Progressions for Supporting ELLs Through Facilitation

The WIDA™[1] framework categorizes English Language Learners (ELLs) into different proficiency levels, ranging from Level 1 (Entering) to Level 6 (Reaching) based on their English language proficiency test. Students will have different linguistic needs based on their proficiency level, so having an abbreviated understanding of the levels will be beneficial.

At IDE Corp., we have developed the 7 Essential Elements for ELL Support to support educators working with ELLs. Though most language instruction will come from an English as a Second Language (ESL) teacher, it is still important that all teachers consider how they can support this element in their classroom. This document provides ideas on how educators can differentiate their *Facilitation* for ELLs at different proficiency levels.

Level 1: Entering ELLs have limited or no proficiency in English.	**Level 2: Emerging** ELLs understand and use basic communication.	**Level 3: Developing** ELLs are making progress in understanding and producing English.	**Level 4: Expanding** ELLs are capable of using more complex language structures.	**Level 5: Bridging** ELLs are close to English proficiency.	**Level 6: Reaching** ELLs are approaching proficiency.
• Ensure students understand what they should do as soon as directions are provided. • Provide strategies for students to complete work when they are stuck by using their native language when possible. • Use simple and clear language when talking to	• Check in with students regularly to ensure they understand what they should do. • Use simple and clear language when talking to students. • Demonstrate tasks and activities by modeling how students should complete the work.	• Check in with students regularly while they work independently. • Model how to complete complex tasks and assignments.	• Offer support as students work through problems or tasks. • Ask students questions to push their thinking. • Help students articulate their thoughts using appropriate language.	• Promote critical thinking through questions. • Offer support when students need re-teaching or further questions to grasp complex concepts.	At this level, students' language proficiency mirrors that of many native English speakers; however, they might still make some grammatical errors in writing and speaking.

[1]WIDA™ is housed within the Wisconsin Center for Education Research at the University of Wisconsin–Madison.

©2024, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only

students. • Demonstrate tasks and activities by modeling how students should complete the work.					

©2024, IDE Corp. and EdQuiddity Inc
Permission to duplicate for registered users of MyQPortal only