



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>
- 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
Paper

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 >

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

Assessment	Category	Versions
ACCESS	Summative	Online (G1–12) Paper (G1–12) Kindergarten
MODEL	Interim Placement	Online (G1–12) Paper (G1–12) Kindergarten
Screenener	Screenener	Paper (G1–12) Online (G1–12)
K-WAPT*	Screenener	Paper

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

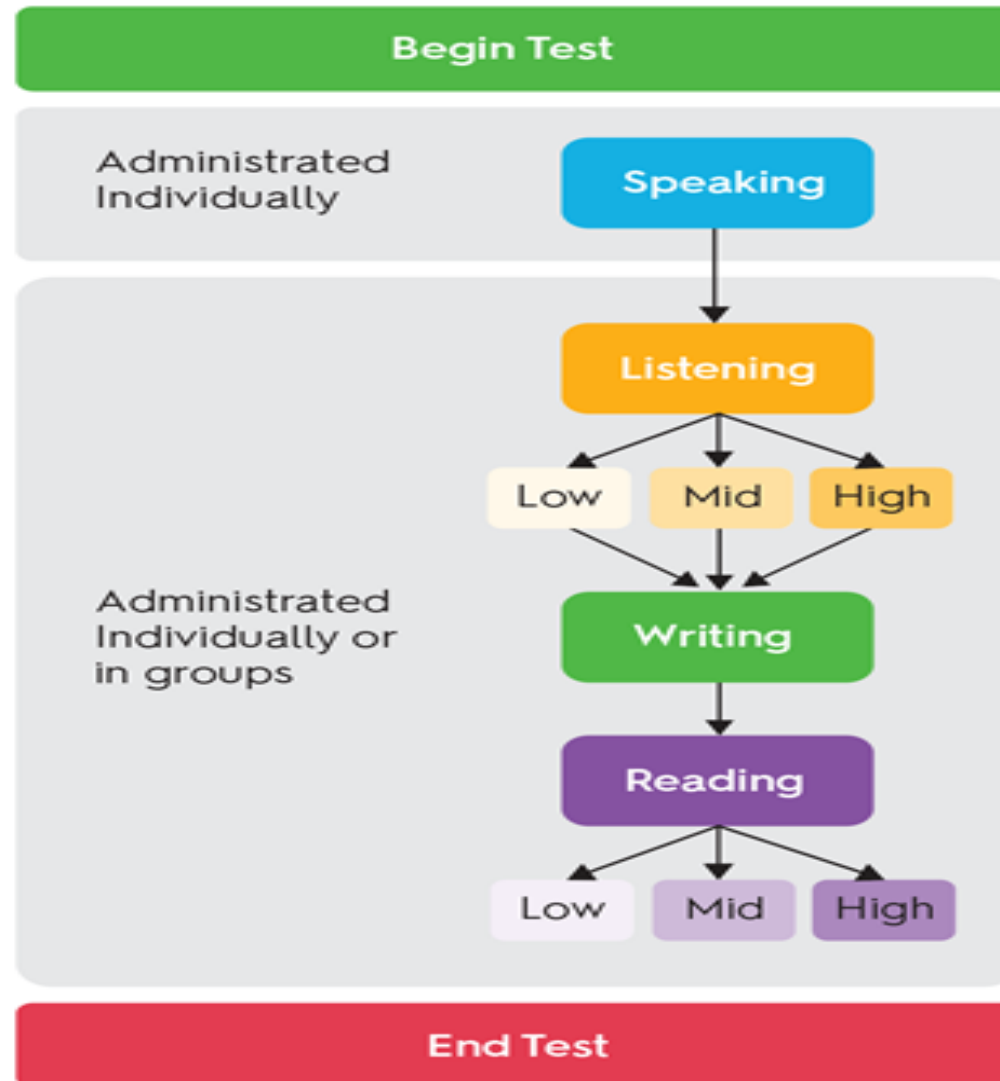
- Purpose/use: serve as **interim** assessment during school year, guiding decisions around instruction and curriculum
- Construct: academic language used for instruction and within the content areas
- Domains: Listening, Reading, Speaking, and Writing
 - Three “tracks” within Listening and Reading domains
 - 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

Scores generated quickly

*Some score caps apply and note scale scores not provided

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)

WIDA's suite of assessments

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WIDA's suite of assessments

Assessment	Category	Versions	Use
ACCESS	Summative	Online (G1–12) Paper (G1–12) Kindergarten	-Monitor yearly progress -Support exit decisions
MODEL	Interim Placement	Online (G1–12) Paper (G1–12) Kindergarten	-Inform instruction / exit during school year -Inform Paper ACCESS tier placement
Screenener	Screenener	Paper (G1–12) Online (G1–12)	-Help identify students as ELLs
K-WAPT*	Screenener	Paper	-Help identify students as ELLs

WIDA's suite of assessments

- What is missing?

Thank you – Questions?

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