

MAYNARD HOLBROOK JACKSON HIGH SCHOOL

AND

MARTIN LUTHER KING, JR. MIDDLE SCHOOL

MYP LANGUAGE POLICY

9/2016

Maynard Holbrook Jackson High School and Martin Luther King Middle School facilitate a language philosophy that endorses language support and IB/MYP accessibility for all students. Both schools ensure that an ongoing collaborative effort with the district's English Speakers of Other Languages (ESOL) department result in proper utilization of the program and support. Concurrently, attentive implementation of the Common Core Curriculum and World-class Instructional Design and Assessment (WIDA) result in further attainment of English language proficiency while integrating content.

Federal and state laws require information to be collected about the primary and home language of every student upon enrollment in the school district (see attached). Collection of language data takes place via survey provided by Atlanta Public Schools. The survey is currently available in twenty-one languages. Both MYP candidate schools participate in the administration of the home language survey, which provides the schools with auxiliary information and result in procuring appropriate resources.

LANGUAGE NEEDS

Fluency in both oral and written communication is an essential component in promoting local, national and global awareness. Language instruction at Maynard Holbrook Jackson High School and Martin Luther King Middle School encourage effective reading, writing, speaking and listening skills. Through curricular incorporation of the Approaches to Learning Skills (ATLs) in MYP pedagogy, Social Skills and Communication Skills will be appropriately developed and enhanced among MYP students. Proficiency in English as a second language alongside students' mother tongue language will advance learners' mastery and requisite mobility.

Second-language proficiency fosters global connections. Reading materials from a variety of languages and cultures support the essential global awareness expected of MYP learners. Media centers and Media Specialists at both schools provide supplemental materials that cater to the diverse needs of language learners.

CURRENT PRACTICES

Maynard Holbrook Jackson High School and Martin Luther King Middle School students are provided instruction in English/Language Arts yearly. Both schools provide World Languages (Mandarin Chinese, Spanish and French). At Maynard Holbrook Jackson High School, World Language courses (Mandarin Chinese, Spanish, and French) are required two year courses for graduation, or three year courses if students aspire to participate in the IB/DP program. Courses in the offered World Languages programs aim to build competence in speaking, reading and writing in a second language.

The World Languages Department within the district and Georgia Virtual School are additional resources that assist with language learning and support. Georgia Virtual School offers an extended curricula which include the following World Languages: American Sign Language, Chinese, French, German, Japanese, Latin and Spanish. Access to interpreters allow other language parents to actively participate in their child's education.

Non-native English speakers are instructed according to their proficiency as determined by the WIDA Can Do Descriptors (see attached). ESOL instructors provide individualized instruction in a small classroom setting to students whose WIDA English Language Proficiency (ELP) ranges from Entering (ELP-1); Emerging (ELP-2); Developing (ELP-3); Expanding (ELP-4); Bridging (ELP-5) to Reaching (ELP-6).

ASSESSMENT OF LANGUAGE ACQUISITION AND FLUENCY

Formative and summative assessments of language learning are vital to evaluating the efficacy of current pedagogy and resultant student understanding. Formative assessment is demonstrated in a variety of forms in the classroom setting via class discussions, interactive games, collaborative grouping, and short written responses. Summative assessment is demonstrated through formal writing, research projects, speaking presentations and standardized assessments, all of which validate expected competency.

Re-teaching of standards and monitoring and adjusting pedagogy are expected if anticipated competency is not evident. Tutoring schedules are posted by each classroom. Supplemental home assignments that promote student responsibility will be an integral part of bridging the gap between what is learned in class, and what can be learned through responsible Self-Management Skills.

SUMMARY

Entrenched in the structures of both Maynard Holbrook Jackson High School and Martin Luther King Middle School is a commitment to developing within each MYP student an opportunity for ongoing support for mother tongue language as well as development of native tongue excellence. Adherence to WIDA Can-Do Descriptors, course offerings, data collection and teacher support play vital roles in language development. As a final point, a commitment to new developments in the language policy and philosophy will be ongoing.

Atlanta Public Schools

HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: Male Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

Federal and state laws require the following information be collected about the primary and home language of every student upon enrollment in the school district. Please complete a survey for each child you are enrolling in the school district.

1. What language did your child learn when he/she first began to talk? _____
2. What language does your child most frequently speak at home? _____
3. What language is spoken by you and your family most of the time at home? _____

If a language other than English is indicated for any of the above questions, the school district will test your child's English language proficiency to determine eligibility for initial and continuing placement in an English language development program. You will be notified about the results of this testing.

4. If available, in what language would you prefer to receive information from the school? _____

Parent or Guardian's Signature

Date

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

Por favor responda
en inglés

Atlanta Public Schools

ENCUESTA DE IDIOMA EN EL HOGAR

Spanish
Home Language Survey

Nombre del alumno: _____ Fecha de nacimiento: _____ Sexo: Masculino Femenino

Nombre de los padres/apoderado: _____

Dirección: _____

Teléfono de la casa: _____ Teléfono del trabajo: _____

Escuela: _____ Grado: _____ Fecha: _____

Las leyes federales y estatales exigen que se recopile la siguiente información sobre el idioma principal y el hablado en el hogar de cada alumno que se inscriba en el distrito escolar. Complete una encuesta por cada alumno que se inscriba en el distrito escolar.

1. ¿Qué idioma aprendió su hijo cuando recién comenzó a hablar? _____
2. ¿Qué idioma habla en casa su hijo con más frecuencia? _____
3. ¿Qué idioma habla usted y su familia con más frecuencia en el hogar? _____

Si se indica un idioma que no sea el inglés en cualquiera de las preguntas anteriores, el distrito escolar evaluará la aptitud en inglés que tenga su hijo para así determinar su calificación inicial y permanencia en un programa de desarrollo de dicho idioma. Le informaremos sobre los resultados de estas evaluaciones.

4. Si ello fuera posible, ¿en qué idioma le gustaría recibir información de la escuela? _____

Firma del padre/madre o apoderado

Fecha

OFFICE USE ONLY

Student ID #	Date Distributed	Date Received	

2016-2017 High School ESOL Scheduling

The ESOL program is a standards-based instructional program designed to promote academic and social language development. ESOL instruction is guided by the WIDA English Language Development Standards and grade-level content area GSE/GPS standards. Students in the ESOL program develop proficiency in the language domains of listening, speaking, reading and writing while simultaneously acquiring academic content knowledge and skills. The ESOL program is federally mandated for eligible students in grades K-12 (Georgia School Law Code 1981, 20-2-156, 1985). The new Every Student Succeeds Act (2016) now refers to limited English proficient students as English Learners (ELs).

- According to State guidelines, students initially qualify for the ESOL program based on language proficiency scores (W-APT/ACCESS). They continue to qualify annually based upon language proficiency scores. Parents or Guardians wishing to waive direct daily services must do so annually. Waiving direct daily services does not exit a student from the ESOL program.
- Instruction in the ESOL program is provided in English, thereby maximizing students' opportunity to master social and academic English language skills.
- Local schools must provide English language assistance to all ELs. ESOL services are federally mandated. ELs who are dually identified for Special Education, Remedial, or Gifted services must receive all specialized support services for which they qualify. Special Education does not trump ESOL and Special Ed ELs are required to receive both Special Education and ESOL support services.
- EL-Y students in **grades 9-12** may receive up to **five segments** of daily ESOL support for FTE funding. One segment of support for a student in grades 9-12 is equivalent to **55 minutes** daily or a minimum of 275 minutes weekly. A 4X4 daily block schedule class consisting of a minimum of 90 minutes will count as 2 segments. A 90-minute block rotating on an A/B day schedule will only count as 1 segment.
- State-approved delivery models for ESOL instruction are outlined in State Board of Education rule *IDDG 160-4-5-.02 Language Assistance: Program for English Learners*. Choice of ESOL delivery model is at the discretion of the local school principal and will be determined by local school needs. The table below illustrates the only allowable EL Delivery Models for grades 9-12:

Delivery Model	Description	Page
Push In	For use within language arts, mathematics, science or social studies classes; Students remain in their core academic class where they receive content instruction from their content area teacher along with targeted language instruction from the ESOL teacher	P.2
Scheduled Class Period or Sheltered Content	Students receive language assistance and/or content instruction in a class composed only of English learners; Teacher must be certified in content area and hold ESOL endorsement or certificate	P.3-4
State-Approved Innovative	Blended Model: Students with itinerant ESOL teachers receive face-to-face support via the Push-in model in combination with time on a research-based computer software program designed to assist students with language and literacy development	P.5
	Reduced Class Size Model: This model allows for the combination of ESOL students with regular education students in smaller classes; As the class size increases, the number of ESOL students in the class is reduced; Teacher must be certified in content area and hold ESOL endorsement or certificate	P.6

Push-In Model of Instruction

ESOL students receiving the push-in model of instruction are taught core content (Language Arts, Math, Science, or Social Studies) and receive language support in classes that contain ESOL and non-ESOL students for the entire class period. Both the content area teacher and ESOL teacher must be present in the classroom throughout the class period on a daily basis.

- **Students** – EL-Y students and non-ESOL students
- **Classroom Setting** – Mainstream classroom
- **Class Size** – Total size limited by mainstream class size requirements

Grade Level	State Maximum Class Size (APS Waiver = +5 above the State Maximum)			
	No Para	No Para APS Waiver	With Para or Co-Teacher	With Para or Co-Teacher APS Waiver
9-12	18	23	20	25

- **Teacher** – Content Area Teacher & ESOL Teacher

Content Area Teacher	ESOL Teacher
<ul style="list-style-type: none"> • Holds content area certification and provides content area instruction to the entire class 	<ul style="list-style-type: none"> • Holds ESOL certification and provides language support to ELs enrolled in the course • Collaborates to plan instruction that supports the language development of ELs in the class • Collaborates to differentiate assessment according to the language proficiency of ELs in the class and assign grades

- **Credit Type** – Core content area credit
- **Scheduling & Delivery Model** – For the Push-In model of instruction, **two course numbers** must be created in Infinite Campus and ESOL students must appear on both rosters. The ESOL course number must contain an **8** for the eighth digit (**XX.xxxxx80**), and must bear no grading or attendance tasks.

Guidelines for the Push In Model of Instruction in Infinite Campus		
Course Number	Core Content Area Course Number	55.0250081, 55.0250082 55.0250085, 55.0250086 <i>No grading or attendance tasks</i>
Primary Teacher	General Education Teacher	ESOL Teacher
Secondary Teacher	ESOL Teacher	N/A
Delivery Model	2: Push-In (PI)	2: Push-In (PI)
Students on Roster	All Students (Including ESOL Students)	ESOL Students only
Assigning Grades	Grades should be determined collaboratively for ELs, and reflect the modifications & accommodations that allow the EL to access grade level content.	

Scheduled ESOL Support Class Model of Instruction

ESOL students receiving a scheduled ESOL Support Class are provided language support in a class composed only of English learners. Classes are led by an ESOL teacher who holds ESOL certification/ESOL endorsement. Instruction focuses on the development of social and academic English language skills in the four domains of listening, speaking, reading and writing. Instruction is guided by the WIDA English Language Development Standards and is linked thematically to grade-level content area GSE/GPS standards.

- **Students** – EL-Y students only
- **Classroom Setting** – ESOL classroom
- **Class Size** – Total size limited by mainstream class size requirements

Grade Level	State Maximum Class Size (APS Waiver = +5 above the State Maximum)			
	No Para	No Para APS Waiver	With Para or Co-Teacher	With Para or Co-Teacher APS Waiver
9-12	18	23	20	25

- **Teacher – Teacher** – ESOL Teacher (Must hold ESOL Endorsement/Certification & Content Area Certification)
- **Credit Type** – Elective credit
- **Scheduling & Delivery Model** – For Scheduled ESOL Support Courses, a 55. Course number must appear in Infinite Campus and the course must be comprised of active ESOL students only (no monitored or former ELs may be enrolled in the class).

Guidelines for Scheduled ESOL Support Courses in Infinite Campus	
Course Numbers for Scheduled ESOL Support <i>(Instructional resources for 55. Courses are available via the Office of ESOL & World Languages)</i>	55.02100 Communication Skills I
	55.02110 Communication Skills in Math
	55.02120 Communication Skills in Science
	55.02130 Communication Skills in Social Studies
	55.02200 Communication Skills II
	55.02300 Reading & Listening in the Content Areas
	55.02400 Oral Communication in the Content Areas
	55.02500 Writing in the Content Areas
	55.02600 Reading & Writing in Science
	55.02610 Reading & Writing in Social Studies
55.02700 Academic Language of Science & Math	
Primary Teacher	ESOL Teacher
Secondary Teacher	N/A
Delivery Model	5: Scheduled Language Acquisition (SLA)
Students on Roster	ESOL Students only
Assigning Grades	Grades assigned by the ESOL teacher, reflecting the modifications & accommodations that allow the EL to access grade level content

To see course descriptions for Scheduled ESOL Support Courses, visit
<http://apsesol.typepad.com/files/esol-courses-hs-fy15-to-post.pdf>

Sheltered Content Model of Instruction

ESOL students receiving a Sheltered Content course are provided core-content instruction and language support in a class composed only of English learners. Classes are led by an ESOL teacher who holds **content-area certification** as well as **ESOL certification** or the ESOL endorsement. Instruction is guided by the GSE/GPS according to the core content area course number, and simultaneously focuses on the development of social and academic English language skills in the four domains of listening, speaking, reading and writing.

- **Students** – EL-Y students only
- **Classroom Setting** – ESOL classroom or mainstream classroom
- **Class Size** – Total size limited by mainstream class size requirements

Grade Level	State Maximum Class Size (APS Waiver = +5 above the State Maximum)			
	No Para	No Para APS Waiver	With Para or Co-Teacher	With Para or Co-Teacher APS Waiver
9-12	18	23	20	25

- **Teacher** – ESOL Teacher (Must hold ESOL Endorsement/Certification & Content Area Certification)
- **Credit Type** – Core content area credit
- **Scheduling & Delivery Model** – For Sheltered Content Courses, the core content area course number must contain a 5 for the eighth digit (**XX.xxxxx51, XX.xxxxx52**) and the class must be comprised of active ESOL students only (no monitored or former ELs may be enrolled in the class)

Guidelines for Sheltered Content Courses in Infinite Campus		
Sample Course Numbers for Sheltered Content <i>(Use mainstream curriculum & materials; Supplemental ESOL materials are available via the Office of ESOL & World Languages)</i>	23.0610051 23.0610052	9 th Grade Literature & Composition
	23.0620051 23.0620052	10 th Grade Literature & Composition
	23.0510051 23.0510052	American Literature & Composition
	23.0520051 23.0520052	British Literature & Composition
Primary Teacher	ESOL Teacher <i>(also holds content area certification)</i>	
Secondary Teacher	N/A	
Delivery Model	8: Sheltered Content	
Students on Roster	ESOL Students only	
Assigning Grades	Grades assigned by the ESOL teacher, reflecting the modifications & accommodations that allow the EL to access grade level content	

Any core content area course may be offered as sheltered content provided the teacher is highly qualified in ESOL and the core-content area and grade-level.

State Approved Innovative (Blended) Model of Instruction

ESOL students assigned to schools with itinerant ESOL teachers are eligible for the Innovative model of support. These students may or may not see their ESOL teacher on a daily basis. High school ESOL students receiving the Innovative model of support are provided face-to-face support via the push-in model for a portion of the week in combination with time on an individualized, research-based computer program that supports the development of English language and literacy. Student licenses are assigned via an internal request process between the ESOL teacher assigned to the school and the Office of ESOL & World Languages. Time on program is monitored by the Office of ESOL & World Languages to ensure that FTE requirements are met.

- **Students** – EL-Y students with Itinerant ESOL teachers (Itinerant ESOL teachers serve more than one school site and may not visit all schools/students on their case load on a daily basis)
- **Classroom Setting** – Mainstream classroom
- **Class Size** – For face-to-face support time, total size limited by mainstream class size requirements; Number of students receiving the Innovative model of support is unlimited

Grade Level	State Maximum Class Size (APS Waiver = +5 above the State Maximum)			
	No Para	No Para APS Waiver	With Para or Co-Teacher	With Para or Co-Teacher APS Waiver
9-12	18	23	20	25

- **Teacher** – ESOL Endorsement/Certification
- **Credit Type** – N/A (the Innovative model is provided above and beyond the instructional day); Students receive core credit for the courses in which the face-to-face support time is provided
- **Scheduling & Delivery Model** – For the Approved Innovative (Blended) model of instruction, **two course numbers** must be created in Infinite Campus and ESOL students must appear on both rosters. The ESOL course number must contain a **7** for the eighth digit (**XX.xxxxx70**), and must bear no grading or attendance tasks.

Guidelines for the Approved Innovative Model in Infinite Campus		
Course Number	Core Content Area Course Number	55.0250071, 55.0250072 55.0250075, 55.0250076 <i>No grading or attendance tasks</i>
Primary Teacher	General Education Teacher	ESOL Teacher
Secondary Teacher	ESOL Teacher	N/A
Delivery Model	6: Approved Innovative Delivery Model	6: Approved Innovative Delivery Model
Students on Roster	All Students (Including ESOL Students)	ESOL Students only
Assigning Grades	Grades should be determined collaboratively for ELs, and reflect the modifications & accommodations that allow the EL to access grade level content	

State Approved Innovative (Reduced Class Size) Model of Instruction

The Reduced Class Size Model of instruction allows for the combination of ESOL students with regular education students in smaller classes. The Reduced Class Size Model uses a sliding scale; as the class size increases, the number of English learners in the class is reduced. The smaller the class size, the more English learners can be placed in the class. Classes are led by an ESOL teacher who holds **content-area certification** as well as **ESOL certification** or the ESOL endorsement. Instruction is guided by the GSE/GPS according to the core content area course number, and simultaneously focuses on the development of social and academic English language skills in the four domains of listening, speaking, reading and writing. This model may only be used with the approval of the Coordinator for ESOL & World Languages.

- **Students** – EL-Y students and non-ESOL students
- **Classroom Setting** – Mainstream classroom
- **Class Size** –

Grades 6-12		
ESOL Students	Max Class Size	APS Waiver (+5 Above Maximum)
7-9	18	23
10-12	17	22
13+	Utilize the Sheltered Model for 1-2 periods of the instructional day (see page 4).	

- **Teacher** – ESOL Teacher (Must hold ESOL Endorsement/Certification & Content Area Certification)
- **Scheduling & Delivery Model** – For the Approved Innovative (Reduced Class Size) model of instruction, two course numbers must be created in Infinite Campus (one roster for ESOL students, and one roster for non-ESOL students). The course number for the ESOL student roster must contain a **9** for the eighth digit (**XX.xxxxx90**).

Guidelines for the Approved Innovative (Reduced Class Size) Model in Infinite Campus		
Course Number	Core Content Course Number <i>Example:</i> 23.06100 9 th Grade Lit/Comp	Core Content Course Number (Utilize 9 for the eight digit) <i>Example:</i> 23.06100 9 1 9 th Grade Lit/Comp
Primary Teacher	ESOL Teacher	ESOL Teacher
Secondary Teacher	N/A	N/A
Delivery Model	None	6: Approved Innovative Delivery Model
Students on Roster	Non-ESOL Students	ESOL Students only
Assigning Grades	Grades assigned by the ESOL teacher, reflecting the modifications & accommodations that allow the EL to access grade level content	

Key Considerations for Scheduling High School ESOL Students

- Choice of ESOL delivery model is at the discretion of the local school principal and will be determined by local school needs. The use of the Innovative Model requires prior approval from the Office of ESOL & World Languages.
- ESOL teacher allocations are handled by the Program Coordinator of the Office of ESOL & World Languages, and are determined by both the needs of the local school and the needs of the ESOL student population as a whole throughout the district. ESOL teacher allocations are adjusted periodically to ensure federal compliance that all identified ELs are served by an ESOL teacher.
- Because of limited English language proficiencies and/or interrupted formal education, ESOL students in APS high schools may follow an alternate pathway to graduation than that of a typical student, taking courses that will both support their development of English and earn them credits towards graduation in a sequence different from that of their English-speaking peers. The following provides an example of what an alternate course placement might look like for a 9th grade ESOL newcomer with significantly limited English proficiency:
 - *World Language courses in the student's native language (if the student has native language credit from home country, placement into advanced or AP level is appropriate and highly encouraged); Placement in Levels I, II or even III may not be appropriate*
 - *10th Grade Literature or Multicultural Literature*
 - *Earth Science, Environmental Science or another elective science course*
 - *GSE Algebra I or Foundations of Algebra with support (ESOL Push-In)*
 - *World Geography*
 - *ESOL Support Courses (55. Courses)*
 - *Physical Education classes and/or Personal Fitness*
 - *Intro-level courses in a CTAE pathway*
- No Milestones EOC may be deferred at the high school level. Newcomer ESOL students with limited English proficiency should not be scheduled into courses with EOCs that would place an undue burden on the student's academic success due to the language proficiency required to demonstrate proficiency on an EOC.
- A conscious effort must be made to balance the needs of placing ESOL students in courses they need to graduate while also providing them with appropriate amounts of time and support for English language development. Placing them in courses for which they are ill equipped from a language perspective may increase risk of academic struggle, failure, and drop out.

For further assistance with ESOL programming and support in Atlanta Public Schools, please contact:

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 **WIDA**TM

Can Do Descriptors
KEY USES EDITION

Grades 9-12

The WIDA Can Do Descriptors, Key Uses Edition, Grades K-12

The WIDA Can Do Descriptors provide examples of what language learners can do at various stages of English language development in listening, speaking, reading and writing. The *WIDA Can Do Descriptors, Key Uses Edition* is one component of the WIDA Standards Framework (shown at right). The framework, as a whole, supports the implementation of the WIDA English Language Development Standards in the instruction and assessment of language learners. We encourage educators to use the *WIDA Can Do Descriptors, Key Uses Edition* in conjunction with the other components of the framework, along with the previous edition of the Can Do Descriptors. For more information on the WIDA Standards Framework, visit www.wida.us.

The *WIDA Can Do Descriptors, Key Uses Edition* provides examples of academic language use for four specific communicative purposes. These purposes, referred to as **Key Uses**, were identified based on reviews of literature and a language analysis of college and career readiness standards:

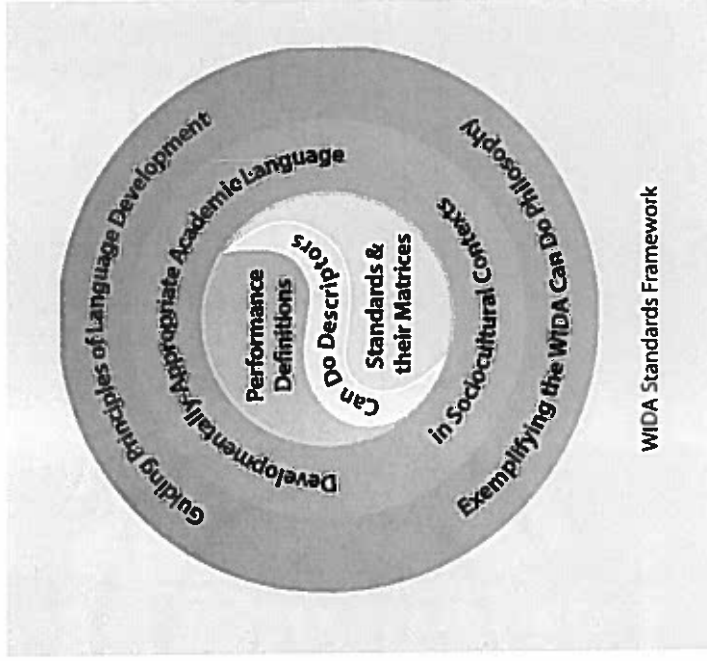
Recount: To display knowledge or narrate experiences or events. Example tasks for the **Key Use of Recount** include telling or summarizing stories, producing information reports, and sharing past experiences.

Explain: To clarify the “why” or the “how” of ideas, actions, or phenomena. Example tasks for the **Key Use of Explain** include describing life cycles, sharing why or how things work, stating causes and effects, and sharing results of experiments.

Argue: To persuade by making claims supported by evidence. Example tasks for the **Key Use of Argue** include stating preferences or opinions and constructing arguments with evidence.

Discuss: To interact with others to build meaning and share knowledge. Example tasks for the **Key Use of Discuss** include participating in small or large group activities and projects.

The *WIDA Can Do Descriptors, Key Uses Edition* and the example descriptors are not exhaustive but are meant to help guide the planning and conversation around meaningful participation of language learners in standards-based contest curriculum, instruction, and assessment.



Organization of the WIDA Can Do Descriptors, Key Uses Edition, Grades K–12

The *WIDA Can Do Descriptors, Key Uses Edition* is organized by grade-level bands (K, 1, 2–3, 4–5, 6–8, and 9–12) that correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use (Recount, Explain, Argue and Discuss) and within each Key Use, there are example descriptors for WIDA’s six levels of language proficiency (ELP Levels 1–6).

The descriptors in Level 6 represent the language performance of students who have met all the criteria for Level 5. Unlike the descriptors at Levels 1–5 that provide examples of performance at the end of the level, the descriptors at Level 6 are examples of performance within Level 6.

For three of the Key Uses (**Recount, Explain, and Argue**) you’ll see descriptors for the four language domains (Listening, Reading, Speaking, and Writing). The descriptors for the Key Use **Discuss** are only shown for oral language. The Key Use **Discuss** highlights the importance of oral language development for meaningful participation of all language learners, regardless of their level of language proficiency.

Potential Uses for the WIDA Can Do Descriptors, Key Uses Edition

Audiences	The WIDA Can Do Descriptors, Key Uses Edition can help....
Educators who work with language learners, including coaches, teachers (<i>e.g., general education, gifted and talented, special education, Title I</i>), language specialists, and support staff.	<ul style="list-style-type: none"> • Differentiate curriculum, instruction, and assessments designed in English based on language learners’ levels of English language proficiency • Collaborate and engage in instructional conversations about the academic success of language learners in English environments • Advocate for equitable access to content for language learners based on their level of language proficiency
Administrators and school leaders	<ul style="list-style-type: none"> • Communicate with other educators about students’ English language development • Support the WIDA Can Do Philosophy throughout schools and districts • Advocate for equitable access to content for language learners based on their level of language proficiency

Stakeholders are encouraged to use the Can Do Descriptors beyond the audiences and purposes identified above to advocate on behalf of language learners.

By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process recounts by</p> <ul style="list-style-type: none"> • Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs • Selecting resources, places, products, or figures from oral statements and visual supports 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Matching oral descriptions of characters or main events in content-related topics • Following modeled oral commands 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying main ideas from short content-related oral presentations • Classifying examples of genres read aloud (e.g., <i>types of narration</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Following the steps of content-related tasks or assignments given orally • Identifying details from oral discussions (e.g., <i>when, who, where, what, and why</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Reconstructing past experiences or series of events based on oral discourse • Recognizing nuanced meanings of words and phrases in extended oral discourse 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Categorizing perspectives of multiple speakers • Identifying important information on specific events and concepts from lectures and presentations
SPEAKING	<p>Recount by</p> <ul style="list-style-type: none"> • Naming and briefly describing content topics using visual support (e.g., <i>posters, diagrams, pictures</i>) • Answering select yes/no or Wh- questions 	<p>Recount by</p> <ul style="list-style-type: none"> • Restating information using content-specific terms • Providing examples of content-related information previously studied 	<p>Recount by</p> <ul style="list-style-type: none"> • Posing and responding to questions in small group discussions • Describing the sequence of processes, cycles, procedures, or events with details 	<p>Recount by</p> <ul style="list-style-type: none"> • Presenting factual information on content-related topics to the class • Paraphrasing and summarizing content-related ideas in large and small groups 	<p>Recount by</p> <ul style="list-style-type: none"> • Engaging in extended discussion of effects, impacts, or events related to content topics • Giving multimedia oral presentations on content-related material learned from various sources 	<p>Recount by</p> <ul style="list-style-type: none"> • Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience • Presenting information that follows discipline-specific organization (e.g., <i>orientation to topic, sequence of events, conclusion</i>)

*Except for Level 6, for which there is no ceiling.

KEY USE OF RECOUNT

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process recounts by</p> <ul style="list-style-type: none"> • Matching key content-related terms and ideas to images, graphs, icons, or diagrams • Sequencing illustrated text of narrative or informational events 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying patterns specific to narrative or informational text (<i>e.g., orientation, events, conclusion</i>) • Locating main ideas in a series of related sentences 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Recognizing lexical chains that show how characters and ideas are labeled across the text • Identifying detailed descriptions, procedures, and information in paragraphs 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying how the authors make language choices and adjusts for audience and purpose • Reflecting on various accounts of a subject told in different media (<i>e.g., print and multimedia</i>) 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Identifying how text structure supports comprehension and retrieval of information and details • Identifying the central idea or theme and how it is supported by clear descriptions and extended details 	<p>Process recounts by</p> <ul style="list-style-type: none"> • Analyzing and comparing how authors use language for specific purposes and audiences • Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts
WRITING	<p>Recount by</p> <ul style="list-style-type: none"> • Listing content words or phrases that relate to the topic • Including images, diagrams, and charts to add details to the topic 	<p>Recount by</p> <ul style="list-style-type: none"> • Following patterns specific to narrative or informational text (<i>e.g., orientation, events, conclusion</i>) • Sequencing narratives or informational text using linking words and phrases 	<p>Recount by</p> <ul style="list-style-type: none"> • Summarizing content-related material • Including important information and related details 	<p>Recount by</p> <ul style="list-style-type: none"> • Creating narrative or informational extended text of past events or experiences (<i>e.g., lab reports, current events</i>) • Connecting main points, events, and central ideas to conclusions 	<p>Recount by</p> <ul style="list-style-type: none"> • Sequencing using language that creates coherence • Organizing information according to content-specific expectations 	<p>Recount by</p> <ul style="list-style-type: none"> • Summarizing content-related notes from lectures or readings • Producing research reports using multiple sources of information

*Except for Level 6, for which there is no ceiling.

KEY USE OF EXPLAIN

By the end of each of the given levels of English language proficiency* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Ordering events or stages of phenomena from oral statements Identifying words and phrases related to sequence 	<p>Process explanations by</p> <ul style="list-style-type: none"> Sequencing steps in processes or procedures described orally Comparing information, symbols, or icons on charts or tables described orally 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing relationships in a series of oral statements Identifying causes for particular events or phenomena in short oral presentations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying components of systems from multimedia Interpreting cause and effect from oral discourse 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying effects and consequences of events and phenomena from class discussions Identifying interdependence of different parts of systems from multimedia presentations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing specific language used to enhance clarity and precision Recognizing and following language related to the same event or phenomenon throughout presentations
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Ordering events or stages of phenomena with sequential language (e.g., <i>first, next, step 1</i>) Using words and phrases to identify visually supported phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Naming properties, characteristics or features of illustrated content-related topics Posing and responding to Wh-questions that relate to phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting causes to effects in a series of statements Sequencing processes, cycles, or procedures in short extended discourse 	<p>Explain by</p> <ul style="list-style-type: none"> Describing components of systems in small groups and class discussions Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures 	<p>Explain by</p> <ul style="list-style-type: none"> Presenting information using an objective, neutral tone in extended discourse Using nominalization to compress information and maintain coherence (e.g., <i>"This expansion..." "Weathering..." "An implication..."</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Providing precision and accuracy in classifications, procedures, and accounts using abstraction, technical language, and a variety of active/passive verb forms Following discipline-specific organization (e.g., <i>orienting the reader, details, conclusion</i>) and supporting presentations with graphs, formulas, quotes or other media

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KEY USE OF EXPLAIN

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ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying key words and phrases that describe the topics or phenomena Recognizing sequence statements and illustrations that describe phenomena 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying different types of connectors that show relationships between topics and phenomena Differentiating between technical and everyday vocabulary that describe phenomena 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying how language provides clarity and precision in describing topics or phenomena Summarizing information with diagrams, models, flow charts, or illustrations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying the interdependence of parts of systems (e.g., <i>technical, government, chemical</i>) Comparing information on phenomena across a variety of multimedia sources 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples 	<p>Process explanations by</p> <ul style="list-style-type: none"> Recognizing discipline-specific patterns (e.g., <i>orienting the reader, part-whole classification, neutral authoritative tone</i>) Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices
<p>Explain by</p> <ul style="list-style-type: none"> Producing short responses to questions using word/phrase banks Labeling charts, graphs, timelines, or cycles to describe phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Using transitions and connectors to show causal relationships or procedures Choosing everyday or technical language to describe phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures Integrating headings, introductory statements, and other features to organize text 	<p>Explain by</p> <ul style="list-style-type: none"> Presenting information objectively by using a neutral tone appropriate to the content area Integrating images, diagrams, formulas, or charts to describe phenomena 	<p>Explain by</p> <ul style="list-style-type: none"> Synthesizing information and details about phenomena from a variety of sources Organizing information and details logically and cohesively 	<p>Explain by</p> <ul style="list-style-type: none"> Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations Maintaining discipline-specific patterns that bridge across key uses (e.g., <i>explanation to argument in history; explanation to recount for information reports</i>)

READING

WRITING

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Matching oral information to pictures, diagrams, or photographs that show points of view • Distinguishing words and phrases related to opinions or facts from oral statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Recognizing the pros or cons of issues from short oral statements • Identifying claims in oral statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Organizing information related to different perspectives presented orally • Identifying language choices that represent specific points of view from a series of oral statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Classifying claims and evidence from oral presentations • Differentiating multiple perspectives presented orally 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying how language choices connect to particular audiences • Evaluating the purpose of arguments presented by others 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying strengths, limitations, and potential biases from oral presentations • Organizing claims and counter claims presented in debates
SPEAKING	<p>Argue by</p> <ul style="list-style-type: none"> • Relating points of view with visual support (e.g., posters, photographs) • Stating pros and cons listed visually on a topic 	<p>Argue by</p> <ul style="list-style-type: none"> • Responding to oral or written claims • Offering facts or opinion statements as appropriate to discussion 	<p>Argue by</p> <ul style="list-style-type: none"> • Stating claims matched to evidence using a series of related sentences • Suggesting details or reasons to reinforce points of view 	<p>Argue by</p> <ul style="list-style-type: none"> • Taking stances and defending them with evidence (e.g., using data or citations) • Comparing and contrasting different points of view 	<p>Argue by</p> <ul style="list-style-type: none"> • Challenging evidence and claims in debates • Convincing audiences of personal points of view using persuasive language 	<p>Argue by</p> <ul style="list-style-type: none"> • Organizing claims and counter claims in debates with evidence from multiple sources • Negotiating differing cultural perspectives in pairs or small groups

KEY USE OF ARGUE

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	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
READING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Matching media (e.g., posters, photos, banners) with point of view words and phrases • Connecting characters/historical figures with positions or stances on various issues 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Making connections between statements that make claims and those providing evidence • Distinguishing language that identifies facts and opinions 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying their purposes and audiences • Evaluating the strength of evidence statements 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying persuasive language across content areas • Following the progression of logical reasoning 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Recognizing multiple perspectives and points of view on any given issue • Identifying evidence of bias and credibility of sources 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions • Identifying the logical connections among claims, counterclaims, reasons, and evidence
WRITING	<p>Argue by</p> <ul style="list-style-type: none"> • Selecting words and phrases to represent points of view • Listing pros and cons of issues 	<p>Argue by</p> <ul style="list-style-type: none"> • Expressing claims with evidence (e.g., <i>"Socialism is a good government system because..."</i>) • Listing content-related ideas that represent different points of view on issues 	<p>Argue by</p> <ul style="list-style-type: none"> • Justifying reasons or opinions with evidence • Summarizing opposing positions with evidence 	<p>Argue by</p> <ul style="list-style-type: none"> • Evaluating and challenging evidence presented • Creating persuasive essays or reports making adjustments for specific audiences 	<p>Argue by</p> <ul style="list-style-type: none"> • Organizing information to show logical reasoning • Integrating multiple perspectives and evidence from a variety of sources 	<p>Argue by</p> <ul style="list-style-type: none"> • Evaluating positive and negative implications associated with various positions (e.g., <i>historical events, scientific discoveries, individuals</i>) • Organizing information logically and coherently to represent contrasting views

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ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
<p>Discuss by</p> <ul style="list-style-type: none"> • Representing one's ideas using various media • Responding to yes and no questions posed by the group • Using nonverbal signals to demonstrate engagement in conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> • Asking and answering questions • Communicating need for clarity of messages • Recognizing intonation used to achieve various purposes of communication 	<p>Discuss by</p> <ul style="list-style-type: none"> • Suggesting creative ways to resolve communication issues • Clarifying one's own ideas using a variety of strategies (e.g., <i>analogies</i> or <i>metaphors</i>, <i>paraphrasing</i>) • Asking clarifying questions in a respectful manner 	<p>Discuss by</p> <ul style="list-style-type: none"> • Demonstrating stamina when building ideas in a small group • Validating ideas of others • Sorting through one's own ideas to determine relevant ones • Providing and receiving constructive feedback from others tactfully 	<p>Discuss by</p> <ul style="list-style-type: none"> • Co-creating novel perspectives on issues • Responding to diverse perspectives and recognizing bias in one's own view • Generating new ideas or questions to sustain conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> • Identifying and reacting to subtle differences in speech and register (e.g., <i>hyperbole</i>, <i>satire</i>, <i>comedy</i>) • Producing coherent oral discourse appropriate to task, purpose, and audience • Synthesizing and sharing information from a variety of sources and perspectives

ORAL LANGUAGE

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Please visit www.wida.us to view a full list of educators who participated on the development workshop, national experts who shared their expertise in the development process, and those who participated in the review of the Can Do descriptors.

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