



**WIDA™**



# **Consortium Report 2019–2020**



The WIDA Consortium Report is prepared annually to provide a concise year-in-review that highlights Consortium-wide activities, ACCESS participation counts, and selected publications. The report is published each June for the previous reporting year.

## Consortium Activities/Events

The COVID-19 pandemic interrupted education across the United States, beginning in mid-March, 2020. While states were offered waivers for high-stakes content assessments, many WIDA Consortium states had completed ACCESS for ELLs testing before the waivers were given. All Consortium states completed ACCESS for ELLs testing to the best of their ability. Along with state and local educators, WIDA transitioned from in-person to virtual practices. Additional highlights include the following:

- A successful 2019 WIDA Annual Conference convened in Providence, RI and engaged nearly 1900 educators, with 215 presenters.
- The WIDA Technology Subcommittee was created as part of the WIDA subcommittee structure.
- A redesigned, improved SEA Secure Portal was rolled out.
- The 2020 WIDA Annual Board Meeting was held virtually.
- Design Principles for Engaging Multilingual Learners in Three-Dimensional Science (<https://go.wisc.edu/msmpaper>) was published as part of the Making Science Multilingual program.

## Professional Learning

At the beginning of the 2019-2020 year, WIDA Professional Learning transitioned to 50% eLearning delivery with the launch of six self-paced eWorkshops and a menu of facilitated eWorkshops. As the COVID-19 pandemic began to impact planned face-to-face trainings, the Professional Learning team and state educators were prepared to pivot to on-line workshops, because of this transition.

In total, WIDA Professional Learning offered 147 workshops, 43 webinars, 25 eLearning offerings, and two open-enrollment academies. Of the workshops, 96 were related to standards and 51 were focused on assessment. An additional three workshops were either customized for individual audiences, or were conference presentations.

Also this year, the WIDA Fellows program launched, to bring expert teachers and WIDA professional learning specialists together in a collaborative effort to enhance the development of WIDA professional learning products and services.

## Assessment

State and local educators collaborated with WIDA and DRC to flexibly adjust to the increasing impacts on testing from the COVID-19 pandemic. WIDA extended testing windows for online ACCESS for ELLs into June, and kept paper-and-pencil ACCESS for ELLs testing windows open for 9 states into the fall.

Additionally, the ACCESS Writing test shifted to an embedded field test design. WIDA also conducted a successful WIDA Screener for Kindergarten field test in preparation for a spring 2021 launch.

## English Learner Students Tested in 2019–2020

State	ELS TESTED						Total Number of Students Tested
	Kindergarten ACCESS	ACCESS for ELLS Grades 1-12				Alternate ACCESS	
		ACCESS Paper	ACCESS Online	Mixed Mode	Total ACCESS		
AK	1,131	321	12,822	20	13,163	98	14,392
AL	3,429	57	28,896	97	29,050	310	32,789
BI	620	2,231	2,711	-	4,942	41	5,607
CO	9,844	2,409	82,407	-	84,816	1,087	95,752
DC	910	14	7,076	0	7,090	63	8,063
DD	704	5,778	0	0	5,778	30	6,512
DE	1,555	57	12,835	31	12,923	38	14,516
FL	32,515	240,895	0	0	240,895	1,227	274,637
GA	15,456	5,635	108,591	19	114,245	1,411	131,112
HI	1,774	22	16,219	0	16,241	268	18,283
ID	1,943	43	19,054	0	19,097	175	21,215
IL	24,314	2,459	196,449	362	199,270	4,337	227,921
IN	7,898	191	64,485	12	64,688	1,130	73,716
KY	4,132	66	28,133	-	28,199	333	32,669
MA	11,313	667	86,143	23	86,833	1,656	99,802
MD	10,455	110	82,642	-	82,752	749	93,961
ME	506	31	4,490	11	4,532	64	5,102
MI	8,946	1,209	86,111	-	87,320	999	97,267
MN	8,269	499	64,655	119	65,273	1,079	74,621
MO	4,321	61	30,100	-	30,161	223	34,714
MP	50	0	1,358	0	1,358	-	1,409
MT	295	0	3,247	0	3,247	26	3,568
NC	11,428	171	109,966	-	110,137	1,641	123,214
ND	414	-	3,639	0	3,639	26	4,081
NH	451	218	4,387	-	4,605	35	5,093
NJ	7,753	786	67,580	195	68,561	213	76,527
NM	3,767	57	49,104	-	49,161	515	53,445
NV	6,480	30	62,542	0	62,572	1,088	70,140
OK	6,374	422	51,805	123	52,350	693	59,417
PA	5,773	2,774	64,731	55	67,560	1,368	74,701
RI	1,458	40	14,243	0	14,283	177	15,918
SC	3,497	16,087	26,600	-	42,687	387	46,579
SD	852	163	5,445	0	5,608	54	6,514
TN	5,484	386	40,545	575	41,506	315	47,305
UT	4,281	-	49,633	0	49,633	522	54,444
VA	14,265	3,756	96,515	61	100,332	2,051	116,648
VI	48	260	189	0	449	-	499
VT	167	16	1,539	0	1,555	23	1,745
WI	4,941	178	49,759	37	49,974	599	55,514
WY	276	37	2,395	-	2,432	58	2,767
<b>Total</b>	<b>228,089</b>	<b>288,146</b>	<b>1,639,041</b>	<b>1,791</b>	<b>1,928,978</b>	<b>25,112</b>	<b>2,182,179</b>

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). Dashes represent totals smaller than 10; too few to report publicly.

## 10 Most Frequently Reported Home Languages

Language	Number of students	Language	Number of students
Spanish; Castilian	1,200,062	Chinese	24,371
English	44,303	Somali	22,143
Arabic	42,561	Vietnamese	20,226
Portuguese	32,146	Hmong; Mong	18,243
Haitian; Haitian Creole	26,277	Russian	14,131

## Selected Publications July 1, 2019 to June 30, 2020

Chapman, M., & Erlandson, D. (2020). Oral language in the classroom. *WIDA Focus Bulletin*. Board of Regents of the University of Wisconsin System. <https://wida.wisc.edu/resources/oral-language-classroom>

Djuraeva, M., & Catedral, L. (2020). Habitus and imagined ideals: Attending to (un)consciousness in discourses of (non)nativeness. *International Multilingual Research Journal*, 14(3), 270-285. <https://doi.org/10.1080/19313152.2020.1714159>

MacDonald, R., Crowther, D., Braaten, M., Binder, W., Chien, J., Dassler, T., Shelton, T., & Wilfrid, J. (2020). *Design principles for engaging multilingual learners in three-dimensional science* (WCER Working Paper No. 2020-1). University of Wisconsin-Madison, Wisconsin Center for Education Research. <http://www.wcer.wisc.edu/publications/working-papers>

MacDonald, R., Lord, S., & Miller, E. (2019). Doing and talking mathematics: Engaging ELLs in the academic discourse of the mathematical practices. In L. de Oliveria, K. Obenchain, R. Kenney, & A. Oliveira (Eds.), *Teaching the content areas to English language learners in secondary schools* (pp. 119-133). Springer.

MacGregor, D., & Sahakyan, N. (2020). *Examining the relationship between the WIDA Screener and ACCESS for ELLs assessments*. (WIDA Technical Report No. 2020-1). Board of Regents of the University of Wisconsin System. <https://wida.wisc.edu/sites/default/files/resource/technical-report-examining-relationship-between-WIDA-screener-ACCESS.pdf>

Molle, D. (2020). Teacher data analysis and assets-based discourses about multilingual youth: Exploration of relationships. *Teachers College Record*, 122(11).

Nguyen, D., & Commins, N. (2020). *Teaching for equity: The CLEAR paradigm* (WCER Working Paper No. 2020-4). University of Wisconsin-Madison, Wisconsin Center for Education Research. <https://wcer.wisc.edu/publications/abstract/wcer-working-paper-no-2020-4>

WIDA. (2019). *Using WIDA MODEL in international contexts: Findings from the 2019 educator interviews* (WIDA Working Paper No. WP-2019-2). WIDA at the Wisconsin Center for Education Research. <https://wida.wisc.edu/resources/using-wida-model-international-contexts-findings-2019-educator-interviews>



**WIDA**<sup>TM</sup>

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)