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Charlotte mecklenburg school calendar 2016-17

This issue is organized around four overarching communicative purposes called key uses: recounting, explaining, argue, discussion. The descriptors are organized according to the following class clusters, which correspond to access for ELLs and WIDA screeners. To purchase copies of the K-12 Can Do Descriptors, Key Uses Edition, which are printed and bound in color, visit the WIDA Store. The Early Years Can Do descriptors provide examples of language use for three overarching communicative purposes: Express Self, Recount, Inquire (for receptive and expressive language domains). They are organized by the following age clusters: 2.5-3.5, 3.5-4.5, 4.5-5.5 To purchase copies of the Early Years Can Do descriptors that are color-printed and bound, visit the WIDA Store. In this original version, key usage is not used as an organizational function. Instead, it is organized by language domains: speaking, listening, reading, and writing, and by the following class clusters: PreK-K, 1-2, 3-5, 6-8, 9-12. Can descriptors do kindergarten? What are the Wida Plains? How many states are in the Wida consortium? What does Wida mean? What is the Wida Screener? What are ELL skills? What are the 4 language domains? What are the different language skills? In order to continue to enjoy our website, we ask you to confirm your identity as a human being. Thank you for your cooperation. In order to continue to enjoy our website, we ask you to confirm your identity as a human being. Thank you for your cooperation. The Can Do Descriptors provide examples of what dual-language learners (DLLs) can do at different stages of language development. You can help educators interpret results from WIDA language development assessments and find ways to design ways for DLLs to meaningfully participate in learning environments where the language of interaction is English. All components of the framework work together to help DLLs and their teachers support the language development of DLLs. Therefore, we encourage practitioners and educators to use the Can Do descriptors in conjunction with the other components of the framework. For more information about the WIDA standards framework, see www.wida.us. Watch the short video below to get an overview of our philosophy, and then read our two-page Can Do Philosophy brief to learn more about the assets, contributions and potential of multilingual learners. Transcript For The Can-Do Philosophy Permeates Everything We Do at WIDA Assessment, professional learning, standards. And bringing content and language together is always to build on the benefits that children have. With what we do at WIDA, we are constantly thinking about how we can honor and not just celebrate. But really use the assets assets Children are taken to the classroom. Cultural, linguistic, cognitive and academic. Children come to our classrooms with many ways to know many ways to learn. And many different experiences that can enrich what we are already doing. Teachers also bring a lot of experience to the classroom. And many ways to know and do things that also benefit the classroom. Our can-do philosophy has built many tools around them. So that you can understand and create language-rich, alphabetsatorierich and culturally appropriate classrooms. And it turns out that these classrooms are good for all children. They are appealing classrooms that work for every student in your school. But they are especially important for English learners. If you need to learn English, but you also need to keep up with strict academic content. We want to make sure that this can-do philosophy is indeed a very large part of the educational fabric and is permeated with everything we do. And you do. Our can-do philosophy is an example of who we are as educators. And how our multilingual learners are indeed an enormous resource. Like their contributions, not only to teaching and learning, but to our educational communities. And into the world. Every year, the population of English learners continues to grow in classrooms across the country. Depending on where you live and how far away your school's ESL program is, you may need to figure out how to help non-English-speaking students participate in your class, even if you don't have AN ESL education yourself. Unfortunately, in this situation, many teachers will only let these students sit there and watch their classmates take part in learning activities. Or we'll give students a painting page just so they have something to do with their hands. It's not even nearly ideal – we know that – but without other tools available to us, what else is there? In an earlier post, I shared 12 strategies that regular class teachers can use to support ESL students in their classrooms. If you haven't read that, look at it anyway. Since then, I've been shown another tool that can make a big difference for these students: the Can-Do descriptors, which can be downloaded for free from an organization called WIDA. These descriptors are designed to help students understand what students with different English skills should do in a regular content area. The tasks are divided into four areas: reading, writing, speaking and listening. The descriptors can help you view an activity that you can use with your English-language and then scale them back for ELL students so they still interact with academic content, only at a simplified level. How the Can-Do descriptors work Let's go through an example so you can see the can-do diagrams in action. Take a look at this page of descriptors for 9-12: WIDA Can-Do descriptors for read and write, Class 9-12. Level 1 is the lowest level of competence and Level 6 is the highest. For example, suppose students want to write research reports that integrate information from a variety of sources. If you look at the Writing line in the diagram above, you will see that this activity is listed as something that a level 5 student should do. Suppose you have three ELL students in your class: Seda, who speaks almost no English (level 1), Pavlo, whose English is progressing but still not reached (level 3), and Ife approaching the flowing one (level 5). Ife can most likely create the research report as assigned (see the top list under Writing under Level 5). She may need some help with some vocabulary, but at level 5, her ability is strong enough to do the same work as her English-speaking colleagues. Pavlo, at level 3, could receive a template or graphic organizer that asks for specific information about its chosen topic. To complete this template, he will still have to do research, but he will not have to rely on the advanced English skills required to produce a well-written report. In the meantime, Seda may only be able to label images of items related to a subject similar to students. For example, if all students are exploring careers, you can find out what types of jobs Seda is interested in, let them choose and give her pictures related to this job to look up and label. Here's another example of 3rd grade teacher Kelsey Davis using grades 3-5 descriptors: What if you don't have access points? The levels in these charts are based on the scores of the students on the ACCESS test, which is given in many states to measure English proficiency. If your state does not use this test, if you are outside the United States or are working with a student who has not yet been tested, use these diagrams as a guideline: It is about using the descriptors to challenge each student as much as possible within their current language skills. , try it and adjust it if necessary. It is certain that they will sit and color. ♦ Download a free copy of the WIDA Can-Do descriptors for your target group HERE. And look back later: WIDA is currently working on other versions of the descriptors, including a set in Spanish. Come back for more. Join our mailing list and get weekly tips, tools and inspirations, Make your lessons more effective and entertaining. Get access to our all-member library with free downloads, including 20 Ways to Cut Your Grading Time in Half, the e-booklet that has helped thousands of teachers save time on grading. More than 50,000 teachers have already joined – come in. 2018 - 2019 ACADEMIC CALENDAR 2018 - 2019 MIDDLE COLLEGE COLLEGE SCHOOL CALENDAR 2018 - 2019 A-B DAY CALENDAR 2018 - 2019 RELIGIOUS CALENDAR 2018 - 2019 EARLY COLLEGE CALENDAR 2018 - 2019 TEACHER/STAFF HOLIDAY & WORKDAY CALENDAR 2018 - 2019 CONTINUOUS LEARNING CALENDAR 2018 - 2019 PROGRESS REPORT SCHEDULE 2018 - 2019 SECONDARY REPORT CARD SCHEDULE 2018 - 2019 ELEMENTARY K-2 REPORT CARD SCHEDULE 2018 - 2019 ELEMENTARY 3-5 REPORT CARD SCHEDULE 2017 - 2018 ACADEMIC CALENDAR 2016 - 2017 DISTRICT CALENDAR (REVISED 1-10-17) 2016 - 2017 MIDDLE COLLEGE HIGH SCHOOL CALENDAR 2016 - 2017 CMS TESTING CALENDAR 2016 - 2017 RELIGIOUS CALENDAR 2016 - 2017 CHARLOTTE ENGINEERING EARLY COLLEGE HIGH SCHOOL CALENDAR 2016 - 2017 EMPLOYEE CALENDAR (REVISED 1-13-17) 2016 - 2017 AB DAY CALENDAR (REVISED 1-10-17) 2016 - 2017 HOLIDAY TEACHER WORKDAY CALENDAR (REVISED 1-10-17) 2016 - 2017 SECONDARY REPORT CARD SCHEDULE 2016 - 2017 ELEMENTARY REPORT CARD SCHEDULE 2016 - 2017 BRUNS AND BYERS REPORT CARD SCHEDULE 2016 - 2017 DRUID HILLS AND THOMASBORO REPORT CARD SCHEDULE By WBTV Web Staff | March 10, 2015 at 2:00 PM EDT - Updated July 11 at 3:45 PM CHARLOTTE, NC (WBTV) - Parents of Charlotte-Mecklenburg Schools students are interviewed with staff and community members for their contribution to the 2016-2017 school calendar. The poll opened on Tuesday and will run next Tuesday, March 17, at 11:59 p.m.m. Superintendent Ann Clark will review the results and evaluate the contributions submitted by staff, parents and community members. CMS says Clark will then recommend a calendar option to the Board of Education, which must approve the calendar in May. Two school calendars 2016-2017 were designed with different options for teacher working days, annual vacation days and holidays throughout the school year. The calendars were designed by a committee of CMS teachers, students, school leaders, administrators, parents, and community members. CMS says both calendars meet the requirements of the North Carolina law and the guidelines of the North Carolina Board of Education and the

Charlotte-Mecklenburg Board of Education policy. According to the CMS, these requirements include a total of 215 days: The surveys do not apply to the long-term learning calendar with longer time at the I.I.F.T. school schools. Click here for calendar options and here for the calendar survey. Survey.

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