WIDA CONSORTIUM

ANNUAL REPORT

JULY 2010-DECEMBER 2011

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A MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Friends and Colleagues:

We wrote this WIDA Consortium Annual Report to convey the excitement, hard work, and success stories of 2010-11 for you, our collaborative partners. After all, you are the WIDA Consortium, now 27 member states strong, each with your own unique profile of students, and each with assets to draw on as well as needs that the Consortium hopes to address. It is the shared commitment to ELL students and educators that motivates our team to come to work each day and work on your behalf! This was a year of growth both in membership and in innovative development for the Consortium. Allow me to list some of the many activities and accomplishments we shared together with you:

1. With the assistance of our National Advisory Panel and Consortium educators, we began work on the 2012 edition of the WIDA standards. The 2012 amplified standards publication is a significant advancement because it more clearly articulates connections to academic content standards, including the Common Core State Standards (CCSS); exemplifies the socio-cultural context around academic language development; and provides consistent cognitive functions across all proficiency levels within new example strands, helping teachers see how to scaffold for language growth and development. Rollout of the 2012 amplification will include an unprecedented series of conferences that will be held around the country, allowing educators to discuss how to infuse language development standards into their practice, and connect with colleagues and other experienced educators.

2. In collaboration with WestEd, WIDA formed the Madison Academic Language Working Group (MALWG) in response to the demand to articulate theory and impact practice within research and professional development for ELLs and their educators. While perhaps not WIDA's best acronym, this is an energetic group of nationally known university faculty, researchers, and ELL policy experts who met in Madison in October 2010 to articulate a common definition of academic language and begin looking at the implications for classroom practice. The WIDA Research group is leading this initiative, and we continue to meet annually with the intention that MALWG will serve as a guide for the work we do with educators throughout the Consortium.

3. With the Illinois State Board of Education as the lead state educational agency, WIDA was awarded an Enhanced Assessment Grant from the Title I Office of the US Department of Education for a project called Spanish Academic Language Standards and Assessments (SALSA). This project is enabling WIDA

and the Center for Applied Linguistics (CAL) to develop standards and assessments for schools and programs that seek to understand the academic Spanish language development of their students. Three states – Colorado, Illinios, and New Mexico – as well as Puerto Rico are actively partnering with us in this endeavor. Look for the standards in 2012 and the early grades Spanish proficiency assessment in 2013 and 2014.

4. The professional development team facilitated an ever-increasing repertoire of high quality offerings, including several successful academies in different regions of our Consortium. Furthermore, WIDA has begun shifting efforts and resources towards more sustainable, coaching and facilitator training models that will help build capacity across the Consortium and within your states.

5. Other grant-funded development projects continue to mature and move towards implementation, like LADDER, our data literacy program, FLARE, our formative assessment project, and ONPAR, our mathematics and science assessment initiatives.

6. And lest we forget, the ASSETS Consortium was funded in October 2011. ASSETS will enable us to more fully move into a new era in assessment that will utilize technology to authentically assess students' language proficiency.

I hope you enjoy perusing this report, seeing the enthusiastic people behind the standards and assessments, the grants, workgroups, and services that are detailed throughout. The WIDA Consortium continues to be the most innovative approach in the country for developing standards, assessments, research, and professional development. Thank you for your continued membership in the WIDA Consortium. We are continually inspired by your commitment and that of the teachers in your states to make a positive difference for ELL students and families!

Sincerely,

Tim Boals, Ph.D.
WIDA Executive Director
Wisconsin Center for Education Research

WIDA'S MISSION STATEMENT

WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

WIDA'S CAN DO PHILOSOPHY

WIDA embraces inclusion and equity with its CAN DO philosophy. We focus our attention on expanding students' academic language by building on the inherent resources of English language learners (ELLs) and accentuating the positive efforts of educators.

Our CAN DO philosophy is visible:

- in our Principles of Language Development
- in the WIDA English Language Development Standards
- in the CAN DO Descriptors
- in all our Assessments
- in our Professional Development
- in our Research

As educational partners, the efforts of all our stakeholders, from paraprofessionals to superintendents, make a difference in the education of the students we serve. Together, by focusing on what ELLs CAN DO, we can send a powerful message that students from diverse linguistic, cultural, and experiential backgrounds enrich our schools and communities.

GUIDING PRINCIPLES OF LANGUAGE DEVELOPMENT

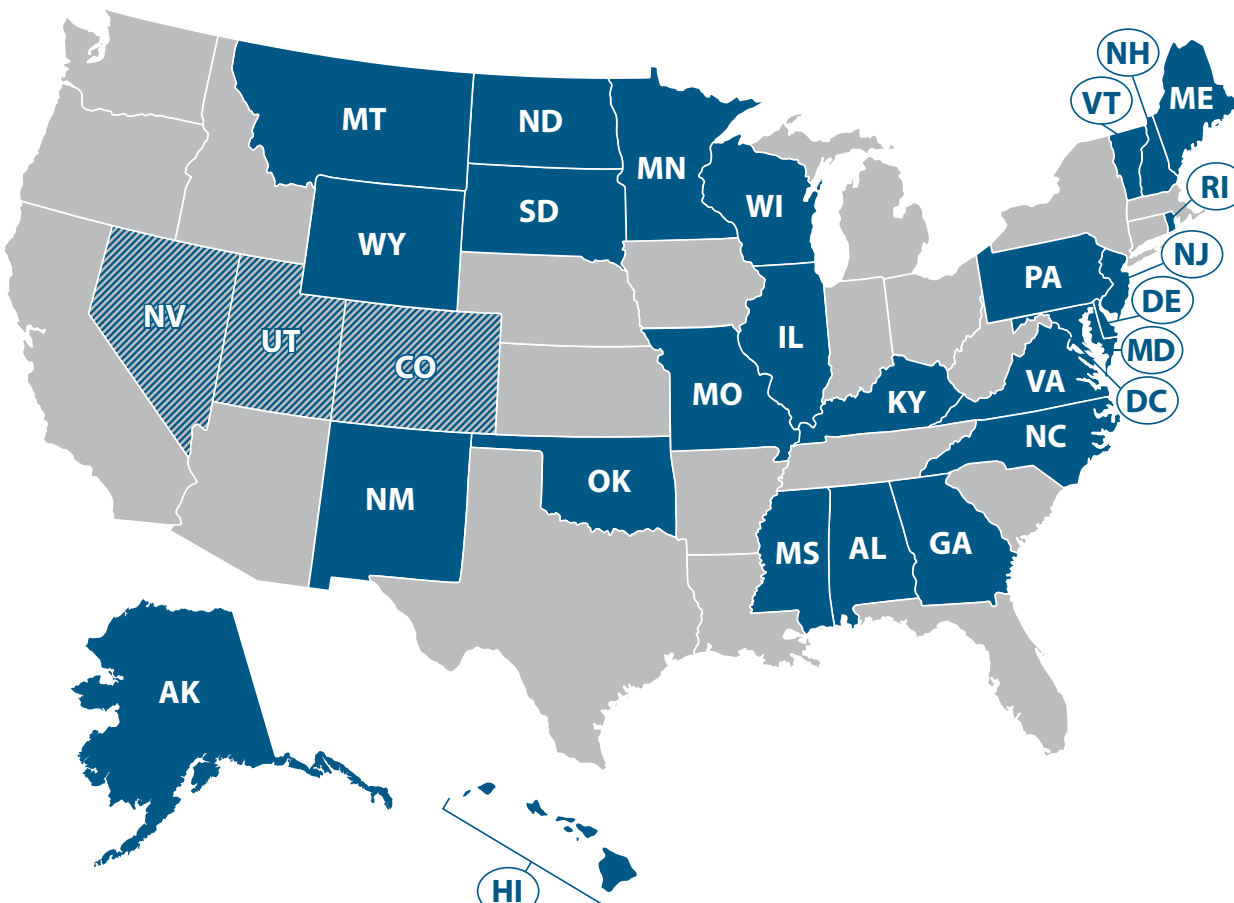
Language is a powerful force that helps shape our individual and collective identity. WIDA views language as a resource and ELLs as valued contributors to learning communities. The Guiding Principles acknowledge the diverse linguistic resources our students draw from and the unique pathways they follow throughout the process of learning English.

The Guiding Principles were developed in collaboration with national experts and educators, and enhanced by the WIDA standards national advisory panel, a group of researchers and practitioners in the field of academic language from across the US. The final results of this work are listed below. (The sources for these principles can be found on the WIDA website.)

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge are inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

WHO IS THE WIDA CONSORTIUM?

States shown in blue are the 27 WIDA member states. The three striped states have adopted the WIDA English Language Proficiency (Development) Standards but do not currently participate in other Consortium activities. In addition, many other schools nationally and internationally have adopted WIDA resources for use in their English language development programs.



Benefits of WIDA Consortium Membership

WIDA STANDARDS

English Language Proficiency
- *Resource Guide, Search the Standards tool*
- *Available free online or purchase at Consortium discount*

Spanish Language Arts

CAN DO Descriptors
- *Available free online or purchase at Consortium discount*

ACCESS FOR ELLs

K-12 summative assessments by grade level cluster
- *Forms refreshed: 1/3 of items each year*
- *Color*
- *Security bar codes*
- *Demographic data*

Score reports
- *Teacher*
- *Parent*
- *School roster*
- *School summary*
- *District summary*
- *Electronic data file to state*
- *Translated parents reports and cover letters available online*
- *Free Interpretive Guide for Score Reports available online*

ACCESS FOR ELLs (*continued*)

Psychometric services
- *Annual technical reports on qualities of ACCESS for ELLs and other issues*
- *Validation of process and reports*
- *Reviewed by WIDA TAC; a group of national leaders in the field*

Help Desk
- *Responses to inquiries from teachers and administrators*

W-APT

Screener/placement instrument available for free
- *Grade level clusters match ACCESS for ELLs*
- *Downloadable PDF file format*

RESEARCH

AMAO guidance

Topical reports

PROFESSIONAL DEVELOPMENT

Professional development opportunities, based on number of ELLs in the state

CONSORTIUM ACTIVITIES

Access to knowledge and skills of member SEAs

Board meeting attendance

Expert advice from WIDA, CAL, and MetriTech

Involvement in item writing and reviews

Participation in quality control reviews

Serve on alignment studies

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

The WIDA English Language Development Standards are the foundation of WIDA's standards and assessment system. First published in 2004, the Standards have remained unchanged, but how we represent them and how we explicate them continues to evolve as we learn more about how students acquire and use language, how teachers reference standards and frame instruction and assessment, and how assessments can be created to measure language proficiency. The second edition (2007) of the standards included a slight change in grade clusters from a K-2 cluster into Pre-K-K and 1-2 clusters as well as new strands of model performance indicators (MPIs) in all grade clusters and domains.

The 2012 Amplification of the English Language Development Standards is the result of a project we began in 2010 in response to feedback from educators. The release of this publication introduces new elements to our standards framework that make more explicit many components of the standards that were implicit in the 2004 and 2007 representations. For instance, the new representations of our five standards now include an explicit connection to state content standards, including the Common Core State Standards. There is also an explicit example of an authentic and relevant context in which language learning occurs. Educators will also see explicit examples of topical language related to the content area. Lastly, we introduced an element that provides educators an example of how the cognitive demand of a lesson or activity can remain constant across the various levels of language proficiency.

Another result of this work involves changes in terminology. For instance, English Language Proficiency Standards is now English Language Development Standards. The use of the term development emphasizes the process of developing an additional language in contrast with language proficiency, which refers to measuring or describing language development at specific points in time (i.e., referencing the proficiency levels measured by WIDA assessments). The criterion 'Language Forms and Conventions' replaces 'Language Control' from our previous edition. We feel that 'Forms and Conventions' directly ties to our CAN DO Philosophy (see wida.us/aboutUs/AcademicLanguage) and the Language section of the Common Core State Standards. The criterion 'Discourse Complexity' replaces 'Linguistic Complexity' to emphasize how oral and written language is organized into different genres and text types. Finally, language proficiency level 2 is now 'Emerging' rather than 'Beginning' to further differentiate the difference between levels 1 and 2.

ACCESS FOR ELLs TEST INFORMATION

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners), together with the WIDA English Language Development Standards, are the common threads that tie the Consortium together. The standards are the foundation upon which everything that WIDA endeavors to accomplish is based, and ACCESS for ELLs is a powerful source of information through which families, educators and policy makers can measure student progress in developing academic English as defined by the Standards.

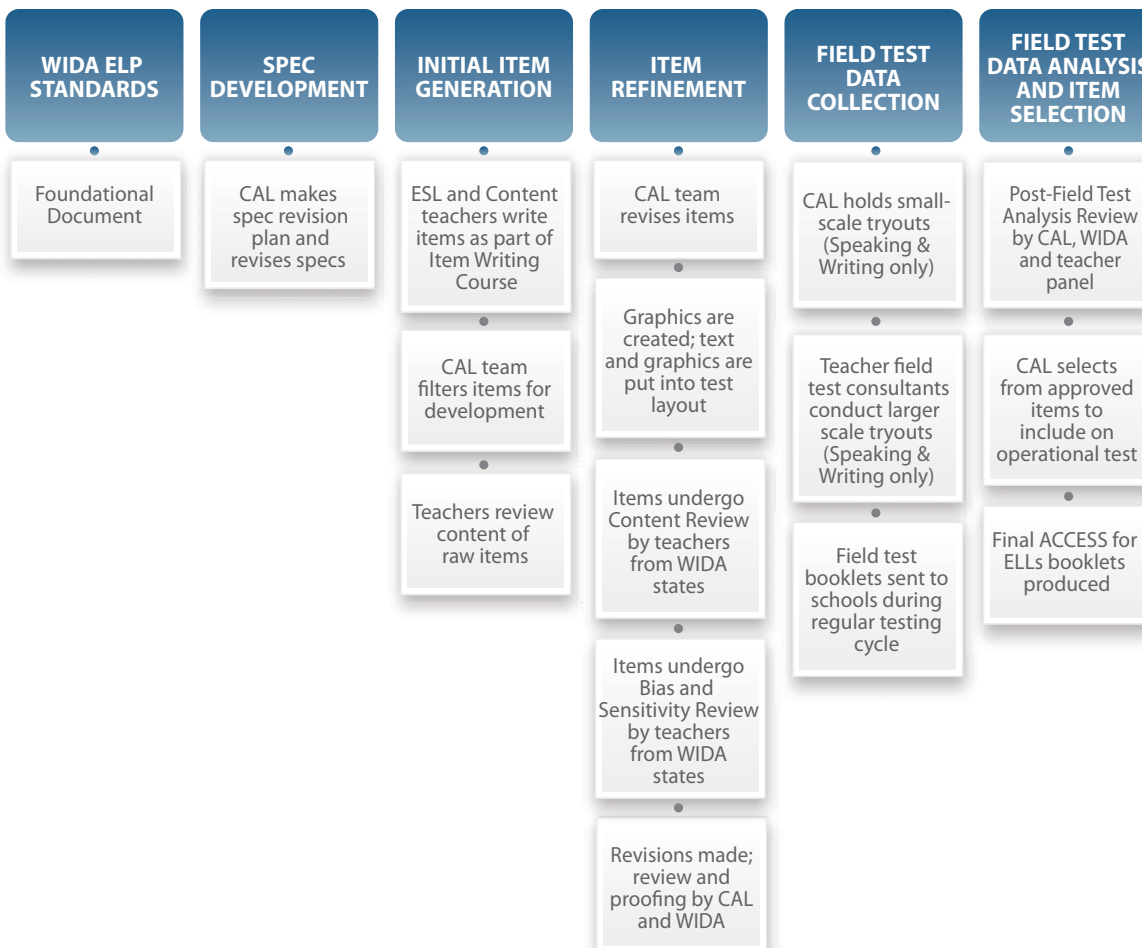
ACCESS for ELLs is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

ACCESS for ELLs:

- Exceeds the requirements stipulated by the No Child Left Behind (NCLB) Act of 2001 and is used to measure and report growth in a manner consistent with the need for fulfilling these requirements.
- Generates results that serve as one criterion to aid in determining when ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support and on state academic content tests without accommodations.
- Provides districts with information that will aid in evaluating the effectiveness of their ESL/bilingual programs.
- Identifies the ELP levels of students with respect to the WIDA ELP Standards' levels 1-6.
- Provides information that can be used to enhance instruction and learning for ELLs.

ACCESS for ELLs Test Development Cycle

ACCESS for ELLs is the result of a rigorous three-year test development cycle led by the language testing experts at the Center for Applied Linguistics. Major tasks related to test development are depicted in the graphic below.



CONSORTIUM SNAPSHOT, 2010–2011

Test Review Process and State Involvement

BIAS & SENSITIVITY REVIEW

Purpose: To ensure that the content of the items slated for field testing is free of bias and sensitivity issues that may unfairly impact English language learners' performance on the test.

Participants: 14 educators and one SEA representing 14 WIDA states

States Participating: Alabama, Alaska, Illinois, Georgia, Hawaii, Kentucky, Mississippi, New Hampshire, New Mexico, North Carolina, North Dakota, Rhode Island, Virginia, and Wyoming.

CONTENT REVIEW

Purpose: To ensure that the language and academic content (context for language use) of the items slated for field testing accurately reflects the expectations and academic topics that English language learners would typically encounter in the classroom.

Participants: 28 educators and two SEAs representing 22 WIDA states and the District of Columbia.

States Participating: Alabama, Alaska, Delaware, Georgia, Hawaii, Illinois, Kentucky, Maine, Mississippi, Missouri, New Hampshire, New Jersey, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Vermont, Virginia, Wisconsin, Wyoming, and the District of Columbia

ITEM WRITING COURSE

Purpose: ESL and general education teachers enroll as partners in the intensive online WIDA Item Writing Course and learn to prepare standards-based language proficiency assessment tasks for ACCESS for ELLs.

Participants: 51 participants from a total of 18 states completed the Item Writing course.
States Participating: Alabama, District of Columbia, Georgia, Hawaii, Illinois, Maryland, Maine, Minnesota, North Carolina, New Jersey, New Mexico, Pennsylvania, South Dakota, Virginia, Vermont, Wisconsin, and Wyoming

Help Desk Statistics

The Help Desk received a total of 3,742 calls and responded to 2,960 emails from member states.

The top five categories for questions are listed below:

ACCESS for ELLs training course
Login information, Training Toolkit location, Certification requirements, Account creation

ACCESS for ELLs test questions
Administration procedures, Score interpretation, Accommodations

W-APT
Login information, File locations

MetriTech
ACCESS test ordering, Pre-ID labels

Orders
Status of orders, Shipping quotes

2010–2011 Number of Students Tested by State

STATE	2010-11 ELLs
Alabama	19,015
Alaska	--
Delaware	6,838
District of Columbia	5,827
Georgia	82,231
Hawaii	19,892
Illinois	168,834
Kentucky	16,749
Maine	4,823
Maryland	--
Minnesota	--
Mississippi	6,862
Missouri	21,541
Montana	--
New Hampshire	4,624
New Jersey	54,844
New Mexico	57,559
North Carolina	102,968
North Dakota	4,207
Oklahoma	38,304
Pennsylvania	48,210
Rhode Island	8,027
South Dakota	4,719
Vermont	1,584
Virginia	90,076
Wisconsin	49,568
Wyoming	2,840
TOTAL TESTED	820,142

ACCESS for ELLs Results by Grade Level Cluster
2010 – 2011 Testing Cycle

KINDERGARTEN

WIDA Level (Proficiency Level)	Student Count	Percentage
1 (1.0-1.9)	61,402	53.10%
2 (2.0-2.9)	19,435	16.80%
3 (3.0-3.9)	17,275	15.00%
4 (4.0-4.9)	10,911	9.40%
5 (5.0-5.9)	5,770	5.00%
6 (6.0)	753	0.70%
Total Cluster Student Count	115,546	14.40%

GRADES 1-2

WIDA Level (Proficiency Level)	Student Count	Percentage
1 (1.0-1.9)	8,117	3.60%
2 (2.0-2.9)	33,219	14.80%
3 (3.0-3.9)	97,404	43.50%
4 (4.0-4.9)	62,657	28.00%
5 (5.0-5.9)	19,356	8.60%
6 (6.0)	3,079	1.40%
Total Cluster Student Count	223,832	27.90%

GRADES 3-5

WIDA Level (Proficiency Level)	Student Count	Percentage
1 (1.0-1.9)	4,139	1.90%
2 (2.0-2.9)	12,152	5.60%
3 (3.0-3.9)	52,107	24.20%
4 (4.0-4.9)	92,608	42.90%
5 (5.0-5.9)	43,873	20.30%
6 (6.0)	10,857	5.00%
Total Cluster Student Count	215,736	26.90%

GRADES 6-8

WIDA Level (Proficiency Level)	Student Count	Percentage
1 (1.0-1.9)	5,329	4.10%
2 (2.0-2.9)	17,964	14.00%
3 (3.0-3.9)	46,572	36.20%
4 (4.0-4.9)	42,483	33.00%
5 (5.0-5.9)	14,267	11.10%
6 (6.0)	2,023	1.60%
Total Cluster Student Count	128,638	16.00%

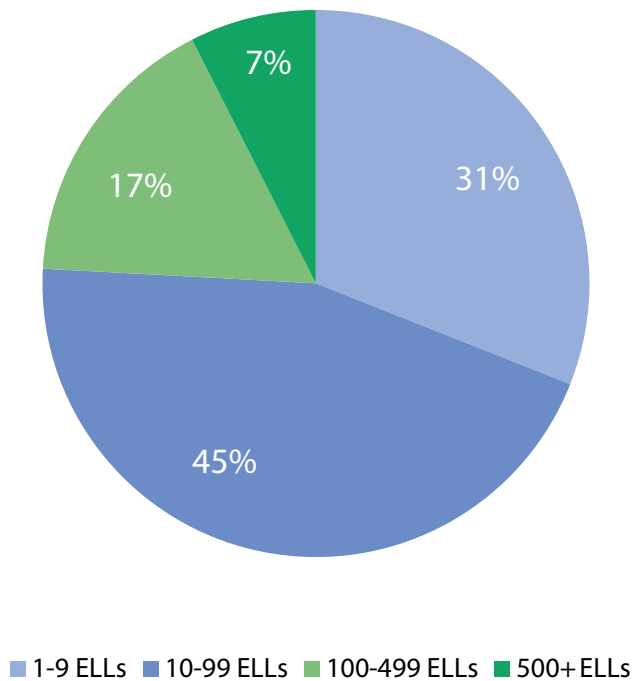
GRADES 9-12

WIDA Level (Proficiency Level)	Student Count	Percentage
1 (1.0-1.9)	8,302	7.00%
2 (2.0-2.9)	16,377	13.90%
3 (3.0-3.9)	30,123	25.50%
4 (4.0-4.9)	36,669	31.10%
5 (5.0-5.9)	21,191	18.00%
6 (6.0)	5,294	4.50%
Total Cluster Student Count	117,956	14.70%

2010–2011 Density of ELL Students in Districts

As reported for ACCESS for ELLs Assessment

WIDA Consortium 2010-2011 District ELL Populations



NUMBER OF ELLs	NUMBER OF DISTRICTS	PERCENTAGE
1-9 ELLs	1,187	31.0%
10-99 ELLs	1,718	44.9%
100-499 ELLs	637	16.6%
500+ ELLs	287	7.5%

2010–2011 Program Delivery Types

As reported for ACCESS for ELLs Assessment

Percentage of students enrolled in top 10 program delivery types reported

No program enrolled/Missing program information	66.5%
Transitional bilingual, self-contained	4.9%
Pull-out ESL, Pull-out for individualized support	2.8%
Transitional bilingual	2.1%
Structured English Immersion, Inclusionary Support	2.0%
Content-based ESL	1.6%
Transitional bilingual, Content-based ESL, Self-contained	1.3%
Parental Refusal for Services	1.3%
Pull-out ESL	1.0%
Content-based ESL, Inclusionary Support	0.8%

2010–2011 Top 10 Reported Native Languages

As reported for ACCESS for ELLs Assessment

Top 10 reported native languages for enrolled students

Spanish	71.70%
English	2.20%
Arabic	2.10%
Vietnamese	1.80%
Hmong	1.70%
Chinese	1.20%
Other	1.20%
Navajo	1.10%
Korean	1.10%
Urdu	0.80%

ALTERNATE ACCESS FOR ELLS SERIES 100 DEVELOPMENT UPDATE

Alternate ACCESS for ELLs is a large-scale test of English language proficiency for ELLs with significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs. The Alternate ACCESS for ELLs test was developed based on the WIDA Alternate English Language Proficiency (ELP) levels, which were designed to increase the sensitivity of the measure for these students and give them an opportunity to demonstrate what they can do with language.

Test Overview:

- Paper and pencil assessment
- Individually administered and not tiered
- Available for Grades 1-2, 3-5, 6-8, and 9-12
- Assesses four of the five WIDA ELP standards (social and instructional language, and the language of language arts, mathematics, and science)

Throughout 2011, staff members at WIDA and CAL took initial pilot test forms developed under an Enhanced Assessment Grant and reshaped and rewrote them to create developmentally appropriate tasks reflective of the standards and ACCESS for ELLs. A variety of experts, including Consortium SEA representatives and educators, made this work possible by contributing to development activities, including

- Content & Bias Review (October 12-14, 2011): 15 educators from 8 states (AL, DE, IL, ME, MO, MS, ND, WI)
- Pilot testing (November 14-23, 2011): 14 educators from DC, MD, and VA.
- Forms Review (December 15, 2011): SEAs from 6 states (MD, ME, MN, MS, NH, VA) along with national experts on ELLs with severe cognitive disabilities

Alternate ACCESS for ELLs Series 100 was introduced in March of 2012, for administration during the spring 2012 testing season. For this first year of administration Alternate ACCESS for ELLs was rolled out as a large scale operational pilot in many consortium states. The operational data collected this year will be psychometrically analyzed for validity and reliability, followed by a Standards Setting review meeting and development of the Score Reports. Consortium-wide use of Alternate ACCESS for ELLs is anticipated for the 2012-2013 testing cycle.

PROFESSIONAL DEVELOPMENT

WIDA's Professional Development offerings support educators working to ensure academic success for English language learners. The trainings that are developed by WIDA are:

- Student-centered
- Teacher-focused
- Research-based practices
- Responsive to local needs

Professional Development Offerings

WIDA Professional Development consists of three main types of offerings:

WORKSHOPS

Workshops are short-term professional development offerings that focus on the use of WIDA's products and resources. Designed in collaboration with the host (school, district, regional, or state education agency), they meet the needs of a wide range of audiences.

- Standards
- Assessment
- Data analysis

ACADEMIES

Academies are three- to five-day offerings that allow K-12 educators to further explore WIDA's products and resources. Designed for 25-30 participants, they provide ample opportunities for discussion and application. Academies are offered throughout the year in different regions.

- Summer 2011 academy – Bloomington, MN Topic – WIDA ELP Standards: culturally and Linguistically Responsive
- Fall 2011 academy – Atlanta, GA Topic – WIDA ELP Standards: Adapting Curriculum Materials for ELLs

INSTITUTES

Institutes authorize individuals to facilitate trainings on WIDA products and resources. Designed for 15-25 participants, institutes are intensive and require follow-up work for authorization or certification. Interested

participants are expected to demonstrate advanced knowledge and experience in the institute topics through an application process.

- Professional Certification for Trainers
- CLIMBS (Content and Language Integration as a Means of Bridging Success) Facilitator Institute

Professional Development Delivered 2010 – 2011

Alabama	Score Report Interpretation and Application ACCESS for ELLs Reports and CAN DO Philosophy Cultural Diversity WIDA Standards Formative Assessment
Delaware	PD Overview/Consulting
Washington, DC	ACCESS for ELLs Administration
Georgia	Taking ELP Standards on the Road Pre-ACCESS for ELLs Score Report Interpretation
Hawaii	Scaffolding Formative Assessment Collaboration
Illinois	Data Retreats, Parts 1 and 2
Kentucky	Technical Retreat Scaffolding Reading Instruction and Assessment Scaffolding Content Area Reading Assignments Assessing Content Area Writing Collaboration to Meet the Needs of ELLs Standards-based Instruction and Assessment Formative Assessment

Maine	Content Writing WIDA Assessments: ACCESS for ELLs, W-APT, WIDA MODEL Using Grade-level Textbooks with ELLs
Missouri	WIDA Standards, W-APT, ACCESS for ELLs Introduction W-APT Administration ACCESS for ELLs Training of Trainers W-APT Training of Trainers
Mississippi	Collaboration ACCESS for ELLs for New Test Administrators and DTCs ACCESS for ELLs Refresher for Veterans
North Carolina	Data Retreat, Parts 1 and 2 Connecting Formative Assessment to the WIDA Standards ACCESS for ELLs Administration
New Mexico	W-APT Administration ACCESS for ELLs score Report Interpretation ACCESS for ELLs Test Administration WIDA Standards
North Dakota	ACCESS for ELLs Administration Collaboration Score Report Interpretation
New Hampshire	ACCESS for ELLs Administration
New Jersey	WIDA ELP Standards and NJ Content Standards Transforming MPIs for Lesson Plans Incorporation Transformed MPIs into Unit Plans, Parts 1 and 2 Exemplar Units Incorporating WIDA Standards for ESL Curriculum: Pre-K-5, 6-12 Data Retreat ESL Curriculum

Oklahoma	Emergent ELL Population Training Pre-ACCESS for ELLs Training for New Test Administrators and TECs Pre-ACCESS for ELLs Training for Veteran Test Administrators and TECs Score Report Interpretation Data Retreat
Pennsylvania	ACCESS for ELLs Training Account Overview ACCESS for ELLs Administration Consulting and PD Planning Score Report Interpretation Consulting and PD Planning – Working with Coaches
Rhode Island	ELLs with Interrupted Schooling Content-based ESL Instruction Writing in the Content Areas Formative Assessment Data Retreat, Parts 1 and 2 Collaboration and Co-Teaching Models
South Dakota	Collaboration Using ACCESS for ELLs Score Reports and WIDA Standards Pre-ACCESS for ELLs Training for New Test Administrators and TECs Pre-ACCESS for ELLs Training for Veteran Test Administrators and TECs
Vermont	Content Writing Technical assistance
Virginia	Academic Vocabulary Score Report Interpretation WIDA ELP Standards Score Reports for Instruction
Wisconsin	Differentiation WIDA Standards Collaboration Formative Assessment and MODEL Developing a Language for Academic Success CAN DO Descriptors and Differentiation

Wyoming	W-APT Administration WIDA Standards Formative Assessment ACCESS for ELLs Training Differentiation and Assessment of ELLs

RESEARCH PROJECTS

WIDA research is designed to enhance the information available to educators whose policies, programs and practices impact the students WIDA exists to serve—English Language Learners. Much of this research is at the direction of the Consortium Research Subcommittee and focuses on several broad categories.

Academic Language

During 2011 the WIDA Research Team pursued two general questions regarding Academic Language:

1. What is Academic Language? Reviews of literature and field research continue to confirm a basic consensus about the central components of Academic Language: in order to engage with challenging content, students need to learn to use text structures, functional language, grammar, and vocabulary within various contexts.

2. What is the role of Academic Language in classroom learning? Pilot classroom research on how ELLs participate in classrooms; how teachers support Academic Literacy; what relationships exist between Academic Literacy and content learning was begun in 2011. Classroom observations and transcriptions of classroom interaction will be used to investigate a revised and expanded version of this question as part of the 2012 Research Agenda.

Standards Implementation

How do district ELL coordinators use WIDA standards? In 2010, survey data from a random stratified sample of WIDA districts was collected and analyzed. Results show that district capacity to implement standards varied widely; in part because a large number of district ELL coordinators were not trained ELL professionals. This was due in large part to the fact that most WIDA districts have small numbers of ELLs.

Policy

WIDA data and expertise contributed to a Title III report that offers several empirical methods that state policy-making authorities can use as one part of a deliberative, judgmental process to set English Language Proficiency (ELP) performance standards and operationalize ELP assessment and accountability criteria. This project was authored by WIDA Research Director H. Gary Cook together with Robert Linquanti from WestEd and Marjorie Chinen and Hyekyung Jung of American Institutes for Research.

WIDA State Dashboard

In 2011, WIDA Research introduced the WIDA State Dashboard with State-level and Consortium-level data, searchable by year, demographic information and domain and composite scores. State and national NAEP data can also be searched. The dashboard information is in exportable formats (e.g., *.pdf, *.xls) and accessed through a secure web interface.

Technical Assistance

The Research team completed four Annual Measurable Achievement Objectives (AMAOs) technical assistance projects in 2011. In addition, the Research team completed or commenced work on these Special Request or Targeted Support projects:

- Alternate composite score project (ongoing)
- Empirical cumulative distribution analysis (ECDF) project
- Time in program project

Other Initiatives

Madison Academic Language Working Group (MALWG) held a meeting during the AERA 2011 conference to discuss further collaboration. In 2012 WIDA Research will assume a leadership role in MALWG and make revisions to the MALWG web site. One outcome of MALWG is an AERA funded 2012 educational research conference titled "Sociocultural Contexts of Academic Literacy Development for Adolescent English Learners." This conference will bring together two dozen national experts to develop a broad definition of academic literacy. The conference will lead to an edited volume that explores the ways that academic literacy develops in different contexts.

WIDA RESEARCH 2011 PRESENTATIONS, OUTREACH AND PUBLICATIONS

Cook, H.G., Boals, T. and Lundberg, T. (November 2011). Academic achievement for English learners: What can we reasonably expect? Phi Delta Kappan, 93:3, pp.66-69.

District Engagement with WIDA ELD Standards and ACCESS for ELLs®: Survey Findings and Professional Development Implications. Naomi Lee, Ph.D., and Daniella Molle, Ph.D. WIDA Webinar, Mar 9, 2011.

Joshi, R.G., & Stewart, K. (2011). 'ELLs, NCLB, and AMAOs: The WIDA Consortium's approach to interpreting federal policy and providing guidance'. Winter Forum and 24th Annual Management Information Systems (MIS) Conference "Deep in the Heart of Data", Concurrent Session X-IIF., Austin, TX, February 23-25, 2011.

Grant, R.M. (2011). 'Relationships between Language Proficiency and Mathematics Achievement.' Presentation to the TESOL Research Network University of Sydney, Australia, September 9, 2011.

Grant, R.M., Cook, H. G., Aek, P., & Lundberg, T. 'English Language Proficiency and Mathematics Achievement of English Learners in a US State.' Applied Linguistics Association of Australia and Applied Linguistics Association of New Zealand Conference, Canberra, Australia, December 1, 2011.

Lee, N. (2011a). 'District Understandings of Academic Language in 16 states.' Annual Meeting of the American Education Research Association, New Orleans, LA, April 8-12, 2011.

Lee, N. (2011b). 'Reworking the Qualitative-Quantitative Distinction: Implications for Research in Multicultural Contexts.' Annual American Psychological Association Meeting, Washington, DC, August 4-7, 2011.

Lee, N. and Cook, H.G. (2010, October). 'Educators' experiences with ELP standards and assessments: A random, stratified survey of 20 states.' Poster presented at the East Coast Organization of Language Testers (ECOLT) Conference, Washington, DC, USA.

GRANT-FUNDED PROJECTS

Grant-funded projects are often the catalyst for change within WIDA. After all, the entire WIDA project was started with a grant. Here are the initiatives that WIDA worked on in 2011.

LADDER (Literacy in Assessment and Data Designed for Effective Results)

LADDER (Literacy in Assessment and Data Designed for Effective Results) for English Language Learners is funded by a five-year national professional development grant from the U.S. Department of Education's Office of English Language Acquisition (OELA). During 2010-2011, LADDER was successfully pilot tested in districts in Rhode Island, Wisconsin and Illinois to fine tune this program prior to the end of the grant period in 2012.

LADDER is a 12-18 month professional development offering that uses an ongoing coaching model to build local capacity of LADDER Coaches (district ELL, content and data specialists) to facilitate LADDER Leadership Teams (school-based teams of educators) as schools and districts move through a continuous improvement cycles. The program is designed to develop the team's skills to systematically use data to make informed decisions related to instructional and programmatic improvements for language learners.

WIDA's professional development experts support LADDER Coaches and LADDER Leadership Teams as they work with their data, write an action plan and engage in a cycle of reflection and action. The dynamic program design offers LADDER sites high-quality, interactive on-site workshops, continuing technical assistance, networking opportunities, web-based resources and virtual learning through online tutorials on educational excellence.

SALSA (Spanish Academic Language Standards & Assessment)

On behalf of the WIDA Consortium, the Illinois State Board of Education applied for and was awarded an enhanced assessment grant in October 2010:

- to develop and implement academic Spanish language development (SLD) standards for students in Pre-Kindergarten through Grade 12, addressing Social & Instructional Language, the Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies
- to develop a technology mediated, reliable, and valid Spanish language proficiency assessment for Kindergarten and Grades 1-2* based on those standards
- to develop a screener test for obtaining baseline measurements of students' Spanish language proficiency for Grades K-2

Through use of these standards and assessments, educators will gain knowledge about academic Spanish language development and their students' progress and will be able to shape instruction and develop curriculum to enable students to achieve high academic standards in Spanish as well as English. The standards and assessment will be applicable to any student receiving content area instruction in Spanish regardless of their native language.

The PODER (Prueba Óptima del Desarrollo del Español Realizado) assessment will be developed by the Center for Applied Linguistics on behalf of WIDA. Initial piloting and field testing of PODER will occur in multiple sites, including Illinois, Colorado, New Mexico, and Puerto Rico.

FLARE (Formative Language Assessment Records for ELLs)

The FLARE (Formative Language Assessment Records for ELLs) project is funded by a three-year grant with generous support from the Carnegie Corporation of New York to develop and validate a formative assessment system for teachers serving English language learners (ELLs) at the secondary level. The participating school districts are Charlotte-Mecklenburg School District in North Carolina, Chicago Public Schools in Illinois, and the Garden Grove Unified School District in California.

FLARE is designed to help teachers measure students' language development with the goal of language proficiency and post-secondary academic success. The FLARE system has several components: language learning progressions, formative assessment tools for teachers and students, teacher training materials, and technology tools that support formative assessment in the classroom. FLARE's language learning progressions were developed from National College and Career Readiness Standards and are designed to support the academic English needed for ELLs to succeed in middle and high schools in the United States and are foundational to the FLARE system.

A 12-Month No-cost Extension was approved on September 28, 2011, to cover the time period between October 1, 2011 and September 30, 2012. The no-cost extension funds are being used to pilot, develop, format, edit, and publish the FLARE materials including the Language Learning Progressions, a Resource Guide, Professional Development Modules, the website, and online formative assessment tools.

ONPAR (Obtaining Necessary Parity through Academic Rigor)

WIDA has been working to develop and implement accessible and valid criterion-referenced assessments of academic content standards for beginning English language learners (ELLs) that could be used for accountability purposes to meet the requirements of federal law. The first two ONPAR assessments are in the subject areas of Science and Mathematics.

The findings from the ONPAR research project show that the ONPAR items are more effective than traditional items for testing science ability for students of all English language proficiencies. Students with low levels of English language proficiency are better able to demonstrate their science knowledge on the ONPAR form than on traditional forms.

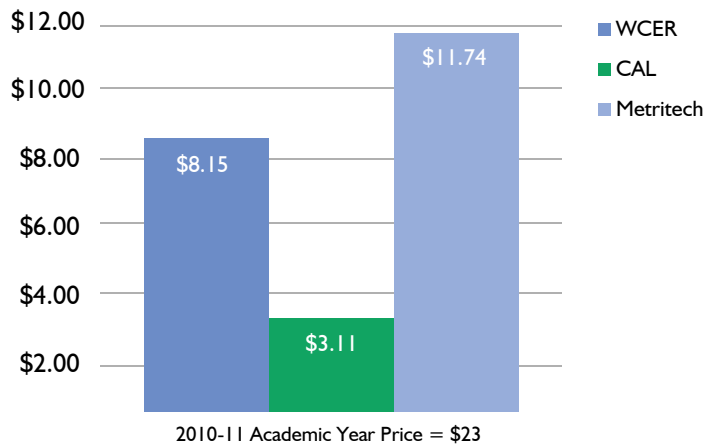
Further, non-ELL students perform similarly on the traditional and ONPAR items. Both these two results together indicate that the ONPAR items are more effective for ELL students, while validly measuring science ability for all students.

Field testing of the ONPAR high school chemistry and biology tasks is continuing in 2012 in Virginia. Moving forward, the ONPAR team is applying for additional grant funding to develop and refine ONPAR tasks and expand their use from large-scale summative purposes to formative and classroom objectives as well. Additionally, two promotional ONPAR testlets consisting of middle-school science and elementary math ONPAR tasks are currently under development. These testlets, designed to simulate classroom end of unit tests, will yield basic score reports with information intended to be useful for teachers. Completed promotional testlets and free stand-alone tasks will be available on the ONPAR website, which is also undergoing an update, during late summer 2012.

WIDA CONSORTIUM FINANCIAL INFORMATION

Throughout 2010-2011, WIDA worked to provide resources that are essential to achieving its mission. All of the funds that are paid to the WIDA Consortium are applied to fulfilling the needs of the Consortium members, educators and students.

Cost Breakdown of the Per Pupil Price



The per-pupil price supports the research, development, and operations for the Consortium. The services provided through this funding include:

Wisconsin Center for Education Research

- Administration
- Assessment
- Consortium Management
- Outreach
- Professional Development
- Research
- Standards Development

Center for Applied Linguistics

- Psychometrics
- Test Item Development
- Assessment Research

MetriTech, Inc.

- Printing
- Distributing
- Scoring
- Reporting

WHO IS WIDA?

WIDA is more than just an office in Madison, Wisconsin.

It is a nationwide group of educators who are all committed to furthering the mission of educational equity and academic opportunity for English language learners. Here are some of the key people who were a part of that mission.

WIDA State Education Agency (SEA) Representatives

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Executive Committee

The Executive Committee (EC) is a standing committee whose purpose is to provide input and discuss policy and priority issues related to the implementation, research, and development of the WIDA Consortium.

The EC is comprised of one Wisconsin and one Illinois SEA representative, one SEA representative from each of the five regions, and one LEA representative. Each state serves a two year term on this committee. Below are the states currently representing each of the regions.

Region A	Wyoming
Region B	North Dakota
Region C	Hawaii
Region D	Pennsylvania
Region E	Virginia

Research Subcommittee

STATE	REPRESENTATIVE
Georgia	Cori Alston
	Melodee (Dee) Davis
Hawaii	Andreas Wiegand
Illinois	Boon Lee
Kentucky	Chris Williams
	Shelda Hale
Maine	Nancy Mullins
New Hampshire	Gaye Fedorchak
	Susan Morgan

STATE	REPRESENTATIVE
North Carolina	Helga Fasciano
	Glenda Harrell
	Joanne Marino
North Dakota	Rob Bauer
	Kerri Whipple
Rhode Island	Bob Measel
Virginia	Robert Fugate
	Judy Radford
Vermont	Jim McCobb
Wisconsin	Phil Olsen
	Jacqueline Iribarren

Students with Disabilities & Accommodations Experts

Sandy Berndt, WI
Laurene Christensen, NCEO
Gaye Fedorchak, NH
Robert Fugate, VA
Rosemary Gardner, WI
Lia Mason, VA
Nancy Mullins, ME
Alba Ortiz, University of Texas-Austin
Sharon Prestridge, MS
Carolyn Rosenberg, MD
Cristina Sanchez-Lopez, IRC

Technical Advisory Committee

WIDA's ACCESS for ELLs Technical Advisory Council (TAC) reviews all test-related technical reports and advises the WIDA Board on the psychometric issues of testing and any proposed policy changes with psychometric implications. The TAC typically meets twice a year, once in person and once by conference call. TAC Members are listed below:

Aki Kamata, University of Oregon
Jamal Abedi, University of California-Davis
Carol Myford, University of Illinois at Chicago
Tim Kurtz, New Hampshire Department of Education

WIDA Staff

WIDA has created an accomplished team to carry out its mission. Our staff consists of experienced professionals who bring years of experience in education, research, and professional development, as well as a dedication to the service of English Language Learners. As of June, 2012, WIDA staff at WCER includes the following:

ADMINISTRATION & OPERATIONS STAFF

- Tim Boals, Ph.D., Executive Director
- Elizabeth Cranley, Ph.D., Associate Director
- Margo Gottlieb, Ph.D., Lead Developer
- Matthew Basler, Administrative Specialist
- Bonnie Griffin, Special Projects Manager
- Adrian Herrera, Administrative Specialist
- Becki Kohl, WIDA Project Administrator
- Jim Lyne, Contracts Specialist
- Danielle Maillette, Senior Marketing Specialist
- Jesse Markow, Communication & Business Development Director
- Merideth Trahan, Human Resources Manager & LADDER Project Manager
- Lois Triemstra, Senior Administrative Specialist
- Sonia Upton, Ph.D., Consortium Policy Administrator

ASSESSMENT STAFF

- Carsten Wilmes, Ph.D., Assessment Assistant Director
- Meredith Alt, ASSETS Project Manager
- Emily Evans Fanaeian, Senior Outreach Specialist
- Rebecca Kopriva, Ph.D., Principal Investigator/Project Director, ONPAR Project
- Pakou Vang, Assessment Outreach Specialist

EDUCATOR RESOURCES & TECHNOLOGY STAFF

- Andrea Cammilleri, Educator Resources and Technology Assistant Director
- Connie North, Ph.D., Media Specialist
- Bob Rossa, Technology Specialist

PROFESSIONAL DEVELOPMENT STAFF

- Mariana Castro, Professional Development Director
- Jen Aleckson, Professional Development Coordinator
- Leslie Grimm, Professional Development Outreach Specialist
- Stephen Kailin, Ph.D., LADDER Project Co-Manager
- Rita MacDonald, Senior Professional Development Outreach Specialist
- Lorena Mancilla, Professional Development Specialist & SALSA Program Manager
- Melissa Paton, Professional Development Outreach Specialist
- Selena Stern, Administrative Specialist
- Jennifer Wilfrid, Professional Development Outreach Specialist

PROFESSIONAL DEVELOPMENT CONSULTANTS

- Susana Johnson, Senior Professional Development Consultant
- Maureen Keithley, Senior Professional Development Consultant
- Bob Kohl, Senior Professional Development Consultant
- Don Bouchard, Senior Professional Development Consultant
- Margot Downs, Senior Professional Development Consultant

RESEARCH STAFF

- H. Gary Cook, Ph.D., Research Director and FLARE Principal Investigator
- Karen Bach, Administrative Specialist
- Rosalie Grant, Ph.D., Quantitative Researcher
- Cathlin Foy, Research Administrator
- Rahul Joshi, Data Warehouse Developer
- Naomi Lee, Ph.D., Qualitative Researcher
- Daniella Molle, Ph.D., Professional Development Researcher
- Narek Sahakyan, Quantitative Researcher
- Kristopher Stewart, Associate Researcher
- Paula White, Ph.D., FLARE Project Manager

GRADUATE STUDENTS

- Alon Andrews (ERT)
- Barbara Bird (FLARE)
- Alissa Blair (Research)
- Michelle Carson (ERT)
- Laurie Donnell (ERT)
- Li Ke (Research)
- Todd Lundberg, Ph.D. (Research)
- Melissa Miller (PD)
- Brian McCall (ONPAR)
- Nancy Rydberg (Research)
- Sarah Kreuz (ERT)
- Anupama Shekar (LADDER)
- Amanda Spalter (LADDER)
- Patricia Venegas (SALSA)

HELP DESK

- Elyse Kowalczuk
- Chelsy Stevens

We would like to extend a special than you to Ken Boals, David Gelfand, and Samantha Stevens who were valuable members of the Help Desk team in 2011.

WIDA PARTNERS

Center for Applied Linguistics (CAL)

CAL collaborates with WIDA in its work to provide standards-based assessments for English language learners, most prominently on the Consortium's annual assessment of English language proficiency, ACCESS for ELLs. CAL's work is divided into three main areas:

- Developing new test items, field-testing the new items, and using them to refresh ACCESS for ELLs, and constructing forms and manuals for the operational test annually.
- Conducting research on the assessment, exploring new initiatives for revising aspects of the testing system, and consulting on the delivery of test administration training.
- Providing technical and psychometric expertise to the Consortium, such as performing annual equating of test forms, analyzing field test data, producing an annual technical report for ACCESS for ELLs, and carrying out special technical studies, such as bridge studies for new member states.

Based in Washington, DC, CAL is widely recognized for its expertise in education research and testing. CAL's collaboration with WIDA began in 2003 and has also included development of the W-APT and WIDA MODEL assessments, along with the ONPAR project's research and development work. In addition, CAL serves as the test developer for Alternate ACCESS for ELLs and PODER, WIDA's Spanish language proficiency assessment.

Currently there are 31 people working on all WIDA projects, which includes ACCESS for ELLs, Alternate ACCESS for ELLs, SALSA/PODER and ASSETS. These teams are led by:

- Dorry Kenyon – Director of CAL/WIDA Partnership Activities and Vice-President for CAL
- David MacGregor – Director of Academic Language Testing Research and Development Team
- Jennifer Norton – Associate Manager Test Development
- Anna Todorova – Associate Manager Project Operations

MetriTech, Inc.

MetriTech of Champaign, IL has a proven history of providing superior testing materials and a wide range of services in all phases of the development and delivery of educational assessment products. They are responsible for the printing, scoring, reporting, and distributing of all test materials and results. Test materials include: test booklets, picture booklets, test administration scripts, score sheets, pre-ID labels, and score reports. MetriTech has been a partner with WIDA since 2003.

MetriTech's 687 people who work with WIDA are managed by:

- Susan Feldman – Vice President of Operations
- Jane Webber – Director of Project Management and Customer Service

WIDA®
CONSORTIUM

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