

# Multilingual Education Information Session

January 8, 2026

In the chat: Share one goal for the year.

Please rename yourself with your full name and district/organization.

## 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.

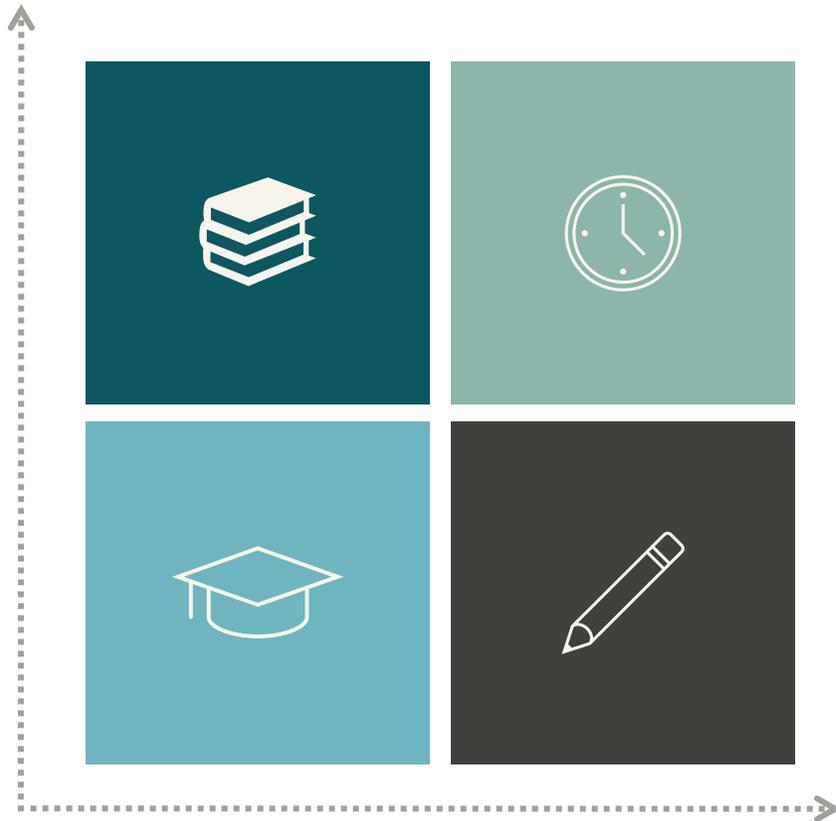
## Values

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



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Agenda



**WIDA Language Charts**

**WIDA Assessment Updates**

**Grants & Data**

**Professional Learning Opportunities**



# ***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 Coast Salish and Puyallup Tribes and honor with gratitude the land itself and these Tribes.*



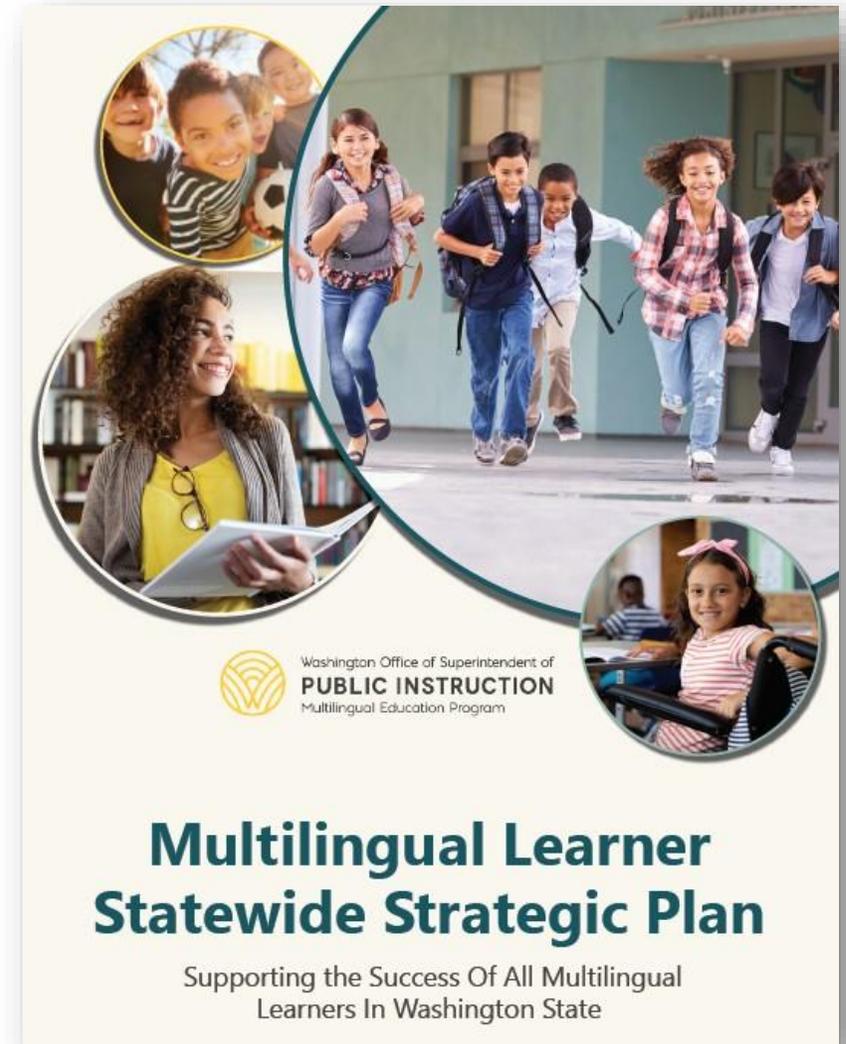
# Multilingual Learner Statewide Strategic Plan

## *Core Principles:*

- Promote Asset-Based Mindsets
- Strengthen Instructional Practices
- Provide Support for Educators
- Engage Students and Families

[ML Statewide Plan](#)

[ML Action Plan Toolkit](#)





# WIDA Language Charts

# ML Statewide Strategic Plan Connection

## **Goal 4: Provide high quality instruction and assessment for all multilingual learners by...**

- a) Providing English Language Development (ELD) and accessible content instruction through research-based program models.
- b) Integrating content, language, and literacy using the state ELD standards.
- c) Using instruction and assessment practices that develop academic language and literacy skills.



# Interpretive and Expressive Charts

## Grades 4–5 EXPRESSIVE

### WIDA Expressive Language Chart for Grades 4–5

As multilingual learners work toward the end of a proficiency level, they can **consistently**...

Proficiency Level Grades 4–5 Expressive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
<b>Level 6</b>	Express ideas, strengthening cohesion in organizational patterns using <b>given/new information, whole/part relationships, and paragraph openers</b>	Convey meaning using compound and complex sentences, <b>with deliberate clause variation</b>	Communicate using <b>modal verbs, hedging, and evaluative expressions</b> to express opinions, possibility, and necessity
<b>End of Level 5</b>	Express ideas, improving <b>cohesion</b> of organizational patterns <b>across</b> and <b>within texts</b> by applying <b>substitution, ellipsis, and parallelism</b>	Convey meaning using <b>compound and complex sentences</b> , refining control over different sentence structures	Communicate using <b>abstract nouns and adverbials</b> to add clarity about when, how, and where
<b>End of Level 4</b>	Express ideas, building <b>logical connections</b> within organizational patterns using <b>synonyms and parallel expressions</b>	Convey meaning using <b>simple and compound sentences</b> , showing initial attempts at sentence variation	Communicate using <b>collocations and idiomatic expressions</b> to make language sound natural and contextually appropriate
<b>End of Level 3</b>	Express ideas using <b>basic organizational patterns</b> , connecting ideas with <b>demonstratives, pronouns, and conjunctions</b>	Convey meaning using simple sentences, <b>occasionally adding dependent clauses</b>	Communicate using <b>technical language</b> to convey complex concepts in specialized contexts
<b>End of Level 2</b>	Express ideas using <b>sequencing, repetition, and transitions</b> for logical flow	Convey meaning primarily through <b>simple sentences</b> with emerging variation in sentence structure	Communicate using <b>multiple-meaning words</b> to demonstrate flexible word use across contexts
<b>End of Level 1</b>	Express ideas with <b>simple transitions and developing connections</b>	Convey meaning using sentence fragments and <b>occasional simple sentences</b> with emerging subject-verb agreement	Communicate using <b>word formation strategies</b> to create new meanings

#### Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?



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## Grades 4–5 INTERPRETIVE

### WIDA Interpretive Language Chart for Grades 4–5

As multilingual learners work toward the end of a proficiency level, they can **consistently**...

Proficiency Level Grades 4–5 Interpretive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
<b>Level 6</b>	Analyze <b>organizational patterns</b> in ideas, determining how meaning is condensed through <b>compact noun groups (nominalization)</b>	Comprehend meaning in compound and complex sentences, recognizing a <b>variety of ways to combine clauses</b>	Understand choices using <b>modal verbs, hedging, and evaluative expressions</b> to express opinions, possibility, and necessity
<b>End of Level 5</b>	Analyze <b>cohesion</b> of ideas <b>across and within texts</b> , examining how <b>noun groups with contextual details</b> add meaning	Comprehend meaning in <b>compound and complex sentences</b> recognizing different sentence structures	Understand choices around use of <b>abstract nouns and adverbials</b> to add clarity about when, how, and where
<b>End of Level 4</b>	Analyze <b>connections</b> between ideas, examining how <b>noun groups with clauses</b> expand meaning	Comprehend meaning in <b>simple and compound sentences</b> , recognizing sentence variation	Understand <b>collocations and idiomatic expressions</b> to make language sound natural and contextually appropriate
<b>End of Level 3</b>	Identify <b>basic organizational patterns</b> in ideas, examining how <b>noun groups with prepositional phrases and extended modifiers</b> enhance meaning	Comprehend meaning in simple sentences, recognizing how <b>dependent clauses</b> enhance logical relationships	Understand <b>technical language</b> to support comprehension of complex concepts in specialized contexts
<b>End of Level 2</b>	Identify <b>sequences</b> of ideas, examining how <b>noun groups with adjectives</b> refine meaning	Comprehend meaning in <b>simple sentences</b> , recognizing basic syntactic variations	Understand <b>multiple meanings</b> , demonstrating flexible word use across contexts
<b>End of Level 1</b>	Identify <b>early attempts at arranging ideas</b> , examining how <b>noun groups with conjunctions</b> help connect meaning	Comprehend meaning in sentence fragments and <b>occasional simple sentences</b> , beginning to recognize transitional phrases	Understand <b>word formation strategies</b> to create new meanings

#### Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student's social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student's engagement?



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# Resources

- [PDF of Language Charts](#)
- [Excel Spreadsheet of Language Charts](#)
- Article: [How to use our new language charts right now](#)
- Article: [Experts answer WIDA Language Charts questions](#)
- WIDA Snapshot: [Plan Curriculum, Instruction and Classroom Assessment With the WIDA Language Charts](#)
- [WIDA Language Charts Facilitator PowerPoint Slides](#)
- [WIDA Language Charts Participant Handout](#)



# WIDA Language Charts: Uses in Issaquah SD from PLDs to now

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January 8, 2026

Cheyen Herseth



# Adventure back to 2022

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Issaquah School District ML Program-  
**Elementary**





**How do we progress monitor?!**  
How do we tell families how their students are doing?

# ML Progress Reports

21-22 SY- 1 goal, no updates or data

22-23 SY- 1 goal, 2 updates with PLD data (speaking or writing)

23-present- 1 goal, updated 4x year with calibrated scoring- based on PLDs

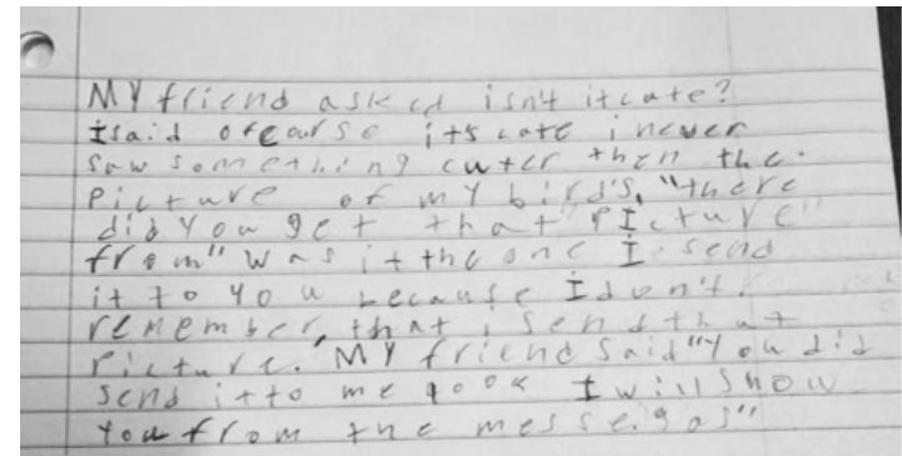
# Language Sample Example

- **Grade:** Fourth
- **Context:** Writing Sample- Notebook in class work

My friend asked isn't it cute?

I said of course it's cute I never saw something cute then the picture of my birds. "There did you get that "picture from" was it the one I send it to you because I don't. Remember, that I send that picture. My friend said, "You did send it to me look I will show you from the messages.

	End of Level 3	End of Level 4
omely e with gation 6)	short text that conveys intended purpose using predictable organizational patterns (captioned with some paragraph patterns: first, and then, then)	expanding text that conveys intended purpose using generic organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openings.
ph i 10/19/11 es to ad 6)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given, new, whose/ part, cause/effectual)
ing r es to ad 6)	a growing number of types of elaboration (adding articles or demonstratives to nouns, the dark group)	a variety of types of elaboration leading in a variety of adjectives including concrete and abstract nouns (the long, slow process...)
1 (The away type)	sentences with emerging use of clauses (the red side blocked the papers) (the bus and parked it up, they are opposites)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions. The red side blocked the papers) (but was it...)
o of es hes of solute	a growing repertoire of words and phrases with growing precision (the founder, "two of by hand.")	an expanding repertoire of words and phrases, including idioms and colloquialisms with expanding precision (the lights are on but nobody's home.)



# Language Sample Scoring Example

Criteria	End of Level 1		End of Level 2		End of Level 3		End of Level 4		End of Level 5		End of Level 6	
	S	W	S	W	S	W	S	W	S	W	S	W
Discourse Organization	S	W	S	W	S	W	S	W	S	W	S	W
Discourse Cohesion	S	W	S	W	S	W	S	W	S	W	S	W
Discourse Density	S	W	S	W	S	W	S	W	S	W	S	W
Sentence Grammatical Complexity	S	W	S	W	S	W	S	W	S	W	S	W
Word Phase Precision	S	W	S	W	S	W	S	W	S	W	S	W
Totals												

Level 2	End of Level 3	End of Level 4
multimodal) using— conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: first, and then, then)	short text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers

Level 2	End of Level 3	End of Level 4
growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)

Level 2	End of Level 3	End of Level 4
growing number of types of elaboration (adding articles or demonstratives to nouns: the dark syrup)	a growing number of types of elaboration (adding articles or demonstratives to nouns: the dark syrup)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: the long, slow process...)

Level 2	End of Level 3	End of Level 4
sentences with emerging use of clauses (The red side blocked the paperclip. The blue side picked it up. They are opposites.)	sentences with emerging use of clauses (The red side blocked the paperclip. The blue side picked it up. They are opposites.)	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: The red side repelled the paperclip, but also it...)

Level 2	End of Level 3	End of Level 4
growing repertoire of words and phrases with growing precision (the founders, two if by land...)	a growing repertoire of words and phrases with growing precision (the founders, two if by land...)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (the lights are on but nobody's home...)

# Elementary Goal Profile

Demographics | Schedule | Test Results | Can Dos | ML Services and Programs | Testing Accommodations | Classroom Supports | Forms | **Goals** | Notes | Documents | Course Grades

Legacy Monitoring

6 Goals [+ Assign Goal](#) | All Academic Periods ▾

Academic Period ▾	Goal ▾	Domain ▾	Progress
✓ 2025/2026 - Year	ISD.G45.WordPhrase4.Expressive		No status ▾ <a href="#">View Progress</a> ▾
Create precise meanings through everyday, cross-disciplinary, and technical language with an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (the lights are on but nobody's home...)			
> 2024/2025 - Year	ISD.G23.WordPhrase3.Expressive		Continued On Track ▾ <a href="#">View Progress</a> ▾
> 2023/2024 - Semester 1	ISD 2-3 Speaking PLD: Level 2 Moving to Level 3	Speaking	Exceeds ▾ <a href="#">View Progress</a> ▾
> 2023/2024 - Semester 1	ISD 2-3 Listening PLD: Level 2 Moving to Level 3	Listening	Met ▾ <a href="#">View Progress</a> ▾
> 2022/2023 - Year	WIDA 2020 PLD-Gr 1-Interpretive-Level 1 moving to Level 2	Listening,Reading	Met ▾ <a href="#">View Progress</a> ▾
> 2022/2023 - Quarter 3	WIDA 2020 PLD-Gr 1-Expressive-Level 1 moving to Level 2	Speaking,Writing	Not met ▾ <a href="#">View Progress</a> ▾

[Generate Report](#)

# May 2025



Assess ▾ Teach ▾ Grow ▾ Research ▾ About ▾ News Resources

## Language Charts

The charts are available in two formats:

- Use the [pdf version of the WIDA Language Charts](#) to review content anytime, print the charts or share the charts with colleagues.
- Use the [Excel version of the WIDA Language Charts](#) to easily copy and paste information into your own spreadsheet tools, create personalized charts or customize the charts for individual or small groups.

## Related Resources

- **Language Charts Informational Slides:** Introduce colleagues to the WIDA Language Charts by using the [Meet the WIDA Language Charts informational PowerPoint slides](#).
- **Language Charts Facilitator Toolkit:** Make the WIDA Language Charts the next discussion topic of your professional learning community! Pair the [WIDA Language Charts Facilitator PowerPoint slides](#) with the [WIDA Language Charts Participant Handout](#). Since this slide deck takes an in-depth approach to using the Language Charts, plan at least 60-90 minutes for your collaborative group meeting. Note: Facilitators should be very familiar with the WIDA ELD Standards Framework, 2020 Edition.

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## WIDA ACCESS in 2025-26

For the last few years, we've been revising Kindergarten ACCESS for ELLs (Kindergarten ACCESS) and ACCESS for ELLs (ACCESS) so that they incorporate the WIDA ELD Standards Framework, 2020 Edition. Up next, we will revise WIDA Screener so that it incorporates the 2020 Edition. We will release a revised WIDA Screener in 2028.

**WIDA Fact!** ACCESS is a standards-referenced test. This means that student performance is compared to the WIDA ELD Standards Framework. Any student can achieve any score, and students are not ranked against each other or against the expected performance of monolingual English speakers.

### Top Takeaways

- We removed "for ELLs" from the ACCESS name. The new names are WIDA ACCESS for Kindergarten and WIDA ACCESS.
- We completely redesigned Kindergarten ACCESS and incorporated new test content that reflects the input of many experienced educators.
- We made all the changes to ACCESS (grades 1-12) behind the scenes, so that the test administration experience is the same this school year as it was last school year.
- We will release ACCESS score reports on time - on track with your regular reporting timeline.
- We will hold a standard setting event in July 2026 to ensure that student scores still give an accurate picture of a student's English language development.

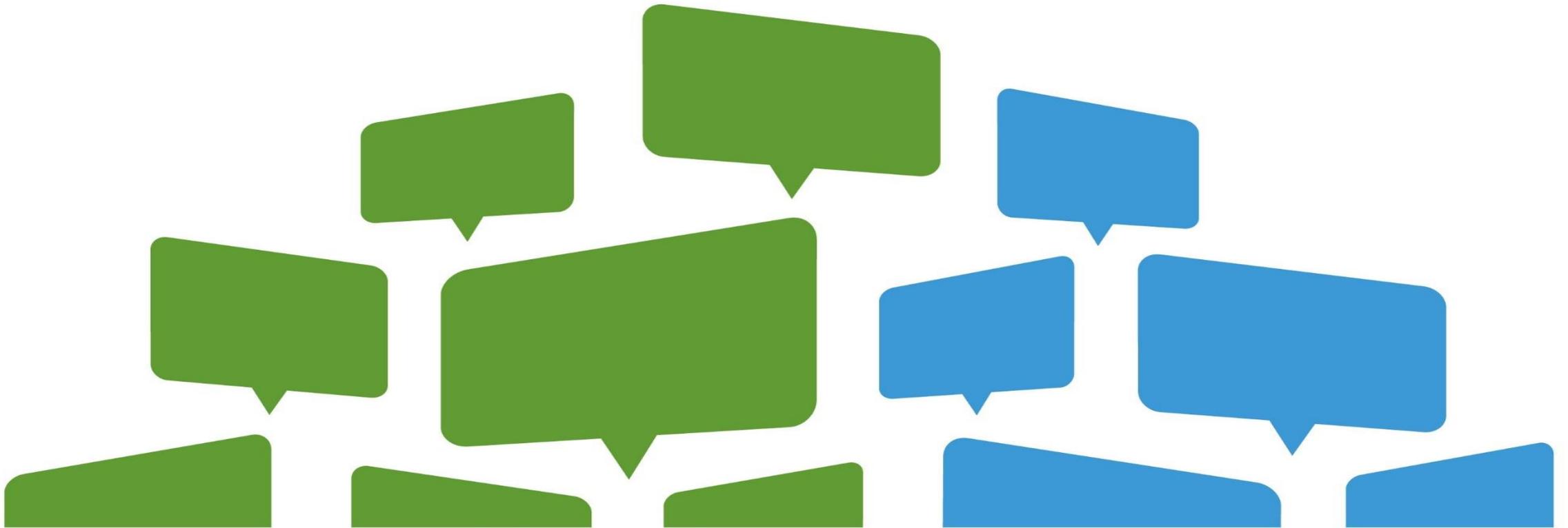
### A Special WIDA Thank You!

To everyone who participated in ACCESS Paper and Kindergarten ACCESS test development events, we couldn't have done it without you! Here is a recap of our event participation by the numbers:

- 279,858 students



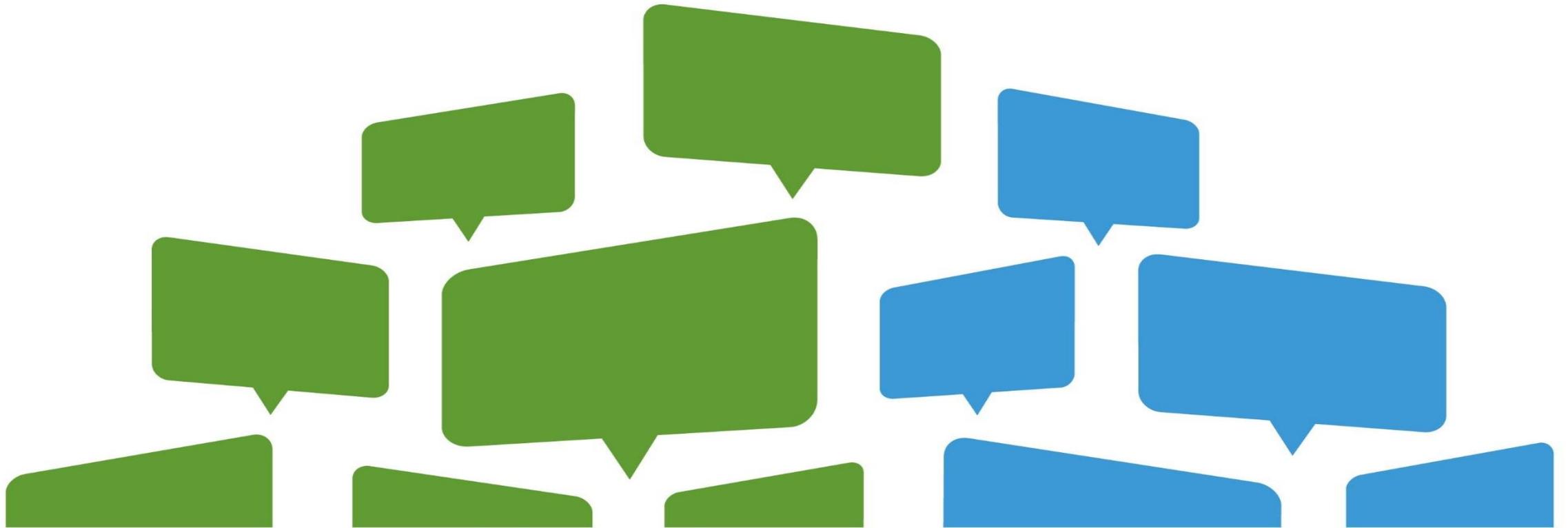
# About the WIDA Language Charts



# What are the WIDA Language Charts?

- Updated versions of the WIDA Speaking and Writing Rubrics, with the addition of Listening and Reading!
- Describe, by grade-level cluster, the progressions of language development in two modes:
  - Interpretive (Listening and Reading)
  - Expressive (Speaking and Writing)
- Help **educators** understand annual WIDA ACCESS test scores and **connect the results** to end-of-unit classroom assessment

# Get Familiar with the WIDA Language Charts



As multilingual learners work toward the end of a proficiency level, they can **consistently** . . .

<b>Proficiency Level</b> Grades 4–5 Expressive	<b>Discourse</b> Organization, Cohesion, and Density of Expression by KLUs	<b>Sentence</b> Grammatical Complexity of Expression by KLUs	<b>Word/Phrase</b> Precision of Expression by KLUs
<b>Level 6</b>	Express ideas, strengthening cohesion in organizational patterns using <b>given/new information, whole/part relationships, and paragraph openers</b>	Convey meaning using compound and complex sentences, <b>with deliberate clause variation</b>	Communicate using <b>modal verbs, hedging, and evaluative expressions</b> to express opinions, possibility, and necessity
<b>End of Level 5</b>	Express ideas, improving <b>cohesion</b> of organizational patterns <b>across</b> and <b>within texts</b> by applying <b>substitution, ellipsis, and parallelism</b>	Convey meaning using <b>compound and complex sentences</b> , refining control over different sentence structures	Communicate using <b>abstract nouns and adverbials</b> to add clarity about when, how, and where
<b>End of Level 4</b>	Express ideas, building <b>logical connections</b> within organizational patterns using <b>synonyms and parallel expressions</b>	Convey meaning using <b>simple and compound sentences</b> , showing initial attempts at sentence variation	Communicate using <b>collocations and idiomatic expressions</b> to make language sound natural and contextually appropriate
<b>End of Level 3</b>	Express ideas using <b>basic organizational patterns</b> , connecting ideas with <b>demonstratives, pronouns, and conjunctions</b>	Convey meaning using <b>simple sentences</b> , occasionally adding dependent clauses	Communicate using <b>technical language</b> to convey complex concepts in specialized contexts
<b>End of Level 2</b>	Express ideas using <b>sequencing, repetition, and transitions</b> for logical flow	Convey meaning primarily through <b>simple sentences</b> with emerging variation in sentence structure	Communicate using <b>multiple-meaning words</b> to demonstrate flexible word use across contexts
<b>End of Level 1</b>	Express ideas with simple transitions and developing connections	Convey meaning using sentence fragments and occasional <b>simple sentences</b> with emerging subject-verb agreement	Communicate using <b>word formation strategies</b> to create new meanings

# What's the Same? What's Different?

## Comparing the 2020 PLDs and the 2025 Language Charts

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)  
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	Understand how coherent texts (spoken, written, multimodal) are created.	around specific topics (clean water) with multiple related simple sentences	To meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences.	To meet a purpose in a short, connected text.	To meet a purpose through generic, topic-specific organizational patterns (paragraph openers and topic sentences, signaling relationships between paragraphs) in a full (introduction, body, conclusion).	To meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences, signaling relationships between paragraphs) in a full (introduction, body, conclusion).
<b>DISCOURSE</b> Cohesion of language	Understand how ideas are connected across a whole text through...	frequently used cohesive devices (repetition, demonstratives)	multiple cohesive devices (pronoun referencing, etc.)	a few different types of cohesive devices (synonym, antonymy)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/ subject, who/part)	a wide variety of cohesive devices that connect ideas throughout text (including substitution and ellipsis)
<b>DISCOURSE</b> Density of language	Understand how ideas are elaborated or condensed through...	multi-word noun groups with connectors (mean and nearly) (bullet)	expanded noun groups with classifiers (mean and nearly) (fourth grade) (bullet)	expanded noun groups with embedded clauses (my favorite character who stood up to the bullies)	expanded noun groups with a variety of embedded clauses (my favorite character who stood up to the bullies and hands)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (normalization) (she stood up to bullies - her courage)
<b>SENTENCE</b> Grammatical complexity	Understand how meanings are extended or enhanced through...	simple sentences (Strong winds blow through the forest.)	related simple sentences (Winds blow through the forest. The trees sway and shake.)	multiple related simple sentences (Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.)	simple or compound sentences with familiar ways of combining clauses (Using coordinating conjunction. The trees sway and shake, and dead branches fall off to the ground.)	compound sentences with frequently used ways of combining clauses (Strong winds blow through the forest, but the mighty oak stand tall and proud.)
<b>WORD</b> PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...	situation-specific words and phrases (between these two black wires)	an increasing number of words and phrases in a variety of contexts (lightbulbs went off the electric circuit)	a growing number of words and phrases including idioms and collocations (push and pull, out pulling my leg)	an expanding number of words and phrases including idioms and collocations (push and pull, out pulling my leg)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (electric shock versus I'm shocked)

### Grades 4-5 WIDA Interpretive Language Charts

Tying WIDA ACCESS Scores to Classroom Assessment

As multilingual learners work toward the end of a proficiency level, they can consistently...

Proficiency Level	Discourse	Sentence	Word/Phrase
Grades 4-5 Interpretive	Organization, Cohesion, and Density of Expression by KLUUs	Grammatical Complexity of Expression by KLUUs	Precision of Expression by KLUUs
Level 6	Analyze <b>organizational patterns</b> in ideas, determining how meaning is condensed through <b>compact noun groups (nominalization)</b> .	Comprehend meaning in compound and complex sentences, recognizing a <b>variety of ways to combine clauses</b> .	Understand choices using <b>modal verbs, hedging, and evaluative expressions</b> to express opinions, possibility, and necessity.
End of Level 5	Analyze <b>cohesion of ideas across and within texts</b> , examining how <b>noun groups with contextual details</b> add meaning.	Comprehend meaning in <b>compound and complex sentences</b> , recognizing different sentence structures.	Understand choices around use of <b>abstract nouns and adverbials</b> to add clarity about when, how, and where.
End of Level 4	Analyze <b>connections</b> between ideas, examining how <b>noun groups with clauses</b> expand meaning.	Comprehend meaning in <b>simple and compound sentences</b> , recognizing sentence variation.	Understand <b>collocations and idiomatic expressions</b> to make language sound natural and contextually appropriate.
End of Level 3	Identify <b>basic organizational patterns</b> in ideas, examining how <b>noun groups with prepositional phrases and extended modifiers</b> enhance meaning.	Comprehend meaning in simple sentences, recognizing how <b>dependent clauses</b> enhance logical relationships.	Understand <b>technical language</b> to support comprehension of complex concepts in specialized contexts.
End of Level 2	Identify <b>sequences of ideas</b> , examining how <b>noun groups with adjectives</b> refine meaning.	Comprehend meaning in <b>simple sentences</b> , recognizing basic syntactic variations.	Understand <b>multiple meanings</b> , demonstrating flexible word use across contexts.
End of Level 1	Identify <b>early attempts at arranging ideas</b> , examining how <b>noun groups with conjunctions</b> help connect meaning.	Comprehend meaning in sentence fragments and <b>occasional simple sentences</b> , beginning to recognize transitional phrases.	Understand <b>word formation strategies</b> to create new meanings.

- 6 grade-level clusters: K, 1, 2-3, 4-5, 6-8, 9-12
- Horizontal display of 6 language proficiency levels
- Linguistically complex terminology
- Table divided by 5 Criteria of Language
- Designed for language specialists
- 6 grade-level clusters: K, 1, 2-3, 4-5, 6-8, 9-12
- Vertical display of 6 language proficiency levels
- Plain, concise language
- Chart divided by 3 Dimensions of Language
- Designed for all K-12 educators

# Not Sure of A Term?

Look in the Definitions and Examples Section

## Discourse Dimension Definitions

**Key Language Uses (KLUs):** a component of the WIDA ELD Standards Framework, 2020 Edition. They consist of four high-leverage genre families identified across state academic content standards. Each KLU is defined by its communicative purpose—Narrate, Inform, Explain, and Argue—and characterized by specific language patterns and features.

<b>KLU</b>	<b>Purpose</b>	<b>Common Language Features</b>	<b>Organizational Pattern</b>
<b>Narrate</b>	Convey real or imaginary experiences through stories and histories.	Tells stories, entertains, or describes events.	Orientation → Complication → Resolution → Coda/Ending

# Proficiency Levels

Indicate cumulative language development

Proficiency Level
Level 6 [Encompasses Levels 1 + 2 + 3 + 4+ 5 + 6]
End of Level 5 [Encompasses Levels 1 + 2 + 3 + 4+ 5]
End of Level 4 [Encompasses Levels 1 + 2 + 3 + 4]
End of Level 3 [Encompasses Levels 1 + 2 + 3]
End of Level 2 [Encompasses Levels 1 + 2]
End of Level 1 [Encompasses Level 1 from Previous Grade-Level Clusters]

# Expanded Continuum Within End of Level 1

## End of Level 1

## WIDA Interpretive Language Charts

Building Multilingual Learners' Success in Entering End of Level 1 for Their Grade-Level Cluster

As multilingual learners work toward the end of proficiency level 1, they can **consistently** . . .

Grade-Level Cluster	Proficiency Level	Discourse Organization, Cohesion, and Density of Expression by KLUs	Sentence Grammatical Complexity of Expression by KLUs	Word/Phrase Precision of Expression by KLUs
Grades 9–12	End of Level 1	Identify <b>basic organizational patterns</b> in ideas, examining how <b>noun groups with prepositional phrases and extended modifiers</b> enhance meaning	Comprehend meaning in simple sentences, recognizing how <b>dependent clauses</b> enhance logical relationships	Understand <b>technical language</b> to support comprehension of complex concepts in specialized contexts
Grades 6–8	End of Level 1	Identify <b>sequences</b> of ideas, examining how <b>noun groups with adjectives</b> refine meaning	Comprehend meaning in <b>simple sentences</b> , recognizing basic syntactic variations	Understand <b>multiple meanings</b> , demonstrating flexible word use across contexts
Grades 4–5	End of Level 1	Identify <b>early attempts at arranging</b> ideas, examining how <b>noun groups with conjunctions</b> help connect meaning	Comprehend meaning in sentence fragments and <b>occasional simple sentences</b> , beginning to recognize transitional phrases	Understand <b>word formation strategies</b> to create new meanings
Grades 2–3	End of Level 1	Identify <b>emerging links</b> among ideas, recognizing how <b>noun groups</b> contribute to meaning	Comprehend meaning in <b>sentence fragments</b> , with emerging recognition of sentence patterns	Understand <b>words and phrases</b> when processing personal experiences and classroom routines
Grade 1	End of Level 1	Identify <b>loosely related</b> ideas, recognizing meaning through <b>frequently used nouns</b>	Comprehend meaning in words, <b>phrases, or memorized chunks of language</b> , beginning to recognize syntactic repetition.	Understand <b>high-frequency words</b> and translanguageing strategies when processing information about known situations
Kindergarten	End of Level 1	Identify <b>isolated</b> ideas, noticing meaning conveyed through <b>single nouns or verbs</b>	Comprehend meaning in <b>individual words</b> , progressing towards simple phrases	Understand <b>familiar words and commands</b> when processing ideas about concrete, immediate situations

WIDA Language Charts

# Planning Questions Worksheet

## Using the WIDA Language Charts to Plan for Student Instruction and Classroom Assessment

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

What can the student do with language?

How can I connect to the student's social, cultural, and multilingual strengths and interests?

What concrete feedback will move the student forward?

What scaffolding and modalities will increase the student's engagement?

# May 2025



Assess ▾ Teach ▾ Grow ▾ Research ▾ About ▾ News Resources

## Language Charts

The charts are available in two formats:

- Use the [pdf version of the WIDA Language Charts](#) to review content anytime, print the charts or share the charts with colleagues.
- Use the [Excel version of the WIDA Language Charts](#) to easily copy and paste information into your own spreadsheet tools, create personalized charts or customize the charts for individual or small groups.

## Related Resources

- **Language Charts Informational Slides:** Introduce colleagues to the WIDA Language Charts by using the [Meet the WIDA Language Charts informational PowerPoint slides](#).
- **Language Charts Facilitator Toolkit:** Make the WIDA Language Charts the next discussion topic of your professional learning community! Pair the [WIDA Language Charts Facilitator PowerPoint slides](#) with the [WIDA Language Charts Participant Handout](#). Since this slide deck takes an in-depth approach to using the Language Charts, plan at least 60-90 minutes for your collaborative group meeting. Note: Facilitators should be very familiar with the WIDA ELD Standards Framework, 2020 Edition.

Contact WIDA

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## WIDA ACCESS in 2025-26

For the last few years, we've been revising Kindergarten ACCESS for ELLs (Kindergarten ACCESS) and ACCESS for ELLs (ACCESS) so that they incorporate the WIDA ELD Standards Framework, 2020 Edition. Up next, we will revise WIDA Screener so that it incorporates the 2020 Edition. We will release a revised WIDA Screener in 2028.

**WIDA Fact!** ACCESS is a standards-referenced test. This means that student performance is compared to the WIDA ELD Standards Framework. Any student can achieve any score, and students are not ranked against each other or against the expected performance of monolingual English speakers.

### Top Takeaways

- We removed "for ELLs" from the ACCESS name. The new names are WIDA ACCESS for Kindergarten and WIDA ACCESS.
- We completely redesigned Kindergarten ACCESS and incorporated new test content that reflects the input of many experienced educators.
- We made all the changes to ACCESS (grades 1-12) behind the scenes, so that the test administration experience is the same this school year as it was last school year.
- We will release ACCESS score reports on time - on track with your regular reporting timeline.
- We will hold a standard setting event in July 2026 to ensure that student scores still give an accurate picture of a student's English language development.

### A Special WIDA Thank You!

To everyone who participated in ACCESS Paper and Kindergarten ACCESS test development events, we couldn't have done it without you! Here is a recap of our event participation by the numbers:

- 279,858 students



Secondary:  
We aren't  
here...yet.

Grades 6–8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)  
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First...Finally, In 1842, This is how volcanos form</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text ( <i>The first reason, the second reason, the evidence...</i> )	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i> )	a variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i> )	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i> )	a flexible range of types of elaboration and some ways to condense ideas ( <i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i> )	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences ( <i>The main character is Harry. He is a wizard.</i> )	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are...</i> )	compound sentences with frequently used ways of combining clauses ( <i>They fight the forces of evil, yet they can't overcome them.</i> )	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when...</i> )	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <i>When Harry is close to Voldemort, his scar throbs.</i> )
	Create precise meanings through everyday, cross-disciplinary, and technical language with...					

## WIDA Expressive Language Chart for Grades 9–12

As multilingual learners work toward the end of a proficiency level, they can **consistently** . . .

Proficiency Level Grades 9–12 Expressive	Discourse Organization, Cohesion, and Density of Language by Key Language Uses	Sentence Grammatical Complexity of Language by Key Language Uses	Word/Phrase Precision of Language by Key Language Uses
<b>Level 6</b>	Express <b>well-developed</b> , coherent, and cohesive ideas using <b>varied</b> organizational patterns with <b>strong logical relationships</b> and <b>audience awareness</b>	Convey meaning using an <b>increasingly complex</b> variety of sentence types, showing relationships, including <b>embedded clauses</b> and <b>parallel grammatical structures</b>	Communicate using <b>strategic</b> and precise language choices to refine arguments, strengthen persuasion, and eliminate ambiguity
<b>End of Level 5</b>	Express <b>coherent</b> , cohesive ideas by adapting organizational patterns to enhance <b>clarity, logical flow</b> , and <b>audience engagement</b>	Convey meaning using a <b>variety of sentence types</b> , showing increasing control over logical relationships	Communicate using <b>precise</b> choices, adding <b>shades of meaning</b> and <b>figurative language</b> to shape meaning and effect
<b>End of Level 4</b>	Express ideas, strengthening cohesion in organizational patterns using <b>given/new information, whole/part relationships</b> , and <b>paragraph openers</b>	Convey meaning using compound and complex sentences, <b>with deliberate clause variation</b>	Communicate using <b>modal verbs, hedging</b> , and <b>evaluative expressions</b> to express opinions, possibility, and necessity
<b>End of Level 3</b>	Express ideas, improving <b>cohesion</b> of organizational patterns <b>across</b> and <b>within texts</b> by applying <b>substitution, ellipsis</b> , and <b>parallelism</b>	Convey meaning using <b>compound and complex sentences</b> , refining control over different sentence structures	Communicate using <b>abstract nouns and adverbials</b> to add clarity about when, how, and where
<b>End of Level 2</b>	Express ideas, building <b>logical connections</b> within organizational patterns using <b>synonyms</b> and <b>parallel expressions</b>	Convey meaning using <b>simple and compound sentences</b> , showing initial attempts at sentence variation	Communicate using <b>collocations and idiomatic expressions</b> to make language sound natural and contextually appropriate
<b>End of Level 1</b>	Express ideas using <b>basic organizational patterns</b> , connecting ideas with <b>demonstratives, pronouns</b> , and <b>conjunctions</b>	Convey meaning using <b>simple sentences</b> , occasionally adding dependent clauses	Communicate using <b>technical language</b> to convey complex concepts in specialized contexts

### Planning Questions for Instruction and Classroom Assessment

- What can the student do with language?
- What are the connections to the student’s social, cultural, and multilingual strengths and interests?
- What concrete feedback will move the student forward?
- What scaffolding and modalities will increase the student’s engagement?

More  
collaboration.

# Fall 2025

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- Elementary
  - Continued with PLD scoring
  - Utilized language Charts with content teachers in collaboration time/planning



# Fall 2025

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## Secondary

- Pull samples for Writing and Speaking.
- Students create a goal they want to work towards in word phrase, sentence, or discourse
- Just ML specialist or with students, create a "what this looks like" for content teachers
  - Utilize AI to create examples for students on what this might look like for each level



# Language Chart Goals- Ellevation

Grade: 9  
Language: Spanish  
ML Status: ML  
HR Teacher:  
Monitoring Status:  
Date Entered EL:  
Date of Birth

Composite: 3.1 - Developing  
Listening: 3.5 - Developing  
Speaking: 2.6 - Emerging  
Oral: 3 - Developing  
Reading: 1.9 - Entering  
Writing: 3.8 - Developing  
Literacy: 3.1 - Developing  
Comprehension: 2.3 - Emerging  
[View Test Results](#)  
[View Course Grades](#)

Demographics | Schedule | Test Results | Can Dos | ML Services and Programs | Testing Accommodations | Classroom Supports | Forms | **Goals** | Notes | Documents | Course Grades

Legacy Monitoring

1 Goal [+ Assign Goal](#) All Academic Periods

Academic Period	Goal	Domain	Progress
2025/2026 - Year	9-12.Charts.Expressive.WordPhrase.L3		No status <span style="float: right;"><a href="#">View Progress</a></span>

Student will consistently communicate using abstract nouns and adverbials to add clarity about when, how, and where

[Generate Report](#)

# AI Use- Student Rubrics (Colleague AI)

Claire AI

Thought process

## ELD Biochemistry Sentence Building Rubric

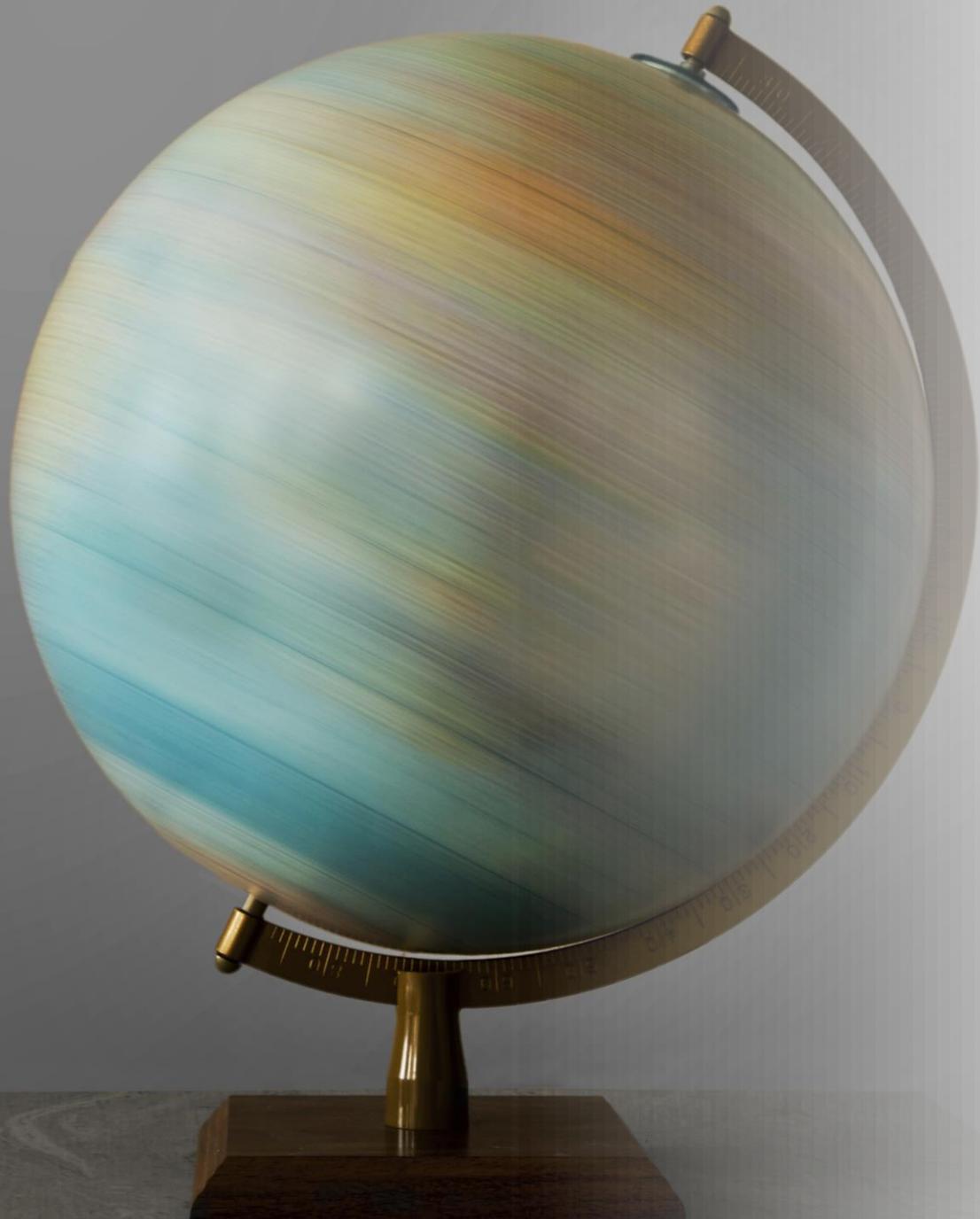
**Goal:** Convey meaning using simple sentences, occasionally adding dependent clauses

Skill Area	Beginning	Developing	Proficient	Advanced
<b>Simple Sentences</b>	<input type="checkbox"/> I can write 1-2 simple biochemistry sentences	<input type="checkbox"/> I can write 3-5 clear simple sentences about biochemistry topics	<input type="checkbox"/> I can write multiple simple sentences with correct biochemistry vocabulary	<input type="checkbox"/> I can write simple sentences that clearly explain complex biochemistry concepts
<b>Dependent Clauses</b>	<input type="checkbox"/> I can identify dependent clause starters (because, when, if)	<input type="checkbox"/> I can add 1-2 dependent clauses to simple sentences	<input type="checkbox"/> I can use 3+ different dependent clause types correctly	<input type="checkbox"/> I can choose the best dependent clause type for my meaning
<b>Biochemistry Vocabulary</b>	<input type="checkbox"/> I use basic terms (DNA, protein, cell)	<input type="checkbox"/> I use 5-10 biochemistry terms correctly	<input type="checkbox"/> I use 10+ terms with proper scientific meaning	<input type="checkbox"/> I use advanced vocabulary (mitochondria, photosynthesis, enzymes) accurately
<b>Sentence Variety</b>	<input type="checkbox"/> Most sentences are simple	<input type="checkbox"/> I mix simple sentences with some dependent clauses	<input type="checkbox"/> I balance simple and complex sentences effectively	<input type="checkbox"/> I choose sentence type based on what I want to communicate

### Daily Practice Checklist

Today I practiced:

- Writing 3 simple biochemistry sentences
- Adding dependent clauses using "because"



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# Questions?

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Cheyen Herseth

[Hersethc@issaquah.wednet.edu](mailto:Hersethc@issaquah.wednet.edu)

Office: 425-837-7223



# WIDA Assessment Updates

# Key Tasks for January 2026 (Repeat)



## **Train Users for WIDA ACCESS** - Required trainings include:

- OSPI: [Test Security Best Practices](#) and [Test Security Staff Assurance Report](#)
- WIDA: Training courses for any test administered and/or scored.

## **Plan for Scheduling the WIDA ACCESS** - January 26 – March 20, 2026

- [WIDA ACCESS District and School Test Coordinator Manual | WIDA Secure Portal](#)
- [WIDA ACCESS Test Administrator Manual | WIDA Secure Portal](#)

## **Plan for Accommodations**

- The WIDA Pre-ID window closed on December 5, 2025, for WIDA Alternate ACCESS and WIDA ACCESS Paper identification. Any additional tests needed can be ordered during the Additional Materials Window.
- *Domain Exemptions:* Deadline April 24, 2026. Supporting resource is [here](#).



# Key Tasks for January 2026 (New)



- **Student Management:** WIDA AMS opened on January 2. Review student profiles and test registrations to ensure that students meant to test are in WIDA AMS. Any incorrect student profile cannot be deleted but can be removed from test registrations.
- **Materials Management:** Materials will be shipped to districts January 20-21. Establish systems to ensure materials are always kept secure.
- **Test Administration Management:** Plan for the opening of the test administration window by reviewing these OSPI resources:
  - [ELPA State Guidance for Annual Assessments](#)
  - [ELP Assessment User Checklist - Administrative Users](#)
  - [ELP Assessment User Checklist – Test Administration Users](#)



# Upcoming 2026 Dates



- **January 2:** Student Management Opens.
- **January 20-21:** Districts Receive Initial Materials.
- **January 20:** Additional Materials Window Opens.
- **January 26 – March 20:** ELP Annual Assessments Test Administration Window.
- **February 20:** Cut-Off Date for Newly-Enrolled Students to Test on the WIDA Screener and WIDA ACCESS Assessment.
- **March 13:** Additional Materials Window Closes.
- **March 20:** Student Management Closes.

# ELP Assessment Support

## • Contact

- *Inbox:* [ELPAssessments@k12.wa.us](mailto:ELPAssessments@k12.wa.us)
- *ELPA Coordinator:* Sharon Coward
- *Phone:* 564-669-4777
- *Email:* [Sharon.Coward@k12.wa.us](mailto:Sharon.Coward@k12.wa.us)

## • Resources

- [OSPI ELPA Website](#)
  - New resources now available.
- [WIDA Secure Portal](#)

## ELP Assessment Office Hour

- Mondays at noon
- [Key Topic Schedule for 2025-2026](#)

## ELP Assessment Office Weekly Newsletter

- Monday afternoon
- [Link to subscribe](#)





# Grants and Data

# Possible Eligible Not Reported – Clean Up

5,978 students are on the PENR statewide!

- Clean up by **January** so that students are properly identify for services and annual assessment.
- Attend EGMS office hours or contact Multilingual Education staff for assistance.

The screenshot shows the 'Limited English Proficiency TBIP View' interface. At the top, it says 'WASHINGTON STATE OSPI Office of Superintendent of Public Instruction' and 'Limited English Proficiency TBIP View'. Below this are navigation tabs for 'Student', 'Reports', and 'Admin'. Under 'Reports', there are sub-tabs for '-Student Lists-', '-Assessments-', '-Data Cleanup-', and '-LEP Tables-'. The 'Data Cleanup -- TBIP' section is active, showing a list of categories: 'Possible Eligible Not Reported', 'Possible Needs Withdraw', 'Enrolled Less Than 5 Days', and 'English Proficient and Enrolled in Program'. A blue information box contains the text: 'Several bugs have been identified in Analysis tool. Students may be on the proficiency annual assessment in error level, was removed with Exit Reason enrolled in full-time Running Start and enrolled in multiple schools (for example as receiving services in one, exited TBIP before. We are investigating these issues. them.' Below the information box, the text 'Possible Eligible Not Reported' is displayed in orange.

# Dual and Heritage Language Grant Additional Allocations



New or additional allocations based on these criteria:

- New grant funding for previously unfunded districts
- Additional funding for districts planning new programs (2026–27 Launch)
- Additional funding for new districts in their first 3 years of implementation
- Additional funding for programs in languages other than Spanish in their first 3 years of implementation



# New Grant Opportunity

## **Less Commonly Taught Languages Testing Grant**

- Reimbursement for OSPI-approved Seal of Biliteracy/Competency-based Credit language proficiency assessments over \$100
- Assessments can include OPI/WPT (LTI), ALTA, and SuperLanguage (Avant).
- Districts will report student results, including assessment, language, and credits earned



# Grant Support



## Grants:

- FP 219 -TBIP
- FP 232 -Title III in ESEA CGA
- FP 231-Title III Consortium
- FP 359 – Afghan Grant
- FP 978 – Dual and Heritage Language Grant

## EGMS Office Hours:

Tuesdays 10:00 – 11:00 am

<https://us02web.zoom.us/j/88033044818>

Thursdays 1:00 – 2:00 pm

<https://us02web.zoom.us/j/82230019925>





# Professional Learning Opportunities

# What is NAELPA?



- National Association of English Learner Program Administrators
- Advocates for multilingual learners (MLs) at the state and federal level
- Represents State (SEA) and Local Education Agencies (LEAs) across the U.S.
- Membership:
  - ✓ \$50 per year for individuals
  - ✓ \$150 for an institutional (transferable) membership
- **Upcoming Webinar: Tuesday, January 13, 2026 | 3:00–4:30 PM PT**  
The ML Enrollment Shift: Resources for Adapting, Innovating and Sustaining your Program: A panel of experts will offer insight on programming and funding as the number of immigrant students decreases.

# WABE Winter Institute

- WABE's 2026 Winter Institute: "Roots of Resilience"
- Location: Southcenter DoubleTree Hotel in Seattle, WA
- Speakers: **Elise White Diaz** and **Astrid Emily Francis**



**Attendance Cost**  
*\*Not including sales tax*

Friday - Saturday  
Registration  
\$325

Single Day Registration  
\$225

*through January 16*

[Registration](#)

Conference Website:  
[Winter Institute | WABE](#)

# WABE Annual Conference

## Call for Presentations

### **Important Dates:**

- Proposal submission deadline: January 16, 2026
- Acceptance announcement date: February 28, 2026
- Conference dates: April 23-25, 2026, in Yakima, WA



Questions: Please contact [Sean Fleming](#), WABE Conference Planner

# WCEPS Workshop



## Empowering Newcomers for Academic Success

This workshop equips educators with practical strategies to support newcomers in academic classrooms. Participants will:

- Explore elements of effective scaffolding
- Learn to make grade-level content accessible
- Develop tailored language supports
- Leverage students' strengths, interests and preferences

**March 30, 2026**  
Tukwila, WA  
9:00 am – 3:00 pm US PT

**June 25 & July 2, 2026**  
**(virtual)**  
9:00am -12:30pm US CT

# WAESOL Workshop

## Supporting Multilingual Learners of English with Exceptional Needs

**Date: Tuesday, January 20, 2026**

**Time: 4:00pm - 5:30pm PST**

**Location: Live Online**

### Registration

This session will explore strategies and resources for effectively supporting multilingual learners of English with exceptional needs. Free to members of TESOL International or TESOL affiliates (e.g. [WAESOL](#)).

*WA State Clock Hours are available (\$3/hour).*



# WIDA Self-Paced Courses

2025-2026 Offerings	
<u>Developing Language for Learning in Mathematics</u>	<u>Newcomers: Promoting Success through Strengthening Practice</u>
<u>Desarrollando el Español: las expectativas del lenguaje</u> (Developing Spanish: Language Expectations)	<u>Reading Comprehension Across Content Areas with Multilingual Learners</u>
<u>Engaging Multilingual Learners in Science: Making Sense of Phenomena</u>	<u>Reframing Education for Long-term English Learners</u>
<u>Exploring the WIDA PreK-3 Essential Actions</u>	<u>Teaching Multilingual Learners Social Studies through Multiple Perspectives</u>
<u>Let's Play! Multilingual Children's Joyful Learning in PreK-3</u>	<u>The WIDA Standards Framework: A Collaborative Approach</u>
<u>Making Language Visible in the Classroom</u>	<u>WIDA Español: Evaluaciones del desarrollo del lenguaje a nivel de salón (Classroom Assessment for Language Development)</u>





SCAN ME

**Submit a proposal**

# Building Gateways to Colaboración



UNIVERSITY OF WISCONSIN-MADISON

**WIDA**<sup>TM</sup>

Annual Conference

September 15-18, 2026 • St. Louis, MO

**Submission Window:**

November 17, 2025 –  
January 20, 2026

**Accepting Proposals for**

- ✓ Concurrent Sessions
- ✓ Workshops

**Learn More and**

**Submit a Proposal:**

[conferences.wida.wisc.edu](https://conferences.wida.wisc.edu)

# Statewide **ML Directors'** Network 2025-2026



**Audience:** District Multilingual/Federal Program Directors

**Purpose:** Monthly virtual meetings with OSPI ML staff for guidance and support for the implementation of the [Multilingual Learner Statewide Strategic Plan](#).

## Dates:

September 18, 2025

December 11, 2025

March 19, 2026

October 16, 2025

**January 15, 2026**

April 16, 2026

November 20, 2025

February 19, 2026

May 21, 2026

**Time:** 9:00 – 10:30 am

**Register here:** [25/26 Multilingual Directors' Network](#)

# Statewide **ML Teachers'** Network 2025-2026



**Audience:** K-12 Teachers

**Purpose:** The ML Teacher Network is a welcoming space for educators across Washington State to come together, share ideas, and grow in their practice. We will learn the latest research, explore effective instructional strategies, and discover high-quality materials and tools to better serve our multilingual learners.

**Dates:**

September (Independent Work)	December 9, 2025	March 10, 2026
October 14, 2025	<b>January 13, 2026</b>	April 14, 2026
November 18, 2025	February 10, 2026	May 12, 2026

**Time:** 3:30 – 4:30 pm with optional breakout session 4:30 – 5:00 pm

**Register on pdEnroller:** [25/26 Multilingual Teacher Network](#)



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# 🌟 2025–2026 Dual Language School Visits 🌟

## Join Us for the 2025–2026 Dual Language School Visits!

Observe Dual and Heritage Language programs in action. Connect with educators and leaders. Learn and share best practices.

📌 **Space is limited** — **Max 8** participants per district.  
📄 **Registration required** for each attendee.

- **January 29 – Puyallup School District | [Register](#)**
- **February 26 – East Valley School District (Yakima) [Register!](#)**
- **March 3 – Lake Washington (Rescheduled from December)**
- **March 19 – Burlington School District [Register!](#)**
- **April 23 – Yakima School District [Register!](#)**
- **May 14 – Shoreline School District [Register!](#)**



# 2025-26 Dual & Heritage Language Professional Learning



## Dual & Heritage Language PLC

**Day:** 2<sup>nd</sup> Tuesdays (\*except April)

**Time:** 12:00-1:00 pm

**Dates:** Jan. 13, Feb. 10, Mar. 10, Apr. 21\*, May 12

Register on [pdEnroller](#)

## Dual & Heritage Language Drop-in Office Hours

**Time:** 12:00-1:00 pm

**Days:** 1<sup>st</sup> & 3<sup>rd</sup> Tuesdays

[Join here- Zoom Link](#)

## NEW! Secondary Dual Language Book Study

**Day:** 4<sup>th</sup> Tuesdays

**Time:** 12:00-1:00 pm

**Dates:** Jan. 27, Feb. 24, Mar. 24, Apr. 28, May 26

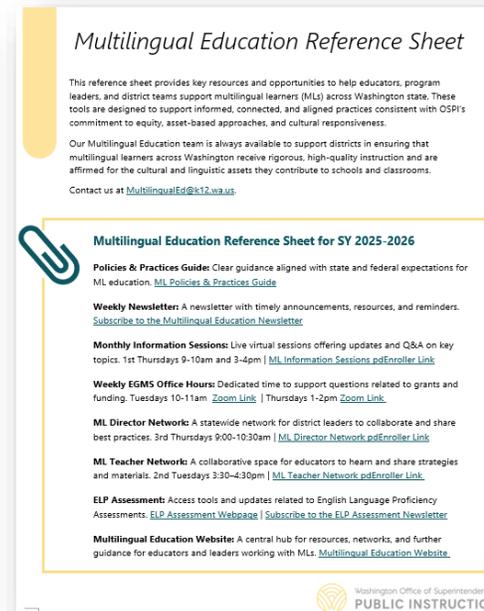


# One-Page Reference Sheets

Includes links to resources, PD, office hours, and key webpages

Available on the OSPI Multilingual Education [Website](#)

- [ML Reference Sheet](#)
- [DL Reference Sheet](#)



*Multilingual Education Reference Sheet*

This reference sheet provides key resources and opportunities to help educators, program leaders, and district teams support multilingual learners (MLs) across Washington state. These tools are designed to support informed, connected, and aligned practices consistent with OSPI's commitment to equity, asset-based approaches, and cultural responsiveness.

Our Multilingual Education team is always available to support districts in ensuring that multilingual learners across Washington receive rigorous, high-quality instruction and are affirmed for the cultural and linguistic assets they contribute to schools and classrooms.

Contact us at [MultilingualEd@k12.wa.us](mailto:MultilingualEd@k12.wa.us).

**Multilingual Education Reference Sheet for SY 2025-2026**

**Policies & Practices Guide:** Clear guidance aligned with state and federal expectations for ML education. [ML Policies & Practices Guide](#)

**Weekly Newsletter:** A newsletter with timely announcements, resources, and reminders. [Subscribe to the Multilingual Education Newsletter](#)

**Monthly Information Sessions:** Live virtual sessions offering updates and Q&A on key topics. 1st Thursdays 9-10am and 3-4pm | [ML Information Sessions pdf](#) [Enroll Link](#)

**Weekly EGMS Office Hours:** Dedicated time to support questions related to grants and funding. Tuesdays 10-11am [Zoom Link](#) | Thursdays 1-2pm [Zoom Link](#)

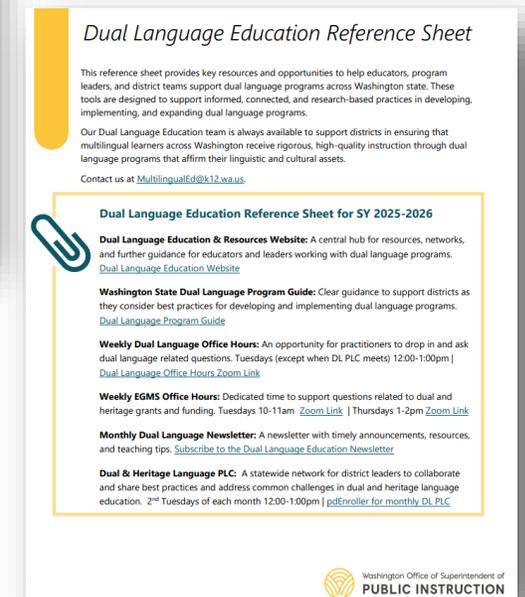
**ML Director Network:** A statewide network for district leaders to collaborate and share best practices. 3rd Thursdays 9:00-10:30am | [ML Director Network pdf](#) [Enroll Link](#)

**ML Teacher Network:** A collaborative space for educators to learn and share strategies and materials. 2nd Tuesdays 3:30-4:30pm | [ML Teacher Network pdf](#) [Enroll Link](#)

**ELP Assessment:** Access tools and updates related to English Language Proficiency Assessments. [ELP Assessment Webpage](#) | [Subscribe to the ELP Assessment Newsletter](#)

**Multilingual Education Website:** A central hub for resources, networks, and further guidance for educators and leaders working with MLs. [Multilingual Education Website](#)

Washington Office of Superintendent of PUBLIC INSTRUCTION



*Dual Language Education Reference Sheet*

This reference sheet provides key resources and opportunities to help educators, program leaders, and district teams support dual language programs across Washington state. These tools are designed to support informed, connected, and research-based practices in developing, implementing, and expanding dual language programs.

Our Dual Language Education team is always available to support districts in ensuring that multilingual learners across Washington receive rigorous, high-quality instruction through dual language programs that affirm their linguistic and cultural assets.

Contact us at [MultilingualEd@k12.wa.us](mailto:MultilingualEd@k12.wa.us).

**Dual Language Education Reference Sheet for SY 2025-2026**

**Dual Language Education & Resources Website:** A central hub for resources, networks, and further guidance for educators and leaders working with dual language programs. [Dual Language Education Website](#)

**Washington State Dual Language Program Guide:** Clear guidance to support districts as they consider best practices for developing and implementing dual language programs. [Dual Language Program Guide](#)

**Weekly Dual Language Office Hours:** An opportunity for practitioners to drop in and ask dual language related questions. Tuesdays (except when DL PLC meets) 12:00-1:00pm | [Dual Language Office Hours Zoom Link](#)

**Weekly EGMS Office Hours:** Dedicated time to support questions related to dual and heritage grants and funding. Tuesdays 10-11am [Zoom Link](#) | Thursdays 1-2pm [Zoom Link](#)

**Monthly Dual Language Newsletter:** A newsletter with timely announcements, resources, and teaching tips. [Subscribe to the Dual Language Education Newsletter](#)

**Dual & Heritage Language PLC:** A statewide network for district leaders to collaborate and share best practices and address common challenges in dual and heritage language education. 2<sup>nd</sup> Tuesdays of each month 12:00-1:00pm | [pdf](#) [Enroll for monthly DL PLC](#)

Washington Office of Superintendent of PUBLIC INSTRUCTION

# 2025-26 Information Sessions

1<sup>st</sup> Thursdays, 9:00am & 3:00pm



- Sept. 4 – State & Federal Guidance, Identification & Notifications
- Oct. 2 – Title III AI/AN Services
- Nov. 6 – Shared Leadership & Accountability
- Dec. 4 – MTSS for MLs
- Jan. 8 – WIDA Standards Implementation
- Feb. 5 – Building Capacity of Content Teachers
- Mar. 5 – Secondary ML Programming
- Apr. 2 – Multilingual Family Engagement
- May 7- Program Evaluation & Review: Data Informed Decision-Making
- June 4– Program Planning & Grant Applications

Sign up in [pdEnroller](#) for clock hours.

# Breakout Rooms

1. WIDA Language Charts – Cheyen & Virginia
2. WIDA Assessments – Sharon
3. Grants, Data & Professional Learning – Shannon, Kad, & Kristin
4. Dual Language – Teresa, Patricia, & Katie





Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



# Multilingual Education Team

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