

WIDA 2012 Annual Report



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A Message from the Executive Director



Dear Friends and Colleagues:

In the WIDA Consortium Annual Report, you will read about the exciting activities and growth at WIDA in 2012, and how our member states and other partners have shared in efforts that are making a difference for English language learners (ELLs) and their teachers. Our Consortium is currently 31 members strong and still growing. We depend upon the uniqueness, involvement, and commitment of each of our member states to help guide our future direction. This activity and growth has led to many innovative ideas and developments that demonstrate WIDA's leadership in the field of ELL education. I would like to take this opportunity to highlight just a few of our joint accomplishments this year:

- 1. WIDA held a series of conferences around the country that allowed educators to work with the 2012 Amplification of English Language Development Standards. Educators deepened their understanding and ability to use this new edition that includes connections to the Common Core State Standards, addresses the sociocultural context of classrooms, and provides consistently high cognitive functions within new example strands. They responded enthusiastically to this experience and were anxious to begin using this resource to support their classroom instruction.
- 2. We partnered with Alison Bailey, Margaret Heritage, and their team at UCLA in researching and developing *Dynamic Language Learning Progressions*. This is the first time empirical research is being done that gathers data to support the development of language progressions that will help teachers more clearly see the linguistic pathways ELLs take as their academic language and literacy proficiency matures in diverse content settings.
- 3. WIDA received federal grant support to further the development of SALSA (Spanish Academic Language Standards and Assessments) that will provide standards and assessments for schools and programs that develop Spanish proficiency in their students.
- 4. The ASSETS Consortium, member states, and partners were busy with all aspects relating to the development of our next generation of the ACCESS for ELLs assessment system (ACCESS 2.0). From development to pilot studies, the guidance of our member states through various advisory groups has been instrumental in moving us towards a successful transition.

I hope you will enjoy reading this report and seeing WIDA, our states and other partners engaged in work that is making a difference for our field. With your ongoing commitment and support WIDA continues to be the most innovative, systems-based approach in the country for developing ELL standards, assessments, research, and professional development. We do this for you and with you, and we include the voice of educators at every step of the process because that's the way to ensure the system's relevance within schools. Thank you for your commitment and willingness to continually share your voice. You are the encouragement we need to continue this path of innovative developments to better support the professionals in the field as well as ELLs and their families in each of your states.

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

WIDA's Mission, Vision, and Values

Mission

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

Vision

To be the most trusted resource in the education of PreKindergarten through Grade 12 language learners.

Values

- WIDA's Can Do Philosophy Believing in the assets, contributions, and potential of linguistically diverse students
- Collaboration

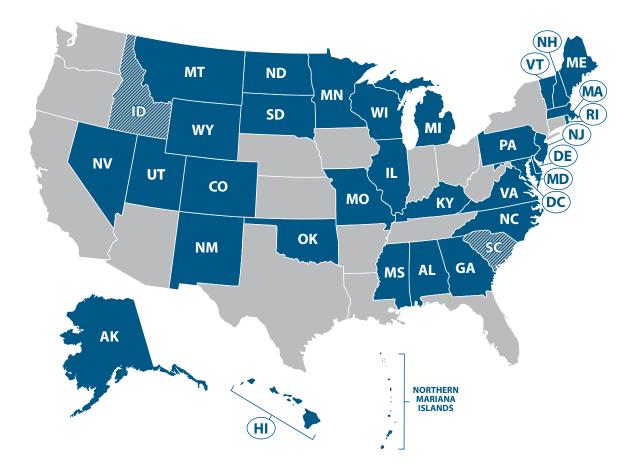
Facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide

• Innovation

Drawing from research and practice to find the best solutions for students and educators

Service

Exceeding expectations with friendly and knowledgeable support of our customers and stakeholders



Who Is the WIDA Consortium?

WIDA Consortium members are shown in blue. The three striped states have adopted the WIDA English Language Development Standards but do not participate in other Consortium activities.

Benefits of WIDA Consortium Membership

WIDA Standards

English Language Development 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 Early English Language Development Early Spanish Language Development Spanish Language Development

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 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



Consortium Snapshot 2011-2012

Test Review Process and State Involvement

Bias and 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 ELLs' performance on the test.

Series 302 of ACCESS for ELLs Bias Sensitivity Review (face-to-face)

Participants: 11 educators and three SEAs representing 11 WIDA states. States Participating: Delaware, Georgia, Hawaii, Kentucky, Maryland, Minnesota, Mississippi, Missouri, New Mexico, Wisconsin, and Wyoming

Series 303 of ACCESS for ELLs Bias Sensitivity Review (webinar)

Participants: 10 educators representing 8 WIDA states. States Participating: Georgia, Illinois, Kentucky, Maine, Maryland, Rhode Island, South Dakota, and Virginia

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 ELLs would typically encounter in the classroom.

Participants: 19 educators and four SEAs representing 16 WIDA states. States Participating: Alaska, Georgia, Illinois, Kentucky, Maine, Maryland, Minnesota, Missouri, New Jersey, North Carolina, North Dakota, Pennsylvania, Rhode Island, South Dakota, Virginia, and Wisconsin

Post-Field Test Review

Purpose: To review and suggest changes to field tested items that did not meet psychometric expectations in order to improve the items such that they may be field tests again and used on operational test forms.

Participants: 8 educators and three SEAs representing 10 WIDA states. States Participating: Delaware, Hawaii, Illinois, Maryland, Minnesota, Missouri, New Hampshire, New Jersey, New Mexico, and Wyoming

ACCESS for ELLs New Item Tryouts

Purpose: To administer new ACCESS for ELLs items to students and gather information about students' responses to and understanding of the tasks in order to revise the tasks and graphics appropriately.

Participant: Rockingham County Public Schools, Harrisonburg, VA Schools Participating: Cub Run Elementary School, Wilbur S. Pance Middle School, and Turner Ashby High School

ACCESS for ELLs Forms Review

Purpose: To the review near final ACCESS for ELLs forms prior to being operationalized in the upcoming school year.

Participants: Two educators and three SEAs representing four WIDA states. States Participating: Alaska, Maryland, Minnesota, and Montana

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: 68 participants from a total of 24 states completed the Item Writing course. States participating: Alabama, Alaska, Georgia, Hawaii, Illinois, Kentucky, Maine, Maryland, Minnesota, Mississippi, Missouri, Montana, New Hampshire, New Jersey, New Mexico, North Carolina, Oklahoma, Pennsylvania, Rhode Island, Vermont, Virginia, Wisconsin, Wyoming and the District of Columbia

Help Desk Statistics

For 2012, The Help Desk received a total of 5,310 calls and responded to 6,849 emails from member states.

The top six categories for questions are listed below:

ACCESS for ELLs

Training course login information, Training Toolkit location, certification requirements, account creation, administration procedures, accommodations, score interpretation

W-APT

Login information/scoring

MetriTech

ACCESS for ELLs test ordering, Pre-ID labels

State-Specific Questions

Including: native language codes, exiting criteria, and special circumstances, among others

Alternate ACCESS for ELLs

Accommodations, procedures, criteria

Standards

Usage, "what does it mean" (e.g., "What do you mean by features of...," "How it is connected to CCSS"), what is the difference between 2007/2012 editions of the Standards

2011–2012 Number of Students Tested by State

STATE	2011-12 ELLS
Alabama	17,588
Alaska	14,388
Delaware	6,986
District of Columbia	5,882
Georgia	85,300
Hawaii	19,338
Illinois	177,351
Kentucky	17,946
Maine	4,992
Maryland	52,914
Minnesota	64,802
Mississippi	7,077
Missouri	24,771
Montana	3,240

STATE	2011-12 ELLS
New Hampshire	4,497
New Jersey	57,007
New Mexico	58,177
North Carolina	99,993
North Dakota	3,954
Oklahoma	40,358
Pennsylvania	48,593
Rhode Island	8,666
South Dakota	4,885
Vermont	1,509
Virginia	92,104
Wisconsin	49,887
Wyoming	2,861
TOTAL TESTED	975,066

ACCESS for ELLs Results by Grade Level Cluster 2011–2012 Testing Cycle

KINDERGARTEN		
WIDA Level (Proficiency Level)	Student Count	Percentage
1 (1.0–1.9)	80,609	53.67%
2 (2.0–2.9)	23,559	15.69%
3 (3.0–3.9)	21,832	14.54%
4 (4.0–4.9)	14,219	9.47%
5 (5.0–5.9)	8,460	5.63%
6 (6.0)	1,202	0.80%
Total Cluster Student Count	150,198	15.40%

GRADES 1–2			
WIDA Level (Proficiency Level)	Student Count	Percentage	
1 (1.0–1.9)	9,360	3.44%	
2 (2.0–2.9)	40,195	14.76%	
3 (3.0–3.9)	124,087	45.56%	
4 (4.0–4.9)	71,588	26.28%	
5 (5.0–5.9)	21,112	7.75%	
6 (6.0)	4,946	1.82%	
Total Cluster Student Count	272,371	27.93%	

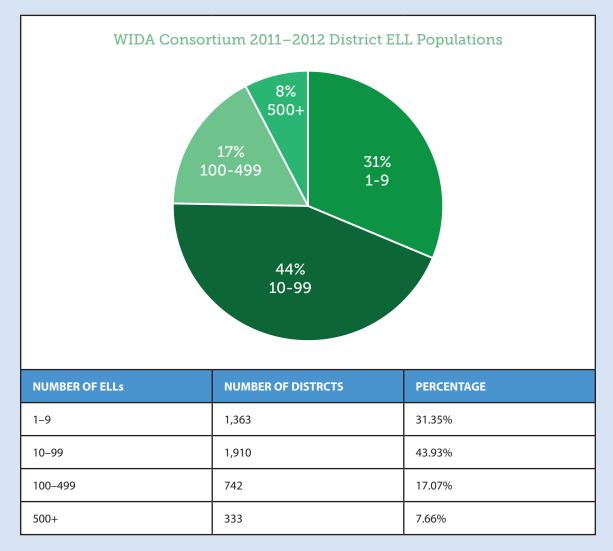
GRADES 3–5			
WIDA Level (Proficiency Level)	Student Count	Percentage	
1 (1.0–1.9)	4,393	1.72%	
2 (2.0–2.9)	13,068	5.12%	
3 (3.0–3.9)	51,695	20.25%	
4 (4.0–4.9)	109,615	42.93%	
5 (5.0–5.9)	59,774	23.41%	
6 (6.0)	15,518	6.08%	
Total Cluster Student Count	255,315	26.18%	

GRADES 6–8		
WIDA Level (Proficiency Level)	Student Count	Percentage
1 (1.0–1.9)	5,900	3.84%
2 (2.0–2.9)	19,357	12.61%
3 (3.0–3.9)	56,230	36.63%
4 (4.0–4.9)	54,652	35.60%
5 (5.0–5.9)	14,218	9.26%
6 (6.0)	1,793	1.17%
Total Cluster Student Count	153,515	15.74%

GRADES 9–12		
WIDA Level (Proficiency Level)	Student Count	Percentage
1 (1.0–1.9)	8,983	6.25%
2 (2.0–2.9)	18,264	12.71%
3 (3.0–3.9)	32,039	22.30%
4 (4.0–4.9)	40,947	28.50%
5 (5.0–5.9)	29,332	20.41%
6 (6.0)	9,886	6.88%
Total Cluster Student Count	143,684	14.74%

2011–2012 Density of ELL Students in Districts

As Reported for ACCESS for ELLs Assessment



2011–2012 Program Delivery Types

As Reported for ACCESS for ELLs Assessment

PROGRAM NAME	PERCENTAGE
No program enrolled / Missing program information	65.72%
Transitional bilingual	11.59%
Content-based ESL	11.40%
Self-contained	10.31%
Pull-out for individualized support	7.97%
Pull-out ESL	7.16%
Structured English immersion	5.96%
Sheltered English immersion	5.88%
Inclusionary support	4.97%
No additional services	1.49%
Developmental bilingual	1.25%
Content-area tutoring	1.25%
Dual language	0.69%
Parent refusal for services	0.48%
Heritage language	0.06%

2011–2012 Top Reported Native Languages

As Reported for ACCESS for ELLs Assessment

Top 15 reported native languages for enrolled students		
Spanish	71.33%	
Hmong	2.92%	
Arabic	1.91%	
English	1.84%	
Vietnamese	1.72%	
Somali	1.47%	
Navajo	1.08%	
Other	1.07%	
Chinese	1.04%	
Korean	0.83%	
Polish	0.72%	
Russian	0.72%	
Urdu	0.66%	
French	0.59%	
Nepali	0.55%	

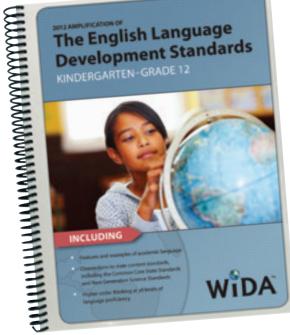


Programs, Projects, and Research

English Language Development Standards

In 2012, WIDA was thrilled to release an amplification of our English Language Development Standards!

First published in 2004, the Standards have remained unchanged, but how we represent them continues to evolve as we learn more about how students acquire and use language, how teachers reference standards to frame instruction and assessment, and how standards serve as a blueprint to measure language proficiency on summative and classroom assessments. This document was developed with input from leaders in the field and hundreds of educators in WIDA Consortium member states. The process was also informed by the latest developments in both English language development



research and states' content standards for college and career readiness.

The 2012 Amplification of the English Language Development Standards was the result of a project that formally began in 2010 in response to feedback from educators. The release of this publication in July 2012 introduced new elements to our standards framework that make more explicit many components of the standards that were implicit in the 2004 and 2007 Editions. For instance, the standards framework now includes an explicit connection to state content standards, including the Common Core State Standards. There are also an explicit examples of an authentic and relevant context in which language learning occurs and topic-related language related to the content area. We also 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. Lastly, integrated and expanded strands are offered as models of language-focused instruction and how educators can collaborate to analyze the language demands of instruction.

2012 Standards Debut Events

From August through November 2012, WIDA held four unprecedented events to introduce educators to the 2012 amplification of its English Language Development Standards. In addition to hearing exciting keynote addresses from Dr. Ngoc-Diep Thi Nguyen and Dr. Jeff Zwiers, participants were able to:

- Discuss how to infuse language development standards into their practice
- Explore connections to the Common Core State Standards
- Reflect on the sociocultural context of classrooms
- Connect with colleagues and other experienced educators

Debut Events by the Numbers	
Number of conference	4
Number of educators reached	1,026
Number of sessions presented	86
Number of meals served	3,832 (not including snacks)
Number of exhibitors	27
Number of exhibitor representatives	56
Number of WIDA States represented	29 (Hawaii, Mississippi, and the Commonwealth of the Northern Mariana Islands were not represented)
Number of non-WIDA States represented	8 (Arkansas, California, Connecticut, Florida, Indiana, Oregon, Tennessee, and Texas)

Early Childhood Language Development Standards

During 2012, WIDA developed the Early English Language Development (EELD) and Early Spanish Language Development (ESLD) Frameworks for dual language learners, ages 2.5 to 5.5. The Early Language Development Standards are designed to build upon the child's home language while acquiring developmentally appropriate social and academic language. The purpose of these Standards is to provide a developmentally sound framework for supporting, instructing, and assessing dual language learners. These Standards may be used by early childhood practitioners, including child care, Head Start, preschool/pre-kindergarten educators and caregivers. While the Standards are fully aligned with WIDA's K–12 ELD Standards and correspond to states' Early Learning Standards, these Standards may be applied in any program that supports young dual language learners. The EELD Standards Framework will be available in summer 2013, followed by the ESLD Standards Framework in fall 2013.

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 ELLs. It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

ACCESS for ELLs

- 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.
- 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.
- 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.

ACCESS FOR ELLs 2.0

As part of the ASSETS Enhanced Assessment Grant (EAG), WIDA and multiple project partners are developing a next generation, technology-based assessment system to replace the paper-based version of ACCESS for ELLs. ACCESS for ELLs 2.0 will be a computer-based, secure annual summative assessment of the developing social and academic English language proficiency of ELLs in Grades 1–12. For the immediate future, the Kindergarten assessment will remain the interactive, engaging paper-and-pencil test.

During 2012–2013, CAL focused on research and development of foundational documents such as the Framework Document for the Annual Summative Assessment and On-Demand Screener and the Test and Item Design Plan. WIDA and CAL created item prototypes for SEA feedback and worked with SEAs on accessibility considerations with the computerized assessment. Throughout spring and summer 2013, WIDA and CAL will continue to pilot test the new assessment items with students across the consortium. We will also be preparing for upcoming field testing, to be held in spring 2014. Full operationalization is scheduled for the 2015–16 school year.

Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is a large-scale test of English language proficiency for ELL students 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, the Language of Language Arts, Language of Mathematics, and Language of Science)

Alternate ACCESS for ELLs Series 100 was introduced in March 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 15 consortium states. The operational data collected during spring 2012 were collected and psychometrically analyzed for validity and reliability, followed by a Standards Setting Study, development of the Score Reports and Post-Field Test Series 100 review. Consortium-wide use of Alternate ACCESS for ELLs started at the beginning of the 2012–2013 testing cycle.

The Alternate Model Performance Indicators, the foundation for which test items were developed, will be revised by fall 2013. This will result in the development of the Kindergarten Alternate ACCESS for ELLs test and subsequent revised Alternate ACCESS for ELLs test forms.

State	Student Totals
Delaware	42
District of Columbia	77
Hawaii	0
Kentucky	101
Maine	28
Maryland	8
Minnesota	1
Mississippi	26
New Jersey	19
New Mexico	307
North Dakota	3
Oklahoma	226
South Dakota	58
Vermont	10
Virginia	989
Wisconsin	19
Grand Total:	1,914

Professional Development

WIDA's Professional Development offerings support educators working to ensure academic success for ELLs. 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 four 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.

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 2012 Academy, Madison, WI—Dynamic Formative Language Assessment for ELLs The Summer Academy had 40 attendees from: MA, WI, MN, VA, WY, IL, CO, and Moscow
- Fall 2012 Academy, Baltimore, MD—Two Are Better Than One: Collaborating to Support ELLs within the WIDA
 Framework

The Fall Academy had 42 attendees from: MD, NJ, VA, MA, and CO

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

• In 2012 the Certification Institute was held from July 30–August 3. This institute trains participants to deliver training on various WIDA workshop topics within their district, state, or as an independent consultant. *Certification had 15 attendees (7 state/district sponsored; 8 independent consultants) from DE, MO, ME, NJ, NC, WI, GA, RI, and MN*

CLIMBS (Content and Language Integration as a Means of Bridging Success) Facilitator Institute

 In 2012, the CLIMBS Facilitator Institute prepared twelve CLIMBS Facilitators (in teams of two) to implement the CLIMBS course in their home districts in Illinois, Massachusetts, and Missouri. Additionally, the CLIMBS course was implemented in two districts in Georgia in 2012 by CLIMBS Facilitators trained at a previous year's Facilitator Institute and two teams at different sites in Illinois were reauthorized as facilitators and are currently running courses.

LADDER

In 2012, the LADDER program, initially funded by a five-year national professional development grant from the U.S. Department of Education's Office of English Language Acquisition (OELA), began to transition out of its grant phase and into a professional development program offering. The LADDER program aims to build the capacity of district-based ELL specialists and school-based leadership teams (multi-disciplinary team of educators) to use data to improve programming and instruction for English Language Learners.

WIDA's professional development experts support the LADDER Coaches and LADDER Leadership teams as they work with ACCESS for ELLs and other data, implement an ELL action plan and engage in a cycle of reflection and action. The LADDER program is 12–18 months long and includes a LADDER Coaching Institute for coaches, monthly coaching calls and coaching before and after on-site workshops with WIDA facilitators. During the 12–18 months, the LADDER leadership teams attend workshops over 4.5 on-site professional development days. LADDER is set to launch as a WIDA professional development program offering in 2013, with districts in Missouri, Illinois, Pennsylvania, and Georgia signed on to implement the program.

Professional Development Delivered | January-December 2012

Alabama

ACCESS Refresher (webinar) Academic Language (webinar) Using Score Reports for Instruction (webinar) Score Report Interpretation (webinar) Differentiation Differentiation at the MEGA Conference WIDA Overview/Consulting Using Score Reports for Instruction Introduction to the 2012 Standards

Alaska

ACCESS Refresher (webinar) ACCCESS Score Reports (webinar) WIDA ELD Standards (webinar) ACCESS Administration WIDA ELD Standards Alternate ACCESS (webinar)

Commonwealth of the Northern Mariana Islands

MODEL Administration Intro to Standards: Differentiation Curriculum Development ACCESS Training of Trainers Overview of WIDA Standards & Assessment

Colorado

W-APT Overview ACCESS for ELLs Administration

Delaware

ACCESS Refresher Differentiation ACCESS Score Reports Score Reports for Instruction Workshop WIDA ELD Standards Academic Language

Georgia

Score Report Interpretation Data Mining– Phases I & II Alternate ACCESS Administration (webinar) ACCESS for ELLs Administration (webinars)

Hawaii

WIDA ELD Standards and Lesson Planning

Illinois

Assessment Webinar: MODEL, W-APT, & ACCESS ELD Standards (webinar) Spanish Language Arts (webinar) Score Report Interpretation (webinar) ELD Standards & Spanish Language Arts Alternate ACCESS Administration (webinar) Alternate ACCESS at the IRC Bilingual Conference

Kentucky

Differentiation Introduction to the 2012 Standards Introduction to the 2012 Standards at the preconference for KY TESOL

Maine

Using ACCESS for ELLs Teacher Reports Collaboration and Standards Academy WIDA Standards Overview

Maryland

Score Reports for Instruction ACCESS Administration Refresher (webinar) Score Report Interpretation (webinar) ACCESS for ELLs Administration Introduction to the 2012 Standards

Massachusetts

Standards Training of Trainers Introduction to the ELD Standards Curriculum Development

Minnesota

ACCESS Administration Score Reports & ELD Standards Guiding Principles of Academic Language (webinar) Score Report Interpretation (webinar)

Mississippi

ACCESS for ELLs Administration Scaffolding Academic Language & Introduction to the Amplified Standards

Missouri

ACCESS Score Interpretation & Programmatic Implications Differentiation: Instruction & Assessment Collaboration Formative Language Assessment Data Digging Introduction to the 2012 Standards

Montana

Score Report Interpretation Academic Language (webinar) WIDA ELD Standards (webinar) ACCESS for ELLS Administration (webinar) Using the ELD Standards for Lesson Planning (webinar)

Nevada

ACCESS for ELLs Administration

New Hampshire

Score Report Interpretation Introduction to the 2012 Standards

New Jersey

Differentiation ELD Standards Overview Standards & ACCESS Overview Curriculum Development WIDA ELD Standards Implementing the ELD Standards Differentiation

New Mexico

WIDA ELD Standards (2012 Edition) Introduction to the ELD Standards

North Carolina

ACCESS for ELLs Administration (webinar) ELD Standards with Writing Focus (webinar) Curriculum Development Collaboration Score Report Interpretation Introduction to the 2012 ELD Standards (webinar) Data Mining Phases I & II Standards Training of Trainers

North Dakota

Administering ACCESS for ELLs Collaboration WIDA ELD Standards Data Mining Phases I & II WIDA ELD Standards ACCESS for ELLs Administration at Dakota TESOL Conference

Oklahoma

ACCESS Administration (webinar) ELD Standards, focus on Writing 2012 ELD Standards

Pennsylvania

Score Report Interpretation (webinar) 2012 ELD Standards Using Score Reports for Instruction Differentiation at the Pennsylvania Migrant Conference Formative Language Assessment at the Pennsylvania Migrant Conference ACCESS for ELLs Administration (webinar) Alternate ACCESS for ELLs (webinar) ACCESS for ELLs Score Reports (webinar)

Rhode Island

Formative Language Assessment Score Report Interpretation

South Dakota

Differentiation Lesson Planning

Vermont

Score Reports WIDA ELD Standards Introduction to ELD Standards Formative Language Assessment

Virginia

Overview of 2012 Standards WIDA ELD Standards Score Reports

Washington, DC

Differentiation ACCESS Administration Score Reports Academic Language/ELD Standards Collaboration ACCESS Refresher (webinar)

Wisconsin

Score Reports Intro to ELD Standards Intro to WIDA Resources Formative Assessment Differentiation Formative Language Assessment Data Digging WIDA ELD Standards

Wyoming

ACCESS for ELLs Administration (webinar) ELD Standards, focus on Writing ELD Standards, focus on Math Score Reports (webinar) W-APT Administration (webinar) Introduction to the 2012 Standards Data Digging

Research Projects

The WIDA Research team works to serve and support ELLs and their communities by informing national policy, enhancing assessment practices, and contributing to the resources available to educators. With the guidance of the WIDA Board Research Subcommittee, the research team sets an annual research agenda in the following areas:

Academic Language

During 2012 dissemination of the research into relationships between ELLs' academic language and achievement on high stakes mathematics tests continued to be well received at national and international conferences. A paper incorporating the results of these findings by integrating brief writing activities into mathematics instruction was accepted with very positive comments by both ESOL and mathematics experts at a local SEA. An international perspective on the influence

of academic language on mathematics achievement was gathered at conference presentations and informal discussions with teachers, administrators and researchers.

The former Madison Academic Language Working Group (MALWG), re-named Forum for Research on Academic Spanish and English (FRASE), supported by a newly-formed Steering Committee of 13 experts from across the United States, will hold its first online forum in the spring of 2013, with the second in the fall. FRASE is committed to the development and support of a forum connecting researchers and teachers to explore and respond to teacher-identified needs and critical questions in the education of bilingual Spanish and ESOL students.

In a supportive role to WIDA's Academic Language Group, members of the research team have facilitated the collaborative development by WIDA, CAL, and the Dynamic Language Learning Progressions (DLLP) team at UCLA of a set of and definitions for academic language micro-functions and macro-functions. This foundational document will guide the development of both interim and formative assessment tools, as well as professional development, going forward.

Our classroom-based research on academic language during 2011 convinced us that in order to better understand why ELL students succeed or struggle, we need to approach academic language not as a skill in and of itself but rather as a means for participating in a classroom community and engaging deeply with content. During 2012, we thus shifted our focus from academic language to academic literacy. This shift demonstrates a greater emphasis in our work on academic language as it relates to content learning, high order thinking, and identity development.

Standards Implementation

In 2012, the research team collected data on the implementation of the WIDA ELP/D standards across the Consortium. The project focuses on the ways in which educators in several states use WIDA resources to support the academic success of ELLs. The data collected for the project include interviews with district ELL coordinators, interviews with teachers (primarily ESL), and lesson plans.

Policy

WIDA provided guidance to member states on the Annual Measurable Achievement Objectives (AMAOs) Elementary and Secondary Education Act (ESEA) federal waiver program and began a dialog during the regional conference calls with SEAs to address questions and provide facts and information available to begin the process of requesting a waiver for AMAO 3.

WIDA researchers produced and disseminated a Language Complexity Tool, designed to rate the linguistic complexity of test items and texts, and developed materials for and delivered training to Smarter Balanced Assessment Consortium (SBAC) test item developers. The use of the rating tool will allow test developers to ensure that test items do not exceed the expected level of linguistic complexity indicated by the standard being addressed. Collection of data related to the Language Complexity ratings, combined with students' responses across proficiency levels, will facilitate item selection design for computer-assisted testing applications.

In 2012 researchers continued to work on the "High-Flying Districts" project, originally aimed at identifying the common characteristics among consistently and fastest-growing school districts in Wisconsin in terms of ELL achievement, as measured by ACCESS for ELLs. Both the scope and the scale of the project were expanded to include: a) all WIDA school districts, and b) "low-cruising districts" in the analysis. A methodology for evaluating district-level ELL growth was developed. Preliminary findings from the district-level ELL growth analysis supported certain empirical rigidities established by the previous literature on ELL assessment.

Alignment

In 2012 researchers contributed to the Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards (ELPD Framework). The ELPD Framework was developed by the Council of Chief State School Officers and the English Language Proficiency Development Framework Committee in collaboration with the Council of Great City Schools, the Understanding Language Initiative at Stanford University, and World-Class Instructional Design and Assessment, with funding support from the Carnegie Corporation of New York.

WIDA State Dashboard

To assist our member states in utilizing the WIDA Data Dashboard, the research team developed the *Data Dashboard Tutorial 101: The Basics...A Quick Reference Guide.* It lasts approximately 20 minutes and guides users through the process of accessing the dashboard, locating information, and printing reports directly from the dashboard.

Technical Assistance

The research team completed seven AMAOs technical assistance projects in 2012. In addition, the research team completed or commenced work on these Special Request or Targeted Support projects:

- Alternate composite score project
- Empirical cumulative distribution analysis project

Other Initiatives

Data Quality Focus Group

The Data Quality Focus Group was formed to improve and maintain data quality in the WIDA Data Warehouse. The goal of the group is to design and deploy a process for acquisition of complete and accurate data by identifying the underlying causes of data quality issues and the impact of those issues for consumers. The group communicated their initial findings on data quality issues via SEA Regional calls, SEA bulletins, PD Sessions, a Research Community meeting, Technical Assistance projects, and the WIDA Board Research Subcommittee meeting and conference call.

Coaching-Collaboration Project

In 2012, WIDA engaged in a pilot coaching-collaboration project. The collaboration process involved state representatives from six WIDA member states, each paired with a WIDA staff member trained in coaching. The purpose of the process was to enhance the quality (and in some cases the quantity) of the professional development offered by states to their educators. Research on the pilot project revealed that the collaborative partnership between WIDA and SEAs was positively received by those engaged in it and had a number of benefits for states, including: encouraging SEAs to clarify their own needs and see how WIDA professional development offerings fit those needs; providing SEAs with opportunities to situate long-term planning within a vision for the professional learning of educators in their state; fostering collaboration within the SEA team as well as between WIDA and the team; providing tools for collecting data from educators and incorporating these data in professional development options available to them through WIDA. WIDA staff also benefitted from the process, particularly by developing as coaches.

WIDA Research 2012 Presentations, Outreach, and Publications

Academic Language

Cook, H. G. (2012). Learning to speak the language. WCER Research Highlights, 23(3), 5.

- Grant, R., Cook, H. G., & Phakiti, A. (2012). Language proficiency influences mathematics achievement. WCER Research Highlights, 24(1), 3–4.
- Grant, R., Cook, H. G., & Phakiti, A. (2012). 'Language and learning: Relationship between English language proficiency and mathematics achievement of English learners' 34th Language Testing Research Colloquium (LTRC), Princeton, NJ, April 1–5, 2012
- Grant, R., Cook, H. G., & Phakiti, A. (2012). Academic English language proficiency and mathematics achievement of Wisconsin English learners. Report to Wisconsin Department of Public Instruction. Madison WI: WIDA Consortium.
- Grant, R., Cook, H. G., & Phakiti, A. (2012). 'Structural equation models: English language proficiency and mathematics achievement of English learners in US states'. Inaugural Conference of the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ), Sydney, NSW, Australia, November 8–10, 2012.
- Grant, R., Cook, H. G., Phakiti, A., & Chisholm, M. (2012). 'Academic English language proficiency—Assessment and relationship to mathematics achievement of English language learner school students: An international perspective.' Annual Meeting of the World Education Research Association (WERA), Sydney, NSW, Australia, December, 2–6, 2012.
- Lee, N., & Molle, D. (2012). 'Opportunities for academic language and literacy development for English language learners during group work'. Annual Meeting of the American Education Research Association, Vancouver, British Columbia, Canada, April 13–17, 2012.
- MacDonald, R. & Grant, R. (2012) A Report to the Wisconsin Department of Public Instruction: Writing, the Common Core State Standards for Mathematics, and Mathematics Achievement for English Learners in Wisconsin. Madison WI: WIDA Consortium.

Standards

- Boals, T., Gottlieb, M., Cook, H. G. (2012). 'Introduction to the WIDA English Language Development Standards: Definition, Description, Development, Validation'. Center for Applied Linguistics (CAL) Meeting, Washington, DC, January 30–31, 2012.
- Cook, H. G. (2012). 'ELD Standards & Assessments: What Do We Claim? What Do We See? Building a National Research Agenda to Improve the Educational Assessment and Attainment of ELLs'. American Educational Research Association (AERA)/English Language Development (ELD) Testing Conference, UCLA, Los Angeles, CA, September 24–25, 2012.
- Molle, D. (2012). WIDA Research Brief: The Implementation of English Language Proficiency Standards across the WIDA Consortium: A Preliminary Report. Madison WI: WIDA Consortium.

Professional Learning

- Cook, H. G., & White, P. A. (2012). 'Development and implementation of a formative assessment system focusing on academic language literacy for English language learners'. Inaugural Conference of the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ), Sydney, NSW, Australia, November 8–10, 2012.
- Cook, H. G., & White, P. A. (2012). 'Preliminary findings on the development and implementation of a formative assessment system focusing on academic language literacy for English language learners'. Annual Meeting of the American Education Research Association (AERA), Vancouver, British Columbia, Canada, April 13–17, 2012.
- Cook, H. G., White, P. A., Bird, B., & Castro, M. (2012). FLARE Focus on Learning Progressions. Madison WI: FLARE Project.
- WIDA Data Dashboard Group (2012). Data Dashboard Tutorial 101: The Basics...A Quick Reference Guide. WIDA Data Dashboard supportive resources series. Madison WI: WIDA Consortium. Online tutorial retrieved from http:// www.wida.us/research/dataSystems/

Policy

- Cook, H. G. (2012). WIDA Research Brief on the Title III National Evaluation Supplemental Report. Madison WI: WIDA Consortium.
- Cook, H. G., & Linquanti, R. (2012). 'Assessing English Language Proficiency and its Importance in Content Area Achievement'. 2012 Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Conference, Orlando, FL, October 18–19, 2012.
- Cook, H. G., & Linquanti, R. (2012). 'Exploring approaches to setting English language proficiency performance criteria and monitoring English learner progress'. Inaugural Conference of the Association for Language Testing and Assessment of Australia and New Zealand (ALTAANZ), Sydney, NSW, Australia, November 8–10, 2012.
- Cook, H. G., & Linquanti, R. (2012). 'Strengthening Assessment for English Learner Success: Key Challenges and Opportunities Under Common Core Standards.'2012 Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Conference, Orlando, FL, October 18–19, 2012.
- Cook, H. G., Linquanti, R., Chinen, M., & Jung, H. (2012). National Evaluation of Title III Implementation Supplemental Report: Exploring approaches to setting English language proficiency and performance criteria and monitoring English learner progress. Washington, DC: U.S. Department of Education.
- Cook, H. G., & MacDonald, R. (2012). *Tool to Evaluate Language Complexity of Test Items*, Handout for 'Assessing English Language Proficiency and its Importance in Content Area Achievement' presentation. 2012 Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) Conference, Orlando, FL, October 18–19, 2012.
- Cook, H. G., & MacDonald, R. (2012). 'Using the Language Complexity Tool to Guide Item Writing'. Webinar presented to the Smarter Balanced Assessment Consortium, October 24, 2012.
- Cook, H. G. & Stewart, K. (2012). WIDA Research Brief Developing Alternate Composite Scores using Regression Analysis in a WIDA State across the 2008–09 and 2009–10 School Years. Madison WI: WIDA Consortium.
- MacDonald, R. (2012). 'Introduction to the Language Complexity Tool'. Webinar presented to the Smarter Balanced Assessment Consortium, September 25, 2012.
- Sahakyan, N. (2012). WIDA Research Brief: Evaluating ELL Teacher Effectiveness Using Value Added Models and ACCESS for ELLs[®]. Madison WI: WIDA Consortium.

Alignment

- Boals, T., Gottlieb, M. & Cook, H. G. (2012). Introduction to the English Language Proficiency Development Framework'. Council of Chief State School Officers' (CCSSO's) ELL Advisory Group, Washington, DC, January 31, 2012.
- Cook, H. G. (2012). 'Alignment, Linkage, and Correspondence: What's the Relationship: Standards to Standards Alignment'. Council of Chief State School Officers (CCSSO) National Conference on Student Assessment (NCSA), Minneapolis, MN, June 26–29, 2012.
- Cook, H. G. (2012). 'Content Assessment Alignment Protocol Based on the ELPD Framework'. Council of Chief State School Officers (CCSSO) ELL Advisory Group, Washington, DC, August 9, 2012.
- Cook, H. G. (2012). 'ELP/D Framework Alignment Protocol and Example standards'. Council of Chief State School Officers (CCSSO) National Conference on Student Assessment (NCSA) Pre-Conference Session, Minneapolis, MN, June 26, 2012.
- English Language Proficiency Development Framework Committee (2012). 'English Language Learners and Mathematics: Using the ELPD Framework'. Webinar hosted by the Council of Chief State School Officers. Retrieved from http://www.ccsso.org/Resources/Digital_Resources/CCSSO_Webinar__English_Language_ Learners_and_Mathematics_Using_the_ELPD_Framework.html
- English Language Proficiency Development Framework Committee (2012). 'Introduction to the English Language Proficiency Development Framework'. Webinar hosted by the Council of Chief State School Officers. Retrieved from http://www.ccsso.org/Resources/Digital_Resources/ CCSSO_Webinar_ELPD_Framework_ Overview_.html

General

Cook, H. G. (2012). 'What We're Learning about English Language Learners at WIDA'. A Presentation to the Madison Metropolitan School District, Madison, WI, May 14, 2012.Cook, H. G. (2012). 'Research WIDA is Working On'. National Council of State Title III Directors, Washington, DC, October 15–16, 2012.

Center for Applied Linguistics (CAL) Research 2012

Over the course of the year, CAL staff presented their work and research to numerous audiences.

ACCESS 2.0

- Montee, M., Dockett, L., Vdovina, T. & Malone, M. (2012, November). *Domain and task analysis for a test of academic speaking proficiency*. Poster presented at the annual meeting of the East Coast Organization of Language Testers, Washington, DC.
- Wright, L. (2012, November). Envisioning academic English for national assessment: Theoretical considerations for the construct. Paper presented at the annual meeting of the East Coast Conference on Language Testing, Washington, DC.

PODER

Chong, A. & Laya, G. (2012, December). Measuring excellence: The development of PODER. Paper presented at the annual statewide conference for Teachers of Linguistically and Culturally Diverse Students, Oak Brook, IL.

Grant-Funded Projects

AERA and WCER

(American Education Research Association) and WCER (Wisconsin Center for Educational Research) Grant-Funded Conference

Experts on the teaching and learning of language by minority students convened in Madison from Oct. 9 to 12, 2012 for a conference funded by the American Education Research Association and the Wisconsin Center for Educational Research. The three-day conference, organized by the WIDA Consortium at WCER and partner organization WestEd, centered around a discussion on

what it takes for ELLs to be successful in school. The conference approached the topic of ELL student success from the perspective of academic literacy practices. This perspective acknowledges the importance of academic language knowledge and skills but emphasizes the contexts in which these skills are acquired, and in particular the significance of providing students with opportunities to engage in cognitively challenging tasks and grow as critical users of multiple languages. The conference encouraged discussions about academic language and literacy among experts with widely different theoretical approaches to the study of ELLs in schools. The conversations begun at the conference will continue in an edited volume connecting the theoretical work accomplished during the conference with classroom practice.

ASSETS

(Assessment Services Supporting English Language Learners through Technology Systems)

The ASSETS (Assessment Services Supporting English Language Learners through Technology Systems) project is a four-year, \$10.5 million Enhanced Assessment Grant (EAG) through which WIDA and the grant's lead state, the Wisconsin Department of Public Instruction, will develop a next generation, technology-based English Language Proficiency assessment system. The full system will measure student progress in attaining the academic English necessary to succeed in school and ultimately post-secondary studies and work.

Thirty states currently comprise the ASSETS Consortium, together representing over 1 million of the nation's ELLs. Project partners include CAL for test development, MetriTech for scoring of speaking and writing, Data Recognition Corporation (DRC) for field testing, WestEd for interoperability, and UCLA on Dynamic Language Learning Progressions (DLLPs). The full assessment system, to be operational in 2015–2016, will include four key components:

1. A computer-based summative assessment: ACCESS for ELLS 2.0

ACCESS for ELLs 2.0 will replace the paper-based version of ACCESS For ELLs for Grades 1–12. It will build on WIDA's strong foundation with previous generations of language proficiency assessment and by moving to computer delivery, benefit from the wide range of possibilities afforded by technology. Educators can expect enhancements in a number of areas, from item presentation and capturing responses, to accessibility and scoring efficiency.

2. A computer-based screener

The technology-based screener will be an on-demand, locally scored assessment of students' social and academic English language proficiency. It will include item types similar to those on the summative and interim assessments. The results of the screener can be used to help students understand their current level of proficiency and determine their eligibility for ELL services and program placement within those services.

3. Interim assessments

A series of shorter, targeted interim assessments will enable educators and students to chart student progress in finer increments and with more precision than the summative assessment. They will provide descriptive, instructionally-focused information about where ELLs are positioned along the continuum of academic language development at multiple points throughout the year.

4. Foundations for formative resources: Dynamic Language Learning Progressions

Dynamic Language Learning Progressions (DLLPs), being developed by UCLA researchers Margaret Heritage and Alison Bailey, will help educators better understand the language development of PreK through Grade 12 students. DLLPs will give information about where a student is placed along a developmental continuum, what can be expected about the language learning trajectory, and ideas to inform teachers' instructional responses.

The ASSETS project draws on the expertise of consortium members, a Technical Advisory Committee, and a National Development Advisory Council comprised of leading researchers in the fields of second language acquisition, assessment, and professional development. WIDA expects that this rich collaboration will lead to innovative resources that will better serve ELLs and educators as well as help guide program development and educational policy.

FLARE

(Formative Language Assessment Records for ELLs)

The FLARE (Formative Language Assessment Records for English Language Learners) project is funded by a threeyear grant with generous support from the Carnegie Corporation of New York to develop and validate a formative assessment system for teachers serving ELLs at the secondary level. The participating school districts were Charlotte-Mecklenburg School District in North Carolina, Chicago Public Schools in Illinois, and the Garden Grove United 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. The FLARE 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 second 12-month no-cost extension was approved in 2012, to cover the time period between October 1, 2012 and September 30, 2013. The no-cost extension funds are being used to develop, format, edit, and publish the FLARE materials including the Language Learning Progressions, professional development briefs and modules, the website, and online formative assessment tools.

ONPAR

(Obtaining Necessary Parity through Academic Rigor)

The ONPAR Assessing REAL Science grant project investigating interactive secondary chemistry and biology tasks was completed and final reporting documents were submitted to the U.S. Department of Education. Results for high-school biology mirrored previous results in that all focal groups—English learners (EL), students with learning disabilities (LD), and students with other disabilities (Other SwD)—scored significantly higher on the ONPAR test as opposed to the traditional test, with differences of 38 points (LD), 27 points (Other SwD) and 81 points (EL).

Furthermore, no differences were found on the ONPAR tests between control and each of the LD, Other, and EL groups, but significant differences between control and each of the focal groups on the traditional test. These findings indicate that the ONPAR test appears to provide a much larger differential boost to the omnibus and disaggregated focal groups as compared to the boost for control (16 points). Thus, it appears that the ONPAR approach is allowing the focal groups to better display their knowledge, skills, and abilities then they could do on the traditional. Significant results for focal groups were not observed for chemistry due to extremely low N counts for this population resulting from almost no focal students taking chemistry at the high school level. A summary of research results can be found on the ONPAR website.

Two promotional ONPAR testlets in middle school science and elementary mathematics were completed and released in July 2012 and January 2013, respectively. The testlets were designed to simulate mock 'unit' classroom assessments. Each testlet contains five multi-part tasks cohering around the topics of middle school science forces and motion and elementary pre-algebra operations and reasoning. The testlets are housed on the ONPAR website, along with a number of stand-alone sample tasks including several high school biology and chemistry tasks. Scoring rubrics were constructed for the testlets and scoring algorithms were programmed to yield real-time computer-scored reports including interpretive information intended to be useful for classroom teachers.

Finally, the ONPAR website is currently being updated and revamped. Numerous reports, publications, and white papers on ONPAR and related topics highlighting research activities and results have been posted on new website at www.onpar.us/research. Additional materials will continue to be added as the new site evolves.

SALSA

(Spanish Academic Language Standards & Assessment)

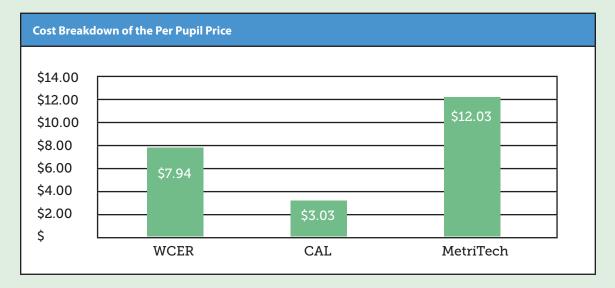
On behalf of the WIDA Consortium, the Illinois State Board of Education applied for and was awarded an enhanced assessment grant in October 2010:

- to develop and implement academic Spanish language development (SLD) standards for students in Pre-Kindergarten through Grade 12, addressing Social and 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.

WIDA Consortium Financial Information

Throughout 2011–2012, 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.



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 ELLs. Here are some of the key people who were a part of that mission:

WIDA State Education Agency (SEA) Representatives

Alaska Elizabeth Davis Grace Gray

Alabama Susan Beard Dely Roberts

Colorado Heather Villalobos Pavia Joyce Zurkowski

CNMI Jackie Quitugua Maria Quitugua Lynnette Villagomez

District of Columbia Michelle Blakey-Tuggle Tamara Reavis

Delaware Terry Richard

Georgia

Cori Yochim Alston Melodee Davis Anthony Eitel Melissa Fincher Deborah Houston Carol Johnson

Hawaii Gina Nakahara Andreas Wiegand

Illinois

Pooja Agarwal Seon Hwa Eun Boon Lee David Gonzales Nieto Barry Pedersen

Kentucky Gary Martin Chris Williams

Maryland Ilhye Yoon

Massachusetts Paulette Watson Dan Weiner

Maine Nancy Mullins

Minnesota Cheryl Alcaya Leigh Schleicher Anh Tran

Missouri

Shawn Cockrum Lori Hanna Drew Linkon

Mississippi Gretchen Cagle Marcus Cheeks Tarro Funches Sharon Prestridge

Montana Yvonne Field Lynn Hinch Judy Snow

North Carolina Nancy Carolan Helga Fasciano Jennifer L. Pearsall Carrie Perkis Ivanna Thrower Nadja Trez

North Dakota Lodee Arnold Kerri Whipple

New Hampshire Gaye Fedorchak Timothy Kurtz Susan Morgan

New Jersey Kenneth Bond Lori Ramella Ericka Reed Raguel Sinai

New Mexico

Tom Dauphinee Icela Pelayo Robert Romero Charles Trujillo

Nevada

Kul Axtell Jonathan Gibson Henry King Tom MacDiarmid Jane Splean

Oklahoma

Hailee Holliday Laura Jester Melissa McGavock

Pennsylvania Linda Long

Tami Shaffer

Rhode Island

Melissa Cabral Bob Measel Maryann Snider

South Dakota Shannon Malone Gay Pickner

Virginia

Stacy Freeman Robert Fugate Shelley Loving-Ryder Judy Radford

Vermont

Michael Hock James McCobb

Wisconsin

Jihan Bekiri Jacqueline Iribarren Kristen Kehoe Phil Olsen Laura Pinsonneault Robin Rivas Lynette Russell Rebecca Vail

Wyoming

David Holbrook Robin Holbrook Beth VanDewege

WIDA Executive Committee

Christine Burke - NC Robert Fugate - VA Linda Long - PA David Holbrook - WY Phil Olsen - WI Barry Pedersen - IL Kerri Whipple - ND Andy Wiegand - HI

Research Subcommittee

Cori Alson - GA Jasmine Carey - CO Melodee "Dee" Davis - GA Seon Hwa Eun - IL Helga Fasciano - NC Robert Fugate - VA Grace Gray - AK Jacqueline Iribarren - WI Carol Johnson - GA Boon Lee - IL Jim McCobb - VT Bob Measel - RI Susan Morgan - NH Phil Olsen - WI Barry Pederson - IL Sharon Prestridge - MS Judy Radford - VA Nadja Trez - NC Kerri Whipple -ND Andy Wiegand - HI Chris Williams - KY

Teaching & Learning Subcommittee

Robin Holbrook - WY Carol Johnson - GA Audrey Lesondak - WI Ilhye Yoon - MD

Alternate ACCESS for ELLS Subcommittee

Cheryl Alcaya - MN Shawn Cockrum - MO Audrey Lesondak - WI Mira Monroe - CO Robert Romero - NM Kerri Whipple - ND

ASSETS Steering Committee

Jihan Bekiri - WI Robert Fugate - VA John Jesse - UT Jim McCobb - VT Nancy Mullins - ME Barry Pedersen - IL Gay Pickner - SD Ilhye Yoon - MD

ASSETS Accommodations Committee

Susan Beard - AL Michelle Blakey-Tuggle - DC Robin Holbrook - WY Linda Howley - MI Boon Lee - IL Audrey Lesondak - WI Drew Linkon - MO Carrie Perkis - NC Terry Richard - DE Dely Roberts - AL Dan Weiner - MA

ASSETS EL Definition Committee

Lodee Arnold - ND Dan Auman - NC Seon Eun - IL Crystal Fields - SC David Holbrook - WY Jim McCobb - VT Leigh Schleicher - MN Maria Silva - MI Raquel Sinai - NJ Ruslana Westerlund - MN Michelle Williams - MI

ASSETS Reporting Committee

Lodee Arnold - ND Robert Fugate - VA Helga Fasciano - NC Jason Kolb - MI Shannon Malone - SD Anh Tran - MN Kerri Whipple - ND

ASSETS Technology Committee

Cheryl Alcaya - MN Matthew Ayotte - MI John Jesse - UT Patricia King - MI Jan Lanier - TN Jennifer Paul - MI Barry Pedersen - IL Brian Swiger - NC Paulette Watson - MA

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 includes the following:

Administration & Operations Staff

Tim Boals, Ph.D., Executive Director Elizabeth Cranley, Ph.D., Associate Director Margo Gottlieb, Ph.D., Lead Developer Erin Arango-Escalante, Manager, Early Childhood and Students with Disabilities Matthew Basler, Administrative Specialist Mariana Castro, Director of Academic Language & Literacy Initiatives 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 Director Meredith Alt, ASSETS Project Manager Therese Carr, ONPAR Project Manager Indira Ceylan, Administrative Specialist Emily Evans Fanaeian, Senior Outreach Specialist Rebecca Kopriva, Ph.D., Principal Investigator/Project Director, ONPAR Project Pakou Vang, Assessment Outreach Specialist

Research Staff

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

Teaching & Learning Staff

Christy Reveles, Teaching & Learning Director Andrea Cammilleri, Teaching & Learning Assistant Director Jen Aleckson, Professional Development Delivery Team Lead Don Bouchard, Professional Development Outreach Specialist Julia Cortada, Educator Resource Developer Troy Dassler, Professional Development Outreach Specialist Margot Downs, Senior Professional Development Consultant Paige Gartland, Professional Development Delivery Coordinator Leslie Grimm, Educator Resource Development Team Lead Susana Ibarra Johnson, SALSA Program Consultant Maureen Keithley, Professional Development Outreach Specialist Justine Kolb, Professional Development Outreach Specialist Lynne Kroll, Quality Assurance Manager Lorena Mancilla, Professional Development Programs Team Lead Joanne Marino, Senior Professional Development Consultant Rachel Maske, Administrative Specialist Melissa Paton, Professional Development Outreach Specialist Bob Rossa, Technology Specialist Amanda Spalter, Professional Development Outreach Specialist Julie Taylor, eLearning Specialist Jennifer Wilfrid, Educator Resource Developer

Help Desk Staff

Michelle Carson Andree Iden Blake Bishop Elyse Kowalczuk Chelsy Stevens

WIDA Partners

Center for Applied Linguistics (CAL)

CAL collaborates with WIDA in its work to provide standards-based assessments for ELLs, 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 include 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









Wisconsin Center for Education Research | University of Wisconsin-Madison 1025 West Johnson St. | Madison WI 53706 | www.wida.us