

How To Use WIDA Model Test Scores to Inform Instructional Planning: Transcript

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Hannah: Hi, everyone, thanks for joining this WIDA Webinar today. We'll get started in just a moment. I'm gonna give folks a chance to join here. All right, I'm gonna kick us off. Um, welcome to WIDA Webinars. Um, and thank you for joining. We've got more WIDA Webinars coming up this year. Um, and you can check out the schedule and register on the WIDA Webinars webpage. Um, Fatima will drop that link in the chat, and we can share it later in the webinar as well. Um, I'm gonna go through a couple housekeeping slides before I introduce our presenters.

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Um, so Zoom logistics here, connecting to audio. You can click your little, um, caret next to your microphone to adjust your audio settings. We can go to the next slide.

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Um, and then we also, on this next slide, just wanna give you notice that, um, there is no certificate for completion of this webinar.

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And then finally, um, because of our, because we are underneath the University of Wisconsin–Madison, um, we have a disclaimer on, on artificial intelligence, and no AI is allowed in the webinar today. Um, and so with that, in today's webinar, we're going to explore how WIDA MODEL test scores can support instructional planning. Our presenters are assessment specialist, Katie Schultz, and WIDA researchers, Mark Chapman and David McGregor. They've got a great presentation for you today. So let's get started. Welcome, Katie, Mark, and David.

Katie: All right. Thank you, everyone. Um, so before we get started, um, I just wanna take a moment to introduce ourselves a bit more. Uh, my name is Katie Schultz and I'm here today, as Hannah said, uh, with two of my WIDA Assessment Team colleagues, uh, Mark Chapman and David McGregor. Uh, I'm the WIDA MODEL program manager at

WIDA. I've been at WIDA almost 5 years now, uh, working on the MODEL assessment. And then, prior to that, I worked at the International Baccalaureate, uh, as a researcher advising on large scale assessment design. Uh, Mark, I'll hand it over to you.

Mark: Uh, thanks, Katie. Um, uh, hi, everybody. Thanks so much for, for joining us today. We really appreciate you, uh, logging in for this webinar. Um, I'm WIDA's senior innovation researcher. I've worked on, uh, WIDA's Assessment Team for a little over 10 years. Um, and I've worked on the, the WIDA MODEL test as both a, a researcher, uh, and a test developer during that time. Um, I'm really looking forward to, to the coming hour, this presentation and all your questions. Thank you. I guess we should, uh, let David say hello.

David: Uh, thank you, Mark. Hello, everyone. I'm David McGregor. I'm an assessment researcher at WIDA. I've been at WIDA for 9 years. Um, before that I was working on WIDA projects at the Center for Applied Linguistics for, uh, about 10 years or so. Um, and I've been involved mostly on the psychometric side of, of MODEL for, uh, really since the beginning. I'm really looking forward to this, so I will now turn it back to Katie.

Katie: All right. Thanks, both. Um, so now on to today's agenda. Um, I'm gonna start by sharing some background information about the WIDA MODEL assessment, uh, and its technical quality as an interim assessment. And then, I'm gonna hand it over to David, who will talk about how MODEL scores can be used to predict performance on the ACCESS test, and what that means for instructional planning. Uh, and then, we'll pass it to Mark, who's going to share how MODEL test scores can be used alongside the WIDA Can Do Descriptors and other resources to understand what students can do, uh, and for lesson planning.

All right, so what is WIDA MODEL? Uh, MODEL is an on-demand English language proficiency assessment, uh, that can be administered, uh, at any time to students in kindergarten through grade 12. Uh, it's designed to be administered up to twice a year to monitor student progress toward proficiency, uh, and provide real-time proficiency level scores. Uh, it's a four-domain assessment that measures student skills in Speaking, Writing, Listening, and Reading. Uh, and then, because the Listening and Reading tests are scored automatically by the test platform, if you're using the online test, uh, and the Speaking and Writing tests are locally scored, uh, by the test administrator or another local rater in your school. And that means student scores and score reports are available immediately and can be used right away to inform instructional planning. Um, so

MODEL is available in both online and paper-based formats, uh, and kindergarten, uh, the kindergarten version of the MODEL test is available as a paper-based test.

All right. So MODEL is also WIDA's interim assessment, uh, which means it's a part of WIDA's larger WIDA assessment system that includes WIDA Screener and WIDAACCESS. Um, because of its flexibility, it's a great test to administer to a student after they've been screened or identified as an English learner and in between annual administrations of the ACCESS test as an interim benchmark. Um, so each WIDA test serves a different purpose. They really work together as a system, uh, and the foundational underpinnings of the assessments are all the same because they're all developed by WIDA. Uh, and the test items on the MODEL test have gone through the same rigorous development content review and field-testing processes as the other WIDA assessments have.

Um, and interim assessments in particular have an important role to play, specifically because of the real-time impact they can have on instructional planning. Uh, so when we talk about interim assessment, we're talking about a test that you can use to monitor progress at multiple points throughout the year, um, in between annual administrations of a summative assessment like ACCESS. Um, and then the results are available right away, which means you can use them to inform curricular, uh, and programming decisions.

And you can make those decisions based on students' current levels of proficiency rather than relying solely on summative data from an assessment that may have been administered 6 or 9 months earlier. And then finally, for an interim assessment, the relationship between the interim assessment and the summative assessment is very important. Uh, a student's interim assessment results should be able to give you a really good idea of how the student is likely to perform on the summative assessment.

Um, and WIDA has developed a set of research-backed criteria to really look out for when you're selecting an interim English language proficiency assessment. Uh, particularly so if ACCESS is your summative test. Um, so we've got seven criteria here that we'd think are important. Um, so if you're thinking about an interim test for students to start, number one, you'll wanna think about the tests' theoretical foundation. Uh, it should be based on a sound language development theory. Um, two, regarding test content, the test should be consistent with the WIDA ELD English Language Development Standards and relevant to the content that's taught in the classroom. Uh, three, technical quality. It really should deliver statistically reliable and valid results. Um,

four, it should provide meaningful score reports and interpretations, for example, so that the data can be used to inform instructional planning. Um, five, it should be practical, uh, meaning that you understand, uh, how to administer the test. Um, and that [it] has clear test administration procedures, uh, and it should also be fair and accessible to diverse student populations. Um, number six, like I said, another indicator of a good interim English language proficiency assessment is its ability to, uh, determine whether students are on track to perform well on future annual summative assessments. So in this case, performance on an interim assessment should be able to predict student performance on ACCESS, if that's your state's, uh, summative ELP assessment. Um, and then finally, there's the consequential validity of the assessment.

So the results of a good interim assessment should be helpful in making instructional planning decisions for students. Uh, and then before we talk about MODEL in a little more detail, uh, I'm hoping you can let us know in a poll, um, which of these seven criteria is most important to you or for you when you're considering a test for your students? Um, we've got these seven criteria, um, but certainly it's a balance of what's more important to prioritize over others. All right. Interesting.

I'm seeing a lot of, a lot of results roll in. I'm seeing lots of relationship to ACCESS is important. Practicality, inclusivity is important, score reports are important, and content validity. Great. I'm just gonna give a couple more seconds. All right. I'm gonna close the poll. Thanks, all. And I'm gonna share the results. All right, thank you. All right.

So keeping these criteria in mind, um, there are a few reasons MODEL is WIDA's recommended interim assessment. Uh, and we'll talk more about, um, these details later on, especially the instructional planning piece as the presentation continues.

Um, so the MODEL test is grounded in the WIDA English Language Development Standards, with content design and development being comparable to that of WIDA ACCESS. Um, and you'll see on a later slide the test is very flexible based on the needs of users and students. Um, MODEL reports the same kinds of scores that WIDA ACCESS does.

So namely, scale scores and proficiency levels for individual domains and composites. Um, importantly, as we'll highlight in a moment, MODEL scores can be used to predict performance on ACCESS. Uh, and of course, MODEL scores can be used to support instructional planning decisions. Uh, and first, I really wanna highlight the importance of

being grounded in the WIDA ELD Standards. Um, so all WIDA assessments are grounded not just in the standards, but in the same theory of language development.

Uh, and like ACCESS, MODEL assesses the language needed for learning and success in the content classroom, uh, which is a specific thing. So test items for MODEL are written to similar specifications as ACCESS, uh, and in some cases, the MODEL test items are adapted from retired ACCESS items. Uh, and then MODEL also uses the same six language development levels you're familiar with from the standards and from the other WIDA assessments.

Okay. And before I hand it over to David, uh, I also wanna talk about the flexibility of the assessment and how we see schools and districts using it. Um, because this assessment really can be administered on demand, depending on your specific needs. Um, and I'll share some examples. Um, so the first way a lot of schools and districts in WIDA states use MODEL today, um, is annually, annual interim use. Um, so typically, one fall MODEL administration when the school year's starting, um, and to monitor progress between ACCESS administrations and to gather current proficiency level data to inform instructional planning at the start of a new school year.

Um, so some schools administer MODEL to all, uh, multilingual learner students every fall. Um, but others strategically select maybe a subset of students that they wanna check in on, um, maybe based, uh, on ACCESS scores from the previous year. Uh, some districts also administer MODEL at the beginning of the school year or in fall, maybe October, November, to really prepare students for ACCESS based on, on their MODEL scores, so they know where to target instruction for those months prior to taking the ACCESS test.

Um, the second, uh, use case is to monitor progress students make over the course of an academic year. Um, so lots of districts administer MODEL once in the fall to some students and then in the spring to the same set of students to see if students are making the expected progress over the course of the year from fall to spring. Um, and again, some districts opt to administer to all language learners, uh, or some have a specific subset of students that they're wanting to monitor more closely, closely, uh, for example, like maybe a smaller newcomer population.

Um, and then finally, there are lots of schools and districts who use MODEL very successfully in a more supplemental way to support specific students on an as-needed basis. Uh, so for example, if there's a student who's been absent for a while or they

missed the ACCESS testing window, and you really wanna understand that students' current English language proficiency levels right away when they return, ACC, um, MODEL test is a perfect tool for that. Um, so an interim assessment is a great option that provides meaningful and reliable test scores outside of the annual summative testing experience. And now, uh, I'll hand it over to David, who's gonna talk more about WIDA's research, examining the relationship between MODEL and ACCESS.

David: Okay, thank you, Katie. So, yes, we, um, conducted a study a few years ago. Um, and Mark, if you wanna go onto the next slide, uh, to, uh, find out the predictive relationship between MODEL and, and ACCESS. So we conducted this study in 2019. We tracked scores from students who took both of the exams. And what we found, in short was that the, uh, MODEL, the overall composite model scale score is a good predictor of the overall composite ACCESS proficiency level. And we created a, a technical report, um, and also a concordance table that shows how, uh, which MODEL scale scores predict which ACCESS proficiency levels.

Okay, so this is what the, uh, concordance table looks like. It's cut off at the bottom. It does actually go up to grade 12. Um, but what it shows is that for, for each grade, uh, it, it gives you an idea of what scale score on MODEL predicts the major levels of, of ACCESS. So the 2.0, the 3.0, 4.0, up to 4.5. We didn't see very many students, um, who, who took MODEL and then scored higher than 4.5 on ACCESS.

Um, so to use this, what you would do is you would look at your, your student score. So let's take an example, Leah, who's in grade 3. Uh, she had a MODEL score of 340. So I'd like you to take a minute, uh, just put in the chat quickly. What do you think, uh, that corresponds to in terms of an ACCESS proficiency level? Okay. Okay. I've seen a lot of 3.9s to 4.0. That's, that's about right. If you look at the, uh, concordance table for grade 3, there you see a MODEL scale score of 340 corresponds to a 3.9 or 4.0.

Uh, another example, it's a little more complicated. Here we're looking at Dario, he's a grade 7 student. He got a 301 on MODEL overall score. So again, I ask you to put in the chat, what do you think his, uh, the corresponding ACCESS proficiency level would be for Dario? Okay. I'm seeing a lot of, uh, a lot of answers in, in the kind of mid-2 range, and I think that's about where we would be, uh. If you look at an example... So, so, um, Mark, do you wanna go ahead and click? There we go. Uh, you can see a 301 is about midway between 288 and 328. Uh, so 288 would correspond to around a 2. A 3.28 would correspond to around a 3. So we would say, it's 301, would be somewhere in the mid-2, you know, maybe 2.4, 2.5, 2.6, somewhere in that range.

Okay. So what does this mean for instruction? Um, first of all, this gives you a better idea of how your students are likely to do on ACCESS. It can identify students' strengths and opportunities for improvement prior to taking ACCESS. And it provides immediate actionable information on the student's current language development. As, uh, any of you who are in WIDA states know, when you administer ACCESS, it takes a long time for those scores to come back to you, so they're not always reflective of the student's current abilities. So MODEL gives you that immediate, uh, insight into the student's proficiency at that point.

Hey, next slide. There we go. So there's a QR code here for, uh, you can get details on, uh, you can get the technical report and find the concordance table. And, uh, Hannah also put a link in the, um, in, in the chat for that. All right, and now I'm going to turn it over to Mark, who's going to talk about using MODEL scores to inform instructional planning.

Mark: All right, uh, great. Tha, thanks so much, David. And, um, Katie as well. Um, so for those of you online who have been following along, uh, Katie talked about, uh, the MODEL test, um, and its qualities and, um, the qualities of MODEL that, uh, we believe makes it, uh, an, uh, an effective, uh, interim assessment for multilingual learners. Um, one of those qualities, uh, which many of you chose in, in the poll was the, the ability of the interim test to predict, uh, how students will do on the ACCESS test. Um, and, and David just walked you through, um, the information that we have, uh, that's come through our research about the links between, uh, scores on MODEL, um, and scores on ACCESS.

So I'm gonna, uh, take the next step in our presentation today, um, and move us on to, uh, the content, you know, that's most directly related to the title of, of our webinar. Um, and that's how, uh, educators can, can take the test scores from MODEL, uh, use the test scores in combination with some, um, freely available resources, uh, some of those resources are from WIDA, some of those are external, uh, and how you can use the test scores, how you can use the freely, uh, available resources, uh, to make some detailed decisions, uh, about instructional planning for your students.

Okay. Uh, long-winded segue. Uh, I'll get on with it now. Um, some good news, um, everything that, uh, I'm about to say for about the next 15 minutes or so, um, we've already written down, um, published, um, for free on our website. So we wrote, um, a short document, I think it's about 10, 10, 12 pages. And it's titled Using WIDA MODEL to Support Instructional Planning for Multilingual Learners. Um, and again, you can see the

QR code on, on the screen, so you can scan it and go directly to the Focus Bulletin. Um, or I think we will drop the link to, to this document in the chat, so you can follow the link as well. Uh, feel free to, to review this after the webinar.

I'll give you some additional detail, uh, about the content that I'm about to present. Okay. So let's, sort of, step back a little bit. Um, and first of all, think about, um, the test scores that get reported on the MODEL test to, uh, to students and to educators. Um, let's do this by looking at an example. um, a student called Mario, who's in fourth grade. And these are, uh, the test scores that were reported after Mario completed the MODEL test. So in the little graphic in the middle of the screen, you can see, um, the four language domains: Listening, Speaking, Writing, and Reading. And then at the bottom there you can see the three different, um, composite scores that, uh, are reported on the MODEL test. So the Oral Language composite, the Literacy composite, and the Overall composite. And that Overall composite, that's the score that David was talking about, that is the most predictive of, uh, a student's performance on the ACCESS test.

Okay. And then in the middle of the screen here, you can see the student's proficiency level scores. So, uh, starting at the top, Mario got a 5.0, uh, on Listening, a 1.0 on Speaking, uh, all the way down to Mario's Overall composite score of 1.9. And those proficiency levels run from 1 to 6, and they're related to, um, the performance expectations described in WIDA Standards. And then on the far right here, you can see the scale scores, uh, that Mario got on his MODEL test. And as you can see in the little graphic, these are reported from, uh, a scale score of 100 all the way up to a scale score of 600. So Mario got a 355 on Listening, a 182 on Speaking. Um, down at the bottom, he got a 282 on his Overall Score.

That's a lot of information. Uh, what are we supposed to do with all this information and how can it inform instruction? Well, uh, for, for an educator who might be using this test, MODEL, for the first time, there are probably some questions that come to mind when, uh, the teacher looks at this score report. I'll get to question 2 a bit later. Don't worry about that at the moment. But the first question, um, somebody is probably gonna ask is, How do I use the information in my students' score reports? Um, and, What information in the report is most important to me? So let's think about that, that first question, uh, for the next few minutes.

Okay, so let, let's go back and look at those, um, test scores again in the middle of the score report here. Excuse me. And let's, uh, look at this, um, full, uh, copy of a MODEL

score report. So at the top of the score report, we get some demographic information about the student. Below that, there's a little bit of information about the grade cluster that was taken, the grades 3–5 tests. And then, you can see all of the test scores that I just walked you through. And finally, at the bottom of the score report, there's a little bit of information about what those test scores mean.

Now let's, let's look at that in a little bit more detail. So this is just a, a, a blowup of what's at the bottom of the, the MODEL score report. And it's a very, very high-level description of what those proficiency level scores mean. So if you recall, uh, students get a proficiency level score from 1 to 6. They get a scale score from 100 to 600. What these descriptions give you is a very high-level understanding of what the proficiency level scores mean. And this is tying the test score to the WIDA Standards and providing some guidance on how to understand the test scores. Um, so you can see if your student received a proficiency level score of 2, this indicates that the student knows and uses some social English and general academic language with visual and graphic, and graphic support. Whereas if the student got a proficiency level score of 5, this would indicate that the student knows and uses social English and academic language, working with grade-level material.

So that gives you a, a little bit of information, but is it enough to make instructional planning decisions about students? Well, no, not, not really. There's nowhere near enough detail. So let's think about how we, we can find some more detail, um, detail that's more helpful to make instructional planning decisions for students. And the resource that we recommend to do this is WIDA's Can Do Descriptors. Um, these are available from WIDA's website. They're freely available to anybody. Um, and I'll show you a link in a moment about how to go get them. But basically, WIDA's Can Do Descriptors, which have been available from us for years and are super popular with, with educators, they provide very rich detail, much more detail than is available in a score report, about students' language development.

The WIDA Can Do Descriptors allow you to take a test score and then look up in the ca, Can Do Descriptors, what students may be expected to do with their English language development based on, uh, these following criteria: Um, so the grade level that the student is in when, um, she or he took the test; uh, the four different language domains of Listening, Speaking, Reading, and Writing. There are different Can Do Descriptors for Listening and for Speaking and for Reading and for Writing. And the Can Do Descriptors are also broken down by Key Uses of Language. Uh, and those are, uh, the Key Uses of

Recount, Explain, Argue, and Discuss. So once we break down by grade level, by language domain, and then by Key Uses of Language, we're getting much, much more detailed information about what students' test scores actually mean.

Okay. Um, here's some images of the Can Do Descriptors from WIDA. Uh, again, there's the QR code on the screen that you can scan to go there directly, and we will drop into the chat the URL that you can click on, uh, and go to the Can Do Descriptors. Um, and again, these resources are freely available to, to WIDA directly from our website. Um, we believe that they're super useful. We hope that they will be to you. Um, and I'm gonna take a few minutes now to try and walk you through how we specifically connect, uh, the test scores to the Can Do Descriptors to making some instructional decisions.

All right. Let's go back to Mario. Remember he's a fourth grader. He took the MODEL test, uh, and he got all of these test scores. And, um, to connect the test scores to the Can Do Descriptors, uh, we are going to use, uh, proficiency level scores that are in the middle of the score report here.

Let's look at a couple of examples. Um, the first example I'd like to start with is Mario's Oral Language score. So Mario did really well in Listening. He struggled a little bit in Speaking, and his overall Oral Language score was 1.9. So, how can we take that, uh, Oral Language score of 1.9, uh, and connect it to the Can Do Descriptors to understand what Mario can do with his oral language skills and which skills he might need to develop soon? Okay. So, um, this is again, uh, a snapshot of what's in the Can Do Descriptors. Um, it's for a student in fourth grade, uh, it's the Can Do Descriptors for Oral Language specifically.

And just because we're looking at an example, um, it's the Key Use of Discuss, right? So remember, those are our three criteria in the Can Do Descriptors: um, grade level, uh, language skill, uh, and Key Use of language. So that's what we're looking at here. And if we recall, he's got a proficiency level of 1.9 in Oral Language. So if we look at the descriptors under proficiency level, uh, 1, we would, uh, expect that Mario can use his oral language, uh, skills to Discuss by expressing his own ideas in a variety of ways. Uh, by tracking the person who is speaking and by sharing his own work to contribute to the conversation. We would probably expect that Mario has got those skills down, um, because they're the proficiency level 1 descriptors and he's scored above that.

However, as we start to think about the descriptors at proficiency level 2, they are, he can use his oral language skills to discuss by taking turns and applying conventions

specific to particular conversations and addressing others according to their relationship. So distinguishing between when he is talking to his friends in class versus when he's talking to a teacher in class. We would expect Mario to be reasonably okay with these skills, but they could probably use some reinforcement 'cause he hasn't scored 2.3, 2.4; he scored a 1.9. So he's on the cusp. We would expect of mastering those skills but probably would still benefit from instruction.

And when we move up to the descriptions of proficiency level 3, we would expect that he would probably benefit from some direct instruction, uh, in these skills because his proficiency level score indicates that he is most likely below, uh, the level where these skills are described. So this is where we can really begin to use the skills described in the Can Do Descriptors to inform some targeted instruction that we think Mario would probably really benefit from.

So that question that I dropped in a few slides ago hopefully begins to make more sense. Uh, the question Mario's teacher might ask is, How could I plan a lesson to focus on using examples to support statements in conversation? So that's coming from these descriptors here. And, how might this lesson also be relevant to students at slightly lower and higher proficiency levels? So our, um, our instruction is relevant not to just Mario, but other students in the class who might be a little bit above or a little bit of, uh, below his level. So this question is coming directly from Mario's score and the related, uh, Can Do Descriptors, um, and connecting those two things together.

All right, um, that's our first example. Um, let's look at a second example. So same student, Mario, fourth grade. Mario's, um, Reading score on MODEL was 3.6. So let's do the same thing. We'll use his proficiency level score. We'll look at the Can Do Descriptors to look at the skills he's probably mastered, where he is about now, and where he's heading, and the skills he would benefit from learning. All right. So a different set of Can Do Descriptors, same grade level, but these are the Can Do Descriptors specifically for reading skills. And we've changed up the Key Language Use as well. So this time we're looking at the Key Language Use of Argue. So we're thinking about how Mario can process arguments in written text. Okay. And remember, his proficiency level score, uh, in Reading was 3.6.

So if we look at the descriptors, uh, under proficiency level 3, uh, we would expect Mario to be able to process arguments in written text by identifying evidence from multiple places within a text and identifying different perspectives, stances, or points of view. So we would probably expect Mario to have most of those skills down, given his score of

3.6, but he still might benefit from a little bit, but not a lot, of reinforcement on those skills described under proficiency level 3. But when it comes to the skills described under proficiency level 4, so processing arguments in written text by hypothesizing or predicting based on evidence or comparing multiple points of view on a topic, those are argument-based reading skills that Mario would probably definitely benefit from some reinforcement. Um, and they would provide, um, some fodder for instructional planning in the near future for Mario. Um, and then when we think about the skills described at proficiency level 5, this is further out in, uh, Mario's language learning journey. Um, so probably not for imminent instruction, but a little bit further down the line. Um, we can use the skills described under proficiency level 5 to think about some higher-order reading skills that Mario would benefit, you know, a little bit into the future, but not too far.

So there's a couple of examples. The first one, looking at oral language, the second one looking at reading, which helps us think about how we can take test scores on MODEL, those proficiency level scores, use these freely available resources from WIDA, the Can Do Descriptors, uh, and connect these things together, um, to make evidence-based decisions, uh, about the kind of instruction that Mario might benefit from.

Okay. Um, you've been listening to Katie, um, and David and me for a long time now. We're 40 minutes in. Thank you for your patience. Um, let's give you the opportunity to share some of your thoughts, uh, through the Zoom chat, if that's okay. Um, we hope and, and believe the information that we're sharing today, uh, allows you to take advantage of WIDA's assessment and connected standard system, uh, to use test scores to make decisions about students. Um, but this is practical, uh, for very busy teachers.

So here's a couple of questions to think about. Um, do busy teachers have time to use assessment data to inform instructional decisions about students? Would you use test scores to help with instructional planning decisions about your students? Um, or does this take too much time? Is it unrealistic to expect teachers, um, to be able to do this, uh, possibly for large groups of students? If you don't mind taking a couple of minutes to share your thoughts in the chat, that would be fabulous. Um, while you do so, I'll, I'll skim the chat and I'll have a glass of water as well.

Thank you. Put your ideas in the chat if you don't mind. Okay, great. Thank you.

Because there's so many people on the webinar, it's hard to track everything. Uh, we're really getting a diversity, uh, of opinion in the chat, um, with lots of people saying that,

uh, these resources can be helpful for planning for multilingual learners, uh, and, and others talking about how busy you are with a variety of tasks that are, of course, very important for, for teachers. I did see, um, one question in the chat. There's probably a lot, but one question was, Can you just, uh, administer one or two domains of the test rather than the whole thing for the paper-based version of MODEL? Yes, it's very flexible. Um, for the online version, we'll be making that enhancement, um, in the coming year. Uh, so there's that flexibility to administer one or two domains and not all four and get your scores back. So I hope that's helpful.

All right, I don't wanna run out of time.

We're into the final 15 minutes, so I'm gonna close this out, and then we'll have a bit of time for Q&A at the end. So the section I've just been through is connecting MODEL's test scores to WIDA's resources about our assessment, the Can Do Descriptors. Just briefly, I'm gonna talk about some external resources that you can use if you want to go beyond what WIDA offers and look at a really internationally known framework that's the C-E-F-R, CFER or CEFA, as people call it. The CFER, or CEFA, is the Common European Framework of Reference.

And um, over the years we'd received many requests from MODEL users to link our test scores to the Common European Framework. So you just get a bit more, um, independent guidance on what students can do at a very high level. Um, the Common European Framework report scores at the A level for beginners, the B level for intermediates, the C level for advanced learners. It's important to remember that, um, uh, the CFER was originally designed for adult language learners, but over the last 10 years, um, the co, um, uh, the developers, uh, of CFER have released, uh, performance descriptors for young learners. And that's what we use. And the CFER levels help some test users, some MODEL users, understand their test scores, uh, in terms of an internationally recognizable scale. Um, and David and Katie and I were involved, uh, in a study to link MODEL scores to CFER levels couple of years ago.

Let me tell you about what we did and what we made. Um, so we worked with a, a, a group of students in an international school in Spain that was very familiar with MODEL and very familiar with the Common European Framework. And we worked with a group of educators over several days. And, uh, we looked at test content, we looked to CFER descriptors. Uh, we tried to connect, uh, the two together, and we learned that the grades, uh, one and two test measures up to the B1 or the B2 level, depending on the domain. Reading was a bit lower, the other domains were a bit higher. Uh, the grades 3–

5 test measures up to B2. That's a fully independent learner. Uh, grades 6–8 test measures up to B2, fully independent, or C1, low advanced. And the test for high schoolers measures up to C1, so a low advanced learner.

And, um, we published a, a research report, so you can find lots of detail about what we did and what the results are. We also produced, um, a concordance table, which links MODEL scores, uh, to CFER levels and it functions very similarly, uh, to the example David showed you connecting MODEL scores to ACCESS scores. Um, there's also a news report on our website, so you can get a high-level overview of what we did. Um, and there's another support webinar from me and David, uh, unpacking all of this work. Um, and all of these resources are available on uh, WIDA's website. Um, this is just a snapshot of the concordance table, uh, which links MODEL scores, uh, to CFER levels. It's a bit small to see on this screen, but if you look in, uh, in the middle here, uh, you can see there are concordance tables for students in grades 1–2. And then on the right, uh, grades 3–5, um.

You can see, I hope, uh, that there are listening scores, speaking scores, writing scores, and, uh, reading scores. And you look in, uh, at the, uh, scale score that your student attained on MODEL, and it links directly to uh, CFER level. So you can look at the scale scores. See how they're growing. See how they're progressing. See how they're moving from A1, um, a, a real beginner, up to B2, fully independent user of the language. And available from, uh, the Council of Europe, which makes CFER, lots and lots of descriptors, very similar to WIDA's Can Do Descriptors. And again, you can take the MODEL test score, this concordance table, all the descriptors available from the Council of Europe, all available freely on our website. Um, and you can put those together to make informed planning decisions, um, about your students, which we believe, very rich and very helpful. Just takes a bit of time.

All right, um, we are close to the end. I would like to try and wrap us up and take about 5 minutes for questions if that's okay. So, um, in summary today, uh, Katie and David and I have tried to talk about how WIDA MODEL test scores can provide important and timely information about your students' language development. Um, David gave some detail about how WIDA's, um, Overall Composite score on MODEL, um, is highly predictive of students' performance on the ACCESS test. And, um, I tried to explain, um, how we can use the proficiency level scores on MODEL, um, the Can Do Descriptors available from WIDA, um, the CFER descriptors available from the Council of Europe to provide rich and detailed information about students' language development.

And I think it's important to keep in mind that this is research-based. Um, comes from a long history of work at WIDA and the Council of Europe. Um, and we believe there's a lot of value in making these connections between test scores, um, and students' performance. So the Can Do Descriptors 885 and the CFER descriptors provide ideas for instructional planning. They indicate skills that students are in the process of acquiring and the skills that they're ready to develop. So where we can focus our instruction, and they can be used to plan instruction in all four language domains: Listening, Speaking, Writing, and Reading.

Thank you so much for listening. We really appreciate, uh, the time of the last 50 minutes. If you have any questions, please drop them in the chat, and we'll see if we can answer a few of them for you. Let me, uh, pop that out of presentation mode. Take a look at the chat. Um, Katie, David, please join me. I don't know if you've been tracking the questions. I've been busy droning on. Were there any questions in particular that you noticed that you think we should try and address?

Katie: Trying... I see.

Mark: Hey, here's a good one for you. Would our entire school district have to approve our use making a districtwide decision regarding WIDA MODEL use? Can you address that one?

Katie: Yeah, I think it can vary, um, like district per district, what your policies are in terms of what approvals are needed. But certainly you wouldn't have to administer the MODEL tests to all students if you wanted to. You could select, um, a handful of students, half your students, specific students that you wanna monitor more closely and administer the test to those students only if you wanted to.

Mark: Thank you. Well, ooh, we got lots of new questions coming in. I'll scroll down to the, to the bottom here first. Here's an earlier question. When will MODEL online be updated? The topics are not very relatable to students who aren't familiar with the U.S.A. I'll take the first bit of that. Maybe Katie can take the second bit. Actually, I meant that the other way around. Uh, we last updated the test in 2021. Um, and when we did that we actually worked very closely with international schools to try and make the content less U.S. centric. So that is something we specifically focused on the last go around. But, Katie, I understand the MODEL online is gonna get another update in the future, is that right?

Katie: Yeah, we are working on updating the test, but we don't have, uh, a planned launch date yet, but it's in the works.

Mark: Thank you. Um, here's a great question. Uh, how long does the MODEL take to administer?

Katie: Yeah, I can answer that one. For all four domains, we estimate total testing time to be around a 100 minutes, give or take. So for the Reading domain, about 25 minutes; for Listening, up to 30 minutes; Speaking, up to 15 minutes; and Writing, up to 30 minutes. Um, so shorter than the ACCESS test, and about a 100, uh, minutes in total.

Mark: Thank you. You're just on the hotspot here, Katie. Is WIDA preparing a new version of the kindergarten MODEL? Is it available yet?

Katie: That one's for you, Mark, I think.

Mark: Oh, is it? Okay. Um, it's not available yet, and we hope we will begin working on that really soon. Um, we just released a new version of WIDA's kindergarten ACCESS test. So the next kindergarten, uh, assessment we update will be kindergarten MODEL. Um, I can't give you a release date for that yet, um, but we will begin preparing it. Yes. Um, I...

Katie: I see another question actually about a test content variation. If you're administering the test, uh, up to twice per year, is all that content the same? Um, some of the overall test forms, uh, are the same, but we've got content variation built into each of the grade-level clusters for the online test. Um, so for Listening and Reading, those tests are semi-adaptive. Um, meaning that different students might, um, be routed through the test in a different way based on how they respond to items, um, so that they make sure that they see items that are best targeted for their particular level of proficiency.

Um, so if you, if the student takes the Listening test in the fall and then the Listening test in the spring, um, they may not see the same items if, um, depending on how they've progressed over the course of the year 'cause there's that adaptivity within the test. Um, and then we have multiple, um, Speaking and Writing forms, um, that you can select when you assign a test to the student. Um, so if the student saw one version of the Speaking test in the fall, they could see another version of the Speaking test with different content, uh, in the spring. Um, and the same goes for Writing.

Mark: Thank you, Katie. Um, we're gonna have to close this out soon, and we have a bit of housekeeping to wrap this up, but this is a great question that came in, which is, Do you recommend using WIDA MODEL for exiting students? Um, this is a question we get occasionally by exiting students. I'm sure most of you on the webinar know what that means. That means, uh, reclass, in fact, reclassifying them from their English learner status back into the general education population. So they're no longer in need of English language support services.

This is a really important question. Uh, if you are in the WIDA Consortium, it really depends on your state policy. So we would really recommend that you reach out to your state education agency, uh, because some states allow this and some states recommend, uh, considering MODEL scores when you are thinking about exiting or reclassifying your students and some states do not. Um, as you've gathered today, we believe that there's a lot of valuable information from MODEL scores about what your students can do. So we'd recommend you consider MODEL scores to think about your students' progress, but whether you can use it to exit your students is really a state decision or not a WIDA decision. All right, um, to finish this up, um, Katie, is this a slide you'd like to talk about, or should I?

Katie: Yeah, I can talk about this one. Um, so we've got, um, three resources on the screen if you wanna know more about MODEL. Um, one is our WIDA public website, with a lot of information about the MODEL test and the different versions of the test: paper, online, kindergarten. Um, the second one in the middle is the MODEL Resource Center. Uh, and I think links will be dropped, uh, in the chat. The MODEL Resource Center has a lot of information about MODEL, but also specifically MODEL online. If you're interested in the online test platforms or you wanna see some practice items or kind of experience for yourself what the student experience is like taking the test, I really recommend that. Um, and then if you're really interested in MODEL, uh, you can request, uh, an overview demo presentation, which will put you in touch, um, with one of my colleagues to walk you through really anything you ever wanted to know about MODEL. Um, and she can help you out. And I know we, there are a lot of questions in the chat that we didn't get to, um, busy webinar, so I wanted to say if you have specific questions, please follow up with those, um, by contacting, um, our WIDA Client Services Center, and we'll get you answers to anything that we might have missed.

Mark: Great point, Katie. Thank you. Um, and I think, finally, I don't know if one of my colleagues from, uh, WIDA wants to speak to this slide.

Voiceover: I can jump in, Mark. Uh, we, excuse me, would really appreciate your input for future WIDA webinars. Um, so you can go ahead and scan the QR code or grab the link from the chat and share your feedback from the webinar today and also share ideas for future webinars. We appreciate your time and your feedback. Thank you so much.

[The text on screen says, "WIDA Webinars. A free virtual learning opportunity for educators of multilingual learners."]

[The WIDA logo appears on screen.]

[The University of Wisconsin–Madison, School of Education, logo appears on screen.]