

Multilingual Education Information Meeting

March 3, 2022

In the chat: Share something positive about WIDA ACCESS testing.

Please rename yourself with your full name and school district.



Tribal Land Acknowledgement



We would like to acknowledge the indigenous people who have stewarded this land since time immemorial and who still inhabit these areas today.

We are presenting from the ancestral lands of the Puyallup, Squaxin Island, and Coast Salish tribes and honor with gratitude the land itself and these tribes.



Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by **developing equity-based policies and supports** that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Multilingual Education Team Goals:

- Support the expansion of **dual language programs** and the development of strong **research-based program models** for all multilingual learners.
- Support educators in using the **WIDA ELD Standards Framework**, assessments and professional learning resources.
- Provide **clear and consistent information** and support for transitional bilingual instructional programs.



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Today's Agenda

- WIDA ACCESS Updates
- WIDA Professional Learning
- Early Literacy Screening for Multilingual Learners

WIDA ACCESS Updates



OSPI receives weekly numbers of completed tests pulled from DRC's systems. The number include only online components of assessments

- Grades 1-3: Reading, Speaking, Listening
- Grades 4-12: all domains

Current Numbers (as of Friday 2/25/22)

- 233,412 test sessions completed
- 51,105 students have completed all domains
- 74,471 students that have completed one or more domains
- About 53% of all online students anticipated to test are finished

WIDA Professional Learning Updates

WIDA Pre-Conference Workshop at the
[2022 WABE Annual Conference](#)
Thursday, April 28, 2022
1:00 pm – 5:00 pm



Pedagogía con respeto: An Introduction to the Spanish Language Development Framework

This bilingual workshop uses an interactive and hands on approach to introduce the theoretical and pedagogical foundations of the WIDA Spanish Language Development Framework. Participants will reflect on current practice to determine ways to apply the WIDA Standards and related tools, such as Las definiciones de desempeño, to inform instruction and assessment.



What are the requirements for early literacy screening for multilingual learners?

What is included in the legislation?

What is Dyslexia?

For Washington State, dyslexia means a specific learning disorder that is neurological in origin and that is characterized by unexpected difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities that are not consistent with the person's intelligence, motivation, and sensory capabilities.

Which Students Must be Screened?

All students in grades K-2, starting in the 2021-22 school year.

What is Required to be Screened?

- Phonemic Awareness
- Phonological Awareness
- Letter-Sound Knowledge
- Rapid Automatized Naming Skills (RAN)



What are the Skills Being Screened?

- **Phonemic Awareness** - The ability to hear, identify, move or change the smallest units of sound in spoken words.
- **Phonological Awareness** - Encompasses speech sounds, such as rhyming, alliteration, the number of words in a sentence, & the syllables within words.
- **Letter-Sound Knowledge** – The Sounds represented by letters of the alphabet and combinations of letters that make speech sounds.
- **Rapid Automated Naming Skills** – The ability to quickly name aloud a series of familiar items, including letters, numbers, colors, and objects found in a classroom.



Guidance on Screening Multilingual Learners

Minimum Level of English Proficiency on a WIDA Assessment before Multilingual Learners should be Screened for Weaknesses Associated with Dyslexia in English

Grade	Reading	Writing	Speaking	Listening
K	4	3.5	3.5	3.5
1st	4	4	4	4
2nd	4	4	4	4

WIDA Assessments may include:

- WIDA Screener (K-12)
- WIDA ACCESS for ELLs (K-12)
- WIDA MODEL (K-12)



Updated Guidance

Multilingual learners who are not screened are NOT reported in CEDARS in 2021-22.

- **K students**

- Use WIDA Screener data to determine whether to screen

- **1st grade students**

- Use WIDA Screener data or wait until after WIDA annual assessment scores are received to determine whether to screen this year

- **2nd grade students**

- Option 1: Wait until after WIDA annual assessment scores are received to determine whether to screen this year
- Option 2: Screen prior to the end of 2nd grade regardless of scores if they have been in WA schools since Kindergarten



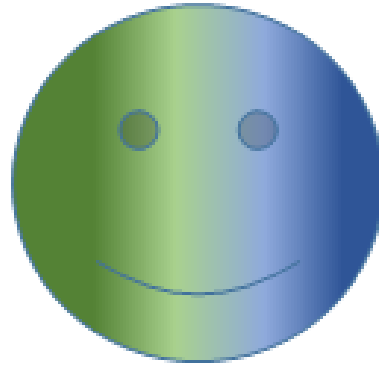


What does this mean for multilingual learners?

Our Multilingual Learners



Monolingual
speaker of a
language other
than English (ELL)



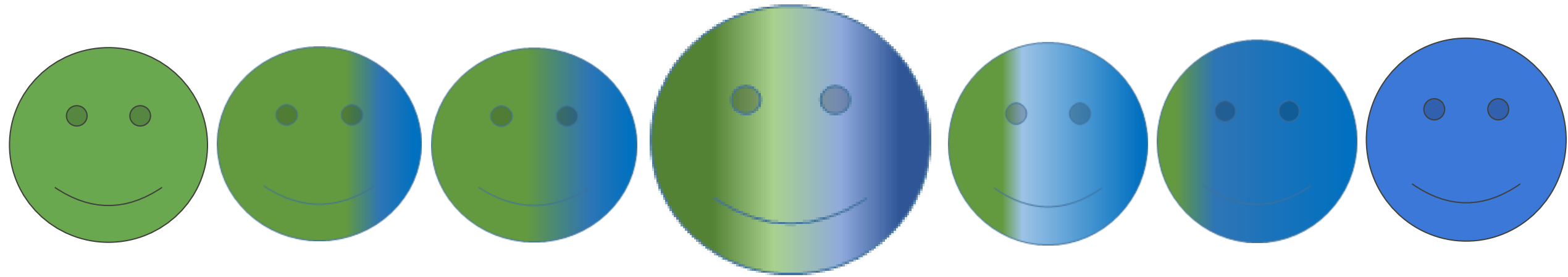
First language: Bilingual
(May or may not be ELL)



Monolingual
English speaker
(not ELL)



Multilingualism is on a continuum



The Multilingual Learner



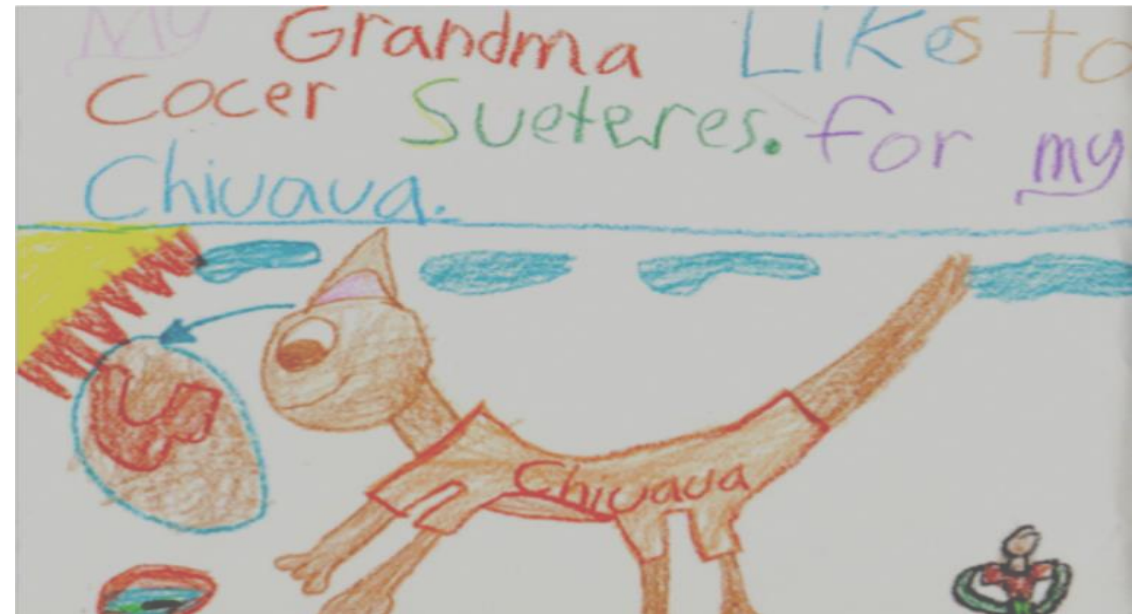
- Is not two monolingual speakers in one
- May still be developing language in both languages
- Assessments in a single language may not fully capture all skills
- Needs to be assessed by looking at skills across both languages

Asset-Based Assessment of Multilingual Learners

This student...

- communicates a clear message.
- has standard sentence structure.
- has vocabulary in L1 & L2.
- uses mostly standard spelling.
- uses punctuation.

Voy a una party con mi broder.



Considerations for Assessing Multilingual Learners

- **Phonemic Awareness** – MLs may not have acquired all phonemes in English
- **Phonological Awareness** – Not all languages include rhyming and alliteration. Words and sounds are broken down in different ways. (i.e. initial/middle/ending sound in English, syllables in Spanish)
- **Letter-Sound Knowledge** – MLs may have letter/sound knowledge in one or more languages that do not correspond to English.
- **Rapid Automated Naming Skills** – MLs may have some concepts in each language. Speed can be variable as they retrieve words in L1 and L2.



Interpreting Assessment of Multilingual Learners

- Assessing in a student's L1 may or **may not provide sufficient information.**
- **Progress** is more important than grade-level **performance** for students who are still developing English proficiency.
- Always consider **multiple measures** and observational data as well as screening scores.
- Consider how literacy **skills may be influenced or impacted** by a student's other language(s).





How should we support early literacy for multilingual learners?

Science of Reading and Multilingual Learners

Phonics and learning to decode words have a clear and important place in comprehensive literacy programs but implemented in isolation as is too often currently being proposed, they are woefully inadequate. One major gap is the isolation of reading skills from other domains of language and literacy—particularly the lack of adequate focus on the development of oral language skills.

-Dr. Kathy Escamilla, Dr. Laurie Olsen, & Dr. Jody Slavick
from "Toward Comprehensive Effective Literacy Policy and Instruction for English Learner/Emergent Bilingual Students"



Recommendations for Literacy Instruction

- Utilize a **comprehensive approach** that integrates content, language and literacy instruction
- Strengthen **oral language** through integrated & designated ELD
- Teach **writing as an essential literacy skill**, connected to reading
- Build on students' **home languages and cultures**
- Provide **socio-culturally responsive instruction**
- **Focus on comprehension** to support academic literacy



Additional Resources

- [Screening Tools and Best Practices](#) (OSPI)
- [Toward Comprehensive Effective Literacy and Instruction for English Learners/Emerging Bilingual Students](#) (NCEL) ([Executive Summary](#))
- [Why Phonics Instruction is not Enough for English Learners](#) (EdSource)
- [Caught in the Crosshairs: Emerging Bilinguals and the Reading Wars](#) (NEPC)
- [The Science of Reading in Dual Language](#) (Language Magazine)
- [Statement on the Teaching of Phonics in Paired Literacy Programs](#) (Literacy Squared)

Upcoming Opportunities

- Next Multilingual Education Info Session
 - April 7, 9:00-10:00 am & 3:00-4:00 pm
- “Lunch with Leslie” WIDA ACCESS Q&A
 - March 7
 - March 14
- WABE Pre-Conference Workshop:
 - Introduction to the WIDA Spanish Language Development Standards
 - April 28, Hyatt Regency Bellevue | [Registration](#)



Check-in Time

Please feel free to join a Breakout Room:

- WIDA ACCESS and Professional Learning (Leslie & Virginia)
- Early Literacy Screening (Kristin)

