The WIDA Suite of Assessments

May 29–31, 2019
NJTESOL/NJBE Spring 2019 Conference
New Brunswick, NJ
Objectives

• Provide an overview of WIDA’s suite of assessments

• Discuss the different uses and purposes of those assessments

• Impart a solid understanding of the assessments’ different uses and purposes
Who are WIDA?

• 2003–present
  • 2003 Enhanced Assessment grant awarded
  • 2004 Standards first published
  • 2005 ACCESS launched
  • 2006 first Professional Learning workshops...
  • [https://wida.wisc.edu/about/mission-history](https://wida.wisc.edu/about/mission-history)

• Consortium of 40 states and territories

• Housed within the Wisconsin Center for Education Research, a unit of University of Wisconsin-Madison School of Education

• Mission: advance language development & academic achievement of linguistically & culturally diverse children
Assess

Choosing an Assessment

ACCESS for ELLs

ACCESS Tests
- ACCESS for ELLs Online
- ACCESS for ELLs Paper
- Kindergarten ACCESS for ELLs

Preparing and Administering ACCESS for ELLs

Preparing Students for ACCESS for ELLs
- Audio Samples for ACCESS for ELLs
- ACCESS for ELLs Scores and Reports

Alternate ACCESS for ELLs

Preparing and Administering Alternate ACCESS

Alternate ACCESS Scores and Reports

WIDA Screener

WIDA Screener Online
- WIDA Screener Paper

WIDA Screener Paper Score Calculator

Kindergarten W-APT

WIDA MODEL

WIDA MODEL Online
- WIDA MODEL Paper
- WIDA MODEL for Kindergarten

WIDA MODEL Score Calculator

Accessibility and Accommodations

Technology

https://wida.wisc.edu/
WIDA’s suite of assessments

• What is an “assessment system”?

**Comprehensive Assessment System** means a coordinated and comprehensive system of multiple assessments – each of which is valid and reliable for its specified purpose and for the population with which it will be used – that organizes information about the process and context of young children's learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions. –U.S. Dept. of Education

• What are some of the different types of assessments that might make up an assessment system?

   Summative; Interim; Formative; Placement; Screening
## WIDA’s suite of assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Category</th>
<th>Versions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td>Summative</td>
<td>Online (G1–12)</td>
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*K-WAPT to be retired after the launch of Kindergarten Screener in late 2020*
WIDA’s suite of assessments

• What do ACCESS, MODEL, and Screener have in common?

• Commonalities of content for ACCESS, MODEL, and Screener:
  • Grounded in WIDA English Language Development Standards
  • Emphasize importance of academic language
  • Linked to Performance Level Definitions

• Commonalities of scores for ACCESS, MODEL, and Screener
  • ACCESS & MODEL on same scale
WIDA’s suite of assessments: ACCESS

• Purpose/use: monitor student progress annually and serve as criterion to aid in determining when proficiency of ELLs is comparable to English-proficient peers.
• Construct: academic language used for instruction and within the content areas.
• Domains: Listening, Reading, Speaking, and Writing.
• Grade clusters
  • Online: 1, 2–3, 4–5, 6–8, 9–12
  • Paper: 1, 2, 3, 4–5, 6–8, 9–12

Match between construct and purpose/use
WIDA’s suite of assessments: ACCESS

• Same scoring scale for Paper and Online
  • Scale scores: 100–600
  • Proficiency level scores: 1.0–6.0

• Online Speaking and Writing scored centrally (by DRC)
• Paper Writing scored centrally (by DRC); Speaking scored locally

Very high stakes: central scoring adds to length of time needed for scoring, but benefits reliability
WIDA’s suite of assessments: Kindergarten ACCESS

• Paper-based, face-to-face
• Individually administered
• Model performance indicators specific to K
• Two unifying themes (one narrative, one expository)
  • Assesses four domains: Speaking, Listening, Reading, Writing
• Score range limited for K in comparison to G1–12
  • Scale score range 100–400
WIDA’s suite of assessments: MODEL

- **Purpose/use:** serve as *interim* assessment during school year, guiding decisions around instruction and curriculum
- **Construct:** academic language used for instruction and within the content areas
- **Domains:** Listening, Reading, Speaking, and Writing
  - Three “tracks” within Listening and Reading domains
  - Speaking is adaptive
  - Writing – multiple prompts available (three online, two paper)
- **Grade clusters**
  - Online: 1–2, 3–5, 6–8, 9–12
  - Paper: 1–2, 3–5, 6–8, 9–12

Predictive relationship to ACCESS
WIDA’s suite of assessments: MODEL

• Scoring on same scale for Paper and Online
  • Scale scores: 100–600
  • Proficiency level scores: 1.0–6.0

• Online listening and reading scored within Test Administrator Interface (TAI); Speaking and Writing scored locally and entered into TAI to generate domain and composite scores

• Paper all scored locally; WIDA MODEL score calculator used to generate domain and composite scores
WIDA’s suite of assessments: MODEL
WIDA’s suite of assessments: MODEL

• Relationship with ACCESS: “WIDA MODEL and ACCESS for ELLs: Examining the Relationship Between Student Scores on Two Assessments” (Technical Report)

• Analysis of 1,161 students (from two districts) who took MODEL prior to ACCESS revealed clear positive relationship of overall composite scores (r=0.88)
  • Number of days between MODEL and ACCESS varied for the students, which showed differences at domain level
WIDA’s suite of assessments: Screener

• Purpose/use: help identify students as possible candidates for English language support services
  • One-time use per student

• Construct: academic language used for instruction and within the content areas

• Domains: Listening, Reading, Speaking, and Writing

• Grade clusters
  • Online: 1, 2–3, 4–5, 6–8, 9–12
  • Paper: 1, 2, 3, 4–5, 6–8, 9–12
WIDA’s suite of assessments: Screener

• Scoring on same scale for Paper and Online
  • Proficiency level scores: 1.0–6.0*
• Online Listening and Reading scored within AMS; Speaking and Writing scored locally
• Paper all scored locally; WIDA Screener score calculator used to generate domain and composite scores

*Some score caps apply and note scale scores not provided

Scores generated quickly
WIDA’s suite of assessments: K-WAPT

- Purpose/use: help **identify** students as possible candidates for English language support services
- One-time use per student
- Recommend Speaking & Listening domains only for pre-K or 1st semester K
- All four domains: 2nd semester of K or 1st semester of Grade 1
- Adaptive: test administrators follow criteria for advancing through test
- Scoring: low, mid, high, and exceptional proficiency (oral domains)
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<td>- Support exit decisions</td>
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<td>- Inform instruction / exit</td>
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<td></td>
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<td>- during school year</td>
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• What is missing?
Thank you – Questions?

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