WIDA, W-APT, ACCESS, and LOs:
What Classroom Teachers Should Know

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October 23, 2019

Content Objectives

- Teachers will be able to identify and describe the WIDA framework.
- Teachers will be able to identify student proficiency levels and determine what students Can-Do.
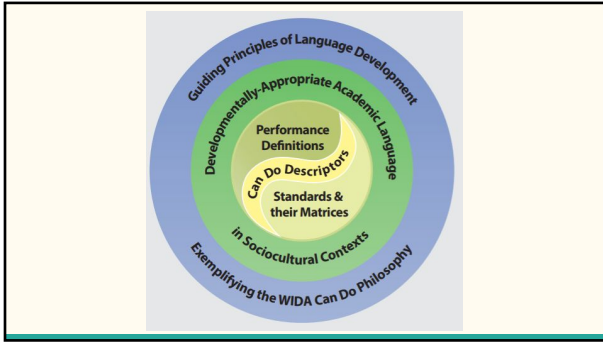- Teachers will be able to create language objectives.
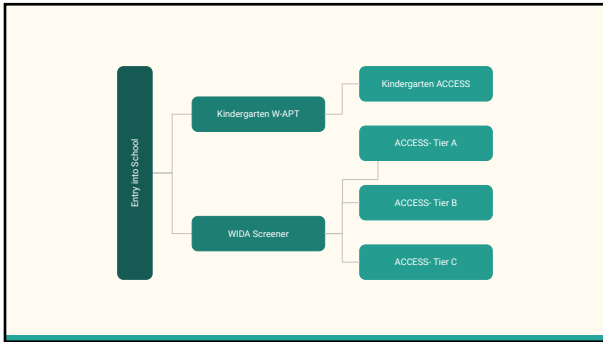
Language Objectives

- In groups, teachers will **write** language objectives based on student proficiency levels.
- In groups, teachers will **explain** their thinking on developing language objectives based on PLs.
- Independently, teachers will **create** LOs for their own lessons based on student need.

WIDA

- WIDA is a consortium of 37 states, D.C., and Puerto Rico
- Designs language standards, Can-Do descriptors, performance descriptors, and assessments
  - W-APT, WIDA Screener, ACCESS
- Provide Professional Development for Teachers
  - KDE offers WIDA professional development
- Used to assist states in aligning with the regulations of the Every Student Succeeds Act, originally amended by the No Child Left Behind Act of 2001.
- Asset-based philosophy
  - Focus on what students Can-Do

WIDA™

Guiding Principles of Language Development

Developmentally-Appropriate Academic Language

Performance Definitions

Can Do Descriptors

Standards & their Matrices

in Sociocultural Contexts

Exemplifying the WIDA Can Do Philosophy

Entry into School

Kindergarten W-APT → Kindergarten ACCESS

→ ACCESS- Tier A

WIDA Screener → ACCESS- Tier B

→ ACCESS- Tier C

Testing Tiers

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging

TIER A is most appropriate for English language learners who:
- have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR
- currently receive literacy instruction ONLY in their native language, OR
- have recently tested at the lowest level of English language proficiency

TIER B is most appropriate for English language learners who:
- have social language proficiency and some, but not extensive, academic language proficiency in English, OR
- have acquired some literacy in English though have not yet reached grade level literacy

TIER C is most appropriate for English language learners who:
- are approaching grade level in literacy and academic language proficiency in the core content areas, OR
- will likely meet the state's exit criteria for support services by the end of the academic year

Level 6- Reaching

Analyzing ACCESS Data

- Annual Years Progress is considered 1.0 points of growth
  - The baseline score is a 1.0 and a perfect score is 6.0
- Students receive a score for each of the four domains (listening, speaking, reading, writing) as well as a literacy score, oral score, and composite score
  - Composite scores are used to determine services. In KY students earning a 4.5 or higher are moved into "RFEP"
    - Reached Full English Proficiency
    - This used to be 5.0, under recent leadership the score was lowered...

EL Service Plan (PSP)

Note the accommodations listed under the student's current grade. Please see the **Accommodations Guide** (attached to this email) for a few examples of each accommodation type.

Initial WAPT (placement test) score

ACCESS Scores

Instructional and Assessment Accommodations

Student Name:			State ID:	
Primary Language: Spanish			Gender: Female	Date of Birth: 03/16/10
Refugee: No		Migrant: No		Country of Birth:
Interrupted Schooling: No	Initial Start Date in US School: 08/14/15			FCPS LEP Start Date: 08/14/15
Current School: Coventry Oak Elementary			Grade: 02	Active Service Model Starting 08/16/16: Direct

WIDA ACCESS Placement Test - WAP-T

Test Date	Speaking	Listening	Reading	Writing	Composite
08/14/2015	0	10			

Ongoing ACCESS Assessment Data

Grade Level	Test Date	ACCESS Scores (Cluster/Tier/CPL)
00	01/15/2016	0 / 1.9
01	01/15/2017	1 / B / 3.3

Assessment/Instructional Accommodations

	Z(IA) Booker T Washington Primary Academy	Coventry Oak Elementary	Coventry Oak Elementary
	00	01	02
Assessment	Extended Time 1.5	Extended Time 1.5	Extended Time 1.5
	Start Date: 08/14/2015	Start Date: 08/14/2015	Start Date: 08/14/2015
Instructional	Adapt Pace of Instruction	Adapt Pace of Instruction	Adapt Pace of Instruction
	Start Date: 08/14/2015	Start Date: 08/14/2015	Start Date: 08/14/2015
Instructional	Build Background Knowledge	Build Background Knowledge	Build Background Knowledge
	Start Date: 08/14/2015	Start Date: 08/14/2015	Start Date: 08/14/2015
Instructional	Engage in Acad. Conv.	Engage in Acad. Conv.	Engage in Acad. Conv.
	Start Date: 08/14/2015	Start Date: 08/14/2015	Start Date: 08/14/2015
Instructional	Extended Time	Extended Time	Extended Time
	Start Date: 08/14/2015	Start Date: 08/14/2015	Start Date: 08/14/2015
Instructional	Interaction Opportunities	Interaction Opportunities	Interaction Opportunities
	Start Date: 08/14/2015	Start Date: 08/14/2015	Start Date: 08/14/2015

Content Objectives

Describe **what** the students will learn during the lesson.

- Based on state standards
- Write it on the board.
- State orally (whole class, partners, tables, etc...)
- Review it at the end of the lesson.
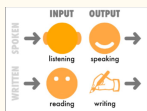
Language Objectives

Describe **how** the students will show what they learned the content.

- Based on student needs
- Determine which language domain (listening, speaking reading, writing) students will use to accomplish the objective
- Write it on the board
- State orally (whole class, partners, tables, etc...
- Review it at the end of the lesson.

Content Objectives and Language Objectives

- Students will identify and explain how trade between people and groups benefit Kentucky. *(3.E.KE.1)*

  Social Studies
  3rd Grade

- In pairs, students will **read** about people and groups in Kentucky benefit from trade for goods and services not available to them in their area, region or the state.
- Students will **write** about one good their family benefits from not available in this region and will **share aloud** with their shoulder partner.

Composite Proficiency: 3.0
  - Stating ideas about content-related topics.

Content and Language Objectives

- Students will defend their idea of how plants and animals can change the environment to meet their needs. *(K.ESS2.2)*

  Science
  Kindergarten

- In small groups, students will **listen** to the teacher tell about how animals change their environment to meet their needs.
- With a partner, students will **draw** an example of how animals change the environment to meet their needs.
- In a small group, students will **explain** their drawing and their thinking using familiar **sentence starters.**

Composite Proficiency: 2.0
  - Stating personal preferences or ideas

Content and Language Objectives

- Students will find factors and multiples of numbers between 1 and 100. *(KY.4.OA.4)*

  Math
  4th Grade
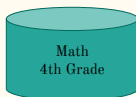
- With a partner, students will **discuss** how to find factor pairs using a factor tree graphic organizer.
- Independently, students will **list** factor pairs for their assigned numbers and **create** a factor tree poster.
- Students will **explain** how they found their answer in a small group presentation.

Composite Proficiency: 4.0
  - Presenting detailed information in small groups

Content and Language Objectives

- Students will describe characters, settings, and events using key details.*(RL.1.3)*

- Students will **draw** a picture of the characters and setting of the story.
- Using a graphic organizer and word bank, students will **label** the events of the story.

Reading
1st Grade

Composite Proficiency Level: 1.0
- Designing, drawing and labeling content-specific models

You try it!

With your table...

1. Review the lesson plan
2. Review your students' proficiency levels and Can-Do Descriptors
3. Create language objectives that would benefit your students' language acquisition and content mastery
4. Write the language objectives on your chart paper and the composite proficiency level of the students in your "class"
5. When finished we will do a brief gallery walk to see how our outcomes compared based on English Language Proficiency.

Language Domains and Language Objectives

Listening	Speaking	Reading	Writing
Draw a Picture	Name	Preview & Predict	Create Complete Sentences
Point	Discuss	Find Specific Information	List
Answer Questions	Explain	Read Fluently	Create Poem
Listen	Ask & Answer Questions	Identify Main Idea	Write Questions
Follow Directions	Summarize	Scan	Diagram
Sort	State	Read	Summarize
Demonstrate	Justify	Infer	Explain

Look up a few students' composite proficiency levels and write one language objective for your own lesson plan you brought with you!

Discuss your thinking with your table.

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Questions, Comments, Contact

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