

Modalities, Formats and English Language Proficiency Assessments

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Overview

- Background
- Composite conundrum
- Combining assessments
- Communicating results

Background

- Focus on English language proficiency (ELP) assessments used by states to comply with Title I and Title III requirements for Limited English Proficient (LEP) students
- Research and data shared coming primarily from the WIDA Consortium – a consortium of 27 states using the same ELP standards and assessment (ACCESS for ELLs)

What is an EL?

- A student...

Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

- (i) the ability to **meet the State's proficient level** of achievement on State assessments described in section 1111(b)(3);
- (ii) the ability to **successfully achieve in classrooms** where the language of instruction is English or
- (iii) the opportunity to **participate fully in society.**

Background

- Multiple modalities & formats = par for the course with ELP assessments
- Multiple assessments (modalities): Reading, Writing, Speaking, and Listening
- Multiple formats: multiple choice, short and extended constructed response items which are written, spoken, read, and listened to
- Across all states, these multiple assessments and multiple formats are combined into a composite score

Why do we need to combine scores?

- Desire to get an overall indication of ELs' English language proficiency
- Obtain a metric to use for accountability purposes to comply with Title III requirements
- Federal law specifically directs states to create composite scores

Composites are in the eye of the beholder

- States have not adopted a common composite score model
- Examples (representing over half of nation's ELs)

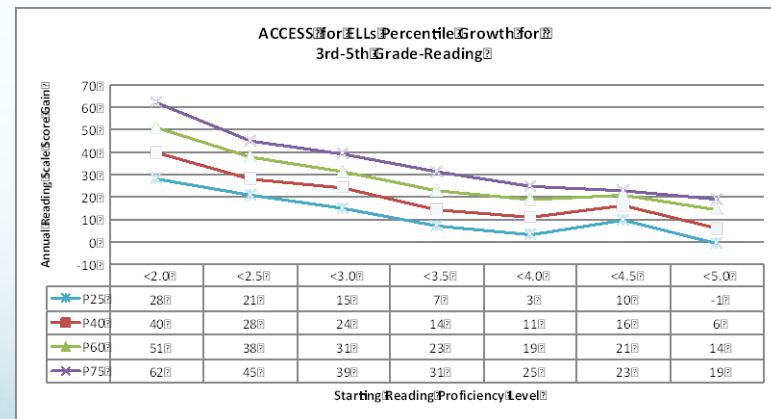
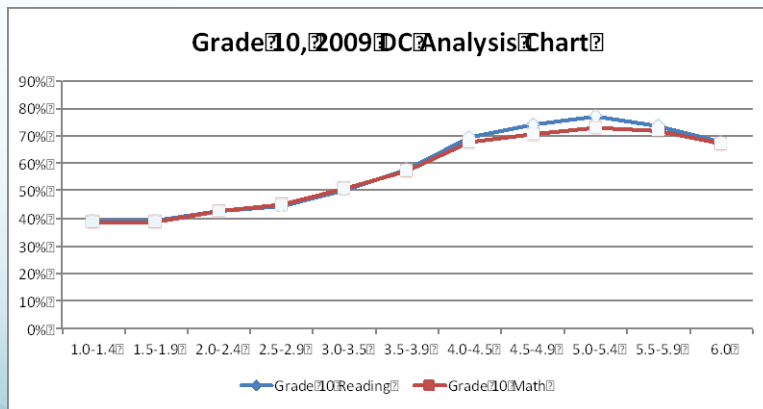
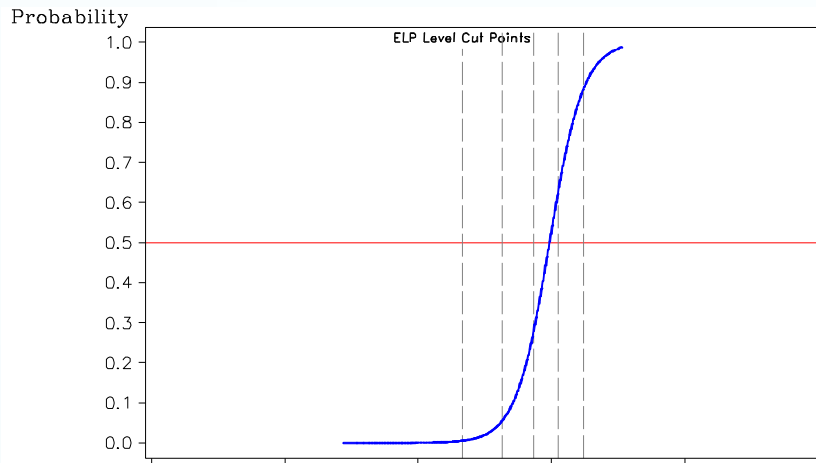
| State ELP Assessment | Domain Scores Weights for Composites | | | |
|----------------------|--------------------------------------|---------|----------|-----------|
| | Reading | Writing | Speaking | Listening |
| TELPAS | 75% | 15% | 5% | 5% |
| ACCESS for ELLs | 35% | 35% | 15% | 15% |
| CELDT | 25% | 25% | 25% | 25% |

?

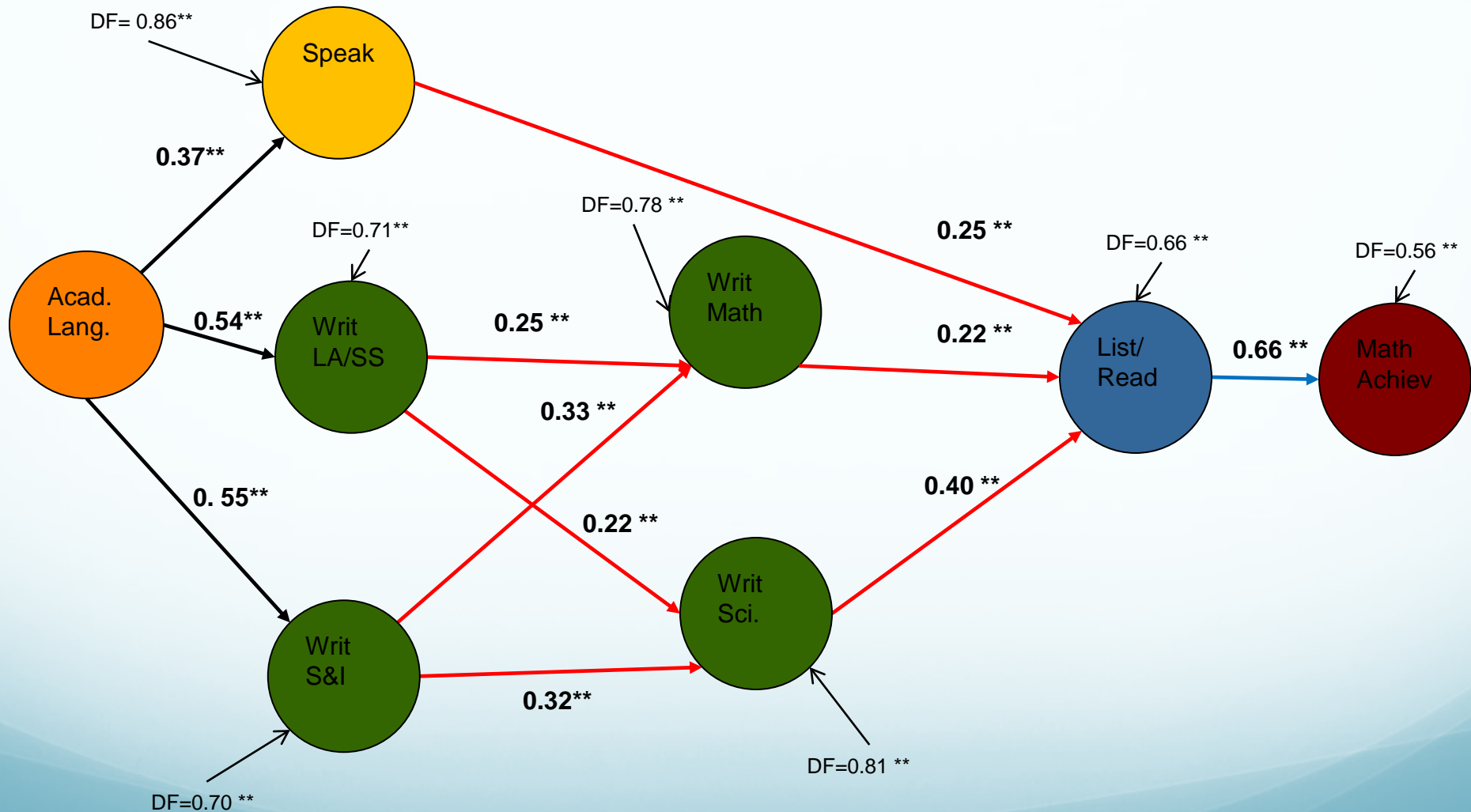
What makes a good composite?

- For ELP assessments the optimal composite should have several characteristics
 - Is clearly associated with criterion variable(s)
 - Adequately captures language proficiency
 - Has meaningful growth characteristics

Examples from ACCESS



Structural Model of Academic Language & Math

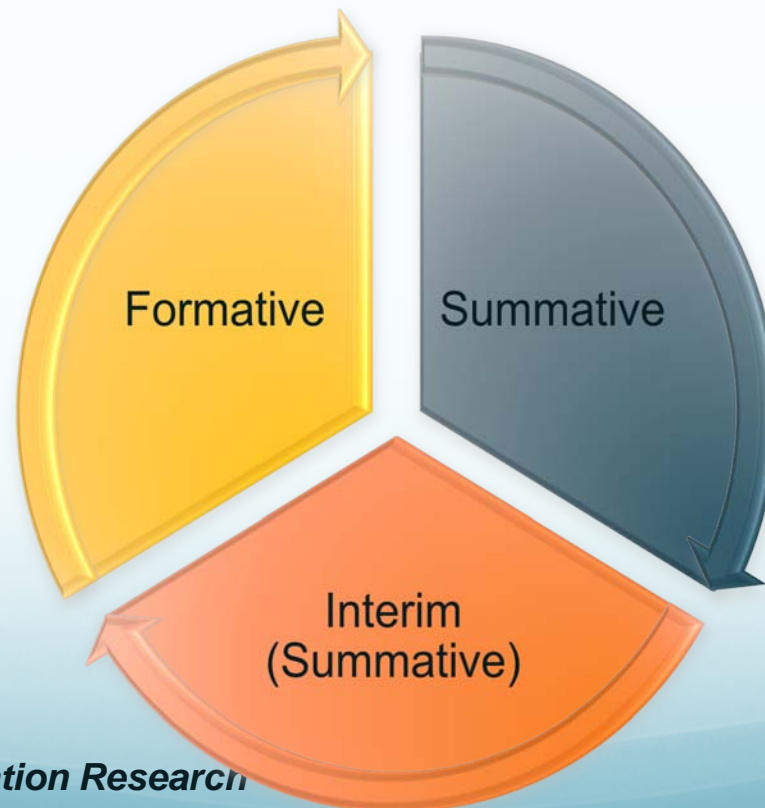


Some Evidence on Composites

- Research suggests that literacy is a critical predictive component for ELP tests, e.g.,
 - Parker, et. al. (2009). New Measures of English Language Proficiency and Their Relationship to Performance on Large-Scale Content Assessments.
- More research is needed
 - Title III Evaluation student looking at this relationship
 - WIDA Research conducting linear models studies to support optimal composites & re-weighting composite for EL's with disabilities

Combining Assessments – Putting it all together

- Desire to combine summative and formative assessment information to create integrated reporting for ELs



What we've learned

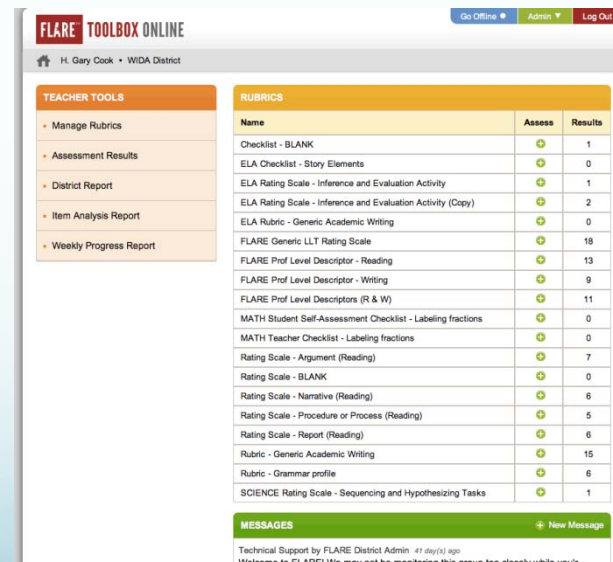
- Experience from WIDA projects
 - FLARE – Carnegie grant on formative assessments for ELs
 - LADDER – National Professional Development grant on EL database decision-making
- **THE MAIN THING IS TO KEEP THE MAIN THING THE MAIN THING.** The main thing...teaching to and supporting ELs' development relative to the language proficiency standards.

Challenges in Integrating Formative & Summative Assessments

- Lack in awareness of and use of standards
- Lack in understanding what assessment is for what purpose
- Heavy instructional load makes utilizing information extremely difficult
- Lack of easy to use summative/formative report integration tools
- School or district policies that focus only on summative information

One step attempt

- Attempting to make formative assessment information for ELs dynamic and usable in an on-line environment
- Need to meet teachers where they are.



The screenshot shows the FLARE TOOLBOX ONLINE interface. On the left, there is a sidebar with 'TEACHER TOOLS' including Manage Rubrics, Assessment Results, District Report, Item Analysis Report, and Weekly Progress Report. The main area displays a table of rubrics with columns for Name, Assess, and Results.

| NAME | Assess | Results |
|---|--------|---------|
| Checklist - BLANK | 0 | 1 |
| ELA Checklist - Story Elements | 0 | 0 |
| ELA Rating Scale - Inference and Evaluation Activity | 0 | 1 |
| ELA Rating Scale - Inference and Evaluation Activity (Copy) | 0 | 2 |
| ELA Rubric - Generic Academic Writing | 0 | 0 |
| FLARE Generic LLT Rating Scale | 0 | 18 |
| FLARE Prof Level Descriptor - Reading | 0 | 13 |
| FLARE Prof Level Descriptor - Writing | 0 | 9 |
| FLARE Prof Level Descriptors (R & W) | 0 | 11 |
| MATH Student Self-Assessment Checklist - Labeling fractions | 0 | 0 |
| MATH Teacher Checklist - Labeling fractions | 0 | 0 |
| Rating Scale - Argument (Reading) | 0 | 7 |
| Rating Scale - BLANK | 0 | 0 |
| Rating Scale - Narrative (Reading) | 0 | 6 |
| Rating Scale - Procedure or Process (Reading) | 0 | 5 |
| Rating Scale - Report (Reading) | 0 | 6 |
| Rubric - Generic Academic Writing | 0 | 15 |
| Rubric - Grammar profile | 0 | 6 |
| SCIENCE Rating Scale - Sequencing and Hypothesizing Tasks | 0 | 1 |

At the bottom, there is a 'MESSAGES' section with a 'New Message' button and a message from 'Technical Support by FLARE District Admin' dated 4/1 day(s) ago, stating: 'Welcome to FLARE! We may not be monitoring this group too closely while you'r...'.

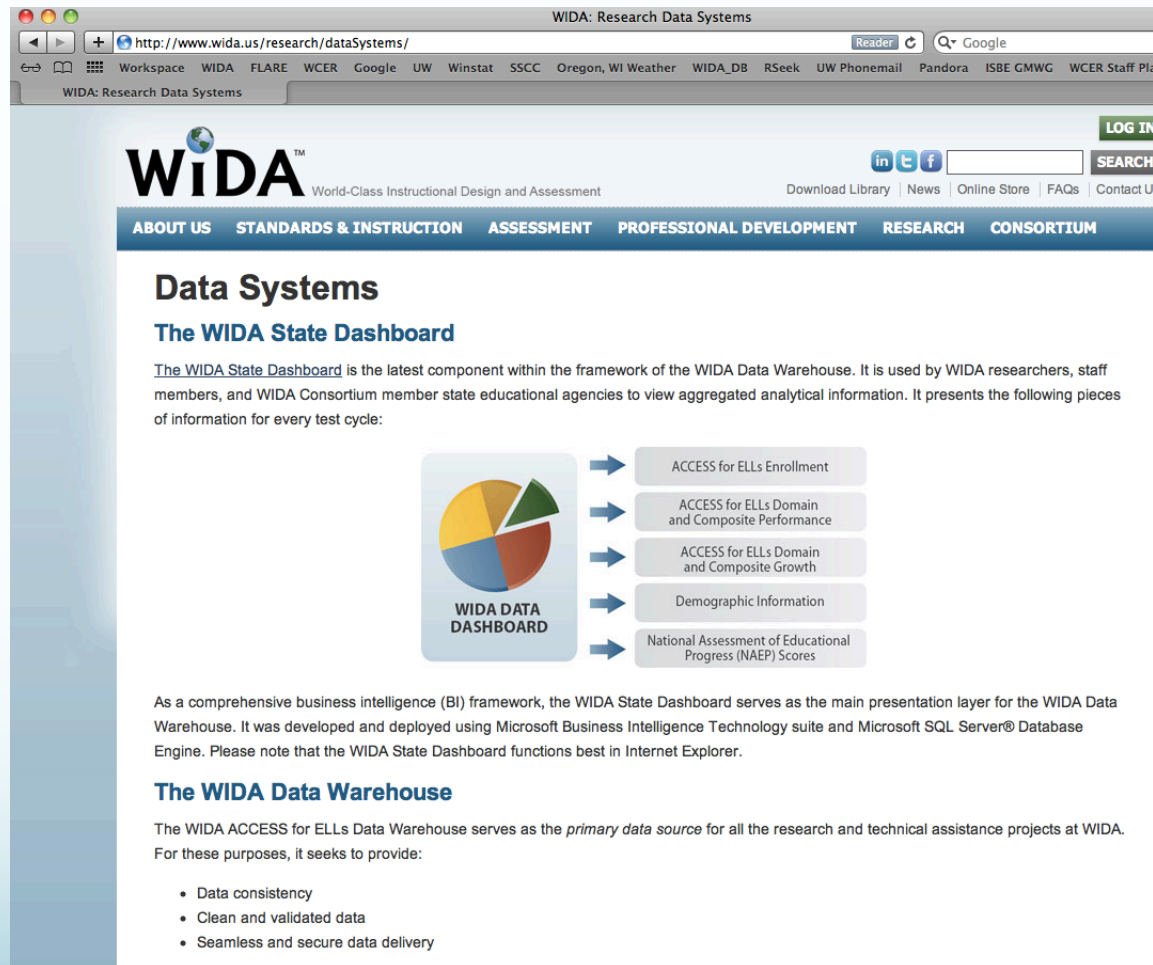
forallschools.com

FLARE Online Tool Demonstration

Communicating results

- How can you communicate results to make them meaningful?
 - Identify important information
 - Gather the data
 - Create a report system
 - Get practitioners input – it's for them not you
 - Field test it...a lot
- BTWit's really hard to do!

WiDA's State Dashboard



The screenshot shows a web browser window with the URL <http://www.wida.us/research/dataSystems/>. The page title is "WIDA: Research Data Systems". The navigation menu includes: ABOUT US, STANDARDS & INSTRUCTION, ASSESSMENT, PROFESSIONAL DEVELOPMENT, RESEARCH, and CONSORTIUM. The main heading is "Data Systems" with a sub-heading "The WIDA State Dashboard".

The WIDA State Dashboard is the latest component within the framework of the WIDA Data Warehouse. It is used by WIDA researchers, staff members, and WIDA Consortium member state educational agencies to view aggregated analytical information. It presents the following pieces of information for every test cycle:

- ACCESS for ELLs Enrollment
- ACCESS for ELLs Domain and Composite Performance
- ACCESS for ELLs Domain and Composite Growth
- Demographic Information
- National Assessment of Educational Progress (NAEP) Scores

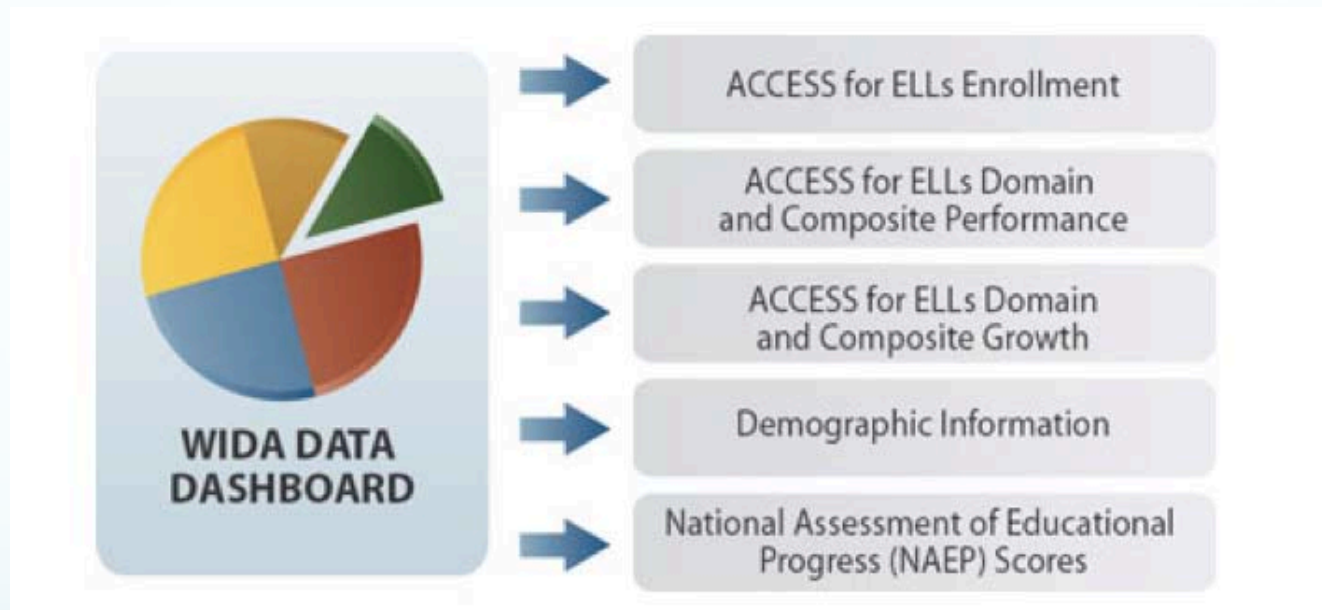
As a comprehensive business intelligence (BI) framework, the WIDA State Dashboard serves as the main presentation layer for the WIDA Data Warehouse. It was developed and deployed using Microsoft Business Intelligence Technology suite and Microsoft SQL Server® Database Engine. Please note that the WIDA State Dashboard functions best in Internet Explorer.

The WIDA Data Warehouse

The WIDA ACCESS for ELLs Data Warehouse serves as the *primary data source* for all the research and technical assistance projects at WIDA. For these purposes, it seeks to provide:

- Data consistency
- Clean and validated data
- Seamless and secure data delivery

What's in it?



wida.us

Online Dashboard Demonstration

Dashboard Lesson's Learned So Far

- Educators are starved for information
- District EL coordinators seem much more excited about the dashboard than state EL coordinators
- What we thought was simple...wasn't, e.g., scrolling on the page
- Need to provide on going support and professional development
- It's never finished

THANKS!!

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