the ACCESS for ELLs® Writing Test—referred to here as Emile, Maxine, Tazak and Felipe. Their writing is scrutinized according to each criterion of the Performance Definitions: linguistic complexity, vocabulary usage and language control. In Figures 5E and F, note the drastic advances in all three criteria from level 2 to level 6 in sample student writing from the 3-5 grade level cluster.
Figure 5D: Grade Level Cluster 3-5 Example Writing Prompt

Tiers B and C of the ACCESS for ELLs® Writing assessment include an integrated task which covers Standards 2 and 5, the language of Language Arts and the language of Social Studies. Students are faced with a short story such as the one shown below to provoke their ideas.

<table>
<thead>
<tr>
<th>Part D: Donkey and Horse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the story.</td>
</tr>
<tr>
<td>As you read, think about how the donkey and the horse remind you of yourself.</td>
</tr>
</tbody>
</table>

A young donkey and an old horse worked for a farmer. One day, the donkey and the horse were carrying heavy bags of sugar across a river. Suddenly the donkey slipped and fell into the water.

The donkey fell into the water.

When he stood up, his bag was light. All the sugar had melted into the water. The donkey said, “This is very good. Now I don’t have to work so hard. You should do what I did so your bag will become light, too.” But the horse said, “No. This is not good. You have less work, but the farmer has lost his sugar. We all need to do our jobs right.”

The donkey fell into the river on purpose.

The donkey’s bag was very heavy.

The horse said, “See. It is not good to do the wrong thing to get out of your work. Now you have to work even harder. We all need to do our jobs right.”

Now it’s your turn to write!

Prepare to write a composition about how you are like the donkey or the horse.

Think about the donkey and the horse, then think about yourself. Are you more like the donkey or the horse?

Here, students were given guidance in preparing their thoughts and structuring their writing into multiple paragraphs.
Linguistic Complexity

Emile’s sample is too brief to exhibit cohesive organization or a range of sentence structures, but Maxine’s accomplishes both. Her use of dialogue makes her sample worthy of its high score. Also, note that Figure 5F contains only a portion of Maxine’s response. The entire essay is organized around three anecdotes from her life which relate to the prompt. The use of transitions is appropriate for her age and the conclusion clearly summarizes her point of view.

Vocabulary Usage

Emile uses only general vocabulary, most of which is provided in the prompt. However, Maxine is able to produce specific language such as “guilty,” and even uses idiomatic expressions such as “silly goose” and “look before you leap.”
Language Control

Comprehension of Emile’s sample is impeded by a complete lack of punctuation and capitalization. Other mistakes include incorrect pronoun usage as in “those stuff” and “are” instead of “our.” Maxine also makes occasional minor grammatical errors, such as “do a hard work,” but nothing beyond what is typical of her English proficient peers.

Next, compare the student writing samples in Figures 5H and J for students in the 6-8 grade level cluster whom we name Tazak and Felipe. Note the progression in linguistic complexity, vocabulary usage and language control from a level 2 to a level 5 sample for middle school ELLs.
Figure 5G: Grade Level Cluster 6-8 Example Writing Prompt

Part D: Mural Ideas

Read these ideas for a mural that will be painted in your school.

A local artist who graduated from your school wants to paint a mural in the main hallway. The principal has asked students for ideas of what the mural should look like. These are the two most popular ideas.

Idea #1: Some students want the mural to show the school’s athletic accomplishments.

Facts:

1. 2003 — boys’ basketball team wins state championship
2. 2004 — girls’ soccer team undefeated
3. 2005 — parents donate $5,000 to sports program
4. 2006 — 46% of students participate in sports

Idea #2: Some students want the mural to show accomplishments in the arts and theater.

Facts:

1. 2003 — art department added sculpture classes and painting studio
2. 2004 — new auditorium dedicated
3. 2005 — school orchestra on television
4. 2006 — spring play wins award

Now it’s your turn to write!

Write about what you think should be in the school’s new mural.

You can write about one of the two most popular ideas or about your own new idea. Give three good reasons to explain why your idea for the mural is the best.

At this point, students are given further direction on preparing their ideas for writing by creating an organizational plan such as an outline or a web.
Linguistic Complexity

Tazak’s sample relies almost completely on the simple phrases “I like,” “I use” and “I do.” However, a transition is used to start the fourth paragraph with “finally,…”, which shows some variety of sentence structure. However, many of the thoughts are random and disjointed. Felipe, on the other hand, produces a greater quantity of language with a much more cohesive progression of ideas throughout the essay.

Vocabulary Usage

Both writers copied the word “accomplishments” from the prompt, but only the level 5 student, Felipe, is able to consistently produce vocabulary at that level of specificity. Other examples of specific vocabulary used to meet expectations at level 5 are “represent,” “unity,” “divide,” and “pride.”
Figure 5J: Felipe’s Writing Sample from Grades 6-8: Language Proficiency Level Score of 5

Language Control

Tazak’s misuse of tense as in, “my idea is taked,” and phonemic slips such as “these” for “this” could impede comprehension, particularly if spoken. It is also difficult to derive the intended meaning from phrases like “because is of the only ones in my school” and “where do I solve it from my school.” Felipe’s sample exhibits greater command of syntax and tenses with far fewer mechanical errors in general. Felipe has not altogether mastered language control, as evidenced in his atypical use of the word “aspects” and possible L1 interference causing him to stray from the correct order of verbs, nouns and adjectives in the phrase “make unhappy all the people.” Nonetheless, his sentences are much more fluid than Tazak’s.
The three criteria or components that comprise the Performance Definitions (linguistic complexity, vocabulary usage and language control) are developmental in nature; that is, as students become more proficient in English, there is a natural and predictive progression across the levels of language proficiency. Instruction and assessment should be targeted and differentiated according to the placement of students on the language proficiency scale.

5.3 Speaking and Writing Rubrics for Classroom Assessment

The analyses of student writing samples in the previous section are an example of how student performance can be evaluated using several criteria organized along a proficiency continuum known as a rubric. Rubrics are scoring guides in which a uniform set of criteria are used to interpret student work or samples. The Speaking and Writing Rubrics were originally created to score the productive tasks in ACCESS for ELLs® and also for its screener, the WIDA-ACCESS Placement Test (W-APT)™. The test administrator scores the adaptive Speaking section of ACCESS for ELLs® as well as the W-APT™; in addition, the test administrator is responsible for scoring the Writing section of the W-APT™. These scoring rubrics are equally useful for classroom use.

These rubrics, shown in Figures 5K and L, reflect and elaborate the Performance Definitions for the levels of English language proficiency. The three criteria represented, linguistic complexity, vocabulary usage and language control, are described in the previous section dealing with Performance Definitions (5.2).

The Speaking and Writing Rubrics in this guide are intended to be used by teachers on a formative basis to interpret ELLs’ production in English on classroom or program level tasks. The Speaking Rubric does not include level 6 but note that it is reserved for students whose oral English is comparable to that of their English-proficient peers.

These rubrics may be used in conjunction with the Performance Definitions and also the speaking and writing domains of the CAN DO Descriptors. Teachers are welcome to incorporate these rubrics into their classroom assessment throughout the school year. We also encourage teachers to gather and discuss student samples of speaking and writing for the varying grade levels or grade level clusters to share with one another. These anchor papers may then serve to help teachers become more consistent raters for writing samples on both a formative and summative basis.
# Figure 5K: Summary Chart of Speaking Performance Expectations

## Speaking Rubric of the WIDA™ Consortium*

<table>
<thead>
<tr>
<th>Task Level</th>
<th>Linguistic Complexity</th>
<th>Vocabulary Usage</th>
<th>Language Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Entering</td>
<td>Single words, set phrases or chunks of memorized oral language</td>
<td>Highest frequency vocabulary from school setting and content areas</td>
<td>When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar.</td>
</tr>
<tr>
<td>2 Beginning</td>
<td>Phrases, short oral sentences</td>
<td>General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident</td>
<td>When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences.</td>
</tr>
<tr>
<td>3 Developing</td>
<td>Simple and expanded oral sentences; responses show emerging complexity used to add detail</td>
<td>General and some specific language related to the content area; may grope for needed vocabulary at times</td>
<td>When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic or semantic errors, especially when attempting more complex oral discourse.</td>
</tr>
<tr>
<td>4 Expanding</td>
<td>A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity</td>
<td>Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident</td>
<td>At all times generally comprehensible and fluent, though phonological, syntactic or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference.</td>
</tr>
<tr>
<td>5 Bridging</td>
<td>A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas</td>
<td>Technical language related to the content area; facility with needed vocabulary is evident</td>
<td>Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make.</td>
</tr>
</tbody>
</table>

Adapted from ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)

*English proficiency level 6 is not included in the Speaking Rubric as it is reserved for students whose oral English is comparable to that of their English-proficient peers.*
### Writing Rubric of the WIDA™ Consortium Grades 1-12

<table>
<thead>
<tr>
<th>Level</th>
<th>Linguistic Complexity</th>
<th>Vocabulary Usage</th>
<th>Language Control</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6</strong> Reaching*</td>
<td>A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization</td>
<td>Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.</td>
<td>Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.</td>
</tr>
<tr>
<td><strong>5</strong> Bridging</td>
<td>A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization</td>
<td>Usage of technical language related to the content area; evident facility with needed vocabulary.</td>
<td>Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.</td>
</tr>
<tr>
<td><strong>4</strong> Expanding</td>
<td>A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.</td>
<td>Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.</td>
<td>Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.</td>
</tr>
<tr>
<td><strong>3</strong> Developing</td>
<td>Simple and expanded sentences that show emerging complexity used to provide detail.</td>
<td>Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.</td>
<td>Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.</td>
</tr>
<tr>
<td><strong>2</strong> Beginning</td>
<td>Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.</td>
<td>Usage of general language related to the content area; lack of vocabulary may be evident.</td>
<td>Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.</td>
</tr>
<tr>
<td><strong>1</strong> Entering</td>
<td>Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.</td>
<td>Usage of highest frequency vocabulary from school setting and content areas.</td>
<td>Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.</td>
</tr>
</tbody>
</table>

Adapted from *ACCESS for ELLs® Training Toolkit and Test Administration Manuals, Series 103 (2007-08)*

*Level 6 is reserved for students whose written English is comparable to that of their English-proficient peers.*
5.4 The CAN DO Descriptors for WIDA’s Levels of English Language Proficiency

For teachers unfamiliar with the ELP standards, the CAN DO Descriptors provide a starting point for working with ELLs and a collaborative tool for planning. As teachers become comfortable with the Descriptors, the standards’ matrices can be introduced. The CAN DO Descriptors are also general enough to be appropriate to share with students’ family members to help them understand the continuum of English language development.

The CAN DO Descriptors expand the Performance Definitions for the ELP standards by giving suggested indicators (not a definitive set) in each language domain: listening, speaking, reading and writing. More targeted than the Performance Definitions, the Descriptors have greater instructional implications; that is, the information may be used to plan differentiated lessons or unit plans. The Descriptors may also apply to ACCESS for ELLs® scores and may assist teachers and administrators in interpreting the meaning of the score reports. In addition, the Descriptors may help explain the Speaking and Writing Rubrics associated with the ELP test. A distinguishing feature of these Descriptors, although not explicitly mentioned, is the presence of sensory, graphic or interactive support, through ELP level 4, to facilitate ELLs’ access to content in order to succeed in school.

The CAN DO Descriptors offer teachers and administrators working with ELLs a range of expectations for student performance within a designated ELP level of the WIDA ELP Standards. The Descriptors are not instructional or assessment strategies, per se. They are exemplars of what ELLs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of MPIs, the Descriptors do not scaffold from one ELP level to the next. Rather, each ELP level is to be viewed independently.

The CAN DO Descriptors included in this Resource Guide are written for the entire preK-12 spectrum. Given that they are generalized across grade spans, it is important to acknowledge the variability of students’ cognitive development due to age, grade level spans, diagnosed learning disabilities (if applicable) and their diversity of educational experiences. Due to maturation, expectations of young ELLs differ substantially from those of older students. These differences must be taken into account when using the Descriptors. In 2009, WIDA released new grade level cluster-specific CAN DO Descriptors at www.wida.us.

Presented as an oral language and literacy matrix, similar to the format of the ELP standards, the Descriptors should facilitate educators’ examination of the language domains for the five levels of English language proficiency. ELP level 6, Reaching, is reserved for those students whose oral and written English is comparable to their English-proficient peers. Figure 5M presents the CAN DO Descriptors of English oral language and literacy development across the levels of English language proficiency.

In Figure 5N, the CAN DO Descriptors for English language proficiency have been translated into Spanish. This version may be shared with parents literate in Spanish, perhaps at parent-teacher conferences, or to set goals for an individual student’s English language development.
# Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, with support, English language learners can:

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Point to stated pictures, words, phrases</td>
<td>• Sort pictures, objects according to oral instructions</td>
<td>• Locate, select, order information from oral descriptions</td>
<td>• Compare/contrast functions, relationships from oral information</td>
<td>• Draw conclusions from oral information</td>
</tr>
<tr>
<td>• Follow one-step oral directions</td>
<td>• Follow two-step oral directions</td>
<td>• Follow multi-step oral directions</td>
<td>• Analyze and apply oral information</td>
<td>• Construct models based on oral discourse</td>
</tr>
<tr>
<td>• Match oral statements to objects, figures or illustrations</td>
<td>• Match information from oral descriptions to objects, illustrations</td>
<td>• Categorize or sequence oral information using pictures, objects</td>
<td>• Identify cause and effect from oral discourse</td>
<td>• Make connections from oral discourse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPEAKING</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Name objects, people, pictures</td>
<td>• Ask WH- questions</td>
<td>• Formulate hypotheses, make predictions</td>
<td>• Discuss stories, issues, concepts</td>
<td>• Engage in debates</td>
</tr>
<tr>
<td>• Answer WH- (who, what, when, where, which) questions</td>
<td>• Describe pictures, events, objects, people</td>
<td>• Give speeches, oral reports</td>
<td>• Explain phenomena, give examples and justify responses</td>
<td>• Express and defend points of view</td>
</tr>
<tr>
<td>• Restate facts</td>
<td>• Describe processes, procedures</td>
<td>• Retell stories or events</td>
<td>• Offer creative solutions to issues, problems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>READING</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Match icons and symbols to words, phrases or environmental print</td>
<td>• Locate and classify information</td>
<td>• Sequence pictures, events, processes</td>
<td>• Interpret information or data</td>
<td>• Conduct research to glean information from multiple sources</td>
</tr>
<tr>
<td>• Identify concepts about print and text features</td>
<td>• Identify facts and explicit messages</td>
<td>• Identify main ideas</td>
<td>• Find details that support main ideas</td>
<td>• Draw conclusions from explicit and implicit text</td>
</tr>
<tr>
<td></td>
<td>• Select language patterns associated with facts</td>
<td>• Use context clues to determine meaning of words</td>
<td>• Identify word families, figures of speech</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>WRITING</strong></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Label objects, pictures, diagrams</td>
<td>• Make lists</td>
<td>• Produce bare-bones expository or narrative texts</td>
<td>• Summarize information from graphics or notes</td>
<td>• Apply information to new contexts</td>
</tr>
<tr>
<td>• Draw in response to a prompt</td>
<td>• Produce drawings, phrases, short sentences, notes</td>
<td>• Compare/contrast information</td>
<td>• Edit and revise writing</td>
<td>• React to multiple genres and discourses</td>
</tr>
<tr>
<td>• Produce icons, symbols, words, phrases to convey messages</td>
<td>• Give information requested from oral or written directions</td>
<td>• Describe events, people, processes, procedures</td>
<td>• Create original ideas or detailed responses</td>
<td>• Author multiple forms/genres of writing</td>
</tr>
</tbody>
</table>

Variability of students’ cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable) are to be considered in using this information.
**Figure 5N: Descripción de las Habilidades en los Niveles del Lenguaje Académico del Inglés, PreK-12**

En cada nivel de capacidad en el lenguaje inglés, **con apoyo**, un estudiante de inglés puede hacer lo siguiente:

<table>
<thead>
<tr>
<th>Nivel 1</th>
<th>Nivel 2</th>
<th>Nivel 3</th>
<th>Nivel 4</th>
<th>Nivel 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entrando</strong></td>
<td><strong>Empezando</strong></td>
<td><strong>Desarrollando</strong></td>
<td><strong>Extendiendo</strong></td>
<td><strong>Conectando</strong></td>
</tr>
<tr>
<td><strong>Escuchar</strong></td>
<td><strong>Hablar</strong></td>
<td><strong>Leer</strong></td>
<td><strong>Escribir</strong></td>
<td><strong>Nivel 6 Alcanzando</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Nivel 1 Entrando</strong></th>
<th><strong>Nivel 2 Empezando</strong></th>
<th><strong>Nivel 3 Desarrollando</strong></th>
<th><strong>Nivel 4 Extendiendo</strong></th>
<th><strong>Nivel 5 Conectando</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escuchar</strong></td>
<td><strong>Hablar</strong></td>
<td><strong>Leer</strong></td>
<td><strong>Escribir</strong></td>
<td><strong>Nivel 6 Alcanzando</strong></td>
</tr>
<tr>
<td>Señalar dibujos, palabras o frases indicados</td>
<td>Clasificar dibujos u objetos siguiendo las instrucciones verbales</td>
<td>Localizar, seleccionar y ordenar información que proviene de descripciones orales</td>
<td>Comparar y contrastar funciones y relaciones de acuerdo a información oral</td>
<td>Sacar una conclusión de información oral</td>
</tr>
<tr>
<td>Seguir instrucciones orales de un paso</td>
<td>Seguir instrucciones verbales de dos pasos</td>
<td>Seguir instrucciones verbales de paso múltiples</td>
<td>Analizar y aplicar información oral</td>
<td>Construir modelos basados en discurso oral</td>
</tr>
<tr>
<td>Emparejar declaraciones orales con objetos, figuras o ilustraciones</td>
<td>Emparejar declaraciones verbales con objetos, figuras o ilustraciones</td>
<td>Clasificar o secuenciar información oral usando dibujos u objetos</td>
<td>Identificar causa y efecto en discurso oral</td>
<td>Hacer conexiones en información oral</td>
</tr>
</tbody>
</table>

**Leer**

- Emparejar símbolos y dibujos con palabras, frases o letras en la escritura en el medioambiente
- Identificar conceptos de la organización de letras y elementos de textos
- Localizar y clasificar información
- Identificar hechos y mensajes directos
- Seleccionar patrones de lenguaje asociados con hechos
- Secuenciar dibujos, eventos y procesos
- Identificar ideas principales
- Usar pistas del contexto para determinar el significado de palabras
- Interpretar información o datos
- Encontrar detalles que apoyan las ideas principales
- Identificar figuras retóricas y relaciones entre palabras
- Realizar investigaciones para reunir información de fuentes múltiples
- Sacar una conclusión de texto explícito e implícito

**Escribir**

- Etiquetar objetos, dibujos, diagramas
- Dibujar respuestas a instrucciones
- Producir íconos, símbolos, palabras y frases para comunicar un mensaje
- Hacer listas
- Producir dibujos, frases, oraciones cortas y apuntes
- Dar información pedida por instrucciones orales o escritas
- Producir textos básicos de estilo narrativo o informativo
- Comparar y contrastar información
- Describir eventos, personas, procesos
- Resumir información de representaciones gráficas o apuntes
- Corregir y revisar escritura
- Crear ideas originales o respuestas detalladas
- Aplicar información a contextos nuevos
- Reaccionar a múltiples géneros y discursos
- Redactar varias formas/géneros de composiciones

Translated by (Traducido por) Elizabeth J. Hartung, Monona Grove, WI; revised by (revisado por) Andrea Cammilleri, Mariana Castro and Stephanie Herrera, WIDA, Wisconsin Center for Education Research

El desarrollo cognoscitivo de los estudiantes puede variar según edad, grado, diversidad de las experiencias educacionales, y discapacidades de aprendizaje (si existen). Esto se debe considerar al usar ésta información.
Appendix 1: Frequently Asked Questions (FAQs)

1. **Does the 2007 Edition of WIDA’s English Language Proficiency (ELP) standards supersede that of 2004?**

   The information in this edition updates that of the original document. *The standards remain the same.* There are minor changes to the format of the frameworks. The strands of model performance indicators (MPIs) are all new and they are intended to supplement, not supplant, those of 2004.

2. **What do we do if we have already aligned the 2004 strands of MPIs to our academic content standards?**

   First of all, good for you! Don’t fret. Care was taken in ensuring a representative sample of academic content topics as examples in every strand of MPIs; some MPIs are the same as those in the first edition, others are new. In the 2007 Edition, the example topics are explicit, rather than implicit and the range of topics from state academic content standards and national organizations is listed in section 3.4. In addition, example genre strands are interspersed with example topics in Standard 2, the language of Language Arts. Combining strands of MPIs from both editions serve to strengthen the breadth and depth of coverage.

3. **Should we plan curriculum and instruction for our English language learners (ELLs) with these additional strands of MPIs?**

   Absolutely! Remember, however, the ELP standards and the strands of MPIs do not constitute a *de facto* curriculum, nor should they be used exclusively. The strands of MPIs are merely suggestions, examples and ideas of how to begin to differentiate assessment, curriculum and instruction for ELLs.

   We emphasize that although our standards remain constant, strands of MPIs are not restrictive; they are intended to be fluid and flexible. The transformations of the different elements within the MPIs show the adaptability of these strands for use by local programs, school districts or states.

   Furthermore, all standards come under cyclical review by WIDA and its partner organizations and member states. Analyses of ACCESS for ELLs® scores have helped inform the revisions of the standards’ document. In this way, we are able to make ongoing improvements to both our standards and assessments.

4. **Should we combine both sets of strands of MPIs or use only one?**

   The sets of strands in both the 2004 and 2007 Editions are available to teachers and administrators as resources. The WIDA ELP Standards served as the prototype for Teachers of English to Speakers of Other Languages (TESOL’s) 2006 Prek-12 *English language proficiency standards,* so that is another helpful source to draw upon for classroom assessment, curriculum and instruction.
If thematic units have been designed around the strands of MPIs presented in the 2004 Edition, don’t abandon them! You may want to consider revisiting them, as graphic, sensory and/or interactive support is now present through English language proficiency level 4. The new strands of MPIs offer additional opportunities for ELLs to gain access to content through language.

5. **What suggestions should we make to classroom teachers working with ELLs in regard to the use of the ELP standards?**

Those teachers who have gained familiarity with using the ELP standards should welcome additional strands of MPIs to expand their potential repertoire for differentiation of language. Teachers and administrators who have not worked with the standards or who have had little opportunity for professional development should begin with the 2007 Edition as it is most up-to-date.

6. **Should we concentrate our efforts on the Summative Framework as it most likely will be the source for ACCESS for ELLs® questions?**

No! While each framework serves a distinct purpose, the strands of MPIs from one framework can be readily converted to the other and vice versa through transformations. Initially, ACCESS for ELLs® was grounded in the 2004 Large-scale Assessment Framework. As approximately one-third of the test items are replenished each year, the test developers now draw from both frameworks.
Appendix 2: References and Further Readings


For a complete list of references that contributed to the theoretical foundation and development of WIDA’s English Language Proficiency Standards prior to the 2007 Edition, please see the 2004 Overview Document available in the ELP Standards section of www.wida.us.
Appendix 3: Glossary

**Academic content standards** - statements that define the knowledge and skills students need to know and be able to demonstrate as proof of competency in the core content areas associated with schooling.

**Academic language proficiency** - the use of language in acquiring academic content in formal schooling contexts, including specialized or technical language and discourse related to each content area.

**Analytic rubrics** - scoring guides that consist of designated levels with specified components consisting of defined criteria, such as the ACCESS for ELLs® Speaking and Writing Rubrics.

**CAN DO Descriptors** - general performance indicators that describe typical behaviors of ELLs in each language domain at each level of English language proficiency.

**Discourse** - extended, connected language that may include explanations, descriptions and propositions.

**Domains** - see Language domains.

**English language learners** - linguistically and culturally diverse students who have been identified (by the W-APT™ screener and other measures) as having levels of English language proficiency that preclude them from accessing, processing and acquiring unmodified grade-level content in English.

**English language proficiency standards** - criteria that express the language expectations of ELLs at the end of their English language acquisition journey across the language domains.

**Formative Framework** - strands of model performance indicators descriptive of ELLs’ language development that help inform ongoing instruction and classroom assessment; that is, the process of learning.

**General vocabulary** - words or phrases not generally associated with a specific content area (e.g., describe, book).

**Genre** - category used to classify discourse and literary works, usually by form, technique or content; an element of the strands of model performance indicators for Standard 2- the language of Language Arts.

**Holistic rubrics** - scoring guides or documentation forms that have a set of general criteria for designated levels, such as the Performance Definitions.

**Interactive Supports** - a type of scaffold to help students communicate and facilitate their access to content, such as by working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
**Language control**- the comprehensibility of the communication based on the amount and types of errors

**Language domains**- the four main subdivisions of language: listening, speaking, reading and writing

**Language functions**- the first of the three elements in model performance indicators that indicates how ELLs are to process or use language to demonstrate their English language proficiency

**Levels of English language proficiency**- the arbitrary division of the second language acquisition continuum into stages of language development; the WIDA ELP Standards have 6 levels of language proficiency: 1- Entering, 2- Beginning, 3- Developing, 4- Expanding, 5- Bridging and 6- Reaching

**Linguistic complexity**- the amount and quality of speech or writing for a given situation

**Listening**- the ability to process, understand, interpret and evaluate spoken language in a variety of situations

**Model performance indicator (MPI)**- a single cell within the English language proficiency standards’ matrices that is descriptive of a specific level of English language proficiency for a language domain

**Performance Definitions**- criteria that shape each of the six levels of English language proficiency; namely, linguistic complexity, vocabulary usage and language control

**Productive language**- language that is communicated; includes the language domains of speaking and writing

**Reading**- the ability to process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

**Realia**- real-life objects used for supporting language development

**Receptive language**- language that is processed and interpreted; includes the language domains of listening and reading

**Rubric**- see Analytic or Holistic rubrics

**Scaffolding**- building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage and language control through the use of supports

**Sensory Supports**- a type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the senses (seeing, hearing, touching, smelling, or tasting)
Social language proficiency- the use of language for daily interaction and communication

Speaking- oral communication used in a variety of situations for a variety of purposes and audiences

Specialized vocabulary- academic terms or phrases associated with the content areas of Language Arts, Mathematics, Science and Social Studies

Strand of model performance indicators (MPIs)- the five sequential or scaffolded levels of English language proficiency for a given topic or genre and language domain

Summative Framework- strands of model performance indicators descriptive of English language learners’ cumulative language development or outcomes of acquiring English; that is, the products of learning

Supports- instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication; may include teachers employing techniques (such as modeling, feedback or questioning), or students using visuals or graphics, interacting with others, or using their senses to help construct meaning of oral or written language

Technical vocabulary- the most scientific or precise terminology associated with topics within the content areas of Language Arts, Mathematics, Science and Social Studies

Topic- a particular theme or concept derived from state and national content standards that provides a social or academic content-related context for language development; an element of model performance indicators

Transformations- manipulations of the elements of model performance indicators, such as changing the example topics or types of support, to personalize the representation of the English language proficiency standards for teachers and classrooms

Visually Supported- print or text that is accompanied by pictures, illustrations, photographs, charts, tables, graphs, graphic organizers, or reproductions thereby offering English language learners opportunities to access meaning from multiple sources

Vocabulary usage- the specificity of words or phrases for a given context

Writing- written communication used in a variety of forms for a variety of purposes and audiences
Appendix 4: Acknowledgments

WIDA would like to extend its appreciation to the 2007 Standards Review Committee for analyzing the proposed new strands of model performance indicators and providing excellent feedback for this edition. Members included:

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The Authors’ Contributions

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For a complete list of individuals who contributed to the development of the WIDA English Language Proficiency Standards, 2004 Edition, please see the 2004 Overview Document available in the ELP Standards section of www.wida.us.