

Board of Education Agenda Item

Item: B.

Date: February 21, 2008

Topic: First Review of Rescinding Current English Language Proficiency (ELP) Standards of Learning and Approval of World-Class Instructional Design and Assessment (WIDA) ELP Standards

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Origin:

Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 Board of Education regulation
 Other: _____

Action requested at this meeting Action requested at future meeting: March 19, 2008

Previous Review/Action:

No previous board review/action

Previous review/action
date November 20, 2002
action Final Review of ELP Standards

date September 26, 2007
action First and Final Review of Adoption of ELP Assessment for 2008-2009

Background Information:

On September 20, 2002, the Board adopted English Language Proficiency (ELP) Standards of Learning for English Language Learners (ELLs) as required by the *No Child Left Behind Act of 2001*. Subsequently, these standards were revised and presented for first review on September 27, 2006, and second review on July 25, 2007. No final action was taken by the Board on the revised ELP Standards of Learning. Consequently, the 2002 ELP Standards of Learning remain as the current Board-approved standards.

Additionally, on September 26, 2007, the Board adopted the ACCESS for ELLs® as the statewide English Language Proficiency assessment for 2008-2009. The ACCESS for ELLs® was developed by the World-Class Instructional Design Assessment (WIDA) consortium through a United States Department of Education (USED) Enhanced Assessment grant. Two requirements exist for states to implement the ACCESS for ELLs®. The requirements are: 1) joining the WIDA consortium; and 2) adopting the WIDA ELP standards.

Board action is required to rescind the 2002 ELP Standards of Learning and adopt the WIDA ELP standards in order for the state to meet the requirements for implementation of the ACCESS for ELLs®.

Summary of Major Elements

The WIDA ELP standards support the English language development of English Language Learners (ELLs). The goal of the standards is to provide the foundation to enable ELLs to achieve academically in all content areas.

There are five WIDA ELP standards that are represented in the following grade clusters: Pre-K-K; 1-2; 3-5; 6-8; and 9-12. Additionally, each standard encompasses six levels of English language proficiency as well as four language domains. The levels of English language proficiency are: entering, beginning, developing, expanding, bridging, and reaching. The four language domains are: listening, speaking, reading, and writing. Finally, the standards contain both formative and summative model performance indicators.

Attachment A contains an overview of the WIDA ELP Standards.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the rescinding of the current English Language Proficiency (ELP) Standards of Learning and the adoption of the WIDA ELP standards.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other services may be impacted.

Timetable for Further Review/Action:

The WIDA ELP standards will be presented to the Board for final review in March 2008. Following final review, the WIDA consortium will provide training to school divisions on implementation of the standards.

**Overview of World-Class Instructional Design and Assessment (WIDA)
English Language Proficiency (ELP) Standards
February 21, 2008**

The WIDA ELP standards support the English language development of English Language Learners (ELLs). The goal of the standards is to provide the foundation to enable ELLs to achieve academically in all content areas.

The organization of the WIDA ELP standards includes:

- Five English language proficiency standards that emphasize development of the language of social and instructional interactions, language arts, mathematics, science, and social studies
- Five grade level clusters – Pre-K-K, 1-2, 3-5, 6-8, and 9-12
- Six levels of language proficiency – Level 1, entering; Level 2, beginning; Level 3, developing; Level 4, expanding; Level 5, bridging; and Level 6, reaching
- Four language domains – listening, speaking, reading, and writing
- Formative and Summative Model Performance Indicators
- Example topics for each standard, grade cluster, and language domain

The five WIDA ELP standards are as follows:

Standard 1: English language learners communicate in English for **Social and Instructional** purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Each standard is organized according to the following format by grade clusters:

Grade clusters: Pre-K-K, 1-2, 3-5, 6-8, and 9-12

	Example Topics (ET)*	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening	(ET)*	Formative and Summative MPI**					
Speaking	(ET)*	Formative and Summative MPI**					
Reading	(ET)*	Formative and Summative MPI**					
Writing	(ET)*	Formative and Summative MPI**					

* Example topics are representative of state academic content standards and student standards of national organizations, including the Teachers of English to Speakers of Other Languages, the National Council of Teachers of English, the International Reading Association, the National Council of Teachers of Mathematics, the National Research Council, and the National Council for Social Studies.

** Model Performance Indicators (MPI) include three elements: language function, example topic (content-related), and support (sensory, graphic, and interactive).

Correlation of WIDA Standards to ACCESS for ELLs (ELP assessment): Approximately one-third of the test items for the ACCESS for ELLs are replenished each year. The test developers use the formative and summative frameworks as a foundation for developing the test items.