



Using WIDA MODEL in International Contexts: Findings from the 2018 Educator Survey

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Executive Summary

WIDA MODEL is widely used by members of the WIDA International School Consortium. This report presents findings from a survey conducted in 2018 to understand how these schools use MODEL and to gauge the overall usefulness of this series of Kindergarten–Grade 12 English language proficiency assessments in the international context.

An online survey was completed by 136 educators representing all regions of the WIDA International School Consortium. Findings indicate that a similar share of respondents used MODEL Online as MODEL Paper (40% each), and about 20% of respondents used MODEL Kindergarten. Nearly 60% of participants administered the test once a year to their English language learners, and 40% administered it twice a year.

The three primary reasons given for administering MODEL were (a) to decide whether students needed English language support services, (b) to support decisions to end English language support services for students, and (c) to determine whether students were making progress in learning English. Participants indicated that they used the English language proficiency level scores most often to make these decisions about their English language learners. In addition, educators considered the Writing scores and the Overall Composite scores the most helpful. Almost 90% of respondents reported that MODEL scores convey relevant information about students' English language proficiency levels. Most of them used the WIDA Can Do Descriptors (42%) and Performance Definitions (34%) when seeking to better understand test scores. Although most participants considered test content to be appropriate, some were concerned about the cultural bias of certain items.

In sum, educators are generally satisfied with the overall test design of MODEL and consider it a useful tool for measuring students' English language proficiency across grade levels. Detailed survey findings will inform the design and development of future versions of MODEL.

Introduction

WIDA MODEL, co-developed by WIDA and the Center for Applied Linguistics, is an English language proficiency assessment for Kindergarten–Grade 12 students. The test measures the five WIDA English Language Development Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

These standards are measured across the four language domains of Listening, Speaking, Reading, and Writing. MODEL's adaptive capabilities allow flexible placement within the Listening and Reading domains of the test based on a student's performance.

The test is available for five grade-level clusters:

- Kindergarten
- Grades 1–2
- Grades 3–5
- Grades 6–8
- Grades 9–12

WIDA MODEL assessments can be administered at any time during the school year. WIDA describes the primary uses of MODEL as follows:

- Identify students who may be candidates for language support services
- Determine the English language proficiency level of students who are new to a school
- Place students into appropriate instructional support service programs
- Serve as an interim assessment during the school year

WIDA MODEL is available to around 400 international schools across 80 countries that are part of the WIDA International School Consortium. These schools cater to both students who are native speakers of English and to those who are English language learners, and they use MODEL to assess students' English language proficiency.

The aims of this research study were to gain a better understanding of how international schools use MODEL and the extent to which educators, coordinators, and administrators believe MODEL scores provide meaningful information about students' language proficiency. When test developers have a clear understanding of the context in and the purposes for which a test is used, that knowledge can not only enhance the quality of but also provide evidence of validity for the assessment (Bachman & Palmer, 2010; AERA, APA, NCME, 2014).

Research Questions

The following research questions guided this study:

1. How is MODEL used in the international school context?
2. To what extent do MODEL scores provide information about students' language proficiency?
3. To what extent does the use of MODEL in international schools support its validity (based on findings from Questions 1 and 2)?

Methods

Data

Data were collected from 136 educators¹ in the WIDA International School Consortium. The respondents represent all regions of the WIDA International School Consortium except for North America and the Caribbean (see Table 1). Approximately half of the participants were educators in Asia.

Table 1. Educators' Regions

Region	Number	Percentage
Africa	3	2.2%
Asia	67	49.3%
Australia	1	0.7%
Caribbean	0	0.0%
Central and South America	18	13.2%
Europe	31	22.8%
Middle East	16	11.8%
North America	0	0.0%
Total	136	100.0%

When asked to describe their role, most respondents chose classroom teacher (52.9%) or program coordinator (38.8%; see Table 2).

¹ Respondents could skip items. Therefore, the total number of respondents varies for each item.

Table 2. Educators' Roles

Role	Number	Percentage
English as a second/additional language teacher	71	52.9%
English as a second/additional language program coordinator	52	38.8%
Principal or other administrator	9	6.7%
Teaching assistant/support staff	1	0.8%
Admissions staff	1	0.8%
Total	134	100.0%

The participants were from schools with various enrollment sizes (see Table 3), that collectively served all grade levels (pre-Kindergarten–Grade 12). Approximately 70% of participants taught at schools with a population of more than 500 students that included both those who were and those who were not English language learners.

Table 3. Schools' Student Enrollment

Enrollment	Number	Percentage
0–500	42	30.9%
501–1,000	54	39.7%
1,001–1,500	29	21.3%
More than 1,500	11	8.1%
Total	136	100.0%

The enrollment of English language learners in each school varied (see Table 4), with approximately half the schools having fewer than 200 such students. Also, English was the language of instruction for 113 (84.3%) of the international schools (see Table 5). Chinese (seven schools) and Spanish (six schools) were the most reported languages used in multilingual schools.

Table 4. Schools' English Language Learner Enrollment

English language learners	Number	Percentage
Fewer than 100	35	26.1%
100–200	31	23.1%
201–300	23	17.2%
301–400	11	8.2%
More than 400	34	25.4%
Total	134	100.0%

Table 5. Schools' Language of Instruction

Language	Number	Percentage
English	113	84.3%
Multiple languages	21	15.7%
Total	134	100.0%

Instrument: online survey. The research team collaborated to create a 27-item survey to collect quantitative and qualitative data on how MODEL is used in international schools. The survey was shared with members of the WIDA International School Consortium via an online survey platform. The survey opened with questions that created a profile of the educators and the contexts in which they teach. The survey also captured the uses of MODEL in the international school context, with questions focused on how often MODEL is administered to students, for what reasons, and which scores are most or least helpful to the various stakeholders in the schools for which the respondents work. Other questions captured the likes and dislikes of educators and administrators who have administered the test and worked with the test scores. Finally, the survey asked about enhancements that stakeholders would like to see, and it explored how school staff use the student scores. See the Appendix for the full survey.

Data collection and analysis. A call for participation in this research project was announced in the WIDA International School Consortium March 2018 newsletter. During data collection, the link to the online survey was distributed via email to educators across the WIDA International School Consortium. The link remained active for three weeks. During the last week of data collection, an email was sent to members of the WIDA International School Consortium to remind them of the ongoing research on MODEL.

The data analysis began in May 2018 when the survey was closed. First, the quantitative responses were analyzed so the research team understood who responded to the survey, the contexts in which those educators work, the number of English learners in their schools, the language of instruction in their schools, the grade levels represented in the data, which mode (paper or online) of MODEL is used in the schools, for how long the schools have been using MODEL, how often MODEL is administered, how MODEL is used, and the ways in which the schools use the various scores that are reported after administering MODEL. Next, the research team examined the participants' qualitative responses to four open-ended questions. For all four questions, the team used an iterative approach to data analysis by conducting multiple readings of the responses, noting the frequency of responses, coding the data, and searching for emerging themes.

Findings

Findings for Research Question 1: How is MODEL used in the International School Context?

To examine the use of MODEL in the international schools, several survey items addressed the type of test schools used, the length of time they have been using MODEL, the number of test administrations per year, and the purpose of using the test.

Findings show that 39% of participants used MODEL Online and 36% used MODEL Paper (see Table 6). Almost half of the respondents have been using MODEL for 2 to 5 years (see Table 7). Nearly 60% of the participants administered the test once a year to their English language learners (see Table 8).

Note: The first question of the survey asked participants to report which MODEL assessments their schools used. If participants selected “We do not use MODEL,” they exited the survey and could not respond to any other questions.

Table 6. Type of MODEL Schools Use

Assessment	Number	Percentage
MODEL Online (G1-12)	95	38.8%
MODEL Paper (G1-12)	89	36.3%
MODEL Kindergarten	57	23.3%
We do not use MODEL	4	1.6%
Total	245	100.0%

Table 7. Length of Time Schools Have Used MODEL

Time frame	Number	Percentage
Less than 1 year	15	11.3%
1-2 years	32	24.1%
More than 2 years to up to 5 years	64	48.1%
More than 5 years	16	12.0%
Unsure	6	4.5%
Total	133	100.0%

Table 8. How Frequently MODEL is Administered to an Individual Student

Frequency	Number	Percentage
Once a year	78	58.6%
Twice a year	48	36.0%
Three times a year	3	2.3%
More than three times a year	1	0.8%
Other	0	0.0%
Unsure	3	2.3%
Total	133	100.0%

To further explore this first research question, respondents were asked to indicate to what extent they used MODEL for certain purposes in their school (from “Not at all” to “To a great extent” on a seven-point scale; see Table 9). Educators throughout the WIDA International School Consortium use MODEL in several ways.

As Table 9 shows, the top three reported uses of MODEL are to decide whether students need English language support services, to support decisions to end such services, and to determine whether students are making progress in learning the English language. Just over 30% said they use MODEL to a great extent when deciding in which classes to place students, while 20% said they never do. Almost 40% of respondents said they do not use the test to decide whether to admit a student, while about one quarter said they do so to a great extent.

Table 9. Educators' Reasons for using MODEL

Test use	Not at all	2	3	4	5	6	To a great extent	Total*
To decide whether students need English language support services	7.1%	0.0%	3.2%	3.2%	6.3%	12.6%	67.6%	100.0%
To support decisions to end English language support services for students	1.6%	3.2%	3.2%	1.6%	9.5%	13.4%	67.6%	100.1%
To determine whether students are making progress	2.4%	2.4%	3.2%	1.6%	11.8%	18.9%	59.8%	100.0%
To decide which classes to place students in	19.5%	4.1%	5.7%	8.1%	14.6%	17.9%	30.1%	100.0%
To decide if students may be admitted to the school	38.8%	7.4%	6.6%	3.3%	11.6%	5.8%	26.5%	100.0%
To inform instruction	4.8%	11.1%	11.1%	13.5%	21.4%	15.1%	23.0%	100.0%
To inform planning	4.0%	12.8%	12.8%	14.4%	17.6%	16.0%	22.4%	100.0%

*Percentages may not add to 100 due to rounding.

Participants also shared the ways in which staff in their school prepare to administer and score MODEL (Table 10). The top three responses were (a) reading the Test Administrator Manual (22.5%), (b) viewing training presentation slides (17.4%), and (c) training in groups (17.2%).

Table 10. How Educators Prepare to Administer and Score MODEL

Approach	Number	Percentage
Read the Test Administrator Manual	106	22.5%
View training presentation slides	82	17.4%
Train in groups	81	17.2%
View videos	70	14.9%
Attend a WIDA training institute	62	13.1%
Listen to recorded webinars	42	9.0%
Unsure	2	0.4%
Other	26	5.5%
Total	471	100.0%

Respondents also determined whether MODEL helps them make decisions about their students' English language proficiency. As Table 11 indicates, most participants chose strongly agree (51.5%) or somewhat agree (39.7%).

Table 11. MODEL Helps Educators Make Decisions about Students' English Language Proficiency

Response	Number	Percentage
Strongly agree	65	51.5%
Somewhat agree	50	39.7%
Neutral	4	3.2%
Somewhat disagree	4	3.2%
Strongly disagree	2	1.6%
Unsure	1	0.8%
Total	126	100.0%

Research Question 1 asked how MODEL is used in the international context. Educators indicated that they mainly use MODEL to make decisions about whether English language learners need English language support services and when to provide those services; these uses are in addition to measuring student progress. In addition, results show that the majority of the respondents found the MODEL test scores to be helpful for informing their decisions.

Findings for Research Question 2: To What Extent do MODEL Scores Provide Information about Students' Language Proficiency?

Findings revealed how educators from international schools viewed the test scores from MODEL. Participants were asked which scores were most helpful when they made decisions about their students (see Table 12). The Writing and Overall Composite scores were the two most popular responses; however, respondents considered most of the sub-scores and composite scores helpful.

Table 12. MODEL Scores Educators Find Most Helpful

Score	Number	Percentage
Listening	58	12.4%
Reading	73	15.6%
Speaking	70	14.9%
Writing	98	20.9%
Oral Composite	33	7.1%
Literacy Composite	44	9.4%
Overall Composite	87	18.6%
Unsure	5	1.1%
Total	468	100.0%

Note: Respondents could select multiple answers to this question.

The data in Table 13 show that 68.2% of respondents use proficiency level scores to help make decisions about their students, while 27.9% reported they use proficiency level and scale scores in making decisions about English language learners in their schools.

Table 13. Educators' Use of MODEL Scores

Score	Number	Percentage
Scale scores (100–600)	1	0.8%
Proficiency level scores (PL 1–6)	88	68.2%
Scale and proficiency level scores	36	27.9%
Unsure	4	3.1%
Total	129	100.0%

Educators also gave feedback on the meaningfulness of the information MODEL scores provide about their students' English language proficiency (Table 14). Almost 90% of the respondents reported that they agreed with the statement: MODEL scores convey meaningful information about students' English language level proficiency.

Table 14. Meaningfulness of Scores for English Language Level Proficiency

Response	Number	Percentage
Strongly agree	58	45.7%
Somewhat agree	55	43.3%
Neutral	5	3.9%
Somewhat disagree	3	2.4%
Strongly disagree	4	3.2%
Unsure	2	1.5%
Total	127	100.0%

When asked to explain their responses, educators mentioned that scores (a) are more meaningful for beginning and emerging students, (b) would be more meaningful if they were more specific, and (c) are not always a good reflection of students' language abilities. Some participants praised the Can Do Descriptors and Performance Definitions because these resources help them to learn more about their students' skills.

Participants also described which MODEL scores do not contribute to the decision-making processes about their students. The Oral Composite score (15.9%), the Literacy Composite score (13.4%), and the Reading score (10.8%) are the least helpful scores (see Table 15).

Table 15. Scores that are not Helpful in Decision-making Processes

Score	Number	Percentage
Listening	8	5.1%
Reading	17	10.8%
Speaking	7	4.5%
Writing	5	3.1%
Oral Composite	25	15.9%
Literacy Composite	21	13.4%
Overall Composite	7	4.5%
Unsure/NA	67	42.7%
Total	157	100.0%

When asked to explain why certain scores are not helpful, most educators commented on the scores for the four language domains. A common critique of the Reading scores was the perceived lack of accuracy, as students' MODEL Reading scores do not align with their scores on other assessments of reading proficiency or with what teachers observe in the classroom. For Listening, feedback focused on the discrepancy between Listening and Reading scores, with Listening scores being much higher than Reading scores than expected. Some participants viewed the Speaking tasks as too easy and expressed that they therefore had little faith in the validity of the Speaking scores. Finally, a recurrent critique of the Writing scores was that the instructions do not require students to use formal academic language in their responses to the Writing tasks.

The survey uncovered which WIDA resources educators use to help them understand students' MODEL scores. As Table 16 shows, most participants use the WIDA Can Do Descriptors (42.3%) and Performance Definitions (34.1%) when seeking to better understand MODEL scores.

Table 16. Educators' Use of WIDA Resources for Score Interpretation

Resource	Number	Percentage
WIDA Can Do Descriptors	113	42.3%
WIDA English Language Development Standards	55	20.6%
WIDA Performance Definitions	91	34.1%
Other	4	1.5%
We do not use any of these resources	4	1.5%
Total	267	100.0%

Research Question 2 focused on how educators use and understand MODEL scores. Participant responses demonstrate that educators find a variety of the sub-scores and composite scores to be meaningful. MODEL scores generally provide information about students' language proficiency that is consistent with the views that educators have about these students, though some scores are reported as more useful than others. In addition, educators reported that MODEL scores help them understand students' English language proficiency, and they often use proficiency level scores to make decisions about their English language learners. Finally, educators shared that they rely on the WIDA Can Do Descriptors and Performance Definitions to help them understand students' MODEL scores.

Findings for Research Question 3: To What Extent Does the use of MODEL in International Schools Support its Validity?

To better understand the appropriateness of MODEL as a valid assessment of English language proficiency in international contexts, we asked participants to evaluate the level of the test content for the four language domains: Listening, Reading, Speaking, and Writing (see Table 17). For each test domain, the largest percentage of respondents indicated that the difficulty of the test content was "just right." Beyond the "just right" evaluations, test content was generally considered "a little too easy" or "much too easy." Educators had the highest level of confidence ("just right" option) in the content presented on the Writing test (56.4%) while the Reading test content was the lowest rated of the four language domains ("just right" = 34.1%). A total of 38.1% of the participants placed the Reading test content into one of the two "too easy" categories. The content on the Listening and Speaking tests was also often rated as "too easy" (34.1% and 38.9%, respectively). Overall, the test content was rated "too easy" more often than it was rated "too hard."

Table 17. Educators' Evaluation of Test Content

Level	Listening	Reading	Speaking	Writing
Much too easy	4.7%	11.9%	10.3%	1.6%
A little too easy	29.4%	26.2%	28.6%	19.8%
Just right	40.5%	34.1%	47.6%	56.4%
A little too hard	15.1%	13.5%	4.8%	11.1%
Much too hard	0.0%	0.8%	0.0%	0.8%
Unsure	10.3%	13.5%	8.7%	10.3%
Total	100.0%	100.0%	100.0%	100.0%

Note: n = 126

Educators responded to open-ended questions about what they like most and least about using MODEL in their schools. Two themes emerged around what educators like about MODEL. The first was the test design and format; the second was the usefulness of scores. Educators liked having an assessment that can be used across all grade levels. Also, they shared that the test design of MODEL Online reduces the burden on teachers, as test administrators score only the Speaking domain responses during test administration. Thus, respondents appreciated having the option to administer

MODEL online. The second theme was the ways in which MODEL provides a consistent way of understanding students' English language proficiency and growth. According to participants, MODEL scores helped teachers target areas of improvement for students, which, in turn, informed instruction.

According to the findings from the open-ended questions, the least popular aspects of MODEL were (a) length of time required for test administration, (b) the lack of test form variety, (c) cultural bias on items, (d) a mismatch among score types, and (e) the test administration interface. Twenty-nine participants critiqued how much time is required and how difficult it is to administer MODEL. Educators requested that the test administration process be streamlined.

Regarding test forms, 26 respondents disliked that few versions (different test forms) of MODEL exist. They find it difficult to use MODEL for progress monitoring due to the static nature of the assessment. Most of the test design concerns focused on the Reading, Writing, and Speaking tests—some respondents expressed concerns about the level of difficulty of the content in these domains. Some educators also requested that the test instructions remind students to use academic or formal language during the Speaking and Writing tests.

In addition, an area of concern for 37 participants (27%) was cultural bias. They often described MODEL too U.S.-centric to allow students to meaningfully respond to some tasks. Respondents stated that their students are not familiar with U.S. currency and means of measurement. They raised concerns about historical topics and figures (e.g., the gold rush, Shirley Chisholm) and about some of the student prompts (e.g., chores, family life). These topics were viewed as inappropriate because they are not universal (city-dwelling children or families with maids and gardeners cannot discuss doing chores; some families do not have leisure time on weekends).

MODEL scores was a topic that generated significant feedback from survey participants. Some educators (23, or 17%) believe the scale scores to be too high, or that students' raw data matched the performance definitions while the scale scores and subsequent proficiency levels did not. One educator who was familiar with MODEL and ACCESS for ELLs expressed concern about a perceived discrepancy between the scaling on Reading and Speaking tests for test-takers in the United States and those in international schools.

A small number of participants (14, or 10%) called for overhauling or restructuring the test administrator interface for MODEL. Some respondents reported experiencing the same problems over multiple years. For example, one educator stated that her school cannot use the group administration feature as it does not allow students the flexibility to move on to the next domain test as they finish each domain test. The educator added that the school has tried creating individual test sessions for each student, but proctoring MODEL became difficult to manage for the test coordinator and test administrators because they must look up a unique test session ID and student ID for each of the 200 students taking MODEL. Another participant noted that managing the test administrator interface is so much of a burden that it is starting to impede administering MODEL to students in the school.

Finally, participants indicated their overall level of satisfaction with MODEL. Table 18 shows that most educators are satisfied with the use of MODEL in their schools (83.9%); 8% indicated dissatisfaction.

Table 18. Satisfaction with MODEL

Level	Number	Percentage
Extremely satisfied	32	25.8%
Somewhat satisfied	72	58.1%
Neutral	10	8.1%
Somewhat dissatisfied	8	6.4%
Extremely dissatisfied	2	1.6%
Unsure	0	0.0%
Total	124	100.0%

Overall, findings on Research Question 3 help us understand the appropriateness of MODEL as a measure of English language proficiency for students in international schools. For example, participants chose “just right” as the most common descriptor of the content presented on the four language domain tests. Educators were generally pleased with the overall test design of MODEL and the use of the assessment across all grade levels, providing evidence for the validity of MODEL in the specific context of international schools. Some areas of concern, including cultural bias, need to be addressed to further enhance the use of the assessment in an international context.

Conclusion

This report summarizes the findings from an online survey created to investigate the use of MODEL in the international school context. Educators who participated in this survey revealed that they use MODEL assessments to help them make decisions about the English language learners enrolled in their schools. Most of these respondents administer MODEL to students no more than two times a year. International educators use MODEL to decide whether students need English language support services, to support ending services for English language learners, and to monitor students’ progress.

International educators expressed that most of the sub-scores and composite scores were helpful. Proficiency level scores proved to be the most common score that influenced participants’ decision-making process about their schools’ English language learners. As a whole, MODEL scores were viewed as meaningful for understanding students’ English language proficiency. Participants use WIDA Can Do Descriptors and Performance Definitions to better understand the implications of MODEL scores for their students.

Furthermore, educators expressed confidence in the appropriateness of the content on each domain test, especially the Writing test; however, some participants questioned the rigor of the Reading test’s content. Most educators had a positive view of the design of MODEL, while some respondents requested that the test administrator interface be updated. A recurring area of concern was a perceived cultural bias that places test-takers in international schools at a disadvantage. Finally, more than 80% of the survey participants expressed satisfaction with their schools’ use of MODEL.

Although the survey findings reveal helpful information regarding the use of MODEL in the international context, additional studies are needed to obtain more in-depth information on the test's usefulness, detail that might come from extended interviews of educators from representative international schools. WIDA will conduct such a study in the near future and findings from studies focusing on perceptions of educators in international schools will be used to inform updates to the content of WIDA MODEL. Specific findings from these studies will serve as priorities that frame the enhancements to new MODEL test content.

References

- American Educational Research Association, American Psychological Association, National Council on Measurement in Education, Joint Committee on Standards for Educational and Psychological Testing (U.S.). (2014). *Standards for educational and psychological testing*. Washington, DC: AERA.
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Appendix: Survey

WIDA MODEL International Study: 2018 Survey of Educators

The main purpose of this survey is to learn about how your school uses WIDA MODEL. WIDA wants to know what works well for your school and learn about improvements that the test may need. WIDA would like to thank you in advance for your feedback. It will be very helpful for us to better understand the ways in which International Schools use WIDA MODEL. It may take about 10-15 minutes to complete the survey.

Q1 Which WIDA MODEL assessments does your school use? Please select all that apply.

- WIDA MODEL Online (Grades 1-12)
- WIDA MODEL Paper (Grades 1-12)
- Kindergarten MODEL
- We do not use WIDA MODEL

Q2 What region is your school in?

- Africa
- Asia
- Australia
- Caribbean
- Central & South America
- Europe
- Middle East
- North America

Q3 How many students are enrolled in your school?

- 0-500
- 501-1000
- 1001-1500
- More than 1500

Q4 Which grades does your school serve? Please select all that apply.

- PreK
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Q5 Approximately how many English language learners are enrolled in your school?

- Fewer than 100
- 100-200
- 201-300
- 301-400
- More than 400

Q6 What is the language of instruction at your school?

- English
- Multilingual (specify languages) _____

Q7 Please indicate your role in your school. Please select the role that most closely matches your role.

- ESL/EAL teacher
- ESL/EAL program coordinator
- Principal or other administrator
- Teaching assistant/support staff
- Admissions staff

Q8 For how long has your school been using WIDA MODEL?

- Less than 1 year
- 1-2 years
- More than 2 years-5 years
- More than 5 years
- Unsure

Q9 How often does your school administer WIDA MODEL to an individual student?

- Once a year
- Twice a year
- Three times a year
- More than three times a year
- Other (please explain) _____
- Unsure

Q10 To what extent does your school use WIDA MODEL for the following purposes, if at all? Please select N/A if you are unsure.

	N/A	Not at all						To a great extent
To decide if students may be admitted to your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To decide if students need English language support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To decide which classes to place students into	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To determine whether students are making progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To inform planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To support decisions to exit students from English language support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please explain)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11 Which type of WIDA MODEL scores does your school use in making decisions about students?

- Scale scores (100-600)
- Proficiency Level scores (PL1-PL6)
- Both scale and proficiency level scores
- Unsure

Q12 Which types of scores are most helpful when making decisions about students? Please select all that apply.

- Listening score
- Reading score
- Speaking score
- Writing score
- Oral composite score
- Literacy composite score
- Overall composite score
- Unsure

Q13 Which types of scores are not helpful when making decisions about students? Please select all that apply.

- Listening score
- Reading score
- Speaking score
- Writing score
- Oral composite score
- Literacy composite score
- Overall composite score
- Unsure/NA

Q13.1 Please explain why these scores are not helpful and note specifically which score(s) you are referring to in your answer.

Q14 Which WIDA resources do you use to help understand test scores? Please select all that apply.

- WIDA Can Do Descriptors
- WIDA English Language Development (ELD) Standards
- WIDA Performance Definitions
- Other (please explain) _____
- We do not use any of these resources

Q15 WIDA MODEL scores provide meaningful information about the English language proficiency of students at my school.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- Unsure

Q15.1 Please explain your response.

Q16 How does staff in your school train and prepare to administer and score WIDA MODEL? Please select all that apply.

- Read the Test Administration Manual (TAM)
- View training PowerPoints
- View videos
- Listen to recorded webinars
- Train in groups together
- Attend a WIDA Institute
- Other (please explain) _____
- Unsure

Q17 How would you evaluate the level of the Listening test content for your students?

- Much too easy
- A little too easy
- Just right
- A little too hard
- Much too hard
- Unsure

Q18 How would you evaluate the level of the Reading test content for your students?

- Much too easy
- A little too easy
- Just right
- A little too hard
- Much too hard
- Unsure

Q19 How would you evaluate the level of the Speaking test content for your students?

- Much too easy
- A little too easy
- Just right
- A little too hard
- Much too hard
- Unsure

Q20 How would you evaluate the level of the Writing test content for your students?

- Much too easy
- A little too easy
- Just right
- A little too hard
- Much too hard
- Unsure

Q21 WIDA MODEL is helpful for making decisions about the English language proficiency of students in my school.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree
- Unsure

Q22 What do you like the most about using WIDA MODEL at your school?

Q23 What do you like the least about using WIDA MODEL at your school?

Q24 Please evaluate your overall level of satisfaction with WIDA MODEL in your school.

- Extremely satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Extremely dissatisfied
- Unsure

Q25 Would you be willing to participate in a brief follow-up interview with a WIDA researcher?

Your responses to this survey will remain anonymous and your email address will not be associated with the feedback you have provided.

If you are willing to be interviewed, please click "Yes" to submit your feedback and be directed away from this survey.

- Yes
- No



Working Paper

No. WP-2019-1
May 2019

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