

Implementing the New English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12

A product of the WIDA Consortium

A 'Trainer of Trainers' Workshop for Illinois Educators
Fall, 2004

Agenda for Day 1

- **Part I: Background About WIDA**
- **Part II: Exploring the English Language Proficiency Standards**
- **Part III: Examining the Superstructures of the English Language Proficiency Standards**
- **Part IV: Elaborating on Academic Language Proficiency**
- **Part V: Expanding the Scope of the English Language Proficiency Standards**
- **Part VI: Explaining ACCESS for ELLs™, the New English Language Proficiency Test**

Part I: Background About WIDA

WIDA (World-class Innovations in Developing Assessments) is a consortium of 10 states.

The WIDA Consortium

Wisconsin
Delaware
Arkansas
(2002)

Early Additions:

District of Columbia

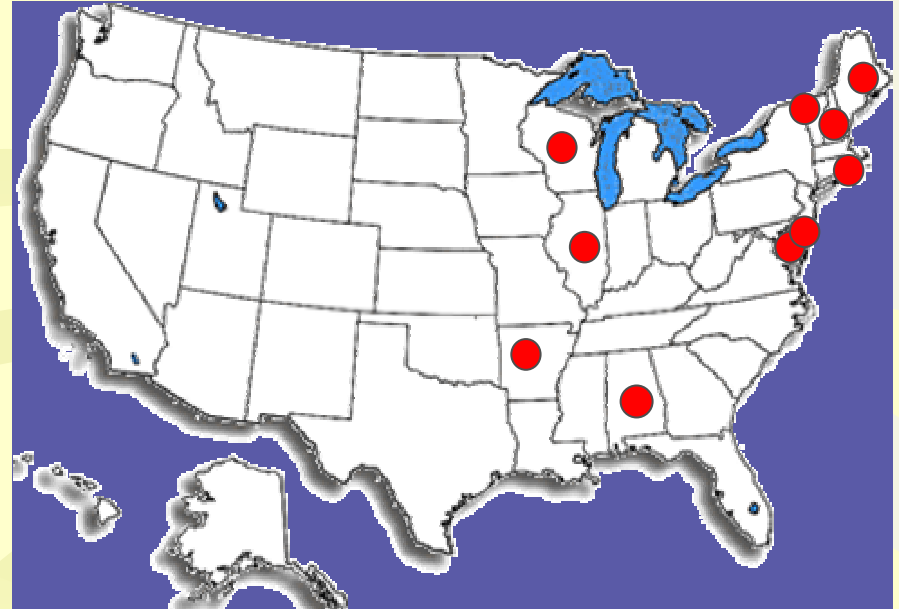
Rhode Island, Maine, New Hampshire, Vermont

Later Addition:

Illinois (2003)

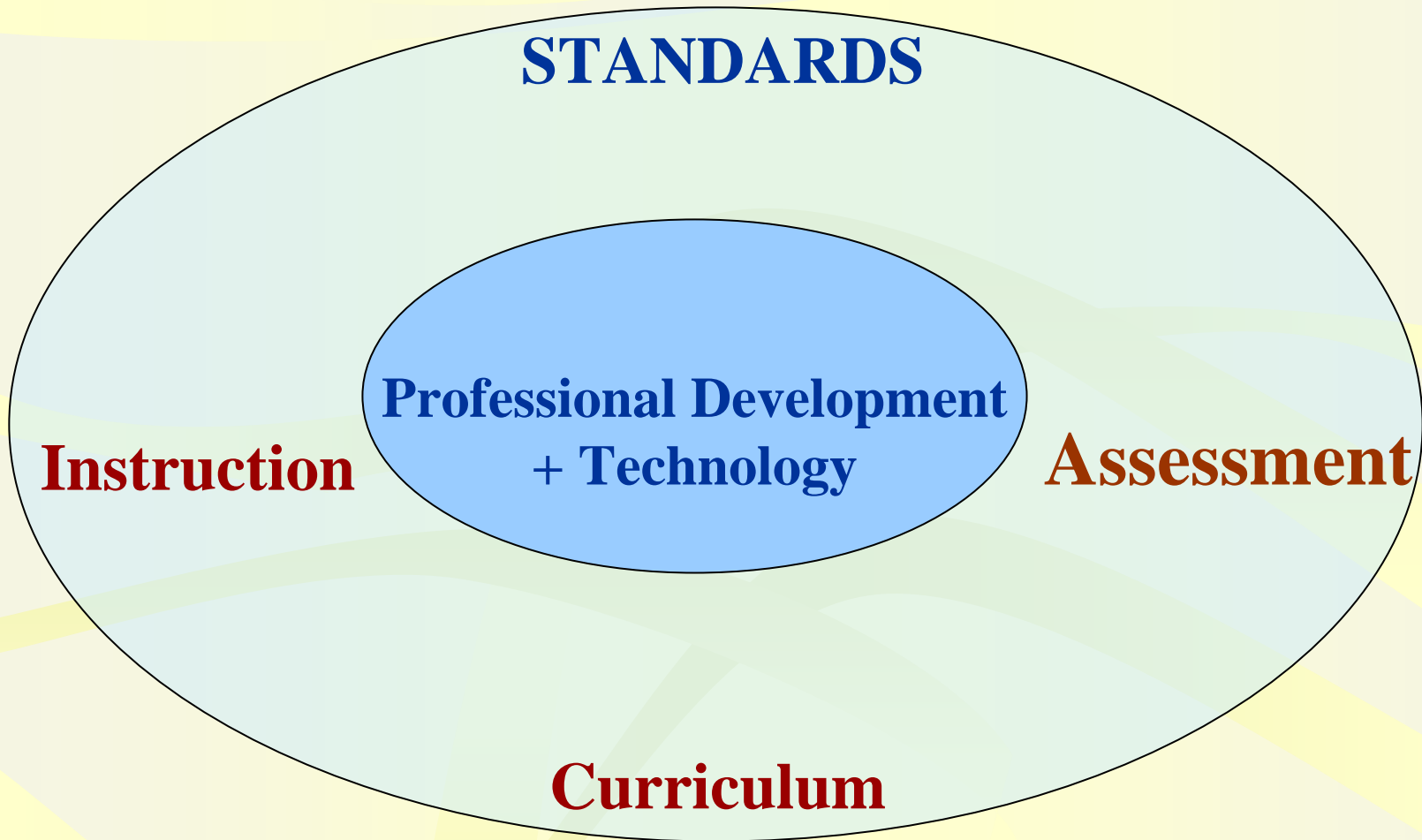
Latest Addition:

Alabama (2004)



(2003)

The ten states represent some 275,000 English Language Learners.



Curriculum and instruction are embedded in our standards-based assessment system.

The first step in the development of our assessment system has been the creation of English language proficiency standards.

Why are English Language Proficiency Standards Necessary?

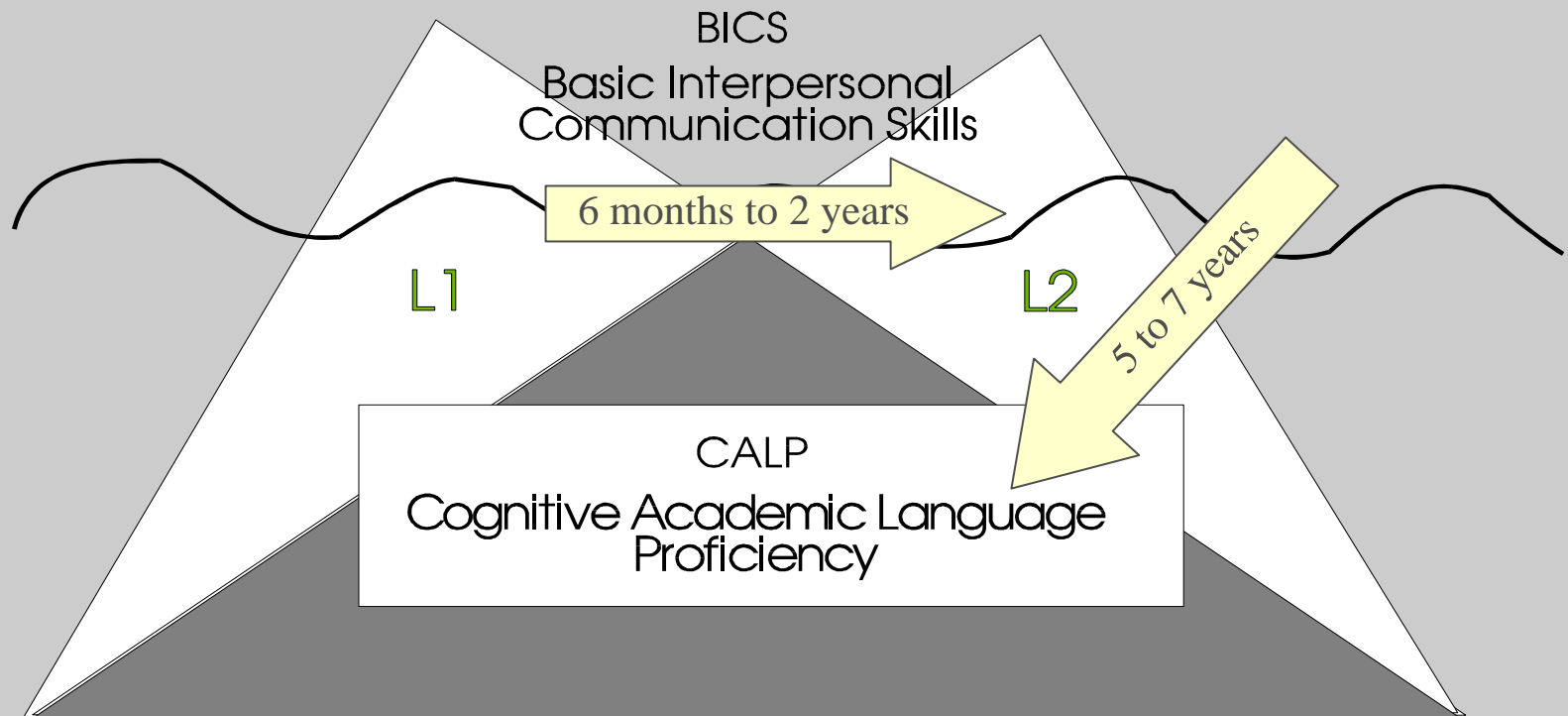
- To provide a resource for stakeholders involved in the education of English language learners
- To establish a common yardstick, across the member states of the consortium, to define and measure how English language learners acquire language
- To meet compliance with Titles I and III of the No Child Left Behind Act

The WIDA English Language Proficiency Standards are:

- Anchored in Illinois Learning Standards and member state academic content standards
- A tool for teachers and administrators
- The starting point for assessment, curriculum, and instruction of English language learners (ELLs).

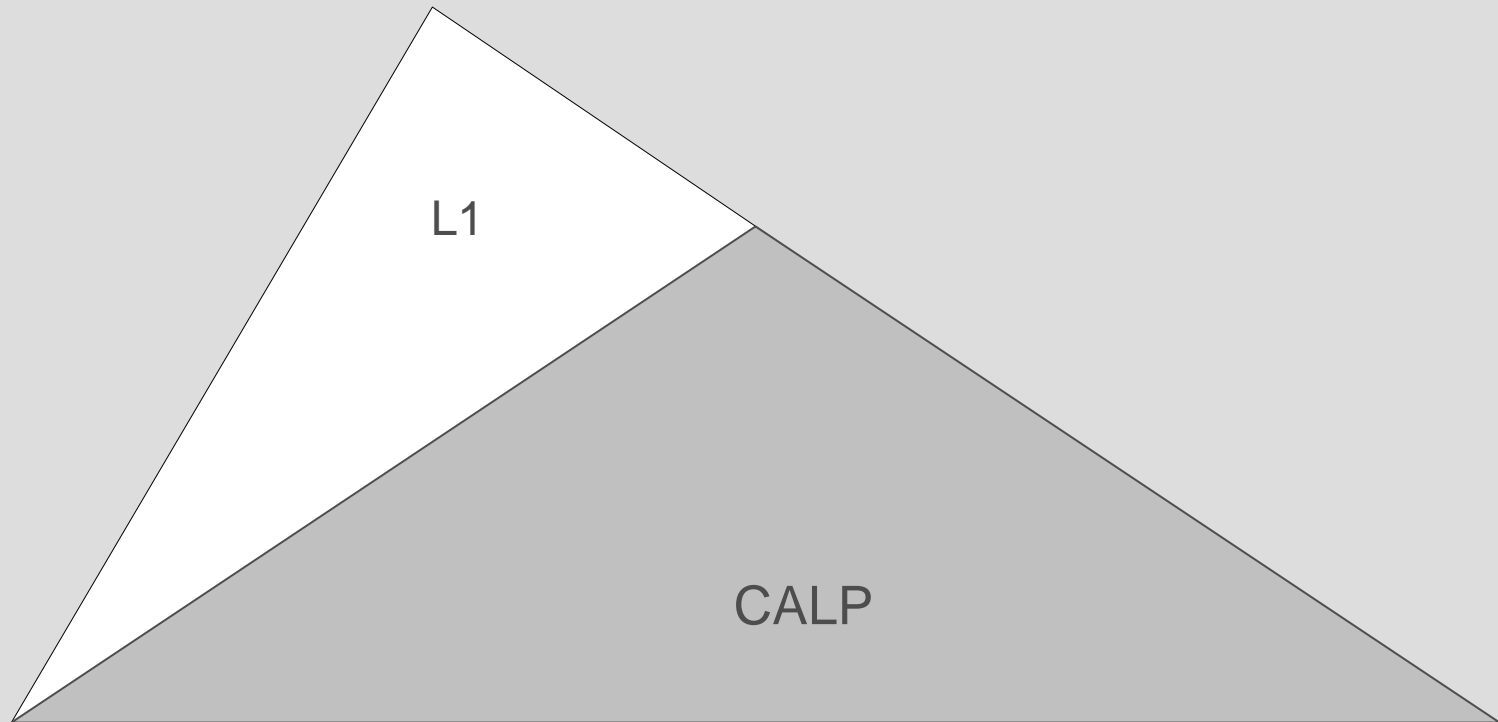
Overview of Language Acquisition and Related Terms

Comprehensible Input	TBE	TPI
Cognitive Academic Language Proficiency (CALP)	Basic Interpersonal Communicative Skills (BICS)	Socio-Affective Filter
Underlying Proficiency	Context Embedded	L1
L2	Language Domains	Transfer of Skills



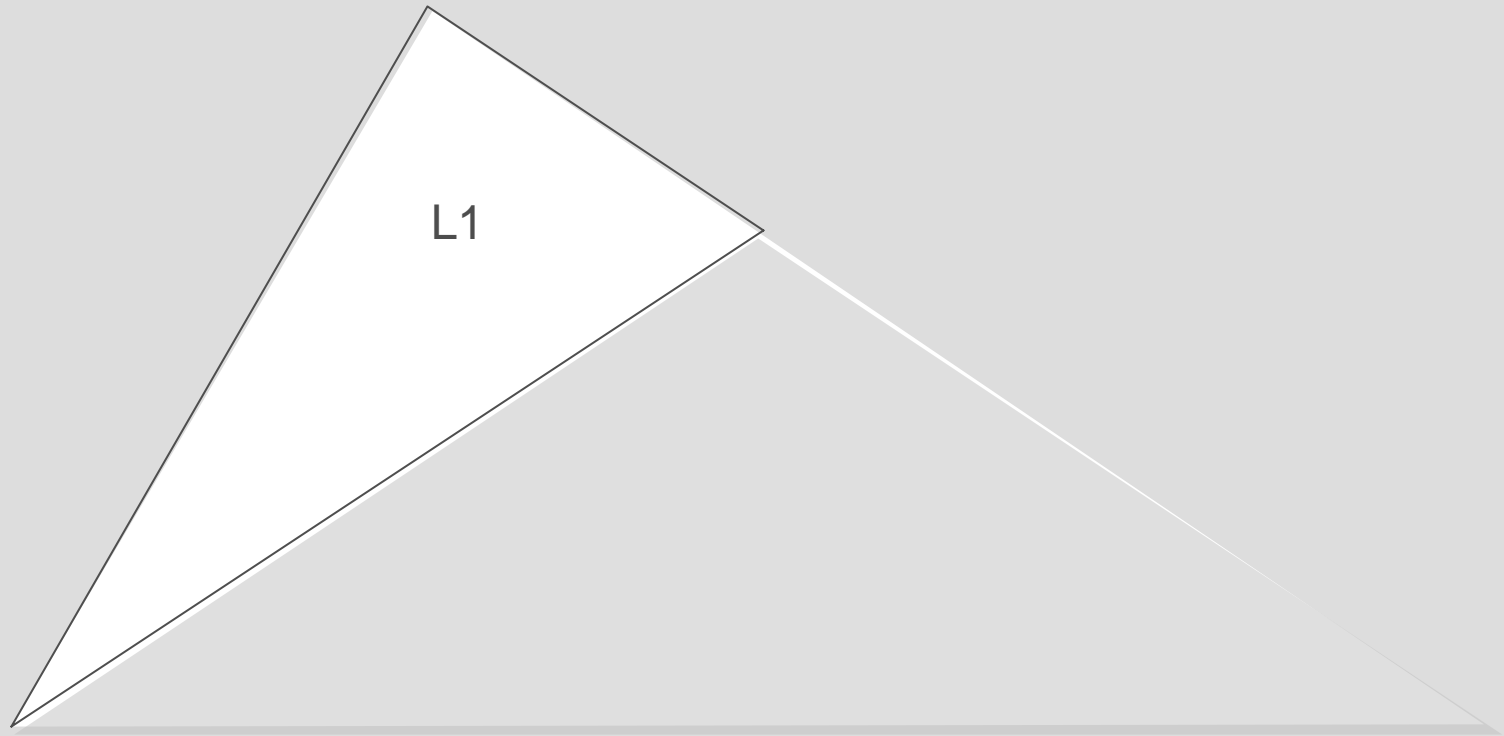
ASPECTS OF LANGUAGE PROFICIENCY

Cristina



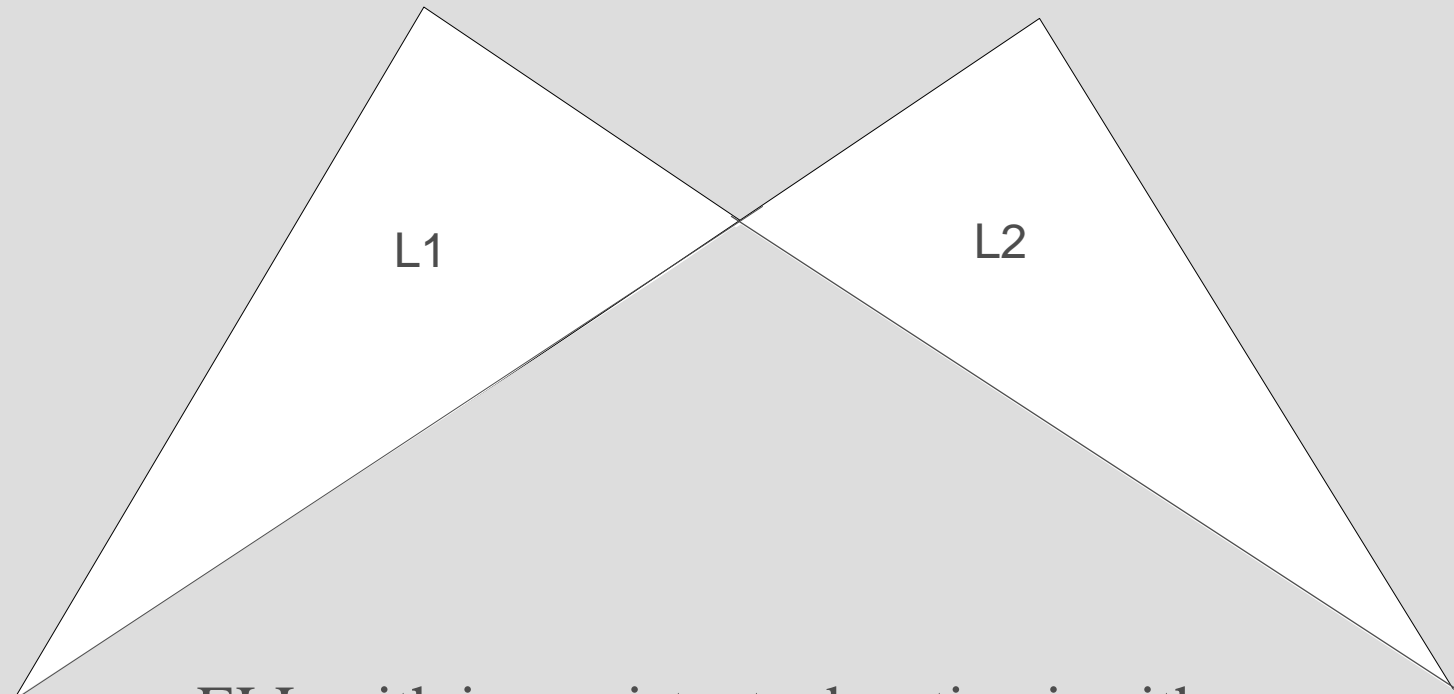
ELL with formal education in L1 (literacy)
and no social language in L2

Maria



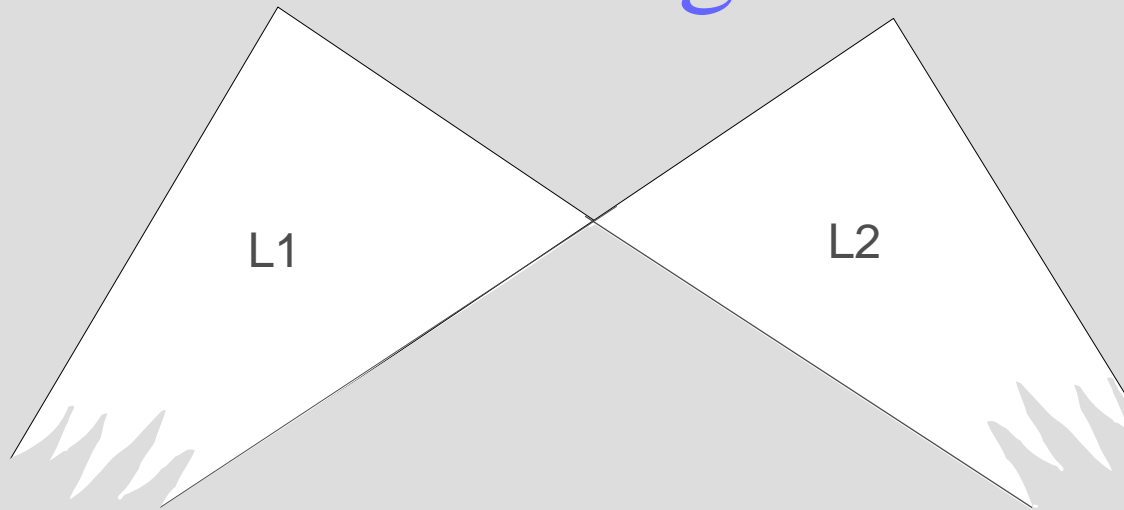
ELL with no formal education in L1
(literacy) and no social language in L2

Pablo



ELL with inconsistent education in either
L1 or L2 education in L1 and stunted
literacy in development language

Edwidge



ELL with stunted development in social language in both L1 and L2 and little to no CALP development