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)

<table>
<thead>
<tr>
<th>State ELP Assessment</th>
<th>Domain Scores weights for Composites</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>TELPAS</td>
<td>75%</td>
</tr>
<tr>
<td>ACCESS for ELLs</td>
<td>35%</td>
</tr>
<tr>
<td>CELDT</td>
<td>25%</td>
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</tbody>
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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

Grade 10, 2009 DC Analysis Chart

ACCESS for ELLs Percentile Growth for 3rd-5th Grade-Reading
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 online environment

- Need to meet teachers where they are.
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

- BTW …..it’s really hard to do!
WIDA’s State Dashboard

Data Systems

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:

- Date consistency
- Clean and validated data
- Seamless and secure data delivery
What’s in it?

- 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
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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