

Alignment Study Report

The WIDA Consortium's English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12

to

ACCESS for ELLs® Assessment

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Executive Summary

An alignment study between the WIDA Consortium's *English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12, Large-Scale Framework*, (herein after, "WIDA standards") and the *Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs®)* assessment was conducted in December 2006 with the assistance of 60 educators from WIDA consortia states. Cook's (2006) ELL alignment procedure was used for this study. This procedure is an adaptation of the Webb alignment process and uses many of the same metrics. The unique difference between Cook's process and Webb's process is the substitution of linguistic difficulty level (LDL) for depth of knowledge (DOK). Like Webb's process, Cook's procedure examines the relationship between standards and assessments in three dimensions: match, depth and breadth. Another difference between alignment methods is that ELL alignments explore the relationship between standards and levels. That is, two analyses are conducted in ELL alignments: an analysis between the English language proficiency (ELP) standards' LDLs and the assessment's LDLs, and examinations between skill domains (listening, speaking, reading, and writing) on the ELP standards and the skill domains on the assessments. WIDA standards are uniquely designed in that they not only include skill domains and English proficiency levels, they also incorporate academic English language features from five subjects or standards: social and instruction, language arts, mathematics, science, and social studies. This adds another dimension to the alignment process. Consequently, the first analysis in this ELL alignment answers the question, 'How well does the assessment measure proficiency levels as described in the ELP standards by both domain and standard?' The second addresses the question 'How well are the domains of each ELP standard addressed within each domain of the assessment?' The ACCESS for ELLs® assessment is designed with three different tier-based forms (A, B and C). The multiple-tier format is designed to provide assessments at students' unique language proficiency levels. Tier A covers the lowest three proficiency levels. Tier B address middle proficiency levels, and Tier C assesses the highest language proficiency levels. Alignment findings are summarized across tiers.

To address the two analyses mentioned above, two alignment studies were conducted for each WIDA/ACCESS for ELLs® grade band (Kindergarten, grades 1-2, 3-5, 6-8 and 9-12): a domain by level alignment and a domain by standard alignment. In the domain by level alignment, ACCESS items are aligned to listening, speaking, reading and writing model performance indicators for each of the five WIDA proficiency levels: Level 1: Entering, Level 2: Beginning, Level 3: Developing, Level 4: Expanding, and Level 5: Bridging. The domain by standard alignment examines the relationship between ACCESS items and the listening, speaking, reading and writing WIDA model performance indicators for each of the five standards: social instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies.

Figure 1: Summary of Domain by Level Alignment Findings between WIDA Standards and ACCESS for ELLs®

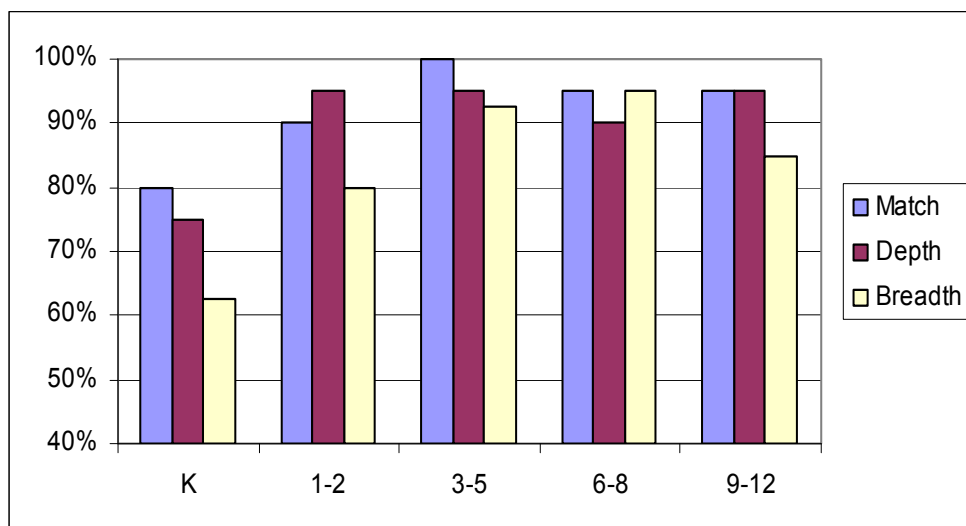
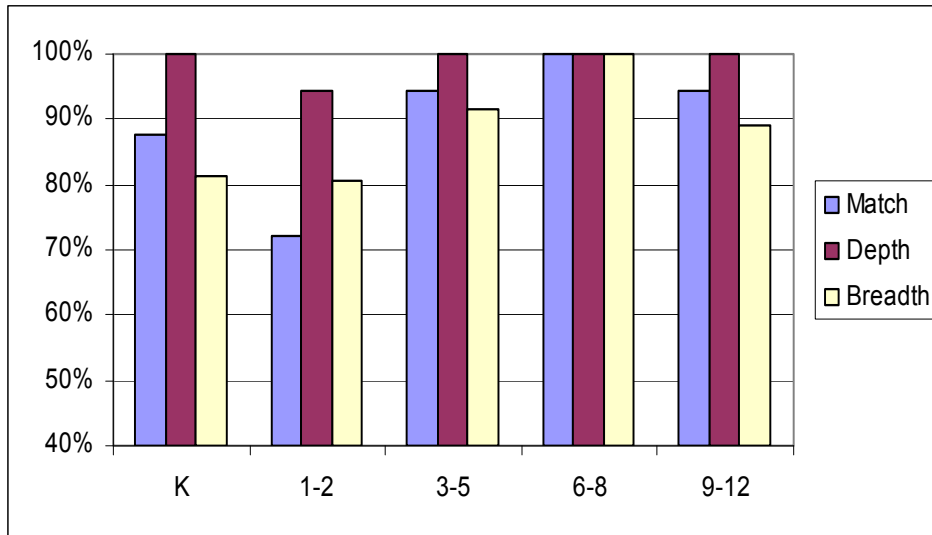


Figure 1 summarizes the WIDA to ACCESS domain by level alignment at each grade band. This bar chart displays the three aspects of alignment: match (the link between test items and standards), depth (the relationship in linguistic complexity between test items and standards) and breadth (the degree the test covers all standards) and the proportion of levels across domains that met alignment criteria. For example, 80% of the match criteria were met in the Kindergarten level alignment. That is, across listening, speaking, reading, and writing ACCESS test forms, 80% of the levels had an adequately number of items aligned. Similarly, 75% of depth criteria were met, and slightly more than 60% of the breadth criteria were met. A completely aligned assessment would have 100% of match, depth and breadth alignment criteria met. However, areas with over 80% reflect adequate alignment in our view. Percentages over 90% display good alignment.

In Figure 1, we see that Kindergarten displays the weakest level alignment. While match is adequate, only 75% of depth criteria were met. The tendency for Kindergarten ACCESS forms was to have items that exceeded the LDL levels of the standards. Across all domains except speaking there was limited breadth, which is reflected by the lower percentage. In the Grade band 1-2 alignment, all criteria are 80% or above. The lower breadth in the 1-2 grade band occurs primarily from the writing alignment. All other grade band findings are above 80%. Level alignment is the most critical aspect of aligning ELP standards to ELP assessments. Students are placed into programs based on their proficiency levels. It is therefore expected that assessments adequately portray students' proficiency levels as defined by standards. From the WIDA to ACCESS level alignment, findings suggest that an examination and possible revision of the Kindergarten test is necessary to better align. Of all subtests, speaking and writing had more misaligned levels (grade band 1-2, 9-12), which suggests monitoring test blueprint for these domain subtests. Beyond Kindergarten, there is adequate to good level alignment between WIDA standards and the ACCESS for ELLs® assessment.

Figure 2 highlights the domain by standard alignment. That is, the alignment between domains and WIDA social instructional, language arts, mathematics, science and social studies standards. WIDA standards are innovative in that they incorporate "academic language discourse," as stated earlier. Quality statements related to this type of alignment are less clear than level alignments. Criteria have been set for match, depth and breadth for the domain by standard alignment, but findings indicate strong, moderate and limited alignment rather than a prescriptive "Yes" or "No" as with the level alignments.

Figure 2: Summary of Domain by Standard Alignment Findings between WIDA Standards and ACCESS for ELLs®



Adopting summary criterion set for Figure 1, we see that grade band 1-2 reflects the weakest domain by standard alignment. The below 80% match here is based on moderate to limited findings in the science standard for the listening and writing subtests, the social studies standard for the reading and writing subtests, and the math standard in the writing subtest. Writing at this grade band reflected the most limited alignment. Alignment results at other grade bands were well above the 80% criterion. No immediate actions are warranted in our view, but it would be prudent to monitor the test blueprint at grade band 1-2, especially in the domain of writing. With the exception of the 1-2 grade band there is good alignment between the ACCESS for ELLs® assessment and WIDA academic standards.

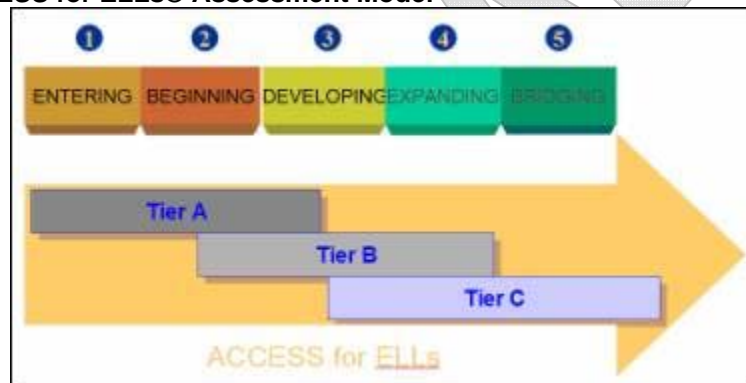
Taken together with the exception of Kindergarten, both the domain by level and domain by standard alignment show that ACCESS for ELLs® is adequately aligned to WIDA standards. Careful monitoring of test blueprints should continue to assure that these alignment findings are sustained over time. It is also recommended that LDL levels be taken into account for new test items, and that monitoring breath of coverage of LDL levels across WIDA standards be instituted in the item development and ACCESS test refreshment process.

WIDA Standards & ACCESS for ELLs®

WIDA English Language Proficiency Standards have three areas of student expectations: Standards, Domains and Levels. Standards are associated with academic content areas. For WIDA there are five Standards: Social Instructional language, the language of language arts, the language of mathematics, the language of science, and the language of social studies. Domains refer to skill areas in English, i.e., listening, speaking, reading and writing while Level refers to the five levels of language proficiency defined within the standards. All these expectations interact, and an alignment of these language proficiency standards to an assessment must capture this interaction.

The alignment reported here accounts for this interaction between Standards, Domains, and Levels and is designed to express the strength of the relationship between the WIDA English Language Proficiency Standards (WIDA) and the ACCESS for ELLs® (ACCESS) assessment. ACCESS is a uniquely designed assessment in that there are three “Tiers” associated with each grade band of the test (with the exception of Kindergarten). Figure 1 (www.wida.us/ACCESSForELLs/02_the_tiers.html) displays this relationship

Figure 3: ACCESS for ELLs® Assessment Model



WIDA Standards have five proficiency levels: Entering, Beginning, Developing, Expanding, and Bridging. ACCESS is designed such that students will not be confronted with items inappropriate for their specific language proficiency level. Test administrators determine which Tier of the ACCESS students will take. As seen in Figure 1, Tier A encompasses the Entering, Beginning, and Developing levels; Tier B addresses Beginning, Developing and Expanding levels, and Tier C focuses on Developing, Expanding and the Bridging levels.

WIDA Standards and the ACCESS Test focus on four domains: listening, speaking, reading and writing. A unique feature to WIDA Standards is that the language of academic content expectations is also included in the standards. That is, WIDA Standards have five “Standards” which include Social Instructional language, and the language of Language Arts, Mathematics, Science and Social Studies. Appendix X displays WIDA Large-Scale Assessment Frameworks and the associated model performance indicators. To restate, WIDA’s English Language Proficiency Standards incorporate five areas associated with the language of academic content (e.g., English Language Arts, Mathematics), four domains (listening, speaking, reading and writing), and five proficiency levels (Entering to Bridging). The ACCESS for ELLs® assessment was developed based upon WIDA’s Standards and thus reflects this structure.

To appropriately align ACCESS to WIDA Standards, all elements of the standards should be included. Based on consultation with WIDA staff, two alignment studies were conducted. Both studies account for the interaction between standards, domains and levels. The first alignment study focuses on level within domains. The question addressed is how well do ACCESS items match WIDA’s linguistic complexity

within each domain. The second alignment examines the standard by domain alignment. That is, how well are WIDA's content standards within domains expressed on the ACCESS test? The following section of this report outlines the alignment methodology used for both studies.

ELL Standards Alignment Procedure

Three areas are examined in an ELL alignment: match, depth, and breadth. Each area has associated statistics. The alignment process used here is an adapted version of the Webb alignment model developed by Cook (2006)¹. ELL alignment differs from content-based alignments in a few important ways. First, English language standards cover language skills (or domains) and language proficiency. That is, ELP standards incorporate content and linguistic complexity. To determine alignment both elements need to be examined. Statistics associated with ELL alignment provide measures of match, depth, and breadth for skills and for language proficiency levels. The following paragraphs describe each area and the statistics used to evaluate that component of alignment.

Match

Match refers to how well items match or cover standards. To evaluate this area, the statistic **Categorical Concurrence** is used. Categorical Concurrence is calculated by averaging the number of items raters assign to specific ELP standards. Raters, educators who participate in the alignment process, select specific standards unique to their grade spans for each item on the tests being rated. The number of coded items are averaged across raters and reported as Categorical Concurrence (CAT). Think of this statistic as a proxy for the average number of items raters believe address specific standards. It is important to note that some items can address more than one standard, and raters are allowed to code accordingly. The criterion used for Categorical Concurrence for an ELL alignment differs depending on the alignment area examined. The underlying concept behind the criterion is there must be at least 6 items aligned at any decision point. The number 6 is taken from Dr. Norman Webb's research². For example, if a set of ELP standards has five levels of proficiency (beginning, low intermediate, high intermediate, low advanced, high advanced) at least three items would need to be aligned at each level to be acceptable. The table below displays this concept.

Table 1: ELL Categorical Concurrence Criterion Example

Proficiency Level	Aligned Items	Items at Decision Points			
Beginning	3	6			
Low Intermediate	3		6		
High Intermediate	3			6	
Low Advanced	3				6
High Advanced	3				

At each proficiency levels 3 items are aligned. At the decision point between Beginning and Low Intermediate there are 6 items as well as at all other decision points (e.g., Low Intermediate/High Intermediate, High Intermediate/Low Advanced, etc.). This concept of six items is applied to all relevant levels, skills and content. It is important to note that six items at each decision point is a minimum criterion.

¹ Cook, H. G. (2006). Aligning English Language Proficiency Tests to English Language Learning Standards. In *Aligning Assessment to Guide the Learning of All Students: Six Reports on the Development, Refinement, and Dissemination of the Web Alignment Tool*. Washington D.C.: Council of Chief State School Officers.

² Webb, N.L. (1999). Alignment of Science and Mathematics Standards and Assessments in Four States. Research Monograph No.18. Madison, WI: National Institute for Science Education University of Wisconsin-Madison.

Depth

To evaluate depth, a metric representing the percent of items at the **Linguistic Difficulty Level (LDL)** is used. This measure is somewhat akin to Webb’s Depth of Knowledge statistic, but in this case it refers to linguistic instead of cognitive complexity. Each language proficiency standard is given a linguistic difficulty level of 1, 2 or 3. Level 1 stands for elementary linguistic features; level 2 represents standard linguistic constructions, and level 3 refers to complex linguistic formulations. During the alignment process, LDLs are also assigned to each test item. The purpose is to identify the connection between standards’ LDLs and test items’ LDLs. The statistic reported here refers to the percent of test items coded at the LDL level of the standard. If items are coded above or below a standard’s linguistic difficulty level, little information would be available about how that item samples students’ behavior relative to the linguistic difficulty of that standard. The main idea of assessing ELL students is to help identify and monitor linguistic progress. If items do not match the linguistic levels of the standards, the ability to properly evaluate students is limited. This is not to say that all items need be at the LDL of the standard. The acceptability criterion for LDL is 50% for both skill-based content and language proficiency levels. That is, at least 50% of the items coded to a specific standard or level need to be at the same linguistic difficulty level.

Breadth

Two statistics are used to evaluate how well an assessment covers the breadth of a state’s ELP standards. The first measure is range. **Range of Knowledge (Range)** refers to the how well a test’s items cover a set of standards. Webb³ states that “[t]his criterion is met if a comparable span of knowledge expected of students by a standard is the same as, or corresponds to, the span of knowledge that students need in order to correctly answer the assessment items/activities.” This statistic is calculated by identifying the number of standards/levels that have at least one aligned item. If all standard/levels have at least one aligned items the Range would be 100%. The purpose of this statistic is to help identify the breadth of coverage of standards. Again, using Webb’s criterion, the suggested minimum acceptable Range criterion is 50%, i.e., 50% of the standards or levels have at least one aligned item. The second statistic used to examine breadth is **Balance of Representation (Balance)**. Balance is met if “the degree to which one objective is given emphasis on the assessment is comparable to the emphasis given to the other objectives within a standard.” An index is calculated to obtain Balance. The index identifies the degree to which item coverage is spread evenly across standards/level. According to Webb, this index must be .70 or higher to show acceptable balance. Summarized briefly, the Range statistic examines the proportion of standards/levels covered by the assessment and Balance describes how equally dispersed those items are across standards/levels.

Alignment Criteria

As stated earlier the ACCESS test is designed to have three Tiers per grade level cluster, such that ELL students are not required to take test items that are either too hard or too easy for their language proficiency level. Not all grade clusters have all three tiers, however. Table 2 displays the number of tiers (forms) each grade cluster has by domain.

Table 2: ACCESS Test Forms by Grade Band and Domain

Clusters	Domains and Forms			
	Listening	Speaking	Reading	Writing
Kindergarten	One Form	One Form	One Form	One Form
Grades 1-2	Tiers A, B, C		Tiers A, B, C	Tiers A, B, C
Grades 3-5	Tiers A, B, C		Tiers A, B, C	Tiers A, B, C
Grades 6-8	Tiers A, B, C		Tiers A, B, C	Tiers A, B, C
Grades 9-12	Tiers A, B, C		Tiers A, B, C	Tiers A, B, C

³ Webb, N.L. (2001). Reviewer Background Information and Instructions, Mathematics Standards and Assessments Alignment Analysis, CCSSO TILSA Alignment Study. Unpublished Document.

The Kindergarten cluster has only one form. All speaking domain tests have one form as well. As might be apparent, setting up an alignment study with the structure of ACCESS would be complicated. Several decisions were required to set up the study appropriately. For example, how would tiers be dealt with in the alignment? Would panelists align each tier or would all tiers be combined? Should alignment studies be based on domains or standards? What are acceptable alignment criteria. While match, depth and breadth criteria have been established in previous alignments, the complex structure of ACCESS required further thought. Based on consultation with WIDA staff, the following choices in setting up the alignment were made:

1. Alignment studies would be set up based on domain tests (i.e., listening, speaking, reading and writing). Panelists would be assigned to listening & speaking or reading & writing groups.
2. Alignment panelists would be assigned in grade cluster groups (i.e., K-2, 3-5, 6-8 and 9-12).
3. Alignment studies would combine all tiers for each domain test, e.g., the 3-5 grade cluster listening test would be the combination of the Tiers A, B and C forms, which totaled 57 items (20 from Tier A, 18 from Tier B, and 19 from Tier C).
4. Linking items on each tier form would be aligned to the lowest grade where that item appeared. Linking items would be removed from higher tiers. This means linking items would not be double counted in the alignment.
5. Two series of alignment criteria were established: the first addresses domain by level alignment, the second addresses domain by standard alignment. The domain by level alignment criteria utilizes Cook's 2006 nomenclature (YES – for acceptable, WEAK – weak alignment, NO – not aligned). A new nomenclature is adopted for the domain by standard alignment: STRONG, MODERATE, LIMITED. The following tables present acceptability criteria for both domain by level and domain by standard alignments.

Table 3: Domain by Level Alignment Criteria

Alignment Areas		Alignment Criteria					
		Listening, Speaking, and Reading			Writing		
		NO	WEAK	YES	NO	WEAK	YES
Categorical Concurrence*	Level 1	<2	≥2	≥3	<.5	≥0.5	1
	Level 2	<4	≥4	≥6	<1.5	≥1.5	2
	Level 3	<7	≥7	≥9	<2.5	≥2.5	3
	Level 4	<4	≥4	≥6	<1.5	≥1.5	2
	Level 5	<2	≥2	≥3	<1.5	≥1.5	2
LDL Consistency		<40%	≥40%	≥50%			
Range of Knowledge	Kindergarten	<20%	≥20%	≥30%			
	Other Grades	<40%	≥40%	≥50%			
Balance of Representation		<.6	≥0.6	≥0.7			

*Kindergarten criteria for levels is YES ≥3, WEAK ≥2, NO <2 for listening, speaking, and reading and YES ≥1, WEAK ≥0.5, NO <0.5 for writing

Notice that Categorical Concurrence criteria differ at different levels. The example given earlier (Table 1) presumed only one form of a test is aligned. The alignment presented here is across three tiers (forms). Since tiers are designed to span only three levels at a time, different numbers of items would be needed to meet Webb's Categorical Concurrence criteria of 6 items. Recall that Tier A spans levels 1, 2 and 3; Tier B spans levels 2, 3, and 4, and Tier C spans levels 3, 4 and 5. Across proficiency levels Level 1 and Level 5 are represented once (Tier A and Tier C respectively). Levels 2 and 4 are represented twice (Tiers A & B and Tiers B & C), and Level 3 is represented three times (Tiers A, B and C). Using the example shown in Table 1, we would expect at a minimum 3 items at Levels 1 and 5; 6 items at Levels 2 and 4, and 9 items at Level 3. That is the criteria adapted here. Note also, the asterisk in the Categorical

Concurrence row. Since Kindergarten has but one form, the criterion set for Level 1 applies to all levels for Kindergarten.

The Categorical Concurrence criteria for writing differ from listening, speaking or reading. By design, the ACCESS writing test has only writing prompts. There are limited numbers of items in the writing test at each tier because productive writing tasks take more time to complete than multiple-choice items. Each prompt is graded with a scoring rubric. If we consider each score point on the rubric as an item, we could posit that a Categorical Concurrence finding of 1 for writing would represent 3 items (based on the rubric). Upon consultation with WIDA staff, that is the criteria adopted here. For Levels 1, acceptable Categorical Concurrence will be 1; for Levels 2, 4 and 5, it will be 2, and for Level 3 the criteria will be 3.

The domain by level LDL Consistency criterion is consistent with criterion described earlier, as is the Balance of Representation criterion. Range of knowledge does differ slightly for Kindergarten. Alignment panelists aligned the ACCESS Kindergarten assessment with WIDA K-2 standards. WIDA K-2 standards have all five academic areas: social Instructional, language arts, mathematics, science, and social studies. By design the Kindergarten form of ACCESS does not assess mathematics or science standards. Were traditional Range criterion applied, Kindergarten alignments would fall short in this area since two of the five standards are omitted. Hence, a lower criterion is needed to account for this limited coverage.

Table 4: Domain by Standard Alignment Criteria

Alignment Areas	Alignment Criteria					
	Listening, Speaking, and Reading			Writing		
	LIMITED	MODERATE	STRONG	LIMITED	MODERATE	STRONG
Categorical Concurrence	<4	≥4	≥6	<1.5	≥1.5	≥2
LDL Consistency	<40%	≥40%	≥50%			
Range of Knowledge: Kindergarten	<20%	≥20%	≥30%			
Range of Knowledge: Other Grades	<40%	≥40%	≥50%			
Balance of Representation	<.6	≥0.6	≥0.7			

Unlike the domain by level alignment, the domain by standard alignment is more consistent with traditional Webb alignment expectations. For strong Categorical Concurrence alignment, 6 or more items need to align. Writing is less, consistent with minimum item numbers as stated above. Also, Range of Knowledge criterion is minimized because of fewer assessed standards at the Kindergarten level.

WIDA standards differ from traditional language proficiency expectations in that students are assessed on discourse features associated with academic content, not just English or language arts. Alignment criteria for domain by standard alignment expresses the strength of that relationship. While criteria used here adopts Webb’s alignment specifications, little guidance from the literature, federal or state bodies is provided as to what is or is not acceptable. With this in mind, we adopt the terms STRONG, MODERATE, and LIMITED to describe these relationships. This nomenclature is less definitive and hence reflects the emerging understanding of alignment in this area.

WIDA to ACCESS Alignment Process

The alignment study was set up in several steps. First, it was necessary to meet with WIDA staff to better understand WIDA Standards and the ACCESS test (Form 101). It was agreed that the alignment study would be conducted using the Web Alignment Tool (WAT) developed by Dr. Norman Webb and publicly available on the Wisconsin Center for Education Research's website (<http://www.wcer.wisc.edu/WAT>). A location for the study that allowed for internet access was required based on this decision. The alignment study was conducted at a web-enabled conference facility at the University of Wisconsin in Madison, Wisconsin. The previous section of this report describes how the alignment was organized. The choices made for that set up were in close consultation with WIDA staff.

The second step in the alignment process was to invite panelists to participate in the alignment. At the time of the study, 14 states and the District of Columbia participated in the WIDA consortia. Invitations were sent to each state department soliciting alignment panelists. Thirteen states and the District of Columbia sent panelists. The table below displays panelists and the states from which they came.

Table 5: WIDA to ACCESS Alignment Panelists

Grade Band	Name	State
k-2	Beth Bailey	AL
k-2	Delores Roden	AL
k-2	Lizzette Gutierrez	DE
k-2	Marilyn Huebner	DE
k-2	Wesley Pankey	GA
k-2	Betty Mercado	IL
k-2	Hiroko Darnall	IL
k-2	Lois Voss	IL
k-2	Robin Fleck	ME
k-2	Sue Loughridge	OK
k-2	Kathy Gorham	PA
k-2	Jackie Cambio	RI
k-2	Carol Blakely	VT
k-2	Leely Sattell	WI
k-2	Melissa Paton	WI
3-5	Rebecca Harshman	AL
3-5	Shannon Wilker	AL
3-5	Mindi Teich	DC
3-5	Henryka Brooks	IL
3-5	Sonia A. James	KY
3-5	Susan B. Martin	ME
3-5	Delilah Yellow Bird	ND
3-5	Guniyal Pandit	NJ
3-5	Mary Quiroz	NJ
3-5	Kelly Boggs	OK
3-5	Jennifer Copus	PA
3-5	Pam Croxton	PA
3-5	Deborah Farley	VT

Grade Band	Name	State
3-5	Pat Lewno	WI
6-8	Ana Rosales	AL
6-8	Eli Leija	AL
6-8	Gwen Verhoff	DC
6-8	Eve Wright-Sanchez	DE
6-8	Elena Indman	IL
6-8	Lorena Mancilla	IL
6-8	Priscilla Kron	IL
6-8	Robert Revels	IL
6-8	Sandra Byrd	KY
6-8	Vonnie Sanders	ND
6-8	Kathy Johnson	OK
6-8	Robin Frask	PA
6-8	Ginger Pappas	RI
6-8	Margo Williams	RI
6-8	Barbara Dall	VT
9-12	Elaine Mitchell	AL
9-12	Mary Earley	AL
9-12	John Wiklund	DC
9-12	Julette Grusell	DE
9-12	Sun Ah Lee	IL
9-12	Alec Johnson	KY
9-12	Don Bouchard	ME
9-12	Marsha Anderson	ME
9-12	Marianne Henry	NJ
9-12	Michelle Daniels	NJ
9-12	Karen Cornish	OK
9-12	Robert Measel	PA
9-12	Ana Rawson	VT
9-12	Silvia Romero-Johnson	WI

Table 6 shows the number of panelists by state. Illinois had the largest number panelists attend and Georgia the least. On average, there were four panelists per state. The breakdown of panelists by state is show below.

Table 6: Alignment Panelists by State

State	Number	State	Number
AL	8	ND	2
DC	3	NJ	4
DE	4	OK	4
GA	1	PA	5
IL	9	RI	3
KY	3	VT	4
ME	4	WI	4
Total Panelists			60

Once panelists were chosen, table leaders needed to be selected. Table leaders serve as facilitators during the alignment process. They assist in the basic technical details required for an on-line alignment. They facilitate consensus building during the standard alignment phase of the process and serve as go-to people for panelists in their groups. For this study, table leaders were selected and brought to Madison a day before other panelists in order to undergo more detailed alignment training to prepare them for their leadership roles. Recall that at each grade-band there were two domain-based alignment groupings (reading/writing and listening/speaking); thus, eight table leaders were needed, two for each grade band. Panelists in Table 5 highlighted in gray served as table leaders.

In addition to alignment panelists, several support personnel and observers were in attendance. This list of individuals is shown in the table below.

Table 7: Alignment Support Personnel

Name	Affiliation	Role in Alignment
H. Gary Cook	Wisconsin Center for Education Research	Alignment Director
Tim Boals	WIDA	Observer
Robert Kohl	WIDA	Observer
Soccoro Shiels	Independent Consultant	Facilitator
Corey Ray	University of Wisconsin, Graduate Assistant	Facilitator
Carsten Wilmes	University of Illinois at Urbana, Graduate Assistant	Facilitator
Jesse Markow	WIDA	Alignment Coordinator
Lois Triemstra	WIDA	Administrative Support

The alignment process is conducted in two parts after an initial training for all panelists (i.e., raters). (Copies of training materials are displayed in the Appendices of this report.) In Part 1, panelists assign linguistic difficulty levels (LDLs) to WIDA standards. Linguistic difficulty levels describe levels of linguistic complexity and are characterized by three levels within each skill domain:

- **Level 1: Elementary Features**—A limited to basic ability to process formulaic English linguistic features.
- **Level 2: Standard Constructions**—A basic to moderate ability and facility to process English linguistic features
- **Level 3: Complex Formulations**—A moderate to sophisticated ability and facility to process English linguistic features

For Part 1, panelists within each group come to consensus on the LDL levels for each standard. The consensus process has two steps. First panelists assign LDL levels to each WIDA standard independently. Following this, panelists assign consensus LDLs. During the second step, panelists have the opportunity to view other panelists' LDL ratings and discuss them. The idea is to come to agreement. All panelists must agree on LDL assignments prior to moving on to Part 2.

In Part 2, panelists assign LDLs to ACCESS test items and align test items to WIDA Standards. This part of the alignment process is done independently. Table leaders are directed to discuss two or three test items and get panelists' opinions. This is done to assure a consistent ongoing understanding of LDL levels as well as to present how other panelists are assigning items to standards. However, panelists are not required to change their ratings based on discussion.

When panelists have completed their rating process, they fill out a brief on-line survey cataloging their impressions of the alignment and the alignment process.

Upon completion of alignment, data are extracted from the Web Alignment Tool and reformatted to accommodate ELL alignment analyses. The next section of this report presents findings from these alignment studies.

Alignment Results

Alignment results are presented for each grade band. Each grade band has two alignment tables: level alignment table and standard alignment table. Each table displays alignment statistics (left four columns) and alignment findings (right four columns). Cells within tables also are colored light and dark blue. Light blue indicates weak alignment and dark blue indicates inadequate alignment. Refer to Tables 3 and 4 for more detail on alignment criteria. Again, CAT stands for Categorical Concurrence; LDL represents Linguistic Difficulty Level Correspondence; Range refers to Range of Knowledge, and Balance is Balance of Representation.

Kindergarten

Table 8: Level Alignment of Kindergarten Listening ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range*	Balance	CAT	LDL	Range	Balance
Level 1	2.43	46%	34%	0.74	WEAK	WEAK	YES	YES
Level 2	6.29	59%	57%	0.87	YES	YES	YES	YES
Level 3	3.57	63%	26%	0.84	YES	YES	WEAK	YES
Level 4	3.29	26%	20%	0.81	YES	NO	WEAK	YES
Level 5	1	100%	9%	0.43	NO	YES	NO	NO

Table 9: Standard Alignment of Kindergarten Listening ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	7.14	58%	49%	0.93	STRONG	STRONG	MODERATE	STRONG
Language Arts	6.43	57%	54%	0.91	STRONG	STRONG	MODERATE	STRONG
Social Studies	2.86	43%	40%	0.86				
Math	0	0%	0%	0				
Science	0.14	100%	3%	0.14				

Kindergarten listening alignments are presented in Tables 8 and 9. Panelists identified levels 1 and 5 as having weak or insufficient numbers of aligned items (Table 8). The LDL level was weak for Level 1 and

insufficient for Level 4. Range was weak for Levels 3 and 4 and insufficient for Level 5, and Balance was insufficient at level 5. Level 5 displays the poorest alignment, while Level 2 was the best. For Kindergarten, the ACCESS test did not cover well higher proficiency levels across WIDA standards.

Kindergarten Standard Alignment had better results. As with the level alignment, however, lower Range statistics are observed across all three assessed Kindergarten WIDA standards. Notice in Table 9 that the standards Language Arts and Social Studies are listed separately in the alignment statistics columns but are joined together in alignment findings columns. The ACCESS test does not separate out either of these two subjects on the Kindergarten test form. Thus, the alignment findings columns for Language Arts and Social Studies reflect the weighted average of both standards. This will be true of all subsequent Kindergarten standard alignments. Notice also that the math and science standards are grayed. These standards are not officially assessed on the ACCESS Kindergarten test; however, if panelists identified items on the Kindergarten form with Grade 1-2 Science/Math standards, those assignments are reported. Data from items aligned to science or math are not used for the Kindergarten alignment.

Table 10: Level Alignment of Kindergarten Speaking ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range*	Balance	CAT	LDL	Range	Balance
Level 1	9.57	65%	46%	0.87	YES	YES	YES	YES
Level 2	8.29	76%	46%	0.87	YES	YES	YES	YES
Level 3	5.29	68%	40%	0.85	YES	YES	YES	YES
Level 4	4.14	71%	40%	0.88	YES	YES	YES	YES
Level 5	1.86	88%	23%	0.99	NO	YES	WEAK	YES

Table 11: Standard Alignment of Kindergarten Speaking ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	10	83%	66%	0.79	STRONG	STRONG	STRONG	STRONG
Language Arts	11.71	61%	74%	0.86	STRONG	STRONG	STRONG	STRONG
Social Studies	7.43	74%	54%	0.82				
Math	0	0%	0%	0				
Science	0	0%	0%	0				

Findings from the speaking level and standard alignment are much better than listening. Level 5 is the only level not meeting alignment criteria. Specifically, the Categorical Concurrence and Range criteria are not met. All other speaking standard alignment criteria are adequate.

Table 12: Level Alignment of Kindergarten Reading ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range*	Balance	CAT	LDL	Range	Balance
Level 1	6.57	76%	54%	0.84	YES	YES	YES	YES
Level 2	6.29	51%	46%	0.83	YES	YES	YES	YES
Level 3	1.71	80%	24%	0.86	NO	YES	WEAK	YES
Level 4	3.29	33%	18%	0.71	YES	NO	NO	YES
Level 5	5	82%	29%	0.76	YES	YES	WEAK	YES

Table 13: Standard Alignment of Kindergarten Reading ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	0.43	67%	9%	0.43	LIMITED	STRONG	LIMITED	LIMITED
Language Arts	12.43	56%	67%	0.74	STRONG	STRONG	STRONG	STRONG
Social Studies	3.57	82%	49%	0.76				
Math	2.86	70%	23%	0.8				
Science	5.86	51%	30%	0.88				

Several criteria from the level alignment to WIDA Kindergarten reading standards (Table 12) are not met. Categorical Concurrence does not meet criterion at level 3; LDL Correspondence is below criterion at level 4, and Range is not met for levels 3 through 5. In the standard alignment (Table 13), only the LDL Correspondence is met for Social & Instructional. Other alignment areas for this standard have limited alignment.

Table 14: Level Alignment of Kindergarten Writing ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range*	Balance	CAT	LDL	Range	Balance
Level 1	3.86	94%	31%	0.89	YES	YES	YES	YES
Level 2	5.14	90%	23%	0.67	YES	YES	WEAK	WEAK
Level 3	5.57	44%	26%	0.95	YES	WEAK	WEAK	YES
Level 4	1	0%	6%	0.29	YES	NO	NO	NO
Level 5	1	100%	9%	0.27	YES	YES	NO	NO

Table 15: Standard Alignment of Kindergarten Writing ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	12	56%	54%	0.8	STRONG	STRONG	STRONG	STRONG
Language Arts	5.71	76%	27%	0.76	STRONG	STRONG	LIMITED	STRONG
Social Studies	0.14	100%	3%	0.14				
Math	1.57	86%	20%	0.86				
Science	0.71	100%	5%	0.29				

Table 14 presents findings from the level alignment for the Kindergarten domain of writing. Four of the five levels have areas of misalignment. Level 3 and 4 do not meet the LDL criterion. Levels 2 through 5 do not meet the range criterion, and levels 2, 4, and 5 do not meet the Balance criterion. In the standard alignment, Table 15, Language Arts/Social Studies has limited Range findings.

Table 16 presents a summary of the Kindergarten level and standard alignments by domains. Recall that three areas are examined in an alignment: match (Categorical Concurrence), depth (LDL Correspondence) and breadth (Range of Knowledge and Balance of Representations). Table 16 displays

the percent of criteria that met each alignment area. Cells shaded in pink are where less than 80% of the criteria were not met. Areas with pink cells should be examined for ways to improve alignment. Tan shaded cells are areas where 80% to 90% of criteria have been met. These are areas that should be reviewed. Unshaded areas display good alignment.

All domains in the level alignment have shaded areas. Findings suggest that the domains of listening and reading have the weakest alignment. In listening, all areas, match, depth and breadth, have less than 80% of criteria met. This should be addressed. Writing displays the next weakest level alignment. For this domain, depth and breadth criteria require attention. Reading should also be examined since all areas have at least one level not meeting criteria. Speaking fared best in the Kindergarten level alignment. Regarding Kindergarten standard alignment, the domains of reading and writing have areas where less than 80% of criteria are met. Reading displays the weakest standard alignment; this should be explored.

Table 16: Summary of Kindergarten Alignment Findings

Domain	Match	Depth	Breadth
Level Alignment Findings			
Listening	60%	60%	60%
Speaking	80%	100%	90%
Reading	80%	80%	70%
Writing	100%	60%	30%
Standard Alignment Findings			
Listening	100%	100%	100%
Speaking	100%	100%	100%
Reading	50%	100%	50%
Writing	100%	100%	75%

Grades 1-2

Tables 17 through 24 present alignment results between WIDA K-2 standards and the ACCESS grade 1-2 assessment.

Table 17: Level Alignment of Grades 1-2 Listening ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	8	55%	80%	0.79	YES	YES	YES	YES
Level 2	9.29	75%	71%	0.79	YES	YES	YES	YES
Level 3	11.43	72%	89%	0.81	YES	YES	YES	YES
Level 4	8	68%	57%	0.84	YES	YES	YES	YES
Level 5	6	98%	60%	0.8	YES	YES	YES	YES

Table 18: Standard Alignment of Grades 1-2 Listening ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	9.57	72%	54%	0.92	STRONG	STRONG	STRONG	STRONG
Language Arts	6.29	72%	63%	0.79	STRONG	STRONG	STRONG	STRONG
Math	13.57	71%	97%	0.81	STRONG	STRONG	STRONG	STRONG
Science	5.71	78%	66%	0.82	MODERATE	STRONG	STRONG	STRONG
Social Studies	7.57	71%	77%	0.77	STRONG	STRONG	STRONG	STRONG

Generally, there is good level and standard alignment for the domain of listening. Only the science standard's Categorical Concurrence did not meet criterion.

Table 19: Level Alignment of Grades 1-2 Speaking ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	13.43	69%	63%	0.78	YES	YES	YES	YES
Level 2	13.14	76%	71%	0.76	YES	YES	YES	YES
Level 3	9.86	58%	66%	0.79	YES	YES	YES	YES
Level 4	7.57	94%	69%	0.82	YES	YES	YES	YES
Level 5	4.86	98%	51%	0.85	YES	YES	YES	YES

Table 20: Standard Alignment of Grades 1-2 Speaking ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	10.29	92%	71%	0.78	STRONG	STRONG	STRONG	STRONG
Language Arts	19.43	67%	100%	0.75				
Social Studies	3.14	81%	23%	0.51				
Math	10	78%	83%	0.78	STRONG	STRONG	STRONG	STRONG
Science	6	80%	43%	0.72				

All areas in the speaking domain met alignment criteria. Notice that the Language Arts/Social Studies and Math/Science Alignment Findings columns are combined. By design, ACCESS speaking domain subtests combine these standards. Alignment findings for speaking then are the average (CAT) or weighted average (for LDL, Range and Balance) values of combined standards.

Table 21: Level Alignment of Grades 1-2 Reading ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	7	66%	46%	0.71	YES	YES	WEAK	YES
Level 2	14.14	69%	74%	0.64	YES	YES	YES	WEAK
Level 3	10.14	64%	74%	0.76	YES	YES	YES	YES
Level 4	15.14	72%	77%	0.74	YES	YES	YES	YES
Level 5	13.71	91%	66%	0.76	YES	YES	YES	YES

Table 22: Standard Alignment of Grades 1-2 Reading ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	10	68%	55%	0.69	STRONG	STRONG	STRONG	MODERATE
Language Arts	25.86	74%	80%	0.77	STRONG	STRONG	STRONG	STRONG
Math	9.14	81%	66%	0.87	STRONG	STRONG	STRONG	STRONG
Science	15.14	63%	89%	0.73	STRONG	STRONG	STRONG	STRONG
Social Studies	3.57	69%	49%	0.73	LIMITED	STRONG	MODERATE	STRONG

The domain of reading has good alignment with the exception of Range at level 1 and Balance at level 2. The Social & Instructional standard has a moderate Balance finding and Social Studies has limited Categorical Concurrence and moderate Range.

Table 23: Level Alignment of Grades 1-2 Writing ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	1.86	87%	14%	0.71	YES	YES	NO	YES
Level 2	0.29	100%	3%	0.14	NO	YES	NO	NO
Level 3	1.71	29%	20%	0.65	NO	NO	NO	WEAK
Level 4	2.57	64%	40%	0.96	YES	YES	WEAK	YES
Level 5	3	100%	51%	0.95	YES	YES	YES	YES

Table 24: Standard Alignment of Grades 1-2 Writing ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	5.29	73%	56%	0.79	STRONG	STRONG	STRONG	STRONG
Language Arts	3.29	67%	39%	0.85	STRONG	STRONG	LIMITED	STRONG
Math	1.29	86%	20%	0.86	LIMITED	STRONG	LIMITED	STRONG
Science	1.14	50%	22%	1	LIMITED	STRONG	LIMITED	STRONG
Social Studies	0	0%	0%	0	LIMITED	LIMITED	LIMITED	LIMITED

Tables 23 and 24 present the writing domain alignment findings. Both the level and standard alignment are weak. Levels 1 – 4 have areas not meeting level criteria. Levels 2 and 3 did not meet Categorical Concurrence criterion. Level 3 had unacceptable LDL Correspondence. Levels 1-4 had unacceptable or weak Range, and levels 2 and 3 did not meet Balance criterion.

Table 25 summarizes Grade 1-2 alignment findings. The writing domain exhibited the weakest level alignment with all areas having at least one criteria not being met. The standard alignment has more areas not meeting criteria. Again, writing has the weakest alignment, followed by reading and speaking. Based on findings an examination of the writing domain of the ACCESS assessment at this grade level seems warranted. The reading component of ACCESS should also be reviewed.

Table 25: Summary of Grade 1-2 Alignment Findings

Domain	Match	Depth	Breadth
Level Alignment Findings			
Listening	100%	100%	100%
Speaking	100%	100%	100%
Reading	100%	100%	80%
Writing	60%	80%	40%
Standard Alignment Findings			
Listening	80%	100%	100%
Speaking	100%	100%	100%
Reading	80%	100%	80%
Writing	40%	80%	50%

Grades 3-5

Tables 26 through 33 present alignment findings for Grades 3-5.

Table 26: Level Alignment of Grades 3-5 Listening ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	14.25	71%	95%	0.81	YES	YES	YES	YES
Level 2	16.25	63%	92%	0.79	YES	YES	YES	YES
Level 3	15	63%	90%	0.76	YES	YES	YES	YES
Level 4	10.75	77%	82%	0.82	YES	YES	YES	YES
Level 5	7.5	92%	78%	0.85	YES	YES	YES	YES

Table 27: Standard Alignment of Grades 3-5 Listening ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	18	79%	90%	0.71	STRONG	STRONG	STRONG	STRONG
Language Arts	12.5	65%	86%	0.78	STRONG	STRONG	STRONG	STRONG
Math	13.5	75%	88%	0.78	STRONG	STRONG	STRONG	STRONG
Science	14.88	79%	95%	0.78	STRONG	STRONG	STRONG	STRONG
Social Studies	12.12	53%	80%	0.8	STRONG	STRONG	STRONG	STRONG

The listening domain level and standard alignment met all criteria.

Table 28: Level Alignment of Grades 3-5 Speaking ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	23.62	92%	88%	0.69	YES	YES	YES	WEAK
Level 2	15.38	62%	65%	0.79	YES	YES	YES	YES
Level 3	10.75	69%	58%	0.79	YES	YES	YES	YES
Level 4	12.38	58%	68%	0.79	YES	YES	YES	YES
Level 5	8.62	80%	50%	0.73	YES	YES	YES	YES

Table 29: Standard Alignment of Grades 3-5 Speaking ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	32.5	58%	88%	0.73	STRONG	STRONG	STRONG	STRONG
Language Arts	19.25	77%	82%	0.85	STRONG	STRONG	STRONG	STRONG
Social Studies	3.12	61%	38%	0.53				
Math	4.5	78%	42%	0.92	STRONG	STRONG	STRONG	STRONG
Science	18	74%	84%	0.79				

With the exception of level 1 Balance, the domain of speaking met all alignment criteria criteria.

Table 30: Level Alignment of Grades 3-5 Reading ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	22.14	64%	83%	0.74	YES	YES	YES	YES
Level 2	22.71	75%	89%	0.75	YES	YES	YES	YES
Level 3	14	65%	80%	0.82	YES	YES	YES	YES
Level 4	14	80%	74%	0.8	YES	YES	YES	YES
Level 5	11	88%	66%	0.75	YES	YES	YES	YES

Table 31: Standard Alignment of Grades 3-5 Reading ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	26.29	77%	91%	0.82	STRONG	STRONG	STRONG	STRONG
Language Arts	28.43	72%	80%	0.76	STRONG	STRONG	STRONG	STRONG
Math	15.14	68%	72%	0.77	STRONG	STRONG	STRONG	STRONG
Science	11.29	79%	86%	0.83	STRONG	STRONG	STRONG	STRONG
Social Studies	7.29	62%	70%	0.84	STRONG	STRONG	STRONG	STRONG

As with the domain of listening, all reading domain alignment criteria for Grade 3-5 are met.

Table 32: Level Alignment of Grades 3-5 Writing ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	1.57	67%	11%	0.57	YES	YES	NO	NO
Level 2	5.86	44%	60%	0.83	YES	WEAK	YES	YES
Level 3	7.71	71%	71%	0.8	YES	YES	YES	YES
Level 4	6.14	64%	60%	0.78	YES	YES	YES	YES
Level 5	4.86	92%	69%	0.85	YES	YES	YES	YES

Table 33: Standard Alignment of Grades 3-5 Writing ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	11.14	81%	83%	0.85	STRONG	STRONG	STRONG	STRONG
Language Arts	5.86	60%	53%	0.85	STRONG	STRONG	STRONG	STRONG
Math	5.43	51%	78%	0.86	STRONG	STRONG	STRONG	STRONG
Science	3.57	68%	47%	0.94	STRONG	STRONG	MODERATE	STRONG
Social Studies	0.71	100%	14%	0.57	LIMITED	STRONG	LIMITED	LIMITED

From Table 32 we see that levels 1 and 2 do not meet alignment criteria with level 1 have unacceptable Range and Balance, and level 2 having weak LDL Correspondence. In the standard alignment (Table 33), science had moderately aligned Range, and the social studies standard had limited Categorical Concurrence, Range and Balance.

Table 34: Summary of Grade 3-5 Alignment Findings

Domain	Match	Depth	Breadth
Level Alignment Findings			
Listening	100%	100%	100%
Speaking	100%	100%	90%
Reading	100%	100%	100%

Domain	Match	Depth	Breadth
Writing	100%	80%	80%
Standard Alignment Findings			
Listening	100%	100%	100%
Speaking	100%	100%	100%
Reading	100%	100%	100%
Writing	80%	100%	70%

Table 34 provides a summary of alignment findings between Grade 3-5 WIDA standards and the ACCESS Grade 3-5 assessment. Across the listening, speaking and reading domains there is good level and standard alignment. Writing displays the weakest alignment and should be examined to see how it might be improved—specific attention should focus on social studies.

Grades 6-8

Tables 35-42 presents alignment findings for the 6-8 grade band.

Table 35: Level Alignment of Grades 6-8 Listening ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	12.14	73%	89%	0.86	YES	YES	YES	YES
Level 2	13.57	52%	91%	0.82	YES	YES	YES	YES
Level 3	11.43	61%	86%	0.79	YES	YES	YES	YES
Level 4	12.14	79%	94%	0.78	YES	YES	YES	YES
Level 5	14.14	93%	89%	0.8	YES	YES	YES	YES

Table 36: Standard Alignment of Grades 6-8 Listening ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	15.86	65%	80%	0.82	STRONG	STRONG	STRONG	STRONG
Language Arts	13	78%	92%	0.79	STRONG	STRONG	STRONG	STRONG
Math	12.71	68%	94%	0.76	STRONG	STRONG	STRONG	STRONG
Science	11	68%	83%	0.76	STRONG	STRONG	STRONG	STRONG
Social Studies	11.71	76%	100%	0.86	STRONG	STRONG	STRONG	STRONG

All alignment criteria were met for Grade 6-8 listening alignments.

Table 37: Level Alignment of Grades 6-8 Speaking ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	37.57	69%	74%	0.75	YES	YES	YES	YES
Level 2	15.57	42%	63%	0.79	YES	WEAK	YES	YES
Level 3	10.14	43%	60%	0.81	YES	WEAK	YES	YES
Level 4	8.57	82%	63%	0.84	YES	YES	YES	YES
Level 5	9.57	95%	49%	0.84	YES	YES	WEAK	YES

Table 38: Standard Alignment of Grades 6-8 Speaking ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	27.43	69%	83%	0.77	STRONG	STRONG	STRONG	STRONG
Language Arts	31.71	63%	71%	0.69	STRONG	STRONG	STRONG	STRONG
Social Studies	8.43	54%	62%	0.83				
Math	1.57	8%	15%	0.52	STRONG	STRONG	STRONG	STRONG
Science	15.14	63%	90%	0.83				

The speaking level alignment (Table 37) identifies levels 2 and 3 as having weak Categorical Concurrence and level 5 having weak LDL correspondence. All other alignment criteria for the domain of speaking have been met.

Table 39: Alignment of Grades 6-8 Reading ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	12.5	92%	85%	0.78	YES	YES	YES	YES
Level 2	9.7	90%	70%	0.81	YES	YES	YES	YES
Level 3	10	93%	85%	0.78	YES	YES	YES	YES
Level 4	12.5	90%	85%	0.8	YES	YES	YES	YES
Level 5	10	96%	72%	0.78	YES	YES	YES	YES

Table 40: Standard Alignment of Grades 6-8 Reading ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	15.62	87%	92%	0.75	STRONG	STRONG	STRONG	STRONG
Language Arts	15.88	88%	83%	0.79	STRONG	STRONG	STRONG	STRONG
Math	10.62	81%	88%	0.81	STRONG	STRONG	STRONG	STRONG
Science	6.75	94%	65%	0.84	STRONG	STRONG	STRONG	STRONG
Social Studies	7.25	92%	71%	0.8	STRONG	STRONG	STRONG	STRONG

All Grade 6-8 reading alignment criteria have been met.

Table 41: Level Alignment of Grades 6-8 Writing ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	3	90%	52%	0.94	YES	YES	YES	YES
Level 2	1.75	75%	30%	0.83	WEAK	YES	NO	YES
Level 3	3.88	76%	52%	0.9	YES	YES	YES	YES
Level 4	3.25	88%	50%	0.88	YES	YES	YES	YES
Level 5	3.25	100%	52%	0.92	YES	YES	YES	YES

Table 42: Standard Alignment of Grades 6-8 Writing ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	15.62	87%	92%	0.75	STRONG	STRONG	STRONG	STRONG
Language Arts	15.88	88%	83%	0.79	STRONG	STRONG	STRONG	STRONG
Math	10.62	81%	88%	0.81	STRONG	STRONG	STRONG	STRONG
Science	6.75	94%	65%	0.84	STRONG	STRONG	STRONG	STRONG
Social Studies	7.25	92%	71%	0.8	STRONG	STRONG	STRONG	STRONG

In writing, level 2 had weak Categorical Concurrence and unacceptable range. All other alignment criteria were met.

Table 43 presents a summary of findings for the grade 6-8 grade band alignments. Overall, speaking had the weak depth alignment results—specifically at levels 2 and 3. In writing only one level (Level 2) had weak categorical concurrence. Also, the domains of speaking and writing had minor breadth (Range) misalignments.

Table 43: Summary of Grade 6-8 Alignment Findings

Domain	Match	Depth	Breadth
Level Alignment Findings			
Listening	100%	100%	100%
Speaking	100%	60%	90%
Reading	100%	100%	100%
Writing	80%	100%	90%
Standard Alignment Findings			
Listening	100%	100%	100%
Speaking	100%	100%	100%
Reading	100%	100%	100%
Writing	100%	100%	100%

Grades 9-12

Tables 44 through 51 displays alignment findings for the grade band 9-12.

Table 44: Level Alignment of Grades 9-12 Listening ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	11.57	77%	97%	0.82	YES	YES	YES	YES
Level 2	12.86	80%	89%	0.77	YES	YES	YES	YES
Level 3	9.14	46%	74%	0.77	YES	WEAK	YES	YES
Level 4	11.57	87%	86%	0.82	YES	YES	YES	YES
Level 5	6.43	94%	69%	0.89	YES	YES	YES	YES

Table 45: Standard Alignment of Grades 9-12 Listening ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	7	61%	67%	0.81	STRONG	STRONG	STRONG	STRONG
Language Arts	14.86	80%	95%	0.84	STRONG	STRONG	STRONG	STRONG
Math	11	87%	89%	0.77	STRONG	STRONG	STRONG	STRONG
Science	8.57	81%	84%	0.84	STRONG	STRONG	STRONG	STRONG
Social Studies	12	75%	83%	0.79	STRONG	STRONG	STRONG	STRONG

Only level 3, LDL Correspondence in the listening level alignment does not meet alignment criteria. All other areas in listening meet criteria.

Table 46: Level Alignment of Grades 9-12 Speaking ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	25.29	91%	69%	0.71	YES	YES	YES	YES
Level 2	15.71	77%	69%	0.78	YES	YES	YES	YES
Level 3	10.86	62%	66%	0.81	YES	YES	YES	YES
Level 4	7.57	89%	46%	0.79	YES	YES	WEAK	YES
Level 5	4.86	100%	40%	0.91	YES	YES	WEAK	YES

Table 47: Standard Alignment of Grades 9-12 Speaking ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	12.86	83%	89%	0.76	STRONG	STRONG	STRONG	STRONG
Language Arts	9	80%	91%	0.77	STRONG	STRONG	STRONG	STRONG
Social Studies	6.43	81%	81%	0.84				
Math	9.57	76%	89%	0.84	STRONG	STRONG	STRONG	STRONG
Science	8.86	86%	86%	0.83				

Levels 4 and 5 of the grade 9-12 speaking alignment (Table 46) have weak Range. All other speaking alignment criteria have been met.

Table 48: Level Alignment of Grades 9-12 Reading ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	7.14	75%	94%	0.85	YES	YES	YES	YES
Level 2	11.14	80%	91%	0.84	YES	YES	YES	YES
Level 3	13.14	78%	94%	0.8	YES	YES	YES	YES
Level 4	9.14	91%	83%	0.85	YES	YES	YES	YES
Level 5	5.71	89%	71%	0.85	YES	YES	YES	YES

Table 49: Standard Alignment of Grades 9-12 Reading ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	12.86	83%	89%	0.76	STRONG	STRONG	STRONG	STRONG
Language Arts	9	80%	91%	0.77	STRONG	STRONG	STRONG	STRONG
Math	9.57	76%	89%	0.84	STRONG	STRONG	STRONG	STRONG
Science	8.86	86%	86%	0.83	STRONG	STRONG	STRONG	STRONG
Social Studies	6.43	81%	81%	0.84	STRONG	STRONG	STRONG	STRONG

Tables 48 and 49 display reading alignment results. All grade 9-12, reading alignment criteria were met.

Table 50: Level Alignment of Grades 9-12 Writing ACCESS Items

Levels	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Level 1	0.29	100%	3%	0.14	NO	YES	NO	NO
Level 2	2.86	90%	43%	0.88	YES	YES	WEAK	YES
Level 3	2.71	100%	43%	0.8	YES	YES	WEAK	YES
Level 4	5.14	73%	57%	0.87	YES	YES	YES	YES
Level 5	4	95%	54%	0.91	YES	YES	YES	YES

Table 51: Standard Alignment of Grades 9-12 Writing ACCESS Items

Standards	Alignment Statistics				Alignment Findings			
	CAT	LDL	Range	Balance	CAT	LDL	Range	Balance
Social & Instructional	2.86	90%	43%	0.89	STRONG	STRONG	MODERATE	STRONG
Language Arts	2.14	92%	17%	0.37	STRONG	STRONG	LIMITED	LIMITED
Math	3.57	94%	51%	0.89	STRONG	STRONG	STRONG	STRONG
Science	5.29	82%	67%	0.83	STRONG	STRONG	STRONG	STRONG
Social Studies	1.29	94%	23%	0.98	LIMITED	STRONG	LIMITED	STRONG

Several areas in the 9-12 writing alignment do not meet criteria. In the level alignment (Table 50), level 1 had inadequate Categorical Concurrence, Range, and Balance. Levels 2 and 3 had weak Range of Knowledge. All other level criteria were met. In the standard alignment (Table 51), the Social & Instructional standard had weak Range; Language had limited Range and Balance, and the Social Studies standard had limited Categorical Concurrence and Range.

Table 52: Summary of Grade 9-12 Alignment Findings

Domain	Match	Depth	Breadth
Level Alignment Findings			
Listening	100%	80%	100%
Speaking	100%	100%	80%
Reading	100%	100%	100%
Writing	80%	100%	60%
Standard Alignment Findings			
Listening	100%	100%	100%
Speaking	100%	100%	100%
Reading	100%	100%	100%
Writing	80%	100%	60%

Table 52 summarizes alignments at the 9-12 grade band. The domain of reading had the strongest alignment with all alignment criteria being met. Writing had the weakest alignment with breadth being most limited in both the level and standard alignments. Misalignments in the domain of writing suggest examination. Of particular focus for writing should be the lowest proficiency level and the Social Study standard.

The following section summarizes alignment findings across grade bands with the intent on identifying prevailing alignment challenges across grades, domains, levels and standards.

Summary of Alignment Results across Tiers

The following tables take a slightly different look at results in that the focus will be on levels and standards within tiers. Results are aggregated across domains. Level by tier results display Categorical Concurrence and Linguistic Difficulty findings since focus for these analyses is on domain coverage and linguistic depth. Standard by tier results examine Categorical Concurrence (CAT) and Range of Knowledge (Range) since focus here is on how well standards are covered. Two tables are provided for each grade band—omitting Kindergarten since Kindergarten forms are not separated by tier. The first table presents a level by tier alignment summary and the second table a standard by tier alignment

summary. In level by tier summary tables, Tier A columns have Levels 1-3 shaded; Tier B columns have levels 2-4 shaded, and Tier C columns have Levels 3-5 shaded. Shaded cells represent levels each tier is designed to assess. The second table shows standard by tier summary results. Standard by tier alignment results have no shading.

No acceptability criteria are applied for level by tier or standard by tier analyses. However, one might expect at least 12 aligned items across domains for level by tier results, which suggests an average of 3 aligned items per domain ($4 \times 3 = 12$). Cells with shaded values less than 12 will be identified and discussed. Shaded cells with LDL levels less than 50% will also be identified and discussed. Given alignment criteria mentioned earlier in this report, one might expect a minimum of 6 aligned items per standard across domains as well as a Range of at least 50%. Standards with Categorical Concurrence values less than 6 and Range less than 50% will also be identified and discussed.

Tables 53 and 54 present grade band 1-2 summative results. With the exception of Level 3, Tier A, shaded cells in Table 53 have Categorical Concurrence values greater than 12, suggesting that sufficient items have been aligned to each Tier's respective level. Low Categorical Concurrence for Tier A, Level 3 results from a limited number of Level 3 aligned items for the domains of speaking and listening with speaking having the fewest aligned items. All LDL values are above 50% in shaded cells, suggesting that aligned items sufficiently address linguistic difficulty of respective levels.

Table 53: Total Level Alignment Across Domains by Tiers-Grade Band 1-2

Levels	CAT			LDL		
	Tier A	Tier B	Tier C	Tier A	Tier B	Tier C
Level 1	27.43	14.00	6.00	70%	60%	52%
Level 2	24.85	20.15	13.15	69%	68%	76%
Level 3	9.43	19.29	20.28	74%	70%	53%
Level 4	7.57	17.29	23.30	62%	69%	74%
Level 5	0.86	11.86	25.86	78%	87%	95%

Table 54: Total Standard Alignment Across Domains by Tiers-Grade Band 1-2

Standards	CAT			Range		
	Tier A	Tier B	Tier C	Tier A	Tier B	Tier C
SocInst	25.57	20.57	13.86	49%	51%	39%
LangArt	28.15	33.71	25.15	48%	65%	45%
Math	9.14	13.44	25.57	35%	66%	67%
Science	8.86	11.56	18.28	61%	54%	51%
SocStud	5.29	7.71	7.14	34%	37%	51%

Table 54 shows that all but Social Studies for Tier A have Categorical Concurrence values greater than 6. Several cells have limited Range values: Tier A Social Instructional, Language Arts, Math and Social Studies; Tier B Social Studies, and Tier C Social Instructional and Language Arts. Tier assessments have sufficient match to standards, but breadth of coverage (i.e., Range of Knowledge) is limited in some areas.

Tables 55 and 56 display grade band 3-5, level by tier and standard by tier alignment results. Across all shaded tier Categorical Concurrence values are greater than 12. Similarly, all Linguistic Difficulty Levels are above 50%. Findings suggest a strong level by tier alignment.

Table 55: Total Level Alignment Across Domains by Tiers-Grade Band 3-5

Levels	CAT			LDL		
	Tier A	Tier B	Tier C	Tier A	Tier B	Tier C
Level 1	35.43	17.05	16.62	71%	76%	81%
Level 2	33.68	19.12	18.08	66%	66%	65%
Level 3	20.54	19.71	17.78	74%	64%	67%
Level 4	7.50	23.65	21.95	56%	79%	80%
Level 5	3.69	16.19	23.82	70%	90%	94%

Table 56: Total Standard Alignment Across Domains by Tiers-Grade Band 3-5

Standards	CAT			Range		
	Tier A	Tier B	Tier C	Tier A	Tier B	Tier C
SocInst	40.81	35.58	27.01	69%	60%	53%
LangArt	24.34	39.53	21.44	52%	71%	57%
Math	17.24	11.97	19.92	51%	55%	62%
Science	17.15	10.82	28.32	69%	62%	76%
SocStud	7.22	5.81	10.23	41%	43%	45%

With the exception of Social Studies, Tier B, Categorical Concurrence findings across domains have values greater than 6. Range of Knowledge values for all standards except Social Studies are above 50%. All Range values for Social Studies are below 50%, but not greatly so.

Tables 57 and 58 show grade band 6-8 level by tier and standard by tier results. In Table 57, we see that all shaded areas have values greater than 12, except Level 3, Tier A; however, the value in the Level 3, Tier A cell is just below 12. For this grade band, the domain of speaking has few aligned items to level 3. The majority of Tier A, speaking items are aligned with to levels 1 and 2. All shaded areas have LDL levels greater than 50%.

Table 57: Total Level Alignment Across Domains by Tiers-Grade Band 6-8

Levels	CAT			LDL		
	Tier A	Tier B	Tier C	Tier A	Tier B	Tier C
Level 1	31.91	24.36	15.23	90%	75%	68%
Level 2	21.56	15.78	10.05	68%	53%	68%
Level 3	11.74	14.85	18.75	69%	64%	69%
Level 4	9.72	19.33	19.44	74%	84%	85%
Level 5	5.28	17.33	22.86	89%	93%	99%

Table 58: Total Standard Alignment Across Domains by Tiers-Grade Band 6-8

Standards	CAT			ROK		
	Tier A	Tier B	Tier C	Tier A	Tier B	Tier C
SocInst	28.01	26.65	16.39	67%	73%	44%
LangArt	21.59	30.23	23.27	51%	63%	60%
Math	17.80	14.77	16.41	73%	74%	63%
Science	7.66	7.13	25.85	39%	50%	77%
SocStud	6.07	15.12	7.69	50%	60%	45%

Table 58 shows that all standards across all tiers have values greater than 6. Several cells in the standard to tier alignment have Range values less than 50%: Social Instructional, Tier C; Science, Tier A, and Social Studies, Tier C. Only the science Range value for Tier A is noticeably below 50%.

Tables 59 and 60 show grade band 9-12 level by tier and standard by tier alignment results. In Table 59, all levels have shaded values greater than 12. Further, all LDL values in shaded areas are greater than 50%.

Table 59: Total Level Alignment Across Domains by Tiers-Grade Band 9-12

Levels	CAT			LDL		
	Tier A	Tier B	Tier C	Tier A	Tier B	Tier C
Level 1	23.86	14.00	12.14	84%	83%	85%
Level 2	19.71	18.00	14.29	83%	79%	83%
Level 3	15.58	15.71	14.00	76%	59%	61%
Level 4	9.72	17.29	18.00	78%	81%	92%
Level 5	3.43	11.28	15.28	85%	95%	93%

Table 60: Total Standard Alignment Across Domains by Tiers-Grade Band 9-12

Standards	CAT			Range		
	Tier A	Tier B	Tier C	Tier A	Tier B	Tier C
SocInst	20.71	16.58	7.43	60%	52%	33%
LangArt	18.43	27.00	19.43	57%	65%	68%
Math	11.57	16.14	17.29	66%	69%	55%
Science	15.72	8.00	25.57	66%	36%	82%
SocStud	8.29	10.29	4.72	51%	51%	49%

In Table 60, all tier assessments have more than 6 aligned items per standard except Social Studies in Tier C. When looking across domains, speaking and writing have no items aligned with Social Studies in Tier C. The majority of Tier C, Social Studies items are aligned to the listening domain subtest. Three areas have Range values less than 50%: Social Instructional, Tier C, Science, Tier B, and Social Studies, Tier C.

In summary, across grade bands there are a few trends that can be identified. In level by tier alignments, level 3 had fewer items in Tier A than one might expect, specifically grade bands 1-2 and 6-8. In both cases limited item alignment came from the speaking domain subtest. All other levels for tiers had the expected numbers of items. All levels associated with tiers had expected LDL levels suggesting that linguistic depth for aligned items on Tier assessments was appropriate. Across all grade bands, the Range alignment was less than expected Social Studies for at least one Tier. In earlier grade bands, lower Range values were associated with Tiers A and B, while higher grade bands had lower Range values for Tier C.

Immediate action and changes to tier assessments based on level by tier or standard by tier alignment results is not warranted in my view. Results do suggest, however, an examination of test specifications and tier assessment design to determine if observed results were expected. Overall, there seems to be acceptable level by tier and standard by tier alignment findings across grade bands.

Appendix A-Training Materials

FINAL