Topic: Final 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)

X  Board review required by

   ___ State or federal law or regulation

   ___ Board of Education regulation

   ___ Other: ___________________________

   X  Action requested at this meeting   ___ Action requested at future meeting: _____________

Previous Review/Action:

 ___ No previous board review/action

X  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

date   February 21, 2008
action  First Review of Rescinding Current ELP Standards and Approval of WIDA ELP Standards

Background Information:

On November 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 approve the rescission 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:**
Following final review and approval, a link to the WIDA ELP Standards will be posted to the Department’s Web site and the WIDA consortium will provide training to school divisions on implementation of the standards.
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

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<th>Example Topics (ET)*</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
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<td>Listening</td>
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<td>Writing</td>
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* 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.