



# WIDA<sup>®</sup>

CONSORTIUM

ANNUAL REPORT 2014



# A Message from the Executive Director

Dear friends and colleagues-

Times of transition are often met with resistance, fear, or even dread. Stepping onto a new path can be difficult, but it does not have to be. When the community rallies around a common goal, as is the case with the WIDA Consortium, transition can turn into a time of renewed commitment.

For the past few years, the WIDA Consortium has been in a state of transition, primarily focused on shifting our flagship assessment, ACCESS for ELLs, from a paper-and-pencil based test to one that is delivered online. When we began this undertaking, I don't know if anyone had a full grasp of how profound this shift would be or the magnitude of the changes that would be necessary.

The new version of the assessment, ACCESS for ELLs 2.0, is ushered in by a new iteration of the WIDA Consortium, which has been named WIDA 2.0 around the office. I want to take this opportunity to state how proud I am of the work that the WIDA Consortium has accomplished. Together, we have laid the groundwork for a transformational shift in how language learners are taught, how they are perceived, and how they are valued. As we move into a new generation of Consortium and assessment, we can do so knowing that the foundation that we are building upon is strong, based in the Can Do Philosophy, and is embodied by our mission. Each member state, strategic partner, and WIDA employee has made contributions to this effort, and for that, I am grateful.

Thank you for your commitment to educational equity for ALL students.



## The WIDA Mission, Vision, & 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 Pre-Kindergarten through Grade 12 language learners.

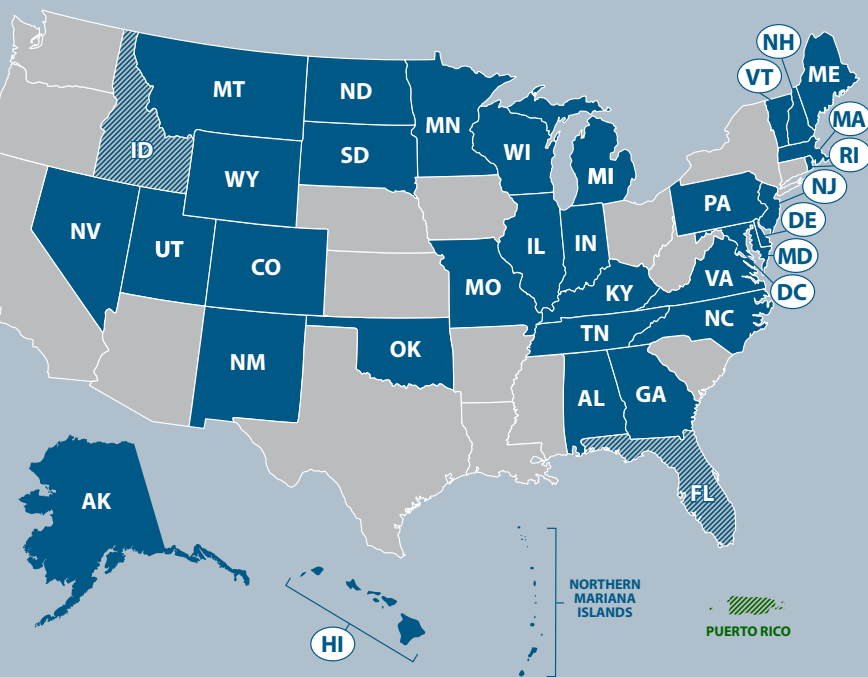
### Values:

*The WIDA 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 2014 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*

### 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*

### 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 2013–2014

## Test Review Process & State Involvement

### ACCESS for ELLs

- 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.*

ACCESS for ELLs Post Field Test Review (face-to-face) June 2014

Participants: 10 educators and one SEA representing 10 states

States Participating: Colorado, Georgia, Massachusetts, Michigan, Mississippi, Missouri, North Carolina, Pennsylvania, Tennessee, 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 303 of ACCESS for ELLs Forms Review (face-to-face) August 2014

Participants: 16 educators representing 14 states  
States Participating: Alabama, Colorado, Georgia, Illinois, Mississippi, Montana, Nevada, New Hampshire, New Jersey, South Carolina, Utah, Virginia, Wisconsin, and Wyoming

### ACCESS for ELLs 2.0

- Field Test March – June 2014 and December 2014 – April 2015  
*Purpose: To collect data to confirm that all test items and tasks are of the highest quality and to establish the psychometric linking between performances on ACCESS for ELLs and ACCESS for ELLs 2.0.*

The event was open to all ASSETS and WIDA consortium states, and states volunteered to participate. State Participants: 27 consortium states

- 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 400 of ACCESS for ELLs 2.0 Bias and Sensitivity Review (face-to-face) May 2014  
Participants: 17 educators representing 14 states  
States Participating: Colorado, Georgia, Kentucky, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Hampshire, Rhode Island, Tennessee, Vermont, 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 400 of ACCESS for ELLs 2.0 Content Review (face-to-face) May 2014

Participants: 30 educators representing 20 states  
States Participating: Alabama, Alaska, Colorado, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, South Dakota, Vermont, Virginia, and Wisconsin

- Speaking and Writing Tryouts in February 2015  
*Purpose: To try out the content of the items for 2016–2017 before developing the items to be field tested in 2015–2016.*

Participants: Washington, DC

### WIDA PODER

- Spring 2014  
*Listening/Reading Field Test: 842 2nd graders and 664 3rd graders from 32 schools in 19 districts from 6 states (members and non-members of the WIDA Consortium).*
- Fall 2014  
*Listening/Reading Field Test: 899 2nd graders and 753 3rd graders from 45 schools in 24 districts from 12 states (members and non-members of the WIDA Consortium).  
Grade 1 Screener Field Test: 239 2nd graders  
Grade 2 Writing Field Test: 69 3rd graders*
- Grades 1–2 WIDA PODER Standards Setting  
January 2015: The panel consisted of 25 educators from California, DC, Illinois, Michigan, New Jersey, Pennsylvania, Puerto Rico and Wisconsin.

## Number of Students Tested by State 2013–2014 Testing Cycle

Alabama	17,782
Alaska	14,985
Colorado	107,094
Delaware	8,369
District of Columbia	5,838
Georgia	93,082
Hawaii	16,642
Illinois	176,287
Kentucky	20,176
Maine	5,252
Maryland	57,428
Massachusetts	74,186
Michigan	80,668
Minnesota	67,898
Mississippi	8,477
Missouri	27,771
Montana	3,422
Nevada	70,877
New Hampshire	4,208
New Jersey	62,576
New Mexico	55,362
North Carolina	96,439
North Dakota	3,343
Northern Mariana Islands	1,616
Oklahoma	43,614
Pennsylvania	49,630
Rhode Island	9,797
South Dakota	4,462
Utah	35,906
Vermont	1,533
Virginia	95,206
Wisconsin	45,376
Wyoming	2,797
Total Students Tested	1,368,140

## ACCESS for ELLs Results by Grade Level Cluster, 2013–2014 Testing Cycle

### Kindergarten

WIDA PROFICIENCY LEVEL	STUDENT COUNT	%
1 (1.0–1.9)	107,740.00	52.78
2 (2.0–2.9)	32,379.00	15.86
3 (3.0–3.9)	29,682.00	14.54
4 (4.0–4.9)	19,764.00	9.68
5 (5.0–5.9)	11,828.00	5.79
6 (6.0)	1,757.00	0.86
Total: Kindergarten	204,124	14.79

### Grades 1–2

WIDA PROFICIENCY LEVEL	STUDENT COUNT	%
1 (1.0–1.9)	12,182.00	3.11
2 (2.0–2.9)	61,100.00	15.60
3 (3.0–3.9)	191,370.00	48.87
4 (4.0–4.9)	88,613.00	22.63
5 (5.0–5.9)	29,385.00	7.50
6 (6.0)	4,594.00	1.17
Total: Grades 1–2	389,316	28.21

### Grades 3–5

WIDA PROFICIENCY LEVEL	STUDENT COUNT	%
1 (1.0–1.9)	7,154	2.01
2 (2.0–2.9)	19,537	5.48
3 (3.0–3.9)	64,817	18.19
4 (4.0–4.9)	131,315	36.84
5 (5.0–5.9)	94,509	26.52
6 (6.0)	32,949	9.24
Total: Grades 3–5	352,752	25.56

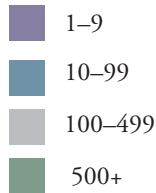
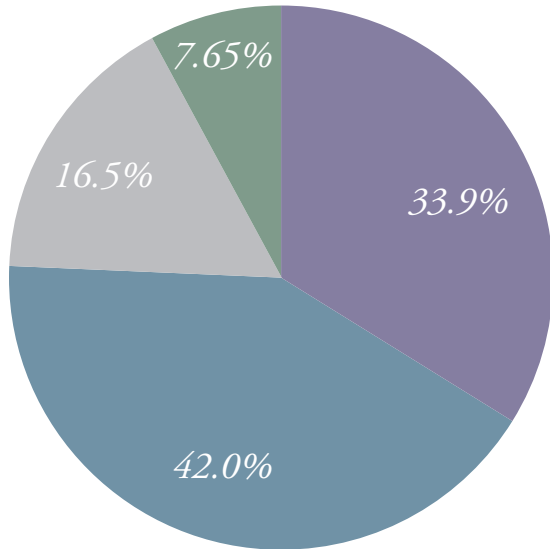
### Grades 6–8

WIDA PROFICIENCY LEVEL	STUDENT COUNT	%
1 (1.0–1.9)	9,574	4.29
2 (2.0–2.9)	23,883	10.70
3 (3.0–3.9)	71,626	32.09
4 (4.0–4.9)	82,529	36.97
5 (5.0–5.9)	26,623	11.93
6 (6.0)	3,427	1.54
Total: Grades 6–8	220,222	15.96

### Grades 9–12

WIDA PROFICIENCY LEVEL	STUDENT COUNT	%
1 (1.0–1.9)	13,081	6.39
2 (2.0–2.9)	26,462	12.93
3 (3.0–3.9)	43,624	21.31
4 (4.0–4.9)	55,164	26.95
5 (5.0–5.9)	42,741	20.88
6 (6.0)	14,176	6.93
Total: Grades 9–12	201,726	14.62

## Density of ELL Students in Districts 2013–2014 Testing Cycle



NUMBER OF ELLS	NUMBER OF DISTRICTS	%
1–9	1,948	33.87
10–99	2,417	42.03
100–499	946	16.45
500+	440	7.65

## Program Delivery Types 2013–2014 Testing Cycle

*As reported for ACCESS for ELLs Assessment*

PROGRAM NAME	%
No program enrolled / Missing program information	67.42
Sheltered English instruction	11.76
Content-based ESL	10.18
Pullout individualized support	8.18
Pullout ESL	7.46
Transitional bilingual	7.44
Structured English immersion	7.29
Inclusionary support	7.07
Self-contained	6.52
Developmental bilingual	1.24
No additional services	1.01
Content area tutoring	0.88
Dual language	0.83
Parental refusal	0.56
Heritage language	0.06

## Top 20 Reported Native Languages 2013–2014 Testing Cycle

*As reported for ACCESS for ELLs Assessment*

Spanish	60.90%
Arabic	2.25%
Hmong	1.76%
Chinese	1.75%
English	1.69%
Vietnamese	1.47%
Somali	1.28%
Portuguese	0.73%
Korean	0.70%
Other	0.68%
French	0.67%
Russian	0.65%
Navajo	0.64%
Nepali	0.58%
Urdu	0.56%
Haitian Creole	0.52%
Polish	0.51%
Amharic	0.45%
Sino-Tibetan languages	0.42%
Gujarati	0.37%

# Programs and Projects

## ACCESS for ELLs 2.0

As part of the ASSETS Enhanced Assessment Grant (EAG), WIDA and multiple project partners (Center for Applied Linguistics [CAL], WestEd, Data Recognition Corporation [DRC]) continued to develop a next generation, English Language Proficiency assessment system to replace the paper-based version of ACCESS for ELLs. ACCESS for ELLs 2.0 will include an online, secure annual summative assessment of the developing social and academic English language proficiency of ELLs in Grades 1–12. It will also include a paper-based test for districts not yet ready to administer the online test, or for students who are unable to test online, in accordance with policies each state will set. Kindergarten and Alternate ACCESS are not part the grant and will remain paper-based assessments for the near future.

During 2014–2015, CAL and WIDA focused on developing the second set of test forms with our field test technology partners, WestEd and DRC. Throughout the spring, districts across the consortium participated in the online Field Test of all four domains. Upon completion of a procurement process that included WIDA, project partners, and SEAs, the University of Wisconsin awarded DRC the operational ACCESS for ELLs 2.0 contract for both online and paper-based assessments. CAL, DRC, and WIDA began development of the new operational testing platform to be used for the 2015–2016 administrative year. WIDA and all partners continued to create outreach and training materials to prepare educators for the operational test in 2015–16.

## WIDA MODEL

During 2014–2015, WIDA and MetriTech worked on digitizing WIDA MODEL for Grades 6–8 and 9–12. WIDA MODEL Online for Grades 6–8 and 9–12 went on sale on the WIDA Store in April 2015. The existing paper-based WIDA MODEL test forms have been digitized and students now use an online test platform when taking the test. There is also an online administrator interface for managing student data, test sessions, scoring, and reporting. The updates to the assessment are meant to ease administration tasks, allow for larger group administrations of Listening, Writing, and Reading tests, and eliminate the need for printed materials. The test items are the same as paper-based WIDA MODEL.

WIDA, MetriTech, and WCEPS also collaborated on field testing WIDA MODEL Online for Grades 1–2 and 3–5, as some of the existing items have been revised.

The next phase of the WIDA MODEL Online project is to release a new version, which will have the same look and feel as ACCESS for ELLs 2.0 and which will be based on the same test and item specifications. Item development for this phase is just beginning.

## WIDA PODER

WIDA PODER and the WIDA PODER Screener 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 (ISBE) obtained a 2009 U.S. Department of Education Enhanced Assessment Grant Award, WIDA worked with its partners CAL and MetriTech, Inc. to create a language proficiency assessment for emergent bilinguals. Because the Kindergarten assessment was completed in 2013, 2014 was spent on completing the assessments for Grades 1–2, as required by the grant.

WIDA is discontinuing the sale of WIDA PODER at this time, in order to focus resources on developing Spanish academic language assessments for additional grade levels. The market response for the Kindergarten assessment has been limited, making it financially unsustainable for WIDA to continue to offer this assessment for purchase.

Current users will have access to the WIDA PODER system until August 1, 2015 and can administer assessments already purchased prior to that date. Likewise, current customers will have access to student data until August 1, 2015. WIDA/WCEPS representatives are reaching out to current customers to discuss further details.

WIDA has been, and continues to be, committed to providing high-quality resources to educators of Spanish language learners. We have heard from the field that educators need an assessment suite to address all grade levels, not just the early grades. WIDA welcomes the opportunity to work with states for the further development of Spanish academic language assessments, and looks forward to releasing a Spanish language assessment suite in the future.



### Alternate ACCESS for ELLs

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

Alternate ACCESS for ELLs Series 100 was introduced in March 2012 for administration during the spring 2012 testing season. For this third year of administration in 2014, 11,947 students in 31 states participated with the following composite score distributions by grade across the five proficiency levels (and not administered):

GRADE	COMPOSITE PROFICIENCY LEVEL					
	NA	A1	A2	A3	P1	P2
1	11%	22%	15%	26%	21%	6%
2	9%	22%	8%	20%	27%	14%
3	9%	18%	7%	27%	20%	20%
4	4%	15%	8%	18%	25%	30%
5	10%	12%	5%	17%	27%	28%
6	9%	19%	4%	22%	18%	29%
7	7%	19%	7%	17%	19%	31%
8	8%	20%	9%	22%	18%	23%
9	3%	32%	16%	16%	23%	10%
10	9%	39%	9%	11%	16%	16%
11	2%	29%	10%	26%	17%	17%
12	5%	37%	5%	24%	15%	14%
TOTAL	7%	24%	8%	20%	20%	21%

### Alternate ACCESS for ELLs Results by Grade Level Cluster, 2013–2014 Testing Cycle

STATE	GRADE 1–2	GRADE 3–5	GRADE 6–8	GRADE 9–12	STUDENT TOTALS
Alabama	43	49	30	32	154
Alaska	-	-	-	-	129
Colorado	185	331	295	284	1,095
Delaware	-	-	-	-	80
District of Columbia	-	-	-	-	62
Georgia	143	178	113	67	501
Hawaii	20	36	23	22	101
Illinois	570	759	542	631	2,502
Kentucky	-	-	-	-	137
Maine	-	-	-	-	43
Maryland	-	-	-	-	133
Massachusetts	182	361	315	361	1,219
Michigan	97	240	203	151	691
Minnesota	133	204	139	113	589
Mississippi	-	-	-	-	48
Missouri	-	-	-	-	-
Montana	-	-	-	-	8
Nevada	-	-	-	-	36
New Hampshire	-	-	-	-	11
New Jersey	-	-	-	-	112
New Mexico	88	165	169	210	632
North Carolina	127	161	162	112	562
North Dakota	-	-	-	-	26
Northern Mariana Islands	-	-	-	-	2
Oklahoma	65	119	62	60	306
Pennsylvania	137	265	262	269	933
Rhode Island	-	-	-	-	57
South Dakota	-	-	-	-	47
Utah	-	-	-	-	-
Vermont	-	-	-	-	18
Virginia	302	376	292	297	1,267
Wisconsin	71	126	107	110	414
Wyoming	-	-	-	-	32
TOTAL	2,293	3,691	2,984	2,979	11,947

*Dashes represent cells with insufficient data to report publicly.*

### Can Do Descriptors Revision

In 2014, WIDA began the process of conceptualizing a revision of the WIDA Can Do Descriptors. The original booklets have proven to have multiple uses for classroom instruction, assessment, and collaboration in K–12 settings. In the next iteration, the Can Do Descriptors will be enhanced, expanded and reorganized.

In November, 18 WIDA staff and consultants joined over 50 educators for the Can Do Descriptors Event in Rosemont, Illinois. Participants from 11 states brought expertise from Early Childhood through Grade 12 for both English and Spanish language development. They were grouped by grade-level bands (Early Childhood ages 3.5–5.5, KG, 1st, 2nd–3rd, 4th–5th, 6–8th, 9–12th) and worked collaboratively with a WIDA table leader. Rich discussions about the tool's use and format, the performance definitions, and key purposes for language use helped WIDA staff to refine a proposed template for the new descriptors that highlights the key uses of academic language—Explain, Argue, Recount and Discuss. Work groups used this template to draft example descriptors that will serve as the inspiration for further development of this upcoming publication, scheduled for release during the 2015–16 school year.

### Online Webinars for Families of ELLs

In October 2014, WIDA released An Introduction to English Language Standards and Assessments for Parents, a three-part webinar series designed specifically for parents, or families, of English language learners (ELLs) in Grades K–12. This project is a result of the pilot work completed with the Illinois State Board of Education on family engagement in 2014. Each webinar in the series is organized around three central questions which introduce parents to topics such as what it means to be an ELL, the WIDA standards and assessments, and how to interpret student language proficiency scores. The series is available in English and Spanish on the WIDA website ([www.wida.us](http://www.wida.us)) and can be shared with families in a variety of ways. Educators can benefit from the series because it raises awareness of the types of questions parents of ELLs may have, and it offers opportunities to examine local practices focused on engaging families of ELLs.

### WIDA Early Years

In 2014, the WIDA Early Years department was created to consolidate WIDA's dual language learner (DLL) initiatives. Through partnerships, WIDA Early Years supports language development for culturally and linguistically diverse children through high-quality research, standards, assessments, and professional learning resources and opportunities. The department's vision is it to be the most trusted resource in the language development and learning of young dual language learners. By the end of 2014, WIDA Early Years has partnered with five states, Massachusetts, Wisconsin, Georgia, Delaware, and Nevada.

### Early Language Development Standards

In 2014, WIDA published a revised edition of the Early English Language Development (E-ELD) Standards for dual language learners, ages 2.5 to 5.5 Resource Guide. In addition to the original version, the 2014 WIDA E-ELD Resource Guide is available in Spanish, Simplified Chinese, Brazilian Portuguese, Arabic, and Haitian Creole. In addition, WIDA Early Years has published connection documents for each of our partner states and Head Start. These documents, named *The Connection*, illustrate the crosswalk between a specific state's Early Learning Standards and/or Guidelines, Head Start's Child Development and Early Learning Framework, and the WIDA E-ELD Standards Framework.

WIDA Early Years, in collaboration with WIDA's Academic Language and Literacy Initiatives department, has also continued work on the draft Early Spanish Language Development (E-SLD) Standards. A final version will be released in fall of 2015.

### Assessment

WIDA Early Years is currently developing the *WIDA Early Years Language Album*, a set of tools that will help parents, educators, and other practitioners who work with DLLs, ages 2.5 to 5.5 years. The tools are research-based, are consistent with the WIDA E-ELD Standards, and can be used to support DLLs and their families throughout the early care and preschool years as well as transition into Kindergarten.

### Professional Learning

During 2014, WIDA Early Years expanded available professional learning offerings and started developing a model for building statewide and local capacity and sustainability for supporting DLLs and their families. In 2014, the following offerings occurred in partner states

- **Master Cadre**

Prepares participants to be skilled training/technical assistance providers in their states around DLLs, dual language development, and the WIDA E-ELD Standards Framework by completing a seven-month program consisting of in-person and online learning.

- **Webinar and Module Series**

Synchronous and asynchronous online learning opportunities on introductory and advanced topics. Topics covered include, the WIDA Early Language Development Standards Framework (in English and Spanish), DLLs, sociocultural context, and many more.

WIDA Early Years has worked on publishing several resources tailored for educators and practitioners working with DLLs and their families. By the end of 2014 the following resources were available, none of which could have been created without substantial cooperation and input from practitioners and administrators from our partner states.

- **Focus on the Early Years - Dual Language**

**Learners** This Bulletin includes information about young dual language learners, the importance of supporting home language, and the value in fostering partnerships with families and K-12 programs.

- **Learning Language Every Day! An Activity Calendar for Children Ages 2.5–5.5 Years and Their Families**

This large wall calendar is designed to support language development and learning at home. It features full-color, child-friendly illustrations, suggested word lists, connections to general expectations of school readiness, and cut-out activity cards with developmentally-appropriate language-based activities. After releasing a prototype for the period January –August 2015, WIDA Early Years is working on creating a twelve-month edition for the academic year 2015/2016. This calendar will be available in English, Spanish, Simplified Chinese, Brazilian Portuguese, Arabic, and Haitian Creole.

### Family Engagement

From June to November 2014, WIDA Early Years had the chance to meet with families in Massachusetts as part of a series of eight family workshops. The purpose of each two-hour meeting was to share information on language development with families of children who are learning two or more languages. Parents and caregivers had the opportunity to share information on language development and home language use. In addition, families provided feedback on resources such as the *Learning Language Every Day! An Activity Calendar for Children Ages 2.5–5.5 Years and Their Families*.

In addition to resources and activities tailored for families of dual language learners, WIDA Early Years incorporates the importance of family engagement in all components of our work.

# Professional Development

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

- Student centered
- Teacher focused
- Based on 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 using WIDA 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 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.

The winter 2014 Academy, in Alexandria, VA offered A Custom Design: Integrating the WIDA ELD Standards, Common Core State Standards & Next Generation Science Standards. The Winter Academy had 53 attendees from WI, VA, TN, NH, ND, MI, MN, ID, & 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.

In 2014 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 PD Program and Facilitator Institute

In 2014, the Professional Development Programs team piloted the newly updated CLIMBS Materials, technology, and licensing components at a state-wide CLIMBS Facilitator Institute.

The Missouri Department of Education's Migrant Education and English Language Learning department (MELL) hosted a CLIMBS Facilitator Institute for their staff of instructional specialists and educators across the state. The MELL office organized an application process for educators across Missouri to apply to become a CLIMBS Licensed Facilitator. Educators who were chosen were paired with MELL staff to collaborate during the institute and to deliver the CLIMBS course in their home districts after the Institute. In total, 20 educators participated in the CLIMBS Institute, and subsequently delivered a total of 14 separate CLIMBS courses across the state of Missouri. Each CLIMBS course is offered over the course of a semester and provides multidisciplinary teams of K–12 educators with tools, resources, and strategies designed to support ELLs.

### LADDER

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 ELLs. WIDA 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.

2014 saw a year of expansion into new contexts for the LADDER Program. During its first operational year (2013) the LADDER program was implemented in five districts. In 2014, LADDER expanded to a multitiered level through an initiative supported by the Colorado Department of Education's (CDE) Office of English Language Development. CDE created a grant program for districts to apply for funds to participate in a two-year LADDER program. The first year focused on implementing LADDER at the district level, and the second year (kicking off in summer 2015) will expand to implement LADDER at the school level in participating districts. Four districts are participating in the two-year long program and include Adams 50, Sheridan, Lake County, and Mesa 51 school districts.

In addition to expanding to a district level, LADDER also expanded internationally in 2014. Two American International schools in India (American International School Chennai, and American School Bombay), partnered to share costs and implement the LADDER program in their K–12 school contexts. LADDER Facilitators traveled to India for a first site visit which included the Coaching Institute, Setting a Foundation, Data Analysis, and Action Planning content in September. The second site visit which includes implementation and site visit content occurred in April 2015.

## Professional Development Delivered January–December 2014

### *Alabama*

SEA PD:  
Formative Language Assessment  
Introduction to the ELD Standards (webinar)  
Data Analysis: Focus on Classrooms

### *Alaska*

SEA PD:  
Data Analysis: Focus on Schools & Districts  
ELD Standards in Action: Collaboration

### *Colorado*

SEA PD:  
ACCESS Score Reports for Instruction  
Data Analysis: Focus on Schools & Districts  
ACCESS Score Reports for Instruction (webinar)  
Introduction to the ELD Standards (webinar)  
Introduction to Academic Language (webinar)

LEA PD:  
ELD Standards Training of Trainers  
ELD Standards in Action: Collaboration  
Introduction to the ELD Standards (webinar)

### *Delaware*

SEA PD:  
Alternate ACCESS for ELLs Administration  
ELD Standards in Action: Differentiation  
ELD Standards in Action: Lesson Planning  
Data Analysis: Focus on Classrooms  
ACCESS Score Reports for Instruction  
Introduction to the ELD Standards  
Introduction to the ELD Standards (webinar)

### *Georgia*

SEA PD:  
Differentiation: Score Reports & Can Dos (at GA Title III Conference)  
Alternate ACCESS Score Reports Q & A (webinar)  
ACCESS Score Reports Q & A (webinar)  
ELD Standards: Training of Trainers  
Alternate ACCESS for ELLs Administration Q & A (webinar)  
ACCESS for ELLs Administration Q & A (webinar)

### *Hawaii*

SEA PD:  
Introduction to the ELD Standards

### LEA PD:

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

### *Idaho*

SEA PD:  
ELD Standards Training of Trainers  
ELD Standards in Action: Differentiation  
Introduction to the ELD Standards

### *Illinois*

SEA PD:  
ELD Standards in Action: Lesson Planning  
Data Analysis: Focus on Classrooms  
ELD Standards in Action: Differentiation  
Family Engagement Workshop  
Introduction to the ELD Standards (webinar)  
ELD Standards in Action: Unit Planning  
ELD Standards in Action: Language Objectives & Lesson Planning (webinar)  
Formative Language Assessment

### LEA PD:

MODEL Administration

### *Indiana*

SEA PD:  
ELD Standards Training of Trainers  
Taking Action with the ELD Standards (webinars)

### *Kentucky*

SEA PD:  
Data Analysis: Focus on Schools and Districts  
Introduction to the ELD Standards (webinar)  
ELD Standards in Action: Unit Planning

### LEA PD:

ELD Standards Training of Trainers

### *Maine*

SEA PD:  
The Academic Language of Science  
ELD Standards in Action: Lesson Planning  
The Academic Language of Math

*Maryland*

SEA PD:

Data Analysis: Focus on Schools and Districts  
ELD Standards in Action: Collaboration  
ELD Standards in Action: Differentiation  
ELD Standards in Action: Lesson Planning

*Massachusetts*

SEA PD:

WIDA 101: Introduction to the ELD Standards, Differentiation, Formative Language Assessment  
Introduction to the ELD Standards (for Administrators)  
ACCESS for ELLs: Training of Trainers  
WIDA 101: Introduction to the ELD Standards, Score Reports for Instruction, Lesson Planning

LEA PD:

ELD Standards in Action: Language Objectives & Differentiation (blended learning series)  
ELD Standards in Action: Unit Planning  
ELD Standards: Training of Trainers  
ELD Standards in Action: Lesson Planning

*Michigan*

SEA PD:

Alternate ACCESS for ELLs Administration  
Formative Language Assessment  
Data Analysis: Focus on Classrooms  
ACCESS for ELLs Administration

*Minnesota*

SEA PD:

Data Analysis: Focus on Schools & Districts  
ACCESS for ELLs Administration  
Alternate ACCESS for ELLs Administration  
Formative Language Assessment, Focus on Growth Data, Planning for Language Instruction (at MN English Learner Education Conference)

*Mississippi*

SEA PD:

ELD Standards in Action: Differentiation  
ACCESS Score Report Interpretation

*Missouri*

SEA PD:

ACCESS Score Reports Q & A (webinar)  
Targeted Support: Formative Language Assessment  
ELD Standards Training of Trainers

*Montana*

SEA PD:

ELD Standards in Action: Unit Planning

*Nevada*

SEA PD:

ELD Standards in Action: Collaboration  
ELD Standards Training of Trainers

LEA PD:

ELD Standards in Action: Collaboration

*New Hampshire*

SEA PD:

ELD Standards in Action: Collaboration  
Data Analysis: Focus on Schools & Districts  
ELD Standards in Action: Lesson Planning

*New Jersey*

SEA PD:

Introduction to the ELD Standards  
ELD Standards in Action: Differentiation  
Data Analysis: Focus on Classrooms  
Data Analysis: Focus on Schools & Districts

*New Mexico*

SEA PD:

Introduction to the ELD Standards  
ELD Standards in Action: Lesson Planning  
Data Analysis: Focus on Schools & Districts  
ELD Standards in Action: Differentiation  
Data Analysis: Focus on Classrooms  
ELD Standards Training of Trainers

LEA PD:

Data Analysis: Focus on Schools & Districts  
ELD Standards in Action: Differentiation

*North Carolina*

SEA PD:

ACCESS for ELLs Administration Q & A (webinar)  
Alternate ACCESS for ELLs Administration Q & A (webinar)  
Data Analysis: Focus on Schools & Districts  
ELD Standards in Action: Collaboration  
ACCESS for ELLs Score Reports for Instruction  
Formative Language Assessment

LEA PD:

ELD Standards in Action: Unit Planning

*North Dakota*

SEA PD:

Data Analysis: Focus on Schools and Districts  
ACCESS for ELLs and MODEL Administration

*Northern Mariana Islands*

SEA PD:

ELD Standards in Action: Differentiation (webinar)

*Oklahoma*

SEA PD:

Data Analysis: Focus on Schools and Districts

*Pennsylvania*

SEA PD:

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

*Puerto Rico*

SEA PD:

Introducción a los estándares del desarrollo del lenguaje español (DLE)

*Rhode Island*

SEA PD:

ELD Standards in Action: Lesson Planning  
Formative Language Assessment  
ELD Standards in Action: Collaboration  
ELD Standards in Action: Differentiation

*South Carolina*

SEA PD:

New State Consulting Day  
Introduction to the ELD Standards  
ACCESS for ELLs Administration  
Introduction to the ELD Standards (webinar)  
ELD Standards in Action: Differentiation (webinar)

*South Dakota*

SEA PD:

ELD Standards in Action: Differentiation

*Tennessee*

SEA PD:

New State Consulting Day  
WIDA Resources (at LEAD Conference)  
ACCESS for ELLs Administration  
Introduction to the ELD Standards (webinar)  
ELD Standards in Action: Differentiation (webinar)

LEA PD:

ELD Standards Training of Trainers

*Utah*

SEA PD:

ELD Standards: Training of Trainers  
ACCESS Score Report Interpretation  
ACCESS Score Reports for Instruction  
W-APT Administration  
ACCESS for ELLs Administration

*Vermont*

SEA PD:

ELD Standards in Action: Differentiation  
ELD Standards Training of Trainers

*Virginia*

SEA PD:

ELD Standards in Action: Differentiation  
Data Analysis: Focus on Schools and Districts  
Data Analysis: Focus on Classrooms  
Introduction to the ELD Standards  
ELD Standards in Action: Unit Planning

LEA PD:

Introduction to the ELD Standards  
ELD Standards Training of Trainers

*Washington, DC*

SEA PD:

ELD Standards in Action: Connecting to the CCSS  
Teaching Academic Language  
Data Analysis: Focus on Classrooms

*Wisconsin*

SEA PD:

Introduction to Academic Language  
Introduction to the ELD Standards  
Targeted Support  
Data Analysis: Focus on Classrooms

LEA PD:

ELD Standards in Action: Lesson Planning

*Wyoming*

SEA PD:

Data Analysis: Focus on Schools and Districts  
ELD Standards in Action: Differentiation  
Data Analysis: Focus on Classrooms  
Standards Training of Trainers  
ELD Standards in Action: Collaboration  
Family Engagement Workshop  
Introduction to the ELD Standards  
ACCESS for ELLs Administration  
Formative Language Assessment



# 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, and input from the WIDA Ideas Group, the Research team sets an annual research agenda in the following areas:

## Academic Language and Literacy

During 2014 WIDA researchers continued work on the Latent Class Analysis (LCA) and Item Response Theory (IRT) project, investigating a method of determining academic language proficiency as related to content and English language proficiency tests by using IRT and LCA to analyze the data on the academic language proficiency level at which English Language Learners (ELLs) perform similarly to non-ELLs on state content mathematics tests.

The Item Level Analysis using SEM project worked to develop generalizable models relating academic English language proficiency for ELLs to their achievement on high-stakes state mathematics tests. The project used structural equation modeling (SEM) to investigate if there are common structural, linear relationships underpinning English language learners' proficiency in academic English and their performance on high stakes state mathematics achievement tests.

In 2014 work began on the American Indian ELL Research Initiative to support the creation of an alliance to provide an avenue through which American Indian (AI) representatives can come together with SEAs, researchers, and other stakeholders to frame a research agenda, develop research proposals, and oversee research projects for AI ELLs.

The FRASE group continued meeting in 2014. This group is comprised of invited experts in ELL-related research, policy, and education from across the United States. As part of this ongoing work, members of FRASE serve as consultants to one another on problems of practice, meeting online via WebEx.

## Technical Assistance

The Research Team completed seven AMAOs technical assistance projects in 2014.

In 2014 WIDA researchers worked on the Smarter Balanced Special Population Study, a collaborative research project with the National Center on Educational Outcomes (NCEO) that examines the Smarter Balanced 2014 field test to see how ELLs and students with disabilities performed.

The Time in Program project examined methods for creating reports for WIDA states to analyze the time required to attain an English proficient performance criterion.

## Policy

In 2014 WIDA researchers collaborated with the Council of Chief State Schools Officers and WestEd on the EL Definition project which supports the move toward a common definition of English learners.

The High Flying Districts project examined ELL growth using district-averaged Composite Scale Score Gains for the time span of 2009–2013, for the two-fold objective of (a) identifying consistent and relatively faster (High-Flying, HFD) and slower (Low-Cruising, LCD) growing districts within WIDA, and (b) finding common and contrasting characteristics among and between these HFDs and LCDs potentially underlying their performance in ELL growth.

The Correlational Analysis of ELL Growth study compared the magnitude of across-year district-level correlations using different measures of growth to assess across-time stability of district performance. Among those examined were student growth percentiles, proficiency level gains, and scale score gains.

Work began on the Proficiency and Dropout Rates study, which provides a preliminary look at proficiency attainment and dropout rates. These rates are analyzed by annual cohorts for the period of 2008–2014, using composite proficiency levels from the ACCESS for ELLs dataset to highlight some of the data quality and measurement issues.

In 2014 work began on the ELLs with Severe Cognitive Disabilities study to learn how K–12 students who have severe cognitive disabilities are dual-identified (or not) as English language learners, what services the students are provided, and stakeholders' opinions about what practices promote school success in this population of students.

Work continued on the Language Instruction Educational Programs (LIEP) project to develop a new classification system for language instruction programs. The aim of the project is to develop a more consistent set of LIEP definitions and a clearer, more useful classification system than currently exists.

#### WIDA Data Dashboard

The WIDA Data Warehouse is maintained by members of the Research team and serves as the primary data source for all the research and technical assistance projects using ACCESS for ELL data at WIDA. The WIDA Data Dashboard is used by WIDA researchers, staff members, and WIDA Consortium member state educational agencies to view aggregated analytical information. In 2015 new software became available that improves the usability and capabilities of the dashboard.

## Grant-Funded Research Projects

### ASSETS 2014 Year in Review

During the last year of the ASSETS (Assessment Services Supporting English Language Learners through Technology Systems) grant, WIDA and project partners have made tremendous progress in progressing from the developmental and pilot testing phase of the grant to full scale rollout plans for the operational test.

Through a state of Wisconsin procurement process that included WIDA member states as well as project partners, the University of Wisconsin selected field test partner, Data Recognition Corporation (DRC), to deliver both the online and paper-based ACCESS for ELLs 2.0. Much of the past year has been spent creating the new online assessment platform and items, as well as work flow processes to support ongoing collaboration. In addition, WIDA and DRC have been working together to explain to all SEAs the processes that will affect states and districts and to develop training materials for the operational test.

WIDA and DRC are pleased to announce that nearly 20,000 students participated in the 2015 ACCESS for ELLs 2.0 Field Test. This number was significantly higher than the previous year and means more students and educators have had the opportunity to try out and provide feedback on the new online test.

Throughout the past year, WIDA continued to work with SEA subcommittees on plans for the new score report, a common definition of what it means to be an English Language Learner, technology considerations, and new accessibility and accommodations guidelines.

WIDA appreciates tremendously the many ways in which member states and educators have participated in the development of plans and procedures for the new assessment system. More information about operational plans will continue to be provided through the communications processes in place between WIDA and member states, including timelines and calendar events outlined on the WIDA website.

#### Technology-interactive Classroom-embedded Modules for Measuring Challenging Math and Science Skills of ELLs

In July, 2014, the U.S. Department of Education Institute for Education Sciences (IES) awarded a \$1.5 million grant to Dr. Rebecca Kopriva, Director of Content Assessment and Learning at WIDA.

The purpose of this project is to develop proof-of-concept, computerized formative content assessments that support teaching and assessing ELLs' knowledge of complex mathematics and science and reduce the overall English language load typically associated with traditional assessments. Specifically, the project entails the following:

- Developing performance assessment tasks for two mathematics and two science units (4–6 tasks per unit) and end-of-unit assessment modules. The tasks and modules are based on learning progressions and new college and career readiness standards in mathematics and science. Tasks and modules will assess students' understanding of the following topics:
  - Extending the Number System (<http://www.corestandards.org/Math/Content/6/NS/>)
  - Proportional Relationships (<http://www.corestandards.org/Math/Content/7/RP/>)
  - Structure and Properties of Matter (<http://www.nextgenscience.org/msps-spm-structure-properties-matter>)
  - Heredity: Inheritance and Variation of Traits (<http://www.nextgenscience.org/msls3-heredity-inheritance-variation-traits>)
- Conducting experimental trials to determine and document the effects of the tasks and modules based on detailed feedback from teachers and students as well as student performance reports.
- Synthesizing the research findings related to the creation of formative assessments that can measure grade-level conceptual understanding in mathematics and science using a reduced English load, and use of

immediate feedback to students and teachers as the basis to improve instruction for ELLs.

The project uses an existing methodology called ONPAR that has been used effectively to develop summative assessment tasks (see <http://iiasessment.wceruw.org/> for examples). The newly developed and tested assessment tasks with the accompanying analysis and research make up the proof-of-concept that will show whether this approach to formative assessment is viable and useful for teachers and students.

Development of performance tasks is currently underway and the Content Assessment and Learning team expects to begin piloting tasks in the fall of 2015.

#### 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 translates 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.

Researchers are working with the American Institutes for Research (AIR) on a federal grant to create a Title III Peer Review Guidance document supporting the review of states' Title I and III required ELP standards, assessments and accountability systems.

The research team supported the DLLP project by analyzing data from UCLA's Dynamic Language Learning Progressions (DLLP) research study.

#### SALSA (Spanish Academic Language Standards & Assessment)

WIDA PODER and the WIDA PODER Screener 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 worked with its partners CAL and MetriTech, Inc. to create a language proficiency assessment for emergent bilinguals.

Because Kindergarten was completed in 2013, 2014 was spent on completing the assessments for Grades 1–2, as required by the grant. The content of items was finalized, associated artwork was colored, and the listening scripts were recorded so that items could then be placed on field test forms. The assessments were field tested with students from CA, CO, CT, IL, MD, MI, MN, NC, NJ, NM, NY, PA, RI, WI, WY, and Puerto Rico. Psychometricians from CAL analyzed the data in order to select the items to be used on the final operational assessment. In August, the grant ended and all deliverables were provided to ISBE.

## 2014 WIDA Publications

### Research Team 2014 Publications

- Cook, H. G. (2014). *WIDA Research Report: Examining relationships between Alternate ACCESS and state alternate assessments: Exploring notions of English language proficiency*. Madison, WI: WIDA Consortium.
- Cook, H. G., & MacDonald, R. (2014). *Reference performance level descriptors: Outcome of a national working session on defining an “English proficient” performance standard*. Council of Chief State School Officers (CCSSO), Washington, D.C. Retrieved from [http://www.ccsso.org/Resources/Publications/Reference\\_Performance\\_Level\\_Descriptors.html](http://www.ccsso.org/Resources/Publications/Reference_Performance_Level_Descriptors.html).
- Grant, R., MacDonald, R., Phakiti, A., & Cook, H. G. (2014). The importance of writing in mathematics: Quantitative analysis of U. S. English learners’ academic language proficiency and mathematics achievement. In E. Stracke (Ed.), *Intersections: Applied linguistics as a meeting place* (pp. 208–232). Newcastle upon Tyne, U.K.: Cambridge Scholars Press.
- Lee, N. (2014). *WIDA Research Brief: Collaborative learning for English language learners*. Madison, WI: WIDA Consortium.
- Magnan, S., Murphy, D., & Sahakyan, N. (2014). Goals of collegiate learners and the standards for foreign language learning. *Modern Language Journal, WILEY, Special Edition, January 2014*(98, SUPPLEMENT [Monograph Issue]).
- Molle, D. (2014). *WIDA Research Report: High quality professional development for English language learners*. Madison, WI: WIDA Consortium.
- Murphy, D., Sahakyan, N., Yong-Yi, D., & Magnan, S. (2014). The impact of study abroad on the global engagement of university graduates. *Frontiers: The Interdisciplinary Journal of Study Abroad, XXIV*, 1–24.
- Sahakyan, N., & Cook, H. G. (2014). *WIDA Research Report: Examining district-level growth using ACCESS for ELLs*. Madison, WI: WIDA Consortium.

### Assessment Publications

- Kim, A. (2015). Exploring ways to provide diagnostic feedback with an ESL placement test: Cognitive diagnostic assessment of L2 reading ability. *Language Testing, 32*(2), 227–258.
- Kim, A. (2014). Examining how teachers’ beliefs about Communicative Language Teaching affect their instruction and assessment: A qualitative study of EFL university instructors in Colombia. *RELC Journal, 45*(3), 337–354.

# Client Services Center Statistics

For 2014 the WIDA Client Services Center received a total of 12,984 phone and responded to 11,157 e-mail messages 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

## 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 2014 included:

## ACCESS for ELLs 2.0 – online assessment

- Field testing, differences between paper/pencil and online, schedule for the rollout of ACCESS for ELLs 2.0, training options, technology requirements

## Online MODEL

- Availability, ordering

## The WIDA Data Dashboard

- Logging in, meaning of the data

## WIDA National Conference

- Registration, schedule

## WIDA for Teacher Education

- Registration cost, membership benefits

## WIDA PODER

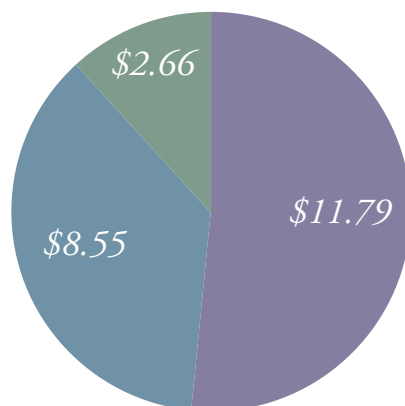
- How to order, when available for K-5

## Professional Development Opportunities

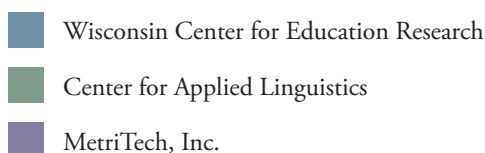
- States requesting PD delivery, needing assistance logging onto webinars

## WIDA Consortium Financial Information

Throughout 2013–2014, 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.



### *Per Pupil Price*



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

#### Wisconsin Center for Education Research

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

#### Center for Applied Linguistics

- Psychometrics
- Test Item Development
- Assessment Research

#### MetriTech, Inc.

- Printing
- Distributing
- Scoring
- Reporting

# Who Is WIDA?

## WIDA Subcommittees & Members 2014

### Research Subcommittee

Grace Gray (AK)  
Terry Richard (DE)  
Carol Johnson (GA)  
Cori Alston (GA)  
Melodee Davis (GA)  
Andy Wiegand (HI)  
Barry Pedersen (IL)  
David Nieto (IL)  
Seon Hwa Eun (IL)  
Chris Williams (KY)  
Laura Hook (MD)  
Tarro Funchess (MS)  
Sharon Prestridge (MS)  
Susan Morgan (NH)  
Nadja Trez (NC)  
Kerri Whipple (ND)  
Andrea Somoza-Norton (NH)  
Judy Radford (VA)  
Robert Fugate (VA)  
Jim McCobb (VT)  
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)  
Chris Williams (KY)  
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 Subcommittee & Steering Committee Members 2014

### Accommodations

Dan Wiener (Chair, MA)  
Susan Beard (AL)  
Drew Linkon (MO)  
Heather Villalobos (CO)  
Dely Roberts (AL)  
Jen Paul (MI)  
Robin Holbrook (WY)  
Yvonne Field (MT)  
Grace Gray (AK)  
Audrey Lesondak (WI)  
Terry Richard (DE)  
Boon Lee (IL)  
Michelle Blakey-Tuggle (DC)  
Carrie Perkis (NC)  
Heather Villalobos-Pavia (CO)

### Reporting

Ursula Lentz (MN)  
Michael Riles (NC)  
Jason Kolb (MI)  
Robert Fugate (Chair, VA)  
Ji Zeng (MI)  
Jasmine Carey (CO)  
Ivanna Thrower (NC)  
Helga Fasciano (NC)

### Interim Assessment

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

### EL Definition

Christina Nava (ID)  
Jim 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 (Chair, NV)  
Grace Gray (AK)  
Nadja Trez (NC)  
David Holbrook (WY)

### Technology

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

### Assets Steering Committee

Nancy Mullins (ME)  
Jim McCobb (VT)  
Barry Pedersen (IL)  
Ilhye Yoon (MD)  
Robert Fugate (VA)  
Melissa McGavock (OK)  
Jen Paul (MI)  
Jonathan Gibson (NV)  
Phil Olsen (WI)

## WIDA Staff

*as of May 31, 2015*

### Academic Language & Literacy Initiatives

Alissa Blair  
Mariana Castro  
Cynthia Lundgren  
Lorena Mancilla  
Houa Moua  
Meagan Rothschild  
Rhonda Stravinski  
Ruslana Westerlund

### Administration & Operations

Tim Boals  
Elizabeth Cranley  
Caitlin Garvey  
Bonnie Griffin  
Adrian Herrera  
Becki Kohl  
Kelly Krahenbuhl  
Jim Lyne  
Merideth Trahan  
Lois Triemstra  
Dan Machmeier  
Tameka Porter

### Assessment

Meredith Alt  
Alex Bauer  
Kei Bishop  
Mark Chapman  
Sandra Feng  
Stephanie Gibson  
Alicia Kim  
John Krogulski  
Katie Morris  
Bob Rossa  
Lynn Shafer Willner  
Pakou Vang  
Carsten Wilmes

### Communications & Client Services

Matt Basler  
Jessica Fabiano  
Scott Gomer  
Rebecca Holmes  
Kathi Koppa  
Lynne Kroll  
Danielle Maillette  
Kären Miskimen  
Erika Rosales  
Selena Stern

### Content Learning & Assessment

Kathryn Drago  
Rebecca Kopriva  
Katharine Merow  
Laura Wright

### Early Years

Erin Arango-Escalante  
Judy Ballweg  
Patricia Blanco  
Indira Ceylan  
Jillian Clemens  
Maya Martinez-Hart  
Craig Neuroth  
Guillaume Ratel  
Fatima Rivera

### Research

Karen Bach  
Gary Cook  
Cathlin Foy  
Rosalie Grant  
Naomi Lee  
Rita MacDonald  
Daniella Molle  
Andrew Reichert  
Narek Sahakyan  
Kristopher Stewart

### State Relations & Strategic Development

Maureen Keithley  
Jesse Markow  
Joseph Tillman  
Sonia Upton

### Teaching & Learning

Jen Aleckson  
Lindy Anderson  
Donald Bouchard  
Andrea Cammilleri  
Julia Cortada  
Jessica Costa  
Jennifer Daniels  
Troy Dassler  
Jamie DeGracia  
Amy Fraser  
Leslie Grimm  
Lori Hanna  
Paige Joncich  
Amy King  
Justine Kolb  
Andrea Kreuzer  
Rachel Maske  
Allyson Newton  
Jon Nordmeyer  
Melissa Paton  
Christy Reveles  
Kristina Robertson  
Anu Shekar  
Amanda Spalter  
Julie Taylor  
Jennifer Wilfrid







# WIDA<sup>®</sup>

CONSORTIUM C



Wisconsin Center for Education Research  
University of Wisconsin-Madison  
1025 West Johnson St., Madison WI 53706  
[www.wida.us](http://www.wida.us)