



# CONSORTIUM REPORT

JULY 1, 2015–JUNE 30, 2016

## NEW PRODUCTS AND SERVICES

WIDA continues to develop new materials and services to support ELL, dual language, and bilingual educators. Over the past year, WIDA released the following new offerings:

- WIDA Screener
  - Online mode through the WIDA AMS website
  - Paper mode with printable materials via the WIDA website and purchasable materials through WCEPS
- PRIME V2: an update to the program for correlating instructional materials to WIDA ELD Standards, conducted through WCEPS, the Wisconsin Center for Education Products and Services
- Professional Learning offerings
  - Formative Language Assessment
  - Engaging ELLs in Science
  - Three Different Online Extensions customized for Differentiation & Lesson Planning Workshops
  - ACCESS 2.0 for ELLs Online Trainings for Tests Administrators & Test Coordinators
  - ACCESS 2.0 for ELLs Paper Trainings for Test Administrators & Test Coordinators
  - Collaborating to Support ELLs
  - Creating Language-Focused College & Career Ready Units

## NEW CONSORTIUM MEMBERS

WIDA welcomes Idaho, Florida and the U.S. Virgin Islands as consortium members.

## 10 MOST FREQUENTLY REPORTED HOME LANGUAGES

As reported for ACCESS for ELLs testing during 2015–16.

Spanish; Castilian	1,079,106	Vietnamese	20,425
Arabic	38,449	Somali	20,330
English	33,309	Hmong; Mong	19,817
Haitian; Haitian Creole	27,002	Portuguese	17,546
Chinese	25,601	Russian	11,326

## TECHNICAL ASSISTANCE PROJECTS

The Research and Development Department completed the following technical assistance projects.

Hawaii	<ul style="list-style-type: none"><li>• Long term research project planning with SEA to enhance educator capacity</li><li>• Analysis of growth and proficiency for Hawaiian ELs on ACCESS and their state content assessments</li></ul>
Idaho	Statistical analysis, including boxplots, cumulative distribution functions, and logistic regression on ACCESS and state content assessment
Indiana	Statistical analysis including boxplots, cumulative distribution functions, and logistic regression on ACCESS and state content assessments.
Minnesota	Statistical analysis of ACCESS growth
Nevada	Statistical analysis of growth and exiting rates of ELs for SEA
New Jersey	Three growth-to-target statistical analyses for SEA
Rhode Island	Statistical analysis of ACCESS growth in the domain areas of reading, writing, and composite PLs
Pennsylvania	Growth-to-target statistical analyses for SEA
Tennessee	<ul style="list-style-type: none"><li>• Statistical analysis of growth and exiting rates of ELs for SEA</li><li>• Analysis creating boxplots, cumulative distribution functions, and logistic regression on ACCESS and state content assessments</li></ul>
Utah	<ul style="list-style-type: none"><li>• Statistical analysis of growth and exiting rates of ELs for SEA</li><li>• Analysis creating boxplots, cumulative distribution functions, and logistic regression on ACCESS and state content assessments</li></ul>

## PROFESSIONAL LEARNING ACTIVITIES

In 2015–2016, the Professional Learning Department offered 243 workshops, 106 webinars, and 5 academies.

Of the workshops, 164 were standards workshops, 65 were assessment workshops, and 35 were data workshops. An additional 22 workshops were either customized for individual audiences, or were conference presentations.



## TOTAL NUMBER OF STUDENTS TESTED

State	ELLs Tested						Total number of students tested
	Kindergarten ACCESS	ACCESS for ELLs 2.0, Grades 1–12				Alternate ACCESS	
		Paper	Online	Mixed Mode	Total		
Alabama	3,654	4,344	13,687	9	18,040	245	20,507
Alaska	1,454	3,487	10,552	69	14,108	95	15,536
Colorado	11,320	29,863	71,565	58	101,486	1,265	110,265
Delaware	1,923	58	8,434	21	8,513	110	10,506
District of Columbia	1,025	105	5,639	20	5,764	77	6,845
Florida	35,274	230,768	75,800		306,568	1,266	267,283
Georgia	17,262	16,346	72,664	37	89,047	854	104,409
Hawaii	2,005	12,067			12,067	168	14,240
Idaho	2,283	41	11,847	13	11,901	162	14,327
Illinois	27,240	41,969	121,477	615	164,061	3,157	193,852
Indiana	7,355	1,049	45,998	93	47,140	916	55,071
Kentucky	3,248	598	18,589	45	19,232	213	22,641
Maine	465	904	4,267	64	5,235	55	5,411
Maryland	10,311	320	54,846	183	55,349	248	65,795
Massachusetts	10,279	40,099	35,993	162	76,524	1,373	85,554
Michigan	10,518	5,926	79,872	37	85,835	853	94,907
Minnesota	8,409	1,065	61,504	145	62,714	700	71,702
Missouri	4,742	141	25,561	25	25,727	168	30,584
Montana	152	14	2815	4	2,833	13	2,994
Nevada	8,013	304	70,020	286	70,610	1,053	79,384
New Hampshire	461	633	3,479	1	4,113	21	4,252
New Jersey	12,012	1,969	56,141	119	58,229	203	70,317
New Mexico	5,475	4,242	42,521	336	47,099	752	52,376
North Carolina	12,698	1,506	82,595	31	84,132	1,009	97,693
North Dakota	423	88	2,819	1	2,908	27	3,324
Northern Mariana Islands	44		1,291		1,291	2	1,337
Oklahoma	7,320	20,362	19,668	90	40,120	510	46,737
Pennsylvania	4,911	12,156	37,517	59	49,732	1,280	55,850
Rhode Island	1,203	3,466	5,805	1,872	11,143	66	10,850
South Carolina	4,007	6,922	33,427	39	40,388	387	43,632
South Dakota	751	249	3,562	2	3,813	99	4,561
Tennessee	5,525	70	36,609	53	36,732	341	42,542
Utah	5,044	225	34,368	55	34,648	536	40,156
Vermont	180	22	1,267	8	1,297	22	1,490
Virginia	13,870	17,503	72,468	36	90,007	1,629	101,832
Virgin Islands	141		821		821	2	964
Wisconsin	5,631	278	42,608	61	42,947	557	49,061
Wyoming	426	170	2,355	6	2,531	45	2,870
Total Students Tested	247,054	459,329	1,270,451	4,655	1,734,435	20,479	1,901,657

Total may be fewer than the sum of all the columns, reflecting the fact that some students took more than one test (e.g., both Kindergarten ACCESS and ACCESS for ELLs Grades 1–12).

## SELECTED PUBLICATIONS

- Adger, C. T., & Wright, L. J. (2015). Discourse in educational settings. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The handbook of discourse analysis* (2nd ed.) (pp. 503–517). Malden, MA: Wiley-Blackwell.
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- 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.
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- Lee, N. & Blair, A. (2016). Legislating causal logic: Scientifically-based educational research in the U.S. In F. M. Moghaddam & R. Harré (Eds.) *Questioning causality: Scientific explorations of causes and consequences across contexts* (pp. 103–116). Santa Barbara, CA: Praeger Publishers.
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- Mancilla, L. (2015). How can educators meet the challenge and expectations of social studies in the Common Core State Standards when working with English language learners/emergent bilinguals? In G. Valdés, K. Menken, & M. Castro (Eds.), *Common Core bilingual and English language learners: A resource for educators* (pp. 194–195). Philadelphia, PA: Caslon, Inc.
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## WIDA CONSORTIUM

Wisconsin Center for Education Research | University of Wisconsin–Madison | 1025 W. Johnson Street, MD #23 | Madison, WI 53706, U.S.A.  
WIDA Client Services Center (866) 276-7735

[www.wida.us](http://www.wida.us)