

# Executive Overview

## How The Mimir Supports WIDA / ACCESS-Informed Instruction and Progress Monitoring

### WIDA / ACCESS-informed pathways

Schools can use existing WIDA ACCESS proficiency levels to guide where students begin in The Mimir and how much support they receive.

- 1 - **Entering**: access and guided support
- 2 - **Emerging**: supported reading and short response
- 3 - **Developing**: fuller lesson completion with growing independence
- 4 - **Expanding**: deeper production and precision
- 5 - **Bridging**: stronger independence and academic language
- 6 - **Reaching**: extension, refinement, and advanced application

### Consistent five-step lesson design

Every lesson follows the same structure:

**Watch -> Core -> Read -> Speak -> Game**

This makes it easier for teachers and facilitators to differentiate without creating separate lessons.

### Mixed-level flexibility

Teachers can personalize by adjusting:

- where students start
- how many steps students complete
- how much support students receive
- what kind of output students produce

### Progress monitoring

The Mimir gives teachers visibility into:

- lesson progress
- completion patterns
- game performance
- speaking preview and pronunciation signals
- transcript excerpts and next-step needs

### What teachers can do now

Shorten or extend pathways based on student need, add support when students stall, increase independence when students show readiness, and use progress data to decide what to emphasize next.

**Why schools value this:** The Mimir helps schools connect ACCESS-informed planning, mixed-level differentiation, and practical progress monitoring in one consistent instructional workflow.

# 1. WIDA / ACCESS-Informed Instructional Pathways in The Mimir

The Mimir is designed to support instruction across the range of English learner development reflected in WIDA ACCESS proficiency levels. It is not a replacement for ACCESS and does not serve as a standalone placement assessment. Instead, it helps teachers translate proficiency information into practical daily instructional pathways.

Across WIDA states, educators can use ACCESS proficiency information together with local screeners, teacher observation, and classroom performance to decide where a student should begin, how much support the student should receive, and which parts of the lesson should be emphasized.

## The core instructional priorities The Mimir supports

- listening and language access
- vocabulary and sentence development
- reading comprehension
- speaking and oral language growth
- writing and language production
- differentiated support based on student proficiency

## The Mimir lesson structure

<b>Warm-Up</b>	Watch: video-based entry into the topic
<b>Pre-Lesson</b>	Core: Vocabulary, Sentences, Grammar, and Review
<b>Lesson</b>	Read: Listen, Notice, Read, Define, Flipcards, Reflect, Record, and Quiz
<b>Production</b>	Speak: speaking and writing application through Director, Characters, Dialogue, and Polish
<b>Reinforcement</b>	Game: skill-based practice in listening, reading, speaking, and writing

## WIDA pathway guide at a glance

WIDA level	Recommended emphasis	Teacher focus	Recommended next step
1 - Entering	Watch, Vocabulary, Sentences, guided Read/Record, simple Game	Build access and confidence	Add supported reading and short speaking

2 - Emerging	Watch, full Core, Read, Record, Quiz, selected Speak	Strengthen supported comprehension and response	Increase independent reading and output
3 - Developing	Full Core and Read, stronger Speak, fuller lesson flow	Build independence and transfer	Extend discussion and production

### WIDA pathway guide at a glance (continued)

WIDA level	Recommended emphasis	Teacher focus	Recommended next step
4 - Expanding	Full five-step sequence, deeper Speak and Production	Deepen precision, fluency, and complexity	Add extension and richer language tasks
5 - Bridging	Full sequence, stronger academic language and independent production	Support sustained discussion and application	Increase extension and content-rich output
6 - Reaching	Full sequence with challenge, refinement, and extension	Refine advanced expression and transfer	Use for independent application and enrichment

## Recommended instructional pathways by WIDA proficiency level

### WIDA Level 1 - Entering

**Instructional focus:** Build access to meaning, confidence, listening development, basic vocabulary, and supported oral language.

**Recommended emphasis:** Watch; Vocabulary and Sentences in Core; selected listening/noticing tasks in Read; short guided speaking or recording; one simple Game.

**What teachers should do now:** Model first, read directions aloud, pause and replay as needed, and keep the pathway short.

**Recommended next step:** Add more supported reading and short speaking tasks once the student is successful with the shorter pathway.

### WIDA Level 2 - Emerging

**Instructional focus:** Strengthen vocabulary, sentence-level speaking, supported reading, and short comprehension and response tasks.

**Recommended emphasis:** Watch; full Core; Read with Listen, Notice, Read, Define, Reflect, Record, and Quiz; selected Speak tasks; Game for reinforcement.

**What teachers should do now:** Clarify directions when needed, support reading and recording, and encourage complete sentence responses.

**Recommended next step:** Increase reading complexity gradually and ask for more complete speaking or writing output.

## Recommended instructional pathways by WIDA proficiency level (continued)

### WIDA Level 3 - Developing

**Instructional focus:** Strengthen comprehension, vocabulary in context, speaking fluency, and transfer from reading into speaking and writing.

**Recommended emphasis:** Watch; full Core; most Read tasks; Speak tasks involving explanation, dialogue, and revision; Game for reinforcement or extension.

**What teachers should do now:** Monitor more than direct every step, check for depth of understanding, and encourage fuller answers.

**Recommended next step:** Move students toward fuller lesson completion, richer discussion, and more independent production.

### WIDA Level 4 - Expanding

**Instructional focus:** Promote deeper comprehension, stronger fluency, more precise academic language, and more extended speaking and writing.

**Recommended emphasis:** Full five-step lesson sequence; independent reading and comprehension; strong Speak and production work; Game-based reinforcement, review, or challenge.

**What teachers should do now:** Push for depth and precision, ask follow-up questions, and encourage elaboration and clearer organization.

**Recommended next step:** Increase complexity, extend discussion, and use The Mimir for more independent application and reinforcement.

### WIDA Level 5 - Bridging

**Instructional focus:** Support strong independence, richer academic language, and sustained speaking and writing across lesson components.

**Recommended emphasis:** Full sequence with stronger discussion, reflection, and production; extension through higher-level speaking and writing tasks.

**What teachers should do now:** Emphasize evidence-based explanation, precision, and transfer across tasks.

**Recommended next step:** Add content-rich extension, more sustained discussion, and refined academic output.

### WIDA Level 6 - Reaching

**Instructional focus:** Refine advanced expression, flexibility, and independent language use in challenging academic tasks.

**Recommended emphasis:** Full sequence with challenge, refinement, and extension; independent application and enrichment.

**What teachers should do now:** Encourage sophisticated explanation, comparison, justification, and revision.

**Recommended next step:** Use The Mimir for advanced practice, extension, and independent application.

## 2. Supporting Mixed-Level Multilingual Learners with The Mimir

The Mimir allows students to work on the same lesson topic at different levels of depth. Some students may focus on access, vocabulary, and oral response; others may complete reading, reflection, and quiz tasks; and more advanced students may complete fuller speaking and writing production. This gives educators a structured way to differentiate instruction without having to create separate lessons for every learner.

### Whole group, different response levels

All students work on the same topic, but respond at different depths. This works especially well in classroom, intervention, and after-school settings.

### Same lesson, different stopping points

All students begin together, but not all students complete the full lesson. This works well when time is limited or when students need different levels of support.

### Small-group rotation

Students are grouped loosely by support level, with each group completing a different portion of the pathway.

### A simple rule for teachers

When a student is struggling, reduce the pathway and increase support. When a student is succeeding, increase independence and complexity.

### Recommended teacher actions by student need

Student need	Recommended starting pathway	Teacher move
Needs strong support	Watch, Vocabulary, Sentences, guided oral response, one simple Game	Model first, shorten the pathway, and keep language entry highly supported
Developing independence	Full Core, supported Read tasks, Record, Quiz, selected Speak tasks	Support transitions, prompt complete responses, and gradually expand output
Ready for greater independence	Full five-step sequence, richer Production tasks, extension and reflection	Increase complexity and expect fuller spoken and written responses

A practical age-band note: K-2 often works best in a teacher-led or facilitator-led format; grades 3-5 usually fit a blended model; grades 6-12 are often ready for more independent use with teacher guidance.

### 3. Measuring Progress in The Mimir and Deciding What to Do Next

The Mimir gives teachers visibility into both lesson progress and lightweight performance signals. Together, these indicators help teachers see where each student is in the lesson, how the student is performing, and what should be emphasized next.

#### Core progress data

StudentName, ClassCode, Language, Level, Unit, Lesson, Module, CurrentStep, Status, LastActiveAt, and CompletedAt.

These fields help teachers answer: Who has started? Who is active? Where is each student in the lesson? Who has completed the lesson?

#### Lightweight performance signals

CompletionPercent, EstimatedTimeSpent, GameScore, SpeakPreview, PronunciationScore, PronunciationSummary, AnalysisCompletedAt, and TranscriptExcerpt.

These signals help teachers judge success within the pathway and decide what to emphasize next.

#### What progress may look like

Progress in The Mimir may be visible through stronger lesson completion, greater independence, increased participation, stronger vocabulary and sentence control, better reading comprehension, more complete speaking output, stronger pronunciation over repeated attempts, and stronger transfer from reading into speaking and writing. Students will not all show progress in the same way; progress should be understood relative to the student's starting point, WIDA proficiency level, age band, and level of support.

## Teacher Response Guide

If teachers see ...	It may suggest ...	What teachers should do now	Recommended next step
Stops in Watch / Core	Student needs stronger entry support	Shorten pathway; model first	Add simple Record or Game
Core complete, Read weak	Foundation is stronger than reading independence	Revisit vocabulary and listening	Assign supported Read / Review
Read complete, Speak avoided	Comprehension is ahead of oral output	Use frames and rehearsal	Retry Record with support
Quiz strong, Production weak	Understanding is stronger than expression	Keep comprehension work; add scaffolds	Use Dialogue and Polish

If teachers see ...	It may suggest ...	What teachers should do now	Recommended next step
Completion strong, Pronunciation low	Engaged student with a pronunciation target	Review summary; re-model	Re-record and compare growth
Pronunciation improving	Speaking control is growing	Continue short speaking cycles	Lengthen responses gradually
Game strong, lesson weak	Reinforcement is stronger than transfer	Connect game to lesson task	Assign one linked Core / Read task
Time high, completion low	Task load may be too difficult or too long	Reduce pathway; increase support	Target the sticking point
Completion high and consistent	Student is ready for more independence	Continue full sequence	Add richer extension

## How This Supports Schools Across WIDA States

### Alignment to existing EL systems

Schools can use ACCESS proficiency information to guide instructional pathways without needing a separate placement system inside the platform.

### Practical progress monitoring

Teachers can see where students are, how they are progressing, and where additional support is needed.

### Actionable next steps

The data does not simply show activity. It helps teachers decide what to do now and what to do next.

### A consistent instructional workflow

The same lesson structure supports school-day instruction, intervention, and after-school implementation across mixed-level groups.

### Closing note

The Mimir is designed to help schools turn WIDA / ACCESS-informed planning into a practical, visible, and differentiated instructional process. By connecting proficiency-informed pathways, consistent lesson structure, and teacher-facing progress signals, schools can support mixed-level multilingual learners more effectively across classroom, intervention, and after-school settings.