



2013 Annual Report

First name Sarah Grade 7th
State Georgia

I am proud that:

my friend get jealous of my
grade so she study hard
to beat my grade!



First name _____
State So

I know my t

Contents

A Message from the Executive Director	2
WIDA’s Mission, Vision, and Values	4
Who is the WIDA Consortium?.....	5
Consortium Snapshot 2012–2013.....	7
Programs, Projects, and Research.....	17
Professional Development	24
Research Projects.....	32
Grant-Funded Projects	36
2013 WIDA Research Presentations, Outreach, and Publications.....	40
WIDA Consortium Financial Information.....	46
Who Is WIDA?	48

First name Edwin Grade 2nd
State Alabama

When I grow up, I want to: be a policeman,
police men can help
people if there lost.
Then they will find there
Parents. And sometimes
they study and work hard.



First name Yc Senia Grade 1
State Virginia

When I grow up, I want to: To be a mom
because I want to learn
What to cook, and to
take care of my kids.



A Message from the Executive Director

I am proud that: I'm one of Osborne
High School students.

- I'm learning another language.

Dear Friends and Colleagues:

As I began to compose this letter, I paused to reflect on the fact that 2013 marked the 10-year anniversary of the Enhanced Assessment Grant that was awarded to the Wisconsin Department of Public Instruction, WIDA's first home. When I look back and consider everything that WIDA has achieved since 2003, I cannot help but feel a tremendous sense of satisfaction. The growth of the organization has been exhilarating, and I am honored to work with such a talented and mission-driven group of people, both in and outside of the WIDA office, who are so dedicated to serving English language learners.

Students are at the heart of what WIDA does, and as a way to remind ourselves of that, we reached out to students from throughout the Consortium to learn about what they are striving to accomplish, what their teachers mean to them, and what they want to be when they grow up. Students were given postcards to write on and return to the WIDA office in Madison. Throughout this report, you will find examples of these postcards, many of which are on display at the WIDA. These postcards serve as a touchstone to remind us of the tangible efforts of our work, to see that there are real people who are impacted by what we do.

Ten years is a rather short amount of time, but in that time, WIDA has made great strides in celebrating the assets, contributions, and potential of culturally and linguistically diverse students. As we move forward, I am proud to look back on what we have accomplished, and turn toward the next decade with a sense of hope. The WIDA community is strong and vibrant, and together, we will continue our effort to ensure academic and linguistic achievement for culturally and linguistically diverse students.

Sincerely,

A handwritten signature in black ink, appearing to read "Tim Boals". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

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

First name Duilio Grade 9
State East Providence RI

I am striving to: Im Trying hard
on every class so I
can go to college. 😊

WIDA's Mission, Vision, and Values

Mission

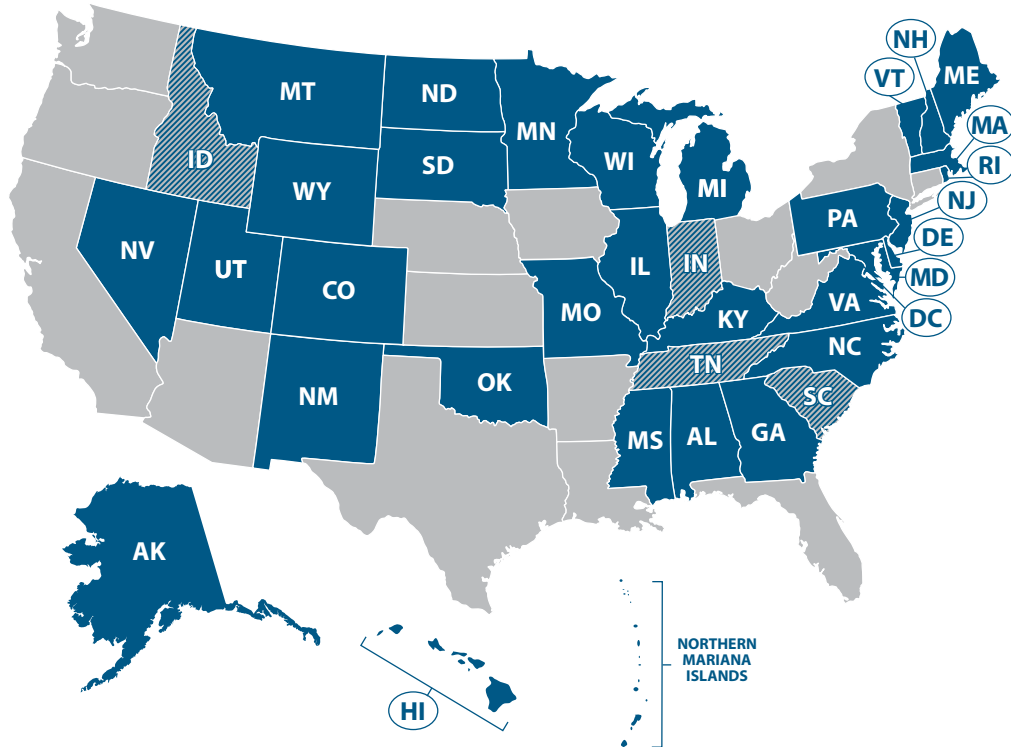
WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

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?

Members of the WIDA Consortium in 2013 are shown in blue. The striped states adopted the WIDA English Language Development Standards but did 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 Development
Resource Guide available free online or purchase at Consortium discount
- Early English Language Development
- Early Spanish Language Development
- Spanish Language Arts
- Can Do Descriptors
Available free online or purchase at Consortium discount

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

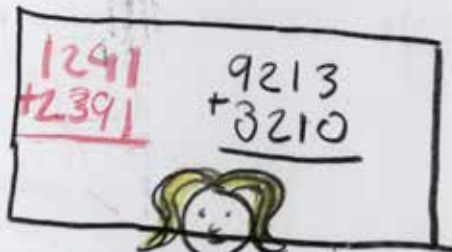
- Access to knowledge and skills of member SEAs
- Board meeting attendance
- Expert advice from WIDA, CAL, and MetriTech
- Involvement in item writing and reviews
- Participation in quality control reviews
- Serve on alignment studies

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
- Client Services Center
Responses to inquiries from teachers and administrators

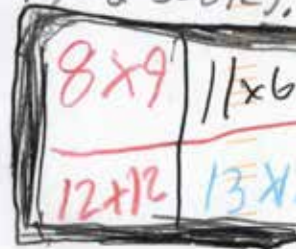
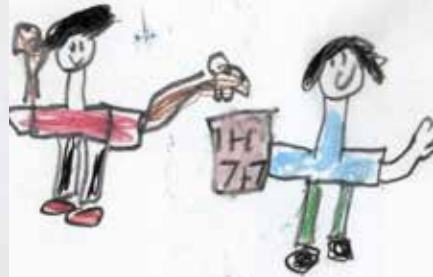
First name My Grade 2
State Georgia

When I grow up, I want to: be a teacher.
I can let the kids do their work.



First name Henry Grade 3
State Alabama

I know my teachers care because: She helps
me be good at math. She only
helps me to be a good reader.
My Title I teacher helps me
to read and bring up my scores.



Consortium Snapshot 2012 – 2013

- My dream is coming true
by learning more than one language.

Test Review Process & State Involvement

ACCESS for ELLs

- **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 303 of ACCESS for ELLs Bias Sensitivity Review (face-to-face) May 2013

Participants: 13 educators representing 12 states.
States participating: Alaska, Colorado, Kentucky, Maine, Mississippi, Missouri, Montana, New Hampshire, New Jersey, Virginia, Wisconsin, 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 ELLs would typically encounter in the classroom.

Series 303 of ACCESS for ELLs Content Review (face-to-face) May 2013

Participants: 13 educators representing 11 states.
States participating: Alaska, Colorado, District of Columbia, Kentucky, Maine, Massachusetts, Mississippi, Missouri, New Jersey, New Mexico, and Wyoming

- **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 tested again and used on future operational test forms.

Series 302 of ACCESS for ELLs Post Field Test Review (face-to-face) June 2013

Participants: 12 educators and three SEAs representing 11 states.

States participating: Colorado, Georgia, Illinois, Kentucky, Maine, Maryland, Minnesota, Missouri, New Mexico, Virginia, and Wyoming

- **ACCESS for ELLs Forms Review**

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

Series 302 of ACCESS for ELLs Forms Review (face-to-face) August 2013

Participants: two educators and 9 SEAs representing 10 states

States participating: Alabama, Colorado, Illinois, Maine, Minnesota, Montana, New Jersey, North Carolina, Rhode Island, and Wisconsin

Interim Assessment

- **Educator Focus Groups** (January, February 2013) in Illinois, New Mexico, New Jersey, and Wisconsin
- **Cognitive Labs** in Virginia
- **Detail state involvement in Interim Subcommittee**
Michigan: Erika Bolig and Shereen Tabrizi
Massachusetts: Jennifer Malonson
North Carolina: Nadja Trez
Maine: Nancy Mullins
Idaho: Nichole Hall
Nevada: Kulwadee Axtell

PODER

- **K PODER Field Testing**
April and May 2013: Held in Illinois and New Mexico. A total of 349 students participated in the field test of K-PODER/K-PUEDE. Within the 2 participating states, students were drawn from 11 schools in 6 school districts.
- **K PODER Standards Setting**
July 2013: The panel consisted of 11 teachers or administrators who were from Puerto Rico, Wisconsin, Illinois, New Mexico and New Jersey
- **Grade 1 PUEDE Bias/Sensitivity**
June 2013: Held in Illinois. 9 participants from New Mexico, Wisconsin, Puerto Rico, Colorado, New Jersey and Illinois
- **Educator Panel**
June 2013: Held in Madison. 19 participants from Wisconsin, Massachusetts, Puerto Rico, New Mexico, California, and Illinois. Met with educators to work on themes and the beginnings of items for 1-2 PODER.
- **Grade 1 PUEDE Field Testing**
November-December 2013: Held in Illinois. Tested 271 students
- **Grades 1-2 PODER Bias/Sensitivity and Content Panel**
December 2013: Held in Illinois and virtually; 9 panelists from Idaho, Illinois, New Mexico, New Jersey, and Virginia.

Client Services Center Statistics

In 2013 the WIDA Client Services Center, formally known as the WIDA Help Desk, received a total of 13,314 phone calls (up from 5,310 in 2012) and responded to 11,007 emails (up from 6,849 in 2012) from member states.

The top categories for questions the Client Services Center received are:

- **ACCESS for ELLs**
Training course login information, account creation, certification requirements, the new listening test delivery, administration procedures, accommodations, score interpretations, release date for ACCESS for ELLs 2.0 (version 2)
- **W-APT**
Login information, administration, scoring
- **MetriTech**
ACCESS for ELLs test ordering, Pre-ID labels, test packing instructions
- **Alternate ACCESS for ELLs**
Accommodations, procedures, criteria
- **WIDA Standards**
Usage, how are the Standards correlated to the Common Core State Standards, what are the differences between the 2007 and the 2012 editions of the Standards

New inquiries for 2013 included:

- **PODER and PUEDE**
The cost, components of the administrator kit, available training resources, iPad and laptop compatibility, can it be used as a summative assessment
- **WIDA National Conference**
Registration, schedule
- **Professional Development Opportunities**
States requesting PD delivery, logging onto webinars

Number of Students Tested by State 2012–2013 Testing Cycle

State	2012 - 2013 ELLs
Alabama	17,715
Alaska	14,726
Colorado	102,972
Delaware	7,911
District Of Columbia	5,623
Georgia	88,870
Hawaii	17,723
Illinois	179,452
Kentucky	18,953
Maine	5,178
Maryland	56,547
Massachusetts	71,359
Minnesota	64,693
Mississippi	7,738
Missouri	26,395
Montana	3,679

State	2012 - 2013 ELLs
Nevada	68,370
New Hampshire	4,340
New Jersey	59,576
New Mexico	57,969
North Carolina	97,289
North Dakota	3,187
Northern Mariana Islands	2,673
Oklahoma	43,040
Pennsylvania	49,328
Rhode Island	8,998
South Dakota	4,692
Vermont	1,519
Virginia	93,795
Wisconsin	45,848
Wyoming	2,811
Total Students Tested	1,232,969

ACCESS for ELLs Results by Grade Level Cluster 2012–2013 Testing Cycle

Kindergarten		
WIDA Proficiency Level	Student Count	Percentage
1 (1.0 - 1.9)	101,067	53.50%
2 (2.0 - 2.9)	29,794	15.77%
3 (3.0 - 3.9)	27,139	14.37%
4 (4.0 - 4.9)	18,132	9.60%
5 (5.0 - 5.9)	10,810	5.72%
6 (6.0)	1,591	0.84%
Total: Kindergarten Cluster	188,533	15.32%

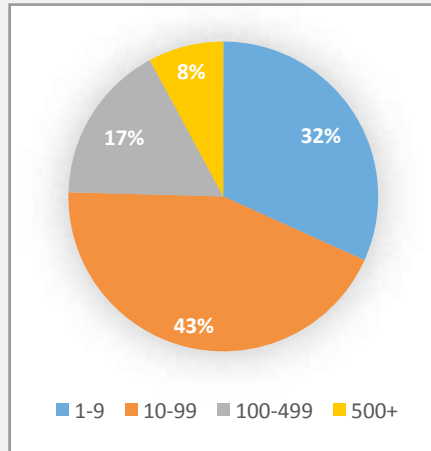
Grades 1-2		
WIDA Proficiency Level	Student Count	Percentage
1 (1.0 - 1.9)	10,688	3.09%
2 (2.0 - 2.9)	52,553	15.21%
3 (3.0 - 3.9)	166,282	48.13%
4 (4.0 - 4.9)	83,228	24.09%
5 (5.0 - 5.9)	26,241	7.60%
6 (6.0)	5,240	1.52%
Total: Grades 1-2	344,232	28.02%

Grades 3-5		
WIDA Proficiency Level	Student Count	Percentage
1 (1.0 - 1.9)	5,227	1.61%
2 (2.0 - 2.9)	15,785	4.87%
3 (3.0 - 3.9)	56,369	17.39%
4 (4.0 - 4.9)	124,242	38.34%
5 (5.0 - 5.9)	92,079	28.41%
6 (6.0)	28,534	8.80%
Total: Grades 3-5	322,236	26.28%

Grades 6-8		
WIDA Proficiency Level	Student Count	Percentage
1 (1.0 - 1.9)	7,189	3.64%
2 (2.0 - 2.9)	22,064	11.16%
3 (3.0 - 3.9)	65,811	33.28%
4 (4.0 - 4.9)	74,466	37.66%
5 (5.0 - 5.9)	23,332	11.80%
6 (6.0)	2,969	1.50%
Total: Grades 6-8	195,831	16.04%

Grades 9-12		
WIDA Proficiency Level	Student Count	Percentage
1 (1.0 - 1.9)	10,140	5.74%
2 (2.0 - 2.9)	22,450	12.70%
3 (3.0 - 3.9)	40,215	22.75%
4 (4.0 - 4.9)	49,488	27.99%
5 (5.0 - 5.9)	36,726	20.77%
6 (6.0)	12,309	6.96%
Total: Grades 9-12	171,328	14.34%

2012–2013 Density of ELL Students in Districts 2012–2013 Testing Cycle



Number of ELLs	Number of Districts	Percentage
1-9	1,578	31.75%
10-99	2,171	43.68%
100-499	830	16.70%
500+	391	7.87%

Program Delivery Types 2012–2013 Testing Cycle

As reported for ACCESS for ELLs Assessment

Program Name	Percentage
No program enrolled / Missing program information	58.12%
Sheltered English instruction	12.49%
Content-based ESL	11.43%
Self-contained	10.03%
Pullout ESL	8.87%
Pullout individualized support	8.66%
Transitional bilingual	8.52%
Structured English immersion	7.23%
Inclusionary support	6.33%
No additional services	4.84%
Dual language	1.20%
Content area tutoring	1.18%
Developmental bilingual	1.03%
Parental refusal	0.73%
Heritage language	0.07%

2012–2013 Top 20 Reported Native Languages 2012–2013 Testing Cycle

As reported for ACCESS for ELLs Assessment

Spanish	60.35%
Arabic	2.02%
English	1.80%
Hmong	1.78%
Other	1.65%
Vietnamese	1.60%
Chinese	1.49%
Somali	1.18%
Korean	0.77%
Navajo	0.71%
Russian	0.67%
French	0.67%
Portuguese	0.65%
Nepali	0.61%
Urdu	0.60%
Haitian	0.53%
Polish	0.51%
Amharic	0.44%
Gujarati	0.40%
Tagalog	0.38%

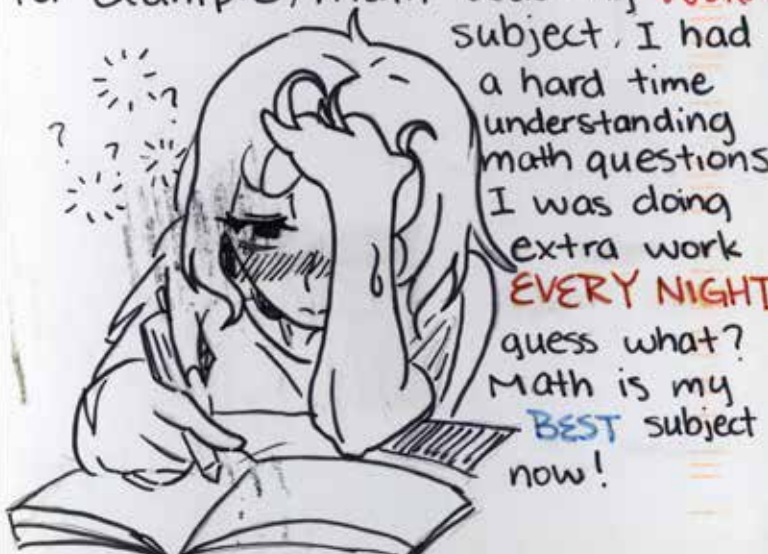
First name Nylie Grade 5th
State Wisconsin

When I grow up, I want to: An Artist because
I Love to draw if I couldn't draw
I don't know what I would do
I couldn't draw.



First name Maggie Grade 7th
State Georgia

I am proud that: I study very hard
every day. Because of this, I earned
good grades on my tests and quizzes.
For example, math was my WORST



Programs, Projects, and Research

at first I thought the teachers
would be mean and I
thought the education will be
hard, but the teachers are
very kind to everyone and

ACCESS for ELLs

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 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. Kindergarten is not included in the grant and will remain an interactive, paper-based kit for the near future.

During 2013–2014, CAL and WIDA focused on developing test forms with our Field Test technology partners, WestEd and Data Recognition Corporation (DRC). Throughout the spring, districts across the consortium participated in the online field test of Reading, Speaking, and Writing items. Project partners also prepared Listening and additional items for the other domains for the 2015 field test. WIDA and all partners continued to create outreach materials to prepare educators for the operational test in 2015-16.

Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is an English language proficiency (ELP) assessment for English Language Learners who have significant cognitive disabilities. The Alternate ACCESS for ELLs assessment is based on the WIDA Alternate English Language Proficiency Levels which are designed to give students with a significant cognitive disability an opportunity to demonstrate their receptive and productive English language skills.

Test Overview

- Paper and pencil assessment
- Individually administered
- Available in four grade cluster-based forms: Grades 1–2, 3–5, 6–8, and 9–12
- Assesses the four language domains: Listening, Speaking, Reading, and Writing
- Assesses four ELP standards: Social and Instructional Language, the Language of Language Arts, Language of Mathematics, and Language of Science.
- Future versions of the test will include the Language of Social Studies.

Alternate ACCESS for ELLs has a single test form per grade cluster; it is not a tiered test. It was designed to increase the sensitivity of the measure for students who have significant cognitive disabilities. Alternate ACCESS test items target Alternate Model Performance Indicators (AMPIs) for proficiency levels, A1–A3 (Initiating, Exploring, Engaging) and P1–P3 (Level P3 is in writing domain only).

The Alternate Model Performance Indicators (AMPIs), the foundation from which test items were developed, are being revised. This revision will result in the development of a screener and Kindergarten Alternate ACCESS for ELLs test, as well as a revised Grades 1-12 Alternate ACCESS for ELLs test.

Alternate ACCESS for ELLs Series 100 was introduced in March 2012 for administration during the spring 2012 testing season. In this second year of administration in 2013, 33 states and 7,576 students participated.

2013 Alternate ACCESS for ELLs Series 100 2012–2013 Testing Cycle

Number of students tested by state

State	Grades 1-2	Grades 3-5	Grades 6-8	Grades 9-12	Student Totals
Alaska	—	—	—	—	83
Alabama	28	44	30	29	131
Colorado	168	331	244	229	972
District of Columbia	—	—	—	—	85
Delaware	—	—	—	—	52
Georgia	104	156	76	51	387
Hawaii	15	33	14	38	100
Illinois	462	634	498	560	2,154
Kentucky	35	42	30	20	127
Massachusetts	—	—	—	—	26
Maryland	20	40	28	25	113
Maine	—	—	—	—	42
Michigan	—	—	—	—	0
Minnesota	117	135	98	63	413
Missouri	—	—	—	—	0
Northern Mariana Islands	—	—	—	—	1

** No numbers reported due to insufficient data set*

State	Grades 1-2	Grades 3-5	Grades 6-8	Grades 9-12	Student Totals
Mississippi	—	—	—	—	26
Montana	—	—	—	—	12
North Carolina	37	40	34	27	138
North Dakota	—	—	—	—	24
New Hampshire	—	—	—	—	0
New Jersey	—	—	—	—	94
New Mexico	76	157	186	170	589
Nevada	—	—	—	—	15
Oklahoma	47	116	71	55	289
Pennsylvania	12	42	26	18	98
Rhode Island	—	—	—	—	48
South Dakota	—	—	—	—	34
Utah	—	—	—	—	0
Virginia	272	349	249	268	1,138
Vermont	—	—	—	—	20
Wisconsin	56	97	95	84	332
Wyoming	—	—	—	—	33
Total	1,555	2,402	1,827	1,792	7,576

Spanish Language Development Standards

In August, WIDA released the Spanish Language Development Standards (SLD), Kindergarten through Grade 12, 2013 Edition. These standards were developed on WIDA's Standards Framework and outline the progression of academic Spanish language development for emergent bilinguals in Grades K–12 within a U.S. context. Within the SLD Standards Framework, the term emergent bilinguals is used to refer to students who are on a pathway towards bilingualism, biliteracy, and biculturalism. The SLD standards are a resource for teachers in bilingual programs providing content instruction in Spanish. The five standards encompass language use for social and instructional purposes and in the content areas of language arts, mathematics, science and social studies. In order to reflect authentic Spanish language use and development, certain components of the SLD Standards are only available in Spanish. This new resource is now available on the WIDA website (www.wida.us).



The WIDA SLD Standards are a product of the Spanish Academic Language Standards and Assessment (SALSA) project for which the Illinois State Board of Education obtained a 2009 U.S. Department of Education Enhanced Assessment Grant Award. The standards were developed in collaboration with educators from Illinois, Colorado, New Mexico, and Puerto Rico.

Dual Language Learner Initiatives

WIDA offers a comprehensive approach to support, instructing, and assessing dual language learners (DLLs), including several new initiatives

Early Language Development Standards

In 2013, WIDA published the Early English Language Development (E-ELD) Standards and completed the draft Early Spanish Language Development (E-SLD) Standards 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.

Assessment

Starting in 2013, WIDA began to conceptualize a suite of assessment tools to help practitioners understand, support, and monitor DLLs progress in English language development over time. In both design and mode of administration, these assessment tools take into account that children, 2.5–5.5 years, primarily learn language through the context of important relationships with significant caregivers during daily routines and play-based learning activities. The assessment tools are designed to be used within a variety of Early Care and Education (ECE) programs and can be easily incorporated into existing routines and learning activities. Assessment information can be used by practitioners to help determine how to best support DLLs in various routine and novel learning activities throughout the curriculum.

Professional Development

Professional development opportunities focusing on the E-ELD Standards, such as webinars and workshops, were offered to all states in 2013. Additional opportunities for national, state, and local level administrators and practitioners to learn about the E-ELD Standards, implementation, and assessment will be offered in 2014. Opportunities will include:

- Workshops and/or webinars on the E-ELD Standards Framework
- Training state, regional and/or local master cadre as trainers and coaches
- Implementation of communities of practice for practitioner reflection
- Ongoing online technical assistance and support for practitioners and administrators
- Online interactive resources such as learning modules and resource guides

Partnerships

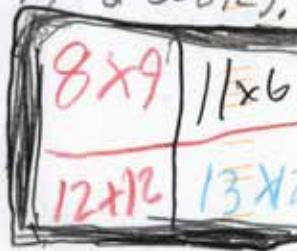
WIDA would like to thank the Massachusetts Department of Early Education and Care (EEC) and the Wisconsin Department of Public Instruction (WDPI) for supporting the development of the E-ELD Standards.

In addition to Massachusetts formally adopting the E-ELD Standards as guidelines in November 2013, the Massachusetts-WIDA partnership will continue, over the next several years, to focus on activities related to professional development, including the facilitation of webinars and conferences, and developing a statewide training, coaching, and technical assistance community. Additionally, the Wisconsin-WIDA partnership will also continue to focus on professional development.

WIDA is looking forward to creating new partnerships with states and ECE organizations across the nation in 2014.

First name Henry Grade 3
State Alabama

I know my teachers care because: *She helps me be good at math. She also helps me to be a good reader.*
My Title I teacher helps me to read and bring up my scores.



First name Andy Grade K
State Virginia

When I grow up, I want to:



to take care of birds that talk,
to be a vet

Professional Development

At school I feel brave on helping & speaking for my best friends if I see that they are struggling with their work.

WIDA 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
- Employ 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. WIDA currently offers workshops focused on these broad topics:

- Standards-Based Instructional Practices
- WIDA Assessments
- 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.

- Spring 2013 Academy, St. Louis, MO—A Custom Design: Integrating the WIDA ELD Standards, Common Core State Standards & Next Generation Science Standards. The Spring Academy had 43 attendees from: Alaska, Colorado, Kentucky, and Missouri.
- Fall 2013 Academy, Alexandria, VA—Creating Language-Focused College and Career Ready Units. The Fall Academy had 63 attendees from: Colorado, Idaho, Maryland, Michigan, Minnesota, New Hampshire, New Jersey, North Carolina, North Dakota, Rhode Island, Tennessee, Virginia, and Wisconsin.

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 2013 the Certification Institute was held from August 5-9. This institute certifies participants to deliver training on various WIDA workshop topics within their district, state, or as an independent consultant.

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

In 2013, the Professional Development Programs team began an update of the CLIMBS program's technology and licensing components. The goal of the update is to increase access to the CLIMBS program, increase cost-effectiveness for CLIMBS facilitators to run a CLIMBS program at the local level, increase quality of the technology interactions for facilitators and participants, and to enhance the CLIMBS program evaluation design. During this time, WIDA did not run a CLIMBS Facilitator Institute to train new facilitators. However, previously trained facilitators continued to offer the CLIMBS course locally in 2013. CLIMBS is scheduled to return after the updates are complete with a CLIMBS Facilitator Institute in October 2014.

LADDER

2013 saw the first year of full program implementation for 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). During its first operational year, the LADDER program was implemented in five districts: Carbondale Elementary District #95 in Illinois, Tift County Schools in Georgia, Carthage R9 district in Missouri, Harrisburg School District in Pennsylvania, and Green Bay Area Public Schools in Wisconsin.

The LADDER program aims to build the capacity of district-based ELL specialists and school-based leadership teams (multidisciplinary 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 over 12-18 months as they work with ACCESS for ELLs and other data, implement an ELL action plan and engage in a cycle of reflection and action.

LADDER is set to expand to state-level and international contexts in 2014, with one state planning to implement LADDER in a two-year state-to-district model, and with two American Schools in India (in Chennai and Bombay) planning to implement LADDER in their contexts.

Professional Development Delivered January-December 2013

Alabama

Introduction to the ELD Standards
ACCESS Score Reports for Instruction (webinar)
Academic Writing for ELLs
ELD Standards in Action: Differentiation (webinar)

Alaska

ACCESS for ELLs Administration
Data Analysis: Focus on Classrooms
ELD Standards in Action: Curriculum Development

Commonwealth of the Northern Mariana Islands

ACCESS for ELLs Administration Q & A (webinar)
ACCESS Score Reports for Instruction

Colorado

ACCESS Score Report Interpretation
ELD Standards in Action: Differentiation

Delaware

Academic Writing for ELLs
ELD Standards in Action: Unit Planning
Data Analysis: Focus on Schools and Districts

Georgia

Introduction to the ELD Standards
ACCESS Score Report Interpretation (webinar)
Alternate ACCESS Score Report Interpretation (webinar)

Hawaii

ELD Standards in Action: Lesson Planning
ELD Standards in Action: Curriculum Design
Data Analysis: Focus on Schools and Districts
ELD Standards: Training of Trainers

Idaho

Introduction to the ELD Standards

Illinois

ELD Standards in Action: Lesson Planning
ELD Standards in Action: Unit Planning
Introduction to the ELD Standards (webinar for parents)
Introduction to WIDA Assessments (webinar for parents)
ACCESS for ELLs Score Reports (webinar for parents)
Introduction to Second Language Acquisition (webinar for administrators)
Introduction to English Learners (webinar for administrators)
ELD Standards Training of Trainers
Introduction to the ELD Standards

Kentucky

ACCESS Score Report Interpretation (webinar)
ELD Standards in Action: Differentiation (webinar)
Data Analysis: Focus on Classrooms
Data Analysis: Focus on Schools and Districts

Maine

ELD Standards in Action: Unit Planning

Maryland

Introduction to the ELD Standards
ELD Standards in Action: Lesson Planning
ACCESS Score Report Interpretation
ELD Standards in Action: Curriculum Development
ELD Standards in Action: Collaboration
Alternate ACCESS for ELLs Administration
Data Analysis: Focus on Schools and Districts

Massachusetts

ELD Standards: Training of Trainers
ELD Standards in Action: Curriculum Development
ELD Standards in Action: Lesson Planning
ACCESS Score Report Interpretation (webinar)
ACCESS for ELLs Administration Q & A (webinar)
ELD Standards in Action: Differentiation

Michigan

ELD Standards: Training of Trainers
Introduction to the ELD Standards
W-APT Administration
Introduction to the ELD Standards
W-APT Administration
ACCESS for ELLs Administration

Minnesota

ACCESS for ELLs Administration
Alternate ACCESS for ELLs Administration
Introduction to Academic Language (webinar series)

Mississippi

ELD Standards in Action: Lesson Planning
ACCESS for ELLs Administration

Missouri

ELD Standards in Action: Curriculum Development
Data Analysis: Focus on Schools and Districts

Montana

ACCESS Score Report Interpretation
ACCESS Score Report Interpretation (webinar)
ELD Standards in Action: Differentiation

Nevada

Introduction to the ELD Standards

New Hampshire

Introduction to the ELD Standards

New Jersey

ELD Standards in Action: Differentiation

New Mexico

Data Mining Retreat (no longer offered)
Introduction to the ELD Standards
ELD Standards in Action: Lesson Planning
ELD Standards in Action: Unit Planning

North Carolina

ACCESS for ELLs Administration (webinar)
Data Mining Retreat (no longer offered)
ELD Standards in Action: Collaboration

North Dakota

ACCESS for ELLs and MODEL Administration
ACCESS Score Report Interpretation (webinar)
Introduction to the ELD Standards
Data Analysis: Focus on Schools and Districts

Oklahoma

ACCESS for ELLs Administration (webinar)
Data Analysis: Focus on Schools and Districts
ACCESS Score Reports for Instruction (webinar series)
Introduction to the ELD Standards

Pennsylvania

Data Analysis: Focus on Schools and Districts
ACCESS Score Report Interpretation (webinar)
Introduction to the ELD Standards
ELD Standards in Action: Collaboration
Data Analysis: Focus on Classrooms
Targeted Support: Cognitive Function and Model
Performance Indicators

Rhode Island

Introduction to the ELD Standards
ELD Standards in Action: Differentiation
ELD Standards in Action: Collaboration
ELD Standards in Action: Lesson Planning

South Dakota

ELD Standards in Action: Lesson Planning
Formative Language Assessment

Utah

ACCESS for ELLs Administration
ELD Standards: Training of Trainers
W-APT Q & A (webinar)

Vermont

ELD Standards in Action: Differentiation
ELD Standards in Action: Collaboration and Formative
Language Assessment
ELD Standards in Action: Formative Language
Assessment and Curriculum Development

Virginia

ACCESS for ELLs Administration (webinar)
ACCESS Score Report Interpretation (webinar)
Alternate ACCESS for ELLs Administration (webinar)
Introduction to the ELD Standards
ELD Standards in Action: Lesson Planning
ELD Standards in Action: Curriculum Development
ELD Standards in Action: Lesson Planning (webinar
series)
ELD Standards in Action: Unit Planning
Data Analysis: Focus on Classrooms
Data Analysis: Focus on Schools and Districts
ELD Standards: Training of Trainers

Washington, DC

ACCESS for ELLs Administration (webinar)
ACCESS Score Reports for Instruction (webinar)
Introduction to the ELD Standards

Wisconsin

Introduction to the ELD Standards
Introduction to Academic Language
Formative Language Assessment
ELD Standards in Action: Differentiation (webinar)
ELD Standards in Action: Differentiation

Wyoming

ACCESS for ELLs Administration (webinar)
ACCESS for ELLs Administration
Alternate ACCESS for ELLs Administration (webinar)
ELD Standards in Action: Differentiation
ACCESS Score Report Interpretation (webinar)
Overview of ELD Standards and WIDA Assessments
ELD Standards in Action: Collaboration
ELD Standards in Action: Lesson Planning

Dynamic Language Learning Progressions (DLLP)

Professional Development

In 2012, WIDA partnered with Alison Bailey, Margaret Heritage, and their team at UCLA in researching and developing Dynamic Language Learning Progressions. This was the first time empirical research was done that gathered data to support the development of language progressions that would help teachers more clearly see the linguistic pathways ELLs take as their academic language and literacy proficiency matures in diverse content settings. In 2013, UCLA in collaboration with WIDA, started developing materials for professional development with the aim to enable teachers to use the DLLPs for formative assessment and instructional purposes. The purpose of the modules is to increase teachers’ knowledge and use of language and the formative assessment process, with the DLLPs utilized as an interpretive framework for teachers’ instructional decisions. Next steps include the full development of the professional development content and a pilot with teachers.

2013 WIDA National Conference

In October, WIDA held its first-ever national conference, entitled “Language Learner Success: Building on Strengths.” The goal of the conference was to provide PreK through Grade 12 educators of language learners opportunities for professional development, idea sharing, relationship building, and strategic collaboration.

The conference featured four nationally renown keynote speakers:

- Dr. Kathy Escamilla, Professor of Education, University of Colorado at Boulder
- Dr. Michael Hinojosa, Superintendent, Cobb County (GA) School District
- Dr. Gloria Ladson-Billings, Assistant Vice Chancellor of Academic Affairs, University of Wisconsin-Madison
- Dr. Aida Walqui, Director, Teacher Professional Development Program, WestEd

The 2013 WIDA National Conference By the Numbers	
Attendees	723, representing AK, AL, AZ, CA, CO, DC, FL, GA, IA, ID, IL, IN, KY, MA, MD, MI, MN, MT, MS, NC, ND, NH, NJ, NM, NV, NY, OK, PA, RI, TN, UT, VA, VT, WI, WY, Brazil and Ecuador.
Breakout sessions	57
Keynote addresses	4
Pre-conference institutes	2
School site visits	6
Sponsors	16

In addition, the conference partnered with Milwaukee Public Schools to offer attendees an opportunity to visit schools who serve language learners in unique and innovative ways. School visits began with a program overview followed by classroom visits, and concluded with Q & A. The site visits included:

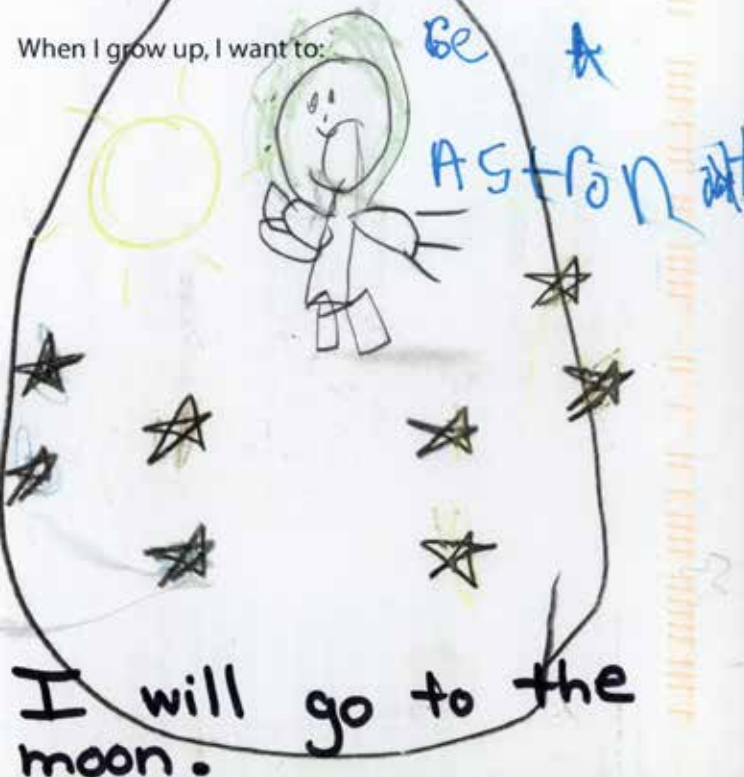
- Early-childhood instruction in a community-based site to observe language-focused learning for early dual language learners.
- ESL programs in an elementary school with consideration of how students transition from early childhood to elementary and elementary to middle school.
- ESL programs in a middle school with consideration of how students transition from elementary to middle school and middle school to high school.
- Newcomer center focusing on accelerating language and academic learning for secondary students entering with a range of past educational experiences (e.g., students with interrupted formal education).
- Collaborative bilingual special education program with experience distinguishing linguistic and disability-related needs and achieving successful outcomes.
- Dual language elementary school (Spanish) working to engage parents, families, and the community.

Content Learning and Assessment

WIDA's Content Learning and Assessment staff have continued to develop innovative, interactive assessment tasks while seeking external private and federal funding. Over the past year, ONPAR testlets in mathematics and science, yielding automatic score reports, have been piloted in several districts and states in collaboration with an educational publisher exploring their potential. The ONPAR website has a new home (iassessment.wceruw.org/), and has been fully updated and expanded to showcase products and papers related to innovative content assessment, teaching, and learning developed over the course of the three ONPAR grants, as well as other funded projects pre- and post-dating these efforts. Additional ONPAR sample assessment tasks, 35 in all, have been released on the website and can be accessed on the projects page of the website, along with the ONPAR testlets and other content testing and instructional materials geared toward English learners.

First name Jaime Grade K
State Rhode Island

When I grow up, I want to:



First name Phillip Grade Kinder
State MP

When I grow up, I want to:



Research Projects

I know my teachers care because:

They help
me learn new things
each day. They help

The WIDA Research Team works to serve and support English language learners 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 and Literacy

During 2013 WIDA researchers built on previous investigations into the relationship between English language learners' academic language and mathematics achievement with two studies using Structural Equation Modeling (SEM). The first study uses SEM to analyze item level data to examine the underlying structural relationship between measures of English language proficiency and mathematics achievement. The second study uses Item Response Theory (IRT) and latent class analysis techniques to determine the academic language proficiency level at which ELLs perform similarly to non-ELLs on state content mathematics tests. Item Response Theory (IRT) and latent class analysis will be used to analyze the data.

The FRASE group has expanded its invited membership to 15 experts in ELL-related research, policy, and education from across the United States. Members of FRASE serve as consultants to one another on problems of practice, meeting online via WebEx. The five 2012 FRASE meetings included one in-person meeting convened at the AERA conference.

In a supportive role to the ASSETS project, a member of the Research Team has served as WIDA's liaison to the DLLP research project at UCLA and has collaborated in development of DLLP's criteria for analysis of oral and written samples of academic language, and in framing the research questions to be considered when the DLLP data are analyzed in the spring of 2014.

Much of the work on academic language and literacy during 2013 was rooted in the education research conference funded by an AERA grant that took place in Madison, Wisconsin, in October 2012. During the conference, a group of about 15 national experts came together for three days to discuss the nature of academic language and literacy and what bilingual students need to be successful in school. Many of the participants in the conference later expanded their conference presentations into chapters, which we collected in an edited volume. The volume is currently under review for publication. Conversations at the conference generated a conceptual framework for high quality instruction for English language learners. Members of the Research Team used this framework as the basis for a professional development program which is being piloted in a middle school in Madison. We are researching this program in order to better understand a) the potential of the conceptual framework to support powerful conversations among teachers

about the academic literacy of their students, and b) the process of change in teacher practice, particularly with reference to ELLs and academic literacy.

During 2012, we 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, identity development, and the role of social relations in school-based learning. During 2013 we engaged in several projects that reflected our new focus. Building on the March 2013 WIDA Focus Bulletin on group work for ELLs, we are conducting a study examining how teachers optimize group work for ELLs in K-8 content classrooms.

Standards Implementation

In the spring of 2013, the Research Team published a WIDA Research Report on the analysis of data collected on the implementation of the WIDA ELP/D standards across the Consortium. The project focused 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 included interviews with district ELL coordinators and teachers (primarily ESL), and lesson plans.

Policy

WIDA provided guidance to member states on the Annual Measurable Achievement Objectives (AMAOs) required in Elementary and Secondary Education Act (ESEA).

In March the OESE office of the USED released a Request for Information (RFI) To Gather Technical Expertise Pertaining to the Identification and Placement of Native American Students Who Are English Learners in Language Instruction Educational Programs (Federal Register Vol. 78, No. 42). WIDA submitted a response to the RFI, specifically addressing two questions outlined in the request:

How sensitive are current English language proficiency assessment instruments in measuring the significant impact of an environment in which a language other than English is spoken?

What trends or patterns have SEAs, LEAs, schools, or tribes observed regarding the identification of Native American students as English learners and the progress of these students in acquiring English and attaining English proficiency?

In 2013 a study team was formed to gauge interest and identify priority research areas that will advance academic language and literacy development of American Indian, Alaskan Native, and Native Hawaiian English language learners.

Work began on a project to review and refine the definitions and classification of Language Instruction Educational Programs (LIEP) so that data available on language support services provided to English language learners in WIDA's data systems might be more useful for research, administrative, and policy decision-making purposes.

WIDA researchers produced and disseminated a Language Complexity Tool, designed to rate the linguistic complexity

of content-based 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 2013 researchers continued to work on the “High-Flying Districts” research project. The objective of this project is to identify the unique characteristics (differences) among consistently high-growing and low-growing school districts in WIDA in terms of ELL performance, as measured by ACCESS for ELLs. A methodology for evaluating district-level ELL growth and identifying “high-flying” and “low-cruising” districts, controlling for their ELLs' starting proficiency level and grade, was developed. Researchers found that the principal determinant of district-level ELL growth, which also mirrored student achievement in reading, math, and science, was the proportion of students receiving free and reduced-price lunches (FRL). Researchers identified a handful of districts that were able to attain a “high-flying” status despite high FRL levels, as well as some “low-cruisers” that were unable to break the low growth cycles despite low proportion of FRL students. The next phase of the research project will aim to put these high-flying and low-cruising districts under the microscope, in an effort to learn what makes them distinct.

WIDA Data Dashboard

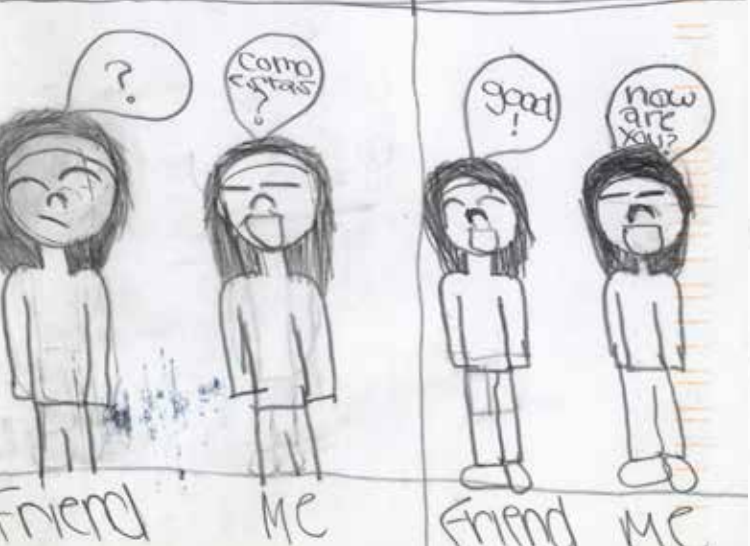
In 2013 the Research Team evaluated different platforms to create a better data exploration experience. Development began on the next generation of the WIDA Data Dashboard.

Technical Assistance

The Research Team completed seven AMAOs technical assistance projects in 2012. In addition, the Research Team completed or commenced work on various Special Request or Targeted Support projects, including assisting an SEA in the examination of high exit rates.

First name Jennifer Grade 6
State G.A.

I am proud that: I speak English. Now my friends can understand me.
When I couldn't speak English



First name Josselin Grade 1
State Wisconsin

When I grow up, I want to: be a designer



Grant-Funded Projects

easy and fun to learn.
Now I want to learn more and more! I had the **BEST** teachers in my **LIFE!!**

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-five states currently comprise the ASSETS Consortium, together representing over 1 million of the nation's English language learners. 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 English language learners 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 Pre-K 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 English language learners and educators as well as help guide program development and educational policy.

FLARE (Formative Language Assessment Records for ELLs)

The Formative Language Assessment Records for English Language Learners (FLARE) project was 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 were Charlotte-Mecklenburg School District in North Carolina, Chicago Public Schools in Illinois, and the Garden Grove United School District in California.

FLARE was designed to create a formative assessment system to help teachers monitor students' academic English language literacy development in middle and high school. 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.

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 were used to develop, format, edit, and publish the FLARE materials. The FLARE products are currently being incorporated into the WIDA professional development institutes on formative assessment.

SALSA (Spanish Academic Language Standards & Assessment)

PODER (Prueba Óptima del Desarrollo del Español Realizado) and PUEDE (Prueba Útil y Eficaz del Desarrollo del Español) are assessments of academic Spanish language proficiency, aligned with the WIDA Spanish Language Development (SLD) Standards. Developed as part of the Spanish Academic Language Standards and Assessment (SALSA) project for which the Illinois State Board of Education obtained a 2009 U.S. Department of Education Enhanced Assessment Grant Award, WIDA is working with its partners The Center for Applied Linguistics and Metritech, Inc. to create a language proficiency assessment for emergent bilinguals. PODER is designed to provide evidence to students, teachers, parents, and administrators of what students know and can do with academic Spanish language. In addition to providing evidence about a student's Spanish language ability, PODER can help inform

instruction and assessment for students, as well as serve as a tool for communication with parents. In addition to the full-length PODER assessment, the short-form PUEDE assessment is available. The primary purpose of the PUEDE test is to provide a preliminary measure of academic Spanish language proficiency, particularly to inform decisions of identification and placement.

Much of 2013 was spent finalizing the Kindergarten assessment and beginning work on the assessment for Grades 1 and 2. Kindergarten PODER was field tested with 349 students from New Mexico and Illinois in April and May. Psychometricians from CAL analyzed the data and WIDA convened a panel of experienced educators to participate in the Standards Setting study in July. Eleven teachers and administrators from Puerto Rico, Wisconsin, Illinois, New Mexico, and New Jersey participated in this event. CAL and WIDA worked together to finalize the test materials and PODER for Kindergarten became available for purchase in October 2013.

The Grade 1 PUEDE assessment was reviewed by a Bias and Content panel in June 2013. Nine participants from New Mexico, Wisconsin, Puerto Rico, California, New Jersey, and Illinois convened to review the items. These items were further refined and then field tested in two Illinois districts in November/December 2013.

Development of PODER for Grades 1 and 2 began in June 2013, when WIDA convened a group of 19 educators from WI, MA, PR, NM, CO, WI and IL to work with the standards and begin to develop themes and items. Items were reviewed by a Bias and Content Review committee in December. Educators from Idaho, Illinois, New Mexico, New Jersey, Illinois, and Virginia reviewed items both in person and at virtual meetings.

Teacher’s Guide to the Mathematics and Science Resources of the ELPD Framework

The National Science Foundation awarded a \$300,000 grant to WIDA researchers. The project, entitled “EAGER Proposal for a Teacher’s Guide to the Mathematics and Science Resources of the ELPD Framework,” is effective September 1, 2013, through August 31, 2015. This guide and related materials will translate the key science and mathematics concepts, ideas, and practices found within the English Language Proficiency Development (ELPD) Framework into classroom resources for direct use by teachers, schools, and districts to support ELLs’ engagement in the articulated key practices identified on the mathematics Common Core State Standards and Next Generation Science Standards. In the fall development began, and materials for the guide and the project plan were discussed with consultants.

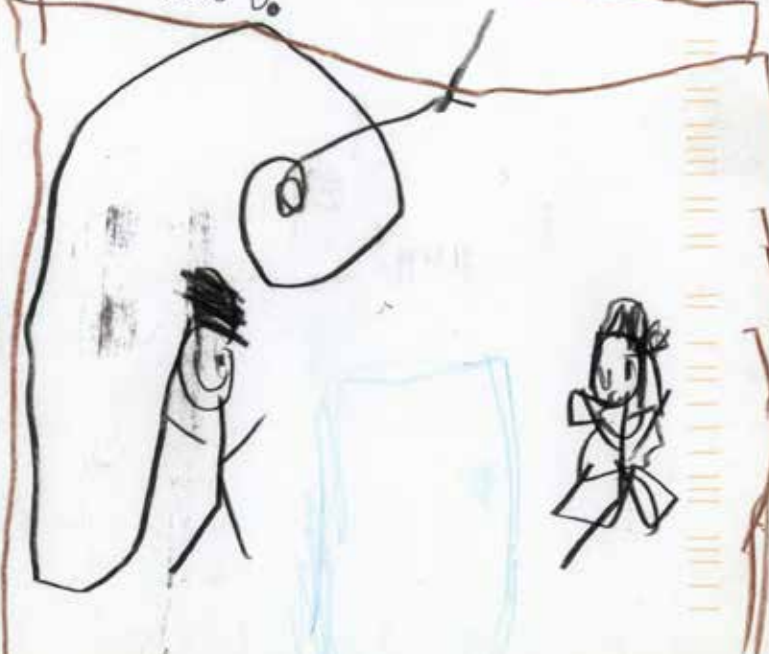
First name Kaira Grade 5th
State Wisconsin

I know my teachers care because: They have
fun with us and to
show they care.



First name Coele Grade K
State Wisconsin

I know my teachers care because: they keep
me safe.



2013 WIDA Research Presentations, Outreach, and Publications

also very friendly to
me and everyone in
my class

Academic Language Presentations

- Cook, H. G. (2013). *A Vital Goal: Blending Assessment with Instruction: English Learners*. National Conference on Student Assessment (NCSA) conference June 19-22, National Harbor, MD.
- Cook, H. G. (2013). *Common English Language Performance Descriptions. Summary of September 17, 2013 Meeting*. CCSSO EL Assessment Advisory Committee, San Francisco, CA, October 3, 2013.
- Cook, H. G. (2013). *Preliminary Conversations: Teacher's Guide to the ELPDF Mathematics & Science*. CCSSO EL Assessment Advisory Committee, San Francisco, CA, October 3, 2013.
- Cook, H. G. (2013). *Language Complexity Tool Assessment Alignment Protocol*. Colorado TAC WebEx Meeting, March 22, 2013.
- Grant, R. (2013). *English Language Proficiency and Mathematics Achievement of English Language Learners in Two States*. American Educational Research Association (AERA) Conference, San Francisco, CA, April 27-May 1, 2013.
- Grant, R., Phakiti, A., & Cook, H. G. (2013). *English Language Proficiency and Mathematics Achievement of English Language Learners in Two States*. American Educational Research Association (AERA) Conference, San Francisco, CA, April 27-May 1, 2013.
- Grant, R. MacDonald, R., Phakiti, A., & Cook, H. G. (2013). *English Language Learners: Academic Language Proficiency and Mathematics*. National Conference of Teachers of Mathematics (NCTM), Denver, CO, April 17-20, 2013.
- Grant, R. & White, P. (2013). *Issues Arising as we Explore Cross-Cultural Research for Native American English Learners*. WIDA Research Community Meeting, Madison, WI, November 15, 2013.
- Lee, N. (2013). *Group Work for ELL Content Learning*. WIDA Research Community Meeting, Madison, WI, March 15, 2013.
- MacDonald, R. & Castro, M. (2013). *The Dynamic Language Learning Progressions: A WIDA-UCLA Collaboration*. WIDA Board Meeting, Middleton, WI, June 3-6, 2013.
- Molle, D. (2013). *Academic Literacy*. Roundtable discussion at the WIDA National Conference, Milwaukee, WI, October 17-19, 2013.

Academic Language Publications

- Cook, H. G. & MacDonald, R. (2013). *Tool to Evaluate Language Complexity of Test Items (WCER Working Paper No. 2013-5)*. Retrieved from University of Wisconsin– Madison, Wisconsin Center for Education Research website: Retrieved from <http://www.wcer.wisc.edu/publications/workingPapers/papers.php>.
- Lee, N., Cortada, J. & Grimm, L. (2013). *WIDA Focus On: Group Work for Content Learning*. Madison, WI: WIDA Consortium.
- Molle, D., Castro, M., Cortada, J., & Grimm, L. (2013). *WIDA Focus On: English Language Arts*. Madison, WI: WIDA Consortium.

- Nagle, J. & MacDonald, R. (2013). *Equal partners: Teachers and teacher educators learning together in professional learning communities*. In J. Nagle (Ed.), *Creating Collaborative Learning Communities to Improve English Learner Instruction: College Faculty, School Teachers, and Pre-service Teachers Learning Together in the 21st Century*. Charlotte, N.C.: Information Age Publishing.
- Stewart, K., Cortada, J., & Grimm, L. (2013). *WIDA Focus On: Language Growth*. Madison, WI: WIDA Consortium.

Standards Presentations

- Cook, H. G. (2013). *A Tale of Two Policies*. Guest lecturer for Tim Boals' class, C&I 675: Standards and Assessments for English Language Learners (ELLs), Madison, WI, November 21, 2013.
- Cook, H. G. & MacDonald, R. (2013). *Discussions about Common English Language Performance Descriptions & Home Language Survey Questions*. Council of Chief State School Officers (CCSSO) mtg. on English-language Proficiency Performance Descriptors, Washington, DC, September 17-18, 2013.
- Cook, H. G. (2013). *Transitioning ELPD Standards & Assessments: The ELPD Framework*. National Conference on Student Assessment (NCSA) conference June 19-22, National Harbor, MD.
- Cook, H. G. (2013). *English Language Proficiency Testing, The WIDA Consortium (ACCESS 2.0)*. National Assessment Governing Board (NAGB) Meeting, Los Angeles, CA, May 17, 2013.
- Grant, R., & White, P. (2013). *Connecting Research and Evaluation*. WIDA Research Community Meeting, Madison, WI, May 17, 2013.
- Linquanti, R. & Cook, H. G. (2013). *Next-Generation English Language Proficiency Assessments*. Alliance for Excellent Education Webinar, June 19, 2013.

Standards Publications

- Molle, D. (2013). *WIDA Research Report: Implementation of the English language proficiency standards across the WIDA Consortium*. Madison, WI: WIDA Consortium.

Professional Learning Presentations

- Lee, N. (2013). *Group Work for ELL Content Learning*. WIDA Research Community Meeting, Madison, WI, March 15, 2013, and roundtable discussion at the WIDA National Conference, Milwaukee, WI, October 17-19, 2013.

Professional Learning Publications

- Cook, H. G., White, P. A., MacDonald, R., Bird, B., Castro, M. (2013). *FLARE Professional Development Brief: Academic language*. Madison, WI: WIDA Consortium.
- Cook, H. G., White, P. A., MacDonald, R., Bird, B., Castro, M. (2013). *FLARE Professional Development Brief: Creating formative assessment tools*. Madison, WI: WIDA Consortium.
- Cook, H. G., White, P. A., MacDonald, R., Bird, B., Castro, M. (2013). *FLARE Professional Development Brief: An introduction to formative assessment*. Madison, WI: WIDA Consortium.
- Cook, H. G., White, P. A., MacDonald, R., Bird, B., Castro, M. (2013). *FLARE Professional Development Brief: An introduction to language learning progressions*. Madison, WI: WIDA Consortium.

- Cook, H. G., White, P. A., MacDonald, R., Bird, B., Castro, M. (2013). *FLARE Professional Development Brief: FLARE and the common core crosswalk*. Madison, WI: WIDA Consortium.
- Cook, H. G., White, P. A., MacDonald, R., Bird, B., Castro, M. (2013). *FLARE Professional Development Brief: Providing formative feedback*. Madison, WI: WIDA Consortium.
- Cook, H. G., White, P. A., MacDonald, R., Bird, B., Castro, M. (2013). *FLARE Professional Development Brief: Student self-assessment*. Madison, WI: WIDA Consortium.
- Lee, N., Cortada, J. & Grimm, L. (2013). *WIDA Focus On: Group Work for Content Learning*. Madison, WI: WIDA Consortium.
- Molle, D. & Reveles, C. (2013). *WIDA Research Report: Collaborating with states on professional development planning*. Madison, WI: WIDA Consortium.

Policy Presentations

- Cook, H. G. (2013). *Boxplots*. West-Ed-AIR Meeting, San Francisco, CA, March 11-12, 2013.
- Cook, H. G. (2013). *Common Definition of EL*. Council of Chief State School Officers (CCSSO) English Language Learner Advisory Meeting, San Francisco, CA, March 7, 2013.
- Cook, H. G. (2013). *Examinations of ELLs & ELLs with IEPs Performance*. Common Standards for All meeting, Atlanta, GA, February 7, 2013.
- Cook, H. G. (2013). *Preliminary Alt ACCESS Findings: Special Population. Academic Content & ELP Relationships*. TAC Meeting, Salt Lake City, UT, November 12-13, 2013.
- Cook, H. G. (2013). *What is an English Language Learner? Identifying and Reclassifying ELLs*. WIDA National Conference, Milwaukee, WI, October 17-19, 2013.
- Cook, H. G. (2013). *Teacher's Guide to the ELPD Framework – Ideas*. EL Assessment Advisory Group Meeting, San Francisco, CA, March 7, 2013.
- Cook, H. G. (2013). *NELI Meeting of Latino Elected and Appointed Officials National Taskforce on Education. ESEA - Reauthorization*. NELI Meeting of Latino Elected and Appointed Officials, National Taskforce on Education, Stanford University, San Francisco, CA, March 9, 2013.
- Cook, H. G. & Stewart, K. (2013). *Deciphering Percentile Growth Charts and Tables on ACCESS for ELLs*. WIDA National Conference, Milwaukee, WI, October 17-19, 2013.
- Hakuta, K., Linquanti, R., & Cook, H. G. (2013). *ESEA Reauthorization: Ensuring Accountability to Improve EL Outcomes*. NELI Meeting of Latino Elected and Appointed Officials, National Taskforce on Education, Stanford University, San Francisco, CA, March 9, 2013.
- Linquanti, R. & Cook, H. G. (2013). *Toward a "Common Definition of English Learner": Issues and Opportunities for State Assessment Consortia*. U.S. Ed State Title II Directors Meeting, Washington, DC, May 20, 2013, WIDA Research Community Meeting, Madison, WI, September 27, 2013, and FRASE Subcommittee WebEx Meeting, Madison, WI, December 20, 2013.
- Linquanti, R. & Cook, H. G. (2013). *Toward a "Common Definition of English Learner": Overview and Discussion of a Policy Paper*. ELL SCASS Meeting, Atlanta, GA, February 6, 2013.

- Linquanti, R. & Cook, H. G. (2013). *Toward a “Common Definition of English Learner”: Update on Policy & Process Challenges & Options*. CCSO ELL Assessment Advisory Committee Meeting, San Francisco, CA, March 7, 2013.
- Reichert, A. (2013). *Dashboard 2.0 Preview*. WIDA Research Community Meeting, Madison, WI, June 21, 2013.
- Sahakyan, N. (2013). *High-Flying Districts. A District-Level Analysis of ELL Growth*. WIDA Research Community Meeting, Madison, WI, December 13, 2013.
- Sahakyan, N. (2013). *Analysis of Growth in WIDA States Districts: What do the Numbers Tell Us?*. WIDA Research Community Meeting, February 15, 2013.
- Sahakyan, N. (2013). *District-level ELL Growth in WIDA*. WIDA Research Community Meeting, Madison, WI, December 13, 2013.
- Stewart, K. (2013). *The Reauthorization of No Child Left Behind: The Next Phase in American Education Reform*. WIDA Research Community Meeting, Madison, WI, July 19, 2013.

Policy Publications

- Cook, H. G. (2013). *WIDA Research Report: Examining how to establish English proficiency using alternate composite scores in a WIDA state: A logistic regression approach*. Madison, WI: WIDA Consortium.
- Cook, H. G. (2013). *WIDA Research Report: Examining the possible creation of alternate composite scores in a WIDA state: A logistic regression approach*. Madison, WI: WIDA Consortium.
- Cook, H. G. (2013). *WIDA Research Brief: Title III national evaluation supplemental report*. Madison, WI: WIDA Consortium.
- Linquanti, R. & Cook, H. G. (2013). *Toward a “common definition of English learner”: Guidance for states and state assessment consortia in defining and addressing policy and technical issues and options*. Washington, DC: Chief Council of State School Officers.
- Linquanti, R. & Cook, H. G. (2013). *CCSSO Research Brief: Toward a “common definition of English learner”: A brief defining policy and technical issues and opportunities for state assessment consortia*. Washington, DC: Chief Council of State School Officers.
- Sahakyan, N. (2013). *WIDA Research Report: District-level analysis of ELL growth*. Madison, WI: WIDA Consortium, February
- Sahakyan, N. (2013). *WIDA Research Brief: Proficiency attainment rates in WIDA*. Madison, WI: WIDA Consortium.
- Stewart, K., & Cook, H. G. (2013). *WIDA Research Brief: WIDA-wide district level ACCESS for ELLs gain and attainment for academic year 2012: statistics to inform AMAO 1 and 2 determinations in WIDA state*. Madison, WI: WIDA Consortium.

Alignment Presentations

- Cook, H. G. (2013). *The Distinction Between Alignment & Correspondence*. American Educational Research Association (AERA) Conference, San Francisco, CA, April 27-30, 2013.

- Cook, H. G. (2013). *Utilizing the ELPD Framework Alignment Protocol*. National Council on Measurement in Education (NCME) Conference, San Francisco, CA, April 26-30, 2013.
- MacDonald, R. (2013). *English Learners and the Common Core: Using the Resources of the English Language Proficiency Development Framework*. WIDA National Conference, Milwaukee, WI, October 17-19, 2013.

General Presentations

- Cook, H. G. (2013). *Research Team Update*. WIDA Board Meeting, Middleton, WI, June 3-6, 2013.
- WIDA Research (2013). *Research Roundtables*. WIDA Board Meeting, Middleton, WI, June 3-6, 2013 and WIDA Staff Meeting July 9, 2013.

Interim Assessment Presentations

- Fanaecian, E. and Gabel, D. (2013). *Interim Assessments: Tools Supporting Collaboration Between Content and Language Educators*. WIDA Conference, Milwaukee, WI, October 17-19, 2013.

ACCESS for ELLs 2.0 Presentations

- Alt, M. (2013). *Sneak Preview of ACCESS for ELLs 2.0*. IRC Conference, Oak Brook, IL December 13, 2013.
- Bailey, A., Blackstock-Bernstein, A., Heritage, M., and Reynolds Kelly, K. (2013) *Similarities, Differences, and Shifts in Elementary-Age Children's Use of Social and Academic Registers in Speech and Writing*. Biennial Conference of the Society for Research on Child Development, Seattle, WA, April 2013.
- Bekiri, J. and Lesondak, A. (2013). *ASSETS Project Overview*. EL SCASS, Atlanta, GA, February 5, 2013.
- Bekiri, J. and Lesondak, A. (2013). *ASSETS Project Overview*. WIABE (Wisconsin Association for Bilingual Education), Wisconsin Dells, WI, April 13, 2013.
- Boals, T., Roeber, E., and Alt, M. (2013) *WIDA: Next Generation*. CCSSO National Council on Student Assessment, National Harbor, MD, June 19-21, 2013.
- Boals, T. (2013). *ASSETS Project Overview*. Alliance4Education: Next-Generation English Language Proficiency Assessments, Washington, DC, June 19, 2013.
- Boals, T., Alt, M., Roeber, E., Pickner, G., Yoon, I., and Couillard, T. (2013). *WIDA: Lessons Learned*. CCSSO National Council on Student Assessment, National Harbor, MD, June 19-21, 2013.
- Cook, H. G. (2013). *Transitioning ELPD Standards and Assessments: The ELPD Framework*. CCSSO National Council on Student Assessment, National Harbor, MD, June 19-21, 2013.
- Whipple, K. and Wilmes, C. (2013). *ASSETS Project Overview*. USED Title III Meeting, Washington, DC, May, 2013.
- Wilmes, C., Bekiri, J. and Lesondak, A. (2013). *Sneak Preview of ACCESS for ELLs 2.0*. WIDA Conference, Milwaukee, WI, October 17-19, 2013.
- Wilmes, C. and Bekiri, J. (2013). *ASSETS Project Overview*. National Council of State Title III Directors, Washington, DC, October 30, 2013.

First name Mario Grade 5 grade
State Wisconsin

When I grow up, I want to: a professional soccer
Player.



First name Rafael Grade 5
State Wisconsin

I know my teachers care because: my teacher says
"good job" when I do a good thing.



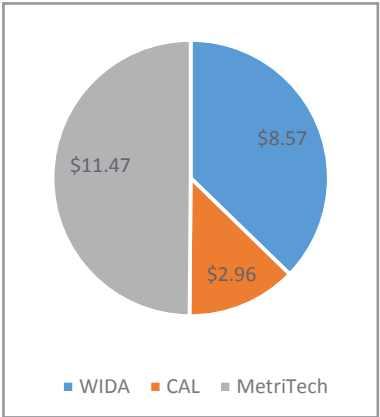
Financial Information

I am proud that I have good
friends and they support me, and
also they help me with my
problem

WIDA Consortium Financial Information

Throughout 2012-2013, 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

First name Niyati Grade 1
State Georgia

When I grow up, I want to: Doctor

I will be a doctor.
I will help sick children.



First name Kevin Grade 6th
State Georgia

I know my teachers care because:

at first I thought the teachers would be mean and I thought the education will be hard, but the teachers are very kind to everyone and they made the studying very easy and fun to learn.

Now I want to learn more and more! I had the **BEST** teachers in my **LIFE!!**

Who Is WIDA?

might laugh at my speaking errors or that they could get bothered by me.

At school I feel safe sometimes, because I have friends who would help me with any problem.

WIDA Subcommittees & Members

Research

Subcommittee

Grace Gray (AK)
Jasmine Carey (CO)
Carol Johnson (GA)
Cori Yochim Alston (GA)
Melodee Davis (GA)
Andy Wiegand (HI)
Barry Pedersen (IL)
Boon Lee (IL)
David Nieto (IL)
Seon Hwa Eun (IL)
Chris Williams (KY)
Laura Hook (MD)
Tarro Funchess (MS)
Sharon Prestridge (MS)
Helga Fasciano (NC)
Nadja Trez (NC)
Kerri Whipple (ND)
Andrea Somoza-Norton (NH)
Bob Measel (RI)
Judy Radford (VA)
Robert Fugate (VA)
James McCobb (VT)
Jacqueline Iribarren (WI)
Phil Olsen (WI)

Teaching & Learning Subcommittee

Robin Holbrook (WY)
Terry Richards (DE)
Ilhye Yoon (MD)
Carol Johnson (GA)
Audrey Lesondak (WI)

Alternate ACCESS Subcommittee

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

WIDA Executive Committee

Jim McCobb (VT)
Sharon Prestridge (MS)
Drew Linkon (MO)
Dan Wiener (MA)
Heather Villalobos Pavia (CO)
Darlene LeDoux (CO – LEA)
Phil Olsen (WI)
Barry Pedersen (IL)

ASSETS Steering Committee

Nancy Mullins (ME)
John Jesse (UT)
Jim McCobb (VT)
Barry Pedersen (IL)
Ilhye Yoon (MD)
Robert Fugate (VA)
Jihan Bekiri (WI)
Melissa McGavock (OK)
Jen Paul (MI)

ASSETS Subcommittees & Members

Accommodations

Dan Wiener (Chair, MA)
Susan Beard (AL)
Drew Linkon (MO)
Boon Lee (IL)
Dely Roberts (AL)
Linda Howley (MI)
Robin Holbrook (WY)
Michelle Blakey-Tuggle (DC)
Carrie Perkis (NC)
Audrey Lesondak (WI)
Terry Richard (DE)
Grace Gray (AK)

Reporting

Ursula Lentz (MN)
Helga Fasciano (NC)
Jason Kolb (MI)
Robert Fugate (VA)
Ji Zeng (MI)

Interim

Assessment

Nichole Hall (ID)
Erika Bolig (MI)
Kulwadee Axtell (NV)
Jennifer Malonson (MA)
Gay Pickner (SD)
Shereen Tabrizi (MI)
Nadja Trez (NC)
Nancy Mullins (ME)

EL Definition

David Holbrook (Chair, WY)
James McCobb (VT)
Dan Auman (NC)
Leigh Schleicher (MN)
Seon Eun (IL)
Maria Silva (MI)
Crystal Fields (SC)
Raquel Sinai (NJ)
Michelle Williams (MI)
Jonathan Gibson (NV)
Grace Gray (AK)

Technology

Jennifer Paul (Chair, MI)
Brian Swiger (NC)
John Jesse (UT)
Jan Lanier (TN)
Cheryl Alcaya (MN)
Matthew Ayotte (MI)
Paulette Watson (MA)
Andrea Somoza-Norton (NH)

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. In 2013, WIDA staff included:

Administration & Operations Staff

- Tim Boals, Ph.D., Executive Director
- Elizabeth Cranley, Ph.D., Associate Director
- Margo Gottlieb, Ph.D., Lead Developer
- Bonnie Griffin, Special Projects Manager
- Adrian Herrera, Administrative Specialist
- Becki Kohl, Director of Administrative Services
- Kelly Krahenbuhl, WIDA Project Administrator
- Jim Lyne, Contracts Specialist
- Jesse Markow, Director of Business Development & Strategy
- Merideth Trahan, Human Resources Director

Academic Language & Literacy Staff

- Mariana Castro, Director of Academic Language & Literacy Initiatives
- Erin Arango-Escalante, Manager, Early Childhood and Students with Disabilities
- Indira Ceylan, Administrative Specialist
- Susana Ibarra Johnson, Ph.D., Bilingual Researcher
- Lorena Mancilla, Spanish Language Development Specialist
- Maya Martinez-Hart, Early Childhood Specialist
- Meagan Rothschild, Early Childhood Assessment & Design Specialist
- Ruslana Westerlund, English Language Development Specialist

Assessment Staff

- Carsten Wilmes, Ph.D., Assessment Director
- Meredith Alt, ASSETS Project Manager
- Emily Evans Fanaeian, Senior Outreach Specialist
- Sandra Feng, Assessment Operations Manager
- Stephanie Gibson, PODER Project Manager
- Pakou Vang, Assessment Outreach Specialist

Communication and Client Services Staff

- Scott Gomer, Director of Communication & Client Services
- Matthew Basler, Client Services Center Staff
- Carmela Diosana, National Training Coordinator
- Becky Holmes, Editor & Technical Writer
- Kathi Koppa, Client Services Center Manager
- Danielle Maillette, Senior Communications Specialist
- Houa Moua, Administrative Specialist
- Bob Rossa, Technology Specialist
- Lois Triemstra, Senior Administrative Specialist
- Sonia Upton, Ph.D., Consortium Policy Administrator

Content Learning & Assessment Staff

- Rebecca Kopriva, Ph.D., Principal Investigator/Project Director, ONPAR Project
- Therese Carr, ONPAR Project Manager

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
- Hilda de León Connell, Professional Development Outreach Specialist
- Julia Cortada, Educator Resource Developer
- Jessica Costa, Professional Development Outreach Specialist
- Jennifer Daniels, Professional Development Outreach Specialist
- Troy Dassler, Professional Development Outreach Specialist
- Paige Gartland, Professional Development Delivery Coordinator
- Leslie Grimm, Educator Resource Development Team Lead

- Jessie Hanz, Administrative Specialist
- Maureen Keithley, Professional Development Outreach Specialist
- Amy King, Professional Development Outreach Specialist
- Justine Kolb, Professional Development Outreach Specialist
- Andrea Kreuzer, Professional Development Programs Coordinator
- 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
- Kristina Robertson, Professional Development Outreach Specialist
- Amanda Spalter, Professional Development Outreach Specialist
- Julie Taylor, eLearning Specialist
- Jennifer Wilfrid, Educator Resource Developer

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 2004.



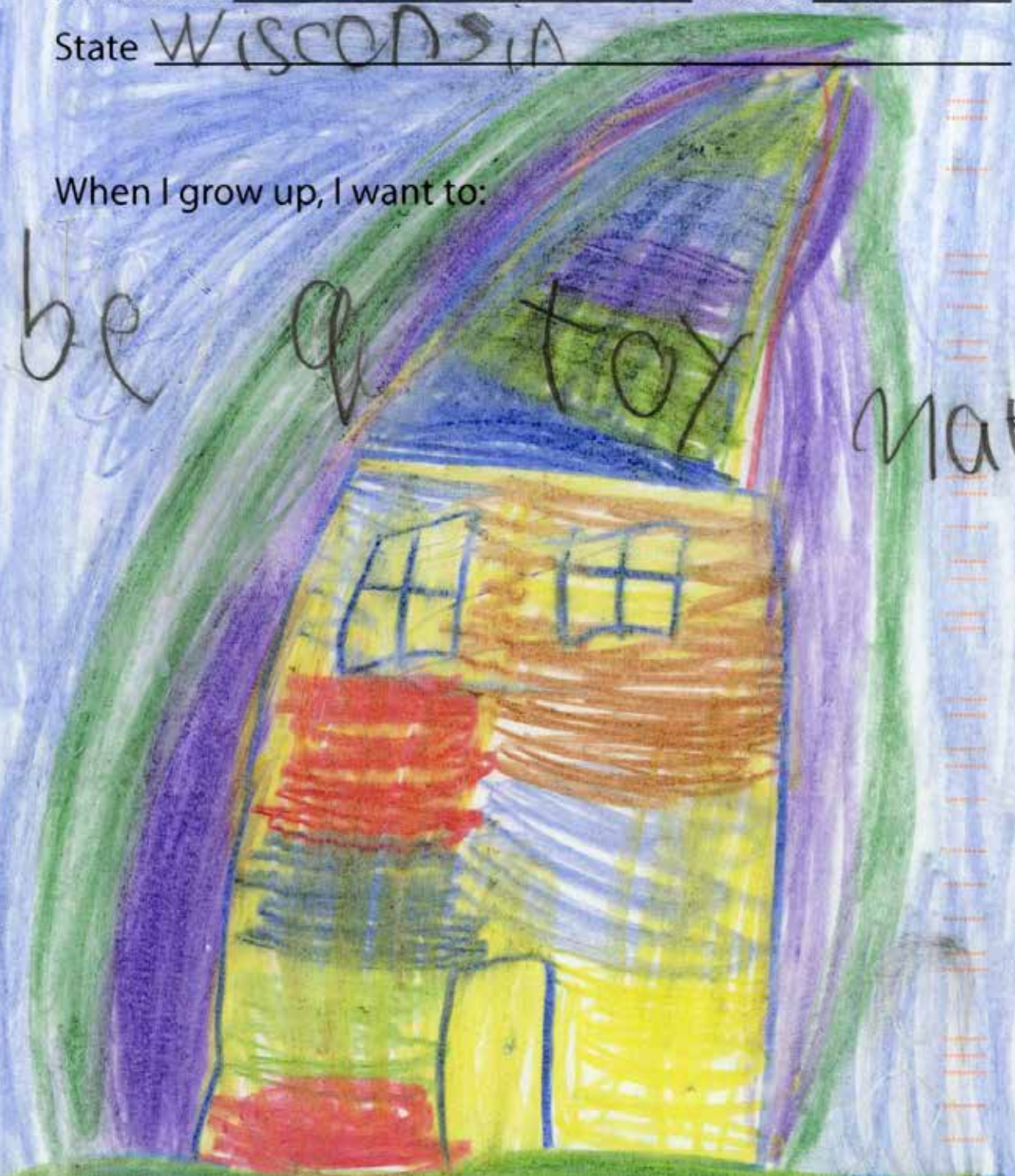
MetriTech's 687 people who work with WIDA are managed by:

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

First name KALLICIA Grade K
State WISCONSIN

When I grow up, I want to:

be a toy maker





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