COLORADO
Department of Education

Linking the CAS to the CELP Standards

Culturally and Linguistically Diverse Education Office

Rate Yourself

- How familiar are you with the CAS?

1. Familiar but do not use
2. Familiar with and occasionally use
3. Familiar with and use daily

- How familiar are you with the CELP Standards?

1. Familiar but do not use
2. Familiar with and occasionally use
3. Familiar with and use daily

Introductions

Raise your hand if you are:

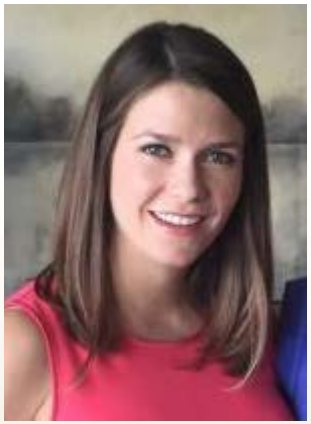
- An ESL teacher
- An elementary school classroom teacher
- A bilingual education classroom teacher
- A middle school content area teacher
- A high school content area teacher
- An administrator

Office of Culturally and Linguistically Diverse Education

Morgan Cox

Rebekah Ottenbreit

Lulu Buck



Lindsay Swanton

Georgina Owen

Outcomes

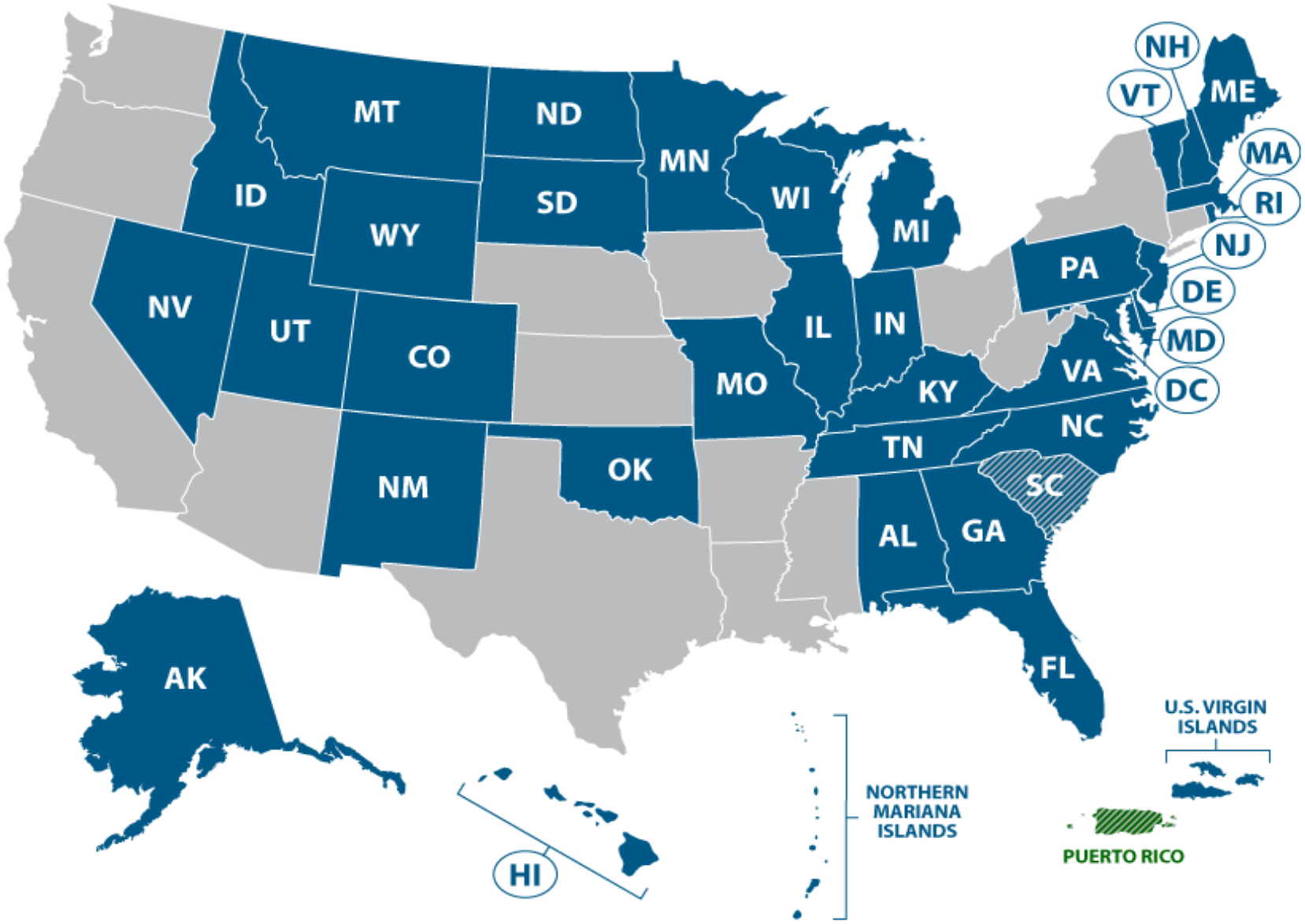
Develop a foundation of English Language Development and knowledge of the link between the CAS and the CELP Standards:

1. Establish a collaborative approach to support classroom implementation of CELP standards
2. Understand how to use standards tools (CDE's and WIDA's) to support English language development for all students
3. Understand how to transform or write Performance Indicators that connect with CAS for classroom instruction

WIDA's Mission Statement

To promote educational equity and academic achievement for linguistically and culturally diverse students through the development and dissemination of curricular, instructional, and assessment products and resources.

WIDA Consortium States



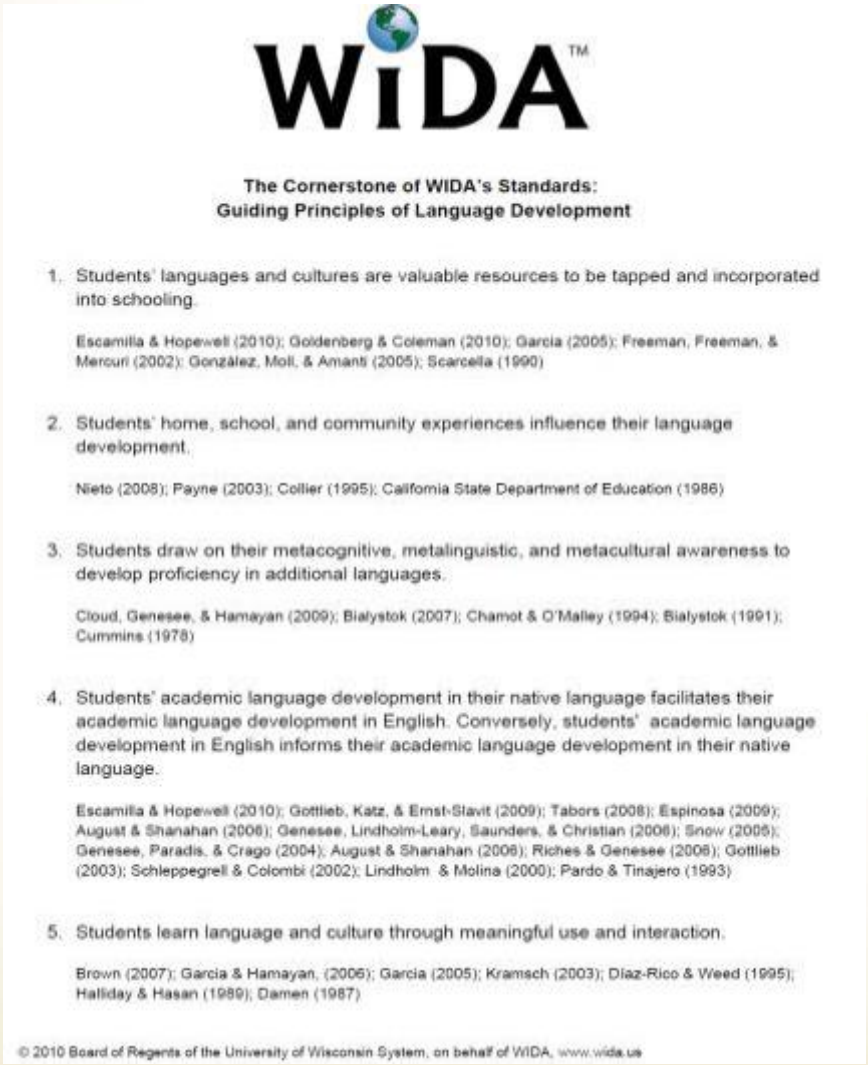
Agree or Disagree

1. Younger children learn second languages quickly and easily
2. The more time students spend in a general education classroom, the quicker they learn the language
3. When a student who is an EL is able to speak English fluently, he or she has mastered it
4. All children learn a second language in the same way
5. Many ELs have disabilities, which is why they are overrepresented in special education

Agree or Disagree

6. Teaching ELs means only focusing on vocabulary
7. Providing accommodations for ELs gives them an advantage over native English speakers
8. Differentiating language for ELs lowers the cognitive demand of the content
9. ELs will learn English faster if their parents speak in English to them
10. Good teaching is good teaching

Guiding Principals of Language Development



WIDA™

The Cornerstone of WIDA's Standards:
Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

   Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.

   Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

   Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

   Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.

   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

http://www.wida.us/downloadLibrary.aspx

English Language Development

With a partner create a chart that defines the six levels of English language proficiency.

1) Place **title header** (**blue**) on top.
2) Put the **levels** (**purple**) in order from Non English Proficient (NEP) to Fluent English Proficient (FEP) with lowest on the bottom of a column on the left.
3) Attach **three descriptors** (1 **green**, 1 **orange**, 1 **yellow**) to each level.
4) Compare your chart to another group and discuss differences, adjust chart if needed.

WIDA Performance Definitions

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

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

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

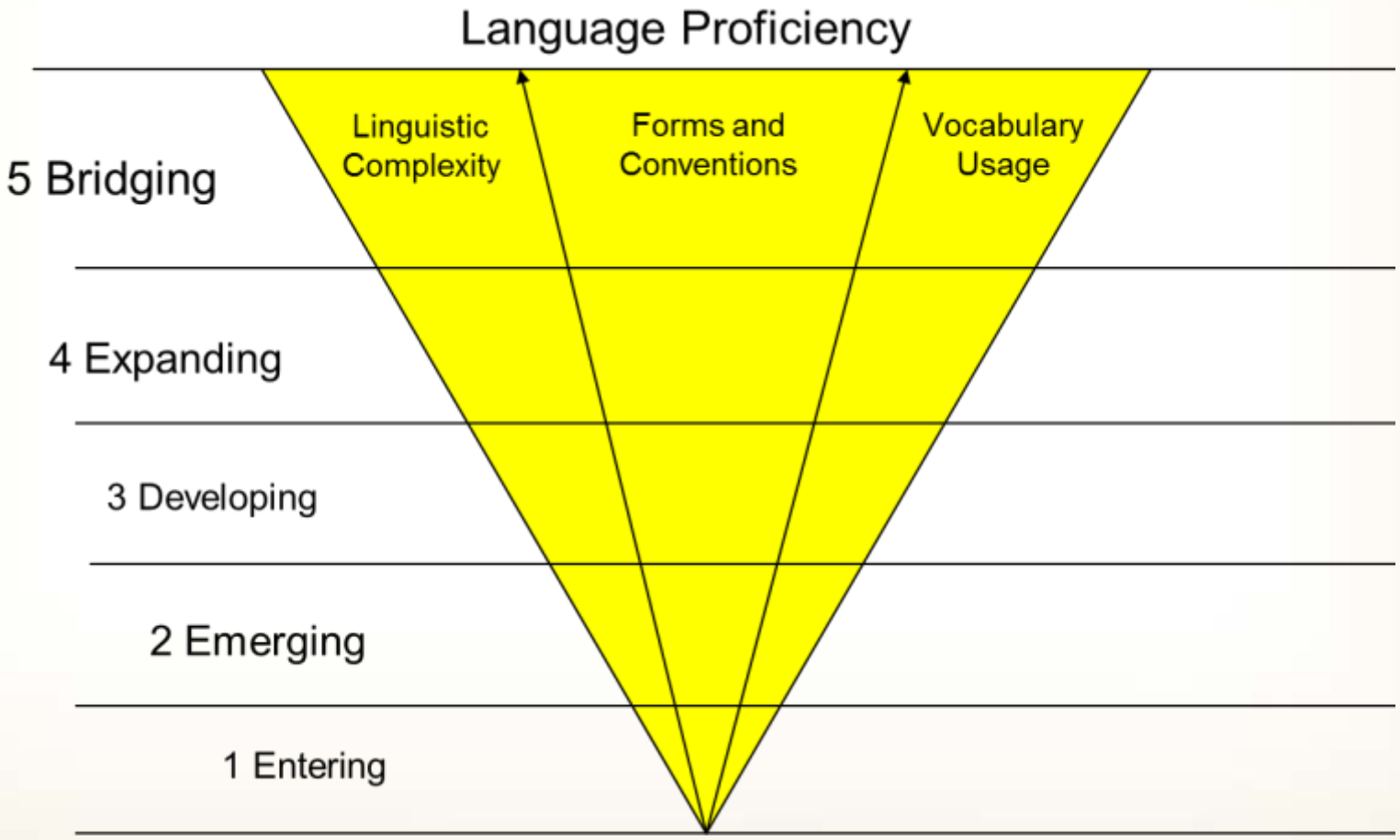
	Performance Criteria	Features
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the…

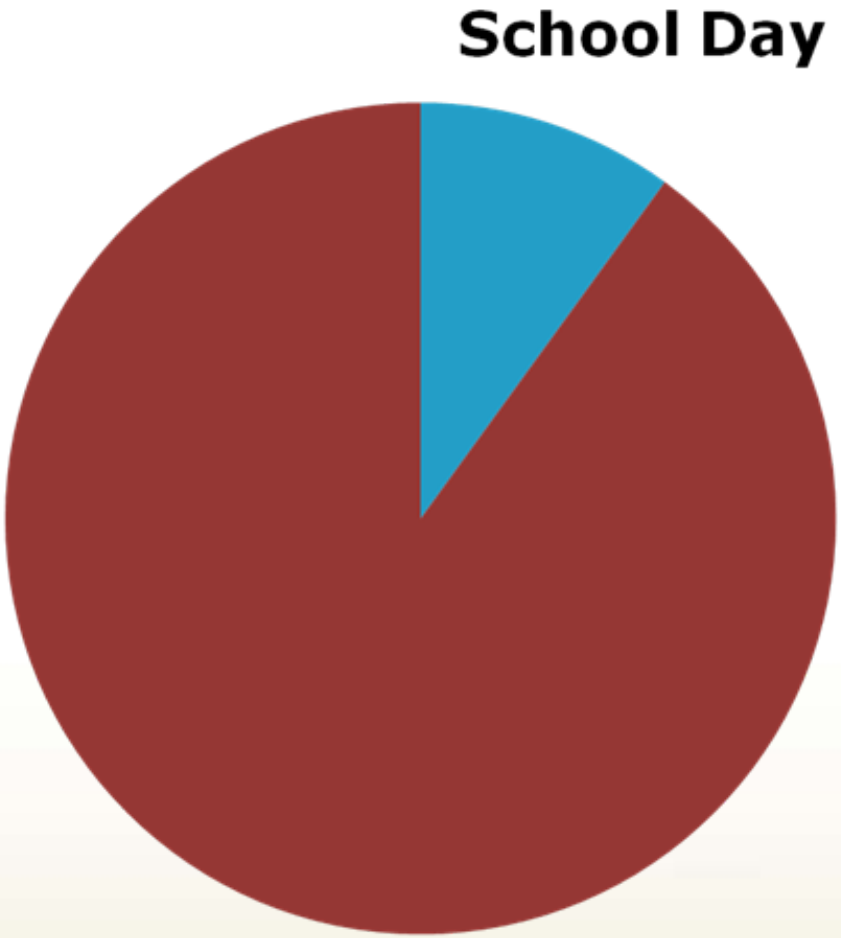
- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA CONSORTIUM

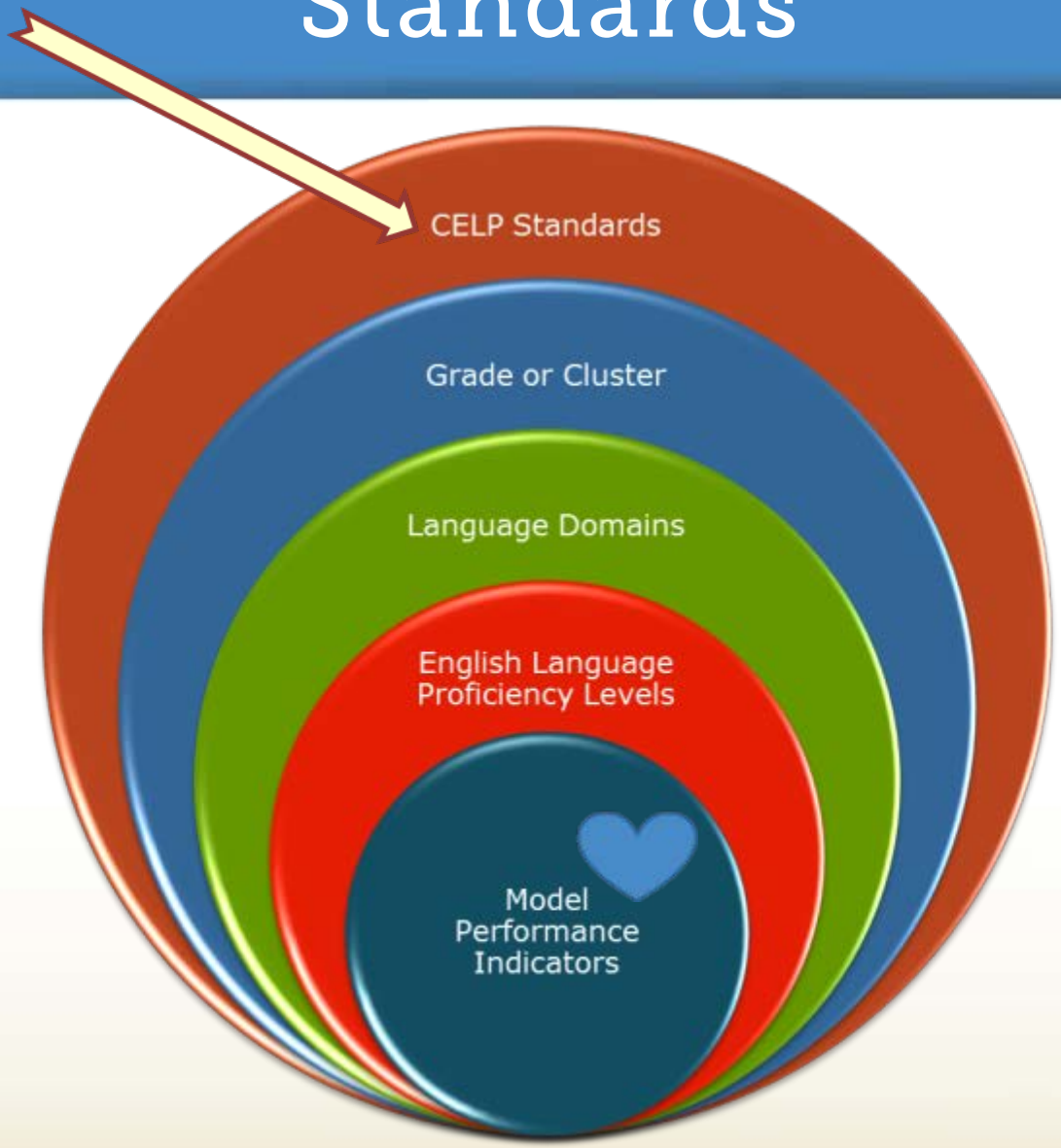
The WIDA Levels of English Language Proficiency



School Day in the Life of an EL



Organization of the CELP Standards



CELP Standards

Social and Instructional Language

Language of Language Arts

Language of Mathematics

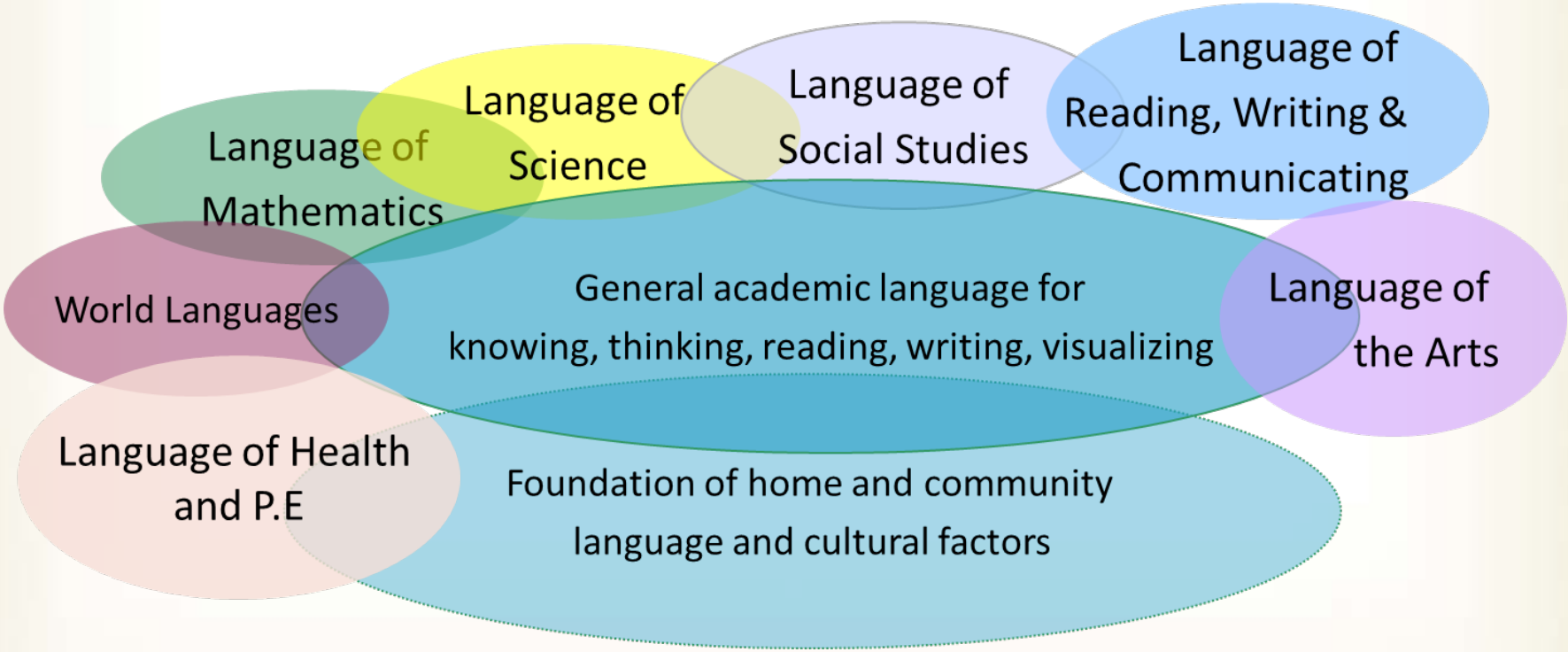
Language of Science

Language of Social Studies

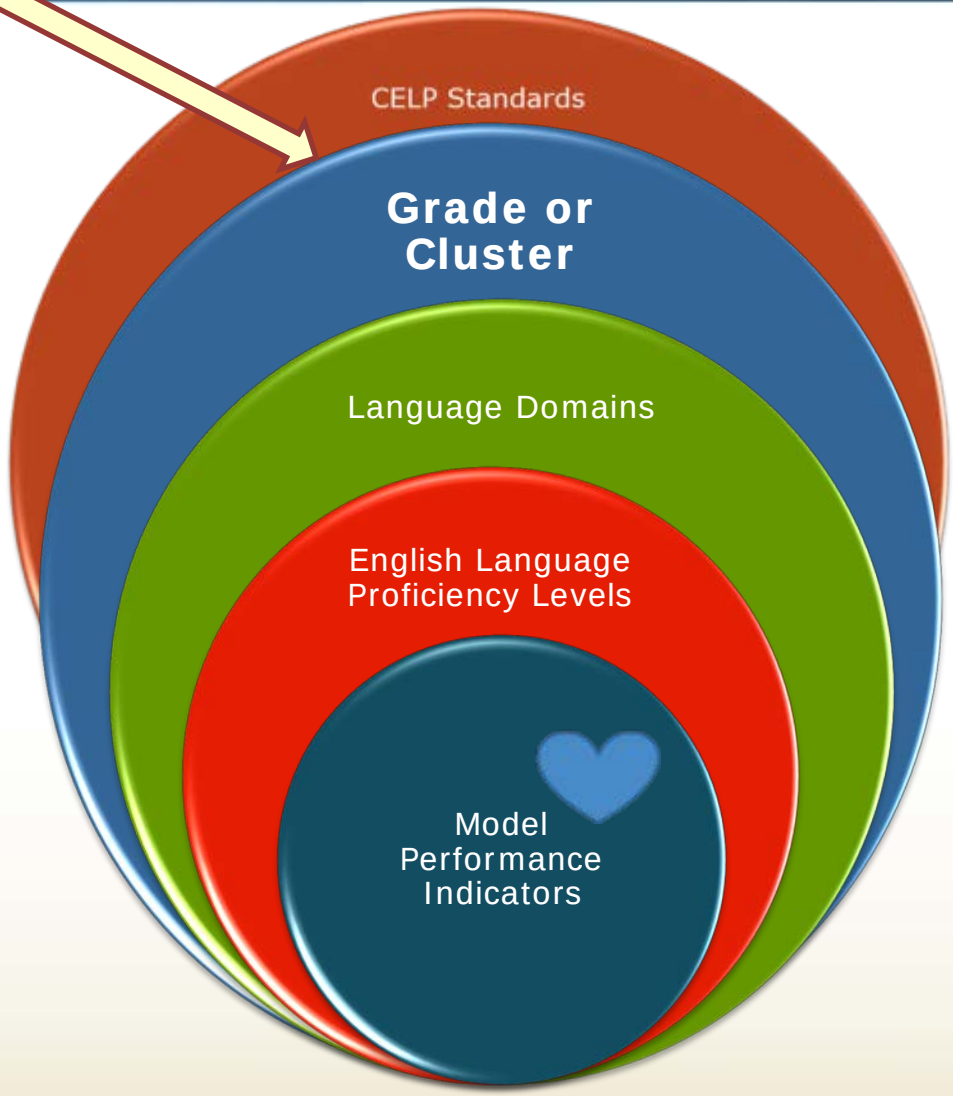
Academic Language

Standard		Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

Linking Language to Content

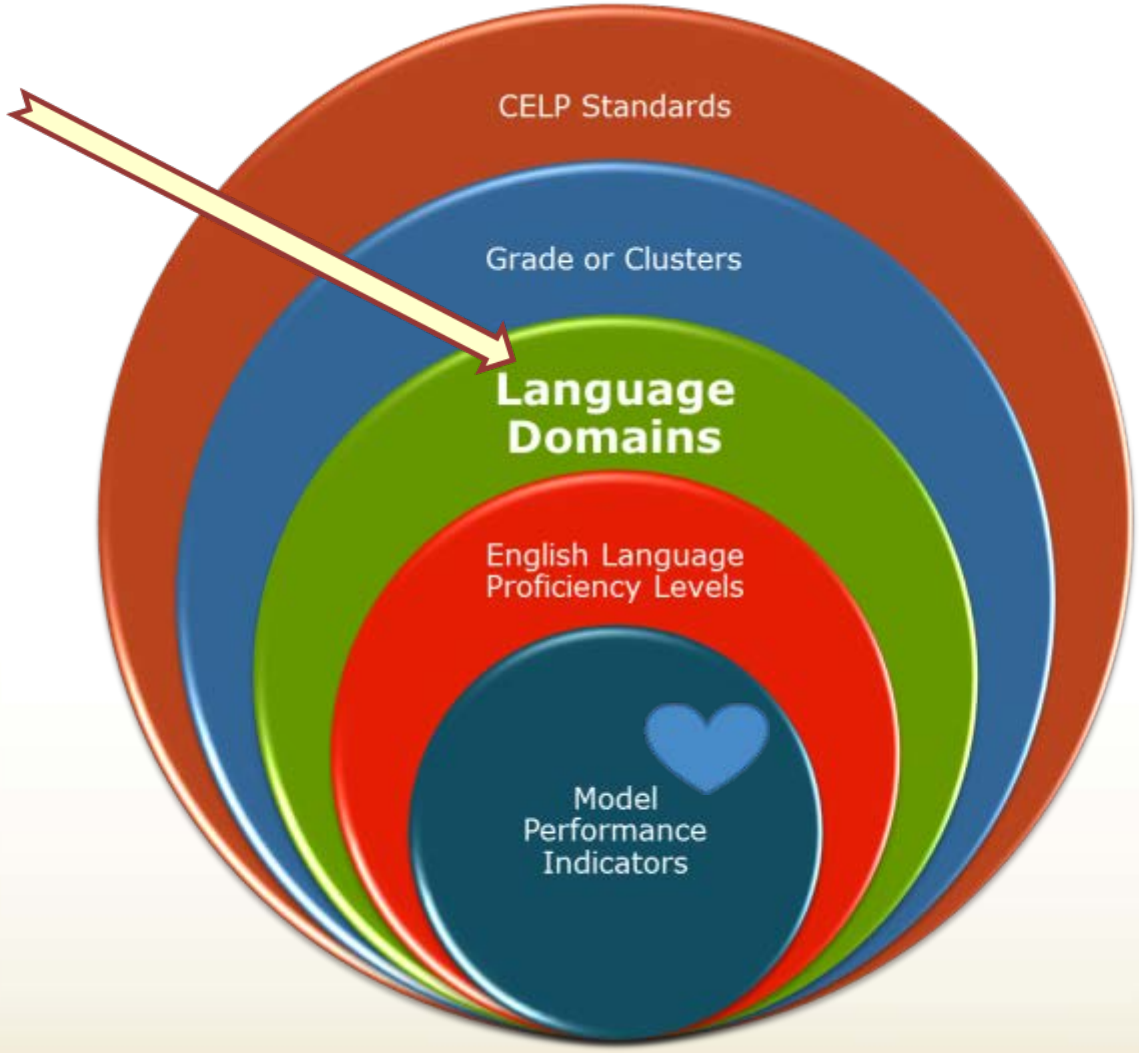


Grade Level Clusters

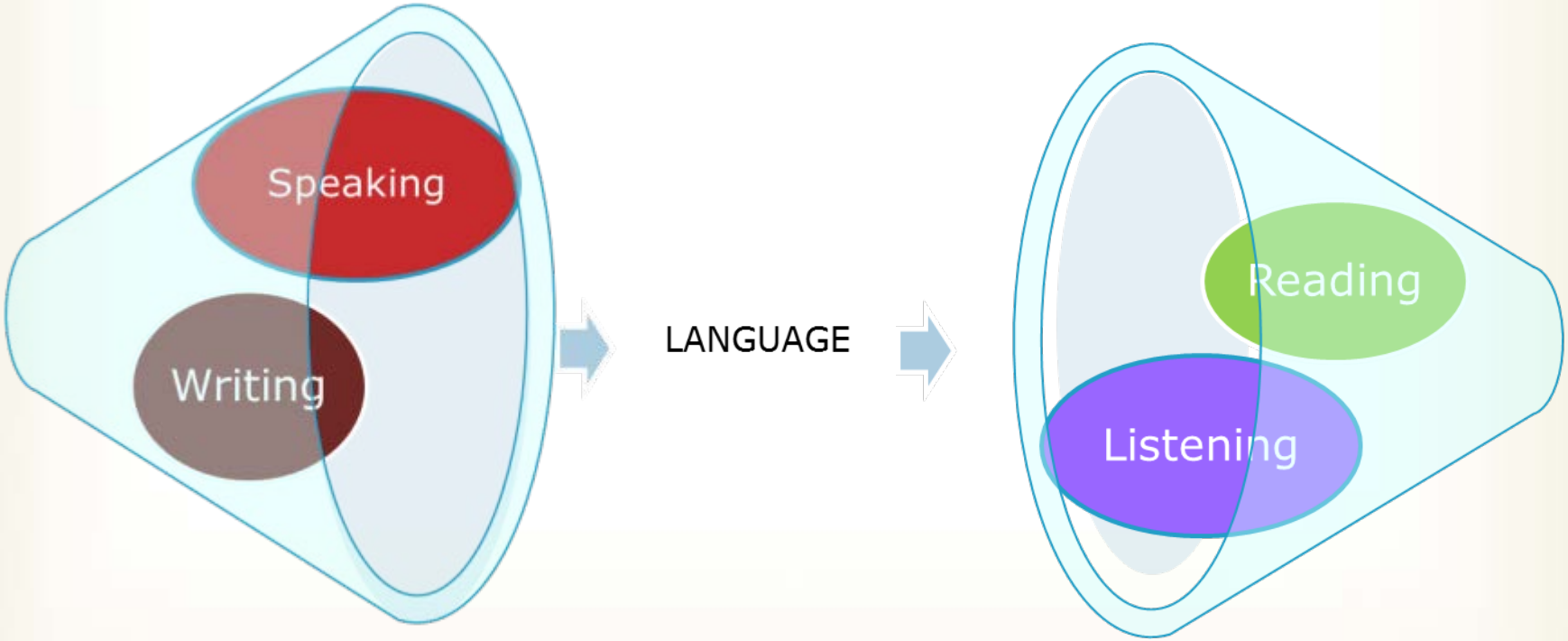


Five Grade Level Clusters

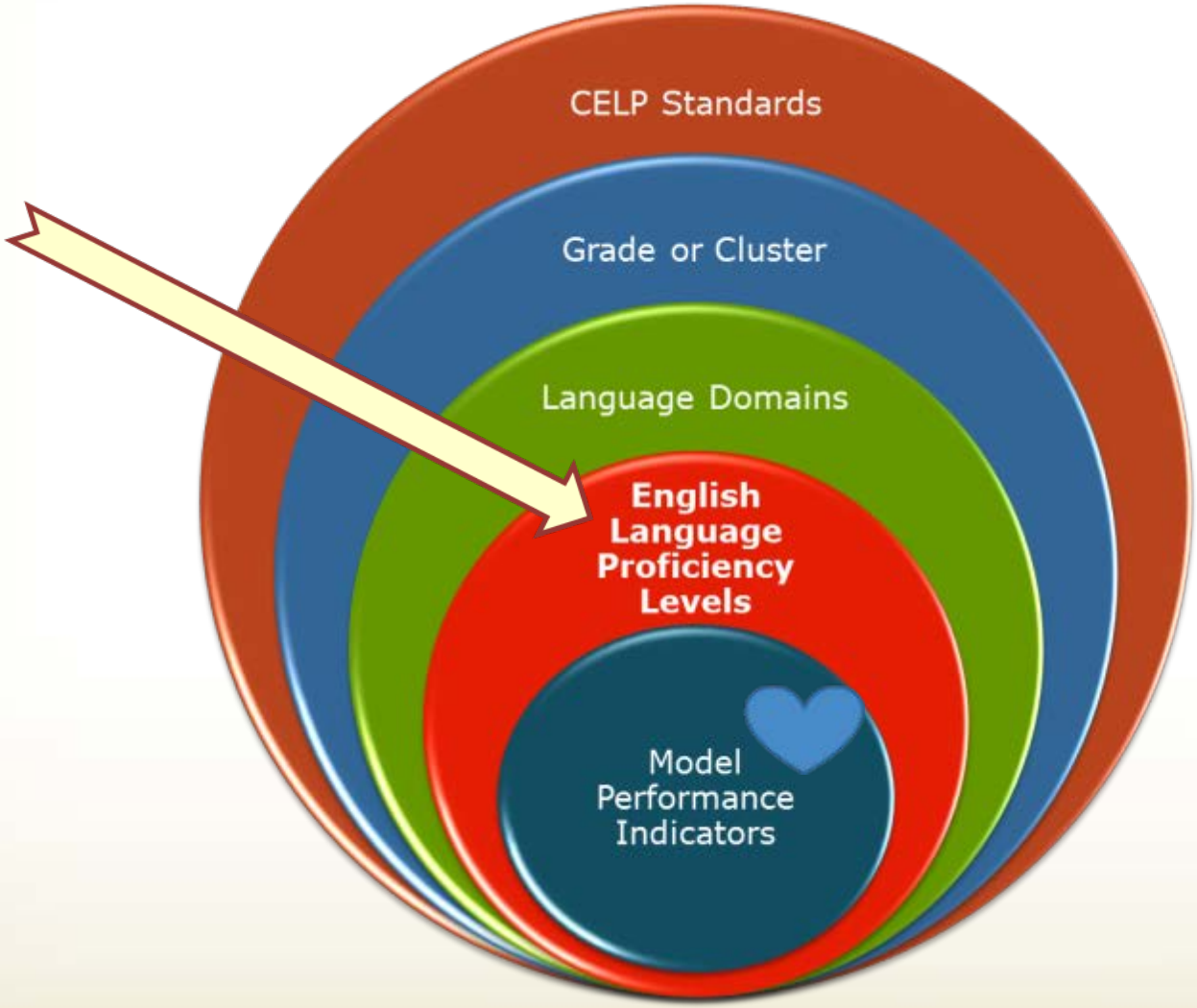
Language Domains



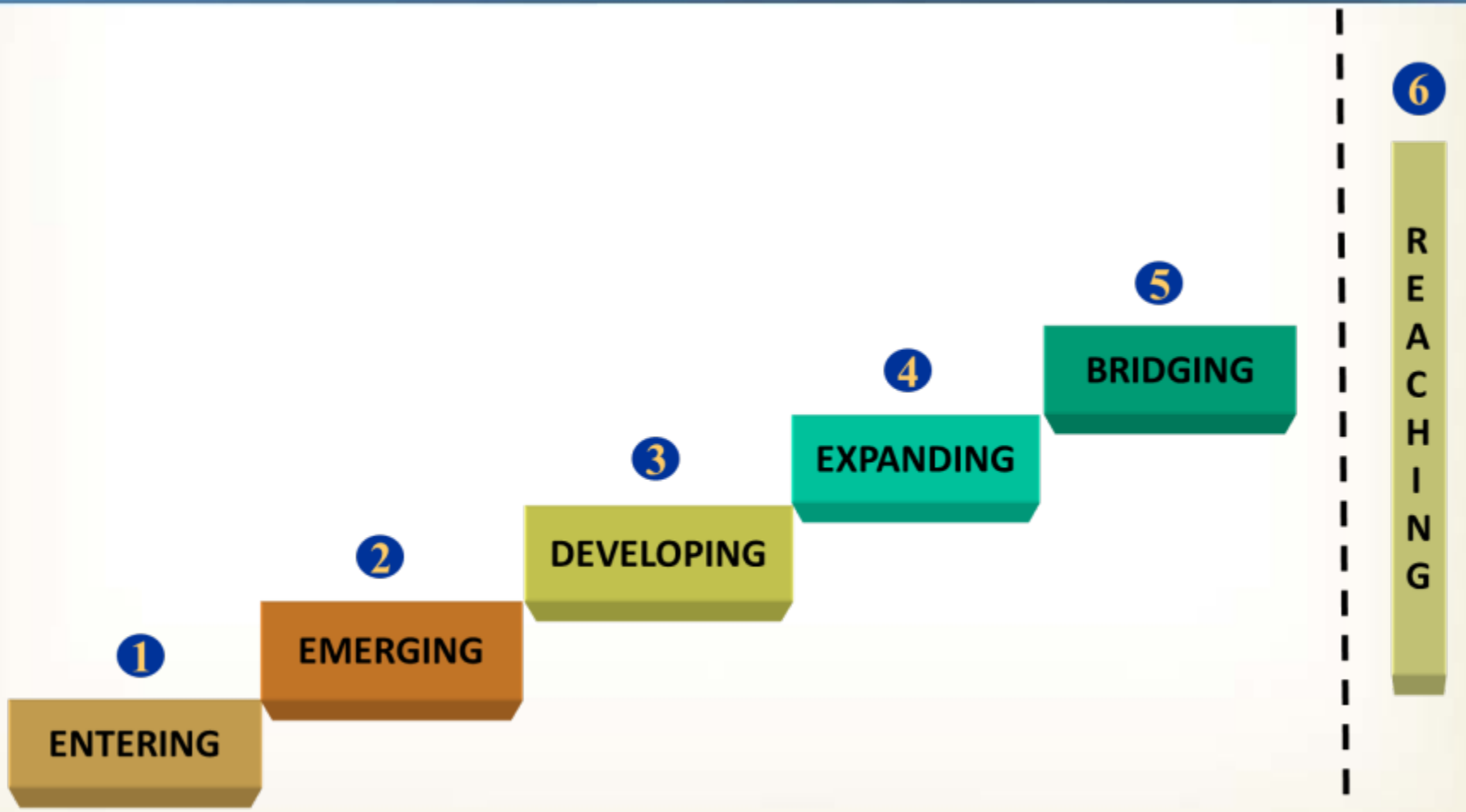
Language Domains



English Language Proficiency Levels



English Language Proficiency Levels



Criteria for Performance Definitions

6

READING

Linguistic Complexity:
Amount, structure, density of text
Cohesion of text
Variety of sentence types

Language Forms and Conventions:
Types and variety of grammatical structures
Convention, mechanics and fluency
Match of language forms to purpose/perspective

Vocabulary:
General, specific and technical language
Multiple meaning words, nuances and shades of meaning
Collocations

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with precise meaning related to content area topics
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	• Specific content words and expressions (including content-specific cognates) • Words or expressions related to content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions (including common cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and familiar expressions

…within sociocultural contexts for language use.

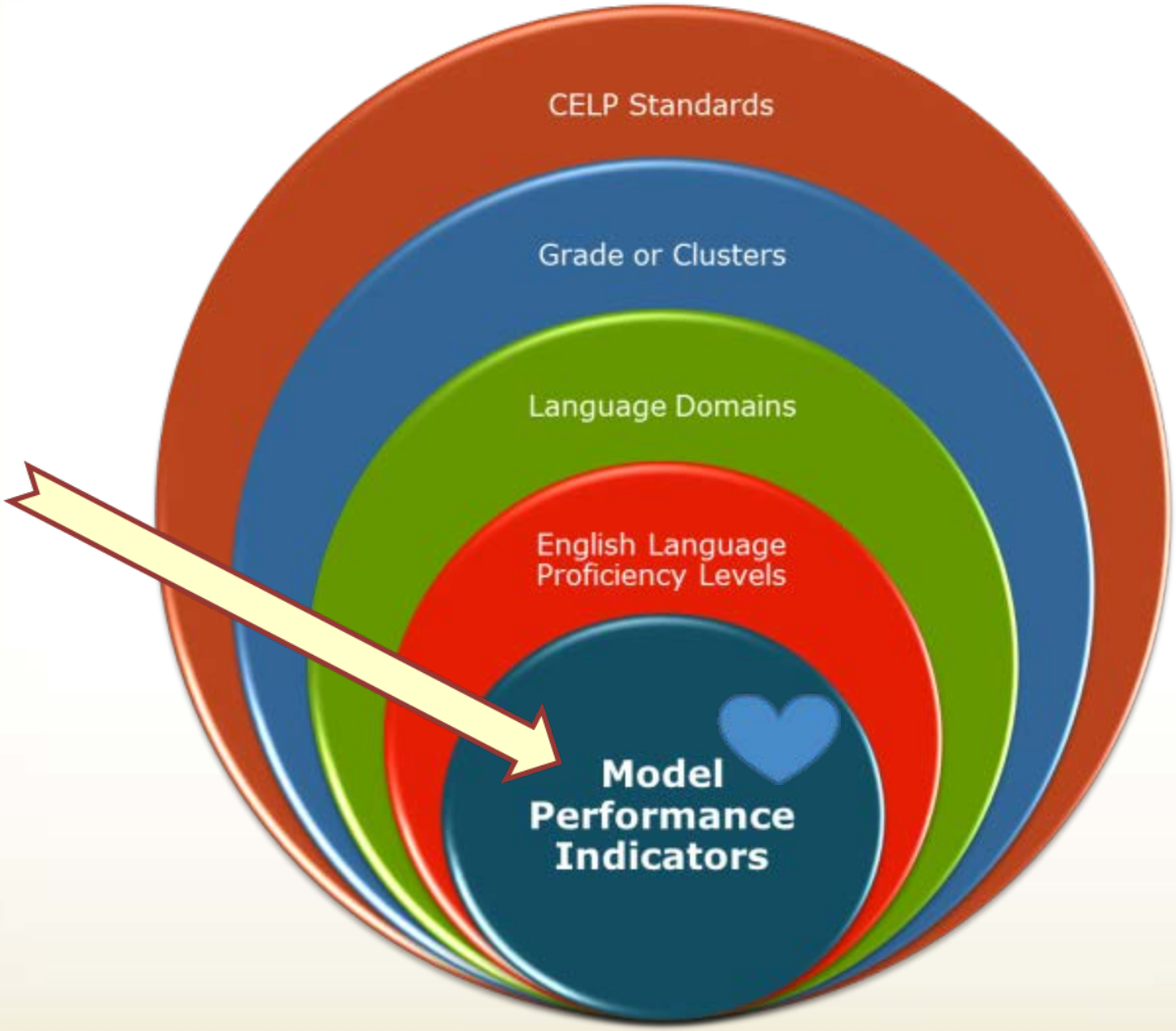
WIDA Performance Definitions Listening and Reading, Grades K–12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process…

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning for each content area
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

Model Performance Indicators



What is an MPI?

MPI = Model Performance Indicator

Model = **Example**

Performance Indicator = **Content and Language Objective**

Model Performance Indicator (MPI)

language function

type of language support

Make lists of real-world examples of three-dimensional shapes from labeled models

content stem

CELP Standard 3: The Language of Mathematics
Grades 3-5
Summative Framework
Writing
Level 1

Organization of the 2007 CELP Standards

	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Resources & supplies	Identify needed resources or supplies for activities from pictures and oral statements (e.g., "pencils," "paper," "computers")	Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators & math books)	Categorize needed resources or supplies with types of activities from pictures and oral descriptions	Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse	Evaluate and select needed resources for tasks or projects based on oral discourse
SPEAKING	Instructions/ Assignments	Respond to WH-questions or commands based on oral instructions or visually supported assignments	Paraphrase or retell oral instructions or visually supported assignments (e.g., recap of homework)	Recount steps for following oral instructions or visually supported classroom routines (e.g., through think-alouds)	Summarize oral instructions or visually supported assignments	Explain, with details, reasons for instructions or assignments appropriate for grade level
READING	Use of information	Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)	Identify sentence level information on socially-related topics from illustrated text (e.g., in advertisements or instructions)	Summarize information on socially-related topics from illustrated paragraphs	Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)	Infer information on socially-related topics from text
WRITING	School life	Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)	Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)	Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)	Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers	Propose changes to school life and give reasons for choices (e.g., policies or procedures)

Level 6- Reaching

MPI

ELP Standard 1: Social and Instructional Language, Summative Framework

Grades 6-8

WIDA CONSORTIUM

2007 vs. 2012 Example Strands

- **2007 and 2012 example strands**
- **New in 2012**
  - Planning template
- **New in 2012**
  - Integrated strands
  - Expanded strands
  - Complimentary strands
- **Strands are examples, not curriculum or standards**

A Blank Template for Drafting Strands of MPIs

GRADE: _____ WiDA

ELD STANDARD: _____ EXAMPLE TOPIC:

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:

DOMAIN: _____	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching

TOPIC-RELATED LANGUAGE:

COMPLEMENTARY STRAND: The Language of Visual Arts

EXAMPLE TOPIC: Visual characteristics

CONNECTION: *National Visual Arts Standard 2 (Grades K–4)*: Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students, identifying themselves as artists, relate the visual characteristics of their art work to peers and communicate how the visual attributes lend themselves to different ideas.

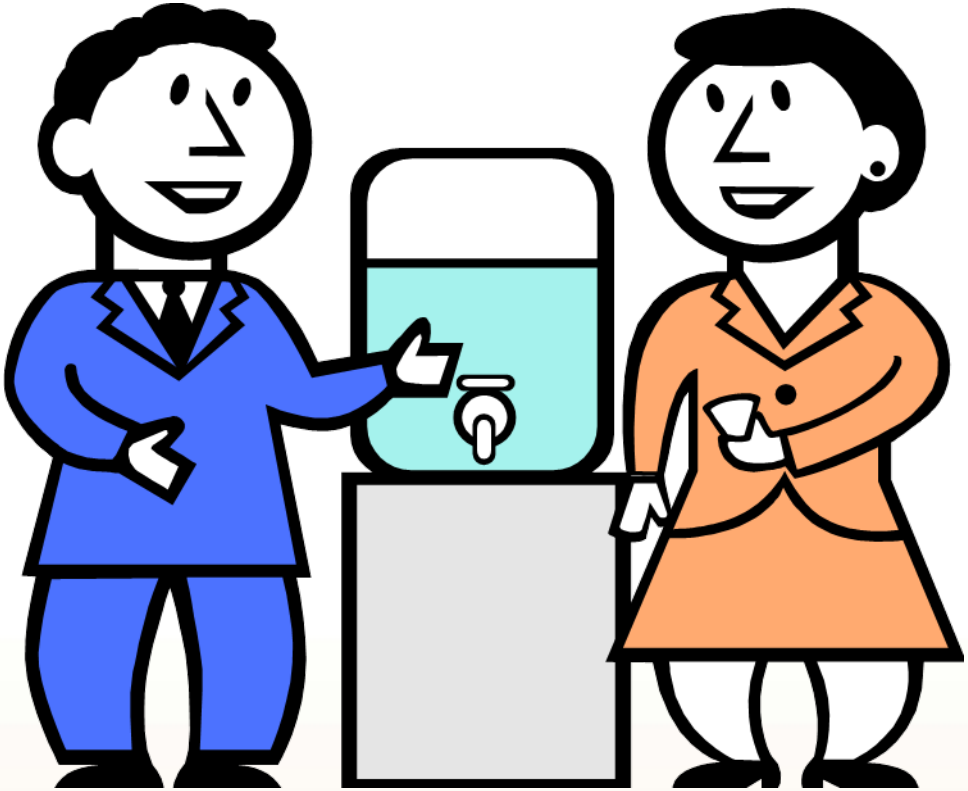
COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE visual characteristics of art forms

SPEAKING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: shades of color, mood, style

Questions

Break



Elements of a Model Performance Indicator (MPI)

Content Stem

Language Function

Type of Language Support

MPI—Content Stem

Make lists of real-world examples of three-dimensional shapes from labeled models

content stem

CELP Standard 3: The Language of Mathematics
Grades 3-5
Summative Framework
Writing
Level 1

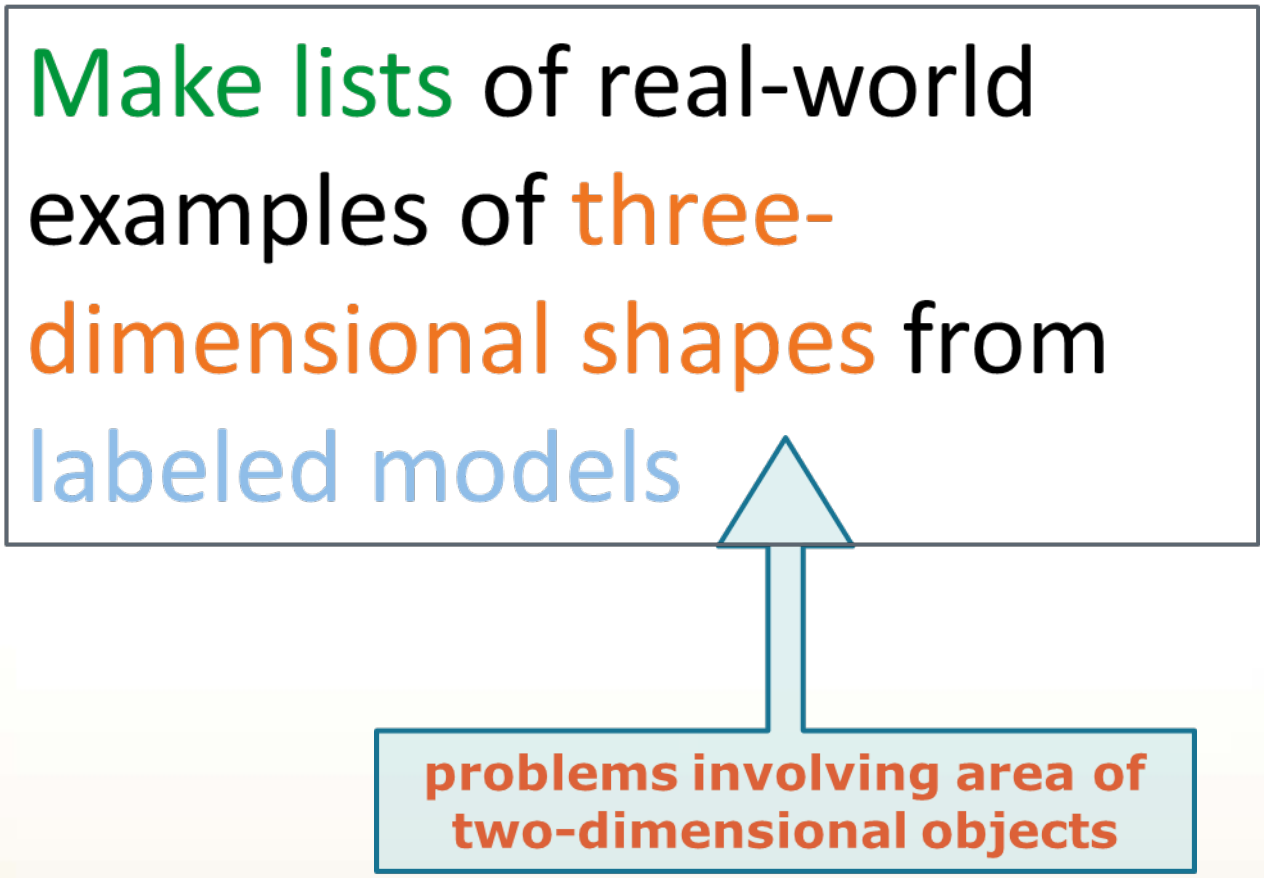
Content Stem

The content stem of the MPI is:

- **the subject area content taught in the lesson**
- **carried across the continuum of English language proficiency**

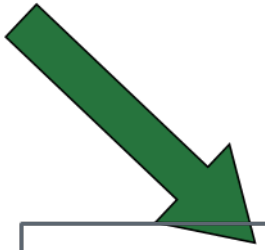
three-dimensional shapes

Creating an MPI which connects to CAS and local curriculum



MPI—Language Function

language function



Make lists of real-world examples of three-dimensional shapes from labeled models

Language Function

- What English learners can do at each language proficiency level
- Allows for higher levels of thinking at lower levels of English language proficiency
- Observable and measurable

Make lists

MPI—Type of Language Support

Make lists of real-world examples of three-dimensional shapes from labeled models

type of language support

Language Support

- Allows English learners to access content through language
- Should be used in both instruction and assessment
- Provide multiple pathways (sensory, graphic, and interactive) for processing and producing language
- May include native languages and cultural context as a support

use labeled models

Language Supports

- 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)

Activity

Highlight

- **The content stem**
- **The language function**
- **The language support**

Two Options

1

Transform Existing Model (Example) Performance Indicators

or

2

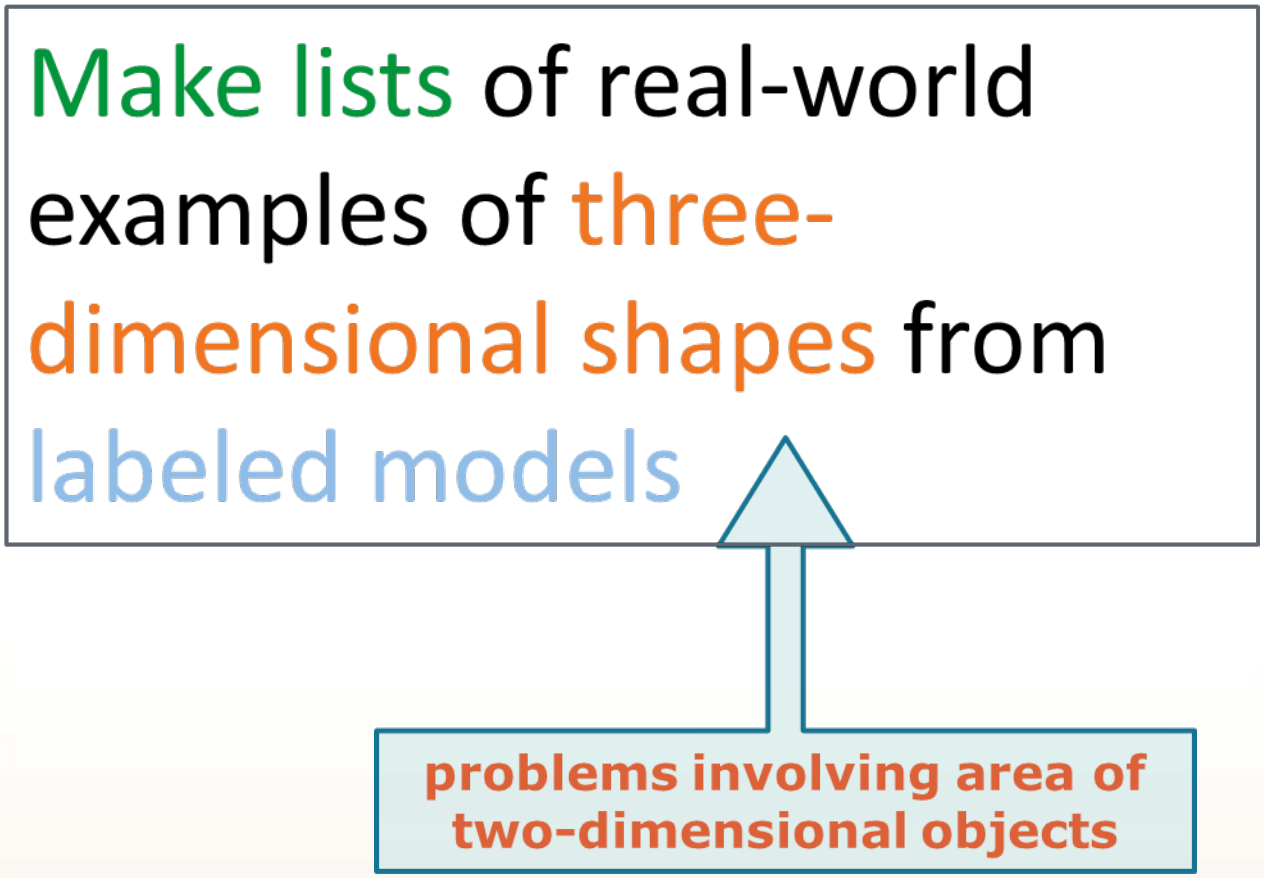
Write Your Own Performance Indicators

Option 1: Transformations

What are Transformations?

Changes to one or multiple components of an existing Model Performance Indicator (MPI) to create stronger connections to local curriculum and closer alignment to the Colorado Academic Standards (CAS).

Creating an MPI which connects to CAS and local curriculum



Three Transformations

Transformation in Content

Grade Level: 6-8 Standard 4
Language Domain: Reading
(From Cycles/Processes to Ecosystems)

Predict consequences of alteration of **cycles or processes** from grade-level text

Predict consequences of alteration of **ecosystems** from grade-level text

Transformation in Language Function

Grade Level: 1-2 Standard: 5
Language Domain: Writing
(From Compare to Evaluate)

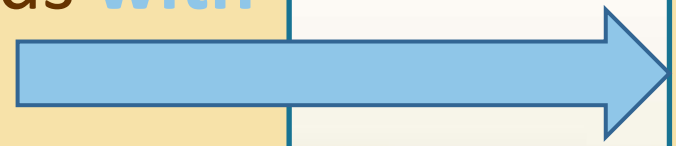
Compare attributes of two products in the marketplace from illustrated examples

Evaluate attributes of two products in the marketplace from illustrated examples

Transformation in Language Support

Grade Level: 6-8 Standard 4
Language Domain: Speaking
(From with a partner to based on graphic support or pictures)

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

6 Steps to Transforming an MPI

1. Think about the content the students need to know
2. Consider the language needed
3. Consider students' language proficiency levels
4. Look at the CELP examples
5. Choose appropriate language supports
6. Ask if the transformed MPI makes sense

Content Area Standard: Name of Content Area

Prepared Graduates: Topical Organization

P-12 Concept and skill thread students must master

Grade Level Expectations

Concepts and skills students master: Concepts & skills indicating progress to PG mastery

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: Indicators of student mastery	**Inquiry Questions:** Promote critical thinking
	Relevance and Application: Relevant social context
	Nature of the Discipline: Characteristics of Discipline

Example Transformation

Hypothetical—I'm an 8th grd science teacher

1) Think about the content the students need to know

Content Area: Science

Grade: 8th grd

Standard: 1. Physical Science

Grade Level Expectation

Concepts and skills students master:

2. There are different forms of energy, and those forms of energy can be changed from one form to another—but total energy is conserved

http://www.cde.state.co.us/coscience/statestandards

Content Area: Science
Standard: 1. Physical Science

Prepared Graduates:

- Apply an understanding that energy exists in various forms, and its transformation and conservation occur in processes that are predictable and measurable

Grade Level Expectation: Eighth Grade

Concepts and skills students master:

2. There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Gather, analyze, and interpret data to describe the different forms of energy and energy transfer (DOK 1-2) b. Develop a research-based analysis of different forms of energy and energy transfer (DOK 1-3) c. Use research-based models to describe energy transfer mechanisms, and predict amounts of energy transferred (DOK 1-2)	**Inquiry Questions:** 1. Which forms of energy can be directly observed, and which forms of energy must be inferred? 2. What evidence supports the existence of potential and kinetic energy? 3. Is there a limit to how many times energy can be transferred? Explain your answer. **Relevance and Application:** 1. Photos and measurements of accident investigation provide evidence of energy transfers during such events. 2. Kinetic energy often is turned into heat such as when brakes are applied to a vehicle or when space vehicles re-enter Earth's atmosphere. 3. Energy transfers convert electricity to light, heat, or kinetic energy in motors. 4. There are ways of producing electricity using both nonrenewable resources such as such as coal or natural gas and renewable sources such as hydroelectricity or solar, wind, and nuclear power. **Nature of Science:** 1. Share experimental data, and respectfully discuss conflicting results. (DOK 2-3) 2. Recognize and describe the ethical traditions of science: value peer review; truthful reporting of methods and outcomes; making work public; and sharing a lens of professional skepticism when reviewing the work of others. 3. Use tools to gather, view, analyze, and report results for scientific investigations designed to answer questions about energy transformations. (DOK 1-2)

1) My students need to know…

There are different forms of energy, and those forms of energy can be changed from one form to another – but total energy is conserved

1) Breaking down the content

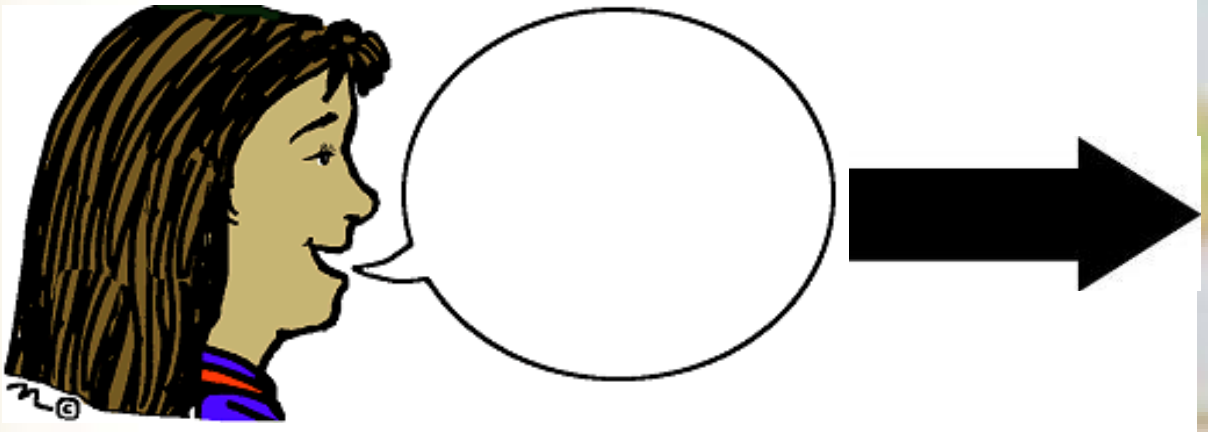
I make sure that what my students will learn and/or do today will build towards their mastery of the CAS.

My students will learn how energy and change are related, specifically how ***potential and kinetic energy*** are related.

2) Consider the language needed…

My students will learn **how** energy and change **are related**, specifically ***how potential and kinetic energy are related.***

Speaking Before Writing



3) Consider students' language proficiency levels

I have English Learners with language proficiency levels of 3 and 4.

4) Look at the CELP Examples

CELP standard—Language of Science

Grade level cluster 6-8

Formative framework

Language Domain--Speaking

http://www.wida.us/standards/eld.aspx

Language Domain: SPEAKING

Example Topic	Climate/temperature changes
Level 1 - Entering	Offer information on temperature from charts or graphs (e.g., daylight/nighttime highs and lows) to a partner in L1 or L2
Level 2 - Beginning	State differences in temperature over time based on information from charts or graphs to a partner in L1 or L2
Level 3 - Developing	Compare differences in temperature based on information from charts or graphs to a partner
Level 4 - Expanding	Summarize and present information on temperature changes from charts or graphs to a partner
Level 5 - Bridging	Explain patterns of changes in temperature over time based on evidence from charts or graphs

My Transformation so far

Standard 4: Language of Science

Grade Level Cluster: 6-8

Domain: Speaking

Proficiency Level: 3 Developing

Compare differences in temperature

Science: Middle school science

Unit: Physical science

Grade 8

Students' language level: 3-4

Compare potential and kinetic energy

5) Choose appropriate language supports

I choose appropriate supports in order for the students to access content and be able to demonstrate understanding.

Compare differences in temperature **based on information on charts or graphs with a partner**

Compare potential and kinetic energy using **a graphic organizer**

5) Choose appropriate language supports

I chose an appropriate support in order for the students to access content and be able to demonstrate understanding.

a graphic organizer

My Complete Transformation

Standard 4: Language of Science

Grade Level Cluster: 6-8

Domain: Speaking

Proficiency Level: 3 Developing

Compare differences in temperature based on information on charts or graphs with a partner

Science: Middle school science

Unit: Physical science

Grade 8

Students' language level: 3-4

Compare potential and kinetic energy using a graphic organizer

6) Ask, "Does My New Transformation Make Sense?"

Science: Middle school science

Unit: Physical science

Grade 8

Students' language level: 3-4

Compare potential and kinetic energy using a graphic organizer

Discuss the Transformation

1. **Are the students doing what is in the CAS?** (what they need to know)
2. **Are the students practicing language?** (language function)
3. **How are the students' linguistic needs being supported?** (language support by proficiency level)
4. **Does the transformed MPI make sense?**

A Blank Template for Drafting Strands of MPIs

GRADE: _____ WiDA

ELD STANDARD: _____ EXAMPLE TOPIC:

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:

DOMAIN: _____	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching

TOPIC-RELATED LANGUAGE:

Option 2: Write Your Own Performance Indicators

4 Steps to Writing Your Own PI

1. Think about the content the students need to know
2. Consider the language needed
3. Consider students' language proficiency levels
4. Choose appropriate language supports
5. Ask if your performance indicator makes sense

Take Away

Content Stem +

Language Function +

Language Support =

Performance Indicator

http://www.cde.state.co.us/coloradoliteracy/readandel

Four Square
ticket out the door

Something I learned today	Something I will use tomorrow
Something I will share with a colleague	Something I want to know more about

Thank you

Gracias

Cám ơn

Shukran

Spasibo

Komapsumnida

Contact Information

Name	Role	Email	Phone
Morgan Cox	Interim Director/Title III State Coordinator	Cox_M@cde.state.co.us	303-866-6784
Lindsay Swanton	ELD Specialist/Title III	Swanton_L@cde.state.co.us	303-866-6842
Georgina Owen	ELD Specialist/Title VII	Owen_G@cde.state.co.us	720-648-0482
Rebekah Ottenbreit	ELD Specialist/Title IX	Ottenbreit_R@cde.state.co.us	303-866-6285
Lourdes “LuLu” Buck	ELD Specialist	Buck_l@cde.state.co.us	303-866-6198