



PRIMETM

Protocol for Review of
Instructional Materials for ELLs

WIDA PRIME Correlation

Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELLs (PRIME)** is **not** an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

- STEP 1:** Complete information about materials being reviewed.
- STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)

Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions

(Criteria that shape the ELP Standards)

- IA. **Linguistic Complexity**
- IB. **Vocabulary Usage**
- IC. **Language Control/Conventions**

II. English Language Proficiency Standards

- IIA. **Presence of WIDA ELP Standards**
- IIB. **Representation of Language Domains (Listening, Speaking, Reading, Writing)**

III. Levels of English Language Proficiency

(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. **Differentiation of Language**
- IIIB. **Scaffolding Language Development**

IV. Strands of Model Performance Indicators

- IVA. *Language Functions*
 - **Attached to Context**
 - **Higher Order Thinking**
- IVB. *Content Stem*
 - **Coverage and Specificity of Example Topics**
 - **Accessibility to Grade Level Content**
- IVC. *Instructional Supports*
 - **Sensory Support**
 - **Graphic Support**
 - **Interactive Support**

Part 1: Information About Materials

Publication Title(s): Finish Line for ELLs English Proficiency Practice

Publisher: Continental Press

Materials/ Program to be Reviewed: Supplemental (Test preparation/ practice)

Tools of Instruction included in this review: Teacher's Edition, Grade 3 (Grades 1-12 are available in the series)

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: English Language Learners in Grade 3 for this correlation, with a similar structure for other grades

WIDA Framework(s) considered: Summative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional, Language Arts, Mathematics, Science, and Social Studies

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: 2010

In the space below explain the focus or intended use of the materials.

The Finish Line for ELLs: English Proficiency Practice program familiarizes students with similar item and test formats found on English language proficiency assessments, such as ACCESS for ELLs® and individual state tests based on the TESOL standards. The program helps to improve students' language proficiency in five areas—conversational language, academic language arts, academic mathematics, academic science, and academic social studies—by presenting material across listening, reading, writing, and speaking domains. The units in the student workbooks begin with a model lesson followed by multiple lessons of independent test practice, and feature items that increase in difficulty as practice continues. An audio CD provides oral reading of the listening items to help reduce potential variances in intonation, rhythm, or stress that an administrator may unintentionally bring to the testing environment. The annotated teacher's editions provide comprehensive support for ESL educators, as well those in the general classroom setting.

Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

YES NO

- A. Do the instructional materials take into account linguistic complexity for language learners?
- B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?
- C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Linguistic complexity for language learners is a key component that is taken into consideration throughout the materials. Language levels are addressed in a section at the beginning of each unit titled Language Levels and Types of Student Responses. This section highlights the proficiency levels that are targeted in the unit. Linguistic complexity is also noted throughout each unit for the targeted proficiency levels in breakout boxes with each practice assessment item.
- B. All targeted language levels are noted in each unit and on each item in the unit.
- C. Linguistic complexity is systematically addressed throughout the entire curriculum - in each unit and in every topic lesson.

The following examples show the structure of the materials:

Beginning of Unit Summary:

Pages 9, 49, 93, 121 - Language Levels and Types of Student Responses

Usage throughout units:

Pages 22, 23, 74, 75, 98, 139 - breakout boxes for each item address language level

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IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES NO

- A. Is vocabulary usage represented as words, phrases, and expressions in context?
- B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
- C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. General, specific, and technical vocabulary is represented throughout the materials and in the context of grade appropriate topics. Each unit is based on a language domain (listening, reading, writing or speaking) and within each unit, content areas (conversational language, language arts, mathematics, social studies and science) are addressed. Vocabulary is integrated into the practice assessment items for each language domain and content.
- B. Targeted proficiency levels are stated throughout the materials and vocabulary usage is appropriate for the stated levels.
- C. Students encounter general, specific, and technical vocabulary in context throughout the materials. In addition, students have a chance to build vocabulary in a section called Extension Activity that reoccurs throughout each unit. The Extension Activity provides students opportunities to build language and knowledge of words and vocabulary through various activities that match the theme of the practice assessment item. Some of the activities include finding items, identifying objects, pantomime, and describing items. These activities are done as a whole class, in small groups, with partners, and individually.

The following examples are indicative of the structure of the materials:

General, specific, and technical vocabulary in context:

Pages 10-11, 41, 44, 62, 78-80, 101-102, 131- vocabulary integrated into practice assessment items

Pages 16, 26, 81, 102 - Extension Activity that builds vocabulary through activities

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IC. Language Control/Conventions (comprehensibility of language)

YES NO

- A. Are opportunities to demonstrate language control presented in the materials?
- B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?
- C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. The materials provide opportunities to practice language control in the context of practice assessment items and also in a section called Extension Activity. The general nature of the practice assessment is, in part, to monitor language control.
- B. The opportunities to demonstrate language control correspond to the targeted language proficiency levels. Levels are noted with each item and at the beginning of each unit.
- C. Language control opportunities are systematically presented throughout the materials.

The following examples are indicative of the structure of the materials:

Page 97 - through writing and “Check Your Writing,” students use and assess grammar, conventions and semantics
Page 108 - Extension Activity - students use semantics and fluency to discuss, write and present
Page 126-127 - students practice fluency, grammatical usage, and semantics through speaking practice assessment items

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II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO

- A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?
- B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. The ELP standards are present throughout the curriculum. There are four units in the materials and each unit addresses one of the language domains (listening, reading, writing, and speaking). Each unit is then broken into sections that address each of the content areas of Conversational/Social Language, Academic Language Arts, Academic Mathematics, Academic Social Studies, and Academic Science. All four units thus cover the five WIDA Standards.
- B. Social, instructional, and content-area language is systematically integrated into every section and unit.

The following examples indicate the structure of all units and unit sections:

Table of Contents - illustrates presence of each ELP Standard
Unit 1, Pages 13-16, 31-33 - Conversational Language
Unit 1, Pages 17-20, 34-37 - Academic Language Arts
Unit 1, Pages 21-23, 38-41 - Academic Mathematics
Unit 1, Pages 24-26, 42-44 - Academic Social Studies
Unit 1, Pages 27-30, 45-48 - Academic Science

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IIB. Representation of Language Domains

YES NO

- A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?
- B. Are the targeted language domains presented within the context of language proficiency levels?
- C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. All four language domains- listening, speaking, reading and writing- are targeted in the materials. Each unit is based on one of the four domains. Unit 1 focuses on listening and contains listening practice assessment items as well as Extension Activity sections that can contain any of the four language domains. Unit 2 focuses on reading and contains reading practice assessment items as well as Extension Activity sections that can contain any of the four language domains. Unit 3 focuses on writing and contains writing practice assessment items as well as Extension Activity sections that can contain any of the four language domains. Unit 4 focuses on speaking and contains speaking practice assessment items as well as Extension Activity sections that can contain any of the four language domains.
- B. Language proficiency levels are addressed within each domain at the beginning of each unit in a unit overview and in breakout boxes throughout the materials that detail the language level and performance objective for each practice assessment item.
- C. The four language domains are systematically integrated throughout the materials. The following examples are evidence of the structure of all units and sections of units:

Unit 1, Pages 9-48 - Listening*
Unit 2, Pages 49-92 - Reading*
Unit 3, Pages 93-102 - Writing*
Unit 4, Pages 121-147 - Speaking*

*See language proficiency levels at the beginning of each unit as well as throughout the unit in breakout boxes.

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III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

- A. Do the materials differentiate between the language proficiency levels?
- B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?
- C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. While the materials differentiate between the language proficiency levels for each item by stating the level for each practice assessment item, differentiation as a teaching tool is not present in the materials.
- B-C. The Finish Line for ELLs: English Proficiency Practice program is a test preparation program designed to familiarize students with item and test formats found on state English language proficiency assessments. It is not designed as an instructional text for teaching WIDA English language proficiency standards.

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IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO

- A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
- B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
- C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A-C. By design, the materials do not provide scaffolding supports. The Finish Line for ELLs: English Proficiency Practice program is a test preparation program designed to familiarize students with item and test formats found on state English language proficiency assessments. It is not designed as an instructional text for teaching WIDA English language proficiency standards.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES NO **Context**

- A. Do the materials include a range of language functions?
- B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?
- C. Are language functions presented comprehensively to support the progression of language development?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. The materials contain a range of language functions that explicitly state what students should do with the language. At the beginning of each unit the instructor is provided with an example list of ‘student responses’ that detail several language functions for the student, such as identify, classify, interpret, and match.
- B. All language functions are attached to a context as well as content. Students interact with language in a variety of social and academic context in practice assessment items and in the Extension Activity section.
- C. The vast array of language functions presented in the material are systematic in their presentation, appropriate for the targeted language proficiency levels, and support language development. Each unit has several sections that include an Extension Activity that engages students in activities that also contain a range of language functions.

The following examples are evidence of the structure of all units and sections of units:

Pages 9, 49, 93, 121 - Unit Overview - See Types of Student Responses
Page 16 - See Extension Activity - students identify and tell
Page 60 - See Extension Activity - students identify, compare and tell
Page 115 - See Extension Activity - students identify, persuade, and explain
Page 25 - See Performance Objective - students identify
Page 87 - See Performance Objective - students match, interpret and identify
Page 109 - See Performance Objective - students describe, sequence, and provide examples
Page 126 - See Performance Objective - describe, define, and explain

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- | | | |
|-------------------------------------|--------------------------|---|
| YES | NO | Higher Order Thinking |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | E. Are opportunities for engaging in higher order thinking systematically addressed in the materials? |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Although The Finish Line for ELLs: English Proficiency Practice program is a test preparation program designed to familiarize students with item and test formats found on state English language proficiency assessments, there are opportunities for higher order thinking built into several sections of each unit in a reoccurring section titled Extension Activity. These higher order thinking opportunities are appropriate for all targeted proficiency levels.

E. The higher order thinking opportunities are systematically addressed in the Extension Activity throughout the materials.

The following examples are evidence of the structure of all units and sections of units:

Page 26 - See Extension Activity - Students describe and pantomime an item and task while the others decode.

Page 64 - See Extension Activity - Students must deduce which picture matches a description, create questions, and create a Venn diagram.

Page 97 - See Extension Activity - Students suggest ideas and give opinions and support their ideas with reasons that support them.

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IVB. Content Stem

YES NO **Coverage and Specificity of Example Content Topics**

- A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Though the materials are not explicitly intended to teach a wide range of example content topics, they do cover a range of example content topics, as well as topics typically found in state and local academic content standards. Practice assessment items and extension activities are based on example topics and state and local content standards. The topics are integrated into each of the four domains and each of the ELPS. Some of the topics addressed include following directions, measurement, weather patterns, and community life, as well as the examples given below.
- B. The materials provide example topics that are specifically geared toward the intended language proficiency levels. Every unit begins by listing the targeted language levels as well as addressing them with each item in the unit.
- C. Example topics are systematically presented through the materials, in every unit and each section.

The following examples are evidence of the structure of all units and sections of units:

Example topics

Pages 13-16 - Social and Instructional: Classroom supplies/Resources

Pages 21-23 - Math: Cost/Money

Pages 61-64 - Science: Solar System

Pages 65-68 - Language Arts: Biographies & Autobiographies

Pages 117-120 - Social Studies: Times Long Ago

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- | YES | NO | Accessibility to Grade Level Content |
|--------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | D. Is linguistically and developmentally appropriate grade level content present in the materials? |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | E. Is grade level content accessible for the targeted levels of language proficiency? |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | F. Is the grade level content systematically presented throughout the materials? |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D-F. The Finish Line for ELLs: English Proficiency Practice program is a test preparation program designed to familiarize students with item and test formats found on state English language proficiency assessments. It is not designed as an instructional text for teaching the WIDA English language proficiency standards.

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IVC. INSTRUCTIONAL SUPPORTS

YES NO **Sensory Support**

- A. Are sensory supports, which may include visual supports, present and varied in the materials?
- B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
- C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

- A. Sensory supports are present and varied in the materials and include pictures, illustrations, diagrams, drawings, and figures that support the practice assessment item.
- B. The sensory supports that are presented in the materials support the immediate concept at hand. The Finish Line for ELLs: English Proficiency Practice program is a test preparation program designed to familiarize students with item and test formats found on state English language proficiency assessments. It is not designed as an instructional text for teaching WIDA English language proficiency standards.
- C. Sensory supports are systematically presented throughout all units.

The following examples are evidence of the structure of all units and sections of units:

Pages 27, 42, 112 - a drawing, an illustration, and a figure (respectively) that support the assessment item on the given page

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- | | | |
|-------------------------------------|-------------------------------------|---|
| YES | NO | Graphic Support |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | D. Are graphic supports present and varied in the materials? |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels? |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | F. Are graphic supports systematically presented throughout the materials? |

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Graphic supports are present and varied in the materials and include charts, graphic organizers, and time lines that support the practice assessment item as well as the given activity in the Extension Activity section.

E. The graphic supports that are presented in the materials support the concept at hand, but do not address concept attainment. The Finish Line for ELLs: English Proficiency Practice program is a test preparation program designed to familiarize students with item and test formats found on state English language proficiency assessments. It is not designed as an instructional text for teaching the WIDA English language proficiency standards.

F. Graphic supports are systematically presented throughout all units. The following examples are evidence of the structure of the all units and sections of units:

Pages 64 (including Extension Activity), 88 (Extension Activity), 142 - graphic organizers and a time line (respectively) that support the item on the given page

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YES NO **Interactive Support**

- G. Are interactive supports present and varied in the materials?
- H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?
- I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

G. Interactive supports are present and varied in the materials and include working in pairs/partners, small groups, and as a whole group, in support of the given activity in the Extension Activity section.

H. The interactive supports that are presented in the materials support the concept at hand but do not address concept attainment. The Finish Line for ELLs: English Proficiency Practice program is a test preparation program designed to familiarize students with item and test formats found on state English language proficiency assessments. It is not designed as an instructional text for teaching WIDA English language proficiency standards.

I. Interactive supports are systematically presented throughout all units. The following examples are evidence of the structure of all units and sections of units:

Pages 44, 100, 108 - See Extension Activity - students work in pairs, individually, in small groups, and as a whole class

Appendix

- I. Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.
- IA. Linguistic Complexity** – the amount and quality of speech or writing for a given situation
 - IB. Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
 - IC. Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context
- II. English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.
- IIA. Five WIDA ELP Standards:**
1. English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
 2. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
 3. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
 4. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**.
 5. English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
- IIB. Domains:**
- **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
 - **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
 - **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
 - **Writing** – engage in written communication in a variety of situations for a variety of audiences
- III. Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.
- IIIA. Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
 - IIIB. Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.

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IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.