

A Digital Mapping of High Leverage Communicative Practices in School-Age Content-Area Contexts



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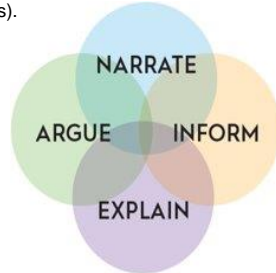
Abstract

Goal: To offer language testing that more closely mirrors real-world language uses when revising the WIDA ACCESS annual summative English language proficiency test..

This poster presents findings from an extensive study **identifying high leverage communicative practices for Kindergarten-Grade 12 (i.e., ages 5-18)** which support multilingual learner's linguistic access to grade level content that is aligned with **the state academic standards for English Language Arts, Mathematics, Science, and Social Studies** used by WIDA Consortium members (~4/5 of U.S. states).

Methodology

This analysis explores the **degree of match, breadth of coverage, balance of representation, and depth of linguistic complexity** between U.S. state K-12 content standards and 4 communicative practices (i.e., 4 broad genre families called Key Language Uses).



WIDA's four *Key Language Uses* (Narrate, Inform, Explain, and Argue) are similar to communicative purposes found in the . . .

- Common European Framework of Reference (CEFR) and
- Programme for International Student Assessment (PISA), 2015 Assessment and Analytical Framework (for Reading)

Findings

1. The WIDA ELD Standards Framework maps the prominence of Key Language Uses in four content areas and six grade-level cluster clusters (K, Grades 1, 2-3, 4-5, 6-8, and 9-12) across 40+ U.S. states and entities. [Two grade-level cluster samples shown below.]

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

Distribution of Key Language Uses in Grades 9-12				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Have you digitized your standards & descriptors?

Rather than relying on the PDF as the primary format for sharing language standards, frameworks, and descriptors, developers use the reference codes and GUIDs (32-digital machine-readable characters) to connect digital curriculum resources, instructional planning, and assessment tools.



WIDA offers a digital version of its ELD Standards Framework in an open access repository. It is *free to educators and public institutions* at: <http://standards.wida.us>.

The Standards Satchel digital platform also displays other open-source versions of standards as part of the Competencies and Standards Exchange® (CASE): <https://casenetwork.1edtech.org> and <https://www.1edtech.org/1edtech-global>

Four sets of sample correspondences with content standards are included in WIDA Digital Explorer:



ELD-ELA



ELD-Math



ELD-Science



ELD-Soc Studies

Research Questions

1. What are the language demands [and opportunities] in state academic content standards in English Language Arts (ELA), mathematics, science, and social studies and their degree of match with the WIDA Key Language Uses?
2. What are the grade-level cluster opportunities for multilingual learners to engage with academic content at the same level of linguistic complexity as their peers?

WIDA ELD Standards Framework Components

In 2020, the WIDA consortium released an updated edition of its English Language Development (ELD) Standards Framework. The framework contains four nested components:

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

1. Which content area might serve as the context when targeting language in curriculum, instruction, and assessment?
2. For what purpose(s) might language be used? [Narrate, Inform, Explain, Argue]
3. What are all students expected to do with language at this grade-level cluster?
4. How might individual student language development performances be gauged?

2. The WIDA ELD Standards Framework offers carefully aligned relationships between grade-level cluster Language Expectations and Proficiency Level Descriptors. For each grade-level cluster (K, 1, 2-3, 4-5, 6-8, and 9-12), *End of PL5* in the WIDA Proficiency Level Descriptors aligns with the linguistic complexity found in the Grade-Level Cluster Language Expectations. (Relationship between these 2 standard components shown below and at the right).

Interpretive

ELD-LA.4-5.Argue.Interpretive Multilingual learners will interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

PLD.4-5.INT

WIDA English Language Development Standards Framework

- Language Expectations by WIDA ELD Standard Statements and Grade-Level Cluster
- Language Expectations by Key Language Use and Communication Mode
- Proficiency Level Descriptors by Grade-Level Cluster and Communication Modes
 - PLD.K Kindergarten
 - PLD.1 Grade 1
 - PLD.2-3 Grades 2-3
 - PLD.4-5 Grades 4-5
 - PLD.4-5.INT Interpretive
 - DISCOURSE DIMENSION - Organization of language
 - DISCOURSE DIMENSION - Cohesion of language
 - DISCOURSE DIMENSION - Density of language
 - SENTENCE DIMENSION - Grammatical complexity
 - WORD/PHRASE DIMENSION - Precision of language