

Chapter Six

English Language Proficiency Assessments: World-Class Instructional Design and Assessments (WIDA)

The Purpose of WIDA Assessments in Grades K-12

In accordance with Title I of the No Child Left Behind Act of 2001, all states are required to 1) identify the languages other than English present in their student population, 2) assess the language proficiency of students in order to place them in the appropriate language development program, and 3) administer an annual assessment of English proficiency which includes measuring a student's oral language, reading, and writing skills in English [1111(b)(6) and 1111(b)(7)]. The purpose of the English Language Proficiency assessments is to determine a student's level of English proficiency. **WIDA (World-Class Instructional Design and Assessments)** is the English Language Proficiency assessment administered in Indiana. The **WIDA ACCESS Placement Test (W-APT)** is administered, upon a student's arrival in the United States, to determine which English Learner (EL) services are appropriate for the student. The annual assessment, **Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)**, is administered in January and February to determine a student's current level of English proficiency. The annual assessment is also used for accountability purposes.

Structure and Content of ACCESS for 2015-16

Testing personnel should note the following regarding the administration of the 2015-2016 ACCESS Assessments:

I. **ACCESS** consists of 3 major components:

a. **W-APT:**

W-APT, the WIDA ACCESS Placement Test, is administered to all students for whom a language other than English is identified during the Home Language Survey process. The W-APT functions as a screener that is used for both initial assessment and English Language (EL) program placement of students who are identified as limited English proficient (LEP).

W-APT test forms are divided into five grade-level clusters: Kindergarten (administered to Kindergarten and first semester 1st grade students), Grades 1-2, Grades 3-5, Grades 6-8 and Grades 9-12.

i. Placement tests are scored locally.

PowerPoint presentations, Test Administration Manual(s) and Scored Writing Samples are available from the Corporation Test Coordinator (CTC) or designated EL coordinator.

ii. **The results from the placement test must be communicated to parents within 30 days of the start of the school year or within two weeks of a student's arrival (for students enrolled later in the school year).**

- iii. Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the W-APT for their current grade level.

b. ACCESS for ELLs 2.0 Summative Assessment:

ACCESS is the annual assessment administered to Kindergarten through 12th graders in late winter each school year, preceding the ISTEP+ Part I assessment window.

WIDA ACCESS for ELLs 2.0 is divided into six grade-level clusters: Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8 and Grades 9-12.

- i. **In 2015-16, Indiana will begin administration of the new, annual summative assessment, ACCESS for ELLs 2.0, which is an online assessment for Grades 1-12.**
- ii. **ACCESS for ELLs 2.0** is a staged adaptive test, meaning students will progress through the test based on their performance on previous folders and domains. Due to this adaptability, the online test will **NOT** require test administrators to determine tier placement of students in order to administer the test.

Domain	Kindergarten	Grades 1-5	Grades 6-12
Listening	Paper	Online	Online
Reading	Paper	Online	Online
Speaking	Paper	Online*	Online*
Writing	Paper	Paper	Online

*For more information about the technology requirements, please visit <https://www.wida.us/assessment/access20-tech.aspx>.

c. Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 - 12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. The No Child Left Behind Act (NCLB; 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services.

W-APT and **ACCESS** test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies.

Alternate ACCESS for ELLs aligns with the WIDA Alternate English Language Proficiency levels. These levels were designed to expand upon Level PI - Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities.

Testing Accommodations

The approved accommodations are outlined in the **WIDA Assessment and Accommodations for English Language Learners with Disabilities Guidance** found at:

<http://www.doe.in.gov/assessment/english-language-proficiency-assessments>.

Test examiners must be made aware of each student's allowable accommodations. Paper form requests in cases where students need a paper accommodation, as outlined in their IEPs, will be handled through

the Non-Standard Assessment Accommodation Request form found in Appendix B of the 2015-16 Indiana Assessment Program Manual.

Federal Flexibility

For newly arrived LEP students in their first year of U.S. schooling, for **one time only**, the annual **ACCESS** may be substituted for the English/Language Arts portion of the ISTEP+ assessment utilizing Federal Flexibility (see *Chapter 10: Test Administration & Reporting*). This is a school corporation-wide decision, and STNs must be submitted to the Indiana Department of Education beginning in May as part of the DOE-LE data collection.

Data Collection

Purpose

The purpose of the DOE-TL data collection is to gather details used to populate student-level information for online testing and barcode labels for the WIDA assessments during the 2015-2016 testing administrations. The barcode labels and online information will help reduce set-up time requirements of the assessments and will also ensure more accurate student information. The required data for online and barcode labels should be collected, combined into a file, and submitted to the Indiana Department of Education through the Application Center by the DOE-TL collection date. Schools that do not submit data by the collection deadline will either have to hand enter student demographic information into the test platform or hand bubble each individual test booklet.

Audience

This is a required collection for schools administering *WIDA ACCESS*:

- Public schools (Traditional and Charter)
- Nonpublic schools (Accredited and Freeway)*
- Choice Scholarship Schools

* Accredited nonpublic schools may use an alternate English language proficiency assessment when completing the required ELP assessment under 511 IAC 5-2-3 (e), 511 IAC 5-2-4 (c), 511 IAC 6.2-3.1-1, and 511 IAC 6.2-3.1-3(7).

Prior to testing

The CTC is required to access the vendor's site to set up test administrations. Instructions and dates for completing this process will be disseminated in September to CTCs from the Office of Student Assessment.

ACCESS Assessment Windows for 2015-2016

Window	Dates	Scoring
W-APT	Based on student's arrival	Scored locally

For testing window details regarding the ACCESS and Alternate ACCESS for ELLs Assessments, please review the "Assessment Testing Windows" section of the Office of Student Assessment's website at <http://www.doe.in.gov/assessment>.

The results from the annual *WIDA ACCESS* assessment must be communicated to parents in a timely manner.

NOTE:

For additional information, please access <http://www.doe.in.gov/assessment/english-language-proficiency-assessments> and www.wida.us.