Developing ESL Curriculum using the WIDA ELP Standards

Lynore M. Carnuccio
WIDA Consultant
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Goals

- Identify the goals and purpose for the ESL curriculum
- Analyze previous ESL curriculum
- Determine where the ESL curriculum fits in the broader school context
- Determine the Scope of the ESL Curriculum
- Begin the Process
What is a curriculum?
The development of an ESL Curriculum is not a one man job!

All educators are educators of ELL and the input of all educators is needed to develop a complete and balanced curriculum for English Language Learners.
Identify the Goals and Purpose of the ESL Curriculum
What is a curriculum?

Talk to your partners and list 2 or 3 responses to the question.
A Curriculum is a map
A Curriculum is a map

Talk to your partner and discuss….

What is your destination?

What are the Guideposts along your journey?
Where we were in ESL

ESL curriculum aligned with TESOL (1996) ESL Standards using the ASCRIBER Model

TESOL (1996) + NJ LAL Standard

Composite ESL Standard
Which factors should be considered in the final destination or target of an ESL curriculum?
Where we must go (cont’d)

- NCLB
- State CRT (ASK, HSPA)
- Language Proficiency Assessment
- Other district or state priorities
“SEC. 3122. ACHIEVEMENT OBJECTIVES AND ACCOUNTABILITY.

“(a) ACHIEVEMENT OBJECTIVES.—

“(1) IN GENERAL.—Each State educational agency or specially qualified agency receiving a grant under subpart 1 shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children’s development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by section 1111(b)(1)
## ACCESS for ELLs® English Language Proficiency Test

**Teacher Report – 2007**

<table>
<thead>
<tr>
<th>District</th>
<th>Interpreting District</th>
<th>Students Sample: Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>Tier: B</td>
<td>Grade Level Cluster: 5-5</td>
</tr>
<tr>
<td>Birth Date: 01/01/1998</td>
<td></td>
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</tr>
</tbody>
</table>

**Report Purpose:** This report provides information regarding the student's academic and social proficiency in English language skills. The student's progress is measured through a series of assessments in various domains including listening, speaking, reading, and writing. This report can be used to monitor progress from year to year and to help enhance instruction aligned with content area standards and objectives. Please refer to the ACCESS for ELLs® Interpretative Guides for more information on the meaning and use of these scores.

### Student's level of English proficiency by language domains

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Scale Score</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>317</td>
<td>2.8</td>
</tr>
<tr>
<td>Writing</td>
<td>319</td>
<td>2.8</td>
</tr>
<tr>
<td>Listening</td>
<td>321</td>
<td>2.8</td>
</tr>
<tr>
<td>Speaking</td>
<td>320</td>
<td>2.8</td>
</tr>
<tr>
<td>Comprehension</td>
<td>317</td>
<td>2.8</td>
</tr>
</tbody>
</table>

**Overall Score:** 320

**TOTAL Score:** 2.8

### Student's performance by WIDA English language proficiency standards

These standards may vary from age to age. Districts may also vary. Developmental levels are for reference only.

#### COMPREHENSION (Listening and Reading)

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
<th>mls Times</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Communication</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Language &amp; Language Use</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Language of Diversity</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Language &amp; Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Language Social Skills</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

### WRITING TASKS

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>Language of Diversity</td>
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<td>2</td>
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<tr>
<td>Language &amp; Science</td>
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<td>3</td>
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<tr>
<td>Language Social Skills</td>
<td>2</td>
<td>2</td>
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</table>

### SPEAKING TASKS

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<tr>
<td>Language &amp; Language Use</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Language of Diversity</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Description of Proficiency Levels**

- **2.88 Years:** Most students scored in the mid-lower range, indicating proficiency in English language skills.
- **2.80 Years:** Students scored in the mid-range, showing moderate proficiency in English language skills.
- **2.72 Years:** Students scored in the lower range, indicating low proficiency in English language skills.
- **2.64 Years:** Students scored in the lowest range, indicating minimal proficiency in English language skills.

**Note:** The goals for students are to improve their English language skills in these areas to better communicate and succeed in school and life.
Analyze your current or previous ESL curriculum
Does it address these priorities?

- NCLB
- State CRT (ASK, HSPA)
- Language Proficiency Assessment (ACCESS)
- Other district or state priorities
Does your current ESL Curriculum meet the requirements stated in 3122 of NCLB?

If the answer is no, where is it lacking?

Note: NCLB clearly states that English Language Proficiency Standards **MUST** be connected to ALL content **NOT JUST** Language Arts.
Does your current ESL curriculum clearly connect the development of Academic Language to state Academic Content Standards?
Does your current ESL curriculum clearly address the WIDA Summative Standards which are the foundation for ACCESS?
Are there any other state or local priorities which should be addressed in your ESL Curriculum (e.g., Writing Across the Curriculum)?
What is the configuration of your ESL Program? Is it pull-out or push-in? Are there large numbers or small numbers? Are the students all speakers of the same home language? Are there multiple languages spoken?
Don't throw the baby out with the bath water
Standard I

TESOL (1996)

ESL Standards for Pre-K–12 Students
WIDA
Standard 1
GLC 9-12

recommend a game, book, or computer program

listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines
Determine where the ESL Curriculum fits in the broader school context.
Does your school “Map the Curriculum?”
<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Content</th>
<th>Skills</th>
<th>Assessments</th>
<th>Technology</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can you represent problems with equations and find solutions?</td>
<td>Order of operations</td>
<td></td>
<td>Link to 2004 KCCT Released Items: <a href="http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/2004+KCCT+Released+Items.htm">http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Released+Test+Items/2004+KCCT+Released+Items.htm</a></td>
<td></td>
<td>M-6-NC-9</td>
</tr>
<tr>
<td></td>
<td>Simple Algebraic Expressions</td>
<td></td>
<td>Performance events</td>
<td></td>
<td>M-6-NC-4</td>
</tr>
<tr>
<td></td>
<td>Write and solve equations with one variable</td>
<td></td>
<td>Observation</td>
<td></td>
<td>M-6-NC-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Checklists</td>
<td></td>
<td>M-6-A-4</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Cooperative Learning Projects</td>
<td></td>
<td>M-6-A-3</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>M-6-NC-4</td>
</tr>
</tbody>
</table>

Sample Curriculum Mapping Framework

http://www.education.ky.gov/NR/rdonlyres/
Mapping the Curriculum

- No Language Proficiency Standard
- No language development activities
- No specific instruction to build academic language
- No assessment of language
## Mapping the Curriculum

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Content</th>
<th>Language</th>
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<th>Assessments</th>
<th>Technology</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>Essential Question</td>
<td>Content</td>
<td>Language</td>
<td>Skills (Content &amp; Language)</td>
<td>Assessments (Content &amp; Language)</td>
<td>Technology</td>
<td>Standards (Content &amp; Language)</td>
</tr>
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<td>WIDA Grade Level Cluster 6-8</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Summarize or Predict information needed to solve problems involving algebraic equations</td>
</tr>
</tbody>
</table>
Does your school use Differentiated Instruction?
Differentiated Instruction

When planning for Differentiated Instruction there are 4 main steps to follow:

- Step 1 – Know Your Students
- Step 2 – Have a Repertoire of Teaching Strategies
- Step 3 - Identify a Variety if Instructional Activities
- Step 4 – Identify Ways to Assess or Evaluate Student Progress
Differentiated Instruction

Planning for Differentiated Instruction which includes ELL

Step 1

Know Your Students
(Ability, Interests, Behavior Issues)

Step 1: Determine ELL level of English language proficiency. Ascertain realistic language expectations based on the performance definition descriptors for the level of language proficiency. Research cultural influences.
Step 2: Review research-based strategies to scaffold language development for ELL at various levels of proficiency. Be aware of any cultural issues which may arise.
Planning for Differentiated Instruction which includes ELL

Step 3

Identify a Variety of Instructional Activities

Step 3: Identify instructional activities designed to help ELL develop the academic language necessary to access content concepts at the predetermined level of language proficiency and across all 4 language domains. Suggestions can be found in the Strands of MPI.
Step 4: Use MPI as a guide for both formative and summative assessment to evaluate student progress in academic language development.
Does your school use Backwards Design?
Stage 1.
What is worthy and requiring of understanding?

Content Mastery
Academic Content Standards:
National, state, local

Design Considerations

Language Proficiency
TESOL’s PreK-12 English Language Proficiency Standards

Enduring Ideas
Opportunities for authentic, discipline-based work

Filters (Design Criteria)

Academic Language of the content
Opportunities for authentic use of the language

Unit framed around enduring understandings and essential questions.

What the final design accomplishes

Unit framed around language needed to communicate information, ideas, and concepts related to essential questions.
Backwards Design

Create parallel streams to address the development of academic language,

*See handout
Using your Curriculum to develop quality lessons aimed at your selected targets.
Once the Language component has been infused into the Curriculum, teachers must determine what language skills are necessary to complete the tasks students are being asked to do.
Standard 1 is the overarching guide for the ESL teacher.
English Language Proficiency Standard 1: English language learners communicate in English for Social and Instructional purposes within the school setting.

Grade Level Cluster: 3-5

<table>
<thead>
<tr>
<th>Example Topics</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom supplies</td>
<td>Identify materials needed to complete tasks from realia and oral statements and</td>
<td>Match materials or resources needed to complete tasks with their uses based on</td>
<td>Select materials or resources needed to complete tasks based on realia and oral</td>
<td>Sequence use of materials or resources needed to complete tasks based on realia</td>
<td>Evaluate use of materials or resources needed to complete tasks based on oral</td>
</tr>
<tr>
<td>or assignments</td>
<td>check with a partner</td>
<td>realia and oral directions and check with a partner</td>
<td>descriptions and check with a partner</td>
<td>and oral directions and check with a partner</td>
<td>discourse (e.g., “I may need to change my answer. Which kind of writing tool would be best?”)</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information gathering</td>
<td>Seek assistance on information related to school tasks (e.g., supplies or</td>
<td>Respond to questions about information related to school tasks (e.g., meaning</td>
<td>Ask questions to seek information or provide opinions, preferences, or wishes to</td>
<td>Clarify information by restating or rephrasing ideas, opinions, or preferences</td>
<td>Offer specific information that supports opinions or preferences with peers</td>
</tr>
<tr>
<td></td>
<td>assignments) from peers or teachers in L1 or L2</td>
<td>of words or uses of relevant resources) from peers or teachers in L1 or L2</td>
<td>peers in L1 or L2</td>
<td>with peers in L1 or L2</td>
<td></td>
</tr>
</tbody>
</table>

Level 6 - Reaching
The ESL teacher is the guide to helping content teachers recognize the demands of academic language of the content.
## Mapping the Curriculum

### Essential Question

**How can you represent problems with equations and find solutions?**

### Content

- Order of operations
- Simple Algebraic Expressions
- Write and solve equations with one variable

### Skills

- Link to 2004 KCCT Released Items:
- Performance events
- Observation
- Checklists
- Cooperative Learning Projects

### Assessments

- M-6-NC-9
- M-6-NC-4
- M-6-NC-2
- M-6-A-4
- M-6-A-3
- M-6-NC-4

### Technology

### Standards

**Sample Curriculum Mapping Framework**

Activity: T-P-S

Let’s take the Content “Simple Algebraic Expressions” noted on our Map

- What is the vocabulary (from simple to highly technical) needed to complete this academic task?

- What are the semantic and discourse structures needed to complete this academic task?
English Language Proficiency Standard 3: English language learners communicate information, ideas, and concepts necessary for the content area of **Mathematics**.

**Grade Level Cluster: 9-12**

<table>
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<th>Example Topics</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td>Quadrilaterals</td>
<td>•Identify properties of geometric figures based on visual representations and oral descriptions</td>
<td>•Visualize, draw, or construct geometric figures based on visual representations and oral descriptions</td>
<td>•Locate intersections of geometric figures based on visual representations and oral descriptions (e.g., points, lines, or planes)</td>
<td>•Compare two- and three-dimensional figures (including circles and spheres) based on visual representations and oral descriptions</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Formulas and equations</td>
<td>•Repeat formulas or equations from models and visual support</td>
<td>•Recite or rephrase formulas or equations using models and visual support</td>
<td>•Sequence steps in formulas or equations to show how to solve problems (e.g., think-alouds) using visual support</td>
<td>•Describe two or more approaches as to how to solve problems involving formulas or equations using visual support</td>
</tr>
</tbody>
</table>

WIDA’s Framework for **Formative** Assessment and Instruction
Transformations

Changing the mpi and strand to more specifically address state content standards and classroom practice

The Key to your Lesson Planning and Curriculum Development
Transformations and lesson planning are just an intellectual exercise unless you start with the student in mind and keep instruction and assessment student-centered.
Let’s take this strand for example…

**English Language Proficiency Standard 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATH.

**Domain:** **Writing**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Fractions</td>
<td>• Label fractional parts of diagrams or realia from number word banks</td>
<td>• Describe what the fractional parts mean from diagrams or realia in phrases or short sentences</td>
<td>• Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related sentences</td>
<td>• Describe strategies for solving problems involving fractions from diagrams using paragraphs</td>
<td>• Create original problems involving fractions embedded in stories</td>
</tr>
</tbody>
</table>

Level 6- Reaching
## What is the language function?

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<thead>
<tr>
<th>Writing</th>
<th>Example Topics</th>
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</tr>
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</table>
## The language function

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<tr>
<th>Writing</th>
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**Transform the language function**

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<td><strong>Fractions</strong></td>
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<td></td>
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<td></td>
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<tr>
<td>S</td>
<td>E</td>
<td>B</td>
<td>D</td>
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<td>R</td>
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<td><strong>Level 5 Bridging</strong></td>
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<td></td>
<td>Fractional parts of diagrams or realia from number word banks</td>
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</table>
## What is the content stem?

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</tr>
</thead>
<tbody>
<tr>
<td>Civil War</td>
<td>• Identify historical figures or events of the Civil War period from photographs or illustrations in small groups</td>
<td>• Describe historical figures or events of the Civil War period from photographs, illustrations, or videos in small groups</td>
<td>• Role-play scenes from historical events or lives of figures of the Civil War period in small groups</td>
<td>• Re-enact historical events or lives of figures of the Civil War period from varied perspectives with peers (e.g., Lincoln-Douglas debates) from varied perspectives in small groups</td>
<td>• Give monologues simulating historical events or figures of the Civil War period (e.g., scenes in plays)</td>
<td></td>
</tr>
</tbody>
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## The Content Stem

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<tr>
<td>Civil War</td>
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## What are the supports?

<table>
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<th>Reading</th>
<th>Example Topics</th>
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<th>Level 2 Beginning</th>
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<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 Reaching</th>
</tr>
</thead>
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<td>Author’s perspective and point of view</td>
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<td>• Identify main ideas related to author’s perspective in illustrated sentences</td>
<td>• Identify main ideas and supporting details related to author’s perspective in illustrated paragraphs</td>
<td>• Analyze author’s perspective in illustrated text</td>
<td>• Interpret author’s perspective in literary text and apply to other contexts</td>
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## The supports

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<th>Example Topics</th>
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- **Level 1 Entering**: Entering
- **Level 2 Beginning**: Beginning
- **Level 3 Developing**: Developing
- **Level 4 Expanding**: Expanding
- **Level 5 Bridging**: Bridging
- **Level 6- Reaching**: Reaching
## Transform the supports

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### Reading

- **Author’s perspective and point of view**
  - Identify words and phrases related to author’s perspective
  - Identify main ideas related to author’s perspective
  - Identify main ideas and supporting details related to author’s perspective
  - Analyze author’s perspective
  - Interpret author’s perspective in literary text and apply to other contexts
Content Objectives (Academic Achievement)

- What you will learn:
  - Math
  - Science
  - Social Studies
  - Language Arts

Language Objectives (Academic Language)

- How you will use:
  - Listening
  - Speaking
  - Reading
  - Writing
  …in your learning
Language and Content Objectives

Grade Level Cluster 9-12
Level 4 - Expanding

discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles

Classroom Framework
What is the Content Stem?

Grade Level Cluster 9-12
Level 4 - Expanding

discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, or magazine articles

Classroom Framework
What is the Language Function?

Grade Level Cluster 9-12
Level 4 - Expanding

discuss pros and cons
of plays, films, stories, books, songs, poems, computer programs, or magazine articles

Classroom Framework
What is the Language Objective?

**discuss pros and cons**
of plays, films, stories, books, songs, poems, computer programs, or magazine articles

**Students will be able to**..........

In terms of lesson planning and students’ linguistic level, what does that mean? What language skills must a student have to discuss pros and cons?
### English Language Proficiency Standard 4:

**Domain:** Speaking

| 3-5 | make collections, organize, and identify natural phenomena (such as leaves, insects, or rocks) | describe natural phenomena from real-life examples (e.g., “This leaf has five points.”) | describe the step-by-step process of making and organizing collections of natural phenomena (e.g., “First, I went to the park.”) | compare features of natural phenomena (e.g., “This leaf has five points while this one has two.”) | report on the physical relationships among natural phenomena |

**Content Objective(s):**

**Language Objective(s):**
Questions or Comments?

For more information, please contact the WIDA Hotline:
1-866-276-7735 or help@wida.us

World Class Instructional Design and Assessment, www.wida.us

Center for Applied Linguistics, www.cal.org

Metritech, Inc., www.metritech.com