WCER Working Paper No. 2023-3

Summary

WIDA Correspondence Mapping of the Match, Breadth, Consistency, and Depth of Language Opportunities in State K–12 English Language Arts, Mathematics, Science, and Social Studies Standards

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This 15-page document provides a high-level summary and key excerpts from WCER Working Paper No. 2023-3. Readers should consult the full working paper for more in-depth detail and evidence, particularly in the extensive appendices.

Contents

Focus of Paper, Claims Explored, and Research Questions

Technical paper focus

This technical paper reports on analyses conducted during the standards development process to establish a clear correspondence between the WIDA ELD Standards Framework, 2020 Edition (WIDA's K–12 English language proficiency standards), and the academic content standards used by WIDA consortium member State Education Agencies (SEAs). The analyses assess the match, breadth, balance of representation [consistency], and depth between these two types of standards. The paper also offers evidence of correspondence between these two types of standards and offers a methodology for states to use. It reports on the broad analysis used to update the WIDA ELD Standards Framework to ensure it could be applied flexibly across the consortium. SEA correspondence mappings are specific to individual SEAs. As federal law and peer review indicate the final responsibility for standards lies with states, WIDA is able to offer this technical paper as a tool to support the state correspondence process.

Definition of *Correspondence*

The term *correspondence* is sometimes colloquially referred to as *alignment, association,* or even as a *crosswalk.* Because ELP standards and academic content standards are concerned with fundamentally different constructs, the term correspondence more accurately depicts the comparisons being made between content and ELP standards (Cook, 2017; CCSSO, 2012, p. 92).

Claims Supported by the Technical Paper

In the United States, students identified as English learners (whom WIDA refers to as multilingual learners[1]), must have the opportunity to learn the "critical elements of language that facilitate access to and achievement of academic content" (Sato et al., 2011, p. 6). Title I of the Every Student Succeeds Act, the 2015 reauthorization of the Elementary and Secondary Education Act of 1965 (and Critical Element 1.2 in associated federal peer review guidance) requires SEAs to develop and implement English language proficiency (ELP) standards aligned with (that is, corresponding to) K–12 academic content standards in English language arts (ELA), mathematics, and science standards.

Since the WIDA ELD Standards Framework must be flexibly applied across WIDA consortium member SEAs – i.e., 37 WIDA consortium member states, two federal agencies, and two territories (nearly four-fifths of SEAs in the United States), the findings in this paper identify the common language components

[1] WIDA refers to students identified as English learners as multilingual learners to emphasize the value and assets each student brings to the community. See https://wida.wisc.edu/teach/learners. In recent years, these students have been referred to as either English learners or English language learners.

resident within WIDA member SEAs' academic content standards:

1. The WIDA ELD Standards Framework provides the foundational language necessary to help students access and achieve the academic content standards of *all* WIDA consortium member states.
2. A strong correspondence between academic content standards and English language proficiency standards allows the academic language outlined in the ELP standards to align with the academic language in the academic content standards.

Specifically, the claims for the 2020 Edition are organized in the following way:

- IF the WIDA assessments measure language development through items that relate directly to four Key Language Uses, and
- IF the Key Language Uses can be directly related to language requirements from the state academic content standards (Peer Review Critical Element 1.2: Standards-to-Standards Comparisons), and
- IF the necessary academic language requirements for all states' academic content standards can be identified using the Key Language Uses, and
- IF WIDA assessment scores reflect students' facility with Key Language Uses,
- THEN, the WIDA assessment scores reflect language requirement from content standards (Peer Review Critical Element 2.1: Integration of ELP Standards into Summative Assessments).

Research Questions Examined in the Technical Paper

The study explores four research questions (RQs):

- RQ1: What is the degree of match between state academic content standards and the WIDA Key Language Uses?
- RQ2: What is the breadth of coverage by Key Language Uses in state academic content standards?
- RQ3: What is the balance of representation of Key Language Uses in state academic content standards?
- RQ4: What is the depth of linguistic complexity in the match between the WIDA Language Expectations and WIDA Proficiency Level Descriptors?

Data Sources

Data Source Analysis: Frequency Count Data for the Language Expectations and Proficiency Level Descriptor

In both written and table formats, frequency counts of the Language Expectations (by WIDA Standard Statement and then by Key Language Use) and Proficiency Level Descriptors are provided on pp. 15-17. Below are written summaries of the data from these pages.

- The Language Expectations are organized by six grade-level clusters, four Key Language Uses, five WIDA Standard Statements, and two communication modes (Interpretive and Expressive).
    - There are 24 Language Expectations for WIDA Standard Statement 1 (Language for Social and Instructional Purposes); 30 Language Expectations for WIDA Standard Statement 2 (Language for ELA); 20 Language Expectations for WIDA Standard Statement 3 (Language for Mathematics); 24 Language Expectations for WIDA Standard Statement 4 (Language for Science); and 22 Language Expectations for WIDA Standard Statement 5 (Language for Social Studies), for a total of 120 Language Expectations. Grades 4–5, 6–8, and 9– 12 each

have 22 Language Expectations; Grades 2–3 have 20; Grade 1 has 18; and Kindergarten has 16 Language Expectations.
    - There are 18 Language Expectations for Narrate; 30 Language Expectations for Inform; 34 Language Expectations for Explain; and 38 Language Expectations for Argue, for a total of 120 Language Expectations. Grades 4–5, 6–8, and 9–12 each have 22 Language Expectations; Grades 2–3 have 20; Grade 1 has 18; and Kindergarten has 16 Language Expectations.

- The Proficiency Level Descriptors are organized by the six grade-level clusters and two communication modes.
    - There are 150 Proficiency Level Descriptors each for the Interpretive and Expressive Communicative Modes. The six grade-level clusters have 60 Proficiency Level Descriptors apiece.

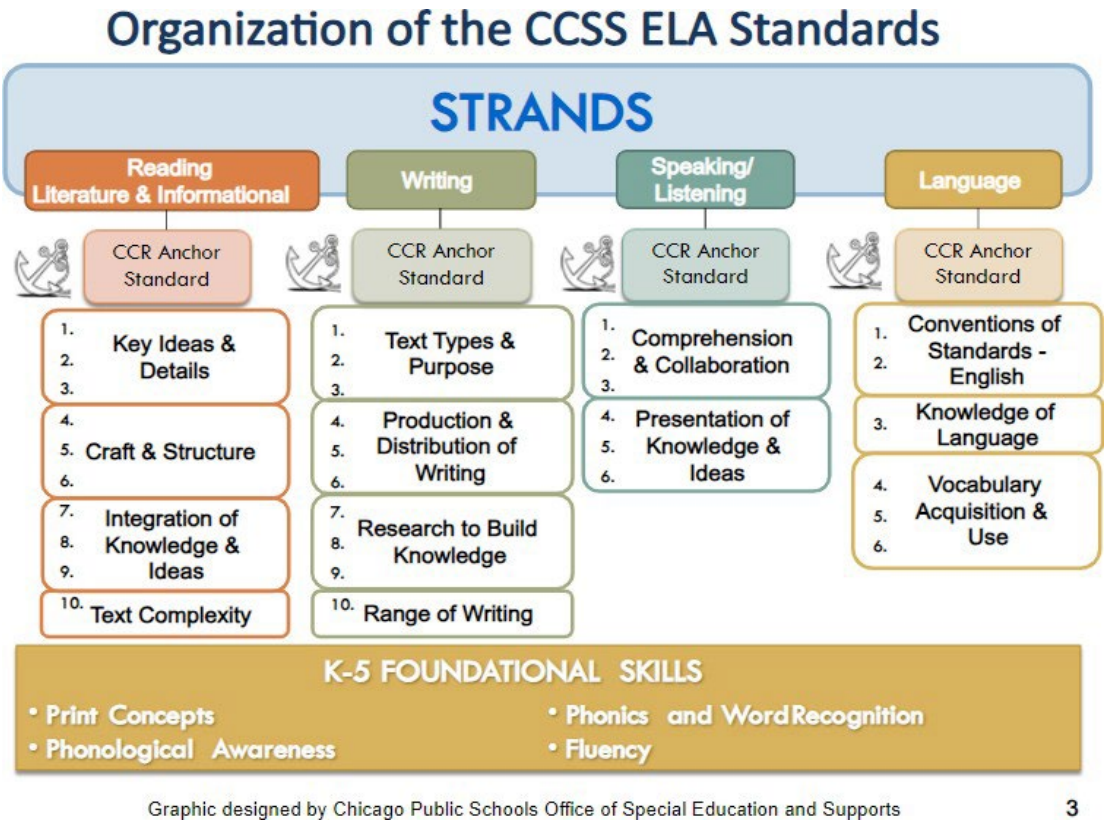
Publication Dates of State Academic Content Standards (Data Sources) Examined

See Appendix A in the paper for list of publication dates for the state standards reviewed in this study.

Data Source Analysis of State Standards Elements

In this paper, the first two research questions in relation to the "multistate" standards (since they are used by the majority of WIDA consortium members in most instances). **Table 9** in the technical paper provides a state-by-state list of state standards structural elements: Do the state's academic content standards use the ELA anchor standards? Do they use mathematics, science, or social studies disciplinary practices?

Figure 6. Structural Elements Found in State Academic Content Standards



[continued on next page]

Standards for Mathematical Practice

1. Make sense of problems & persevere in solving them.
2. Reason abstractly & quantitatively.
3. Construct viable arguments & critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for & make use of structure.
8. Look for & express regularity in repeated reasoning.

Science & Engineering Practices

1. Ask Questions.
2. Develop and Use Models.
3. Plan and Carry out Investigations.
4. Analyze and Interpret Data.
5. Use Mathematics and Computational Thinking.
6. Construct Explanations.
7. Engage in Argument from Evidence, Including Dialogue.
8. Obtain, Evaluate, and Communicate Information.

C3 Framework Dimensions

- Dimension 1: Developing Questions and Planning Inquiries
- Dimension 2: Applying Disciplinary Concepts and Tools
- Dimension 3: Evaluating Sources and Using Evidence
- Dimension 4: Communicating Conclusions and Taking Informed Action

State standards analyses reported on pp. 17-23 of the technical paper indicate that most WIDA consortium member SEAs' academic content standards in ELA and science either closely represent or represent with slight modifications the structural elements found in the "multistate" standards. 84% of WIDA consortium member SEAs use the ELA anchor standards or a closely modified version. Eighty-nine percent use the Standards for Mathematical Practices, a modified version, or reference them; 97% use the NGSS Science & Engineering Practices; however only 35% of WIDA consortium member states' social studies standards have integrated the C3 Framework Inquiry Arc. To summarize, data analysis reveals consistency in structural elements and rigor expectations across various grade levels for ELA, mathematics, and science standards, with a significant percentage of WIDA consortium member State Education Agencies (SEAs) incorporating ELA and mathematical standards and practices. However, a comparatively lower number of SEAs adopted the multistate standards framework for social studies.

Table 9 in the technical paper. **Fall 2022 Structural Elements in WIDA Consortium Members' State Standards (N= 37)**

ELA	**Focus Question: Do the state's K–12 ELA standards include the CCSS for ELA anchor standard categories and associated individual, grade-level standards?** • Yes: DC, DE, GA, HI, ID, IL, MD, ME, MI, MT, NC, ND, NH, NJ, NM, NV, PA, SD, UT, VT, WA, WI, WY (23 WIDA consortium member SEAs) • Yes, but with other modifications and additions: AK, AL, CO, IN, KY, MA, RI, SC (eight WIDA consortium member SEAs)*** • No: FL, MN, MO, OK, TN, VA (six WIDA consortium member SEAs)
Mathematics	**Focus Question: Do the state's K–12 mathematics standards include the eight Standards for Mathematical Practices?** • Yes: CO, DC, DE, GA, HI, ID, IL, KY, ME, MI, MT, NC, ND, NH, NJ, NM, NV, PA, SD, TN, UT, VT, WA, WI, WY (25 WIDA consortium member SEAs) • Yes, but with other modifications: AK, AL, IN, MA, RI, SC (six WIDA consortium member SEAs) • Yes, reference SMPs in introduction but not evident throughout rest of standards: MD, MO (two WIDA consortium member SEAs)

	• No: FL, MN, OK, VA (four WIDA consortium member SEAs)
Science	**Focus Question: Do the state's K–12 science standards include the eight NGSS Science & Engineering Practices?** • Yes: AL, AK, DC, DE, HI, IL, IN, KY, MD, ME, MI, ND, NH, NJ, NV, RI, SD, TN, UT, VT, WA, WI, WY (23 WIDA consortium member SEAs) • Close, but adapted standards based on NRC Framework: CO, GA, ID, MA, MN, MO, MT, NC, ND, OK, PA, SC, VA (13 WIDA consortium member SEAs) • No: FL (one WIDA consortium member SEA)
Social Studies	**Focus Question: Do the state's K–12 social studies standards include the C3 Framework Four Dimensions and Inquiry Arc?** • Yes: HI, IL, KY, MD, MI, MT, NV, NJ, NC, ND, VT, WA, WI (13 WIDA consortium member SEAs) • No: AK, AL, CO, DC, DE, FL, GA, ID, IN, ME, MA, MN, MO, NH, NM, OK, PA, RI, SC, SD, TN, UT, VA, WY (24 WIDA consortium member SEAs)

Table Notes
*The Bureau of Indian Education, Department of Defense Education Activity, U.S. Virgin Islands, and Commonwealth of Northern Mariana Islands standards were not included in the content standards data in this table since they do not have to submit peer review evidence. They utilize "multistate" standards (and their structural elements) as their standards.
**Reminder: This review in this study is for Fall 2022. Some states are currently in the process of revising their standards.
***Of note, when modifying their ELA standards, five WIDA SEAs developed their own K–12 ELA practices or overarching expectations (CO, KY, IN, MA, and SC).

Data Source Analysis Method to Set up Comparison of "Multistate" and Individual State Standards

The third research question of this study explicitly showcases analyses of WIDA consortium members' state standards used by individual states. This approach aimed to provide a more representative comparison between the two types of standards. The development goal was to ensure that the WIDA Key Language Uses and Language Expectations would be flexible enough to fit with many different content areas and types of standards, whether "multistate" or individual in nature.

As discussed on pp. 26-27 of the technical paper, the state standards selected for RQ3 were chosen from those states with the most students participating in ACCESS. However, because of similarities in standards used by multiple states, our analyses also addressed the standards used in states with smaller multilingual learner student populations. We also selected Kentucky for the multistate standards because the C3 Framework has its roots in work done by Kentucky researchers and educators.

Table 12. **Selection of "Multistate" and Individually Designed State Standards Examined in Research Question 3**

	States Using Exact Version of "Multistate" Standards	States Using Individually Designed Standards
English Language Arts	New Jersey	Minnesota
Mathematics	Nevada	Virginia
Science	Michigan	Florida

Social Studies	Kentucky	Georgia

Exceptions Where Standards Were Not Included in the Review

Readers are encouraged to view additional notes on the standards documents analyses found on pp. 22-24. These notes include a list of the small set of standards excluded for this analysis, foundational literacy standards, and cross-checks with other reviews of state academic content standards.

When Correspondence Analyses Conducted During Standards Development

The analyses reported in this paper were carried out during 2019-2020 while developing the WIDA ELD Standards Framework, 2020 Edition. The findings were later cross-checked and updated using the Fall 2022 versions of academic content standards from WIDA consortium member states.

Methods

Correspondence Methods

Consistent with the guidance in Cook's (2007; 2017) adaptation of Webb alignment framework (1997), four acceptability measures were developed for the 2020 WIDA correspondences to operationalize the supporting evidence associated with this study's four research questions. (**Table 14** of pp. 7-8 of the technical paper provides definitions and their associated acceptability measures.)

Table 14. **Acceptability Measures for Correspondence of English Language Proficiency to Academic Content Standards**

Criteria	Definition	Acceptability Measures
Breadth	This criterion addresses the consistency with which ELP standards cover the breadth of expectations found in state academic content standards.	Relies on consistency statistics to indicate, of the state academic content standards examined, which percentage shows a match with Key Language Uses.
Match	Degree to which expectations within state content standards, goals or objectives connect to those addressed by the ELP standards. The more frequently content standards have corollary language proficiency standards, the greater the degree of match.	Relies on descriptive statistics showing percentage of state academic content standards that fully match with WIDA ELD Standards Framework Components: Key Language Uses (e.g., the most prominent matches). Correspondence matches (full, partial, and little/no match) were identified using two criteria: (1) Match with Key Language Use definition, and (2) Match with the language functions in grade-level cluster Language Expectations. This metric assumes the number of standards provides a window on the emphases valued in state academic content standards. [See **Figure 10** below.]

Criteria	Definition	Acceptability Measures
Balance of Representation	Extent to which consistent categories occur in state ELP standards and academic content standards.	Relies on creation of tables to visually display which Key Language Uses are most prominent in state academic content standards. The focus of these measures is to identify *appropriate*, not necessarily *even* distribution of Language Expectations across state academic content standards, i.e., the Language Expectations represent a reasonable sampling.
Depth	Degree to which the depth of complexity in the match between linguistic components in academic content standards are present.	Relies on the match between linguistic components of academic content standards (as represented in the grade-level cluster Language Expectation) and grade-level cluster Proficiency Level Descriptors at End of Proficiency Level (PL) 5

Additional crosschecks are reported on pp. 29-31.

Figure 10. **Sample of Final Correspondence Matches with ELD-LA Language Expectations**

E	F	G	H	I	J	K
Standard	Narrate	Inform	Explain	Argue	WIDA ELD Standard 2 Language Expectation	WIDA ELD Standard 1 Language Expectatio
ELA.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Little or No Match	Partial Match	Partial Match	Full Match	ELD-LA.9-12.Argue.Expressive	ELD-SI.4-12.Argue
ELA.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Little or No Match	Full Match	Little or No Match	Partial Match	ELD-LA.9-12.Inform.Expressive	ELD-SI.4-12.Inform

Possible Alternate Correspondence Strategy for Foundational Literacy Standards

The Match Method did not work in several instances where SEAs (e.g., AL, TN) had recently updated their ELA standards to more explicitly integrate literacy fundamentals. Structurally, these ELA standards do not correspond with the WIDA Language Expectations. However, the ELA standards for Literacy Fundamentals and Language (i.e., *Conventions of Standard English*) are sometimes a better match with the language features identified in the WIDA Proficiency Level Descriptors.[16] As a support for SEAs when they conduct their own correspondence reviews, **Table 10** provides one possible strategy for matching literacy fundamentals standards with the WIDA Proficiency Level Descriptors. Because the WIDA Proficiency Level Descriptors are designed to be embedded in context, it is important to also check their associated Language Expectations for appropriate correspondences.

Table 10 (from the technical paper). **Areas of Possible Correspondence between WIDA Proficiency Level Descriptors and the Five Components of Effective Literacy Instruction**

WIDA Dimensions of Language Use	WIDA Criteria of Language	Components of effective literacy instruction for English speakers (National Reading Panel, 2000; August & Shanahan, 2006).
Discourse	Organization of Language	Text Comprehension
	Cohesion of Language	Fluency, Text Comprehension
	Density of Language	Vocabulary, Text Comprehension
Sentence	Grammatical Complexity of Language	Fluency
Word/Phrase	Precision of Language	Vocabulary, Phonics, Phonemic Awareness

Cautions on Unintended Interpretations

WIDA correspondence analyses reported in this paper are designed to provide WIDA consortium member SEAs with samples and options, not final decisions for their individual correspondence crosswalks. The analyses reported here are not intended to be interpreted as the *only* matches possible between the WIDA ELD Standards Framework and state academic content standards. State and local correspondence crosswalks may potentially vary due to situational circumstances, student-related factors, educator choice, uniqueness of state's content standards themselves, and other considerations. This preserves, at the local level, the critical choices to be made around the selection of curricular content and instructional approaches.

Findings

Organization of Findings

For readability purposes, the first two research questions are organized in relation to the "multistate" standards (as they are used by the majority of WIDA consortium members in most instances). The third research question of this study explicitly showcases analyses of WIDA consortium members' state standards were designed by individual states themselves. This approach aimed to provide a more representative comparison between the two types of standards. The development goal was to ensure that the WIDA Key Language Uses and Language Expectations would be flexible enough to fit with many different content areas and types of standards, whether "multistate" or individual in nature.

Major Finding

The technical paper demonstrates that the WIDA ELD Standards Framework corresponds with WIDA consortium member academic content standards, even for those consortium members who did not adopt or modify the "multistate" standards. It provides a foundation for SEAs to generate their peer review evidence, offering methodologies for match, breadth, balance of representation, and depth of correspondences within the WIDA ELD Standards Framework. The paper also supports the formulation

of a research agenda and the development of tools and resources concerning essential language components that promote equitable access and learning opportunities for multilingual learners.

Findings Summary for Each Research Question

Findings for RQs 1–3 examine the match, breadth, and balance of representation in relation to frameworks such as CCSS for ELA, CCSS for Mathematics, NGSS, and the C3 Framework. Although additional state customization of their standards is evident, the findings are presented in relation to these "multistate" standards to foster readability and portability into other contexts. Additionally, RQ4 explores the depth of linguistic complexity by mapping grade-level cluster Language Expectations representations with the WIDA Proficiency Level Descriptors. This demonstrates that the Proficiency Level Descriptors are designed to measure the appropriate language features students should master in each grade-level cluster.

Table 16 (from the technical paper). **Study Findings Summary**

Research Question	**Finding**
RQ1: What is the degree of match between state academic content standards and WIDA Key Language Uses?	Match analyses provide a window on the language use emphases valued in state academic content standards. This data is reported in **Table 17** and **Table 18** in technical paper. • **Table 17** displays *content-to-language* coverage for ELA, mathematics, science, and social studies. o *Inform* is the most prevalent Key Language Use in Kindergarten and first grade in state academic content standards for ELA, mathematics, and social studies. *Explain* is the most prevalent Key Language Use in state academic content standards from Grades 2–3 and above. *Inform* is considered a subcomponent of *Explain* (and sometimes *Argue*) because it provides language tools that allow students to introduce and define a topic, concept, or entity that can later be compared as part of an explanation or an argument. o *Argue* is nearly as prevalent as Inform in Grades 2–3 and above. o *Explain* gains prevalence starting from Kindergarten in the NGSS. • **Table 18** presents data for Standard 1 separately and shows *language-to- content matches* and supports the rationale for Language Expectations created for the 2020 Edition.
RQ2: What is the breadth of coverage by Key Language Uses in state academic content standards?	The WIDA ELD Standards Framework consistently addresses language uses in ELA, mathematics, science, and social studies used by the majority of WIDA consortium member SEAs. Each grade/grade-level cluster in the "multistate" standards can be matched with at least one WIDA Key Language Use. • **Tables 19–22** show the distribution of state standards by Key Language Use, both by grade levels and by WIDA grade-level

Research Question	Finding
	clusters. For each grade/grade-level cluster, every standard in the "multistate" standards (except for the ELA standards mentioned in the methods section of this paper) could be matched with at least one WIDA Key Language Use. One hundred percent of WIDA consortium member state standards had at least one Full Match with a WIDA Key Language Use (and Language Expectation).
RQ3: What is the balance of representation of Key Language Uses in state academic content standards?	Examples from both the "multistate" standards and individual state standard versions show appropriate distribution of Key Language Uses (and Language Expectations) across WIDA consortium members' state academic content standards in ELA, mathematics, science, and social studies. Data from the comparisons can be found in **Appendix E**.
RQ4: What is the depth of linguistic complexity in the match between WIDA Language Expectations and Proficiency Level Descriptors?	Findings indicate a strong and consistent match between language components in grade-level state academic content standards (represented in the grade-level cluster Language Expectations) and linguistic complexity present in grade-level cluster Proficiency Level Descriptors. (All data used in this analysis is displayed in **Appendix F.)** WIDA also has samples of its Proficiency Level Descriptors to further demonstrate the linguistic progressions built therein. **Appendix G** provides a full set of these samples. The bolded text shows what changed as the level increases.

RQ1 findings identify the most prominent language uses in state academic content standards. Every state academic content standard may have one or more Full Match with the WIDA Key Language Uses (and their instantiation in the WIDA grade-level cluster Language Expectations). **Table 17** shows content-to-language coverage for the four academic content areas—ELA, mathematics, science, and social studies—found in standards that had been adopted by the majority of WIDA consortium member SEAs (i.e., the CCSS for ELA, the CCSS for Mathematics, the NGSS, and the C3 Framework).

In **Table 17**, percentage indicates the number of standards in that content area and grade-level cluster that have a Full Match with the WIDA Key Language Uses definitions and language function(s) in the WIDA Language Expectations. For example, in the top row, 24% of ELA standards in Kindergarten have a Full Match with Narrate, 62% of Kindergarten ELA standards have a match with Inform and so on. (In some instances, it is possible that some standards may have more than one Key Language Use with which they match.)

The bolded percentages *across* "multistate" content areas (i.e., the median point of Key Language Uses across content area standards were calculated using weighted percentages. (In this way, the 1021 individual K–12 ELA/Literacy Standards did not overwhelm the 48 Standards for Mathematical Practices (eight each for six grade-level clusters), the 210 K–12 Science Performance Expectations and related Science & Engineering Disciplinary Practices, or the 302 K–12 Social Studies Dimension Indicators.

Table 17. **Key Language Use Opportunities in "Multistate" Academic Content Standards**

State Standards	Grade- Level Cluster	Narrate	Inform	Explain	Argue	Grade-Level Cluster	Narrate	Inform	Explain	Argue
ELA	**K**	24%	62%	12%	24%	**1**	26%	60%	17%	26%
Math	**K**	0%	88%	13%	25%	**1**	0%	88%	13%	25%
Science	**K**	20%	80%	80%	10%	**1**	11%	44%	89%	0%*
Social Studies	**K**	8%	71%	3%	25%	**1**	8%	71%	3%	25%
Median - Key Language Use Coverage Across Content Areas		**10%**	**55%**	**20%**	**15%**		**9%**	**52%**	**24%**	**15%**
ELA	**2–3**	30%	55%	16%	22%	**4–5**	29%	46%	23%	28%
Math	**2–3**	0%	13%	75%	25%	**4–5**	0%	13%	75%	25%
Science	**2–3**	10%	42%	80%	24%	**4–5**	5%	14%	86%	32%
Social Studies	**2–3**	8%	8%	82%	25%	**4–5**	8%	10%	88%	24%
Median - Key Language Use Coverage Across Content Areas		**10%**	**21%**	**50%**	**19%**		**12%**	**15%**	**55%**	**18%**
ELA	**6–8**	31%	50%	27%	34%	**9–12**	18%	47%	24%	29%
Math	**6–8**	0%	13%	75%	25%	**9–12**	0%	13%	75%	25%
Science	**6–8**	5%	14%	86%	32%	**9–12**	4%	30%	89%	39%
Social Studies	**6–8**	10%	4%	85%	22%	**9–12**	9%	4%	85%	21%
Median - Key Language Use Coverage Across Content Areas		**9%**	**14%**	**55%**	**23%**		**6%**	**16%**	**55%**	**23%**

*No Performance Expectations for Argue were found in NGSS Grade 1. We assume this was an inadvertent oversight.

Table 18 shows which Key Language Uses are most prominent (●), prominent (◐), and present (O) for each grade-level cluster and content area. The Key Language Uses Distribution Tables represent *language-to-content* coverage for both expectations for the formal disciplinary language in Standards 2–5 and informal/interactive language uses identified in Standard 1 (Language for Social and Instructional Purposes). As shown in **Table 18**, all Key Language Uses are, at a minimum, present at each grade-level cluster.

Table 17 represents *content-to-language* coverage by *grade-level cluster* and *WIDA ELD Standard Framework* and thus, integrates data related to WIDA Standard Statement 1 (the Language for Social and Instructional Purposes) within the content areas. **Table 18** shows *language-to-content* matches and thus, separates that data.

Table 18. Key Language Distribution Tables for Kindergarten, Grade 1, 2–3, 4–5, 6–8, and 9–12 (WIDA, 2020)

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	◐

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 6–8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 9-12				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

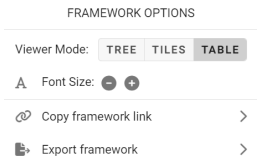
Digital Renderings of Sample Correspondence Matches

A digital rendering of the WIDA Language Expectations can be found at http://standards.wida.us. For further exploration, *samples* of the correspondences reported in RQ 1 and RQ2 can be found at the following URLs:

- WIDA ELD Standards Framework
- Sample for ELA correspondences multistate standards
- Sample correspondences for mathematics
- Sample correspondences for science
- Sample correspondences for social studies

Directions:

1. To export, select *Table* view (at far right)



2. Select *Associations*

Significance

Noteworthy Takeaways

The paper examines language opportunities in state academic content standards to support multilingual learners in developing language proficiency across various content areas.

1. Findings from this paper highlights the significance of aligning English Language Proficiency (ELP) standards with academic content standards to support multilingual learners' language skills for academic success. Identifying common language components within academic content standards helps establish foundational language skills necessary for student success in meeting academic standards.

2. The findings showcase the adaptability of the WIDA ELD Standards Framework, its comprehensive coverage, and its alignment with academic content standards. Identifying correspondences ensures alignment between ELP standards and academic content standards, ensuring compliance, effective instruction for English language learners, and fostering student achievement.

3. The findings underscore the importance of situating WIDA Proficiency Level Descriptors within language use contexts to demonstrate student progress. End of Proficiency Level 5 in each set of grade-level cluster Proficiency Level Descriptors has the same depth of linguistic complexity of grade-level performances targeted by the grade-level cluster Language Expectations. The different levels of the Proficiency Level Descriptors are designed to show a progression of student linguistic progress towards the level of linguistic complexity highlighted in the Language Expectations.

SEA Uses of this Technical Paper

Federal Evidentiary Requirements for English Language Proficiency Standards

To comply with Title I of the Every Student Succeeds Act of 2015 and Critical Element 1.2 in related U.S. Department of Education peer review guidance (U.S. Department of Education Office of Elementary and Secondary Education, 2018), state education agencies (SEAs) must provide evidence demonstrating clear alignment (technically referred to as correspondence) between their K–12 English language proficiency standards and their academic content standards. (Note: Even though peer review requirements only require evidence for correspondence with state ELA, mathematics, and science

standards. WIDA also provides sample correspondences in relation to its fifth ELD Standards Statement, Language for Social Studies.)

The WIDA technical paper may help WIDA consortium member SEAs fulfill evidentiary requirements for complying with Title I of the Every Student Succeeds Act of 2015, specifically regarding correspondence between K–12 English language proficiency standards and academic content standards. The paper supports due diligence, standards review, and the creation of standards language models for SEAs.

Difference Between WIDA Correspondence Mapping and SEA Correspondence Mappings:

The WIDA correspondence crosswalk (this paper) and individual SEA correspondence crosswalks differ in their purpose and responsibilities. This paper reports on the broad analysis used to update the WIDA ELD Standards Framework to ensure it could be applied flexibly across the consortium. SEA correspondence mappings are specific to individual SEAs.

As federal law and peer review indicate, the final responsibility for standards lies with states. WIDA is able to offer this technical paper as a possible tool to support the state correspondence process. WIDA has other tools available for use by SEAs, including digital renderings of the WIDA ELD Standards Framework.

For example, SEAs may wish to begin their own standards correspondence [alignment] process by evaluating whether the correspondences reported in this paper adequately and appropriately identify the match, breadth, coverage, and depth of associations between the WIDA ELD Standards Framework and the SEA's academic content standards. Depending on the standards correspondence approach used, the SEA might convene panels of K-12 educators and/or contract with outside experts with language development and/or content standards. The results of this review might then result in the development of a SEA-specific correspondence crosswalk artifact. In addition to the results of the state standards correspondence crosswalk artifact, supporting documentation might include an activity description, an evaluative statement, and reviewer's names affiliations, and areas of expertise.

Technical Paper Appendices

This technical paper, **WCER Working Paper No. 2023-3,** contains extensive appendices:

- Appendix A: Overview of State Standards Reviewed in Fall 2022
- Appendix B: Digital Correspondence Mapping Examples
- Appendix C: Theory of Action for the WIDA ELD Standards Framework
- Appendix D: Overview of WIDA's Theoretical Orientation to Content-Driven Language Learning
- Appendix E: "Multistate" and Individual State Standard Comparisons
- Appendix F: Demonstrating Equivalent Linguistic Complexity of Linkages between Language Expectations and Proficiency Level Descriptors
- Appendix G: Linguistic Progression within the WIDA Proficiency Level Descriptors

Contact Information

For questions about **WCER Working Paper No. 2023-3**, WIDA consortium member SEA staff members can contact their WIDA Consortium Relations Specialist or the technical paper author, Lynn Shafer Willner (Lynn.Willner@wisc.edu). Suggested citation available on p. i.