



**New Mexico Legislative Education Study Committee
WIDA Score Changes Presentation
September 29, 2017**

Introduction: Jonathan Gibson

- WIDA State Relations Specialist (SRS) since October 2016
- West Region SRS (9 states and 1 Commonwealth)
- Former Nevada State Director of Title III and EL Programs (5 years)
- Former District Title III and EL Program Director in Humboldt County, Winnemucca, Nevada (18 years)
 - Concurrent High School Bilingual/EL Program Director



WIDA 2016-17 Standards Setting Defined:

Standard setting for the ACCESS 2.0 was a process to determine (reset) the student performance required for each student proficiency level:

- For each language domain scale score by grade: Reading, Writing, Listening, Speaking; and
- For each composite scale score by grade: Oralcy, Literacy and Overall.

Objectives

1

Provide a high level overview of the WIDA Standards Setting Rationale and Process

2

Review the communications and impact information provided by WIDA to states regarding Standards Setting

3

Share an Overview of State responses, including my insights as a former State Title III/EL Director

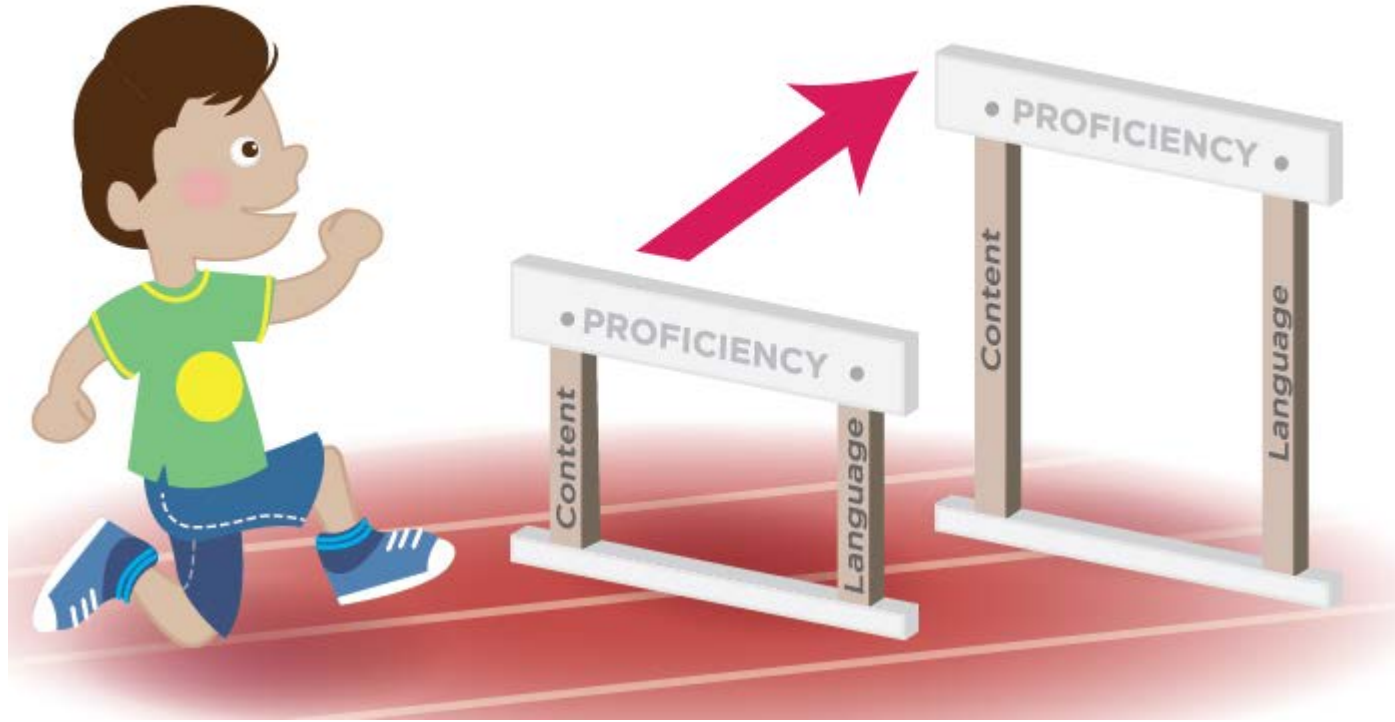
WIDA Standards Setting Rationale:

- The 2012 Amplification of the English Language Development Standards were developed to correspond with increased College and Career Ready Content Standards
- In 2015-16 the **ACCESS 2.0 Online** Assessment was built on the 2012 Amplified Standards
- Speaking is now centrally scored rather than locally scored
- Increased expectation for Content Assessment requires corresponding increased expectation for Academic English



WIDA Standards Setting Rationale:

Another way to think about this:



Increased expectation for Content Assessment performance requires corresponding increased expectation for Academic English

WIDA Standards Setting Process:

Consortium-wide Panel of Experts convened to:

- Phase 1: Establish the minimum reading, listening, speaking and writing scale scores that represent the borderline English proficient student – *July 2016*
- Phase 2: Establish the reading, listening, speaking and writing scale scores that represent WIDA's proficiency levels - *August 2016*

Taken from the September 23 and 27 Memo/Webinar

WIDA Standards Setting Process:

Consortium-wide *WIDA Standard Setting Phase 1 and 2 Panelist Characteristics*

Phase 1 Panelist Characteristics	Phase 2 Panelist Characteristics
<ul style="list-style-type: none">• A total of 59 Panelists• 30 States (79% of WIDA) represented• Teacher and Policymaker mix• 88% Female• 88% with a Master's degree or more• 81% with 10 or more years of experience• 80% familiar with WIDA standards, ELP levels and ACCESS	<ul style="list-style-type: none">• A total of 54 panelists• 29 States (76% of WIDA) represented• Mostly teachers• 93% Female• 81% with a Master's degree or more• 83% with 10 or more years of experience• 75% familiar with WIDA standards• 85% familiar with WIDA ELP levels and ACCESS

WIDA Standards Setting Primary Communications

- *September 23, 2016 – Standards Setting Studies Research Memorandum
- *September 27, 2016 - Follow-up Webinar and PowerPoint
- October 12, 2016 - WIDA Standard Setting Flyer
- Spring, 2017 - Consortium-Wide Webinars on Score Changes
- Spring, 2017 - State-specific Webinars on Score Changes
- March 15, 2017 - Board of Education and State Superintendent Letters
- March 29, 2017 ACCESS for ELLs 2.0 Score Changes and SEA Exit Criteria Memorandum
- Ongoing Web page and resource updates on WIDA.us including LEA, School, Parent and other resources

* Technical presentations; selections from these documents are included in this presentation.

WIDA Standards Setting Primary Communications

Impact Messages:

- Some students scores may go down
- Fewer students may exit program support
- Expectations have increased because of the new Scale Score; student performance changes may not be due to teacher instruction or lack of student progress

Recommendations:

- Refrain from implementing major changes in identification and exit criteria until patterns for student performance on Content and ACCESS are well established
- Consider suspending or relaxing Domain Specific exit criteria (Literacy, Writing...)
- New Scale Scores may result in students requiring additional years of language program support; this should be a consideration when making decisions regarding student identification for Special Education and when providing/developing resources that support students at higher proficiency levels
- Be extra vigilant monitoring the academic achievement of recently reclassified ELs

WIDA Standards Setting State Responses

Special Consideration:

- The Writing impact was fairly well anticipated, but the Speaking impact evolved more slowly; WIDA communicated this late in the process:
 - Equipercentile Linking – 2015-16 Speaking Scores were force fit to previous percentages of student performance for all Proficiency Levels; the rate of +/- 50% scoring level 6.0 was retained
 - The assessment items were much more difficult beginning in 2016, AND the Equipercentile Linking was removed in 2017

Summary of states responses for Overall Proficiency Level (PL) Exit Criteria:

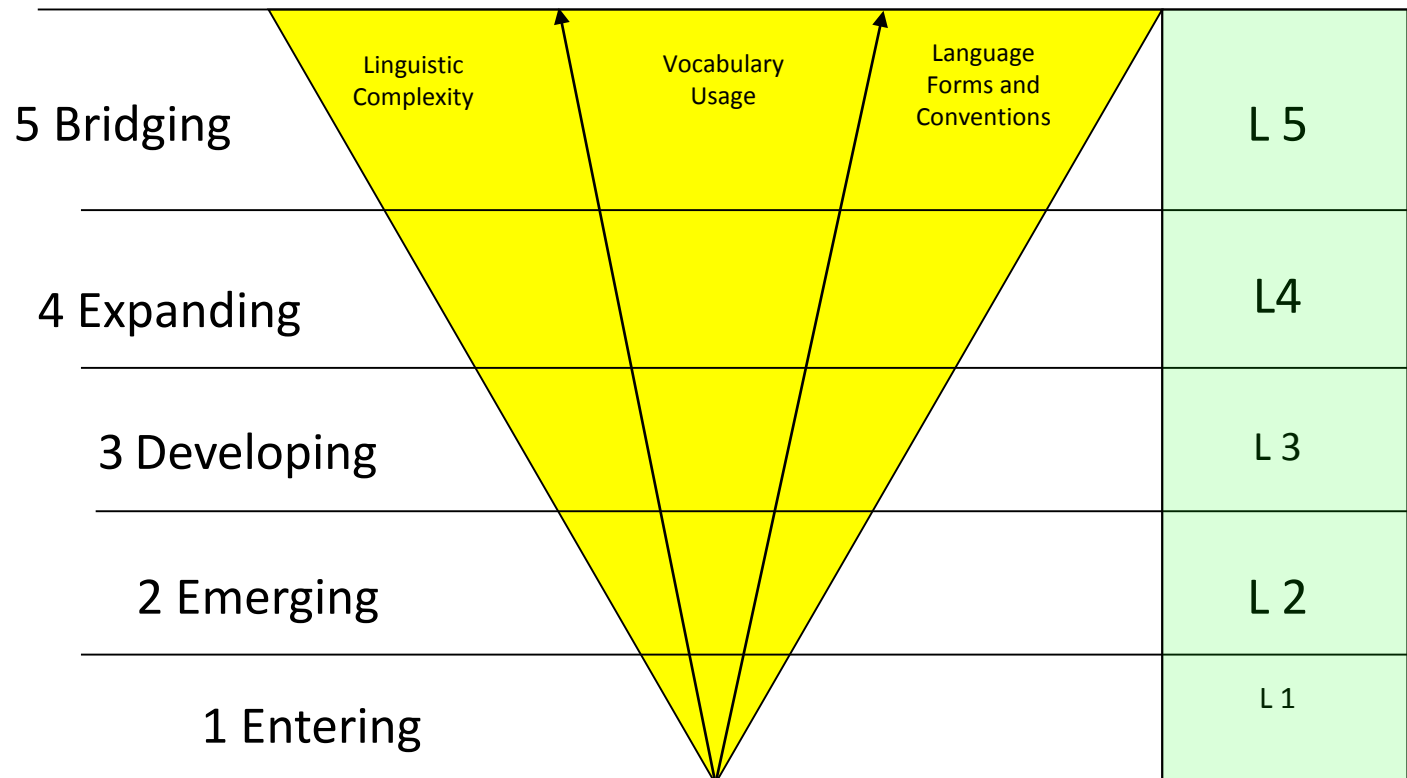
- 58% made no change (19 of 33 reported)
 - 13 of the 19 retained 5.0
- 36% decreased part or all (12 of 33 reported)
 - 2 decreased from 6.0 to 5.0
- 6% increased to 5.0 (2 of 33 reported)
- 30% had no domain criteria (10); 30 % eliminated domain criteria (10);
- 18% decreased domain criteria (6); 21% made no change to domain criteria (7)



My Perspective: Opportunity to Serve an Underserved Group of English Learners

Language Proficiency : Cognitive/Linguistic Demand

PLs



- Expectations to comprehend and produce academic language *increase* as students develop language proficiency (PL).

- Most programs have limited support, if any, for Expanding (PL 4) or higher students.

- Academic Speaking and intentional instruction of language functions *in the Content Classroom* are primary keys to successful programs for higher PL students. They are essential for ELs to develop academic Writing and master academic content concepts.