



An  
ESL  
Overview

Beth Franks, Ed.D.

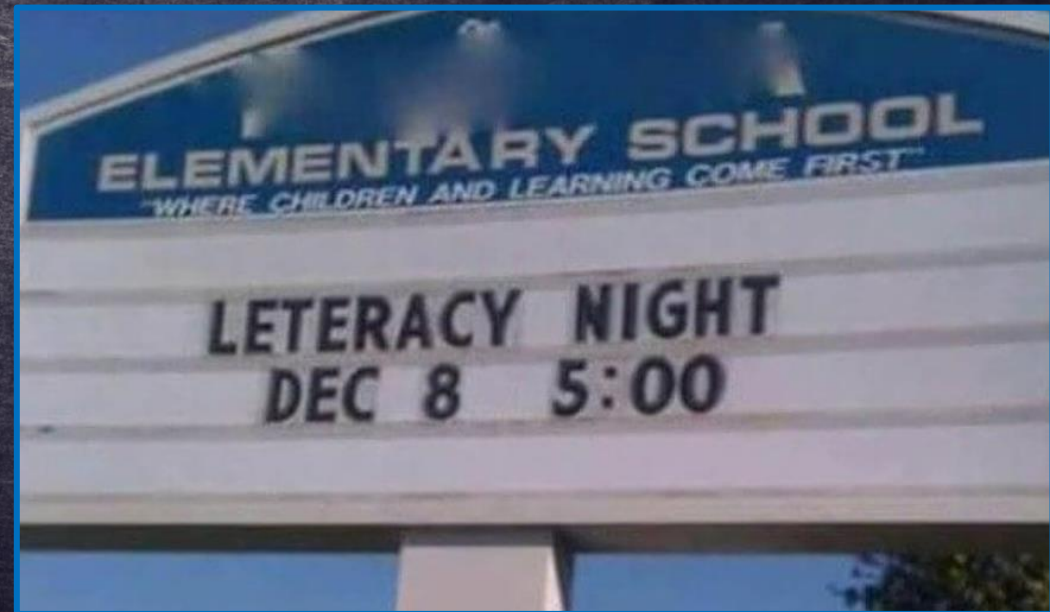
Teacher of English to Speakers of Other Languages  
ESL Coordinator



August  
2023

# Agenda:

1. ESL Info 101
2. A Language Acquisition Tidbit
3. WIDA Info

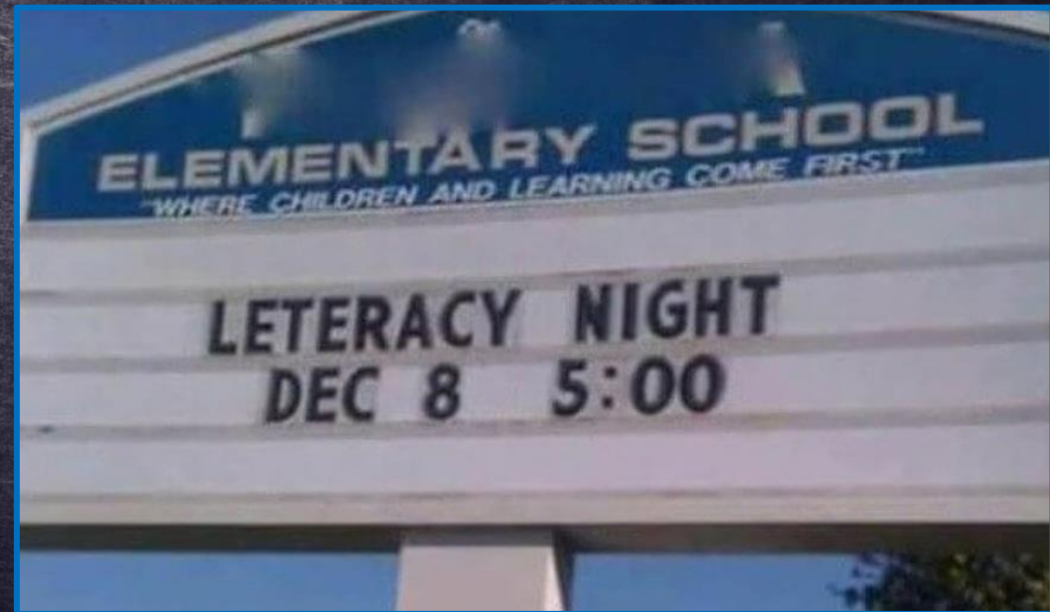


# Agenda:

1. ESL Info 101

2. A Language Acquisition Tidbit

3. WIDA Info



Practice

# of schools  
in ACS



a. 5

b. 2

c. 3

d. 27

Practice

# of schools  
in ACS



a. 5

b. 2

c. 3

d. 27

Practice

EL stands for  
English  
Learner

True  
False

Practice

EL stands for  
English  
Learner

True

False

**% of U.S.  
students that  
are ELs**

(National Average as of 2020)



- a. 13.0 %
- b. 10.3 %
- c. 9.7 %
- d. 7.4 %



% of U.S.  
students that  
are ELs

(National Average as of 2020)



a. 13.0 %

b. 10.3 %

c. 9.7 %

d. 7.4 %

By 2025, the  
national  
average is  
expected to  
be

- a. 13 %
- b. 15 %
- c. 25 %
- d. 30 %

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national  
average is  
expected to  
be

a. 13 %

b. 15 %

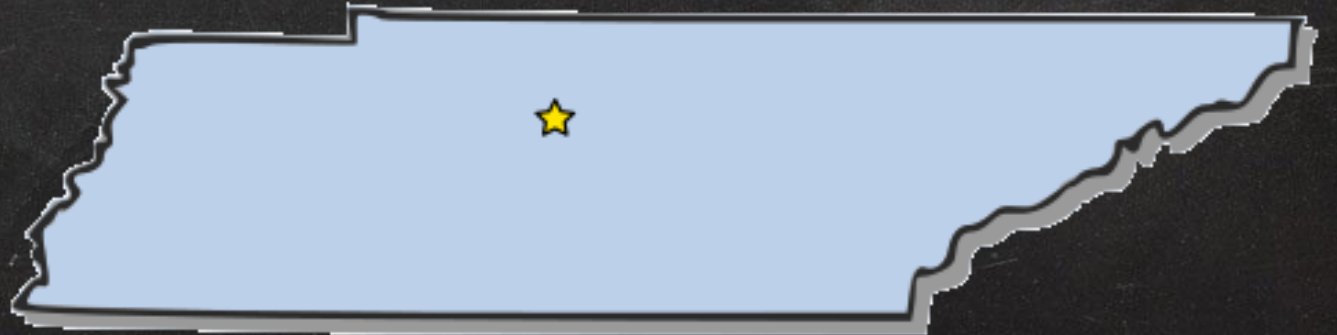
c. 25 %

d. 30 %

**% of  
Tennessee  
students that  
are ELs**

(State Average)

- a. 6%
- b. 8%
- c. 10%
- d. 12%



% of  
Tennessee  
students that  
are ELs

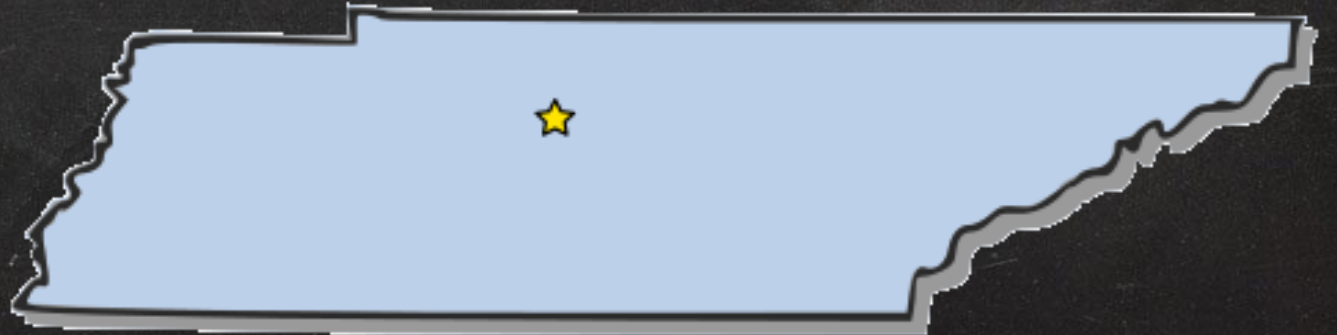
(State Average)

a. 6%

b. 8%

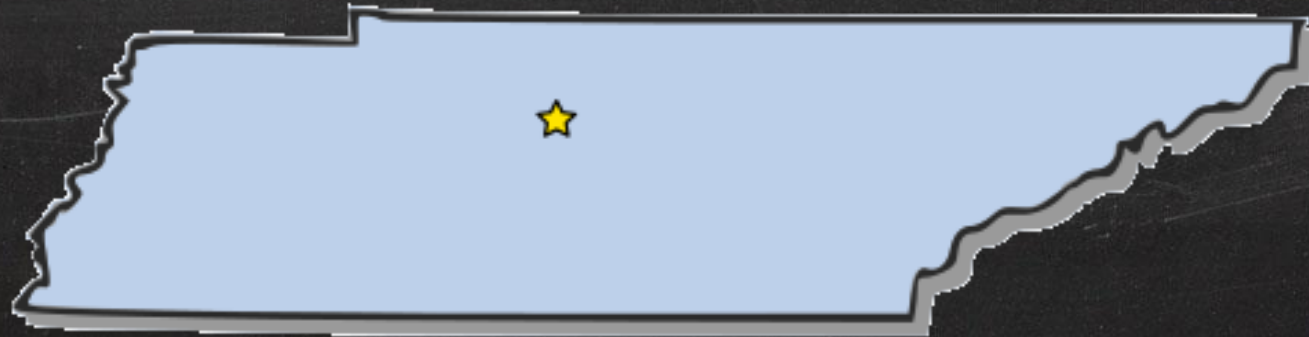
c. 10%

d. 12%



However ...

Some TN districts  
are reporting  
nearly 20%



% of  
students in  
ACS that  
are ELs

(District Average)

a. 2.9 %

b. 3.7 %

c. 7.1 %

d. 9.3 %



% of  
students in  
ACS that  
are ELs

(District Average)

a. 2.9 %

b. 3.7 %

c. 7.1 %

d. 9.3 %





# ELs By Schools

ACMS: 14

ACIS: 20

ACPS: 15 + K

Ratio of ESL  
teachers to  
ELs  
In Tennessee

1 :

- a. 15
- b. 20
- c. 35
- d. 50

Ratio of ESL  
teachers to  
ELs  
In Tennessee

1 :

a. 15

b. 20

c. 35

d. 50

There are 2  
full time  
ESL teachers  
in ACS

True  
False

There are 2  
full time  
ESL teachers  
in ACS

True

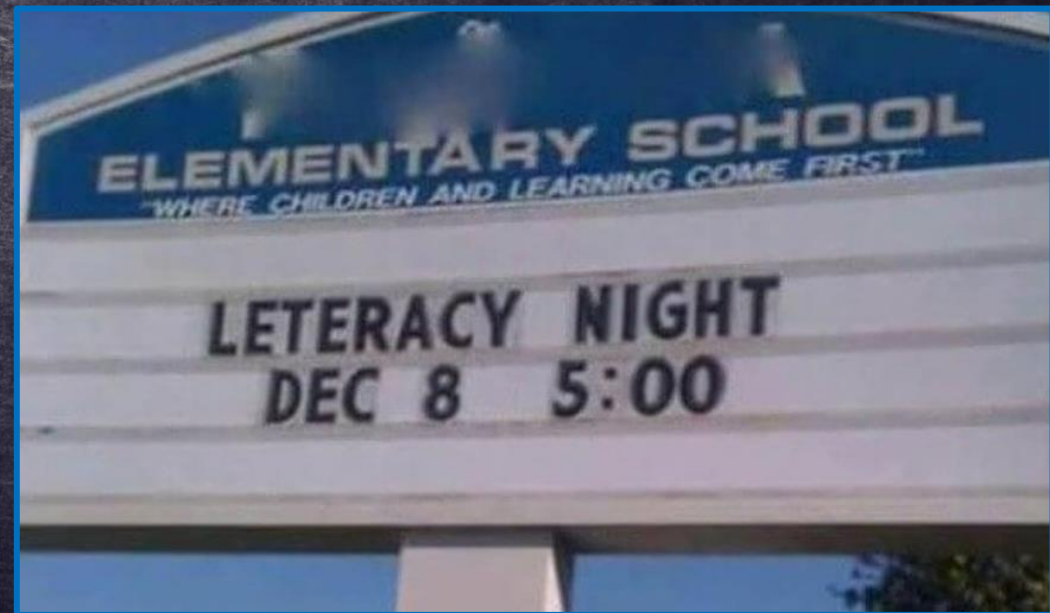
False

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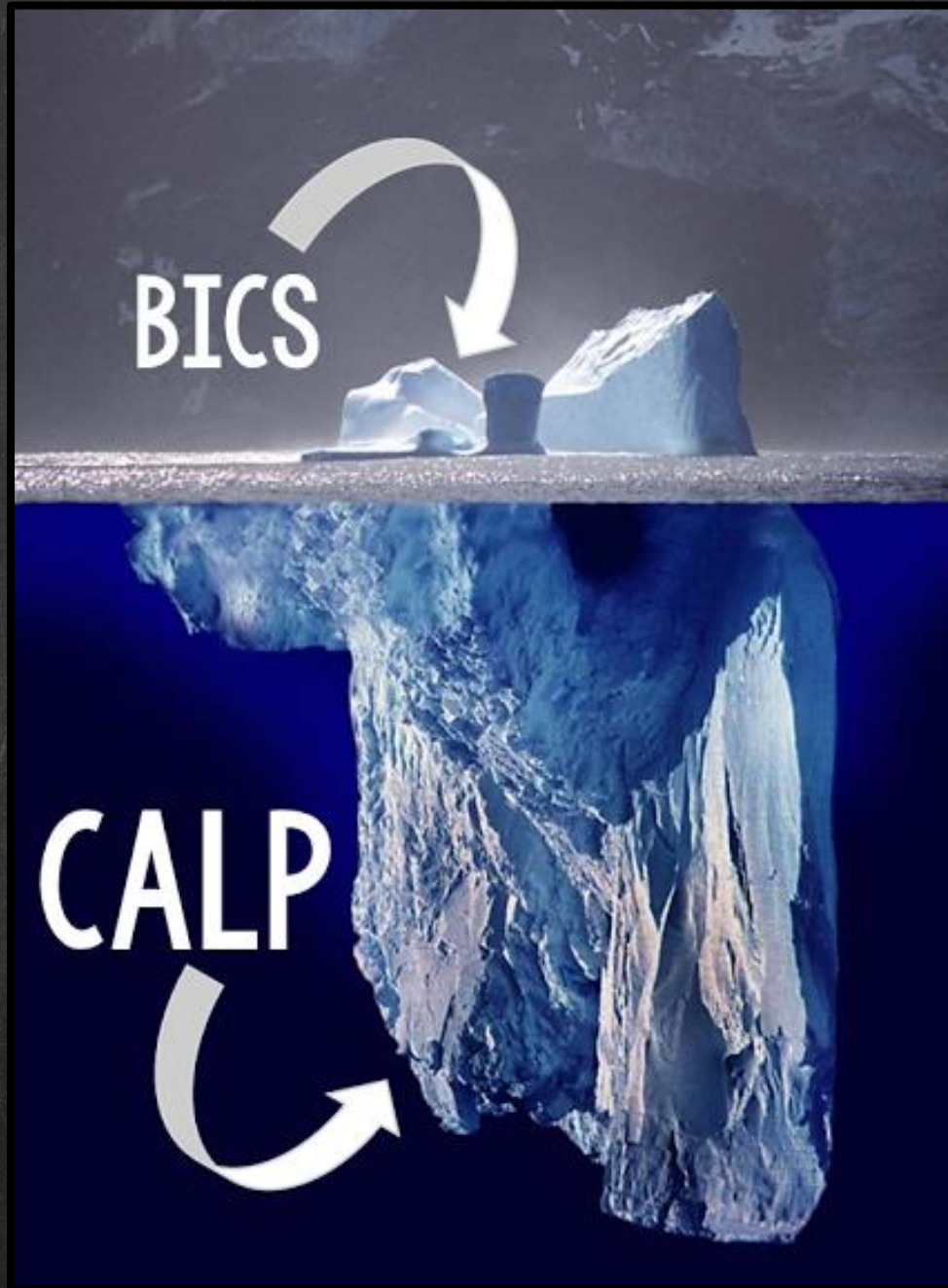


BICS vs. CALP

NO MORE  
ACRONYMS  
PLEASE!



**B**asic  
**I**nterpersonal  
**C**ommunication  
**S**kills



**C**ognitive  
**A**cademic  
**L**anguage  
**P**roficiency



# BICS vs CALP



BICS = Social Language (1 – 3 yrs. to develop)

- The day-to-day language needed to interact socially with other people
- Social interactions usually occur in a meaningful context
- Conversations are not demanding cognitively, so the language required is not specialized

CALP = Academic Language (8 + years to develop)

- Refers to academic learning about subject area content material; specialized language
- Academic language acquisition includes skills such as comparing, classifying, synthesizing, evaluating, & inferring

a. 3-4 years

b. 4-6 years

c. 5-7 years

d. 8 + years

# BICS vs CALP



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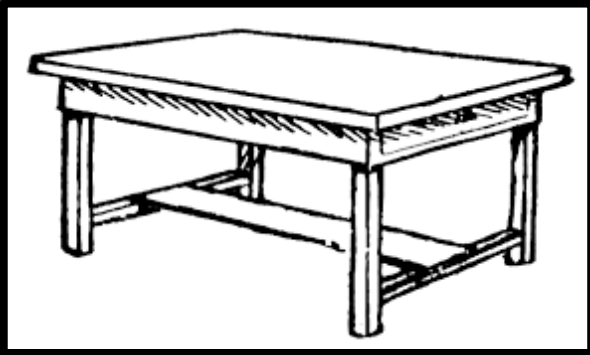
a. 3-4 years

b. 4-6 years

c. 5-7 years

d. 8 + years

Be aware of polysemous vocabulary that is content specific. It can be very confusing!



### Periodic Table of Elements

For elements with no stable isotopes, the mass number of the isotope with the longest half-life is in parentheses.

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**Table 1: Online Office Suites Comparison**

Product	Google Docs	gOFFICE	ThinkFree Premium	Zoho Office Suite	Ajax3
Price	Standard edition is free; Premier Edition is \$50 per user, per year	\$0.99 per user, per month	Free	Free	Free
Storage Space for Documents	2.75GB per account for standard edition; 25GB per account for Premier Edition	Unlimited	1GB per account	1GB per account	1GB per account
Word Import Capability	Yes	No	Yes	Yes	Yes*
Word Export Capability	Yes	No	Yes	Yes	Yes*
Excel Import Capability	Yes	Yes	Yes	Yes	Yes*
Excel Export Capability	Yes	No	Yes	Yes	Yes*
PowerPoint Import Capability	Yes	No	Yes	Yes	Yes*
PowerPoint Export Capability	Yes	No	Yes	Yes	Yes*

### 1 – 10 Times Tables Chart

1 X	2 X	3 X	4 X	5 X
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44	5 x 11 = 55
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48	5 x 12 = 60

### TABLE OF CONTENTS

Record of Plan Approval & Update.....	7
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Introduction.....	15
Hazards & Vulnerabilities Summary (HVA) .....	17
Role of Clinics in Emergencies.....	18



How many  
definitions  
can you  
think of for  
this word?

Trunk

a. 4

c. 6

b. 5

d. 7



# Trunk

a. 4

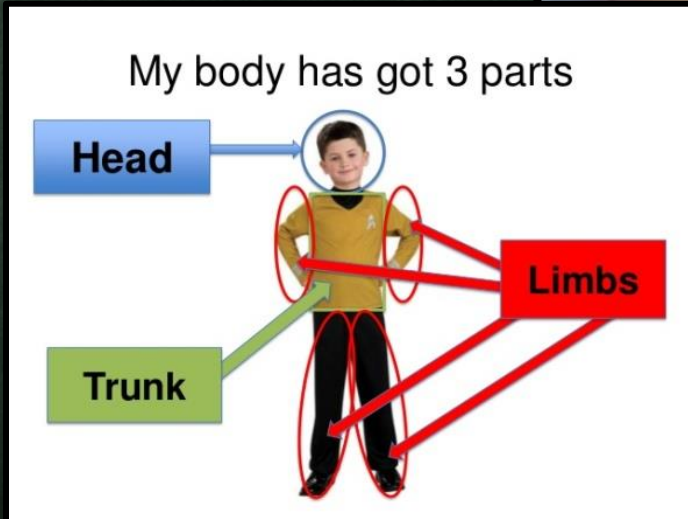
c. 6

b. 5

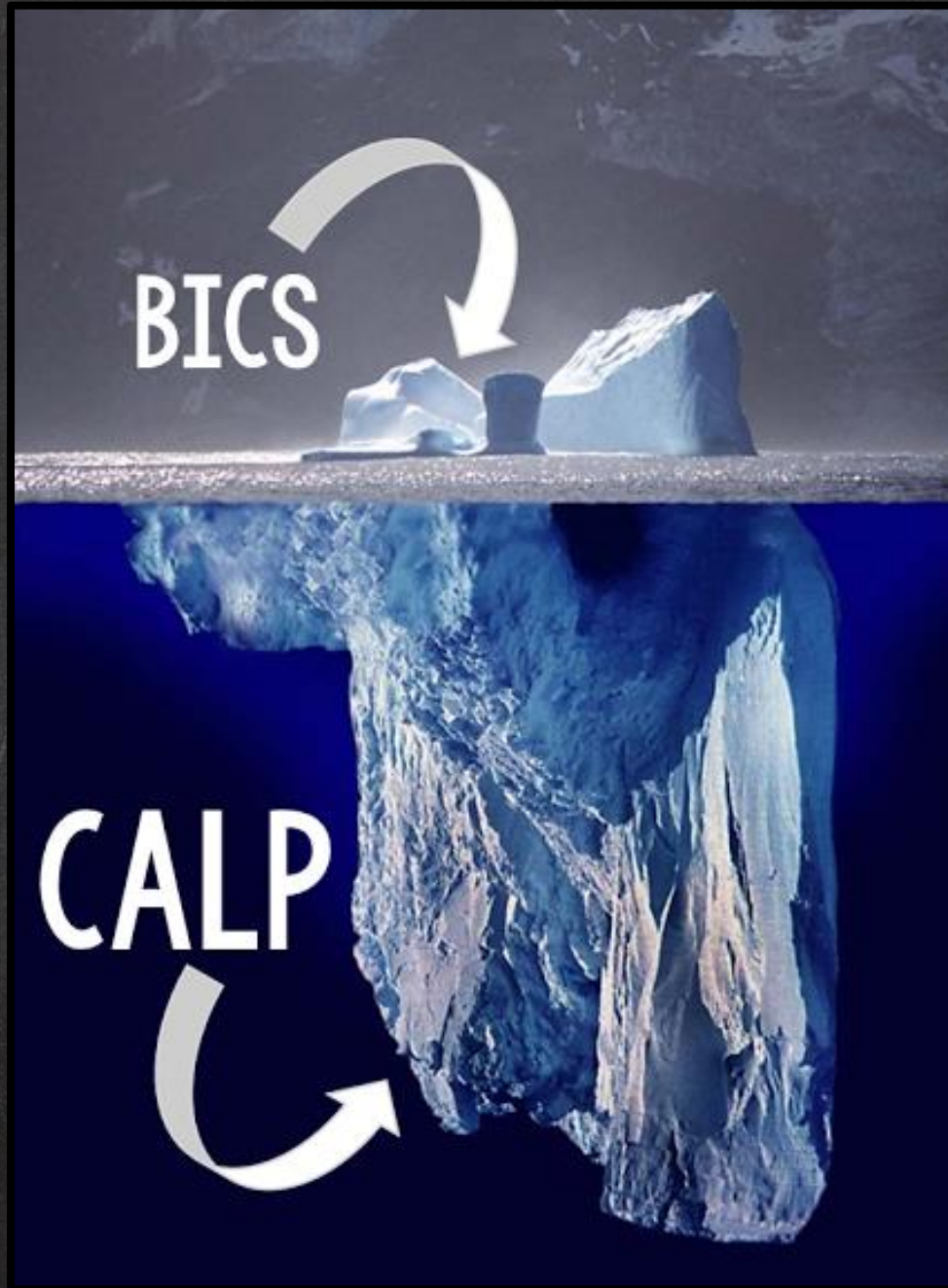
d. 7



# Trunk



**B**asic  
**I**nterpersonal  
**C**ommunication  
**S**kills



**C**ognitive  
**A**cademic  
**L**anguage  
**P**roficiency

BICS &  
CALP only  
apply to ELS

True  
False



BICS &  
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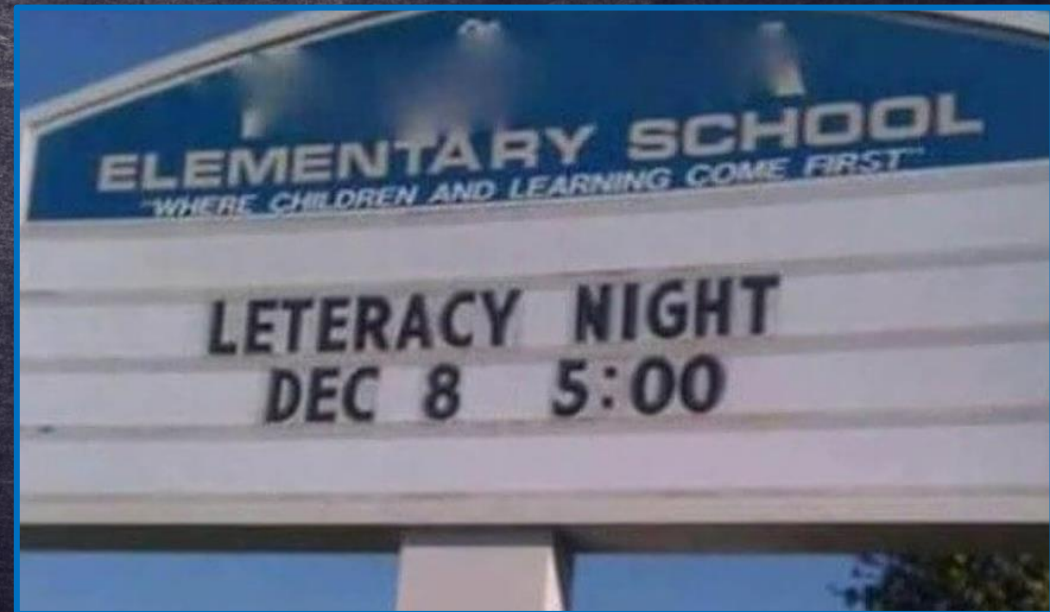
True

False

Questions?

# Agenda:

1. ESL Info 101
2. A Language Acquisition Tidbit
3. **WIDA Info**



Agenda:

WIDA:

What is it?



# WIDA

WIDA is

- a. an annual proficiency assessment
- b. a set of instructional standards
- c. educational research
- d. all of the above

# WIDA

WIDA is

- a. an annual proficiency assessment
- b. a set of instructional standards
- c. educational research
- d. all of the above

“At WIDA, we create more than just assessments. We support students, families, educators and administrators with high-quality, research-based tools and resources, dedicated to language development for multilingual learners.”



**World-Class  
Instructional  
Design &  
Assessment**



## WIDA Standards:

How many are there?



- a. 5
- b. 10
- c. 15
- d. 20



## WIDA Standards:

How many are there?



a. 5

b. 10

c. 15

d. 20



# The WIDA English Language Development Standards

Learn more at [www.wida.us](http://www.wida.us)

## Standard 1 Social and Instructional Language

English language learners communicate for Social and Instructional purposes within the school setting

## Standard 2 The Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

## Standard 3 The Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

## Standard 4 The Language of Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

## Standard 5 The Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

*Let's learn academic English!*



I love to write short stories and poetry.

Reading story problems makes math come alive.



Models are fun to play like a scientist!

I listen to community members so I can make a difference.



- 1 Social and Instructional Language
- 2 The Language of Language Arts
- 3 The Language of Math
- 4 The Language of Science
- 5 The Language of Social Studies

# Key Language Uses

Narrate

Inform

Explain

Argue

**Language Expectations:** Multilingual learners will...

**ELD-SC.1.Inform.Interpretive**

Interpret scientific informational texts by

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

**ELD-SC.1.Inform.Expressive**

Construct scientific informational texts that

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

**Language Functions and Sample Language Features****Introduce others to the topic or entity through...**

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

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

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

**Summarize observations or factual information through...**

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

GRADE

1

## WIDA ELD STANDARD 4

Language for Science

Inform

**Language Expectations:** Multilingual learners will...

### ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

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

### ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

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- Speculation to hypothesize to additional contexts (*I think, I wonder if...*)

GRADES

4-5

## WIDA ELD STANDARD 3

Language for Mathematics

Explain

**Language Expectations:** Multilingual learners will...

### ELD-MA.4-5.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

### ELD-MA.4-5.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

## Language Functions and Sample Language Features

### Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*the angles within a circle can be measured with a protractor like this*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

### Share solution with others through...

- Generalized nouns to add precision to discussion (*conversion, measurement, volume*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, we*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)

GRADES

**4-5**

## WIDA ELD STANDARD 3

Language for Mathematics

**Explain**

**Language Expectations:** Multilingual learners will...

### **ELD-MA.4-5.Explain.Interpretive**

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

### **ELD-MA.4-5.Explain.Expressive**

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution



## Language Functions and Sample Language Features

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**Language Expectations:** Multilingual learners will...

**ELD-SC.6-8.Argue.Interpretive**

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

**ELD-SC.6-8.Argue.Expressive**

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

**Language Functions and Sample Language Features**

**Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) through...**

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms (*molecules, atoms, reactions, energy, regrouping*)
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

**Support or refute a claim based on data and evidence through...**

- Expanded noun groups to classify and/or add details (*energy releasing reactions, reconfigured molecular bonds*)
- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)
- Variety of clause types to express causality (*If the total number in each type of atom is conserved, there is no change in the atom's mass.*)
- Diagrams, models, data, graphics to add support to claim or evidence

GRADES  
**6-8**

# WIDA ELD STANDARD 4

Language for Science

**Argue**

**Language Expectations:** Multilingual learners will...

## **ELD-SC.6-8.Argue.Interpretive**

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

## **ELD-SC.6-8.Argue.Expressive**

Construct scientific arguments that

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- Diagrams, models, data, graphics to add support to claim or evidence

Questions?

# WIDA ACCESS

WIDA ACCESS is the annual English language proficiency assessment.

True  
False



# WIDA ACCESS

WIDA ACCESS is the annual English language proficiency assessment.

True

False



## WIDA ACCESS

The state of  
Tennessee highly  
recommends the  
annual WIDA test,  
but it is optional.

True  
False



# WIDA ACCESS

The state of Tennessee highly recommends the annual WIDA test, but it is optional.

True

False

# WIDA ACCESS

WIDA Proficiency Levels:

How many are  
there?

a. 2

b. 4

c. 6

d. 8

# WIDA ACCESS

WIDA Proficiency Levels:

How many are  
there?

a. 2

b. 4

c. 6

d. 8

# WIDA ACCESS

## WIDA LANGUAGE LEVELS

for Defining  
English Language Proficiency



Adapted from the WIDA ELD Framework

## Individual Student Report 2016

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (WIDA L.0-6.0)						Scale Score (100-600) and Confidence Band					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening			3.4							341		
Speaking		1.8							281			
Reading			3.5							349		
Writing		2.2								305		
Oral Language 50% Listening + 50% Speaking		2.4								311		
Literacy 50% Reading + 50% Writing		2.8								327		
Comprehension 70% Reading + 30% Listening			3.5							347		
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking			2.6							322		

\*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	3	<ul style="list-style-type: none"> <li>understand oral language related to specific common topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Connect spoken ideas to own experiences</li> <li>Find, select, and/or information from oral descriptions</li> </ul> </li> <li>Identify the causes and effects of events or situations discussed orally</li> <li>Classify pros and cons of issues in discussions</li> </ul>
Speaking	1	<ul style="list-style-type: none"> <li>communicate orally in English using gestures and language that may contain a few words, for example:                             <ul style="list-style-type: none"> <li>Ask and answer simple questions about what, when, or where something happened</li> <li>Name familiar objects, people, pictures</li> </ul> </li> <li>Show how to solve problems using words and gestures</li> <li>Express personal preferences</li> </ul>
Reading	3	<ul style="list-style-type: none"> <li>understand written language related to common topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Classify main ideas and examples in written information</li> <li>Identify main information that tells who, what, when or where something happened</li> </ul> </li> <li>Identify steps in written processes and procedures</li> <li>Recognize language related to claims and supporting evidence</li> </ul>
Writing	2	<ul style="list-style-type: none"> <li>communicate in writing in English using language related to familiar topics in school, for example:                             <ul style="list-style-type: none"> <li>Describe ideas or concepts using phrases or short sentences</li> <li>Label illustrations describing what, when, or where something happened</li> </ul> </li> <li>State steps in processes or procedures</li> <li>Express opinions about specific topics or situations</li> </ul>

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Language Domain	Proficiency Level (Possible 0-6)						Scale Score (100-500) and Confidence Band					
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Domain	Proficiency Level	Students at this level generally can...
Listening	3	<ul style="list-style-type: none"> <li>understand oral language related to specific common topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Correct spoken ideas to own experiences</li> <li>Find, select, and/or information from oral descriptions</li> </ul> </li> <li>Identify the causes and effects of events or situations discussed orally</li> <li>Classify pros and cons of issues in discussions</li> </ul>
Speaking	1	<ul style="list-style-type: none"> <li>communicate orally in English using gestures and language that may contain a few words, for example:                             <ul style="list-style-type: none"> <li>Ask and answer simple questions about what, when, or where something happened</li> <li>Name familiar objects, people, pictures</li> </ul> </li> <li>Show how to solve problems using words and gestures</li> <li>Express personal preferences</li> </ul>
Reading	3	<ul style="list-style-type: none"> <li>understand written language related to common topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Classify main ideas and examples in written information</li> <li>Identify main information that tells who, what, when or where something happened</li> </ul> </li> <li>Identify steps in written processes and procedures</li> <li>Recognize language related to claims and supporting evidence</li> </ul>
Writing	2	<ul style="list-style-type: none"> <li>communicate in writing in English using language related to familiar topics in school, for example:                             <ul style="list-style-type: none"> <li>Describe ideas or concepts using phrases or short sentences</li> <li>Label illustrations describing what, when, or where something happened</li> </ul> </li> <li>State steps in processes or procedures</li> <li>Express opinions about specific topics or situations</li> </ul>

# WIDA LANGUAGE LEVELS

for Defining  
English Language Proficiency

1

ENTERING

2

EMERGING

3

DEVELOPING

4

EXPANDING

5

BRIDGING

6

REACHING (on to lifelong language development)

Adapted from the WIDA ELD Framework

# WIDA ACCESS

## WIDA Exit Scores

- a. 4.0 Literacy / 4.2 Overall
- b. 4.2 Literacy / 4.4 Overall
- c. 5.0 Literacy / 5.0 Overall

# WIDA ACCESS

## WIDA Exit Scores

a. 4.0 Literacy / 4.2 Overall

b. 4.2 Literacy / 4.4 Overall

c. 5.0 Literacy / 5.0 Overall



# WIDA ACCESS

WIDA Cut Score  
that determines if  
ELs receive one  
hour  
of ESL each day

- a. 2.5
- b. 3.0
- c. 3.5
- d. 4.0

# WIDA ACCESS

WIDA Cut Score  
that determines if  
ELs receive one  
hour  
of ESL each day

a. 2.5

b. 3.0

c. 3.5

d. 4.0

Questions?

# WIDA

WIDA allows teachers to focus on the EL's strengths, instead of deficits.



True  
False

# WIDA

WIDA allows teachers to focus on the EL's strengths, instead of deficits.



True

False

**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:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, phrases</li> <li>Follow one-step oral directions</li> <li>Match oral statements to objects, figures or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Sort pictures, objects according to oral instructions</li> <li>Follow two-step oral directions</li> <li>Match information from oral descriptions to objects, illustrations</li> </ul>	<ul style="list-style-type: none"> <li>Locate, select, order information from oral descriptions</li> <li>Follow multi-step oral directions</li> <li>Categorize or sequence oral information using pictures, objects</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast functions, relationships from oral information</li> <li>Analyze and apply oral information</li> <li>Identify cause and effect from oral discourse</li> </ul>	<ul style="list-style-type: none"> <li>Draw conclusions from oral information</li> <li>Construct models based on oral discourse</li> <li>Make connections from oral discourse</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Name objects, people, pictures</li> <li>Answer WH- (who, what, when, where, which) questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask WH- questions</li> <li>Describe pictures, events, objects, people</li> <li>Restate facts</li> </ul>	<ul style="list-style-type: none"> <li>Formulate hypotheses, make predictions</li> <li>Describe processes, procedures</li> <li>Retell stories or events</li> </ul>	<ul style="list-style-type: none"> <li>Discuss stories, issues, concepts</li> <li>Give speeches, oral reports</li> <li>Offer creative solutions to issues, problems</li> </ul>	<ul style="list-style-type: none"> <li>Engage in debates</li> <li>Explain phenomena, give examples and justify responses</li> <li>Express and defend points of view</li> </ul>	
READING	<ul style="list-style-type: none"> <li>Match icons and symbols to words, phrases or environmental print</li> <li>Identify concepts about print and text features</li> </ul>	<ul style="list-style-type: none"> <li>Locate and classify information</li> <li>Identify facts and explicit messages</li> <li>Select language patterns associated with facts</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures, events, processes</li> <li>Identify main ideas</li> <li>Use context clues to determine meaning of words</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data</li> <li>Find details that support main ideas</li> <li>Identify word families, figures of speech</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research to glean information from multiple sources</li> <li>Draw conclusions from explicit and implicit text</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, diagrams</li> <li>Draw in response to a prompt</li> <li>Produce icons, symbols, words, phrases to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>Make lists</li> <li>Produce drawings, phrases, short sentences, notes</li> <li>Give information requested from oral or written directions</li> </ul>	<ul style="list-style-type: none"> <li>Produce bare-bones expository or narrative texts</li> <li>Compare/contrast information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from graphics or notes</li> <li>Edit and revise writing</li> <li>Create original ideas or detailed responses</li> </ul>	<ul style="list-style-type: none"> <li>Apply information to new contexts</li> <li>React to multiple genres and discourses</li> <li>Author multiple forms/ genres of writing</li> </ul>	

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.

# Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	<ul style="list-style-type: none"> <li>Associate letters with sounds and objects</li> <li>Match content-related objects/pictures to words</li> <li>Identify common symbols, signs, and words</li> <li>Recognize concepts of print</li> <li>Find single word responses to WH- questions (e.g., “who,” “what,” “when,” “where”) related to illustrated text</li> <li>Use picture dictionaries/ illustrated glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Sequence illustrated text of fictional and non-fictional events</li> <li>Locate main ideas in a series of simple sentences</li> <li>Find information from text structure (e.g., titles, graphs, glossary)</li> <li>Follow text read aloud (e.g., tapes, teacher, paired-readings)</li> <li>Sort/group pre-taught words/phrases</li> <li>Use pre-taught vocabulary (e.g., word banks) to complete simple sentences</li> <li>Use L1 to support L2 (e.g., cognates)</li> <li>Use bilingual dictionaries and glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Identify topic sentences, main ideas, and details in paragraphs</li> <li>Identify multiple meanings of words in context (e.g., “cell,” “table”)</li> <li>Use context clues</li> <li>Make predictions based on illustrated text</li> <li>Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”)</li> <li>Differentiate between fact and opinion</li> <li>Answer questions about explicit information in texts</li> <li>Use English dictionaries and glossaries</li> </ul> <p style="text-align: center;">3.5</p>	<ul style="list-style-type: none"> <li>Order paragraphs</li> <li>Identify summaries of passages</li> <li>Identify figurative language (e.g., “dark as night”)</li> <li>Interpret adapted classics or modified text</li> <li>Match cause to effect</li> <li>Identify specific language of different genres and informational texts</li> <li>Use an array of strategies (e.g., skim and scan for information)</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate and apply multiple meanings of words/phrases</li> <li>Apply strategies to new situations</li> <li>Infer meaning from modified grade-level text</li> <li>Critique material and support argument</li> <li>Sort grade-level text by genre</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>Draw content-related pictures</li> <li>Produce high frequency words</li> <li>Label pictures and graphs</li> <li>Create vocabulary/concept cards</li> <li>Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups)</li> </ul>	<ul style="list-style-type: none"> <li>Complete pattern sentences</li> <li>Extend “sentence starters” with original ideas</li> <li>Connect simple sentences</li> <li>Complete graphic organizers/forms with personal information</li> <li>Respond to yes/no, choice, and some WH- questions</li> </ul> <p style="text-align: center;">2.2</p>	<ul style="list-style-type: none"> <li>Produce short paragraphs with main ideas and some details (e.g., column notes)</li> <li>Create compound sentences (e.g., with conjunctions)</li> <li>Explain steps in problem-solving</li> <li>Compare/contrast information, events, characters</li> <li>Give opinions, preferences, and reactions along with reasons</li> </ul>	<ul style="list-style-type: none"> <li>Create multiple-paragraph essays</li> <li>Justify ideas</li> <li>Produce content-related reports</li> <li>Use details/examples to support ideas</li> <li>Use transition words to create cohesive passages</li> <li>Compose intro/body/ conclusion</li> <li>Paraphrase or summarize text</li> <li>Take notes (e.g., for research)</li> </ul>	<ul style="list-style-type: none"> <li>Create expository text to explain graphs/charts</li> <li>Produce research reports using multiple sources/citations</li> <li>Begin using analogies</li> <li>Critique literary essays or articles</li> </ul>

Level 6 - Reaching

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

## Can Do Descriptors: Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	<ul style="list-style-type: none"> <li>Follow one-step oral commands/instructions</li> <li>Match social language to visual/graphic displays</li> <li>Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing)</li> <li>Match instructional language with visual representation (e.g., "Use a sharpened pencil.")</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral commands/instructions</li> <li>Classify/sort content-related visuals per oral descriptions</li> <li>Sequence visuals per oral directions</li> <li>Identify information on charts or tables based on oral statements</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based examples from oral directions</li> <li>Match main ideas of familiar text read aloud to visuals</li> <li>Use learning strategies described orally</li> <li>Identify everyday examples of content-based concepts described orally</li> <li>Associate oral language with different time frames (e.g., past, present, future) <b>3.4</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and details of oral discourse</li> <li>Complete content-related tasks or assignments based on oral discourse</li> <li>Apply learning strategies to new situations</li> <li>Role play, dramatize, or re-enact scenarios from oral reading</li> </ul>	<ul style="list-style-type: none"> <li>Use oral information to accomplish grade-level tasks</li> <li>Evaluate intent of speech and act accordingly</li> <li>Make inferences from grade-level text read aloud</li> <li>Discriminate among multiple genres read orally</li> </ul>	Level 6 - Reaching
SPEAKING	<ul style="list-style-type: none"> <li>Answer yes/no and choice questions</li> <li>Begin to use general and high frequency vocabulary</li> <li>Repeat words, short phrases, memorized chunks</li> <li>Answer select WH-questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences</li> </ul> <p><b>1.8</b></p>	<ul style="list-style-type: none"> <li>Convey content through high frequency words/phrases</li> <li>State big/main ideas of classroom conversation</li> <li>Describe situations from modeled sentences</li> <li>Describe routines and everyday events</li> <li>Express everyday needs and wants</li> <li>Communicate in social situations</li> <li>Make requests</li> </ul>	<ul style="list-style-type: none"> <li>Begin to express time through multiple tenses</li> <li>Retell/rephrase ideas from speech</li> <li>Give brief oral content-based presentations</li> <li>State opinions</li> <li>Connect ideas in discourse using transitions (e.g., "but," "then")</li> <li>Use different registers inside and outside of class</li> <li>State big/main ideas with some supporting details</li> <li>Ask for clarification (e.g., self-monitor)</li> </ul>	<ul style="list-style-type: none"> <li>Paraphrase and summarize ideas presented orally</li> <li>Defend a point of view</li> <li>Explain outcomes</li> <li>Explain and compare content-based concepts</li> <li>Connect ideas with supporting details/evidence</li> <li>Substantiate opinions with reasons and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Defend a point of view and give reasons</li> <li>Use and explain metaphors and similes</li> <li>Communicate with fluency in social and academic contexts</li> <li>Negotiate meaning in group discussions</li> <li>Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)</li> </ul>	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.



## Athens City Schools Grading Procedures

Students receiving services as English Learners must have an opportunity for modified instruction and evaluation that relates specifically to a student's stage of English Language Development (ELD) and provides access to grade level content and skills. The grading category requirements detailed in this protocol may be modified based on a student's Individualized Learning Plan (ILP).

Questions?



# ESL TIP SHEET

February  
2023

ONE PAGE MINI PD

It's Time for the Annual WIDA ACCESS Test Administration!

## WIDA ACCESS

**What?** The WIDA ACCESS assessment is the annual English proficiency test for Tennessee. It measures student proficiency in 4 domains: listening, reading, writing, and speaking. Scores from this test determine the level of service needed the next year, or whether an EL may exit the program.

The test is all online (including speaking) for grades 4-12. Grades 1-3 take the writing domain on paper (so typing doesn't interfere with written expression). Kindergarten is a one-to-one adaptive assessment.

**When?** The testing window is February 13-April 3. We have made our schedules for testing and if all goes as planned, we will be finished before Spring Break. Specific testing schedules will be emailed to you the week before testing.

City Park will be one of the first groups to test so they will be finished with plenty of time to spare before the move.

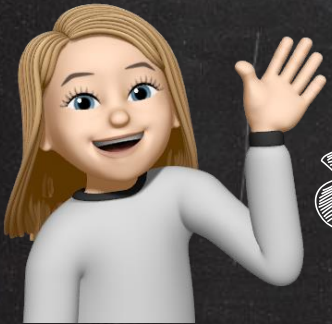
**Who?** ALL English learners, including students who are waived or on consult

**Where?** The ESL classrooms in each building

# Questions



[efranks@athensk8.net](mailto:efranks@athensk8.net)

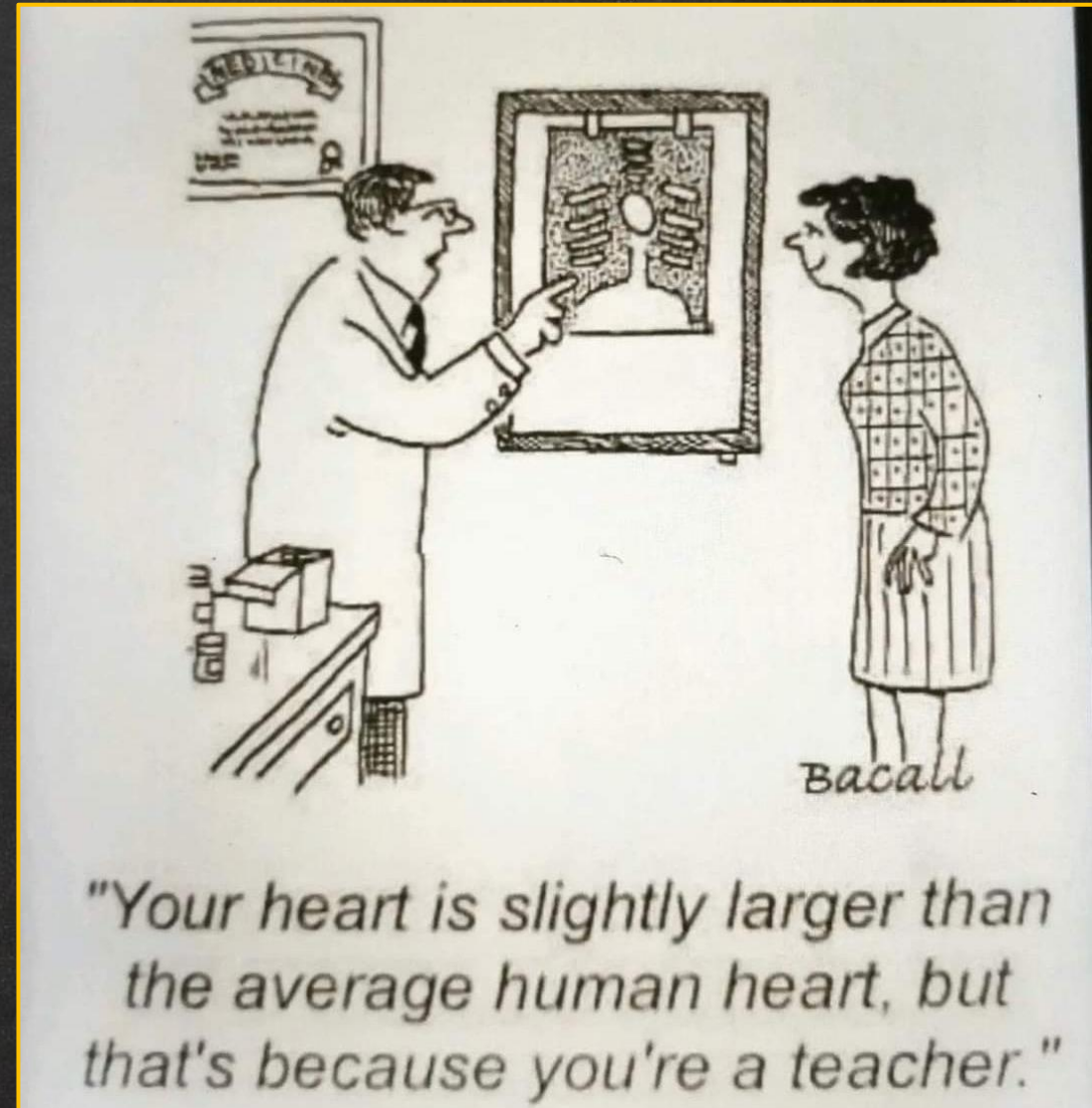


[ahansford@athensk8.net](mailto:ahansford@athensk8.net)

# Final Thoughts

I hope you  
have a  
great year!

True False





**COUNT YOUR NOODLES!!**

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