

# WIDA ELD Standards, 2020 Edition

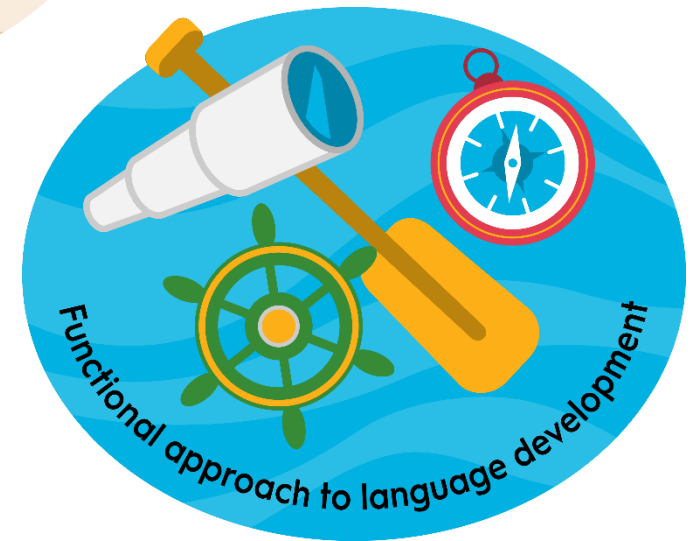
PowerPoint slides to share with colleagues and stakeholders

Updated August 2020

WIDA ELD Standards, 2020 Edition  
Kindergarten – Grade 12



# What are the big ideas for 2020?



# What Is Staying the Same?

- The Can Do Philosophy, emphasizing the assets and potential of multilingual learners
- The five original WIDA ELD standards statements
- The six levels of language proficiency
- The six grade-level clusters (K, 1, 2, 3-4, 6-8, 9-12)

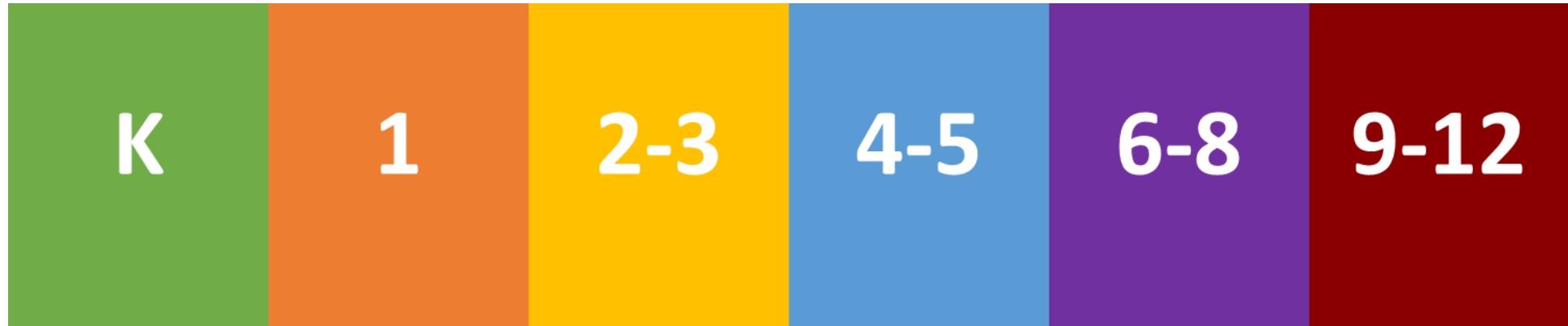
Can Do  
Philosophy and  
Standards  
Statements  
Remain the Same

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

# Six Levels of Language Proficiency



# Six Grade-Level Clusters Corresponding to Access for ELLs



# What is updated and new in the 2020 Edition?

- Updated: The WIDA ELD Standards Framework is reorganized into four components (see next slide)
- New: grade-level cluster materials support the framework and include
  - Language Functions and Features
  - Annotated Language Samples



# Updated: WIDA ELD Standards Framework

**WIDA ELD Standard 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*

- No change: The five original WIDA ELD Standards Statements
- Updated: Key Language Uses – Narrate, Inform, Explain, Argue
- New: Language Expectations
- New: Proficiency Level Descriptors

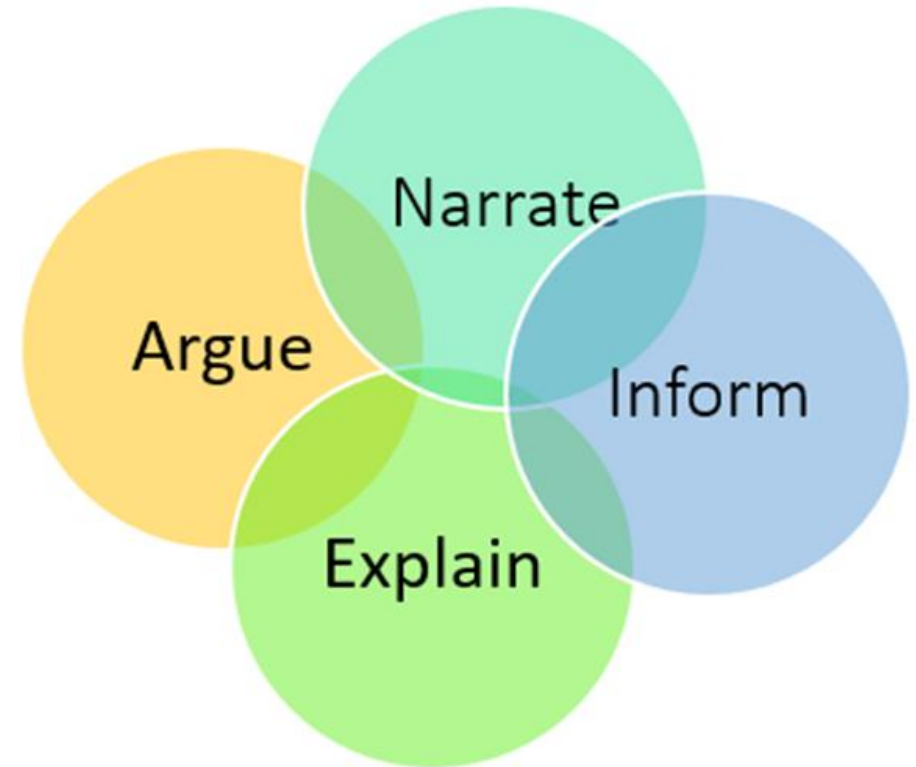
# Updated: Abbreviations for the five original WIDA ELD Standards Statements

<b>Abbreviations for WIDA English Language Development Standards Statements</b>
<b>ELD Standard 1:</b> Language <b>for</b> Social and Instructional Purposes
<b>ELD Standard 2:</b> Language <b>for</b> Language Arts
<b>ELD Standard 3:</b> Language <b>for</b> Mathematics
<b>ELD Standard 4:</b> Language <b>for</b> Science
<b>ELD Standard 5:</b> Language <b>for</b> Social Studies

# Updated: Key Language Uses

KLUs:

Reflect high-leverage  
genre families that appear  
across content areas.



# New: Grade-Level Cluster Language Expectations

ELD Standard: Language of Science

Grade-Level Cluster: 1

**ELD\_SC.1.Inform.Expressive:**

Key Language Use: Inform

Mode of Communication: Expressive



**ELD\_SC.1.Inform.Expressive:** Multilingual Learners use language to share detailed scientific information, classifying, describing, and comparing/contrasting entities or concepts by their attributes, qualities, and characteristics using objects and/or real-world visuals.

Language Expectations are goals for content-driven language instruction.

# New: Grade-Level Cluster Proficiency Level Descriptors

PLDs:  
Describe student language development for activities that target WIDA Language Expectations.

**K** **Interpretive Communication Modes**  
**WIDA Proficiency Level Descriptors for Listening, Reading, and Viewing**

The WIDA Proficiency Level Descriptors outline an interlocking set of criteria to use when measuring multilingual learner language performance in activities that target the WIDA Language Expectations. Each language proficiency level is cumulative, building on previous levels (e.g., PL 4 = PL1 + PL 2 + PL3 + PL4).

Dimension	Text/PL purpose
Discourse	Text/PL purpose
Organization of language	Ideas 1
Cohesion of language	Explicit groups
Density of language	Wording
Amount of language	Single language
Sentence Grammatical complexity of language	Cohesion of language
Word/ FL1xxx Precision of language	High FL language

**GRADE 1** **Interpretive Communication Modes**  
**WIDA Proficiency Level Descriptors for Listening, Reading, and Viewing**

The WIDA Proficiency Level Descriptors outline an interlocking set of criteria to use when measuring multilingual learner language performance in activities that target the WIDA Language Expectations. Each language proficiency level is cumulative, building on previous levels (e.g., PL 4 = PL1 + PL 2 + PL3 + PL4).

Dimension	Discourse	Organization of language	Cohesion of language	Density of language	Amount of language	Sentence Grammatical complexity of language	Word/ FL1xxx Precision of language
Discourse	Text/PL purpose						
Organization of language		Ideas 1					
Cohesion of language		Explicit groups					
Density of language		Wording					
Amount of language		Single language					
Sentence Grammatical complexity of language		Cohesion of language					
Word/ FL1xxx Precision of language		High FL language					

**GRADES 2-3** **Interpretive Communication Modes**  
**WIDA Proficiency Level Descriptors for Listening, Reading, and Viewing**

The WIDA Proficiency Level Descriptors outline an interlocking set of criteria to use when measuring multilingual learner language performance in activities that target the WIDA Language Expectations. Each language proficiency level is cumulative, building on previous levels (e.g., PL 4 = PL1 + PL 2 + PL3 + PL4).

Dimension	Discourse	Organization of language	Cohesion of language	Density of language	Amount of language	Sentence Grammatical complexity of language	Word/ FL1xxx Precision of language
Discourse	Text/PL purpose						
Organization of language		Ideas 1					
Cohesion of language		Explicit groups					
Density of language		Wording					
Amount of language		Single language					
Sentence Grammatical complexity of language		Cohesion of language					
Word/ FL1xxx Precision of language		High FL language					

**GRADES 4-5** **Interpretive Communication Modes**  
**WIDA Proficiency Level Descriptors for Listening, Reading, and Viewing**

The WIDA Proficiency Level Descriptors outline an interlocking set of criteria to use when measuring multilingual learner language performance in activities that target the WIDA Language Expectations. Each language proficiency level is cumulative, building on previous levels (e.g., PL 4 = PL1 + PL 2 + PL3 + PL4).

Dimension	Discourse	Organization of language	Cohesion of language	Density of language	Amount of language	Sentence Grammatical complexity of language	Word/ FL1xxx Precision of language
Discourse	Text/PL purpose						
Organization of language		Ideas 1					
Cohesion of language		Explicit groups					
Density of language		Wording					
Amount of language		Single language					
Sentence Grammatical complexity of language		Cohesion of language					
Word/ FL1xxx Precision of language		High FL language					

**GRADES 6-8** **Interpretive Communication Modes**  
**WIDA Proficiency Level Descriptors for Listening, Reading, and Viewing**

The WIDA Proficiency Level Descriptors outline an interlocking set of criteria to use when measuring multilingual learner language performance in activities that target the WIDA Language Expectations. Each language proficiency level is cumulative, building on previous levels (e.g., PL 4 = PL1 + PL 2 + PL3 + PL4).

Dimension	Discourse	Organization of language	Cohesion of language	Density of language	Amount of language	Sentence Grammatical complexity of language	Word/ FL1xxx Precision of language
Discourse	Text/PL purpose						
Organization of language		Ideas 1					
Cohesion of language		Explicit groups					
Density of language		Wording					
Amount of language		Single language					
Sentence Grammatical complexity of language		Cohesion of language					
Word/ FL1xxx Precision of language		High FL language					

**GRADES 9-12** **Interpretive Communication Modes**  
**WIDA Proficiency Level Descriptors for Listening, Reading, and Viewing**

The WIDA Proficiency Level Descriptors outline an interlocking set of criteria to use when measuring multilingual learner language performance in activities that target the WIDA Language Expectations. Each language proficiency level is cumulative, building on previous levels (e.g., PL 4 = PL1 + PL 2 + PL3 + PL4).

Dimension	End of Level 1 Emerging	End of Level 2 Emerging	End of Level 3 Expanding	End of Level 4 Expanding	End of Level 5 Expanding	Level 6 Exceeding
Discourse	As a multilingual learner near the END of each proficiency level, and with appropriate scaffolding and multimodal communication, they will make meaning by processing					
Organization of language	Text that conveys a clearly signaled purpose, with relationships explicitly arranged in a short, sequence (with a few details)	Text that conveys a clearly signaled purpose, with relationships arranged in an extended sequence	Text that conveys a clearly signaled purpose, with relationships arranged in increasingly extended sequences	Text that conveys several integrated purposes and perspectives, with relationships arranged in long, elaborated sequences	Text that conveys a wide variety of integrated purposes, perspectives, and situations, with relationships arranged in elaborated or condensed sequences	Text that conveys a wide variety of integrated purposes, perspectives, and situations, with relationships arranged in a variety of sequences
Cohesion of language	Ideas linked by pronoun substitution; contrasting connectors	Ideas linked by an umbrella (superordinate) term; common comparative connectors	Relationships among ideas signaled by an increasing range of cohesive devices	Ideas that have been condensed and integrated into abstract themes and concepts using grammatical devices	Ideas that have been arranged in given and new patterns to build information sequencing	Ideas arranged into tightly knit given and new patterns; information sequencing built through expanded noun groups and nominalizations
Density of language	Important information found in expanded noun groups with adjectives and adverbs added before or after nouns	Important information found in expanded noun groups with relative clauses added after nouns	Important information found in expanded noun groups; increasing complexity of modifiers added before or after nouns	Important information compacted into abstract nouns (nominalizations)	Important information found in expanded noun and verb groups with a wide complexity of pre- and post-modifiers	Important information compacted into embedded clauses after expanded noun groups and nominalizations
Amount of language	A series of sentences	Short, connected discourse	Larger stretches of connected discourse with multiple, varied sentences	An increasing variety of expanded or concise discourse	A wide variety of expanded or concise discourse	A wide variety of elaborated or highly knit discourse
Sentence Grammatical complexity of language	Simple sentences with adverbial verbs and prepositional phrases	Complex sentences beginning with a dependent clause	Complex sentences with a relative clause that contains an adverb	Complex sentences with passive clauses that use adjectives	Complex sentences with few (or no) conjunctions due to use of abstract or nominalization	Complex sentences with frequent conjunctions with explicit use of nominalizations
Word/ FL1xxx Precision of language	A narrow range of everyday, general, and disciplinary language, including colloquialisms and idioms	An increasing range of everyday and general disciplinary language, including colloquialisms, idioms, and phrases with common schema	A narrow range of disciplinary language, including technical terms and idiomatic expressions	An increasing range of disciplinary language, including technical terms and idiomatic expressions	A wide range of disciplinary language, including technical terms and idiomatic expressions	A wide range of disciplinary language with technical terms and idiomatic expressions, highly specialized terms, nouns, metaphor, pun, sarcasm

# New: Grade-Level Cluster Materials

- **Grade-Level Cluster Materials** help educators implement the WIDA ELD Standards Framework by applying its four components to Kindergarten, grades 1, 2-3, 4-5, 6-8, and 9-12.
- New resources support the framework in the grade level cluster materials:
  - **Language Functions and Features** describe some of the many ways to meet Language Expectations.
  - **Annotated Language Samples** illustrate WIDA ELD standard statements, Key Language Uses, Language Expectations, and Language Functions and Features in authentic grade-level texts.

# Explore Key Resources

## **Download the updated Guiding Principles of Language Development**

- Explore WIDA's foundational beliefs about language development and supporting research.
- Advocate for multilingual learners and put the Can Do Philosophy into action.

## **Refer to WIDA resources on [wida.wisc.edu/2020standards](https://wida.wisc.edu/2020standards) to learn about big ideas and new features of the 2020 Edition**

- Share with your colleagues that a 2020 Edition of the WIDA ELD Standards is coming!
- Promote the 2020 Vision flyer and updated Guiding Principles.

## **Stay tuned for learning opportunities**

- Attend the WIDA eSummit, a free virtual WIDA Consortium learning event. October 12-30, 2020.
- Join the 2020 Vision Q&A Webinar Series, to learn about features and changes to the 2020 Edition. Coming winter 2021.
- Learn about WIDA Professional Learning opportunities. Coming spring 2021.