Next Generation English Language Proficiency Assessments
(ACCESS for ELLs 2.0)

Maryland Assessment Group (MAG) Conference
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October 21, 2014

Overview

- ACCESS for ELLs 2.0
  - Summative test overview and domain test features
  - Screener
  - Interim assessment
- ACCESS for ELLs 2.0 Field Test
- WIDA Instructional Resources

ASSETS

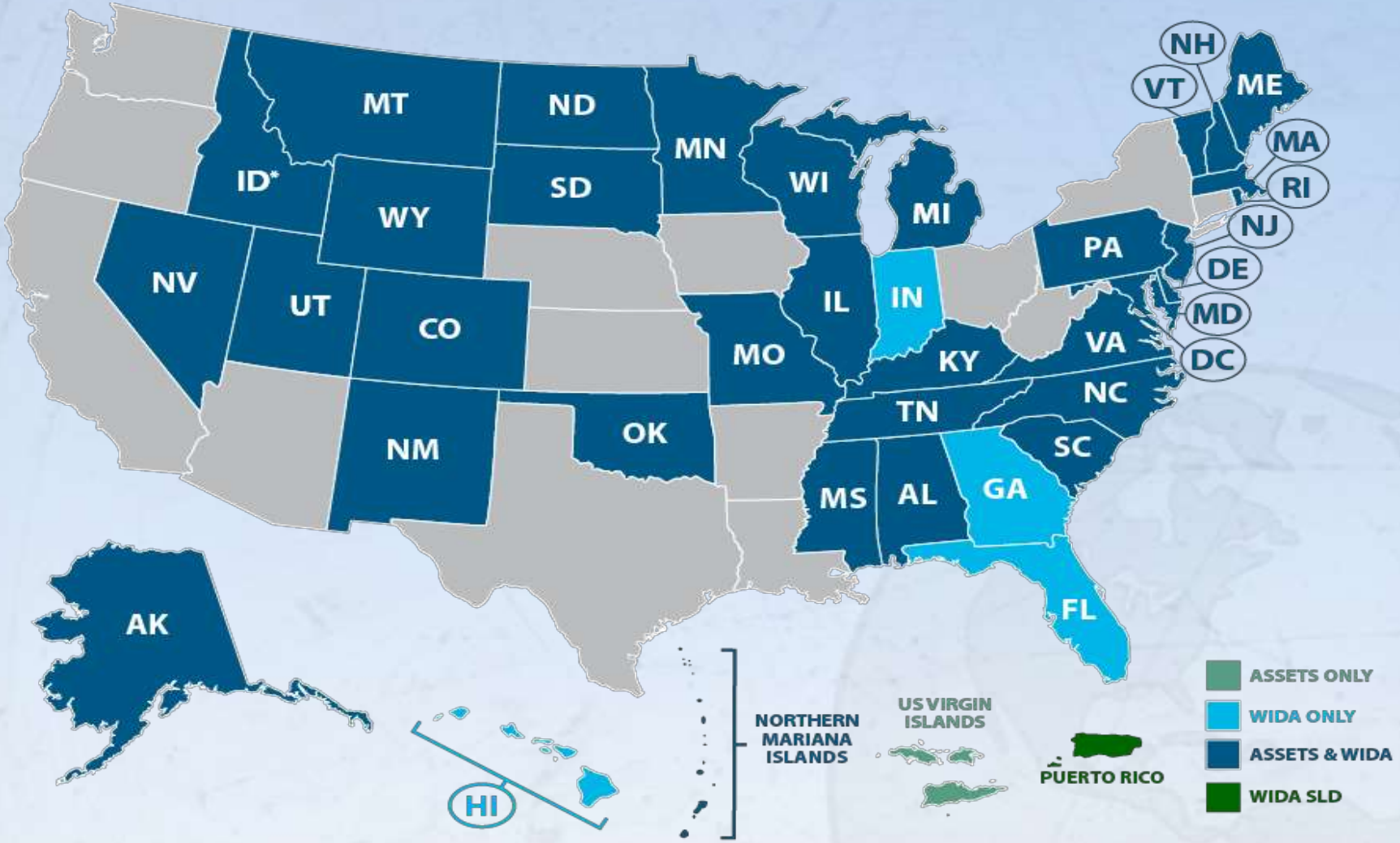
ASSESSMENT SERVICES SUPPORTING ELs *through* TECHNOLOGY SYSTEMS

ACCESS for ELLs 2.0 is being developed through a $10.5 million Enhanced Assessment Grant awarded to WIDA and the Wisconsin Department of Public Instruction to develop an online assessment system for English language learners.

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WIDA/ASSETS Member States

WIDA CONSORTIUM



Summative & Screener Overview

Computer-delivered

TUTORIAL

LISTENING/READING
- Group administration

SPEAKING
- Small group administration

WRITING

(grades 1-3)	(grades 4-5)	(grades 6-12)
▸group administration by tier ▸Paper-based prompts and responses	▸Group administration ▸**Computer-based prompts and paper-based responses;** computer-based responses allowable by students identified prior to testing	▸Group administration ▸**Computer-based prompts and responses;** paper-based responses allowable by students identified prior to testing

Paper-based

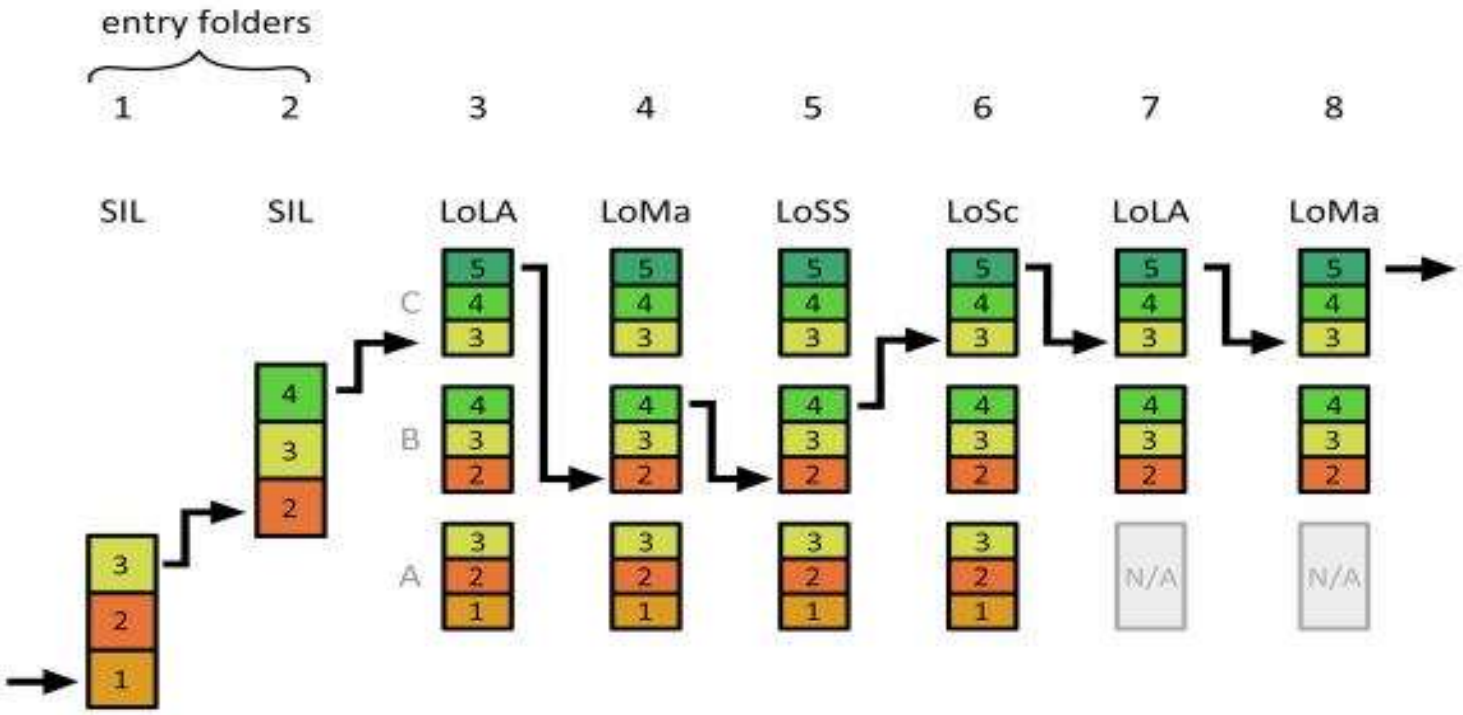
LISTENING/READING
- Group administration by tier

SPEAKING
- One-on-one administration

WRITING
- Group administration by tier

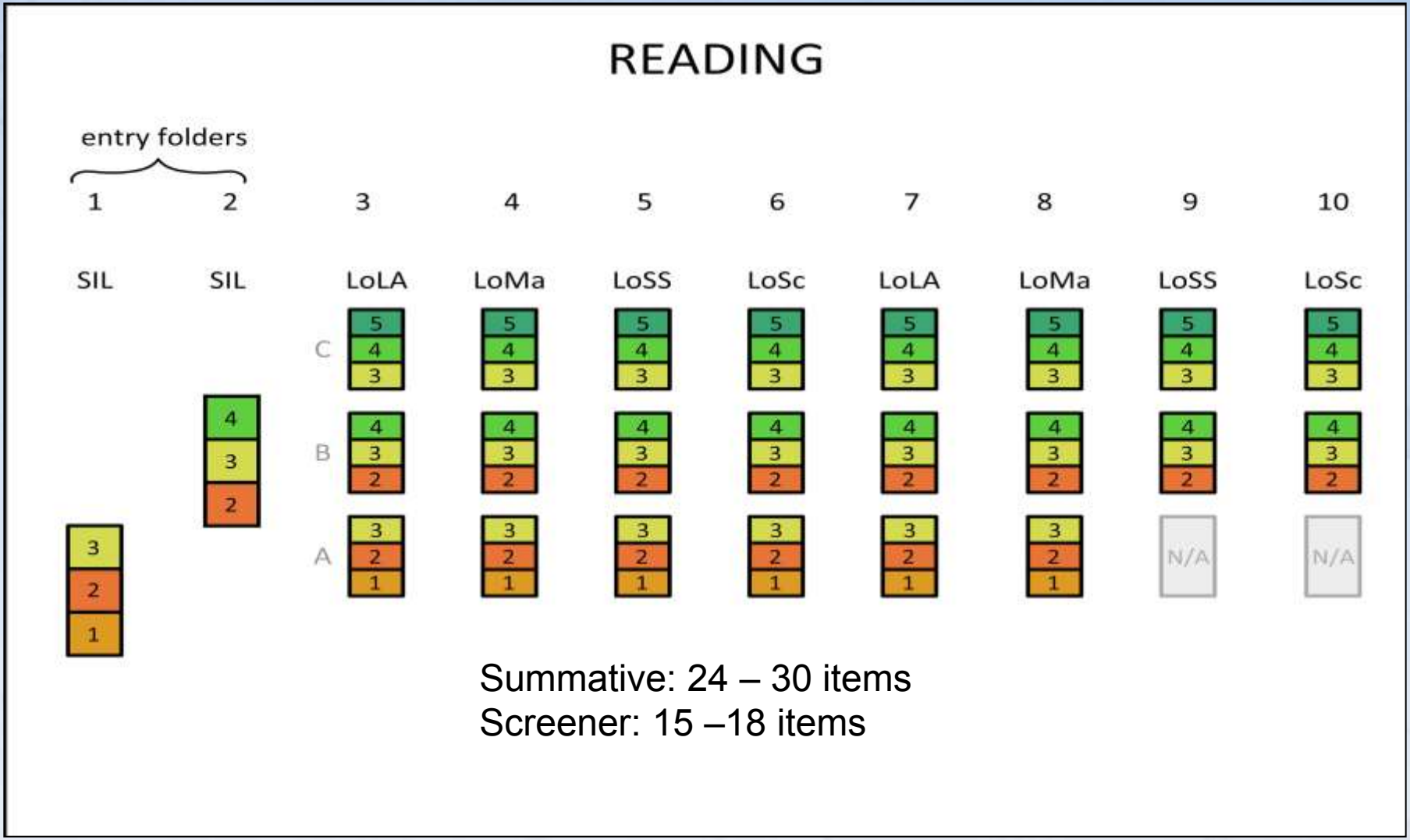
Listening Test Features

Sample Student Path through LISTENING Subtest



Summative: 18 – 24 items
Screener: 12 – 18 items

Reading Test Features

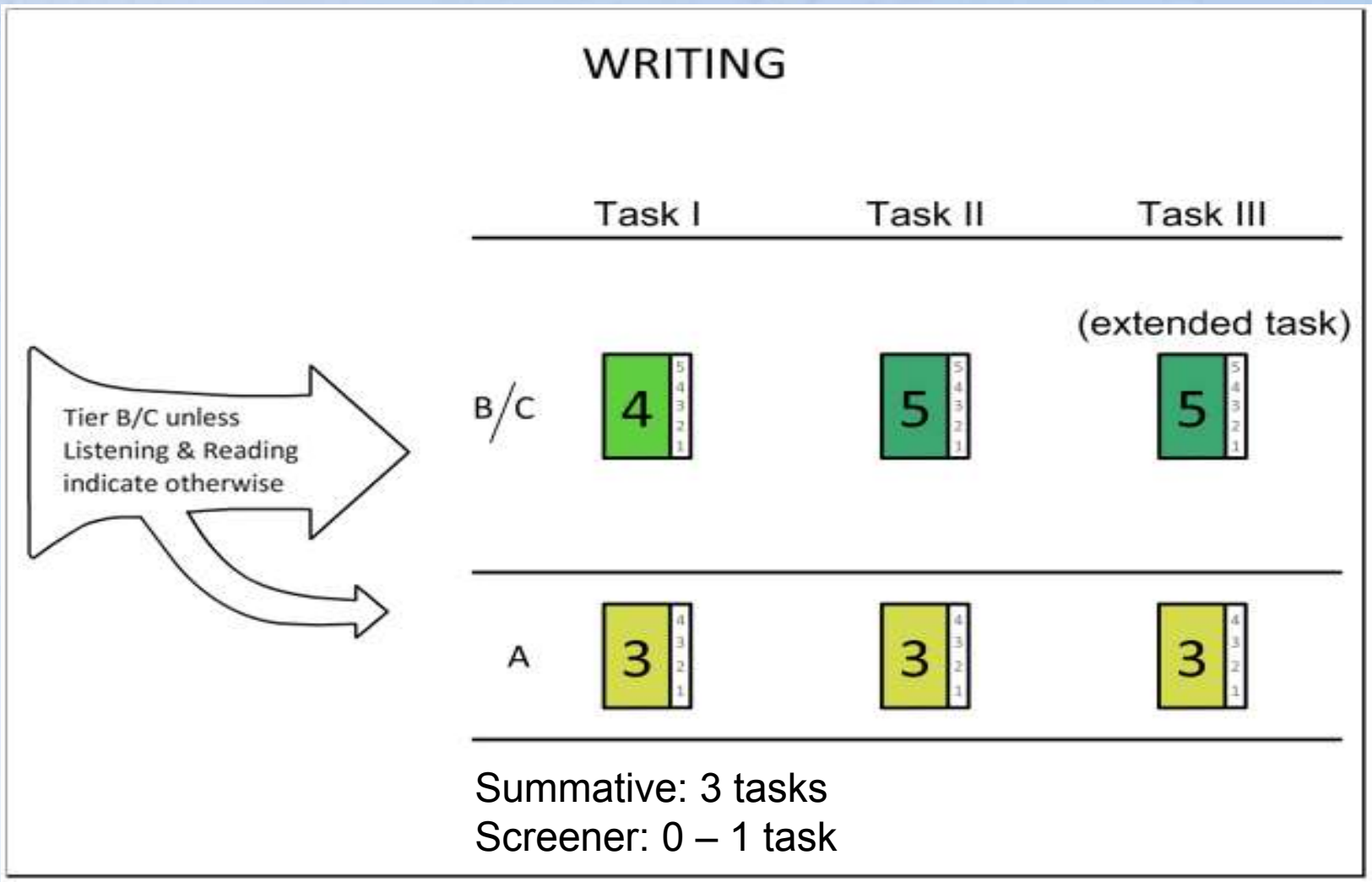


Summative: 24 – 30 items
Screener: 15 –18 items

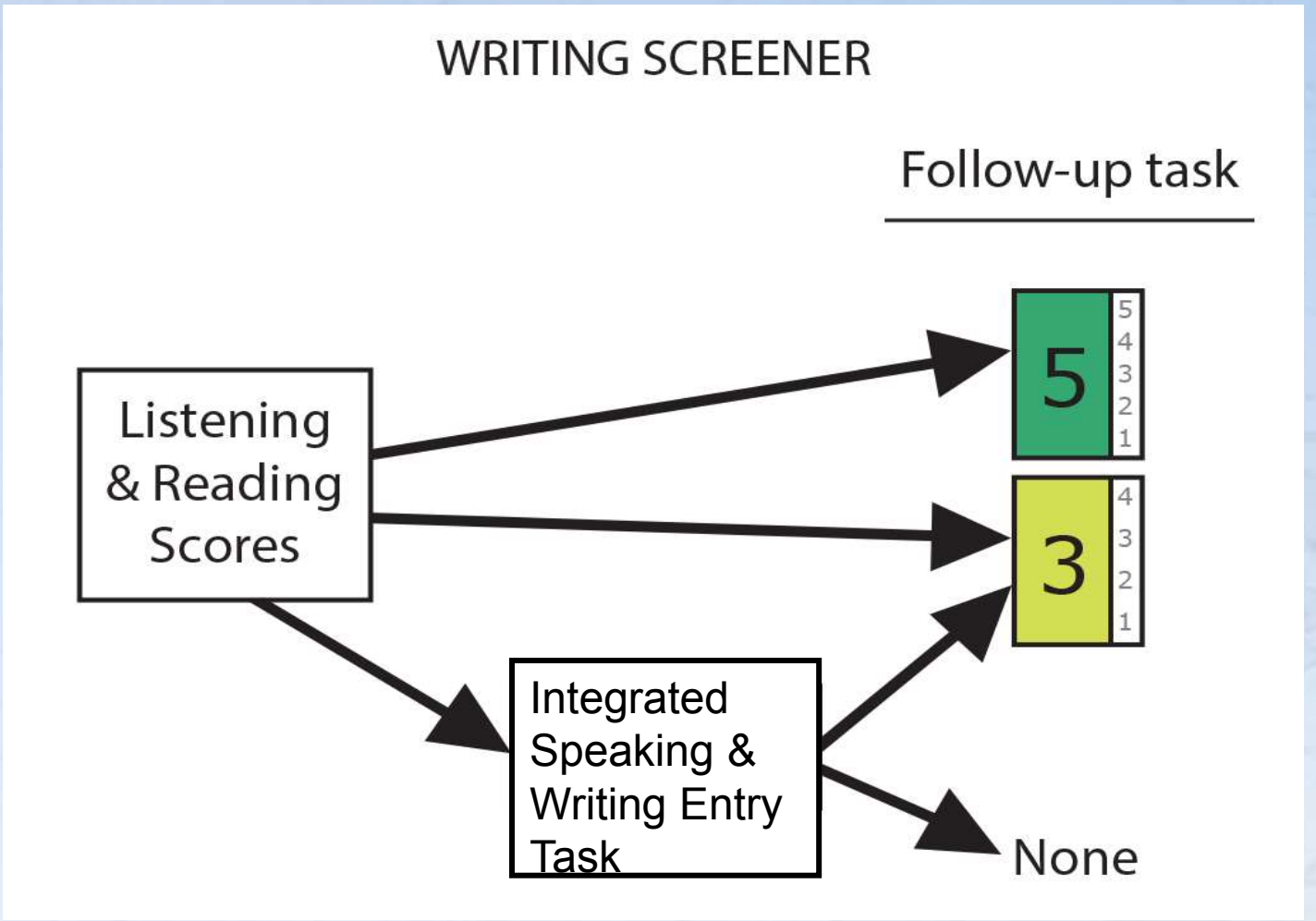
Writing Test Features

Grade range	Prompt presentation	Scripting	Planning space	Student response
1-3	paper test booklet	live TA	in test booklet	paper test booklet only
4-5	onscreen	virtual and live TA	scrap paper	writing response booklet (or computer for pre-identified students)
6-12	onscreen	virtual and live TA	scrap paper	computer (or writing response booklet for pre-identified students)

Writing Test Features (Summative)



Writing Test Features (Screener)



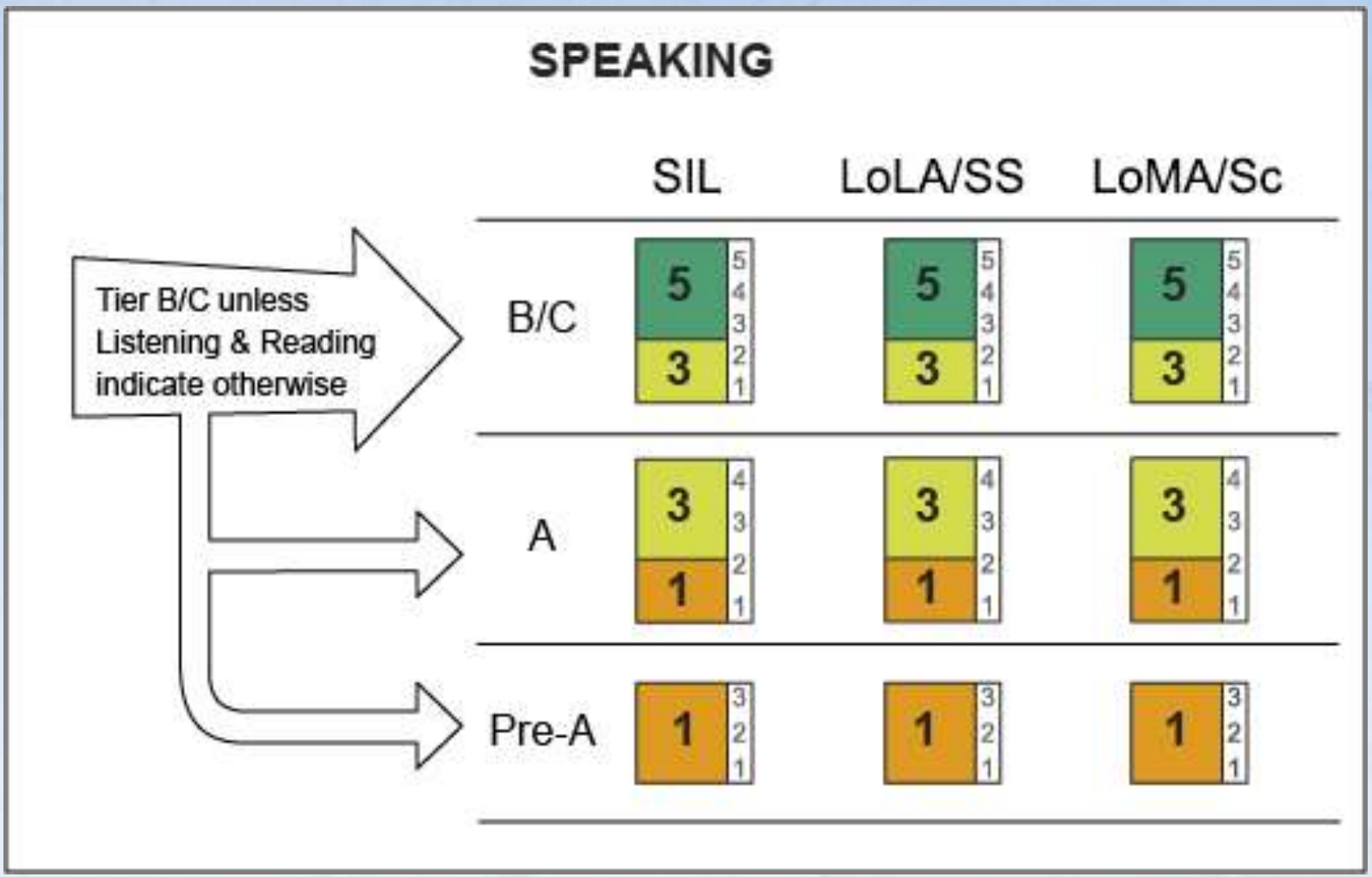
Speaking Test Features



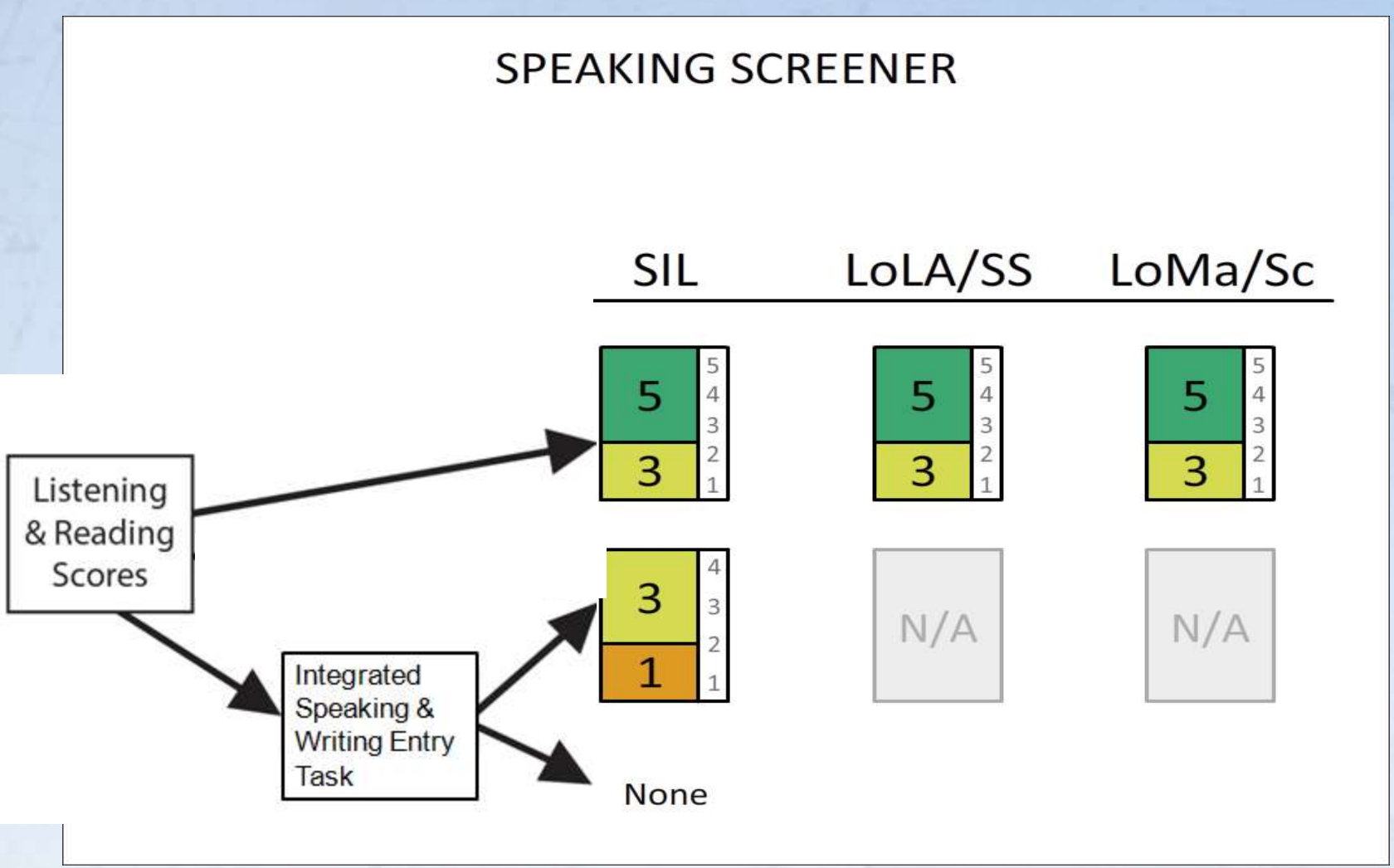
- Task input, guided by Virtual TA
- Model response, guided by model student
- Student's responses
- Tools
  - Record/stop
  - Speech indicator
  - Task timer



Speaking Test Features (Summative)



Speaking Test Features (Screener)



Rater Training Program for Screener

- What is the WIDA ACCESS 2.0 Screener Rater Training Program?
  - Online self-instructional program that will provide guidance to raters who score oral and written performances on the ACCESS 2.0 Screener
  - The program will provide grade cluster-specific speaking and writing samples for rater practice and calibration prior to the administration of the Screener

ACCESS 2.0 Transition

Year	Annual Technical Report	Operational	Field Test	Item Writing & Development
2013-2014	301	302	303 ACCESS 2.0	ACCESS 2.0
2014-2015	302	303	ACCESS 2.0	ACCESS 2.0
2015-2016	303	ACCESS 2.0 (Screener available Feb 2016*)	ACCESS 2.0	ACCESS 2.0

*Maryland will start using the Screener in the SY2016-17.

Interim Assessment

- NEW!
- Listening, Reading and Writing
- For grades 3, 6, 9-10
- About 45 minutes to administer
- Provide instructional information to teachers

ACCESS for ELLs 2.0 Field Test

Purpose of the Field Test

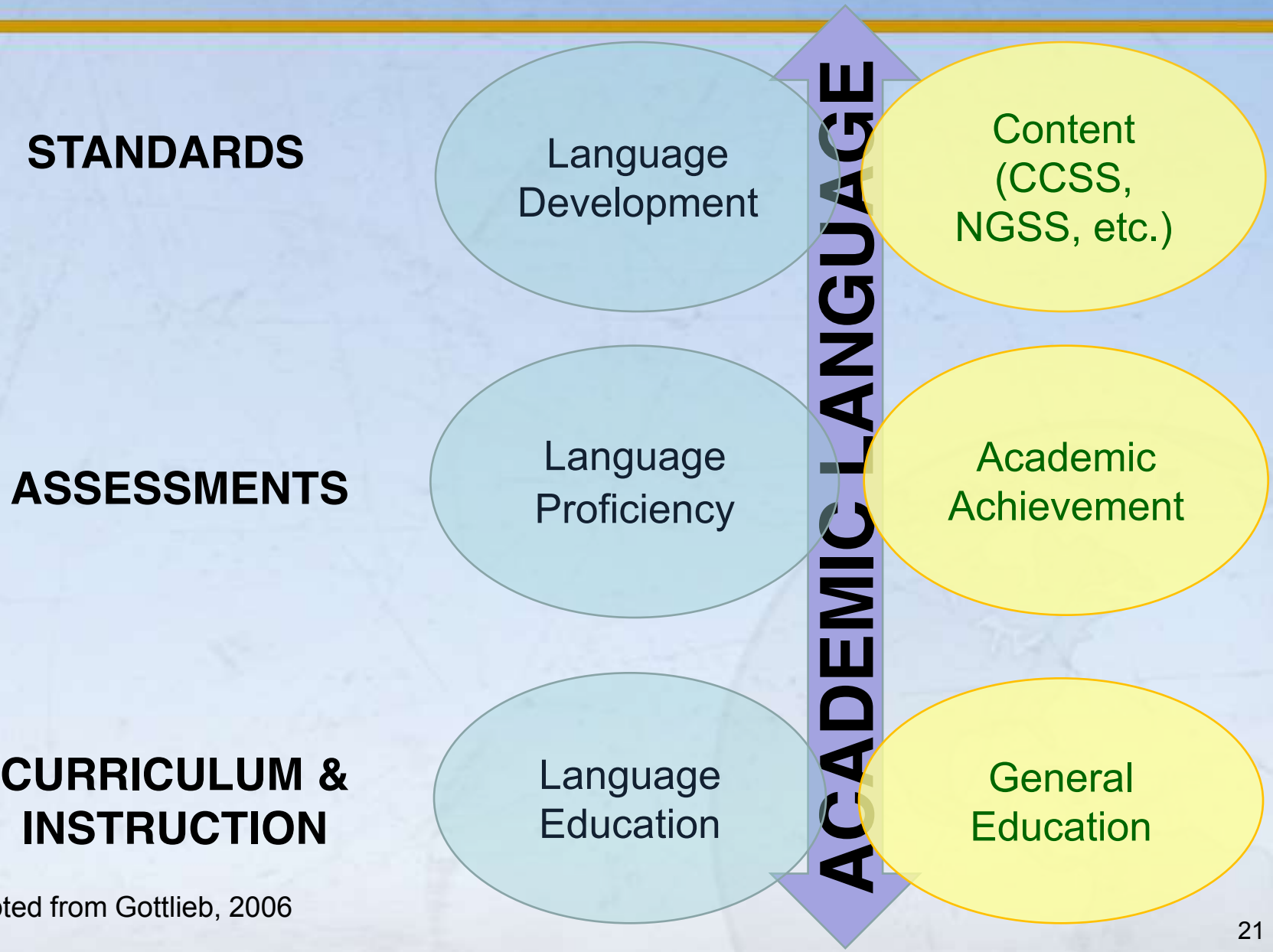
- To collect data to ensure all items are on the highest qualify
- To establish the psychometric linking between performances on the current paper-based ACCESS for ELLs and ACCESS for ELLs 2.0
  - In order to establish this link, students must complete the field test in the same tier as the current paper-based test after the operational test (WIDA recommends 2 weeks after)

Field Test in Maryland

- **Listening: Grades 1-12**
- Field test website: www.wida.us/2.0/FT
- ACCESS for ELLs testing window
  - Primary window: January 12 – February 13, 2015
  - Make-up window: February 17 – 27, 2015
  - ELLs must take the paper-based ACCESS test first.
- Suggested field testing window
  - ELLs take field test **2 weeks after** taking the **paper-based ACCESS** test. If not feasible, 1 week after taking the paper-based ACCESS test will be fine.
  - ELL must take the same tier as the paper-based ACCESS test.

WIDA Instructional Resources

A Comprehensive System



Adopted from Gottlieb, 2006

WIDA's ELP Standards



Social & Instructional Language

Standard 1



Language of Language Arts

Standard 2



Language of Mathematics

Standard 3



Language of Science

Standard 4



Language of Social Studies

Standard 5

Academic Language

WIDA's 2012 ELD Standards

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GRADE 7

Standards Connection

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Agriculture

Example Context for Language Use

CONNECTION: *Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge & Ideas #7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Cognitive Function

EXAMPLE CONTEXT FOR LANGUAGE USE: Students read informational texts and related websites about crops or agricultural products to interpret maps or create charts.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.

READING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: renewable, non-renewable, resource allocation

Topic-related Language

Example Language Features

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	Levels 1–3	Levels 2–4	Levels 3–5	
Linguistic Complexity Discourse Level	Rice is an important crop. It grows in the wet flat lands of China. Bananas grow in the tropics.	Coffee grows in countries with high mountains that are near the equator, while olives grow near warm seas. Therefore, coffee is a major agricultural product of Ecuador while olives are important to the Mediterranean region.	Orange trees require the moist, nutrient-rich soil of tropical climates. In contrast, wheat prospers in cooler, arid climates with drier soil. Notice how agricultural productivity varies from region to region in Kenya. One requirement of successful agricultural production is selecting crops that are well-suited to the climate and soil of the region.	Level 6 – Reaching
Language Forms & Conventions Sentence Level	rice, coffee, corn, v. olive<u>s</u>, banana<u>s</u>, orange<u>s</u> Rice grow<u>s</u>.… Banana<u>s</u> grow....	Coffee grows… <u>while</u> olives grow... <u>Therefore</u>,…	One <u>requirement</u> of successful agricultural <u>production</u> is.…	
Vocabulary Usage Word/Phrase Level	rice coffee olives wheat orange trees important crop wet flat lands	near the equator or near warm seas major therefore while region	In contrast, agricultural productivity/production moist, tropical climates cooler, arid climates well-suited	

Support Examples

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

Specific Examples of Sensory Supports

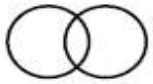
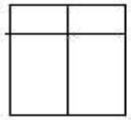
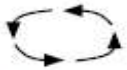
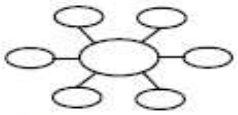
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Supports related to the **language** of Language Arts	Supports related to the **language** of Mathematics	Supports related to the **language** of Science	Supports related to the **language** of Social Studies
Illustrated word/phrase walls	Blocks/Cubes	Scientific instruments	Maps
Felt or magnetic figures of story elements	Clocks, sundials and other timekeepers	Measurement tools	Globes
Sequence blocks	Number lines	Physical models	Atlases
Environmental print	Models of geometric figures	Natural materials	Compasses
Posters or displays	Calculators	Actual substances, organisms or objects of investigation	Timelines
Bulletin boards	Protractors	Posters/Illustrations of processes or cycles	Multicultural artifacts
Photographs	Rulers, yard/meter sticks		Arial & satellite photographs
Cartoons	Geoboards		Video clips
Audio books	Counters		
Songs/Chants	Compasses		
	Calendars		
	Coins		

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Example Use of Graphic Organizers

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ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
 **Venn Diagrams** - Comparing and Contrasting Two Entities	• Two friends or family members • Two traditions	• Two characters • Two settings • Two genres	• Two operations • Two geometric figures • Two forms of proportion	• Two body systems or organs • Two animals or plants	• Two conflicts • Two forms of government • Two forms of transportation
 **T-Charts** - Sorting or Categorizing Objects or Concepts	• Colors • Classroom objects	• Facts/Opinions • Points of view • Pros/Cons	• Area/Perimeter • Fractions/ Decimals • Addition/ Subtraction	• Forms of matter • Forms of energy • Senses • Vertebrates/ Invertebrates	• Types of transportation • Types of habitats
 **Cycles** - Producing a Series of Connected Events or a Process	• Conflict/ Resolution • School or classroom routines	• Plot lines	• Steps in problem-solving	• Scientific inquiry • Life cycles • Water cycle	• Elections in a democracy • Passage of a law
 **Cause and Effect** - Illustrating a Relationship	• Classroom or school rules • Health and safety at home or in school	• Responses of characters to events	• Variables in algebraic equations • Geometric theorems	• Chemical reactions • Adaptation • Weather events	• Political movements • Economic trends
 **Semantic Webs** - Connecting Categories to Themes or Topics	• Personal interests • Idiomatic expressions • Multiple meanings of words and phrases	• Root words and affixes • Main idea/ Details	• Types and features of polygons • Types and characteristics of angles	• Foods and their nutritional ingredients • Types and characteristics of rocks	• Types of human and civil rights • Impact of economic policies

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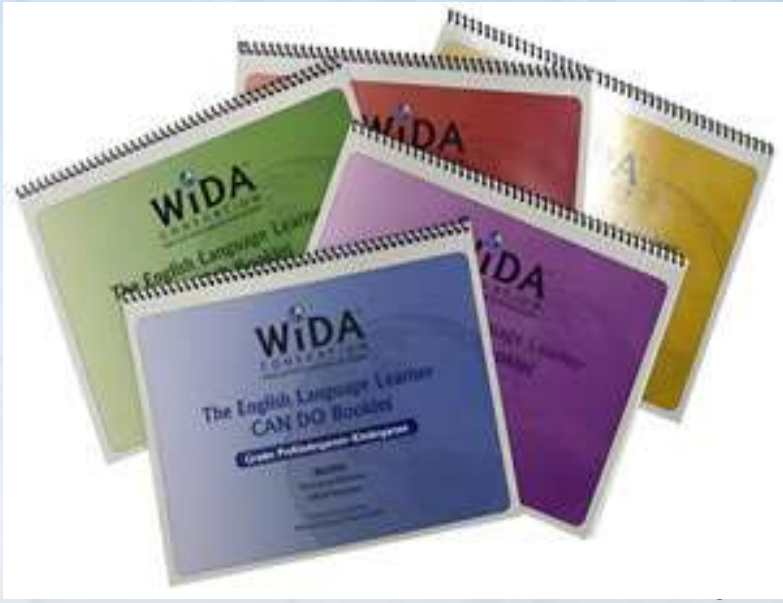
CAN DO Descriptors

- Provide teachers with information on the language students are able to understand and produce in the classroom in within all five ELD standards.

- Available in both English and Spanish for the following grade-level clusters:

PreK-K
Grade 1-2
Grades 3-5
Grades 6-8
Grades 9-12

- Can Do Name Charts



Q & A