LA 2.2 Introduction to Using Can-Do Descriptors

Learning Outcome	Pedagogical Intent	Student Position
Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.	Teachers can identify and utilize suggestions from the Can-D0 Descriptors to individually and collectively plan content lessons to which all students can access and learn from.	Students have referred to the WIDA Can-Do Descriptors in general. Now they will evaluate where the student they are studying is as far as proficiency in English in order to better understand the descriptors and how they can utilize them in their classrooms.

Assessment: 25 pts.

TA: 25 Minutes

Instructions

1. In your PLC group and using your knowledge of the students each PLC member is studying, consider their WIDA proficiency scores and grade level. Scroll down the [WIDA Can Do descriptors chart](#) and select the appropriate grade level. Record your student's WIDA scores for each domain (reading, writing, listening, and speaking for Grades 1 and beyond and expressive and receptive for K).

2. Refer to your chart and discuss the following questions:

   1. Which language domain is the highest? Why do you think that is?
   2. Which language domain is the lowest? Why do you think that is?
   3. What similarities do you see among your students? What are the differences?
   4. What verbs and language can you identify that are similar to grade-level Common Core State Standards (ccss)?
   5. How can understanding EL proficiency levels and using the Can Do descriptors inform your instruction?
   6. How can you use the CanDo descriptors to improve assessment practices?
   7. Be prepared to report your group's insights to the rest of the class.

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