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Alignment Study between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12

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EXECUTIVE SUMMARY

This report presents the results of a correspondence study conducted in Norman, Oklahoma on November 9 and 10, 2010. The study protocol is based on Dr. Gary Cook's (2005, 2006, 2007) adaptation of Dr. Norman Webb's (1997) alignment framework. For this study, Cook's framework was used to examine the relationship between the Common Core State Standards in English Language Arts (Reading, Writing, and Speaking and Listening) and Mathematics and the Model Performance Indicators (MPIs) of the WIDA English Language Proficiency (ELP) Standards.

What is Alignment?

Federal guidance refers to two criteria to evaluate the relationship between English language proficiency standards and a state's academic content standards: linking and alignment (U.S. Department of Education, Office of English Language Acquisition, February 2003). Linking is recommended as a minimum criterion; alignment, the higher criterion, is encouraged by federal guidelines. In Cook's conceptualization, alignment is the combination of both linking (match between standards) and correspondence, which is comprised of depth and breadth. Depth refers to similarity of cognitive complexity and breadth to similarity in dispersion (how linking is distributed among goals within a standard). Each aspect of the alignment has associated statistics: Linking, Depth of Knowledge (DOK) Consistency (depth), and Coverage (breadth). As conceived in this report, alignment is a higher criterion in that it not only examines whether there is a match between standards (linking), but also establishes whether there is strong cognitive correspondence between standards and whether content goals within a content standard have corollary English proficiency expectations (correspondence).

Results

Linking

Results suggest adequate linking across all grade clusters between the WIDA English Language Proficiency (ELP) Standards Model Performance Indicators (MPIs) and the Common Core State Standards in English Language Arts (Reading, Writing, and Speaking and Listening) and Mathematics investigated in this study. The overall relationship between the WIDA ELP standards and the Common Core State Standards in English Language Arts and Mathematics meets Cook's criteria, as elaborated in this report. Strong Linking was observed in most grade clusters. Moderate Linking was observed in Reading grades K, 3-5, Writing grades 2, 3-5, 7, 9-12, and Mathematics grades K, 6, 7, and 9-12. Limited Linking was observed in ELA Writing grade K and Mathematics grade 8. According to review committee members' comments, limited Linking on some reporting categories indicated that the language functions and content stems in some MPIs did not adequately address or support those in the Common Core State Standards. Since the language function of the MPI served as a prerequisite to the Common Core standard, reviewers perceived that the stretch was too great to suggest that mastery of the MPI

would lead students to access the content of a particular Common Core standard.

Correspondence

As stated above, federal non-regulatory guidance (U.S. Department of Education, 2003) encourages states to meet a higher standard, i.e., alignment. The analyses presented in this report indicate that the Depth of Knowledge criterion is strongly met for Reading and Speaking and Listening in English Language Arts, and is moderately met for Writing in English Language Arts and Mathematics. In addition, coverage in Speaking and Listening in English Language Arts is strong, whereas coverage in Reading and Writing in English Language Arts and in Mathematics is moderate. While the higher criteria of correspondence as defined here are not fully met, overall the Common Core State Standards in English Language Arts and Mathematics correspond to the MPIs in the WIDA English Language Proficiency Standards.

WIDA Consortium Response to the Alignment Study Results

February 24, 2011

On behalf of the WIDA Consortium, I am pleased to present the results of the WIDA Common Core Alignment Study. WIDA greatly appreciates the 47 educators from WIDA states who participated in the study last fall, as well as the University of Oklahoma Department of Educational Training, Evaluation, Assessment, and Measurement (E-TEAM), who conducted it with training by WIDA. At a time when national attention is directed at the development and adoption of Common Core State Standards in English Language Arts and Mathematics, this study was an important means of evaluating the relationship between the WIDA English Language Proficiency (ELP) Standards and the Common Core State Standards. The resulting report will guide WIDA in our efforts to ensure that WIDA member states adopting the Common Core are able to utilize the WIDA ELP Standards in a manner that is consistent with and supports their instructional goals. In addition, the results will assist us in creating more clear connections that support access to the Common Core content as we amplify the WIDA Standards this year.

We see the results of the study as a very positive indication that the WIDA Standards link to the Common Core Standards in a substantial way for the English Language Arts and Mathematics reporting categories. Overall, the WIDA Model Performance Indicators (MPIs) for the language of Language Arts (for the domains of Reading, Writing, Speaking and Listening) and Mathematics strongly link to the Common Core standards. In Speaking and Listening, this was the case for all standards across all grades. In Reading, Writing, and Mathematics, this was the case for most standards across the grades. The English Language Arts and Mathematics alignment results indicate that many standards also meet the higher criteria of alignment as recommended in federal guidance and elaborated by Dr. H. Gary Cook in his research on ELP, standards-to-standards, and standards-to-assessment alignment.

In areas where a strong linkage was not identified, the information provided affords us the opportunity to examine more closely any identified gaps. At the Kindergarten level, cases where the Model Performance Indicators did not have a strong link can be explained, in part, by the WIDA Standards' inclusion of both pre-K and Kindergarten language activities in the standards. In situations where reviewers found that the language functions of certain Model Performance Indicators or example topics did not support access to the Common Core, we are examining the Model Performance Indicators to determine how best to represent their connection to the Common Core. As WIDA is presently embarking upon a standards amplification project, we will be able to draw on both the quantitative data obtained through the study and reviewers' comments during debriefing to provide more examples to assist educators working with the Common Core Standards in their classrooms.

It is also important to note that situations in which reviewers did not find a strong linkage to the Common Core may illustrate the different intentions of language proficiency standards versus content standards. The WIDA Standards and Model Performance Indicators are designed to provide language functions and examples of scaffolding instruction that will enable English language learners to learn the academic language necessary to succeed in school. According to WIDA's conceptualization, academic language proficiency is associated with academic achievement, and therefore students must master the English academic language of the content areas in order to understand and demonstrate their understanding of the content knowledge in English. In cases where reviewers felt there was too large of a "stretch" between a WIDA MPI and the Common Core Standards, the content expectations may not include the necessary scaffolds for language learners. Reviewers noted, for instance, that repetition of words or phrases and lower level language activities did not clearly link to Common Core standards, yet these processes are necessary steps for those at the early stages of language development. Their needs must also be considered and incorporated into instruction and assessment in ways that enable them to demonstrate what they know and to develop grade-level content knowledge.

A brief discussion of the overall findings is below:

1. Reading. The results indicate strong linkage for the majority of standards across the grade levels. In the case of Kindergarten, we note that the Literature standard was not linked and at other grade levels, although it is met, more reviewers coded MPIs to the Informational Text standard than the Literature standard. This is likely because the MPIs associated with four of the standards – Social and Instructional Language, the Language of Mathematics, the Language of Science, and the Language of Social Studies – primarily use examples drawing on informational texts. The Language of Language Arts standard includes a range of example genres and topics addressing literature; however, not all of these are addressed in this analysis as the study reported separately on each of the four domains. As Foundational Skills feature prominently in the Common Core and were not found to be strongly linked for grades 3-5, WIDA will be incorporating more examples to assist educators at those grade levels.

2. Writing. The WIDA MPIs linked to the Common Core Writing Standards for most standards across the grade levels, but the MPIs did not link to the 'Range of Writing' standard for most grades. That Common Core standard, across all grade levels, states generally that students will write routinely over extended as well as shorter time frames. The results suggest that reviewers found a stronger link to other aspects of writing that did not emphasize time. Still, time spent on the writing process is clearly important to English language learners. Our new amplified standards matrices will be able to address examples relevant to this standard as well as 'Production and Distribution of Writing' to include more language activities that focus on students producing original writing on a routine basis.

3. Speaking and Listening. Speaking and Listening had strong linkage at all grade levels. The amplifications of the WIDA Standards will thus focus on providing more examples and explanations that will assist teachers.

4. Mathematics. In Mathematics, the majority of grade levels had a strong linkage for each standard. Where 'Statistics and Probability' are emphasized in the Common Core for grades 6-12 and were not found to have strong matches in the WIDA Standards at certain grades, the standards amplifications will include more examples that support this topic. No other standard was deemed underrepresented across grade levels, so we will be reviewing data on the individual standards that may need more attention to see how they can best be supported with language activities.

As noted elsewhere in this report, linking/linkage is the criterion recommended in federal guidance; however, analyzing consistency in the level of cognitive demand and including broad coverage of the standards are likewise important. Many of the standards did meet these higher alignment criteria. In the new amplified standards matrices, we will also be addressing cognitive function so that teachers are able to better see how to differentiate their instruction based on language level without lowering the cognitive demand of activities for English language learners.

Our commitment at WIDA is to continually improve all aspects of our standards and assessment system. This study demonstrated that there is strong alignment between the WIDA Standards and the Common Core State Standards in English Language Arts and Mathematics. We hope the report will also underscore the importance of bridging the instruction of academic language with content. Such bridging is necessary to expand the learning opportunities for English language learners and is the basis for how we will be approaching our standards amplifications.

Tim Boals, PhD
WIDA Executive Director
Wisconsin Center for Education Research

INTRODUCTION

Background

This study is an evaluation of the relationship between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency (ELP) Standards in the areas of Language Arts and Mathematics. Webb's (1997) alignment methodology, traditionally used to evaluate the alignment between academic content standards and academic content assessments, has been adapted to study the alignment between different sets of standards (e.g., English language proficiency and academic content) (Cook 2005, 2006, 2007). Cook (2005) explains that a one-to-one relationship is expected when aligning two sets of sets of standards. This contrasts with an alignment between standards and assessments, where a one-to-many relationship is expected. The criteria for acceptable levels of alignment are different for standards-to-standards alignment than for test-to-standards alignment.

The text below is drawn from federal non-regulatory guidance as it relates to English language proficiency standards and the issue of alignment.

> **B-3. What is the relationship between English language proficiency standards, English language proficiency annual measurable achievement objectives, and English language proficiency assessment?**
>
> English language proficiency standards ***must, at a minimum, be linked*** [bolding not in original] to the State academic content and achievement standards. States ***are encouraged, but not required***, to align [bolding not in original] English language proficiency standards with academic content and achievement standards. Annual measurable achievement objectives for English language proficiency serve as targets for achievement of the English language proficiency standards. English language proficiency assessments must be aligned with English language proficiency standards and provide a means of demonstrating progress towards meeting the English language proficiency annual measurable achievement objectives. (U.S. Department of Education, Office of English Language Acquisition, February 2003, pp. 9, 10).

As highlighted in the italicized, bolded phrases, the federal government has expanded the concept of alignment to include the relationship between a state's English language proficiency standards and its academic content standards. Traditionally, "alignment" has examined the relationship between two artifacts said to represent identical constructs, e.g., aligning math standards to math assessments or one set of math standards to another. In the guidance quoted above, use of the term alignment has been broadened to include describing the relationship between artifacts representing related but not identical constructs, i.e., English language proficiency standards and academic content standards. Expanding the term alignment to both related and identical constructs has caused a great degree of confusion. The following section introduces terminology and metrics to clarify distinctions between these two conceptualizations of alignment.

Assessment-to-Standards Alignment Methods

The alignment of assessment systems to state standards (test-to-standards alignment) has gained prominence in recent years. Accordingly, federal law requires the alignment of state assessments to state standards for approval of state assessment systems.

The notion of alignment is not new. In years past, alignment was conducted during a test's item production and review. Content experts reviewed assessment items and determined if items matched test specifications, test framework documents, or standards. The purpose of this type of alignment was to assure that test items matched a specification, framework or standard. However, researchers have argued that there is more to alignment than simple assurances by test developers that items match standards (see La Marca, et al., 2001; Webb 1997, 2002; and Rothman, et al., 2002). In particular, alignment refers not only to matching items but also ascertaining the breadth and the cognitive depth of items relative to standards, which may or may not have been considered during test construction.

Alignment is and has been a mechanism for contributing evidence to a test's validity argument. Even if alignment were a key feature during test construction, subsequent alignment research serves as a means to validate the presumptions of test developers. Test developers and users can utilize such evidence to argue that score-based inferences are valid for the tests' intended purpose(s), which is in accord with the modern paradigm of test validation (Messick, 1989; Kane, 2006).

A variety of alignment strategies and methodologies exist (CCSSO, 2002 & 2007). One of the most prominent methods, created by Dr. Norman Webb of the Wisconsin Center for Educational Research, is employed in this project. The Webb approach to alignment evaluates item match, cognitive complexity (or depth), and breadth of coverage. Each alignment component (match, depth, breadth) has associated statistics.

Match

To evaluate match, the statistic Categorical Concurrence is used. Categorical Concurrence refers to the average number of items raters assign to specific standards or curricular goals. Raters select specific standards, goals, or objectives that match to individual test items on rated exams. The numbers of coded items are averaged across all raters and reported as Categorical Concurrence. This statistic is a proxy for average numbers of items raters believe address a specific content standard or objective. With this methodology, items can address more than one standard, and raters are allowed to code accordingly.

Depth

To evaluate depth, raters judge the Depth of Knowledge (DOK) of both standards and test items. Depth of Knowledge can be defined in a variety of ways. Webb argues that,

> Standards and assessments can be aligned not only on the category of content covered by each, but also on the basis of the complexity of knowledge required by each. *Depth-of-knowledge consistency between standards and assessment indicates alignment if what is elicited from students on the assessment is as demanding cognitively as what students are expected to know and do as stated in the standards* (Webb, 2002).

Webb identifies four DOK levels:

- Level 1 Recall and Reproduction,
- Level 2 Skills and Concepts,
- Level 3 Strategic Thinking, and
- Level 4 Extended Thinking.

During the alignment process, test items and standards are assigned unique DOK levels, and these assigned levels are compared to identify their correspondence.

Breadth

The final component analyzed in a Webb alignment is breadth. Two statistics are associated with breadth: Range of Knowledge (Range) and Balance of Representation (Balance). The Range criterion "is met" if a comparable span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to answer correctly the assessment items/activities" (Webb, 2002). If test items are identified with most, if not all, relevant objectives within a standard, then it is said to have good

Range. In essence, Range examines whether all objectives within a standard are adequately covered. Balance refers to the degree of emphasis given to objectives across standards (Webb, 2002). Where Range identifies whether sufficient objectives are covered, Balance identifies the emphasis in that coverage.

Standards-to-Standards Alignment Criteria

The Webb alignment system was originally developed to align state assessments to state academic content standards, mainly in the areas of reading and mathematics. As stated earlier, instead of examining assessments-to-standards, federal guidance directs states to conduct standards-to-standards investigations, be they linking or alignment. A variety of procedures have been developed to "align" curriculum in education (Anderson, 2002). A very prominent example is the Surveys of Enacted Curriculum (Porter and Smithson, 2001 and Blank, 2002). With this approach, researchers examine relationships between standards, instructional practices, and assessments. The power of this approach is to unveil how standards-based, assessment-evaluated systems are realized in the classroom. This approach is very comprehensive and informative. However, it does not provide a means to compare two particular sets of standards (although, undoubtedly, it could be altered to accomplish such a goal). Another approach to examine standard-to-standard relationships has been applied to sets of standards using a modified version of the Webb alignment procedure (Cook, 2005). With this method, Cook aligned a state's academic assessment framework (i.e., specified standards that the state was going to use on its assessment) to a district's learning targets. The goal of this alignment was to communicate the association between the district's standards and the state's standards for assessment. The district's learning targets were developed to support the state's assessment framework, and as such, good alignment was anticipated between these two sets of student expectations.

However, based on the aforementioned federal guidance, a close correspondence is not necessarily the expectation in a standards-to-standards alignment. This distinction is highlighted by the figures below.

Figure 1: Standards-to-Standards Alignement (1)

In Figure 1, the term "Anchor Standards" is defined as the expectations one aligns to, e.g., state standards/assessment frameworks, and "Aligned Standards" are expectations to be aligned, e.g., learning targets. For example, one might want to align a set of nationally recognized mathematics standards at 4th grade to another set of mathematics standards at 4th grade believed (or hoped) to be comparable. A high degree of overlap (i.e., match, depth and breadth) would represent good alignment, hence comparability. However, Figure 1 portrays alignment between highly similar content domains—in this example 4th grade mathematics. However, this would not be the expected relationship between associated domains, such as elementary mathematics academic language standards for grades 3 through 5 and 4th grade mathematics content standards. More explicitly, one would not expect language proficiency standards and mathematics content standards to exhibit the same degree of alignment as seen in Figure 1. The alignment between language proficiency standards and academic content standards might be best reflected in Figure 2.

Figure 2: Standards-to-Standards Alignement (2)

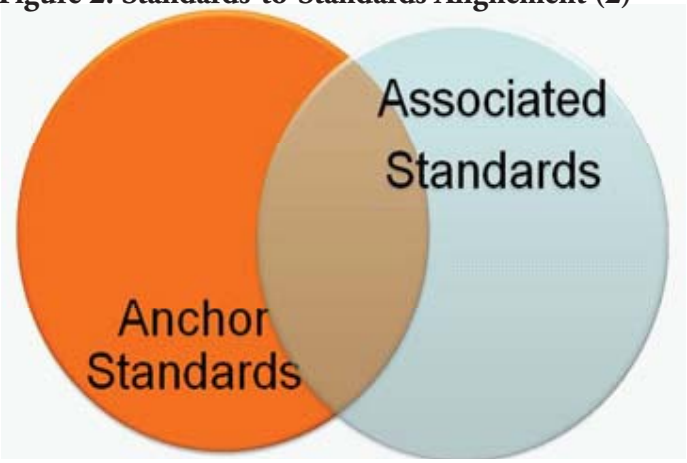

Figure 2 displays the presumed association between two sets of related standards. There is little argument that proficiency in academic English is a prerequisite for proficiency in other content areas, e.g., language arts, mathematics, science or social studies, when the method of instruction is in English. Accordingly, there should be a foundational relationship between English language proficiency and academic content standards, and state English language proficiency standards should reflect this. This is the premise behind the federal guidance cited above and the goal of the alignment procedure outlined in this report.

Federal guidance introduces two additional dimensions in explaining the relationship between academic content and language proficiency standards: link and align. This new understanding of the term "alignment" has expanded the generally accepted definition and has caused considerable confusion in states. Many interpret the term *alignment* to be reflective of what is seen in Figure 1. This being the case, strong alignment between English language proficiency standards and academic content standards is not the goal. What then does alignment mean in the context of language proficiency and content standards? The following section adapts the federal conception of alignment and introduces concepts that fit with Figure 2: Standards-to-Standards Alignment (2), i.e., linking and correspondence.

Table 1: NCTM Standards

Standards	Goals
Number and Operations	1. Understand numbers, ways of representing numbers, relationships among numbers, and number systems; 2. Understand meanings of operations and how they relate to one another; 3. Compute fluently and make reasonable estimates;
Algebra	1. Understand patterns, relations, and functions; 2. Represent and analyze mathematical situations and structures using algebraic symbols; 3. Use mathematical models to represent and understand quantitative relationships; 4. Analyze change in various contexts;
Geometry	1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships; 2. Specify locations and describe spatial relationships using coordinate geometry and other representational systems; 3. Apply transformations and use symmetry to analyze mathematical situations; 4. Use visualization, spatial reasoning, and geometric modeling to solve problems;
Measurement	1. Understand measurable attributes of objects and the units, systems, and processes of measurement; 2. Apply appropriate techniques, tools, and formulas to determine measurements;
Data Analysis and Probability	1. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; 2. Select and use appropriate statistical methods to analyze data; 3. Develop and evaluate inferences and predictions that are based on data; 4. Understand and apply basic concepts of probability;

Linking

A presence versus absence argument is used to interpret whether the linking criterion is met. This means that at least one content standard in each assessed subject must be represented in the English language proficiency standards at each grade cluster. If linking is observed for each cluster, one may conclude that the linking requirement as specified in federal guidance is met. An example may help clarify this criterion. Table 1 displays elements of the National Council of Teachers of Mathematics (NCTM) standards. Assume that Table 1 reflects a state's mathematics standards at a particular grade. To be appropriately linked, linguistic elements (i.e., phonological, lexical, grammatical, functional, text-based, or sociolinguistic) associated with Number Operations, Algebra, Geometry, Measurement, and Data Analysis and Probability would need to be reflected in the English language proficiency standards for speaking, listening, reading or writing at the grade span associated with this standard. A language proficiency standard requiring students to describe orally groups of and/or sequences of objects, figures or numbers would be consistent with Number and Operations. Another standard might have students read a graph or figure representing numeric relationships. This standard could be linked to Algebra and possibly Data Analysis and Probability. Linking assures that linguistic discourse elements associated with the language of mathematics are included in language proficiency standards.

Correspondence

Federal guidance states that linking is a minimum criterion. Alignment is encouraged. As mentioned, that does not mean alignment between highly similar content domains as represented by Figure 1, but that as expressed by Figure 2, the linking and correspondence between two sets of related standards. Table 2 shows this relationship. Whereas Linking describes the match between standards, Correspondence includes depth and breadth. For depth, Cook (2007) recommends using a criterion of 40%. Given that there is little guidance in the research literature about depth (when comparing English language proficiency standards and content standards), Cook proposes that 40% of linked English language proficiency standards should be at or above the Depth of Knowledge (DOK) level of the content standards to reflect strong cognitive Correspondence. This DOK criterion associates with Scarcella's (2003) cognitive dimension, which includes higher-order thinking, strategic competence, and metalinguistic awareness. Furthermore, Cook contends that a 40% DOK criterion establishes challenging but attainable expectations.

Table 2: Standard-to-Standard Alignment Criteria: English Language Proficiency to Academic Content Standards

Scope		Criterion	Alignment Statistics
Alignment	Linking	Match	At least one aligned content standard across skill domains, as agreed upon by a **majority** of raters • if met, this criterion is listed as 'Yes' or 'No' in the alignment findings)
Alignment	Correspondence	Depth	At least a 40% DOK across skill domains • if met, this criterion is listed with 'Yes' or 'No' in the alignment findings • if Linking is not met, this criterion is listed with 'N/A'
Alignment	Correspondence	Breadth	At least moderate Coverage of goals across domains where: **Limited** ≤ 1 goal aligned for each standard, **Moderate** > 1 goal aligned for each standard, **Strong** = a majority of goals aligned for each standard

The first aspect of Correspondence is depth, and the second is breadth. In the absence of guidance from previous literature, Cook (2007) proposes using the above three Coverage criteria (Table 2) of interpreting such an aspect of alignment. The Coverage criteria relates to the number of goals within a standard that are aligned. For example, Table 1 includes 3 goals in Number and Operations, 4 goals in Algebra, 4 goals in Geometry, 2 goals in Measurement, and 4 goals in Data Analysis and Probability. Moderate breadth would mean that more than one goal in a math standard is associated with a language proficiency standard. Strong breadth would mean a majority of a state's content goals within a content standard have corollary English language proficiency expectations. As with the DOK criterion, this is an aggressive but obtainable expectation.

For adequate alignment, Cook (2007) suggests that a state's English language proficiency standards should meet the Linking criterion, the DOK criterion, and have moderate or greater breadth of Coverage. If language proficiency standards were to have this degree of alignment, greater attention would be given to academic English in the classroom and on language proficiency assessments. Given Gottlieb's (2006) conviction that academic English language proficiency is a precursor to academic achievement, alignment should promote students' progress in English, which could directly affect annual measurable achievement objective (AMAO) goals. This type of alignment would help to move states toward best practice in language instruction and assessment.

Standards Aligned in this Study

The following are descriptions of the two sets of standards aligned in this study:

Common Core Standards

The Common Core State Standards (http://www.corestandards.org/about-the-standards) are content standards developed in a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Teachers, school administrators, and content experts collaborated in the development of the standards and provided feedback on the draft versions (NGA & CCSSO, 2010). The standards were released in June 2010 and as of December 2010, 39 states had formally adopted the standards, an additional 2 states had provisionally adopted them, and 2 states were reported to have adopted them but had not issued a formal announcement of their adoption (ACSD, 2010).

The Common Core State Standards include college and career readiness expectations that broadly define what students should know and be able to do to enter college and workforce training programs. They also include grade-specific standards of what students should understand and be able to do at the end of each grade (Common Core State Standards, 2010). The standards are divided into English Language Arts – including Literacy in History/ Social Studies, Science, and Technical Subjects – and Mathematics. The grade-specific standards correspond to the College and Career Readiness (CCR) anchor standards and give additional detail about end of year expectations. The grade-specific standards were used in this analysis.

The purpose of this study was to determine the degree of correspondence between the WIDA English Language Proficiency Standards and the Common Core State Standards in English Language Arts and Mathematics. In the area of English Language Arts, this study includes the Common Core grade level standards for Reading, Writing, and Speaking and Listening. Standard 10: Range, Quality, and Complexity of Student Reading was not included as it provides information on text complexity and recommendations of text types rather than listing specific expectations of students. In addition, the Common Core includes a standard on Language which emphasizes the conventions of Standard English and vocabulary acquisition and use. The WIDA ELP Standards are purposefully designed to integrate language conventions and vocabulary use into the way students produce and use language. The two sets of standards reflect different theoretical approaches toward language instruction. Since correspondence between the WIDA Standards and the Common Core Language Standard would not be expected, the Common Core Language Standards have been omitted from this study. Finally, the Common Core State Standards in English Language Arts include Literacy standards in History/ Social Studies, Science, and Technical Subjects. In grades K-5, these standards are integrated into the Language Arts standards included in this analysis. At the 6-12 level, the Literacy standards are listed separately, with the document stating

the standards are intended for use by teachers of history/social studies, science, and technical subjects (National Governors Association Center for Best Practices and Council of Chief State School Officers, p. 8). Since they are meant to guide instruction on those subjects, they have been omitted from this Language Arts analysis. In Mathematics, the grade level standards and conceptual categories were included in this analysis with the exception of Modeling, as the Common Core does not identify separate Modeling expectations. The document states that Modeling topics should be interpreted in relation to other standards and that modeling topics are integrated into the other high school conceptual categories. The other conceptual categories are included in this analysis.

Common Core State Standards for English Language Arts

In this report, the Common Core Reading Standards are divided into the following three reporting categories that overlap in grades K-12 (with Foundational Skills being eliminated after grade 5):

- Literature
- Informational Text
- Foundational Skills

The Common Core Writing Standards are divided into the following four reporting categories that overlap and are expanded upon in grades K-12:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

The Common Core Listening/Speaking Standards are divided into the following two reporting categories that overlap and are expanded upon in grades K-12:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

Common Core - Mathematics

In Mathematics, the Common Core Standards include categories that overlap and are expanded upon in grades K-8 and are divided into conceptual categories rather than being separated by grade at the high school level.

The Common Core Mathematics Standards in grades K-8 include the following eleven reporting categories:

- Counting and Cardinality (K)
- Operations and Algebraic Thinking (K-5)
- Number and Operations in Base Ten (K-5)
- Measurement and Data (K-5)
- Geometry (K-8)
- Number and Operations – Fractions (3-5)
- Ratios and Proportional Relationships (6-7)
- The Number System (6-8)
- Expressions and Equations (6-8)
- Statistics and Probability (6-8)
- Functions (8)

In high school, the Common Core Mathematics Standards include the following five reporting categories:

- Number and Quantity
- Algebra
- Functions
- Geometry
- Statistics and Probability

WIDA English Language Proficiency (ELP) Standards

The WIDA English Language Proficiency Standards (WIDA, 2007) focus on the social and academic language needed by English language learners (ELLs) to succeed in school. In contrast to content standards, the WIDA ELP Standards include multiple dimensions – standards, domains, and levels – which, taken as a whole, are intended to assist students in developing language proficiency in specific academic contexts (WIDA English Language Proficiency Standards and Resource Guide, 2007). It is important to emphasize that although the ELP standards refer to content areas, they address the "language" of those content areas. The standards are structured to provide examples of the types of language activities that will support access to the content.

The WIDA ELP Standards are comprised of the following five standards that are the same across grade levels:

1. English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes

Figure 3: Example of the Model Performance Indicators for Language Arts Grades 3-5

Grades 3-5

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ELP Standard 2: The Language of Language Arts, Summative Framework

WIDA CONSORTIUM

		Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	Example Genre Mysteries	Match pictures to individual clues based on oral statements	Identify pictures associated with solutions to short mysteries read aloud	Make predictions based on pictures of clues/ pieces of evidence from mysteries and oral descriptions	Sequence pictures of clues/pieces of evidence from mysteries read aloud	Apply analogies of events or characters in mysteries read aloud to students' lives	
LISTENING	Example Topic Explicit & inferential information	Match oral statements from narrative or expository material to their illustrated representations	Determine literal meanings of oral passages from narrative or expository material and match to illustrations	Project next in a sequence from oral discourse on narrative or expository material supported by illustrations	Identify cause/effect in oral discourse from narrative or expository material supported by illustrations	Make connections and draw conclusions from oral discourse using grade-level materials	
SPEAKING	Example Genre Fantasies	Answer WH- questions to distinguish between pictures of real and imaginary people, objects or situations	Describe pictures of imaginary people, objects or situations	Provide details of pictures of imaginary people, objects or situations	Complete scenarios from pictures of imaginary people, objects or situations	Make up fantasies about imaginary people, objects or situations	
SPEAKING	Example Topic Story elements & types of genres	Name story elements of various genres (e.g., non-fiction works, fairy tales, myths, fables or legends) depicted visually	Describe story elements of various genres supported by illustrations	Summarize story lines, issues or conflicts in various genres supported by illustrations	Discuss relationships among ideas or offer opinions on issues in various genres supported by illustrations	Propose options or solutions to issues in various genres and support responses with details	

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.

The standards are organized by grade level clusters (PreK-K, 1-2, 3-5, 6-8, 9-12) and for each cluster, the five general standards (Social and Instructional Language, the Language of Language Arts, the Language of Mathematics, the Language of Science, and the Language of Social Studies) are elaborated. Per grade cluster, each standard is divided into four domains: listening, speaking, reading, and writing. The standards for each cluster also include both a formative framework to assist in planning curriculum, and a summative framework for assessment purposes. Finally, within each framework, there are examples, model performance indicators (MPIs), for five levels of language proficiency.

A visual layout of the components of the WIDA ELP Standards is displayed in Figure 3. The English language proficiency levels head each column and the language domains begin each row. The horizontal cells contain five model performance indicators, creating a strand or strands across proficiency levels within a language domain.

The five language proficiency levels covered in the WIDA ELP Standards and included in the standards matrix are:

- Level 1 – Entering;
- Level 2 – Beginning;
- Level 3 – Developing;
- Level 4 – Expanding; and
- Level 5 – Bridging.

WIDA's model performance indicators are functional, measurable indices of the language domains (listening, speaking, reading, and writing) aimed at the targeted age/developmental levels of English language learners. As examples drawn from a myriad of English language proficiency and state academic content standards, they are not intended to be exhaustive of all of the ways in which students use and produce language.

There are three components of a model performance indicator: 1) language function (how the students use language), 2) content stem (example topics), and 3) support (instructional strategies or tools to assist students in accessing content). Within their classrooms, teachers may transform elements of the model performance indicators to meet their curricular goals.

WIDA Standards Included in This Study:

The WIDA ELP Standards included in this study are the model performance indicators listed in the summative frameworks for each grade level cluster. For Reading, the WIDA model performance indicators associated with reading, across the standards, were analyzed in relation to Common Core Reading standards. For Writing, the WIDA model performance indicators associated with writing, across the standards, were analyzed in relation to Common Core Writing standards. The Common Core Speaking and Listening Standards are listed together in the document, thus the WIDA speaking and listening model performance indicators were similarly combined to analyze in relation to the Common Core. For Mathematics, the listening, speaking, reading, and writing strands of the WIDA Language of Mathematics standards for each grade level cluster were analyzed in relation to the Common Core Mathematics Standards.

Review Committee and Review Process

An alignment institute was held at the University of Oklahoma (OU) College of Continuing Education Forum located in Norman, Oklahoma on November 9th and 10th, 2010. The Educational Training, Evaluation, Assessment and Measurement (E-TEAM) - a department within the OU Public and Community Services Division - contacted WIDA Consortium State Education Agency (SEA) representatives inviting each state to send an SEA representative and nominate teachers of English language learners or mathematics or language arts content teachers with experience teaching English language learners to serve on review committees. E-TEAM strongly recommended that nominees have knowledge of both the WIDA ELP Standards and prior experience with alignment studies. E-TEAM selected forty-eight qualified participants from among the nominations received, with a goal of including as broad a representation of WIDA member states as possible and identified one person from each grade cluster to serve as a table leader. During the alignment institute, Melissa Alderman, an ESL Coordinator from Wyoming, became ill and was not able to complete the study for the English Language Arts Grades 6-7 group.

The review committee was divided into the following groups:

- Reading and Writing Grades K-2
- Reading and Writing Grades 3-5
- English Language Arts Grades 6-7
- English Language Arts Grade 8
- English Language Arts Grades 9-12
- Mathematics and Listening/Speaking Grades K-2
- Mathematics and Listening/Speaking Grades 3-5
- Mathematics Grades 6-12

Table 3 lists the Alignment Institute Review Committee members, including name, position, level (local education agency (LEA) or state education agency (SEA), and state represented. It also indicates the content area(s) and grade clusters they represented. Table leader names are in bold.

Table 3: Alignment Institute Review Committee

Name	Position	Level	State	Content Area(s)	Grade Span
Akey, Kristine	ELL Coordinator/ Literacy Resource Specialist	LEA	OK	English Language Arts	9-12
Alderman, Melissa	ESL Coordinator	LEA	WY	English Language Arts	6-7
Allen, David	HS Math Teacher	LEA	GA	Mathematics	9-12
Audsley, Diane	Communication Arts Consultant	SEA	MO	Reading and Writing	K-2
Auyong-Imamura, Liane	ELL Resource Teacher	LEA	HI	Mathematics	9-12
Barnett, Joann	Teacher on Assignment	LEA	MO	Mathematics, Listening & Speaking	3-5
Bergey, Jennifer	ELL Coordinator	LEA	OK	English Language Arts	8
Bland, Alissa	ELL Coordinator	LEA	ND	Mathematics, Listening & Speaking	3-5
Bryant, Cindy	Mathematics Consultant	SEA	MO	Mathematics	9-12
Buch, Rebecca	ELL Reading & Writing Specialist Grades K-5	LEA	WI	Reading and Writing	K-2
Buckmaster, Jamie	ESL/ Bilingual Teacher	LEA	OK	Reading and Writing	K-2
Byrd, Sandra	ESL Teacher Grades 8- 12	LEA	KY	English Language Arts	9-12
Chen, Enchi	ESL Teacher	LEA	NH	Mathematics, Listening & Speaking	3-5
Cioppa, Robert	Director of Student Services and ELL Program	LEA	NH	English Language Arts	9-12
Dall, Barbara	ELL Teacher Grades 5-8	LEA	VT	Reading and Writing	3-5
Dredske, Julee	Curriculum Specialist	LEA	WI	Mathematics, Listening & Speaking	K-2
Easley, Stephanie	ELL Teacher and ACCESS Tester	LEA	MO	English Language Arts	6-7
Gonzalez, Juanita	Bilingual Bureau Education Administrator	SEA	NM	Reading and Writing	3-5
Gyuk, Aranka	ELL Teacher	LEA	VT	Mathematics, Listening & Speaking	3-5
Hanna, Lori	Migrant Education & ELL Instructional Specialist	SEA	MO	Mathematics, Listening & Speaking	3-5
Harrell, Glenda	English Language Arts Interim Section Chief	SEA	NC	Reading and Writing	3-5

Table 3: Alignment Institute Review Committee

Name	Position	Level	State	Content Area(s)	Grade Span
Hicks, Ruth	ELL Teacher Grades K-4	LEA	VT	Mathematics, Listening & Speaking	K-2
Hodges, Carey	ELL Teacher Grades 6-8	LEA	NH	English Language Arts	8
Hoge, Sharon	Curriculum and Assessment Coordinator	SEA	MO	Reading and Writing	3-5
Holbrook, David	Title III Director	SEA	WY	Reading and Writing	3-5
Howard, Deborah	Teacher of the Deaf and Assessment Coordinator	LEA	MA	Mathematics, Listening & Speaking	K-2
King, Amy	ELL Instructional Specialist	SEA	MO	Mathematics, Listening & Speaking	K-2
Korynta, Susan	ELL Specialist	LEA	ND	English Language Arts	8
Lee, Boon	Student Assessment Principal Consultant	SEA	IL	Mathematics	9-12
Lisboa, Robin	ELL Division Administrator	SEA	IL	English Language Arts	8
Long, Linda	ESL/Bilingual Education Advisor	SEA	PA	English Language Arts	8
Lyons, Gale	ESOL Teacher Grades 9-12	LEA	GA	English Language Arts	6-7
McBee, Maridyth	School Support Team Leader	SEA	OK	Mathematics	9-12
McGavock, Melissa	Bilingual and Migrant Education Director	SEA	OK	English Language Arts	9-12
McLean, Kathleen	ELL Content Specialist Grades K-12	SEA	VT	Reading and Writing	K-2
Measel, Robert	ELL Specialist	SEA	RI	English Language Arts	9-12
Mendoza Sejas, Maria	ESL Coordinator	LEA	DC	Mathematics, Listening & Speaking	K-2
Miguel, Alicia	Director of Language Services/ELL PreK-12	LEA	MO	English Language Arts	8
Moses, Louise	Math Coordinator K-12	LEA	MA	Mathematics	9-12
Mullins, Nancy	Director of ESL/Bilingual Programs and Title III	SEA	MA	English Language Arts	6-7
Rivas, Robin	ESL/WL Curriculum Specialist	LEA	WI	Reading and Writing	3-5
Robert, Mariane	ESOL Teacher and Program Coordinator	LEA	NH	Reading and Writing	K-2
Salgado, Freddie	Testing and Bilingual Director	LEA	NM	Reading and Writing	K-2

Table 3: Alignment Institute Review Committee

Name	Position	Level	State	Content Area(s)	Grade Span
Shackles, Jennifer	Migrant Education & ELL Instructional Specialist	SEA	MO	English Language Arts	6-7
Stearns, Penny	Math Coordinator and Math Coach	LEA	VT	Mathematics, Listening & Speaking	3-5
Taylor-Quiroz, Mary	ESL Teacher	LEA	NJ	Mathematics, Listening & Speaking	K-2
Tucker, Joe	ESL Teacher Grades 7-12	LEA	VT	English Language Arts	9-12
Weigand, Andreas	ELL Education Specialist	LEA	HI	English Language Arts	6-7

To facilitate the alignment institute, staff members from the WIDA Consortium at the Wisconsin Center for Education Research (WCER), the University of Oklahoma E-TEAM, and an external consultant from the University of Illinois at Urbana-Champaign (UIUC) facilitated each of the eight groups of committee members that reviewed the standards.

Prior to the alignment institute, one person from each group was designated as a table leader. The role of table leaders was to facilitate part of the alignment process during which committee members reached consensus concerning their DOK assignments to Common Core standards. The eight table leaders met with the staff members from the WIDA Consortium, E-TEAM, and the consultant from UIUC to have alignment training one day before the workshop.

Intensive training was provided to all committee members explaining Cook's adaption of the Webb alignment model for coding DOK levels and determining match between standards. The general training included an overview of the alignment process and provided a brief description of the standards that would be reviewed. During the content-related training, participants reviewed the definitions of the four levels of DOK and sample standards at each level. After the general session, committee members broke into subject area groups to learn how to apply the DOK levels to standards in their respective grade levels and to begin the alignment process. The process involved two parts:

Part One – Review committees read the Common Core State Standards for Reading, Writing, Listening, Speaking, or Mathematics for their grade level cluster and individually assigned DOK levels to each Common Core objective. Next group members cooperatively discussed their individual DOK assignments and reached consensus on the appropriate DOK level for each Common Core standard. The consensus process was led by the designated table leader in each group.

Part Two – In preparation for the second stage of the review process, teams were encouraged to independently code sample model performance indicators (MPI) drawn from the WIDA standards and then do one to two sample alignments together to ensure that members were clear on what was being expressed in the MPIs. Committee members then independently assigned DOK levels to the WIDA model performance indicators for each grade level, identified a Common Core standard to which each MPI most closely matched, and noted any issues or challenges related to aligning Common Core standards to the WIDA standards. Reviewers were encouraged to assign only one Common Core standard to each WIDA MPI unless the WIDA MPI clearly covered more than one standard.

For each study the committee members completed a debriefing questionnaire after they finished coding the WIDA model performance indicators and matching to the Common Core standards. In the questionnaire, committee members provided their impressions about the degree of alignment between the two sets of standards.

The same process was applied to each grade level study.

RESULTS

Language Art Alignment Results

Reading Alignment Results

Table 4 presents findings from the alignment between the Common Core Reading standards and the WIDA English Language Proficiency (ELP) Model Performance Indicators (MPIs). The first column lists the Common Core Reading standards including Literature, Informational Text, and Foundational Skills. The second set of columns presents the Alignment Statistics, and the third displays the Alignment Findings. Based on the criteria set forth in the previous section, to meet the Linking criterion at least 1 linked WIDA standard should be identified for each Common Core Standard in the Reading reporting category across grades. To meet the Correspondence criterion, the Depth of Knowledge (DOK) level should be ≥40% for each reporting category, and there should be moderate or strong Coverage across reporting categories. Adequate alignment would be represented by acceptable Linking and Correspondence. Cases where Linking is identified but no Coverage is noted reflect that data in this study were analyzed at the more granular objective level, but are aggregated and reported at the standard level. Thus, it is possible for a minority of reviewers to identify links to more than one objective that when aggregated, indicate a link to that standard, but do not do so at the objective level for Coverage.

The Linking criterion for Reading was strongly met for most grades. However, limited Linking was found for Literature in grade K and Foundational Skills in grades 3, 4, and 5. The Depth of Knowledge (DOK) criterion was met in all grades except grade 8. Coverage for Read-

Table 4: Summary of Alignment between the Common Core Reading Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade K (with 6 panelists)		**48%**			**(40%)**	
Read.Lit: Literature	0	N/A	0 of 9	NO	N/A	Limited
Read.Inf: Informational Text	6	74%	1 of 10	YES	YES	Limited
Read.Found: Foundational Skills	18	69%	3 of 4	YES	YES	Strong
Grade 1 (with 6 panelists)		**84%**			**(40%)**	
Read.Lit: Literature	1	84%	0 of 9	YES	YES	Limited
Read.Inf: Informational Text	18	90%	2 of 10	YES	YES	Moderate
Read.Found: Foundational Skills	7	68%	3 of 4	YES	YES	Strong

Table 4: Summary of Alignment between the Common Core Reading Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade 2 (with 6 panelists)		**58%**			**(40%)**	
Read.Lit: Literature	3	41%	0 of 9	YES	YES	Limited
Read.Inf: Informational Text	14	70%	2 of 10	YES	YES	Moderate
Read.Found: Foundational Skills	6	54%	1 of 2	YES	YES	Strong
Grade 3 (with 6 panelists)		**44%**			**(40%)**	
Read.Lit: Literature	8	59%	2 of 9	YES	YES	Moderate
Read.Inf: Informational Text	25	72%	7 of 10	YES	YES	Strong
Read.Found: Foundational Skills	0	N/A	0 of 2	NO	N/A	Limited
Grade 4 (with 6 panelists)		**43%**			**(40%)**	
Read.Lit: Literature	10	71%	2 of 9	YES	YES	Moderate
Read.Inf: Informational Text	25	59%	8 of 10	YES	YES	Strong
Read.Found: Foundational Skills	0	N/A	0 of 2	NO	N/A	Limited
Grade 5 (with 6 panelists)		**45%**			**(40%)**	
Read.Lit: Literature	11	66%	3 of 9	YES	YES	Moderate
Read.Inf: Informational Text	24	68%	6 of 10	YES	YES	Strong
Read.Found: Foundational Skills	0	N/A	0 of 2	NO	N/A	Limited
Grade 6 (with 5 panelists)		**50%**			**(40%)**	
Read.Lit: Literature	5	55%	1 of 9	YES	YES	Limited
Read.Inf: Informational Text	24	47%	5 of 10	YES	YES	Strong
Grade 7 (with 5 panelists)		**48%**			**(40%)**	
Read.Lit: Literature	6	42%	1 of 9	YES	YES	Limited
Read.Inf: Informational Text	25	52%	3 of 10	YES	YES	Moderate
Grade 8 (with 6 panelists)		**50%**			**(40%)**	
Read.Lit: Literature	6	37%	1 of 9	YES	NO	Limited
Read.Inf: Informational Text	24	55%	5 of 10	YES	YES	Strong
Grades 9-10 (with 6 panelists)		**63%**			**(40%)**	
Read.Lit: Literature	22	52%	2 of 9	YES	YES	Moderate
Read.Inf: Informational Text	25	73%	3 of 10	YES	YES	Moderate
Grades 11-12 (with 6 panelists)		**45%**			**(40%)**	
Read.Lit: Literature	9	54%	2 of 9	YES	YES	Moderate
Read.Inf: Informational Text	25	40%	5 of 10	YES	YES	Strong

ing Literature was moderate in grades 3, 4, 5, 9-10, and 11-12, and limited in grades K, 1, 2, 6, 7, and 8. Coverage for Informational Text was strong in grades 3, 4, 5, 6, 8, and 11-12, moderate in grades 1, 2, 7, and 9-10, and limited in Kindergarten. Coverage for Foundational Skills was strong in grades K, 1, and 2, and limited in grades 3, 4, and 5. Foundational Skills are not included in the Common Core Standards for grades 6 – 12.

Tables 5 through 8 summarize the results of the alignment between the Common Core Reading standards and the WIDA ELP standards by grade clusters. To meet the Linking criterion at least 1 linked WIDA standard should be identified for each Common Core Standard in the Reading reporting category across grades. To meet the Correspondence criterion, DOK level should be ≥40% for each reporting category, and there should be moderate or strong Coverage across reporting categories. Adequate alignment would be represented by acceptable Linking and Correspondence.

Data from Table 5 for the K-2 grade cluster indicate:

- Linking criterion was met for all reporting categories;
- DOK criterion was met for all reporting categories;
- Coverage showed either moderate or strong dispersion for *Informational Text* and *Foundational Skills*, but limited Coverage was found in *Literature*;
- Acceptable Linking was found in all reporting categories;
- Overall Correspondence for these reporting categories was strong except for Coverage in *Literature*.

Table 5: Summary of Alignment between the Common Core Reading Standards and the WIDA ELP Standards across Grades K-2

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Literature	4	42%	0	0
Informational Text	38	78%	2	0
Foundational Skills	31	64%	0	3

Table 6: Summary of Alignment between the Common Core Reading Standards and the WIDA ELP Standards across Grades 3-5

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Literature	29	65%	3	0
Informational Text	74	66%	0	3
Foundational Skills	0	N/A	0	0

Data from Table 6 for the 3-5 grade cluster indicate:

- Linking criterion was met for most reporting categories; however, it was not met for *Foundational Skills;*
- DOK criterion was met for most reporting categories, but the Linking was not met for *Foundational Skills,* so the DOK criterion was not applicable in this grade cluster;
- Coverage showed moderate dispersion for *Literature* and strong dispersion for *Informational Text*. Limited Coverage was observed for *Foundational Skills*;
- Adequate alignment was found in *Literature* and *Informational Text*; however, limited alignment was observed for *Foundational Skills* due to limited Linking and Correspondence.

Data from Table 7 for the 6-8 grade cluster indicate:

- Linking criterion was strongly met for all reporting categories;
- DOK criterion was met for all reporting categories;
- Coverage showed moderate and strong dispersion for *Informational Text* but limited Coverage was found for *Literature*;
- Adequate alignment was found in *Informational Text* and moderate alignment was observed for *Literature* due to limited Coverage.

Table 7: Summary of Alignment between the Common Core Reading Standards and the WIDA ELP Standards across Grades 6-8

			Coverage	
	Linked	DOK	Moderate	Strong
Literature	17	45%	0	0
Informational Text	73	51%	1	2

Table 8: Summary of Alignment between the Common Core Reading Standards and the WIDA ELP Standards across Grades 9-12

			Coverage	
	Linked	DOK	Moderate	Strong
Literature	31	53%	2	0
Informational Text	50	57%	1	1

Data from Table 8 for the 9-12 grade cluster indicate:

- Linking criterion was strongly met for all reporting categories;
- DOK criterion was met for all reporting categories;
- Coverage exhibited moderate or strong dispersion for all reporting categories;
- All reporting categories had acceptable Linking and Correspondence.

Considering the major topic area of Reading as a whole, Table 9 presents the proportion of alignment criteria that were met across all grade level clusters.

Table 9: Proportion of Alignment Criteria Met across Clusters in Reading

Grade cluster	Standards	Linking	Correspondence	
			DOK	Coverage
K-2	Literature	67%	67%	0%
	Informational Text	100%	100%	67%
	Foundational Skills	100%	100%	100%
3-5	Literature	100%	100%	100%
	Informational Text	100%	100%	100%
	Foundational Skills	0%	0%	0%
6-8	Literature	100%	67%	0%
	Informational Text	100%	100%	100%
9-12	Literature	100%	100%	100%
	Informational Text	100%	100%	100%

Writing Alignment Results

Table 10 presents findings from the alignment between the Common Core Writing standards and the WIDA ELP MPIs. The first column lists the Common Core Writing standards including *Text Types and Purposes*, *Production and Distribution of Writing*, *Research to Build and Present Knowledge*, and *Range of Writing*. The second set of columns presents the Alignment Statistics, and the third displays the Alignment Findings. Based on the criteria set forth in the previous section, to meet the Linking criterion at least 1 linked WIDA standard should be identified for each Common Core Standard in the Reading reporting category across grades. To meet the Correspondence criterion, the Depth of Knowledge (DOK) level should be ≥40% for each reporting category, and there should be moderate or strong Coverage across reporting categories. Adequate alignment would be represented by acceptable Linking and Correspondence. As noted in the previous section, cases where Linking is identified but no Coverage is noted reflect that data in the study were analyzed at the more granular

objective level, but are aggregated and reported at the standard level.

The Linking criterion for Writing was moderately met for most reporting categories. The Linking criterion for Text Types and Purposes was strongly met across all grades. Production and Distribution of Writing reporting category was linked with the WIDA ELP standards in most grades except for grades K and 2. The Linking criterion for Research to Build and Present Knowledge was met in most grades except for grades K and 7. Range of Writing is not included in the Common Core Standards for grades K – 2. Unlike other reporting categories, Linking criterion for Range of Writing was met only in grades 6 and 8.

The Depth of Knowledge (DOK) criterion for Text Types and Purposes was met in all grade levels. DOK criterion for Production and Distribution of Writing was met in grades, 6, 9-10, and 11-12; not met in grades 1, 4, 5, 7, and 8; and not applicable in grades K and 2 because no standards were linked. DOK criterion for Research to Build and Present Knowledge was met in grades 1, 2, 3, 4, 5 and 11-12; not met in grades 6, 8, and 9; and not applicable in grades K and 7 because no standards were linked. DOK criterion for Range of Writing,(included only in grades 3 -12) was not met in grades 6 and 8, and not applicable in grades 3, 4, 5, 7, 9-10 and 11-12 because no standards were linked. Coverage for Text Types and Purposes was strong in all grades. Coverage for Production and Distribution of Writing was strong in grades 3, 4, 5, 6, 8 and 9-10, and limited in grades K, 1, 2, 7 and 11-12. Coverage for Research to Build and Present Knowledge was strong in

Table 10: Summary of Alignment between the Common Core Writing Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade K (with 6 panelists)		**15%**			**(40%)**	
Write.TxtTyp.K: Text Types and Purposes	25	45%	2 of 3	YES	YES	Strong
Write.Prod.K: Production and Distribution of Writing	0	N/A	0 of 2	NO	N/A	Limited
Write.Rsch.K: Research to Build and Present Knowledge	0	N/A	0 of 2	NO	N/A	Limited
Grade 1 (with 6 panelists)		**52%**			**(40%)**	
Write.TxtTyp.1: Text Types and Purposes	22	61%	2 of 3	YES	YES	Strong
Write.Prod.1: Production and Distribution of Writing	1	32%	0 of 2	YES	NO	Limited
Write.Rsch.1: Research to Build and Present Knowledge	3	89%	1 of 2	YES	YES	Strong
Grade 2 (with 6 panelists)		**39%**			**(40%)**	
Write.TxtTyp.2: Text Types and Purposes	20	21%	2 of 3	YES	NO	Strong
Write.Prod.2: Production and Distribution of Writing	0	N/A	0 of 2	NO	N/A	Limited
Write.Rsch.2: Research to Build and Present Knowledge	1	95%	0 of 2	YES	YES	Limited
Grade 3 (with 6 panelists)		**41%**			**(40%)**	
Write.TxtTyp.3: Text Types and Purposes	10	53%	2 of 3	YES	YES	Strong
Write.Prod.3: Production and Distribution of Writing	19	47%	2 of 3	YES	YES	Strong
Write.Rsch.3: Research to Build and Present Knowledge	16	62%	1 of 2	YES	YES	Strong
Write.Rng.3: Range of Writing	0	N/A	0 of 1	NO	N/A	Limited

Table 10: Summary of Alignment between the Common Core Writing Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade 4 (with 6 panelists)		**33%**			**(40%)**	
Write.TxtTyp.4: Text Types and Purposes	10	56%	2 of 3	YES	YES	Strong
Write.Prod.4: Production and Distribution of Writing	25	21%	2 of 3	YES	NO	Strong
Write.Rsch.4: Research to Build and Present Knowledge	19	55%	2 of 3	YES	YES	Strong
Write.Rng.4: Range of Writing	0	N/A	0 of 1	NO	N/A	Limited
Grade 5 (with 6 panelists)		**42%**			**(40%)**	
Write.TxtTyp.5: Text Types and Purposes	12	61%	2 of 3	YES	YES	Strong
Write.Prod.5: Production and Distribution of Writing	24	31%	2 of 3	YES	NO	Strong
Write.Rsch.5: Research to Build and Present Knowledge	17	74%	3 of 3	YES	YES	Strong
Write.Rng.5: Range of Writing	0	N/A	0 of 1	NO	N/A	Limited
Grade 6 (with 5 panelists)		**42%**			**(40%)**	
Write.TxtTyp.6: Text Types and Purposes	20	39%	3 of 3	YES	NO	Strong
Write.Prod.6: Production and Distribution of Writing	12	58%	2 of 3	YES	YES	Strong
Write.Rsch.6: Research to Build and Present Knowledge	3	37%	0 of 3	YES	NO	Limited
Write.Rng.6: Range of Writing	1	0%	1 of 1	YES	NO	Strong
Grade 7 (with 5 panelists)		**21%**			**(40%)**	
Write.TxtTyp.7: Text Types and Purposes	20	48%	3 of 3	YES	YES	Strong
Write.Prod.7: Production and Distribution of Writing	7	35%	1 of 3	YES	NO	Limited
Write.Rsch.7: Research to Build and Present Knowledge	0	N/A	0 of 3	NO	N/A	Limited
Write.Rng.7: Range of Writing	0	N/A	0 of 1	NO	N/A	Limited
Grade 8 (with 6 panelists)		**33%**			**(40%)**	
Write.TxtTyp.8: Text Types and Purposes	21	47%	3 of 3	YES	YES	Strong
Write.Prod.8: Production and Distribution of Writing	15	33%	2 of 3	YES	NO	Strong
Write.Rsch.8: Research to Build and Present Knowledge	2	5%	0 of 3	YES	NO	Limited
Write.Rng.8: Range of Writing	2	11%	1 of 1	YES	NO	Strong
Grades 9-10 (with 6 panelists)		**38%**			**(40%)**	
Write.TxtTyp.10: Text Types and Purposes	20	66%	3 of 3	YES	YES	Strong
Write.Prod.10: Production and Distribution of Writing	19	55%	2 of 3	YES	YES	Strong
Write.Rsch.10: Research to Build and Present Knowledge	5	30%	3 of 3	YES	NO	Strong
Write.Rng.10: Range of Writing	0	N/A	0 of 1	NO	N/A	Limited
Grades 11-12 (with 6 panelists)		**39%**			**(40%)**	
Write.TxtTyp.12: Text Types and Purposes	19	59%	2 of 3	YES	YES	Strong
Write.Prod.12: Production and Distribution of Writing	22	47%	1 of 3	YES	YES	Limited
Write.Rsch.12: Research to Build and Present Knowledge	4	50%	2 of 3	YES	YES	Strong
Write.Rng.12: Range of Writing	0	N/A	0 of 1	NO	N/A	Limited

grades 1, 3, 4, 5, 9-10 and 11-12, and limited in grades K, 2, 6, 7 and 8. Coverage for Range of Writing (included only in grades 3 -12) was strong in grades 6 and 8, and limited in grades 3, 4, 5, 7, 9-10 and 11-12. Tables 11 through 14 summarize Writing alignment results by grade clusters. To meet the Linking criterion at least 1 linked WIDA ELP standard should be identified for each Common Core Standard in the Writing reporting category across grades. To meet the Correspondence criterion, DOK level should be ≥40% for each reporting category, and there should be moderate or strong Coverage across reporting categories. Adequate alignment would be represented by acceptable Linking and Correspondence.

Data from Table 11 for the K-2 grade cluster indicate:

- Linking criterion was met for all reporting categories with the highest number of matches found between the WIDA ELP standards and Text Types and Purposes;
- DOK criterion was met for Research to Build and Present Knowledge and Text Types and Purposes, and was not met for Production and Distribution of Writing;
- Coverage exhibited strong dispersion for Text Types and Purposes and Research to Build and Present Knowledge. However, limited Coverage was found in Production and Distribution of Writing;
- Most reporting categories showed adequate alignment except for Production and Distribution of Writing.

Table 11: Summary of Alignment between the Common Core Writing Standards and the WIDA ELP Standards across Grades K-2

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Text Types and Purposes	67	42%	0	3
Production and Distribution of Writing	1	11%	0	0
Research to Build and Present Knowledge	4	61%	0	1

Table 12: Summary of Alignment between the Common Core Writing Standards and the WIDA ELP Standards across Grades 3-5

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Text Types and Purposes	32	57%	0	3
Production and Distribution of Writing	68	33%	0	3
Research to Build and Present Knowledge	52	64%	0	3
Range of Writing	0	N/A	0	0

Data from Table 12 for the 3-5 grade cluster indicate:

- Linking criterion was strongly met for three out of four reporting categories. A high number of matches was found for Text Types and Purposes, Production and Distribution of Writing, and Research to Build and Present Knowledge. The Linking criterion was not met for Range of Writing;
- DOK criterion was strongly met for two out of four reporting categories. Limited DOK criterion was found for Production and Distribution of Writing. Moreover, the DOK criterion was not applicable for Range of Writing due to limited Linking;
- Coverage showed strong dispersion for most reporting categories except for Range of Writing;
- Two out of four reporting categories showed adequate alignment. Production and Distribution of Writing showed moderate alignment due to limited DOK consistency. Range of Writing exhibited limited alignment due to limited Linking and Correspondence.

Data from Table 13 for the 6-8 grade cluster indicate:

- Linking criterion was strongly met for all reporting categories;
- DOK consistency was met for Text Types and Purposes and Production and Distribution of Writing and not met for Research to Build and Present Knowledge and Range of Writing;
- Coverage showed strong dispersion for most reporting categories except for Research to Build and Present Knowledge;
- Adequate alignment was observed for Test Types and Purposes and Production and Distribution of Writing. Moderate alignment was found for Research to Build and Present Knowledge and Range of Writing due to Correspondence.

Data from Table 14 for the 9-12 grade cluster indicate:

- Linking criterion was met for most reporting categories except for Range of Writing;
- DOK consistency was strongly met for Text Types and Purposes, Production and Distribution of Writing, and Research to Build and Present Knowledge. The DOK criterion was not applicable for Range of Writing due to limited Linking.
- Coverage showed strong dispersion for most reporting categories except for Range of Writing;
- Adequate alignment was found for most reporting categories except for Range of Writing. Limited alignment was observed in Range of Writing due to limited Linking and Correspondence.

Table 13: Summary of Alignment between the Common Core Writing Standards and the WIDA ELP Standards across Grades 6-8

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Text Types and Purposes	61	45%	0	3
Production and Distribution of Writing	34	42%	0	2
Research to Build and Present Knowledge	5	14%	0	0
Range of Writing	3	4%	0	2

Table 14: Summary of Alignment between the Common Core Writing Standards and the WIDA ELP Standards across Grades 9-12

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Text Types and Purposes	39	63%	0	2
Production and Distribution of Writing	41	51%	0	1
Research to Build and Present Knowledge	9	40%	0	2
Range of Writing	0	N/A	0	0

Considering the major topic area of Writing as a whole, Table 15 presents the proportion of alignment criteria that were met across all grade level clusters.

Table 15: Proportion of Alignment Criteria Met across Clusters in Writing

Grade cluster	Standards	Linking	Correspondence	
			DOK	Coverage
K-2	Text Types and Purpose	100%	67%	100%
	Production and Distribution of Writing	33%	0%	0%
	Research to Build and Present Knowledge	67%	67%	33%

Table 15: Proportion of Alignment Criteria Met across Clusters in Writing

Grade cluster	Standards	Linking	Correspondence DOK	Correspondence Coverage
3-5	Text Types and Purpose	100%	100%	100%
	Production and Distribution of Writing	100%	33%	100%
	Research to Build and Present Knowledge	100%	100%	100%
	Range of Writing	0%	0%	0%
6-8	Text Types and Purpose	100%	67%	100%
	Production and Distribution of Writing	100%	33%	67%
	Research to Build and Present Knowledge	67%	0%	0%
	Range of Writing	67%	0%	67%
9-12	Text Types and Purpose	100%	100%	100%
	Production and Distribution of Writing	100%	100%	50%
	Research to Build and Present Knowledge	100%	50%	100%
	Range of Writing	0%	0%	0%

Speaking and Listening Alignment Results

Table 16 presents findings from the alignment between the Common Core Speaking and Listening standards and the WIDA ELP MPIs. The first column lists the Common Core Speaking and Listening standards including Comprehension and Collaboration and Presentation of Knowledge and Ideas, The second set of columns presents the Alignment Statistics and the third displays the Alignment Findings. Based on the criteria set forth in the previous section, to meet the Linking criterion at least 1 linked WIDA standard should be identified for each Common Core Standard in the Reading reporting category across grades. To meet the Correspondence criterion, the Depth of Knowledge (DOK) level should be ≥40% for each reporting category, and there should be moderate or strong Coverage across reporting categories. Adequate alignment would be represented by acceptable Linking and Correspondence.

The Linking criterion was strongly met for all reporting categories in Speaking and Listening across all grades. The Depth of Knowledge (DOK) criterion for Comprehension and Collaboration was met in all grade levels except grades 5, 9-10 and 11-12. DOK criterion for Presentation of Knowledge and Ideas was met in all grade levels. Coverage for Comprehension and Collaboration was strong in all grades. Coverage for Presentation of Knowledge and Ideas was strong in grades K, 1, 2, 3, 5, 6, 7, 8, 9-10 and 11-12, and limited only in grade 4.

Table 16: Summary of Alignment between the Common Core Speaking and Listening Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade K (with 6 panelists)		**73%**			**(40%)**	
Spk.List.CC.K: Comprehension and Collaboration	37	74%	3 of 3	YES	YES	Strong
Spk.List.Prsnt.K: Presentation of Knowledge and Ideas	34	71%	2 of 3	YES	YES	Strong

Table 16: Summary of Alignment between the Common Core Speaking and Listening Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade 1 (with 6 panelists)		**81%**			**(40%)**	
Spk.List.CC.1: Comprehension and Collaboration	42	84%	3 of 3	YES	YES	Strong
Spk.List.Prsnt.1: Presentation of Knowledge and Ideas	49	78%	3 of 3	YES	YES	Strong
Grade 2 (with 6 panelists)		**72%**			**(40%)**	
Spk.List.CC.2: Comprehension and Collaboration	50	66%	2 of 3	YES	YES	Strong
Spk.List.Prsnt.2: Presentation of Knowledge and Ideas	21	80%	2 of 3	YES	YES	Strong
Grade 3 (with 6 panelists)		**65%**			**(40%)**	
Spk.List.CC.3: Comprehension and Collaboration	49	48%	2 of 3	YES	YES	Strong
Spk.List.Prsnt.3: Presentation of Knowledge and Ideas	34	87%	2 of 3	YES	YES	Strong
Grade 4 (with 6 panelists)		**47%**			**(40%)**	
Spk.List.CC.4: Comprehension and Collaboration	50	49%	3 of 3	YES	YES	Strong
Spk.List.Prsnt.4: Presentation of Knowledge and Ideas	24	44%	1 of 3	YES	YES	Limited
Grade 5 (with 6 panelists)		**40%**			**(40%)**	
Spk.List.CC.5: Comprehension and Collaboration	50	31%	3 of 3	YES	NO	Strong
Spk.List.Prsnt.5: Presentation of Knowledge and Ideas	34	50%	3 of 3	YES	YES	Strong
Grade 6 (with 5 panelists)		**56%**				
Spk.List.CC.6: Comprehension and Collaboration	47	54%	2 of 3	YES	YES	Strong
Spk.List.Prsnt.6: Presentation of Knowledge and Ideas	22	58%	2 of 3	YES	YES	Strong
Grade 7 (with 5 panelists)		**57%**			**(40%)**	
Spk.List.CC.7: Comprehension and Collaboration	44	59%	3 of 3	YES	YES	Strong
Spk.List.Prsnt.7: Presentation of Knowledge and Ideas	22	54%	2 of 3	YES	YES	Strong
Grade 8 (with 6 panelists)		**48%**			**(40%)**	
Spk.List.CC.8: Comprehension and Collaboration	37	52%	2 of 3	YES	YES	Strong
Spk.List.Prsnt.8: Presentation of Knowledge and Ideas	20	42%	2 of 3	YES	YES	Strong
Grades 9-10 (with 6 panelists)		**47%**			**(40%)**	
Spk.List.CC.10: Comprehension and Collaboration	48	36%	3 of 3	YES	NO	Strong
Spk.List.Prsnt.10: Presentation of Knowledge and Ideas	47	59%	3 of 3	YES	YES	Strong
Grades 11-12 (with 6 panelists)		**41%**				
Spk.List.CC.12: Comprehension and Collaboration	46	31%	3 of 3	YES	NO	Strong
Spk.List.Prsnt.12: Presentation of Knowledge and Ideas	31	54%	2 of 3	YES	YES	Strong

Tables 17 through 20 summarize Speaking and Listening alignment results by grade clusters. To meet the Linking criterion at least 1 linked WIDA ELP standard should be identified for each Common Core Standard in the Speaking and Listening reporting category across grades. To meet the Correspondence criterion, DOK should be ≥40% for each reporting category, and there should be moderate or strong Coverage across reporting categories. Adequate alignment would be represented by acceptable Linking and Correspondence.

Data from Table 17 for the K-2 grade cluster indicate:

- Linking criterion was strongly met for all reporting categories;
- DOK consistency was strongly met for all reporting categories;
- Coverage showed strong dispersion for all reporting categories;
- Adequate alignment was found for all reporting categories.

Table 17: Summary of Alignment between the Common Core Speaking and Listening Standards and the WIDA ELP Standards across Grades K-2

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Comprehension and Collaboration	129	75%	0	3
Presentation of Knowledge and Ideas	104	76%	0	3

Data from Table 18 for the 3-5 grade cluster indicate:

- Linking criterion was strongly met for all reporting categories;
- DOK consistency was strongly met for all reporting categories;
- Coverage showed strong dispersion for all reporting categories;
- Adequate alignment was found for all reporting categories.

Data from Table 19 for the 6-8 grade cluster:

- Linking criterion was strongly met for all reporting categories;
- DOK consistency was strongly met for all reporting categories;
- Coverage showed strong dispersion for all reporting categories;
- Adequate alignment was found for all reporting categories.

Table 18: Summary of Alignment between the Common Core Speaking and Listening Standards and the WIDA ELP Standards across Grades 3-5

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Comprehension and Collaboration	149	43%	0	3
Presentation of Knowledge and Ideas	92	60%	0	2

Table 19: Summary of Alignment between the Common Core Speaking and Listening Standards and the WIDA ELP Standards across Grades 6-8

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Comprehension and Collaboration	128	55%	0	3
Presentation of Knowledge and Ideas	64	51%	0	3

Data from Table 20 for the 9-12 grade cluster indicate:

- Linking criterion was strongly met for all reporting categories;
- DOK consistency was strongly met for Presentation of Knowledge and Ideas; however, it was not met for Comprehension and Collaboration;
- Coverage showed strong dispersion for all reporting categories;
- Adequate alignment was observed for Presentation of Knowledge and Ideas. Comprehension and Collaboration showed moderate alignment due to limited DOK consistency.

Considering the major topic areas of Listening and Speaking, Table 21 presents the proportion of alignment criteria that were met across all grade level clusters.

Table 20: Summary of Alignment between the Common Core Speaking and Listening Standards and the WIDA ELP Standards across Grades 9-12

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Comprehension and Collaboration	128	55%	0	3
Presentation of Knowledge and Ideas	64	51%	0	3

Table 21: Proportion of Alignment Criteria Met across Clusters in Speaking and Listening

Grade cluster	Standards	Linking	Correspondence	
			DOK	Coverage
K-2	Comprehension and Collaboration	100%	100%	100%
	Presentation of Knowledge and Ideas	100%	100%	100%
3-5	Comprehension and Collaboration	100%	67%	100%
	Presentation of Knowledge and Ideas	100%	100%	67%
6-8	Comprehension and Collaboration	100%	100%	100%
	Presentation of Knowledge and Ideas	100%	100%	100%
9-12	Comprehension and Collaboration	100%	50%	100%
	Presentation of Knowledge and Ideas	100%	50%	100%

Summary of Language Arts

For the area of Reading, most grade clusters showed strong correspondence between the WIDA ELP Reading Standards and the Common Core Reading Standards. First, the Linking criterion was met for most reporting categories except for Foundational Skills in grade cluster 3-5. Second, for Correspondence, DOK consistency was strong for most reporting categories except for Foundational Skills in grade cluster 3-5. Most reporting categories showed strong Coverage between these standards except for Literature in grade cluster K-2 and 6-8, and Foundational Skills in grade cluster 3-5.

For Writing, the Linking criterion was met for most areas except for Range of Writing in grade cluster 3-5 and 9-12. The DOK criterion was met for most reporting categories except for Production and Distribution of Writing in grade cluster K-2 and 3-5, Research to Build and Present Knowledge in grade cluster 6-8, and Range of Writing in grade cluster 3-5 and 9-12. Most reporting categories showed moderate or strong dispersion except for Production and Distribution of Writing in grade cluster K-2, Research to Build and Present Knowledge in grade cluster 6-8, and Range of Writing in grade cluster 3-5 and 9-12.

For Speaking and Listening, all reporting categories across grades showed strong Linking, DOK consistency and Coverage. Therefore, the relationship between the Common Core English Language Arts and the WIDA Standards in English Language Arts exhibited adequate match, similar cognitive complexity and breath which met Dr. Cook's alignment criteria.

Mathematics Alignment Results

Table 22 below presents findings from the alignment between the Common Core Mathematics standards and the WIDA ELP MPIs. The first column lists the Common Core Mathematics standards for grades K- 8 and high school. The Common Core Mathematics standards for K- 8 include Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, Geometry, Number and Operations – Fractions, Ratios and Proportional Relationships, The Number System, Expressions and Equations, Statistics and Probability, and Functions. The Common Core Mathematics standards for high school include Number and Quantity, Algebra, Functions, Geometry, and Statistics, and Probability. The second set of columns in Table 22 presents the Alignment Statistics and the third displays the Alignment Findings.

The Linking criterion for Mathematics was moderately met except for the following reporting categories: Operations and Algebraic Thinking and Number and Operations in Base Ten in Kindergarten, Statistics and Probability in grades 6 and 7, The Number System, Functions, and Statistics and Probability in grade 8, and Number and Quantity in grades 9-12.

The Depth of Knowledge (DOK) criterion was met for most reporting categories in K-8 Mathematics with the following exceptions: Measurement and Data in grades 1, 2, 3, and 4, Number and Operations – Fractions in grade 4, Ratios and Proportional Relationships grades 6 and 7, and The Number System in grade 6. DOK was not met in any reporting categories in grade 5. DOK criterion was not applicable for several categories because no standards were linked to them. These reporting categories are Operations and Algebraic Thinking and Number and Operations in Base Ten in Kindergarten, Statistics and Probability in grades 6, 7, and 8, and The Number System and Functions in grade 8. DOK criterion was met in all reporting categories in grades 9 -12 except for Number and Quantity where DOK criterion was not applicable because no standards were linked for that category.

Coverage was strong for Counting and Cardinality which is included in the Common Core Mathematics Standards only in Kindergarten. Coverage for all Mathematics reporting categories in grade 3 was also strong. Coverage for Operations and Algebraic Thinking was strong in grades 1, 2, 3, and 5, and limited in grades K and 4. Coverage for Number and Operations in Base Ten was strong in grades 2, 3, 4 and 5, and limited in grades K and 1. Coverage for Measurement and Data was strong in grades K and 3, and limited in grades 1, 2, 4 and 5. Coverage for Geometry was strong in K through 8, and moderate in grades 9-12. Coverage for Number and Operations – Fractions was strong in grades 3 and 5, and limited in grade 4. Coverage for Ratios and Proportional Relationships was strong both grades 6 and 7. Coverage for The Number System was strong in grade 7 and limited in grades 6 and 8. Coverage for Expressions and Equations was strong in grades 6, 7, and 8. Coverage for Statistics and Probability was limited in grades 6, 7, 8, and 9-12. Coverage for Functions was limited in grade 8 and moderate in grades 9-12. Coverage for Number and Quantity and Algebra was limited in grades 9-12.

Table 22: Summary of Alignment between the Common Core Mathematics Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade K (with 6 panelists)		**52%**			**(40%)**	
K.CC: Counting and Cardinality	4	81%	2 of 3	YES	YES	Strong
K.OA: Operations and Algebraic Thinking	0	N/A	0 of 1	NO	N/A	Limited
K.NBT: Number and Operations in Base Ten	0	N/A	0 of 1	NO	N/A	Limited
K.MD: Measurement and Data	17	79%	2 of 2	YES	YES	Strong
K.G: Geometry	7	98%	2 of 2	YES	YES	Strong

Table 22: Summary of Alignment between the Common Core Mathematics Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade 1 (with 6 panelists)		**64%**			**(40%)**	
1.OA: Operations and Algebraic Thinking	6	77%	3 of 4	YES	YES	Strong
1.NBT: Number and Operations in Base Ten	5	66%	1 of 3	YES	YES	Limited
1.MD: Measurement and Data	7	38%	1 of 3	YES	NO	Limited
1.G: Geometry	5	58%	1 of 1	YES	YES	Strong
Grade 2 (with 6 panelists)		**57%**			**(40%)**	
2.OA: Operations and Algebraic Thinking	7	86%	2 of 3	YES	YES	Strong
2.NBT: Number and Operations in Base Ten	5	44%	2 of 2	YES	YES	Strong
2.MD: Measurement and Data	5	39%	1 of 4	YES	NO	Limited
2.G: Geometry	5	50%	1 of 1	YES	YES	Strong
Grade 3 (with 6 panelists)		**53%**			**(40%)**	
3.OA: Operations and Algebraic Thinking	5	52%	4 of 4	YES	YES	Strong
3.NBT: Number and Operations in Base Ten	5	100%	1 of 1	YES	YES	Strong
3.NF: Number and Operations - Fractions	1	50%	1 of 1	YES	YES	Strong
3.MD: Measurement and Data	8	31%	2 of 4	YES	NO	Strong
3.G: Geometry	5	70%	1 of 1	YES	YES	Strong
Grade 4 (with 6 panelists)		**52%**			**(40%)**	
4.OA: Operations and Algebraic Thinking	9	55%	1 of 3	YES	YES	Limited
4.NBT: Number and Operations in Base Ten	8	73%	2 of 2	YES	YES	Strong
4.NF: Number and Operations - Fractions	3	39%	1 of 3	YES	NO	Limited
4.MD: Measurement and Data	3	35%	1 of 3	YES	NO	Limited
4.G: Geometry	4	65%	1 of 1	YES	YES	Strong
Grade 5 (with 6 panelists)		**24%**			**(40%)**	
5.OA: Operations and Algebraic Thinking	5	15%	1 of 2	YES	NO	Strong
5.NBT: Number and Operations in Base Ten	8	38%	1 of 2	YES	NO	Strong
5.NF: Number and Operations - Fractions	3	32%	1 of 2	YES	NO	Strong
5.MD: Measurement and Data	2	25%	1 of 3	YES	NO	Limited
5.G: Geometry	7	18%	2 of 2	YES	NO	Strong
Grade 6 (with 6 panelists)		**40%**			**(40%)**	
6.RP: Ratios and Proportional Relationships	5	36%	1 of 1	YES	NO	Strong
6.NS: The Number System	2	35%	1 of 3	YES	NO	Limited
6.EE: Expressions and Equations	5	71%	2 of 3	YES	YES	Strong
6.G: Geometry	5	60%	1 of 1	YES	YES	Strong
6.SP: Statistics and Probability	0	N/A	0 of 2	NO	N/A	Limited

Table 22: Summary of Alignment between the Common Core Mathematics Standards and the WIDA ELP Standards across Grades K-12

Standards	**(Standards-to-Standards)** Alignment Criteria					
	Alignment Statistics			Alignment Findings		
	Linked	Correspondence		Linked	Correspondence	
		DOK	**Coverage**		**DOK**	**Coverage**
Grade 7 (with 6 panelists)		**57%**			**(40%)**	
7.RP: Ratios and Proportional Relationships	5	37%	1 of 1	YES	NO	Strong
7.NS: The Number System	3	100%	1 of 1	YES	YES	Strong
7.EE: Expressions and Equations	5	87%	2 of 2	YES	YES	Strong
7.G: Geometry	7	63%	2 of 2	YES	YES	Strong
7.SP: Statistics and Probability	0	N/A	0 of 3	NO	N/A	Limited
Grade 8 (with 6 panelists)		**29%**			**(40%)**	
8.NS: The Number System	0	N/A	0 of 1	NO	N/A	Limited
8.EE: Expressions and Equations	5	73%	3 of 3	YES	YES	Strong
8.F: Functions	0	N/A	0 of 2	NO	N/A	Limited
8.G: Geometry	9	74%	2 of 3	YES	YES	Strong
8.SP: Statistics and Probability	0	N/A	0 of 1	NO	N/A	Limited
Grades 9-12 (with 6 panelists)		**59%**			**(40%)**	
N: Number and Quantity	0	N/A	0 of 9	NO	N/A	Limited
A: Algebra	5	80%	0 of 11	YES	YES	Limited
F: Functions	7	72%	2 of 10	YES	YES	Moderate
G: Geometry	7	59%	2 of 15	YES	YES	Moderate
S: Statistics and Probability	1	86%	0 of 9	YES	YES	Limited

Tables 23 through 26 summarize Mathematics alignment results by grade clusters. To meet the Linking criterion at least 1 linked WIDA standard should be identified for each Common Core Standard in the Mathematics reporting category across grades. To meet the Correspondence criterion, DOK should be ≥40% for each reporting category, and there should be moderate or strong Coverage across reporting categories. Adequate alignment would be represented by acceptable Linking and Correspondence. As stated in previous sections, cases where Linking is identified but no Coverage is noted reflect that data in this study were analyzed at the more granular objective level, but are aggregated and reported at the standard level.

Data from Table 23 for the K-2 grade cluster indicate:

- Linking criterion was met for all reporting categories;
- DOK consistency was strongly met for most reporting categories except for Number and Operations in Base Ten;
- Coverage showed strong dispersion for all reporting categories;
- Adequate alignment was shown for most reporting categories, and moderate alignment was observed for Number and Operations in Base Ten due to limited DOK consistency.

Table 23: Summary of Alignment between the Common Core Mathematics Standards and the WIDA ELP Standards across Grades K-2

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Counting and Cardinality	4	81%	0	1
Operations and Algebraic Thinking	13	54%	0	2
Number and Operations in Base Ten	10	37%	0	1
Measurement and Data	29	52%	0	1
Geometry	17	69%	0	3

Note: *Counting and Cardinality* was only in Kindergarten.

Data from Table 24 for the 3-5 grade cluster indicate:

- Linking criterion was met for all reporting categories;
- DOK consistency was met for most reporting categories except for Measurement and Data;
- Coverage showed strong dispersion for all reporting categories;
- Most reporting categories showed adequate alignment except for Measurement and Data.

Table 24: Summary of Alignment between the Common Core Mathematics Standards and the WIDA ELP Standards across Grades 3-5

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Operations and Algebraic Thinking	19	41%	0	2
Number and Operations in Base Ten	21	70%	0	3
Number and Operations - Fractions	7	40%	0	2
Measurement and Data	13	30%	0	1
Geometry	16	51%	0	3

Data from Table 25 for the 6-8 grade cluster indicate:

- Linking criterion was met for most reporting categories except for Statistics and Probability and Functions;
- DOK consistency was met for three out of six reporting categories; Limited DOK consistency was found for Ratios and Proportional Relationships. Due to limited Linking, Statistics and Probability and Functions were not applicable for the DOK criterion;
- Coverage exhibited strong dispersion for four out of six reporting categories; Limited Coverage was found for Statistics and Probability and Functions;
- Most reporting categories showed adequate alignment; however, Statistics and Probability and Functions showed limited alignment due to limited Linking and Correspondence.

Table 25: Summary of Alignment between the Common Core Mathematics Standards and the WIDA ELP Standards across Grades 6-8

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Ratios and Proportional Relationships	10	37%	0	2
The Number System	5	45%	0	1
Expressions and Equations	15	77%	0	3
Geometry	21	66%	0	3
Statistics and Probability	0	N/A	0	0
Functions	0	N/A	0	0

Note: *Ratios and Proportional Relationships* was in grades 6 and 7; *Function* was in grade 8 only.

Data from Table 26 for the 9-12 grade cluster indicate:

- Linking criterion was met for most reporting categories except for Number and Quantity;
- DOK consistency was strongly met for most reporting categories. Number and Quantity was not applicable for the DOK criterion due to limited Linking;
- Coverage exhibited moderate dispersion for Functions and Geometry only;
- Two out of five reporting categories showed adequate alignment. Algebra and Statistics and Probability showed moderate alignment due to limited Coverage and Number and Quantity showed limited alignment due to limited Linking and Correspondence.

Considering the major topic area of Mathematics as a whole, Table 27 presents the proportion of alignment criteria that were met across all grade level clusters.

Table 26: Summary of Alignment between the Common Core Mathematics Standards and the WIDA ELP Standards across Grades 9-12

Standards			Coverage	
	Linked	DOK	Moderate	Strong
Number and Quantity	0	N/A	0	0
Algebra	5	80%	0	0
Functions	7	72%	1	0
Geometry	7	59%	1	0
Statistics and Probability	1	86%	0	0

Table 27: Proportion of Alignment Criteria Met across Clusters in Mathematics

Grade cluster	Standards	Linking	Correspondence DOK	Coverage
K-2	Counting and Cardinality	100%	100%	100%
	Operations and Algebraic Thinking	67%	67%	67%
	Number and Operations in Base Ten	67%	67%	33%
	Measurement and Data	100%	33%	33%
	Geometry	100%	100%	100%
3-5	Operations and Algebraic Thinking	100%	67%	67%
	Number and Operations in Base Ten	100%	67%	100%
	Number and Operations - Fractions	100%	33%	67%
	Measurement and Data	100%	0%	33%
	Geometry	100%	67%	100%
6-8	Ratios and Proportional Relationships	100%	0%	100%
	The Number System	67%	33%	33%
	Expressions and Equations	100%	100%	100%
	Geometry	100%	100%	100%
	Statistics and Probability	0%	0%	0%
	Functions	0%	0%	0%
9-12	Number and Quantity	0%	0%	0%
	Algebra	100%	100%	0%
	Functions	100%	100%	100%
	Geometry	100%	100%	100%
	Statistics and Probability	100%	100%	0%

Summary of Mathematics Findings

For Linking, the criterion was met for most reporting categories across grades. Limited Linking was observed for Statistics and Probability and Functions in grade cluster 6-8 and Number and Quantity in grade cluster 9-12. For Depth, DOK consistency was met for several reporting categories across grade clusters. However, limited DOK criterion was observed for Number and Operations in Base Ten in grade cluster K-2, Measurement and Data in grade cluster 3-5, and Ratios and Proportional Relationships in grade cluster 6-8. For Coverage, strong Coverage was observed for all reporting categories in the grade clusters K-2 and 3-5. However, limited Coverage was observed for Algebra and Statistics and Probability in the grade cluster 9-12. These findings strongly suggest there is substantial correspondence between the Common Core Mathematics standards and the WIDA ELP standards in Mathematics.

Reliability among Committee Members

The following table shows the intraclass correlation coefficients[1] for each grade level, which indicate the degree of agreement among review committee members in each group. Values larger than 0.7 indicate a good level of reliability among review committee members. Table 28 shows that this criterion has been met for the majority of groups since the intraclass correlation was above 0.7

[1]An intraclass correlation coefficient (ICC) serves as an index of the reliability of more than two raters rating the same set of items (Shrout, P.E., & Fleiss, J.L., 1979).

in many cases. However, Reading for the Kindergarten group showed a lower value of the intraclass correlation which indicates a low reliability among committee members. However, it should be noted that these values are highly dependent on the number of committee members in each group. The pairwise comparison values represent the average agreement for pairs of committee members in each group. As a previous alignment report argued , a result of 0.6 or higher reflects reasonable agreement, 0.7 or higher demonstrates good agreement, and a result of less than 0.5 to reflects poor agreement among committee members.

Table 28: Reliability among Review Committee Members

Grade(s)	Standards	Number of standards	Number of committee members	Intraclass correlation	DOK Pairwise Comparison
Reading					
K	WIDA	25	6	0.41	0.46
1	Reading		6	0.64	0.46
2	K-2		6	0.73	0.52
3	WIDA	25	6	0.93	0.63
4	Reading		6	0.93	0.64
5	3-5		6	0.94	0.63
6	WIDA	25	5	0.88	0.63
7	Reading		5	0.86	0.57
8	6-8		6	0.90	0.63
9-10	WIDA	25	6	0.87	0.49
11-12	Reading		6	0.89	0.50
	9-12				
Writing					
K	WIDA	25	6	0.82	0.51
1	Writing		6	0.67	0.52
2	K-2		6	0.79	0.56
3	WIDA	25	6	0.95	0.65
4	Writing		6	0.95	0.65
5	3-5		6	0.95	0.65
6	WIDA	25	5	0.93	0.58
7	Writing		5	0.92	0.57
8	6-8		6	0.94	0.65
9-10	WIDA	25	6	0.88	0.41
11-12	Writing		6	0.95	0.58
	9-12				
Speaking/Listening					
K	WIDA	50	6	0.91	0.59
1	S/L		6	0.92	0.68
2	K-2		6	0.92	071
3	WIDA	50	6	0.85	0.52
4	S/L		6	0.91	0.63
5	3-5		6	0.90	0.60
6	WIDA	50	5	0.93	0.65
7	S/L		5	0.93	0.62
8	6-8		6	0.92	0.63
9-10	WIDA	50	6	0.87	0.43
11-12	S/L		6	0.91	0.54
	9-12				

Table 28: Reliability among Review Committee Members

Grade(s)	Standards	Number of standards	Number of committee members	Intraclass correlation	DOK Pairwise Comparison
Mathematics					
K	WIDA	20	6	0.92	0.63
1	Math		6	0.90	0.58
2	K-2		6	0.93	0.72
3	WIDA	20	6	0.88	0.64
4	Math		6	0.88	0.57
5	3-5		6	0.80	0.59
6	WIDA	20	6	0.90	0.72
7	Math		6	0.84	0.65
8	6-8		6	0.83	0.70
9-12	WIDA Math 9-12	20	6	0.82	0.62

SUMMARY

Summary of Alignment Findings

Findings from this correspondence study suggest that there is adequate Linking between the WIDA English Language Proficiency (ELP) Standards Model Performance Indicators (MPIs) and the Common Core State Standards in English Language Arts (Reading, Writing, and Speaking and Listening) and Mathematics.

For English Language Arts, there is substantial linkage between the WIDA MPIs and the Common Core State Standards in Reading, Writing, and Speaking and Listening. Strong Linking is observed between the WIDA MPIs and the Common Core State Standards in Speaking and Listening across all grades. However, limited Linking is observed in the following reporting two categories: Foundational Skills in grade cluster 3-5 in the Reading standards, and Range of Writing in grade cluster 3-5 and 9-12 in the Writing standards.

For Correspondence, Depth of Knowledge (DOK) consistency was strong for most reporting categories within the three domains of English Language Arts: Reading, Writing, and Speaking and Listening. Limited DOK consistency was observed for Production and Distribution of Writing in grade cluster K-2 and 3-5, Research to Build and Present Knowledge and Range of Writing in grade cluster 6-8 in the Writing standards, and Comprehension and Collaboration in grade cluster 9-12 in Speaking and Listening.

Coverage reveals as moderate or strong dispersion across grades in the three domains of English Language Arts: Reading, Writing, and Speaking and Listening. Limited Coverage is observed in Literature in Reading grade cluster K-2 and 6-8. Foundational Skills in Reading grade cluster 3-5 Production and Distribution of Writing in Writing grade cluster K-2, Research to Build and Present Knowledge in Writing grade cluster 6-8, and Range of Writing in grade cluster 3-5 and 9-12.

For Mathematics, the majority of the Common Core State Standards in Mathematics are linked to the WIDA MPIs across all grades. The exception to this is in the reporting categories Statistics and Probability and Functions in grade cluster 6-8 and Number and Quantity in grade cluster 9-12. For Correspondence, DOK consistency is strong across grades except for Number and Operations in Base Ten in grade cluster K-2, Measurement and Data in grade cluster 3-5, and Ratios and Proportional Relationships in grade cluster 6-8. Strong Coverage is observed in most grades. Limited Coverage is exhibited in Algebra and Statistics and Probability in grade cluster 9-12.

Federal guidance on the relationship between English language proficiency (ELP) standards and state content standards directs that, at a minimum, ELP Standards must be linked to state academic content standards. In terms of alignment, the committee members' ratings indicate that there is substantial Linking between the WIDA ELP MPIs and the Common Core State Standards in English Language Arts and Mathematics. Moreover, there is strong correspondence between the

WIDA ELP MPIs and the Common Core State Standards in Speaking and Listening. Moderate correspondence is observed between the WIDA ELP MPIs and the Common Core State Standards in Reading, Writing, and Mathematics.

Summary of Committee Members Comments

Review committee members from the English Language Arts groups responded to a series of debriefing questions administered after study was completed (see Appendix A). For Reading and Writing, the committee members reported that although they identified the correspondence between the WIDA ELP MPIs and the Common Core State Standards, some areas needed clarification such as skills associated with Literature and Foundational skills in Reading, and Narrative Writing in Writing. The cognitive levels of expectations in language functions of MPIs were generally lower than those of the Common Core State Standards. Although the Common Core State Standards in Reading and Writing were generally written at an appropriate level of specificity, some generic verbs in the standards need to be clarified.

For Speaking and Listening, the correspondence between the WIDA MPIs and the Common Core State Standards was identified by transforming the topics in the WIDA MPIs. The cognitive levels of expectations in language functions of MPIs were generally lower than those of the Common Core State Standards and therefore more emphasis on higher DOK levels was suggested. They also mentioned that the Common Core State Standards in Speaking and Listening were written at an appropriate level of specificity.

For Mathematics the review committee members were able to find correspondence between the WIDA ELP MPIs and the Common Core State Standards. However, in many cases reviewers needed to transform several elements of the MPIs (e.g., language function, content stem, support) in order to achieve correspondence. The cognitive levels of expectations in language functions of MPIs were lower than those of the Common Core State Standards. This suggests the need for inclusion of higher levels of DOK in the WIDA MPIs. The Common Core State Standards in Mathematics were generally written at an appropriate level of specificity.

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APPENDIX A

General Comments by Committee Members

This section includes committee member responses to the general debriefing questions as well as any generalizations or comments by the group leaders or program administrators collected via the Web Alignment Tool (http://wat.wceruw.org/index.aspx). The following table provides a summary of these comments:

Table 29: Review Committee Members Perceptions of Alignment between the Common Core Standards in Language Arts and the WIDA ELP Standards

Summary of Review Committee Member Comments by Grade Cluster			
Reading			
K-2	Some of the Reading preK-2 MPIs addressed pre-reading or pre-literacy skills and therefore did not seem to sufficiently cover literacy skills exemplified in the Common Core standards. Although this is understandable as the MPIs cover grades preK-2, whereas the CC standards do not include grade preK, it was suggested that more literacy skills in grade 2 of CC standards be addressed in the MPIs. The CC standards were mostly addressed by MPIs at DOK levels of 1 and 2, though DOK level at 3 can be encouraged in grade 2. The CC standards in Reading K-2 were written at an appropriate level of specificity; however, some standards in Foundational Skills need to be clarified.		
	Acceptable Alignment	Needs slight alignment	Needs major improvement
	39%	28%	33%
3-5	The CC standards in Informational Text were well covered by the MPIs; however, more coverage in Foundational Skills by the MPIs was suggested. The CC standards were mostly addressed by the MPIs at appropriate DOK levels. Some of the CC standards in Reading 3-5 were not written at an appropriate level of specificity. Generic verbs such as explain, understand, distinguish, etc. need to be clarified.		
	Acceptable Alignment	Needs slight alignment	Needs major improvement
	33%	39%	28%

Summary of Review Committee Member Comments by Grade Cluster				
Reading				
6-8	Although a certain degree of correspondence between the CC standards and MPIs can be identified by stretching the transformational nature of MPIs, the breadth of coverage was not adequate, particularly in CC standards pertaining to literary texts. In general, the MPIs addressed lower DOK levels of 1 and 2 whereas the CC standards addressed the DOK level of 3. Although the CC standards in Reading 6-8 were mostly written at an appropriate level of specificity, it would be helpful if definitions of some generic verbs in the CC standards could be provided.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	
	28%	22%	50%	
9-12	The correspondence between the CC standards and MPIs can be identified by stretching transformations of topics; however, only a few of CC standards were covered by the MPIs and they were addressed repeatedly. In addition, CC standards that mention the author (e.g., author's use of structure, exposition, etc) were not covered adequately by the MPIs. The CC standards were mostly addressed by the MPIs at appropriate DOK levels, though DOK level 4 can be encouraged. The CC standards in Reading 9-12 were mostly written at an appropriate level of specificity.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	
	8%	67%	25%	
Writing				
K-2	Some preK-2 MPIs address pre-literacy skills in writing and therefore do not seem to sufficiently cover literacy skills exemplified in the CC standards. The CC standards are mostly addressed by the MPIs at appropriate DOK levels, although more MPIs with DOK level 3 can be encouraged for grade level 2. The CC standards in Writing K-2 were mostly written at an appropriate level of specificity.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	Not aligned in any way
	33%	11%	50%	6%
3-5	CC standards involving informational texts were well covered by the MPIs; however, more coverage in narrative writing by the MPIs was suggested. The CC standards were generally addressed by the MPIs at appropriate DOK levels. CC standards in Writing 3-5 were not written at an appropriate level of specificity. Generic terms need to be clarified.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	
	33%	39%	28%	
6-8	The correspondence between the CC standards and MPIs can be identified; however, only a few of CC standards were covered by the MPIs and they were addressed repeatedly. CC standards pertaining to synthesizing were not covered sufficiently. In general, the CC standards were not addressed by MPIs at appropriate DOK levels. The levels of expectations in language functions of MPIs were lower than those of CC standards. The CC standards in Writing 6-8 were mostly written at an appropriate level of specificity.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	
	33%	28%	39%	

Summary of Review Committee Member Comments by Grade Cluster				
Writing				
9-12	Although CC standards were mostly covered by the MPIs, more emphasis on research writing in the MPIs was suggested. The cognitive levels of expectations in language functions of MPIs were generally lower than those of CC standards. The CC standards in Writing 9-12 were mostly written at an appropriate level of specificity.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	
	25%	67%	8%	
Speaking and Listening				
K-2	The MPIs did not seem to address CC standards pertaining to collaborative conversations with peers. Although no DOK level 4 was addressed, the MPIs covered a range of DOK levels exemplified in the CC standards. Generally, the CC standards in Speaking and Listening (SL) K-2 were written at an appropriate level of specificity.			
	Needs slight alignment	Needs major improvement		
	78%	22%		
3-5	The correspondence between MPIs and the CC standards was generally identified by stretching transformations of topics in MPIs. The cognitive levels of expectations in language functions of MPIs were generally lower than those of CC standards and therefore more emphasis on higher DOK levels was suggested. The CC standards in SL 3-5 were mostly written at an appropriate level of specificity.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	
	50%	33%	17%	
6-8	The correspondence between the CC standards and MPIs can be identified; however, only a few of CC standards were covered by the MPIs and they were addressed repeatedly. More emphasis on collaborations in conversation was suggested. In general, the CC standards were addressed by the MPIs at appropriate DOK levels, although cognitive levels of expectations in language functions of MPIs were generally lower than those of CC standards in grade 8. The CC standards in SL 6-8 were generally written at an appropriate level of specificity.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	Not aligned in any way
	33%	33%	28%	6%
9-12	Although the correspondence can be identified by stretching transformations of topics in MPIs, little in the MPIs covered the use of digital media in productive language of the CC standards. The CC standards were generally addressed by the MPIs at appropriate DOK levels, though more higher DOK levels can be encouraged. The CC standards in SL 9-12 were generally written at an appropriate level of specificity.			
	Acceptable Alignment	Needs slight alignment	Needs major improvement	
	33%	25%	42%	

WIDA Common Core Reading Review Committee Comments

WIDA Common Core Reading Grade K

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- For each of the common core standards, the MPI's were linked to very few. The majority of the MPI's were devoted to pre-reading activities that were not directly related to the rigor of kindergarten. This is understandable because the grade level cluster for K includes Pre-K, which is not addressed in the Common Core. I think many of the Pre-K thru K MPI's should be amplified and focused to more closely match the early literacy skills outlined in the common core, with the appropriate modifications for adding in comprehensibility for ELLs, so they can master all the discreet skills outlined in the "Foundational Skills" Strand of the Common Core.
- More literature could be covered.
- The standards seemed to cover the most important topics.
- I found the CC standards reasonable, easy to understand and simple to implement, for the most part. A number of the questions were interpreted differently by participants depending on their frame of reference and anchor standard number designations were consequently inconsistent. The MPIs did not cover many of the topics particular to the CC standards.
- At this grade level (Kindergarten) I found that the CC standards and the MPIs were not well linked enough to even identify "most important" topics.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- The DOK levels were not well represented beyond a 1 in the MPI's. The common core anchor standards numbers did present a wider range of DOK.
- Yes, for Kindergarten they seem acceptable.
- I thought the items covered appropriate DOK levels for the standard.
- The 25 MPI items were difficult for me to analyze and attribute an anchor standard number. I didn't find much to parallel between the standards and the items. I wasn't certain if I was looking for correspondences that didn't exist between the two, or if I was even barking up the correct tree.
- The relationship between the DOK/levels in the standards again-at this grade level- are difficult to comment on because there were so few correlations between them. This is an area of a great need of work.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- In general, the CC standards were written at an appropriate level of specificity. Occasionally, the language was ambiguous; i.e. "actively engage in group reading activities with purpose and understanding". Other times, it was difficult to imagine the descriptor referring to kindergarteners. The rigor for K was impressive!
- Yes.
- They are appropriate.
- I found the CC standards specific and grade appropriate as regards expectations.
- Generally yes, though more clarification/specificity is needed at this grade level. Not enough clarification offered at the foundations of literacy level.

D. What is your general opinion of the alignment between the standards and assessment:

- Acceptable Alignment (4) : 57%
- Needs slight improvement (1): 14%

- Needs major improvement (2): 29%

E. Comments

- If I could assist in the writing of the new Kindergarten MPI's, I would be happy to do so.
- Alignment focused mainly on print concepts, print awareness and phonics/word recognition and had little to do with literature, or informational texts. This may be appropriate since the target is language.
- I didn't find much, if any, correlation between the core standards involving text and literary skills and the MPIs. Most of the MPIs are foundational and difficult to parallel with the standards as they involve academic components at different levels of learning.
- Until now, I have only worked on alignment of the WIDA standards and the GLEs for K-12. This CC standards project makes some of that work seem obsolete or perhaps out of date and not very accurate-again at this Kindergarten grade level.

WIDA Common Core Reading Grade 1

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- There were MPIs about main idea and details, but often from posters, labeled diagrams, heavily scaffolded text. There could be more attention to story structure and connecting details and story elements to one another or central ideas in the MPIs and specific MPI's related to the structure of informational texts that the students are required to know and interpret in order to read the grade level texts with comprehension.
- The MPIs do not get into genres of texts (poems, nonfiction, storybook, etc.) whereas the CC standards do. A language barrier does not stand in the way of being exposed to various genres; in fact, ELL students may have an easier time with poems since they are not so "wordy".
- The CCS address reading narrative as well as informational text. The MPIs seem only to address informational text.
- Once again, the MPIs did not come close to covering the topics expected by the standard. The bulk of the items require knowledge of print and phonological awareness and word recognition, to the main exclusion of deeper level thinking, processing and connecting ideas, etc., expected y the CC standards.
- Much better at this level than at K.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Again, the MPI's focus more on basic depth of knowledge, 1 and 2.
- Yes, the most important things were covered.
- The MPIs appeared to be mainly lower DOK levels. I did not see any that would require work over a time period.
- The MPIs did not address to a large extent the DOK levels of 3 and 4.
- I found that a majority of DOKs here were 2 and I would like to see more at the 3 level.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- In general, yes. (2)
- Yes
- Yes, they were specific enough.
- The CC standards continue to be written appropriately, fulfilling assessment expectations for Grade 1.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (2): 29%

E. Comments
- I think the MPIs need to get away from addressing Foundational skills across the content areas and use the content areas to address the reading-thinking connection.
- The alignment is acceptable because the MPIs focus on the language side of many of the standards, even though that leaves out elements that are covered in first grade reading.
- The MPIs need to address narrative text.
- The language is dissimilar between the two sets of standards, as is the level of expectations required to effectively assess students using the MPI items.
- Much better at this level though I would like to see more level 3 doks

WIDA Common Core Reading Grade 2

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- While language functions of MPIs started to match levels of DOK in the CC, little matching of standards can be found.
- There is less interaction with the stories in the MPIs than with the CC standards. In CC, students are often asked to respond to the genre, lesson, or characters in the story. This is not emphasized in the MPIs.
- The CCS address reading narrative and informational texts. The MPIs mainly address informational text.
- The MPIs did not link to the important topics for all the reasons listed previously.
- A bit easier with grade 2 to find matches.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- MPIs need to mirror the rigor of grade level expectations for reading texts as found in the CC.
- Yes
- The DOK levels in the MPIs were mainly lower level. They need to rise to higher levels.
- The MPIs did not cover the DOK levels expected by the standards, again for the reasons listed in prior debriefing summaries.
- Generally

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Standards are at an appropriate level and specificity. Occasional clarification of descriptors would be helpful.
- Yes.
- The MPIs were specific enough.
- The CC standards continue to be worthwhile.
- Better matches were found at this grade level, however some still totally off the mark

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (2): 29%

E. Comments
- While grade 2 MPIs in reading had a few matches (Especially in science which translates into Informational Text and a few DOK (1-3), the other content areas need much overhaul.
- At the risk of repeating myself and since I have done quite a bit of alignment between GLEs WIDA ELP standards at the 6-12 level; at this grade level I suggest more collaboration with classroom teachers or reading specialists when revising the CCs.

WIDA Common Core Reading Grade 3

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- No, not enough in the craft and structure area.
- There were no items for asking and answering questions to demonstrate understanding - likely as the WIDA items did not include speaking and listening skills. Matching MPIs to specific ELA skills such as distinguishing literal from non-literal language, comparing and contrasting stories, and describing characters in a story was problematic. I chose not to transform the content stem of the MPI but to focus on the language function instead - it would have been possible to transform the MPI to match the content of CC Standards so that ELLs of various proficiency levels could demonstrate understanding of those particular CC skills.
- The CC standards did cover the main points I would expect of students who have at least a beginning, working knowledge of English. Newcomers were not addressed in the CC.
- I was surprised that there weren't more vocabulary specific ones, although there were many main idea ones which presume vocabulary understanding.
- The MPIs were linked to the CCs easily in the informational text. It was difficult to align to the Literature section. This may be the result of the choice of the MPI as other than the S&I WIDA standard, the MPIs seemed to be from the content areas of math and social studies and science. It was also not easy to correlate the S&I standards without interpretation and a stretching of the standard
- Not all of the time.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Not enough deeper level items (particularly level 4).
- Probably
- The DOK level that comes before even basic Level 1 literacy is not addressed-- again, the newcomer who is working on a pre-literate or emerging literacy that is 2 or more years below grade level.
- There didn't seem to be indicators that required students to express their own opinions/points of view about the reading.
- Yes, for the most part.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- No, some of the language was not specific enough. The DOK was difficult to determine because depending on what part of the standard you looked at the DOK was different.
- The verbiage of the standards is sometimes unnecessarily vague and confusing - leaving the level of

cognitive demand dependent upon the teacher's instruction. Need a glossary of terms such as explain, understand. Also several standards have low level and high level verbs in the same item.
- With clarification of the words that have caused us discussion and disagreement, yes.
- Seemed to be appropriate for grade/performance level.
- CCS were vaguely written in some instances which made the correlation difficult.
- No, many of them are not clear based on the verbs used such as distinguish etc.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs slight improvement (3): 43%
- Needs major improvement (1): 14%

E. Comments
- Informational text standards were well represented with MPIs related to content. Closer matching could have been achieved if I had transformed MPIs and/or had more specificity with the core standards.
- The CC words (i.e. understand, describe) that are unclear need specific definition/ recognition of What ELLs will be expected to do/ demonstrate and how they will do this. The newcomer (i.e. "match" or "sort") activities also need a place in the whole scene.
- The tasks in the WIDA standards do not align well with the core content standards.

WIDA Common Core Reading Grade 4

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The foundational skills and the range of reading levels seemed to be missing from the MPIs.
- There was more representation for informational text standards, though all were not addressed. It would be possible to represent all topics in 4.10
- The MPIs addressed one part of the CC standard, but not the entire (long, convoluted, unclear) CC standard.
- There were no tasks requiring students to read and compare more than one text. Neither was there a standard requiring them to explain how an author uses reasons and evidence to support text.
- Yes

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- The level 4 DOK was largely absent, but this was not unexpected considering the grade level and task.
- Maybe
- The DOK levels were addressed, but not always in the progression of level of language proficiency that I would have liked.
- I do think that ELL students can be given tasks that require time. There are no 4's.
- Yes, however in some instances there are several DOK levels in one standard.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Some words seemed to be used with different meanings, like 'explain', which can me describe, infer, etc. Clear definition of key verbs is needed.
- Need glossary of terms - CC standards hard to interpret Explain? or does it really mean describe Integrate? Why is scaffolding added for 4.10 for 4th grade only? Too much information, different levels of

cognitive demands in a single standard.
- The CC standards didn't address the content language that the MPIs were aiming to elicit from students.
- Standards seem to be written at an appropriate level.
- Yes for the most part. However in some standards there were several tasks at several levels.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (2): 29%

E. Comments
- In most instances, the grade 4 levels of reading were easier to assign.

WIDA Common Core Reading Grade 5

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The MPIs didn't cover the foundational skills and some MPI tasks were too foundational for the standards in the area where they were coded. It was difficult to find MPIs that might fit well with the 'end of year read and comprehend' standards because the MPIs were more specific and these standards are much more general.
- MPIs could easily be transformed to represent these standard.
- Almost all of this section was informational text. I understand the emphasis, but would like student to have a range of reading.
- Yes

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Yes (2)
- Nice job of requiring integration of information and knowledge.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Some words, such as analyze, need to be more clearly defined to determine what the authors of the standards intended.
- Some seemed less challenging than 4th grade standards; verbiage confusing
- Appropriate level.
- There were instances where third and fourth grade standards had greater degree of difficulty than fifth grade.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (2): 29%

E. Comments
- I feel as though what is now emerging is the gap between the Entering and Beginning proficiency levels for ELLs and the assumed mainstream grade level knowledge and skills of the CC standards. The MPIs at Levels 1 and 2 become increasingly difficult to stretch as far as any of the CC.

WIDA Common Core Reading Grade 6

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Yes
- I did not see the MPI's linking to the Reading Literary standards as much, but then I am new to this and the transformation can take care of this process.
- Many of the Entering and Beginning level MPIs were at a much lower level than what the common core standards were asking for. Matching these levels to a standard was challenging and often could not be done without choosing a standard with a more advanced language function.
- No, generally the MPIs were not linked. It was a stretch to make connections from WIDA MPIs to Common Core State Standards (CCSS). It seems there was limited connection for all of the standards.
- Overall, the alignment of MPIs with CCS felt strained and reaching like fitting a triangle into a circle. If the triangle is small enough, it will go in the hole of the circle but no cognitive skill is acquired.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- The DOK level ones of MPIs were not easily matched to common cores standards.
- The MPI's that were entering and beginning were lower DOK and the rest were closer.
- In general the MPIs were at lower level than the common core standards, however when you are working with second language learners there need to be a continuum of levels.
- Generally, the DOK for the WIDA was lower than the CCSS. The CCSS did not have the lower ranges of DOK that much.
- Overall, many of the MPIs appeared to be academically lower than the CCSs. The other MPIs were similar. I can think of no MPIs that were higher.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The standards were not to a level of specificity that would be overly useful to teachers in the classroom because of the vagueness and ambiguity in the use of verbs and no uniform agreement as to what the verbs mean.
- Yes, the standards are ready to apply.
- Yes, although some were very unclear in the expectations of what the student would be really expected to do.
- The CCSS generally were written quite specifically and clearly and the WIDA standards are generally more broad.
- Overall, for classroom teachers, in my professional opinion, the CCSs are more general than specific, like 51% general. However, my state's standards are too specific, overloading the teacher with too much information, creating confusion, and implying that, in general, teachers are Pinocchio with no ability to think on their own.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 50%
- Needs major improvement (3): 50%

E. Comments
- Found the limited number of WIDA standards to compare to, despite transformation possibilities to be lacking.

WIDA Common Core Reading Grade 7

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Note best only 3 of the 19 standards could be used.
- Most of the MPI's fit under the common core just not at the level of difficulty the common core is written at. A child who is entering or beginning will not have the same DOK as a more advanced ELL.
- There were fewer direct matches for the MPIs and common core standards in reading than other areas.
- The MPIs were loosely connected to a few of the CCSS; however, the breadth or depth did not appear to be there.
- Compare and contrast in the CCSs was null in the MPIs.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Few DOK ones and limited number of DOK twos, mostly DOK 3
- MPI's cover most standards when they are transformed. There are not a many MPI's that cover fiction explicitly but with a simple transformation that is easily fixed.
- MPI levels appropriate for ELL development.
- The WIDA DOK levels appear to be much lower and are not asking for as much comprehensive information as the CCSS.
- Okay

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The lack of specificity was the only reason I was able to make any matches with the MPIs - if not for imagination I would not have any matches.
- The Common Core standards are written for a 7th grader who is learning at an advanced level. Most of the CC were DOK 3 and that was easily seen.
- Yes, for most professionals.
- The CCSS appear to be sufficiently detailed and may need additional scaffolding for ELLs.
- Okay

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (2): 33%
- Needs slight improvement (2): 33%
- Needs major improvement (2): 33%

WIDA Common Core Reading Grade 8

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Not all the topics were coved. Social instructional.
- For each standard, were the MPIs linked to the most important topics you expected by the standard? For the most part, the MPIs were linked to just a couple of the CC anchor standard numbers.
- I found few links, sometimes I wanted to stretch the idea to make the link.

- For each CC were the MPIs linked to the most important topics you expected by the standard? There was a big difference between the higher level CCs and the higher level MPIs. The level of expectations was not balanced.
- No. The MPIs did not seem to address a majority of the CC standards. Most of the MPIs seemed to correspond to '"citing textual evidence" and "determining the meaning of words". Many of the standards focusing on "evaluating" and "analyzing" did not seem to be addressed. Also, most of the MPIs reference informative texts, very few literary texts.
- No, they didn't link very well. It didn't using more than one text to make inferences for example. It seemed like we used the same cc standards over and over again.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Standards at the lower DOK levels were not provided.
- For each CC, did the MPIs cover the most important performance (DOK levels) you expected by the standard? If not, what level was not addressed? There was a great disparity between MPIs' and CC standards' DOK. CC is written to a much higher DOK level, consistently.
- The MPIs were generally at a lower DOK.
- For each CC did the MPIs cover the most important performance (DOK levels) you expected by the standard? If not, what performance level was not addressed? (Relationship between the DOK levels in standards) I found that there were more DOKs at the lower level by standard. I would have expected them to come to some common ground.
- No. Most of the MPIs seemed to have a DOK of 1 or 2, while most of our CC standards had a DOK of 3.
- The higher level thinking was missing. The Level 4 type questions were non existant but I am not sure in a short assessment how to include them.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- While the CC standards were written at the appropriate grade level they did not correlate to the DOK level of the ELP MPIs.
- Were the CC standards written at an appropriate level of specificity and directed toward expectations appropriate for the grade level? Yes, although they may need to include more specific activities, since any of those cc standards could be done very well or very poorly, according to the teacher's level of experience, expectations, and rigor.
- Yes
- The CC standards were too advanced for students at this level (Gr 8). Overuse of the word "analyze."
- The CC standards seemed much more general, and the MPIs seemed much more specific. The CC standards seem to focus on texts, rather than content--if that makes sense. Also, the CC standards seem to be "packed"--they include several levels of knowledge.
- The 8th grade reading standards didn't have level 1 items where the ELP standards didn't have the higher level thinking.

D. What is your general opinion of the alignment between the standards and assessment:

- Acceptable Alignment (1): 14%
- Needs slight improvement (2): 29%
- Needs major improvement (4): 57%

E. Comments

- The MPIs seem to be a much lower DOK, or maybe they are just a lot more succinct than the CC. They don't seem to have the same level of expectation as CC, and I understand that they need to be adjusted for language level, but even the MPIs at the higher levels of language proficiency were not at the same level as CC.
- More examples, more MPIs that show how ELLs can apply their higher order thinking skills, the MPIs need to be closer to grade level DOK, but that is so hard without the language.
- Overall on correspondence between CC standards, WIDA MPIs. What could be added as examples in WIDA students? The CC standards are at a higher level than the WIDA MPIs. If this is the tool that states are using to assess students for exit from ELL programs, it is not an accurate measure of student readiness for academic independence.

WIDA Common Core Reading Grades 9-10

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- I don't think that word meaning was addressed throughout the standards sufficiently.
- Limited representation of topics dealing with point of view, author's choice of structure a text, etc., with narrative versus expository text.
- Somewhat even with transformations- stretching the literature standards was a bit too long of a stretch-transformation
- The MPIs outline language objectives from level 1 to level 5 and use example content topics that can (should) be transformed for use with content standards - in this case the Common Core. That being the case, how can we determine if topics were covered sufficiently? The topics, as I understand this question, are contained in the CC.
- No, not all the standards were covered. It seemed that there were only a few that I continually used and others weren't addressed. Read.Lit. CrSt.10.6, Read.Lit.IDI.7, Read.Inf.IKI.10.7, Read.Inf.IKI.10.8, and Read.Inf.IKI.10.9 weren't assessed. Of course, I could have done this completely wrong, as well!
- As a first time participant, I found them to be somewhat confusing and thought they could have been clearer.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- I just don't think it was well-rounded. If that makes sense.
- Yes, although limited representation of performance level 4.
- Okay
- The MPIs did not cover DOK level 4, but that may not be possible with language functions alone. It is the content that determines the DOK and the MPIs do not contain content. Or alternately, language functions can be used at many DOK levels.
- Not all the DOK's were addressed.
- I do not believe that the DOK levels and their relationships to the standards were an issue.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- I think that the Common Core is slightly above in depth of knowledge. That is not surprising.
- Agree
- Somewhat
- I think the standards are fine. The MPI's don't always fit with the standards.

- I do not believe so. I think they could have been broader and more inclusive.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (1): 14%
- Needs slight improvement (5): 71%
- Needs major improvement (1): 14%

E. Comments
- Difficult to respond to because there has been no discussion at this point about alignment between the standards and assessment. I believe it is too superficial to voice an opinion after doing the task in isolation at this point.
- This was very, very difficult.

WIDA Common Core Reading Grades 11-12

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- I think only a few of the CC Standards were addressed, and they were addressed repeatedly.
- Many of the core content standards were not stressed- such as the following: Reading .inf.IKI.12. Read-Inf.CrSt.12.5.
- It was difficult to find MPIs that related to the standards that mention the author.
- Appropriate

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Level 4 was not addressed.
- Level 1 and 2 with lowest DOK levels did not have corresponding or near to it correspondence with CC standards.
- Many of the questions dealing with the author's use of structure, exposition, choice of how to structure his/her text were not addressed.
- None of the MPIs covered DOK level 4. There were a few DOK level 3 MPIs. Again, it is difficult to assign a DOK level to MPIs either by their language function alone or even the MPI as a whole.
- The standards are fine.
- Yes

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The CCs do not place much emphasis on vocabulary development or study.
- Yes (3)

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (2): 29%
- Needs slight improvement (3): 43%
- Needs major improvement (2): 29%

WIDA Common Core Writing Review Committee Comments

WIDA Common Core Writing Grade K

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- The CC were very rigorous and representative of the thinking and writing connection; whereas the MPIs focused to heavily on pre-literate skills and basic mechanics of writing.
- I think that the MPIs covered the sound-idea-print correlation very thoroughly, although I think students need more exposure to the literature and books (as in responding to books-TxtTyp.K.1 or editing writing-Prod.K.5).
- I think that CC were very difficult to utilize in aligning the MPIs. A pre-literacy level of performance would have helped.
- The MPIs mainly addressed informational writing. The CCS address Narrative and persuasive in addition to informational writing.
- I found that the MPIs were very narrow in terms of covering the CC standards. Topics not assessed involved opinion pieces, exploration of digital tools to produce and publish, and shared research. It was difficult to correspond the two assessment standards.
- No, I would suggest more linkage between CC and MPIs for pre writing at the K level.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- The MPI's tap into a low depth of knowledge, compared to the CC. Again, it is the thinking-writing connection that is not apparent in the MPIs
- For the standards that were covered, the MPIs did cover the topics very thoroughly.
- Yes
- The MPIs did not address process writing. They never seemed to incorporate editing or revising.
- The MPIs seemed to address the two most basic performance levels, for the most part, with no apparent focus on DOK levels 3 and 4.
- Generally, yes at this level.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- It's never easy to exactly interpret the true intent of the standard because language can be ambiguous. However, the rigor of the CC is apparent. The CC is very purpose-oriented, and expects students to record their ideas, and apply thinking to them.
- Yes
- Some of the CC standards were written at a higher level for kindergarten.
- There were quite a few MPIs that addressed copying or tracing. Copying and tracing are not referenced in the CCS.
- The standards were appropriately written, although, as usual, the underlying significance and ultimate scoring of the standards depended on each individual's interpretation.
- Not necessarily for this level. I feel like the standards were written at this level without in depth background knowledge of prewriting activities.

D. What is your general opinion of the alignment between the standards and assessment:

- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (2): 29%

E. Comments
- I think the purposes for writing need to be "ramped up".
- It was very good.
- A wider range of writing types should be included in the MPIs.
- It's difficult for me to correspond the MPIs with the CC standards. I don't find much to parallel.
- This area of prewriting is huge in kindergarten and I found it difficult to find many matches. In isolation, MPIs and CCs for writing at the K level are okay but not for prewriting.

WIDA Common Core Writing Grade 1

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Writing in the MPIs has little or no correspondence to the purposeful development of skills that is evident in the CC.
- Yes, the MPIs covered the most important things, but editing was still left out. Editing is important as part of the writing process and should not be left out.
- The CCS address different types of writing (e.g., persuasive, narrative, expository). The MPIs mainly address expository.
- The MPIs were not linked to the topics expected in the standard. They excluded, for the most part, the shared, research component and support aspects as itemized in 1.5 through 1.8. The tasks in the CC standards are relevant to writing, the MPIs relate in many ways to assessments for reading.
- This was a discouraging process. It seems like the cc standards were written in isolation without regard to the classroom setting.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Frankly, no, most of the MPI's were a paltry example of "informative/explanatory" texts. It would make more sense to me if instructors of ELLs created graphic organizers that matched the structure of text referred to in the CC, and have students complete them using words and phrases if they are not at the sentence level. Then having a word bank is useful, as students organize the words and phrases into a meaningful visual that matches their thinking. Then the ELL could use the Graphic Organizer to explain his/her thinking. (an assessment could then be scored using the writing and speaking rubrics)
- Yes, the DOKs for the MPIs were adequate.
- The MPIs cover a range of DOKs, but only through expository writing.
- It seemed that the MPIs mainly addressed the lower DOK performance levels.
- Most DOK were at a level 2 because it was so difficult to find matches. Tasks could be isolated and a DOK could be assigned but the complexity of tasks prevented me from further assigning many level 3 DOKs. MPIs and CCs not hitting the mark for writing grade 1.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The common core were written at an appropriate level for the grade and with enough specificity.
- Yes
- They are specific enough, but they do not address a variety of writing genres. Many of them address reading and not writing at all.
- The CC standards are written appropriately and include the elements necessary to effectively assess reading abilities.
- No

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs major improvement (3): 43%
- Not aligned in any way. (1): 14%

E. Comments
- Time to rewrite the MPI's at the primary level.
- The MPIs are too narrow in their focus.
- Unfortunately, it has been extremely difficult to discover much correlation, if any, between the MPIs and the CC standards. The MPIs are not only on a different wavelength from the CC standards, they are also not particularly appropriate as a means of assessing the grade levels they are expected to address.
- More attention needs to be given to actually rewriting these CCs at this level for writing based on actual instruction. Very few MPIs and CCs matched here.

WIDA Common Core Writing Grade 2

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- In general, the writing MPIs need to be overhauled to mirror the CC.
- Yes
- The CCS address narrative, expository, and persuasive writing. The MPIs appear to only address expository writing.
- It was not possible to link the MPIs with the CC standards on a consistent basis. Many of the items can be paralleled more closely to language arts activities than to writing activities corresponding to the standards.
- None of the CCS in Writing production or research were used.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- The DOK in the MPIs is generally much lower than the CC. No 1's for grade 2 in the CC Reading and Writing. Many 1's in the MPIs.
- Yes
- The DOK levels were acceptable.
- The MPIs were lower according to DOK levels than were the CC standards, as they have been with all the previous comparisons and attempts to align and transform.
- DOKs increased slightly here, but there were extremely few matches between athe MPIs and the CCs. In this case lots of ELPs were great but in no way could I pair them up with the CCs.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- CC standards possess appropriate rigor and level of specificity.
- Yes
- The MPIs were specific enough.
- I found the CC standards surprisingly more advanced according to DOK levels in the Grade 2 writing component, and happily discovered they included a number of higher level thinking assessment models.
- Some

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs major improvement (4): 57%

E. Comments
- The MPIs need to address the other major genres of writing besides expository.
- I can only imagine the work to be accomplished in the efforts to align /correspond the MPIs with the CC standards. It's a phenomenal task, and I look forward to becoming acquainted with the completed project.
- I do not intend for the feedback to be negative, however, the experience at this grade level was frustrating. I wonder how it was at higher grade levels.

WIDA Common Core Writing Grade 3

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Informational/explanatory text writing seemed to be heavily represented in the MPIs, but Opinion and Narrative writing was not well represented. Standards 4 and 8 seemed over represented in the MPIs.
- Written products of opinion, information/explanatory, and narrative styles Steps of writing (draft, editing, revision, publishing).
- The MPIs are very specific about "can do" tasks, rather than the larger picture. The CC are too broad and cover too much in one go.
- There really weren't any indicators that required narrative writing. Also, there weren't process writing pieces that would be done over a period of time. Revision, editing, and publishing were also not addressed.
- Yes

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- The MPIs do not cover computer literacy, which is the 6th standard. The MPIs did not cover research, which is in the 7th standard. And they did not cover the writing over time standard 10.
- No - did not address text types and purposes.
- Probably a more extended research process is the most notable thing that did not seem to be covered.
- Yes

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Many aspects of the standards are not specific enough. In standard 7, what does it mean to conduct a short research project that builds knowledge? In standards 4, 5, and 6, how much guidance and support is given? How much of the student's thought processes and knowledge being used to produce the writing and how much comes from adults and/or peers?
- No - need meaning of examine in 3.2; guided support in 3.4 - 3.5; conduct research
- "With guidance and support from adults"- what is that meant to convey? There are no CC standards relating to initial production of writing by Newcomer ELLs who are not on grade level.
- Standards were appropriate.
- Seemed a bit narrow. Did not address narrative or opinion. Left out technology and the process of writing. Seemed more focused on product vs. process.
- Terms like with guidance and support made the task by the student unclear.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (4): 57%
- Needs slight improvement (2): 29%
- Needs major improvement (1): 14%

E. Comments
- Clarify "guidance" in CC; create a category for emergent ELL writing.
- The writing standards were much easier to align because the tasks were pretty specific.

WIDA Common Core Writing Grade 4

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The MPIs did not include narrative writing or research. Standard 6 deals with computer literacy, which is not included in the MPIs.
- Limited representation for standards 1, 4, 5, 7, 8, 9 MPIs do not explicitly address writing products of opinion, explanation or narratives - though some portion of these standards may have been addressed.
- Many of the MPIs address the proficiency levels of ELL students where they may actually be, rather than the grade level of the ELL students. As the grades offer more complex information, ELLs at the entering and Beginning Level, in particular, are not able to "rate" on the CC scale because what they are in need of learning is assumed to already have happened by the CC.
- There was no narrative writing. And it would seem that students could be given a project that extends beyond one period--or at least over a period of time.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Yes
- Maybe
- There was some range of DOK, though not always in a progression from 1-2-3 looking across any single strand.
- 4 was not assessed.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Some vocabulary needs defining, consistency in use.
- Need specific explanations of the standards - verbiage is confusing. Different cognitive level tasks are represented in a single standard. Other verbiage is vague and highly dependent upon how the teacher interprets it.
- The CC standards grow increasingly frustrating in their: global vision (too many related and unrelated pieces in each standard); lack of attention to specific EL needs; repetition and narrowness in application to MPIs.
- Yes

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (2): 29%
- Needs slight improvement (3): 43%
- Needs major improvement (2): 29%

E. Comments
- What were the CC folks thinking in NOT creating some kind of link to ELL standards? WIDA needs to fill the silence in the CC standards and speak for the ELLs.

WIDA Common Core Writing Grade 5

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- MPIs lack narrative text, research and technology. Standard #10 was too broad for the specific MPIs.
- No writing products
- Again, no narrative writing. No revision of writing. No writing across time--process across days.
- The informational text standards correlated best with the WIDA standards. It was difficult at times because you were looking at linguistic standards vs content standards. You also had to remove the student from the equation. Comparing of language functions to the leading verb in the standards seemed to help.
- Yes

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Yes (2)
- No
- No 4.
- I had little trouble with the DOK levels. The only difficulty was when the standard held two different levels. The WIDA standards seemed easier in this respect.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Again, many terms, especially verbs, were not well defined and cause difficulty in determining DOK.
- Verbiage confusing
- WIDA standards are leveled better than CCSS. In several cases, the CCSS standard at a lower grade level is higher than that at a higher grade level.
- Not always

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (2): 29%

E. Comments
- I think I've said all I can for the moment. Thanks for all your work. Keep working for those ELLs not mentioned or considered in the CC standards.

WIDA Common Core Writing Grade 6

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Yes
- I felt in writing the Common Core standards were adequately covered. There were fewer of them, but

they also were very general and could cover many things in Writing.
- Matching the MPIs to the Common Core standards was difficult because they are asked to do tasks at a much lower level on the MPI writing.
- The MPIs were linked to certain CCSS. Several of the CCSS were not addressed at all and certain ones were used over and over. There was no match with regard to breadth of CCSS.
- Overall, MPIs and CCSs are like an estranged married couple, similar interests but not in agreement.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- More DOK level 3 than any others.
- MPI's the DOK that was not really expressed was level 4, but then that is over time. With the needed transformation this could be done.
- Acceptable when you are thinking about the purpose of the MPIs.
- There was a discrepancy across DOK levels between the WIDA MPI and the CCSS DOKs.
- The CCSs and MPI's struggle to be similar, but honestly, I had to read a lot between the lines to make the MPIs fit into the CCSs.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- There is still room for interpretation - what does routinely mean?
- Yes they were.
- Yes
- The CCSS generally provided appropriate detail and specificity.
- The biggest concern is that there is no CCS for listing, matching, showing, and telling at the sixth grade level that I could interpret.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (4): 67%
- Needs major improvement (2): 33%

E. Comments
- Writing is better aligned than the reading, but still not well aligned primarily due to the breadth of the CCSS not being addressed.

WIDA Common Core Writing Grade 7

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- No, I was only able to link the MPIs to the same few CCS.
- The common core standards are more advanced at times than the MPI's; most of the writing topics were covered.
- MPIs aligned with the most basic writing tasks.
- There was limited linkage of the MPIs to the CCSS. There were several CCSS where there was repeated linkage but even with those there the connection was somewhat of a stretch.
- Discussing does not fit.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- No, all 3s and if there were a DOK 1, there was no CC standard to match.
- MPI's listed tended to be lower on the DOK scale, but that is fixable with transformations.
- Appropriate for purpose.
- The DOK of knowledge required with the WIDA MPI on the whole was lower than the CCSS.
- Okay

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- I found writing standards easier to interpret with the use of words like appropriate to the task and clear and coherent can be applied to many tasks.
- Yes, 7th graders need to begin to write critically and think more about the writing process and learn how to polish their pieces. The CC are grade level appropriate.
- Yes
- The CCSS were written at an appropriate level.
- This item is below any available standard/objective.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (2): 33%
- Needs slight improvement (3): 50%
- Needs major improvement (1): 17%

WIDA Common Core Writing Grade 8

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The common core are fine but they do not line up to the ELPs as well in terms of the function of writing usage. The MPIs language functions seem to be at a lower DOK level then the functions of writing identified in the common core for 8th grade. Not sure if what I am trying to say is clear.
- The MPIs seemed very weak compared to the CC standards. Many of the MPIs did not directly address writing, and seemed to have a very low level of expectation.
- The research to build and present knowledge was not found in the MPIs. The gathering and synthesizing information. Narrative- to include sequence and description and the other bullets in the standard are not present in the MPIs.
- For writing, the core curriculum standards addressed for the most part the essential purposes and products that would be assessed in an 8th grade ELA classroom. The MPIs were somewhat associated to the CC standard, but at a much lower level.
- No. The bulk of the CC standards focused on researching, analyzing, synthesizing, and presenting information and arguments, but none of these MPIs addressed these--at least not explicitly.
- These were linked better than the reading was.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- No. Too many of the PMIs were at a lower DOK then the CC standards which were at a higher DOK.
- The DOK levels of the MPIs were consistently lower than CC. This is a good example of how sometimes expectations are lowered to proficiency level. DOK of MPIs must be raised.
- The DOK levels of the MPIs were generally lower than that of the common core.

- Again, the MPIs were at a much lower DOK level than the CCs. Technology integration and evaluation of sources were not addressed at all in the MPIs.
- Again, the CC standards seemed to emphasize DOK of 3 and 4, but the MPIs were mostly at a DOK of 2 and 1.
- The higher level research and range of writing were not addressed in the previous questions but I am not sure how to address them since they take time to do.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- No. For example compare and contrasting was not an exact match.
- Yes. Common Core standards were very specific, and provided examples. Not so for MPIs.
- I think the common core standards are high standards for eighth grade, which they should be. I think they are specific enough and fairly appropriate. I think they are particularly hard for students without the language needed to complete the tasks.
- The CC standards were grade appropriate and address skills necessary for success in the upper grades.
- The CC standards reflect broad goals for narrative, informative, and argumentative writing, and many of these depend on reading and gathering information to accomplish. The MPIs stated much more specific, limited tasks, reflecting specific content. The MPIs did not reference reading or sources to accomplish tasks.
- The correspondence was better but there wasn't use of technology that is prevalent in classrooms today.

D. What is your general opinion of the alignment between the standards and assessment:

- Acceptable Alignment (1): 14%
- Needs slight improvement (2): 29%
- Needs major improvement (4): 57%

E. Comments

- For the writing portion, I think language that addresses writing should be added. Words like "discussion", "graphic organizers", etc. are used without expecting written products. Research skills are not addressed at all in the writing portion, not even at the higher levels of language proficiency.
- Writing was easier to match than the reading. I often linked the 8.10 because that is the general standard of being able to write in a variety of ways and in a variety of situations. I think the MPIs in general were of a lower level, but maybe that is appropriate. It is hard to link these exactly because the level of conventions, organization, style. What can be expected of a native English speaker at grade 8 in terms of clarity and all is very different from what is to be expected of some of our ELL students. So some of these standards can be met with accommodations for the ELL student and have it geared toward their level of language, much more easily than the reading.
- WIDA MPIs need to be more rigorous to align with the Core Curriculum standards.
- Technology is just an avenue to do research but is an important part of today's classrooms even in small rural America.

WIDA Common Core Writing Grades 9-10

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- Technology was not addressed, but I don't think it can be. Research was only addressed briefly. Vocabulary was minimally addressed.
- Items should have included specific reference to technology. The majority of the resources mentioned could have been hard copy and not involved electronic resourcing. Skill multiple writings, such as same

topic but different perspectives as part of same writing exercise.
- Yes (2)
- The example content in the MPIs matched much of the content of the CC, however the MPI topics are only examples. The language functions could all fit into language required to achieve the common core standards/objectives, but some were too broad/basic to narrow down to a specific objective. For example, producing literal words is a required skill, albeit very basic, for achievement of any of the common core objectives.
- I have always found the MPI's to be clear.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Most were at the lower level which is to be expected for English language proficiency.
- Items were very difficult to associate with standards.
- Most of the DOK levels were on the lower side.
- How can DOK levels be assigned to MPI language functions? I assigned them based on the apparent complexity of the language (evaluate = higher, identify = lower), but this seems flawed. In general, the MPIs did not meet the higher DOK levels
- Yes
- Once again, no problem with DOK levels.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- I believe the WIDA ELP Standards are appropriate for grade-level expectations.
- Yes (4)
- Wording (items 23, 24 and 25) should read, communicate in writing...

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (2): 29%
- Needs slight improvement (4): 57%
- Needs major improvement (1): 14%

E. Comments
- I am not satisfied with my analysis. Too many disruptions in our room. Because the technology resource was working in our area, people were constantly coming in who had problems and needed assistance. Also revised directions on Part 2 at the end of the evaluation were not meaningful (quickly explained orally at 4:45). Protocol was weak.
- This was an easier alignment. The writing standards were more broad and it was easier.

WIDA Common Core Writing Grades 11-12

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- I feel that vocabulary is not addressed at all by the CC Standards.
- More research related MPIs should be included.
- Research to build and present knowledge was not covered by the MPIs. Also, there was little in the MPIs that covered the use of technology.
- The early MPI's are very broad and difficult to justify matching to the standards.
- I believe so.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- I felt as if the same task was being addressed over and over.
- Yes, as usual no 4s.
- No MPIs covered DOK level 4, and only a very few covered level 3.
- Yes
- Once again, I felt as though the standards were geared to the 2-3 levels as opposed to the 1-4.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The level of match was a little better here but some improvement does need to be made.
- Yes (3)

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs slight improvement (4): 57%

WIDA Common Core Speaking and Listening Review Committee Comments

WIDA Common Core Speaking and Listening Grade K

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Social instructional standard were not very compatible with the Common Core. The MPI's begin at a different language level than what is assumed that a kindergartener entering kindergarten already can do and knows. There are no Common core standards that are broken down into just identifying, matching, etc. The common core does not break the skills, or what a student has to do down far enough for ELL students.
- All standards were covered. However, K2 and K3 were difficult to find correspondence with.
- Yes.
- I think the MPIs could have included more in the area of K.1 (guided group discussion/ conversation). Students at that level have less apprehension sharing with a group and learn a lot from one another. True, keeping them on topic is always a challenge, but with proper management the rewards would be great. ELLs are often overwhelmed by the volume of language adults present, but are easily able to connect to level of conversation presented by a peer.
- There were significantly more links to Spk K.2 than any others - needs to be more balanced.
- I did not find as many matches for K.3 and K.5 as I did the other standards.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- No, each standard stressed more interaction and actual use of language than the single MPI given. The DOK levels also have some examples that do not fit kindergarteners as well.
- The MPIs were more at lower levels of depth. It was difficult to find correspondence between common core standards at high DOK and low DOK MPIs.
- Many of the MPIs stopped short allowing students to try to make connections. For example after describing characters in the rhyme, challenge the students to choose someone in their life like that character, then try to retell the story using that person as the main character. This may involve a lot of scaffolding for K level, but would allow the student to increase his/her/DOK to level 4 (adding pictures,

using story boards, dioramas, etc.).
- Yes (2)
- I only had one DOK 4.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Yes, for a Native English speaker. One common core standard is much broader in scope than the specific tasks of the MPIs. The way the Common core is written it is hard to match the two without allowing for a higher level from the MPIs.
- There were more standards at lower levels than at higher levels.
- Generally.
- Yes, with the exception that some could have reached further; retelling, making connections. I also wondered why the CC did not included a standard for speaking (at K level) that included basic factual information (phone number, address, date, weather, etc.), which comes before ideas and feelings.
- Yes (2)

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (1): 14%
- Needs slight improvement (5): 71%
- Needs major improvement (1): 14%

E. Comments
- The MPIs and the common core did not match or correspond well.
- Most of the MPIs involved social and instructional language whereas the CC standards involve LA related targets. By transforming text to oral instructions, there are correlations. As the CC does not differentiate many skills in the area of speaking, there was only one choice for the MPIs that included verbal output.
- Some align well and others are a forced fit - Depth of Knowledge should be a "back down" of the Common Core standards and should be a seamless alignment if we want to ensure validity and reliability across the board - should clearly show the progression of language acquisition needed in order to achieve the standards.
- I did not find as many matches for K.3 and K.5 as I did the other standards. MPI's that target these standards would be beneficial.

WIDA Common Core Speaking and Listening Grade 1

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- No, there was not a matching, sequencing, identifying or level 1 & sometimes level 2 match especially in listening when the student is required to show what he knows by manipulating something. The Common Core does not cover this scenario.
- Finding matches for "Ask and answer questions" from the set of Common Core Standards provided continues to be a challenge.
- Comprehension and Collaboration
- Many of the topics covered by the MPIs were relevant. I believe including life cycles would be beneficial as most first and second grade curricula include that.
- Only a few questions related to clarification - most required students to state or describe - depending on the activity it could be stretched. Most of the focus was on describe but not necessarily interacting.
- The MPI's did not address CC1.1 relating to collaborative conversations with peers and adults. Asking questions to clarify information (cc.1.3) was not used much.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- This area seemed to have some correlation. The Common Core seems to start more at the Level 4 & 5 of the MPI levels. The entering, beginning and some of developing is not covered in the common core. It is covered in the DOKs.
- MPIs seem to address low level DOKs in most content areas, except for Science.
- Yes
- Actually I think the MPIs need to include more in the area of level 3 and 4. For example, many of the story retells could also challenge the students to work together to create stories with new endings or new characters or ones with personal connections. This would include collaborative conversations, manipulation of themes and creative compositions. In grade one this could be supported with visuals and in grade two it could include dramatizations.
- All standards were touched on - nothing went to a level 4 DOK.
- A strand with the inquiry-based methods could be utilized to get higher-level DOK.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Somewhat, but the standards had many parts to each one and were not broken down enough for the MPIs.
- 1.6 and 1.1 are not very specific and therefore it is hard to select them as matches for most of the MPIs.
- Generally.
- I believe the standards could have included higher levels of dialogue. Besides asking and answering question and collaborative conversations, I would like to see a speaking standard that challenged students to examine or imagine.
- Yes (2)

D. What is your general opinion of the alignment between the standards and assessment:

- Perfect Alignment (1): 14%
- Needs slight improvement (5): 71%
- Needs major improvement (1): 14%

E. Comments

- AS the MPIs cover social and instructional language, the correspondence is a stretch in the area of comprehension and collaboration. The presentation of knowledge and ideas area corresponded more easily.
- WIDA standards were written prior to Common Core - obviously impossible to predict - seems across the board the WIDA standards may need to be “tweaked” to more closely link to the Common Core.
- Incorporate inquiry-based learning and collaboration. What about technology or learning a language?

WIDA Common Core Speaking and Listening Grade 2

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- The MPIs did not cover 2.5 which used other visuals or modalities to show understanding. Also, the MPIs did not show participation in collaborative conversations in any of the grade levels- K, 1 & 2. If any, it was rare.
- Most of the MPIs match only comprehension and collaboration standards. Presentation of knowledge

and ideas are misrepresented.
- Comprehension and Collaboration
- I believe the MPIs could have included more on natural resources, life cycles, and story mapping.
- This level has more focus on using language (rather than the use of pictures) to express knowledge and comprehension. More examples of expectations of using correct English structures.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- There was something from the MPIs for the DOK levels 1-3.
- Several MPIs are at low DOK levels. Therefore they are difficult to match with standards at higher DOK levels.
- Yes
- Few of the MPIs were above level two. I believe that analyzing literature, determining author's purpose, using multiple sources of information, and application of prior knowledge to make transform topics or themes should be included in the strands. Also, few MPIs addressed collaborative conversation which is a key feature of language development and a prelude to writing.
- Not enough emphasis on higher DOKs - there are some 3s but not any 4s - students are rarely required to apply knowledge - mostly to reiterate.
- Collaboration was not addressed in the MPIs. This is huge! Need more MPIs related to ask/answer questions. Missing technology to create an audio recording.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The standards were written with too many separate pieces in one standard for the MPIs (which are very specific) to fit into the standard completely. The MPIs usually only fit in a part of the standard. I had disregarded some of the standard to have, especially the listening, fit.
- Science and Math MPIs are too specific to match with ELA SL standards.
- Mostly
- Some of the language was narrow. For example: I would have liked to see the word dramatize next to create audio recordings (2.5) to offer a higher level alternative of speaking.
- Yes
- Providing examples within the MPIs is very helpful to interpret the standard.

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%
- Needs slight improvement (4): 57%
- Needs major improvement (2): 29%

E. Comments
- I believe the MPIs need to raise the bar, given the new standards and add more level 3 and 4 indicators.
- Needs collaboration added to many MPIs; not just one strand on sharing/cooperation.

WIDA Common Core Speaking and Listening Grade 3

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- I believe that the MPI's were linked to the most important topics of the standards. I think that there should also be MPI examples of poetry.
- The MPIs seemed to link to some of the topics in some of the strand anchor numbers. Create engaging

audio recordings...was not addressed.
- It seems that most of the WIDA standards fell in the 3.1 -3.2 Speaking and Listening Common Core Standards. This seems very appropriate.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Yes, and the higher levels of English proficiency.
- Most of the DOK fall in levels of 1 and 2.
- I would have liked to see the MPIs hit a DOK or 3 a few more times. Mostly they were at 1 or 2, even though the core standards went up to 3 and 4.
- I felt that most of the standards were lower DOK levels.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The MPI's are not specific enough to determine what is being assessed.
- Yes (3)
- The Common Core seemed to address more speaking objectives rather than listening objectives.
- Common Core standard Speaking and Listening 3.1 is huge and seems to be an umbrella standard for correspondence with WIDA.

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%
- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (1): 14%

E. Comments
- The language function does not seem to be connected very clearly to appropriate content examples.
- I think that poetry and audio recordings could be added.
- Once I only paid attention to the language function in the WIDA standards, I was able to align each item successfully. I felt like Speaking and listening 3.1 was the mother-lode of standards.

WIDA Common Core Speaking and Listening Grade 4

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The MPI's are weakly linked to the common core. It is definitely a stretch to say that there is an alignment.
- Yes, there was a small correspondence in the most important topics, except for using formal English and using audio and visual presentations.
- No, some standards such as Prsnt 4.5 had no links. Prsnt 4.6 had only one tenuous link. CC 4.2 and CC 4.3 had few links too. Many of the links seemed to be a stretch.
- Again, I thought the items focused on comprehension and collaboration. I probably actually forced one of the items to include Speaking and Listening 4.5.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- No. 4.1 and 4.4 were the CC most linked.
- The DOK levels were consistently on the lower range of the scale.

- The DOK in the CC standards tended to be higher than the MPIs. Even if an MPI was linked to a CC standard, it tended to address a lower level of knowledge than the CC standard did.
- Most of the Item DOK levels were lower than the Standards DOK levels.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Yes
- They seemed grade appropriate.
- The CC has a large emphasis on presentation/speaking standards rather than standards for listening.
- I think that 3.1 is basically the default standard in this alignment process, and certainly that standard is both (ironically) specific and open-ended enough to embrace instruction that allows speaking and listening opportunities.

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%
- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (1): 14%

E. Comments
- I think with revisions there could be a tighter link to the cc. The MPI's do not really tell me what is being assessed.
- I think that there could be examples for making presentations with audio and visual aids,
- 3.1 rules!

WIDA Common Core Speaking and Listening Grade 5

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The MPIs that were closely linked to the standards were the topic that I thought were the most important except for multimedia components.
- No. The MPIs did not link up to all of the important standards. Some standards had no links. Some MPIs only linked to a small part of the CC standard.
- I didn't see 5.5 represented well within the items.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- The DOK levels of the MPIs were much lower than the DOKs of the Standards.
- The MPIs generally had a lower level of DOK than the CC standards. MPIs never went to level 4 and seldom went to level 3.
- Low Item DOK levels compared to Standards DOK levels

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Yes (2)
- Standards were appropriate.

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%

- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (1): 14%

E. Comments
- I think that using formal English and including multimedia components in presentations should be included in examples.
- Further work needs to be done to link/align.
- Long live 5.1 :)

WIDA Common Core Speaking and Listening Grade 6

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- No, there were only two of the CC standards that were matched and only because I interpreted them very broadly in order to assign an MPI and CC match.
- The MPI's did not cover the presentation of multimedia enough. It was not explicitly stated about choosing the correct format to present the information.
- Although some of the MPIs were at the basic level, I was able to see how many could be used with the common core standards with listening and speaking.
- The CCSS were not fully addressed. Numerous standards were not addressed at all. There was a loose connection at best to the selections made as the MPIs only partially addressed the CCSS. Standards 6.3, 6.5. 6.6 were essentially not addressed at all.
- Matching and listing were not assessed in the standards.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Few 1s--mostly DOK 3.
- Again the DOK for the MPI's tended to go up in number based on the student's language ability.
- There seemed to be a better fit with this group and previous groups.
- DOK range seems to have been addressed.
- Okay

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The CC standards are written at a high grade appropriate level. The CC standards are very inclusive--they include many smaller tasks that may need to be taught before the whole standard is mastered.
- Yes
- Standards seemed appropriate.
- Based on my experience, the standards were directed below grade level.

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 50%
- Needs slight improvement (2): 33%
- Needs major improvement (1): 17%

WIDA Common Core Speaking and Listening Grade 7

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what

topics were not assessed that should have been?

- No, it was difficult to match and only able to use two or three of the standards.
- The common core topics were covered.
- Close correlation between MPI and common core standards. Changing the topic made it easy to switch between one and the other.
- There was limited linkage especially with regard to the breadth of the Common Core. Only certain CCSS were addressed and then, over and over again. Even with transformations it would be difficult to address all the CCSS.
- It had become obvious that WIDA standards/objectives/goals-whatever-are focused on product and not process. Common Core standards/objectives/goals are focused more on process resulting in product. Probably, it was the point to solicit information from field experts on how these two can be collated or how they may correspond. My conclusion: it's a stretch. At times, it felt like fitting an orange into an apple's skin, but from the outside, one could still see and feel the indentations of the orange peel. No one would be fooled.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Level 1 was not addressed.
- MPI's only went up to level 3, but that is to be expected. Maybe there needs to be more MPI's that cover DOK4. They are difficult.
- Many of the MPIs were lower that than cc standard expectations, but appropriate for ELL development.
- The DOK again on the MPI appears better than previous strands.
- Teachers are practical. My concern is that if the MPI's are not practical and easily understood in application of a Common Core Standard, a good teacher will implement what works and chunk the impractical imposition.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- Specificity not related to grade level but because of vagueness able to match the MPIs to a few standards.
- Yes (3)
- My ESOL teaching experience has been that students rise to the level of the teacher's expectations. Academic expectations are on the constant rise, yet ELL education borders on too much kindness and empathy resulting in the lowering of classroom expectations and increased student failure rate and increased dropouts. For middle and high school levels, WIDA standards stand on the low expectation side of the street and should rise to the occasion of process. Process transfers to all situations, academic and real life.

D. What is your general opinion of the alignment between the standards and assessment:

- Acceptable Alignment (3): 50%
- Needs slight improvement (1): 17%
- Needs major improvement (2): 33%

WIDA Common Core Speaking and Listening Grade 8

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- Okay but did not see variation in terms of types of collaboration. This was not clear. Just about all the

topics in the ELPS were not identified in the Common Core.

- No, the MPIs for listening and speaking were not completely linked to the CC standards. The CC were at a higher level. MPIs were linked primarily to 8.1 and 8.4 from CC.
- I found that most of the possible matches were to the same three or four standards, while other standards were never linked.
- The CC standards that addressed diverse media were under represented in the MPIs.
- There seemed to be a big disconnect between the MPIs and the CC standards. The CC standards all revolve around argumentation/persuasion and collaboration /interaction with others. The MPIs, on the other hand, were mostly informative/descriptive and didn't involve interaction with others.
- The MPI's were linked together.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- No. I did not feel that the ELPS required the student to perform at the highest DOK level across the board.
- No, the MPIs are at a much lower DOK.
- The MPIs were generally at a lower DOK level.
- Most of the MPIs were at a much lower DOK level than the CC standards they were to align with.
- There is also a disconnect in DOK between the MPIs and CC standards. The CC standards are all at the DOK of 3 or 4. They involve argument, analysis, etc. The MPIs were more descriptive in nature and rarely involved analysis.
- The MPI's didn't cover all of the material in the CC's. There were 2 major ones that I seemed to use a lot.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- No. They were for the most part too low for 8th grade.
- Yes, The CC standards were very specific and high level (all at 3 or 4 DOK).
- I think they were high, but appropriate, standards for eighth grade.
- The CC standards are a logical expectation for students in the 8th grade.
- The CC standards were packed. That is, each one involved several actions, so even if the MPI might have corresponded to part of the CC standard, it rarely corresponded to all the parts of the CC standards, which made matching difficult. The MPIs were very specific and described the language function that students would use to interact with specific content; the CC was very general and described actions/activities that the student would use with any content.
- The correspondence between the two were a little vague and the ones that I picked I had to defend in my mind why they would work in that instance.

D. What is your general opinion of the alignment between the standards and assessment:

- Acceptable Alignment (1): 14%
- Needs slight improvement (3): 43%
- Needs major improvement (2): 29%
- Not aligned in any way. (1): 14%

E. Comments

- MPIs need to have higher DOK levels and more rigorous expectations.
- I think more MPIs need to be written and/or transformed to bring the DOK level up to the level of the standards. At best we can while still keeping the MPIs appropriate for ELLs.
- Of all the MPIs, the listening/speaking MPIs have the least correspondence to the CC standards.

- Ways that you can see if a student can adapt their speaking to different contexts depending on what they are.

WIDA Common Core Speaking and Listening Grades 9-10

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- For this task, I thought that the matching was next to impossible. I think that the CCS in this area has very little in common with the MPIs. It is a stretch to match them.
- The aspects in the common core standards that were not addressed (or addressed in a limited fashion) in the MPIs are as follows: 10.2 and 10.3.
- There was little in the MPIs that covered the use of digital media in productive language. No MPIs matched to objective Spk.List.Prsnt.10.5.
- I found that the standards covered what was important.
- Yes

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- I felt as if I was picking the same CC standards/objectives over and over. It might have been better for me to just select Comprehension and Collaboration or Presentation of Knowledge and Ideas (the general topics).
- Level one (entering) had no to little match potential to standards. CC ELA standards were far more rigorous (DOK levels) than the ELP standards, therefore difficult to match.
- OK
- In general, it is difficult to assign a DOK level to lower proficiency level MPIs or to match them to specific CC objectives. For example, 'identify' or 'match' are important language functions for something like 'presenting information, findings, and supporting evidence, clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task', but does the MPI match the objective? Lower level MPIs either match all objectives or they do not match any, since they are so basic. Also, aren't language functions of MPIs supposed to be independent of cognitive level? In other words, can't 'describing' be something at DOK level 1 all the way up to DOK level 4?
- I didn't find an MPI that covered standard Spk.List.Prsnt.10.3.
- If I remember correctly, I think that I found more of the standards more appropriate for levels 2 & 3, rather than 1 & 4.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- No
- Yes (2)
- Appropriate and concise.

D. What is your general opinion of the alignment between the standards and assessment:

- Acceptable Alignment (3): 43%
- Needs slight improvement (2): 29%
- Needs major improvement (2): 29%

E. Comments

- My answer could go either way between acceptable and needs slight improvement.

WIDA Common Core Speaking and Listening Grades 11-12

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The Common Core assumes that all vocabulary has been addressed or pre-taught to students. I liken it to this: the MPIs are like a student in high school and the Common Core are like a student in college.
- Yes (2)
- The MPIs did not cover the use of digital media so objective Spk.List.Prsnt.12.5 did not match any MPIs.
- The standards were general and the MPI's were broad as well. It made specifically matching them difficult but it was easy to match them generally.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- The relationship for S/L was a stretch for 9-12.
- Items reflected vocabulary knowledge, especially the lower levels (entering, beginning). There was little to no alignment or match with CC ELA.
- As usual no 4s, but good coverage.
- No MPIs covered DOK level 4 and there were very few DOK level 3 MPIs.
- Yes (2)

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- No
- Yes (2)

D. What is your general opinion of the alignment between the standards and assessment:
- Acceptable Alignment (3): 43%
- Needs slight improvement (1): 14%
- Needs major improvement (3): 43%

Table 30: Review Committee Member Perceptions of Alignment between the Common Core Standards in Mathematics and the WIDA ELP Standards

Summary of Review Committee Member Comments by Grade Cluster			
Mathematics			
K-2	The CC standards pertaining to measurement were not covered adequately by the MPIs. The CC standards were mostly addressed by the MPIs at appropriate DOK levels. The CC standards in Math K-2 were generally written at an appropriate level of specificity except for some generic verbs such as *reason* and *work*.		
	Acceptable Alignment	Needs slight alignment	Needs major improvement
	6%	61%	33%
3-5	Although a certain degree of correspondence between the CC standards and MPIs can be identified by stretching the transformational nature of MPIs, close correspondence was not observed. The cognitive levels of expectations in language functions of MPIs were lower than those of CC standards and therefore more MPIs with higher DOK levels were suggested. The CC standards in Math 3-5 were generally written at an appropriate level of specificity.		
	Acceptable Alignment	Needs slight alignment	Needs major improvement
	6%	28%	67%
6-8	Although a certain degree of correspondence between the CC standards and MPIs in geometry can be identified, the MPIs would need to be expanded to cover more topics in geometry from the CC standards. In addition, CC standards pertaining to statistics and probability were not covered adequately by the MPIs. The CC standards were mostly addressed by the MPIs at appropriate DOK levels except for grade 6 where the cognitive levels of expectations in MPIs were lower. The CC standards in Math 6-8 were generally written at an appropriate level of specificity.		
	Acceptable Alignment	Needs slight alignment	Needs major improvement
	6%	50%	44%
9-12	Although a loose degree of correspondence between the CC standards and MPIs can be identified, it required a great extent of stretching the transformations of MPIs. The cognitive levels of expectations in language functions of MPIs were lower than those of CC standards. The CC standards in Math 9-12 were generally written at an appropriate level of specificity except for some generic verbs such as *prove*.		
	Acceptable Alignment	Needs major improvement	
	17%	83%	

WIDA Common Core Mathematics Review Committee Comments

WIDA Common Core Mathematics Grade K

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- I did not get any Operation and Algebraic questions in the MPIs. Also there was not any thing on Number and Operations in Base Ten.
- Counting and cardinality, as well as Operations and Algebraic Thinking were not available to match with MPIs.
- Operations and algebraic thinking and Numbers and Operations
- The MPIs did not really address place value, understanding the concepts of the operations of addition and subtraction, cardinality or in classifying.
- Not much in the area of Counting and Cardinality - There is some good cross-over between Geometry and Measurement and Data.
- MPIs did not address comparing numbers, place value, addition/subtraction, number names and count sequence.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- Yes, the performance levels were covered.
- DOK levels for the matched standards were appropriate.
- Yes.
- It doesn't seem that the MPIs covered DOK level 3 or 4 well. Project-based work could assist here. For example: Apply the use of several geometric shapes to construct a gingerbread house. Match the shapes to candies to decorate.
- A lot at DOK 1, some at 2 very little at higher DOKs - not a lot of evidence that requires higher level language skills.
- MPIs did not address comparing numbers, place value, addition/subtraction, number names and count sequence.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- The Common Core standards did take into account the Kindergartener, but the patterns were not addressed as a separate standard and many MPIs covered patterning.
- CC standards were specific enough.
- Generally.
- Yes, but more manipulatives (besides pictures) could be used at level one and two to show deeper understanding.
- Yes

D. What is your general opinion of the alignment between the standards and assessment:

- Perfect Alignment (1): 14%
- Needs slight improvement (5): 71%
- Needs major improvement (1): 14%

E. Comments
- Math did correspond better than some of the other areas.
- As mentioned, showing understanding of operations and place value are underrepresented.

WIDA Common Core Mathematics Grade 1

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Measuring was not addressed in MPIs. Specific standards were not addressed.
- Geometry, measuring or operations and algebraic thinking were not found to be common matches with the given MPIs.
- Measurement and Data Operations and Algebraic Thinking
- I believe the topics of time, estimation and measurement could be better represented.
- Questions/statements are presented which are not in the common core- specifically around estimation and the language of mathematics.
- The MPI had a several estimation items. These aren't in Gr. 1 CCSS. Any reference to estimation seems to be with lengths and not quantity. Place value and measurement should be example topics.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Measuring, time, and place value were not really addressed in the MPI that are in the common core. The language was not compatible as well.
- Yes
- I do not feel level four was represented; applying the models, problems, etc. to extend thinking.
- Not enough at DOKs 3 and 4 - does not require students to apply the knowledge they may have.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- There were appropriate for the grade level, but for ELL students the matching, identifying and manipulating of oral directions or pictures was not addressed in a specific way in the Common Core.
- Most of the MPIs make reference to the specific language needed to engage in the mathematical skills such as add, subtract, work with, etc. It is hard to match them closely to more general skills such as the ones mentioned above.
- Generally. There was some confusion about 1.G.1 -- what does "Reason with shapes and their attributes" mean?
- The standards were written and an appropriate level, but the use of the verb reason (1.G.1) was hard to interpret as well as the verb work (1.OA.4).
- Yes

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%
- Needs slight improvement (3): 43%
- Needs major improvement (3): 43%

E. Comments
- The above mentioned areas that were not addressed should be factored in.

WIDA Common Core Mathematics Grade 2

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- No, the MPIs did not deal with time, money, measurement, multiplication or interpretation of data. Most of the MPIs dealt with the general vocabulary to talk about math operations.
- Some. I found Operations (subtraction and addition) and problem solving to be a match but not at the higher DOK levels as stated in the Common Core Standards. Representing and interpreting data was not represented.
- Measurement and Data
- Actually I felt that the MPIs missed a few topics relevant to this level: measurement, foundation for elapsed time, time to the quarter, foundation for multiplication, money.
- Not all were covered - very little application to real world applications - geometry questions did not connect to common core geometry.
- Greater than, less than and equal symbol. Need to add time MPI Place value.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- The DOK levels were represented in the standards, but the MPIs covered more identifying, pointing out and did not fit well into the common core standards. Most were fit under "represent and solve problems involving addition and subtraction", whereas, the MPIs covered the language of mathematics in comparisons of more or less or estimation language.
- DOK levels for MPIs were lower than Common Core DOK levels.
- Need higher DOK levels in MPIs.
- Again, I felt that there could have been a few more threes and/or fours. It seems that the MPIs were primarily twos.
- DOKs 3 & 4 not addressed enough - not enough application.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- The Common Core was more specific in the Math area, but not as specific as the MPIs for the language of math.
- MPIs were a lot more specific due to being focused on the language of the content areas. Common Core standards, however, were more specific to the content and skills but broader in respect to each of the areas addressed.
- Generally. The objectives that were somewhat vague were explained more fully in the full version of the CC standards.
- I believe teachers will need to be encouraged to look at the examples provided by the overview to help interpret the standards. There were many other suggestions (with varying DOKs) in the example section.
- Yes

D. What is your general opinion of the alignment between the standards and assessment:

- Perfect Alignment (1): 14%
- Acceptable Alignment (1): 14%
- Needs slight improvement (3): 43%
- Needs major improvement (2): 29%

E. Comments
- More challenging MPIs need to be added.
- Across both ELA and Math - not enough examples at the higher DOKs - only asking students for surface knowledge - if this is consistent through middle school, students will not be able to access high school content - the WIDA standards were written prior to the Common Core - they do need to be tweeked if students are to achieve at higher levels.

WIDA Common Core Mathematics Grade 3

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Number and opertions were not cover in enough detail Language needed to understand concepts of place value.
- The topics were very broad and did not match the standards closely. The topic of fractions should have been covered at this cluster.
- Yes.
- The WIDA standards did not seem to match exceedingly well to the core standards. They were very broad and did not seem to link to specific standards on the core.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Very little level 3 DOK assessed.
- The standards generally were only DOK level 1. I think by level 5 of English proficiency the DOL level could be 3.
- Yes.
- It seemed as though the WIDA standards were at a lower level DOK than the common core. The language needs addressed in the WIDA standards did not seem up to the task of covering what is needed to align with the common core.
- There were no DOK's of 3.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Many questions about Descriptive statistics and very little or no statistical standards in grade 3.
- With the standards written in the 3-5 grade cluster, I think that it is difficult to have the expectations match this grade level.
- Yes.
- The standards did not seem very specific at all. The standards seemed to be written for a lower level than 3-5.
- At the third grade level, it would seem more appropriate to have an example topic of two-dimensional shapes instead of three-dimensional shapes.

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%
- Acceptable Alignment (1): 14%
- Needs slight improvement (1): 14%
- Needs major improvement (4): 57%

E. Comments
- Standards and assessments can be very helpful to drive instruction. These standards seem too "fuzzy" to help drive instruction.
- I think that true "alignment" requires much more time and work than is possible in the space of a two day study. If WIDA really wants to align or link themselves to the common core, they will have to go beyond what they are now and rewrite some of their standards.
- Part D above....we weren't aligning the standards with an assessment, but rather with the common core standards....not sure how to answer part D.

WIDA Common Core Mathematics Grade 4

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- Linking the MPI's to the CC is a stretch. They could be linked if the content example were better aligned to the CC. I would like to see the examples be the content that will have greater power over learning mathematics.
- I think that the NPIs should have been linked to fractions.
- Again there were some holes. Some of the standards had several MPIs that linked to them, while others, especially those that required greater DOK did not seem to have as many, if any MPIs that linked.
- Descriptive statistics at this grade level are not as important as geometry and number (according to the common core).

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- Most MPIs have a ceiling of 2; however, that is a stretch.
- Most of the DOK levels were low even at the higher proficiency levels.
- MPIs tended to be at the 1 and 2 DOK level. Level 3 was seldom addressed. None of the core standards were at a level 4, so it was not surprising that the MPIs did not achieve this level of DOK.
- The items seem to stop short of a DOK of 3.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Yes
- The core standards seemed to be appropriate for the grade level.
- The CC seemed to address more standards requiring problem solving and measurement than the WIDA MPIs.
- I'm sure there will be many elementary teachers who are going to need help with the language in 4.NF and the use of algebra in describing what students are supposed to be able to do with fractions. PD will be necessary!

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%
- Needs slight improvement (2): 29%
- Needs major improvement (4): 57%

E. Comments
- The correspondence between the standards and the MPIs was limited. I could find limited links in the content. More attention needs to be placed on fractions and on angles.
- Again...descriptive statistics and 3-dimensional geometry are not a focus in the standards at this grade level.

WIDA Common Core Mathematics Grade 5

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The link between the standards and the MPIs is not very close. The content of the MPI could be transformed to make the like closer for many. I think that the Descriptive statistics are not applicable to this cluster.
- The MPIs touched on some of the topics of the standards, but missed a lot.
- Descriptive statistics is just not well-represented in the Standards, and there is the whole strand of statistics in the WIDA items. Just seems like that issue needs to be addressed.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- The DOK levels of the MPIs are far below the common core standards DOK level at this grade
- Generally the MPIs expected a lower DOK than the CC standards. The MPIs addressed only a small part of what is intended by the CC standards.
- Again, item DOK levels tended to be lower than Standards DOK levels.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- Yes (3)
- Yes, people are talking right now and I can't think.

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%
- Needs slight improvement (2): 29%
- Needs major improvement (4): 57%

E. Comments
- There should be examples of fractions and measurement conversions added.
- The CC standards need to be carefully examined and MPIs need to be rewritten if WIDA is even to become "linked". What needs to be added is way beyond the scope of this study.
- Descriptive statistics needs to actually be more prevalent in the common core standards. If it were, then the WIDA items would correspond nicely with the common core. That's my professional opinion.

WIDA Common Core Mathematics Grade 6

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- The WIDA did not include summarizing, developing understanding, reasoning about or analyzing to the degree found in the Common Core.
- I feel each of the WIDA Standards covered the important topics. Many of the Common Core standards for 6th grade, such as "Statistics and Probability" as well as "The Number System", were not covered.

- Yes
- In most cases. They were lacking in the coverage of: 6.NS2 Compute fluently with multi-digit numbers and find common factors and multiples; 6.NS3 Apply and extend previous understandings of numbers to the system of rational numbers; 6.EE.3 Represent and analyze quantitative relationships between dependent and independent variables. 6.SP.1 Develop understanding of statistical variability; and 6.SP.2 Summarize and describe distributions.
- No, WIDA is missing some important standards in Geometry, Number Systems, Data Statistics and Probability.
- In relation to the CCSS to MPI the following was lacking: Statistics and Probability were missing. There was Geometry but it did not touch upon surface area. Real application to the real-world was there but on a very low level. Computation in the number system was a bit lacking. Knowing what dependent and independent variables was also not present.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- There was a range of DOKs but fewer 3s in WIDA.
- As I wrote above, for the WIDA Standards yes but not for the Common Core Standards.
- Yes.
- Some were left out (see above). More alignment with the document needs to be addressed and worked on. It was difficult to align with the CC and find areas in which it was relevant. Left room for second guessing as to where the standards would fall.
- In relation to the DOK to the MPI - many of the MPI standards were at the DOK level of 1 or 2. The DOK level was not present as well as the expected content for the specific standards given in the CCSS. They seem to be at a much lower grade level and connected in a roundabout way to get the student to where they need to be.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- The standards were specific, but were not always in correspondence to the clusters of the Common Core.
- Yes (2)
- While most were obvious, some needed a little more clarification.
- There is a lot of room for individual interpretation. More specificity to the wording and verbs used is needed. The standards of the WIDA need to be addressed more directly to the common core.. WIDA can be too broad and left to interpretation of the document.
- The WIDA standards were a half and half of being appropriate for the specific grade level. They would get the student from point A to B but there needs to be more processing other than being able to identify through pictures or verbal in order to get the student to where they should be. The languaging is there but conceptually, not at the right grade level.

D. What is your general opinion of the alignment between the standards and assessment:

- Perfect Alignment (1): 14%
- Acceptable Alignment (1): 14%
- Needs slight improvement (4): 57%
- Needs major improvement (1): 14%

E. Comments

- Some of the example topics in the WIDA chart could be changed to match the Common Core "Clusters" for Math.
- Align to the CCSS that are listed as not being addressed in A above.
- I am between slight and major. The MPI (WIDA) needs to really be revamped in a way that will reflect what we want students to show us in comparison to the others taking the same assessment. Also, I am concerned that there is no tool to determine what the 1st language of math is... and that our standard mathematical system and assessment does not allow for us to know their true mathematical language and knowledge inclusive of the WIDA and now the Common Core.
- In looking at what WIDA has set forth there needs to be a better balance of what is expected to what can be done. If the overall cluster is to solve real world problems, involving area, surface area and volume....then the MPI should reflect that better. There should be MPI's that reflect surface area, area, volume rather than an overabundance of items dealing with line segments and angles. The content of the MPI's did not match the cluster/standard content.

WIDA Common Core Mathematics Grade 7

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- The examples in the WIDA MPIs did not cover the Number System or Statistics and Probability. The Geometry examples in the WIDA MPIs differed from the focus of the Common Core. The Geometry in the Common Core emphasized angle measure, area, surface area and volume. The MPIs emphasized line segments.
- The Common Core Standards for 7th grade seem to be getting a little more difficult with regards to content compared to the WIDA Standards. There are still large gaps where Common Core Standards are not being addressed such as Statistics and Probability.
- The standards did not include Statistics and Probability CCSS: 7.SP.1 Use random sampling to draw inferences about a populations; 7.SP.2 Draw informal inferences about two populations; and 7.SP.3 Investigate chance processed and develop, us, and evaluate probability models. The Geometry standards focused on primarily line segments which were not included in CCSS.
- No. Ratios and proportions should have more depth in the WIDA standards. More experiential and real life models using different proportional relationships and scenarios. There is nothing in the NS work that talks about symbols and their meaning. Do students know that the = sign means of the same value and not that an answer goes after it in an algorithm? Are the symbols different in their culture? Geometry really needs to be extended to cover more depth and breadth. In the WIDA only line segments and angles are covered. This seems to be one of the weakest areas. Missing from Geometry: solving problems using scale drawings of geometric figures, Drawing geometric shapes with given conditions. This could be a strand throughout with DOK 1-4. knowledge of and describing w dimensional figures from 3 dimensional figures. Solving real- life and mathematical problems involving angle measure, area, surface area, and volume. #4and #6. All of Statistics and Probability is missing.
- Not really. The MPI's did not reflect the content of the CCS for the grade level for most of the items. Most of the domains were there except for Statistics and Probability. Geometry was present but again not at the level of this grade. The Number system was also another area in which the CCS did not link properly with the MPI's.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- The DOK match was good.
- I feel the DOK levels are appropriate and match with the standards they address somewhat closely.

- Yes.
- Statistics and Probability was not assessed. The MPI's were also written at a lower level than the CCS. The language functions were good and if you look at just that then there was a good match. But if you also look at the content stems, no, there is a disconnect between the MPI and the grade level expectations.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- More work is needed for content language acquisition in the WIDA standards to correspond to the requirements of the Common Core.
- Yes
- The majority were, but there were several CCSS that were not addressed (listed in A above) and most of the Geometry standards addressed primarily line segments which are not included in CCSS. There were a few angle standards addressed in CCSS.
- I think the WIDA does not cover the same amount of knowledge in mathematics that the CC demands. I believe that all of the CC domains, clusters and standards can be encompassed by the WIDA Domains and standards.
- No, given the CCS - the specificity was not there. It is more appropriate at the 6th grade level but not for the 7th.

D. What is your general opinion of the alignment between the standards and assessment:

- Perfect Alignment (1): 14%
- Needs slight improvement (4): 57%
- Needs major improvement (2): 29%

E. Comments

- Percents and fractions can be expanded to include the first two cluster in math "Ratios and Proportional Relationships" and "The Number System" then you can get rid of Line Segments and replace it with "Statistics and Probability."
- The WIDA standards need to be adjusted to better align with the geometry CCSS. Statistics standards need to be added to the WIDA standards.
- My personal opinion is that the work of Bob Marzano is right in line with the work being done here. It is about knowing what we want students to know and be able to do and being clear as to how we are going to get our students there. In his book, The Art and Science of Teaching, his message is very clear... also his work around standards based learning would really align with the work being done here very well. I think Dr. Cook and Bob Marzano would make a great team around the work being done here and could be a true example of putting the best people in education together to help solve the educational issues and needs of all of our students, especially those who are in the most need.
- Major since many MPI's did not address the CCS. If you really stretched it, yes in the domain areas but as for the specific content, no. Such as you have MPI's for geometry but refer to line segments and angles. In the 7th it goes beyond that looking for the application through drawing of geometric figures and such.

WIDA Common Core Mathematics Grade 8

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?

- The most important topics were not thoroughly covered by the WIDA MPIs. More was needed to represent the CC clusters of The Number System, Functions, and Statistics and Probability. The examples for the Geometry cluster needed to include the Pythagorean Theorem, volume of cylinders, cones and

spheres.

- The Common Core Standards do not quite match the WIDA Standards at this point. Although I was able to align each of the WIDA Standards there were many Common Core Standards left off. Again the Statistics was left off as well as Functions and The Number System.
- There were several topics that were not addressed in the CCSS including: 8.NS1 Know that there are numbers that are not rational, and approximated them by rational numbers; and 8.F1 Define, evaluate, and compare functions; 8.F2 Use functions to model relationships between quantities; 8.G1 Understand congruence and similarity using physical models, transparencies, or geometry software; and 8.SP1 Investigate patterns of association in bivariate data.
- No. In the Number System 8NS1. EE1 radical and integer exponents completely missing. EE2 connections between proportional relationshps, lines and linear equations missing. EE 3 Analyze ans solve linear equations missing. All of functions was not present. Geometry needs to be completely redone as only line segments and angles are covered. Statistics and Probability is completely missing.
- Ratios and Proportional Relationships were mising in both. The CCS to the MPI's were not really aligned well. The MPI's are in cluster groups and the content is not specific to each grade level that is being addressed. If you transform the language functions then there is a link between the CCS and MPI.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?

- The DOK levels of the MPIs tended to be lower than those of the Common Core.
- I think the WIDA DOK levels again match the levels of the Common Core Strandards they relate to.
- Yes.
- Yes, some areas were missing but the MPI's were more DOK 1's. There should be more 2's as indicated on the CCS alignment by the group.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?

- It was difficult to match the MPIs to the Common Core clusters. The requirements did not overlap well and so a stretch was needed to make the match.
- Yes
- The standards were written at a somewhat lower level of specificity and expectations below grade level.
- No. There is not depth or breath to the WIDA standards if we are aligning them to the Common Core. I think that all of the CC standards could be covered in the 4 domains and Levels of the WIDA document.
- The CCS was written appropriately and the alignment is there between the 3 grade levels. Each grade builds upon the other and in 8th it begins to set-up for the Algebra I and II.

D. What is your general opinion of the alignment between the standards and assessment:

- Perfect Alignment (1): 14%
- Needs slight improvement (1): 14%
- Needs major improvement (5): 71%

E. Comments
- It feels like as we progress from grade 6 through grade 8 the alignment keeps getting farther apart.
- CCSS standards need to be addressed as noted in A and standards need to be written at a higher level so that the expectations reflect the grade level.
- It seems that writing MPI's as a grade cluster will not work since the specificity of the standards is such that the MPI's also need to show an increase in progression of knowledge and skills like that of the CCS.

WIDA Common Core Mathematics Grades 9-12

A. For each standard, did the items cover the most important topics you expected by the standard? If not, what topics were not assessed that should have been?
- There was limited coverage of any Common Core cluster. The matches to the standards were a reach and so additional work is needed in all areas.
- There was little alignment between the Common Core Standards and the WIDA Standards. I had to strech to make some of the matches.
- The standards "loosely" align to some of the CCSS topics. But, there were many topics in CCSS, too numerous to list, that were not covered by the standards.
- No. Very difficult to align with the Common Core. No depth or breath with the WIDA alignment of the CC. Too many areas missing to note. Start from beginning and move on through. Absolutely nothing with Statistics and probability, trigonometry-functions identities, transformations in the plane, understanding congruence in terms of rigid motion, Prove geometric theorems, Interpreting functions is also missing. Many parts of Algebra as it applies to polynomials, relationships. Interpreting the structure of expressions, Quantities missing, complex numbers. Vector and matrix quantities.
- CCS to the MPI? Very little. As stated the domains are present for the most part however the content does not match up. There did not seem to be MPI's in the areas of Quantities, The Complex Number System, Vector and Matrix Quantities, Circles, Statistics and Probability, Expressing Geometric Properties and Modeling with Geometry.

B. For each standard, did the items cover the most important performance (DOK levels) you expected by the standard? If not, what performance was not assessed?
- The WIDA MPIs were did not cover most of the language functions needed to learn the Common Core standards.
- I think the WIDA Standards are a lower than the Common Core Standards.
- Of those that were covered, they do include the most important DOK level expected.
- The DOK levels matched the MPI's that could be found in the CCS. They were appropriate. However, not enough MPI's could be matched up well with the CCS to determine if the DOK levels were consistent with the CCS DOK's.

C. Were the standards written at an appropriate level of specificity and directed towards expectations appropriate for the grade level?
- The Common Core standards were written with enough detail to understand the expectations for learners.
- Yes, they just didn't match well.
- Sometimes.
- No. Grades 9-12 in the WIDA did not have the depth or breath nor did it cover enough of the CC standards.
- Given the grade level cluster, the CCS standards were written appropriately and clear. However, the language function of "prove" could be interpreted in many different ways. Proving of a theorem was

thought to be higher than just proving of a "polynomial identity" It should be looked at to determine if another term could be used to differentiate between the uses of the word "prove."

D. What is your general opinion of the alignment between the standards and assessment:
- Perfect Alignment (1): 14%
- Acceptable Alignment (1): 14%
- Needs major improvement (5): 71%

E. Comments
- I think you might want to rewrite the WIDA Standards to better align with the Common Core Standards at this level.
- The standards align to a very small percentage of the CCSS standards/topics. Major revisions are required in order for them to be completely aligned.
- A lot of work needs to be covered in this. It is going to be a daunting task to figure out how to make it work.
- The CCS and current MPI's rarely matched each other. The language functions were fine but it was the content stems that did not align with the CCS for this level. In another level, yes. But at it's current placement, no. In the writing domain, there needs to be more of a product to be produced since many of the CCS ask to build, construct, make and so forth.

APPENDIX B

Example of Linked and Non-Linked Standards

The following illustrates cases of linked and non-linked standards for mathematics at grade cluster 6-8. In this example a WIDA English language proficiency (ELP) standard and a state ELP standard are being compared to the Common Core Mathematics Grade 7 Ratios and Proportional Relationships standard.

The Common Core Mathematics Grade 7
7.RP Ratios and Proportional Relationships
7.RP.1 Analyze proportional relationships and use them to solve real-world and mathematical problems.

The two English language proficiency standards that are being compared to the Common Core Mathematics standard are similar. The expectations in both ELP standards are 1) associated with mathematics, 2) at language proficiency level 4 (Expanding), and 3) address the domain of reading.
Example of Linked Standards: The WIDA ELP standard listed below focuses on ordering of real world mathematics procedures, with perimeter and area given as examples. This standard is closely associated, or linked with the Common Core, Mathematics 7.RP.1 (Grade 7).

WIDA Level 4, Mathematics Grade Cluster 6-8, Reading
"Order steps for computing perimeter, area, volume or circumference in real-world situations using sequential language"

Example of Non-Linked Standards: State A's (pseudonym) ELP mathematics standard is addressing use, but it is vague and unfocused. It does not state what math formulas or strategies are to be addressed, or how they are to be used. The lack of clarity in this standard would make it difficult to link to any particular standard; hence, this ELP standard is NOT linked to the Common Core, Mathematics 7.RP.1.

State A's ELP Standard, Level 4, Grade Cluster 6-8, Reading
"Use math formulas to solve problems"

The goal in linking ELP standards to content expectations deals with both specificity and appropriate discourse function. The WIDA ELP example is specific and provides an appropriate discourse function: order. State A's ELP example does provide an appropriate language function (use) and is too vague.