February 22, 2024 Office Hour Topic:

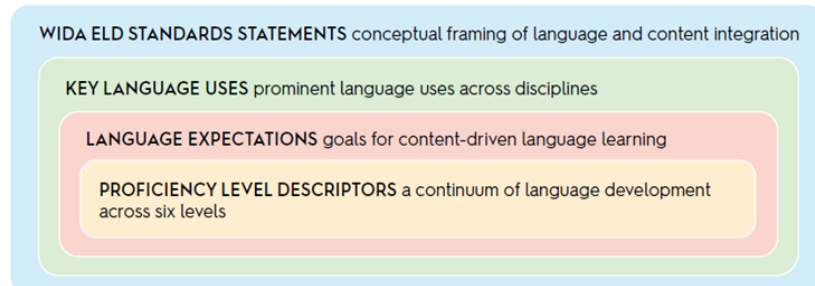## WIDA's 2020 Edition of the ELD Standards Framework

- A central component of WIDA's comprehensive research-based system of language standards, assessment, and professional learning

- A resource for state, district, and school accountability

- A guide for informing the design of linguistically and culturally responsive language instruction and assessment that is based on communication (speaking, listening, reading, and writing) in the content areas

- Based on WIDA's Can Do Philosophy (wida.wisc.edu/sites/default/files/resource/WIDA-CanDo-Philosophy.pdf) and Guiding Principles of Language Development (https://wida.wisc.edu/resources/guiding-principles-language-development)

Instruction

- The bulk of the 2020 edition is the grade level cluster materials.
- Grade level cluster materials include sample units.
  - Each unit is organized by:
    - The ELD Standard (the language of a content area)
      - Key Language Use (the most prominent language function)
        - Language Expectations (sample unit level language goals) for both interpretive and expressive modes of communication
          - Each Language Expectation includes another language function that is needed to get to the Key Language Use
            - For each Language Expectation, there are sample Language Features (such as grammar, types of sentences, words and phrases needed to do the language function)

Figure 2-1 shows the four components of the framework conceptualized as nested building blocks of language development within sociocultural contexts.

Figure 2-1: The Components of the WIDA ELD Standards Framework

WIDA ELD STANDARDS STATEMENTS conceptual framing of language and content integration

KEY LANGUAGE USES prominent language uses across disciplines

LANGUAGE EXPECTATIONS goals for content-driven language learning

PROFICIENCY LEVEL DESCRIPTORS a continuum of language development across six levels

Goal Setting and Progress Monitoring Language

- Each set of grade level cluster materials includes two sets of Proficiency Level Descriptors (PLDs)
  - One set of PLDs for the interpretive mode of communication
  - One set of PLDs for the expressive mode of communication

The PLDs can be used to:

- Set individual student language goals
- Discuss language performance
- Progress monitor language
- Scaffold instruction
- As part of a student portfolio for additional programming (GT, SPED)

The PLDs should not be used:

- As the only example of student abilities
- To limit access to grade level materials or participation in rigorous learning
- As the sole evidence in high stakes decisions

Table 3-1: Representations of the Components of the WIDA ELD Standards Framework in Grade-Level Cluster Materials

Section 2: Components of the WIDA ELD Standards Framework	Section 3: Representation of the Framework in Each Grade-Level Cluster Section
WIDA ELD Standards Statements – Language for Social and Instructional Purposes, Language for Language Arts, Language for Mathematics, Language for Science, and Language for Social Studies – the broadest conceptual framing of language and content integration	WIDA ELD Standards Statements – Remain the same from kindergarten through grade 12
Key Language Uses – Narrate, Inform, Explain, Argue – select genre families summarizing the most prominent language uses across academic content standards	Key Language Use Distribution Table – Most prominent Key Language Uses for a particular grade-level cluster and ELD standard
Language Expectations – Interpretive and expressive goals for content-driven language learning	Language Expectations, along with embedded Language Functions and example Language Features
Proficiency Level Descriptors – Continua of language development across six language proficiency levels and six grade-level clusters	Proficiency Level Descriptors – A continuum of language development across six language proficiency levels for a particular grade-level cluster

Link to the WIDA 2020 Edition
(wida.wisc.edu/teach/standards/eld/2020)