Nevada English Language Development Standards Recommendations
Submitted to the Nevada State Board of Education
By the English Mastery Council

In October of 2011, Nevada signed a Memorandum of Understanding with the Wisconsin Center for Educational Research for the adoption of the World-Class Instructional Design and Assessment (WIDA) consortium English Language Development (ELD) Standards.

Nevada Revised Statute *NRS 388.411(4)* states "The English Mastery Council created by NRS 388.409 shall...Develop standards and criteria for a curriculum for pupils who are limited English proficient and submit those standards and criteria to the State Board for consideration."

The English Mastery Council (EMC) respectfully submits recommendations that the Nevada State Board of Education:

1. **Formally adopt the WIDA English Language Development Standards for grades K-12 and the WIDA Early English Language Development Standards for Pre-Kindergarten to be the Nevada English Language Development Standards; and**

2. **Direct the Nevada Department of Education (NDE) to develop an ELD Standards Framework to guide teachers and administrators in the integration of Nevada ELD and Academic Content Standards. This framework document shall be used to make instructional and policy decisions in Nevada classrooms, schools and districts. The document shall:**
    a. **Be presented to the Nevada State Board of Education for adoption no later than... *February 28, 2016*.**
    b. **Include at a minimum the following elements:**
        i. **Clearly present theoretical foundations upon which the standards are based;**
        ii. **Provide a framework of language development grounded in language acquisition theory and research;**
        iii. **Facilitate the development of discipline-specific language practices in <u>all</u> content areas;**
        iv. **Demonstrate student opportunity to perform at increasingly higher proficiency levels with appropriate instructional supports when needed;**
        v. **Be anchored to rigorous grade level content standards, which are differentiated by language acquisition levels;**
        vi. **Reflect all four language domains and consider receptive and productive language;**
        vii. **Provide guidance throughout on how to use ELD standards in general education and English Learner specific contexts as a bridge between content and language standards;**
        viii. **Be concise and user friendly for teachers and administrators; and**
        ix. **Generate high expectations for language and content mastery.**

Nevada's English Language Development (ELD) Standards
Historical Background

- **2001:** The Elementary and Secondary Education Act (ESEA) as reauthorized required states to *"establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading , and writing, and that are aligned with the challenging State academic content and student academic achievement standards..."* and *"annually assess the English language proficiency of all limited English proficient children..."* [20 U.S.C. 6823(b)(2) and (b)(3)(D)].
- **2003:** Nevada established English Language Arts (ELA) Standards to satisfy the federal requirement for state content standards. Nevada identified the ELA Standards as the state's English Language Development (ELD) Standards.
- **2006:** Nevada further adapted the Nevada English Language Arts Standards to establish distinct English Language Development Standards. Nevada's ELD Standards did not correspond with the assessments used to assess student English language proficiency.
- **2010:** Federal review of Nevada's implementation of the ESEA requirements found that the ELA Standards were incomplete for grades 9-12. The majority of Nevada school districts reported that the Nevada ELD Standards were not useful.
- **2011:** U.S. Department of Education announced an Enhancement Assessment Grant opportunity to assist states in developing quality English language proficiency assessments.
  - Nevada Department of Education (NDE) consulted with all school districts receiving federal Title III funds. Local district assessment and Title III representatives voted unanimously to have Nevada join the consortium supporting the development of the on-line assessment proposed by the WIDA-ASSETS Group (World-class Instructional Design and Assessment – Assessment Services Supporting ELLs through Technology Systems).
  - Nevada entered into a Memorandum of Understanding with WIDA to use the WIDA ELD Standards beginning with 2011-12 school year.
- **2012:** Nevada, through an RFP, contracted with WIDA to use the WIDA ACCESS tool to assess English proficiency of Nevada's English learners. As a result of the contract, Nevada joined the WIDA Consortium (33 states).
  - **The state of Nevada submitted to the U.S. Department of Education an ESEA Flexibility Waiver request which was approved that included the WIDA English Language Development Standards and the WIDA-ACCESS assessment as key provisions for serving English learners in Nevada.**
- **2013:** Nevada State Legislature passed S.B. 504 which established the English Mastery Council (EMC) and directed the EMC to recommend to the State Board of Education standards for Nevada's English learners.
- **2014:** The EMC voted unanimously to recommend that the Nevada State Board of Education adopt the WIDA English Language Development Standards for grades K-12 and the WIDA Early English Language Development Standards for Pre-Kindergarten as Nevada's Pre-K through grade 12 English language development standards.

Understanding the WIDA Standards Framework

WIDA's focus has always been on advancing academic language development and academic achievement for English language learners (ELLs). For additional information regarding WIDA Standards and assessments, please go to the WIDA website (www.wida.us).

The Five Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

Figure A: The English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

Reference: 2012 Amplification of The English Language Development Standards Kindergarten-Grade 12, WIDA, p.3)

WIDA English Language Development Standards focus on four language domains:

Receptive Language: Listening and Reading
Productive Language: Speaking and Writing

Figure 5B: Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

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 English-proficient peers
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 English-proficient peers when presented with grade level material
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 oral or written connected discourse with sensory, graphic or interactive support
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 oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • 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 one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Reference: WIDA Resource Guide, WIDA, p.45)