

WIDA/GSE Alignment Introduction

APPENDICES

The information in all the appendices is adapted from the following source:

Gottlieb, M., Cranley, M. E., & Oliver, A. R. (2007)
*Understanding the WIDA English Language Proficiency Standards:
A Resource Guide*

Madison, WI: Board of Regents of the University of Wisconsin System,
on behalf of the WIDA Consortium

http://www.wida.us/standards/Resource_Guide_web.pdf

APPENDIX A

Descriptions of WIDA Language Proficiency Levels

Level 1: Entering

- pictorial or graphic representation of the language of the content areas
- words, phrases, or chunks of language, when presented with sensory, graphic, or interactive support, in one-step commands; directions; WH-, choice, or yes/no questions; or statements.

Level 2: Beginning

- general language related to the content areas (see below for examples of general, specific, and technical language for each content area)
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication, when presented with sensory, graphic or interactive support, in one- to multiple-step commands, directions, questions, or a series of statements

Level 3: Developing

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with sensory, graphic or interactive support, in oral or written narrative or expository descriptions

Level 4: Expanding

- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication, when presented with sensory, graphic, or interactive support, in oral or written connected discourse

Level 5: Bridging

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of proficient English peers, when presented in grade level material

Level 6: Reaching

- specialized or technical language reflective of the content areas at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers

Examples of General, Specific, and Technical Language

	General	Specific	Technical
Language Arts	person	character	protagonist
Mathematics	in all	total	sum
Science	knee	kneecap	patella
Social Studies	people	population	demographics

Language Acquisition

During language acquisition, learners progress from beginning proficiency to native-speaker-like proficiency on these features:

Beginner		Native-Speaker-Like
Concrete ideas and concepts	<input type="checkbox"/>	Abstract ideas and concepts
Explicit meaning	<input type="checkbox"/>	Implicit meaning
Familiar situations	<input type="checkbox"/>	Unfamiliar situations
Informal registers	<input type="checkbox"/>	Formal registers
General vocabulary	<input type="checkbox"/>	Technical vocabulary
Single words and phrases	<input type="checkbox"/>	Extended discourse

Non-conventional forms	<input type="checkbox"/>	Conventional forms

APPENDIX B

WIDA Language Arts Tasks

NOTE: Each row contains similar tasks on the same topic across five proficiency levels

Genres

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify examples	Match oral descriptions to visual depiction	Apply oral descriptions to visual depictions	Identify elements	Match elements to intended meanings
Give examples	Summarize examples	Compare/contrast features	Compare authors' points of view	Discuss different views
Associate people with actions	Identify influences	Match cause and effect	Interpret impact	Predict reactions
Reproduce comments	Produce comments	Summarize commentaries	Respond to commentaries	Provide commentary

Topics

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Recognize intonation patterns	Identify intonation patterns	Compare intonation patterns	Identify inferences from intonation patterns	Analyze speech to identify and make inferences
State facts about characters	Describe personalities	Compare characters	Discuss character development	Critique character development
Identify facts	Sort information	Identify evidence	Critique information	Evaluate validity of information

Take notes from visuals	List key phrases or sentences	Produce sentence outlines	Summarize notes	Produce essays based on notes
Copy key points	Check use of conventions	Reflect on use of conventions	Revise or rephrase based on feedback	Expand, elaborate, and correct written language
Identify words from visuals	Pair words with visuals	Sort words from visuals	Distinguish between meanings of words	Infer meanings of words
State information	Restate or paraphrase information	Relate information to personal experience	Discuss information	Explain meaning of information
Identify words and phrases	Identify main ideas	Identify main ideas and supporting details	Interpret	Apply
Produce words or phrases from visuals	Express ideas	Use examples in context	Elaborate on examples	Compose narratives
Process information from speakers	Match information from TV, film, etc., to titles	Form general ideas based on information from speakers	Identify summaries of information from radio, CDs, etc.	Integrate information from oral documentaries with other sources
State facts	Do task analyses of familiar processes	Give narrative speeches on topics on interest	Give persuasive speeches	Engage in debates
Identify and locate sources of information	Select or sort sources of information	Compare and contrast sources of information	Connect information from various sources	Evaluate information from various sources
State facts	Differentiate opinions from facts	Provide facts and opinions to articulate arguments	Critique in detail	Debate issues with coherent arguments
Match key vocabulary to visuals	Locate key facts in text	Summarize information in texts	Make generalizations from texts	Identify abstract ideas in texts
Copy facts	Express opinions or reactions	Produce editorial comments	Rewrite stories in different time frames	Rewrite stories from different perspectives

WIDA Mathematics Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify properties of figures	Draw or construct figures	Locate intersections of figures	Compare 2- and 3-dimensional figures	Transform figures
Exchange key words in problems	Rephrase phrases or sentences in problems	Sequence sentences in problems	Describe 2 or more approaches to solving problems	Explain strategies for solving problems
Organize data from models	Organize data from newspapers	Display data	Interpret data	Predict impact of changes in data
Draw and compare dimensions	Describe differences in figures	Compare/contrast figures	Give detailed examples from diagrams	Report on designing models
Identify language of graphs	Create or change graphs	Match language of graphs with figures	Compare and contrast graphs	Analyze graphing techniques and models
Name variables	Relate functions of 2 variables	Give examples of representations of two variables	Interpret representations of 2 variables	Analyze functions of 1 variable in relation to another
Identify components of shapes	Pair descriptions of shapes with sentences	Compare/contrast shapes or arguments	Match language of shapes or arguments with text	Analyze and defend geometric arguments
Produce elements of equations or formulas	Describe equations or formulas	Sequence steps for solving problems with equations or formulas	Explain uses of equations or formulas	Summarize procedures for solving problems with equations or formulas
Produce information related to data	Make generalizations related to data	Summarize information related to data	Draw conclusions related to data	Provide a rationale and explain use of data
Name operations that apply to numbers and figures	Describe operations that apply to problem solving	Give examples of math-related real-life situations	Discuss the relevance of math-related, real-life situations	Justify and defend mathematical solutions to real-life situations
Produce tables from	Produce tables, charts,	Outline steps for	Interpret tables,	Give implications of

sets of everyday facts	or graphs from authentic data	producing tables, charts, or graphs from authentic data	charts, or graphs	information derived from tables, charts, or graphs
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WIDA Science Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Collect and share examples	Distinguish between	Build hypotheses from oral descriptions	Follow directions to test hypotheses	Draw conclusions regarding results of scientific investigation
Create depictions from models	Brainstorm ideas	Suggest ways to resolve issues	Discuss pros and cons of issues	Engage in debates on issues
Match pictures with symbols, words, or phrases	Sort pictures and phrases into categories	Predict	Analyze and identify reasons	Evaluate theories and practices
Answer WH-questions based on experiments	Answer questions on lab reports based on experiments	Complete lab reports following step-by-step procedures based on experiments	Produce lab reports from outlines or learning logs based on experiments	Create narrative lab reports based on experiments
Locate components	Identify types or properties	Distinguish between types or properties	Compare/contrast functions	Analyze processes
Identify components	Give examples of components	Describe sequence	Explain importance	Discuss
Identify data	Match sources of data with research questions	Describe use of data	Interpret data	Infer significance of data
Label examples	Describe features	Summarize in a series of related sentences	Compare and contrast in paragraph form	Integrate information into essays or reports
Collect materials for scientific experiments	Replicate scientific experiments	Build different hypotheses	Match different explanations of results with evidence	Conduct scientific inquiry

WIDA Social Studies Tasks

1. Entering	2. Beginning	3. Developing	4. Expanding	5. Bridging
Identify items on maps or graphs	Indicate availability of items on maps or graphs	Compare items from maps or graphs	Analyze items from maps or graphs	Interpret causes and effects
Name major issues	Characterize major issues	Give examples of major issues	Explain how major issues have changed lives	Discuss and pose solutions to major issues
Locate information from photographs or headlines	Locate information from articles	Compare and contrast information from various news sources	Interpret information from various news sources	Evaluate authenticity of information from various news sources
Answer Y/N or choice questions for a survey	Formulate WH-questions for a survey	Describe how to compile and state results of a survey	Summarize responses to questions on a survey	Interpret results of survey research
Identify products related to economic trends	Match regions or countries to economic trends	Find examples of regions or countries with similar economic trends	Compare/contrast economic trends of regions or countries	Evaluate impact of economic trends on regions or countries
Give examples of rights in U.S. or native country	Describe rights in U.S. or native country	Compare rights in U.S. or native country to other countries	Discuss rights in U.S. or native country and their impact on people	Critique rights in U.S. or native country, giving pros and cons
Match people or places with periods in history	Identify features of periods in history	Classify features of periods in history	Compare/contrast features of periods in history	Interpret features of periods in history
Label significant individuals or historical times	Outline contributions of significant individuals or historical times	Describe contributions of significant individuals or historical times	Discuss impact of significant individuals or historical times	Explain and evaluate contributions of significant individuals or historical times

Appendix C

WIDA Supports

Sensory	Graphic	Interactive
<ul style="list-style-type: none">• real-life objects (realia)• manipulatives• pictures and photographs• illustrations, diagrams, and drawings• magazines and newspapers• physical activities• videos and films• broadcasts• models and figures	<ul style="list-style-type: none">• charts• graphic organizers• tables• graphs• number lines	<ul style="list-style-type: none">• in pairs or partners• in triads or small groups• in a whole group• using cooperative group structures• with the Internet (websites) or software programs• in the native language (L1)• with mentors