Assessment Services Supporting ELs through Technology Systems (ASSETS)

Through the ASSETS grant, the World-Class Instructional Design and Assessment Consortium (WIDA) and project partners are developing a next-generation, technology-based English language proficiency assessment system for English language learners in Grades 1–12[1]. The system, referred to as ACCESS for ELLs 2.0, will measure student progress in attaining the academic English necessary to succeed in school and, ultimately, in post-secondary studies and work. It will include a summative language proficiency assessment, an on-demand screener, classroom interim assessments, and foundations for formative assessment resources, as well as accompanying professional development materials. The ASSETS project is building on the work of WIDA, a Consortium of many of the same member states, which was originally formed in 2002 under another Enhanced Assessment Grant. The assessments and tools developed from this initiative will be **ready for use in the 2015-16 school year.**

THE STANDARDS

All of the ASSETS system components and support materials will be grounded in the 2012 Amplification of the WIDA English Language Development Standards. This new edition of the standards includes grade-level examples to connect the standards to the Common Core and the Next Generation Science Standards, topically and linguistically, as well as to content standards of other states that are of comparable rigor.

There are five WIDA standards: social and instructional language, the language of mathematics, the language of language arts, the language of science, and the language of social studies. The standards, and examples described in the more granular model performance indicators, form the basis for all ASSETS assessment materials.

SUMMATIVE ASSESSMENTS FOR ACCOUNTABILITY

The annual summative assessment, ACCESS for ELLs 2.0, will be available in **2015-16**. It will build upon the existing paper-based ACCESS for ELLs® and transition to computer-based testing. The full computerized summative assessment will be administered in Grades 1-12 for accountability and program improvement purposes. The English language proficiency assessment will cover the language domains of listening, speaking, reading, and writing and will address the language of the academic content areas as well as social and instructional language.

For those who have been following the work of the Consortia, we have made it easy to locate the newest updates by placing a gray dotted line next to them in the text, as shown here.

[1] Note that the Kindergarten assessment is not included in the grant and will remain an interactive, paper-based kit for the near future.
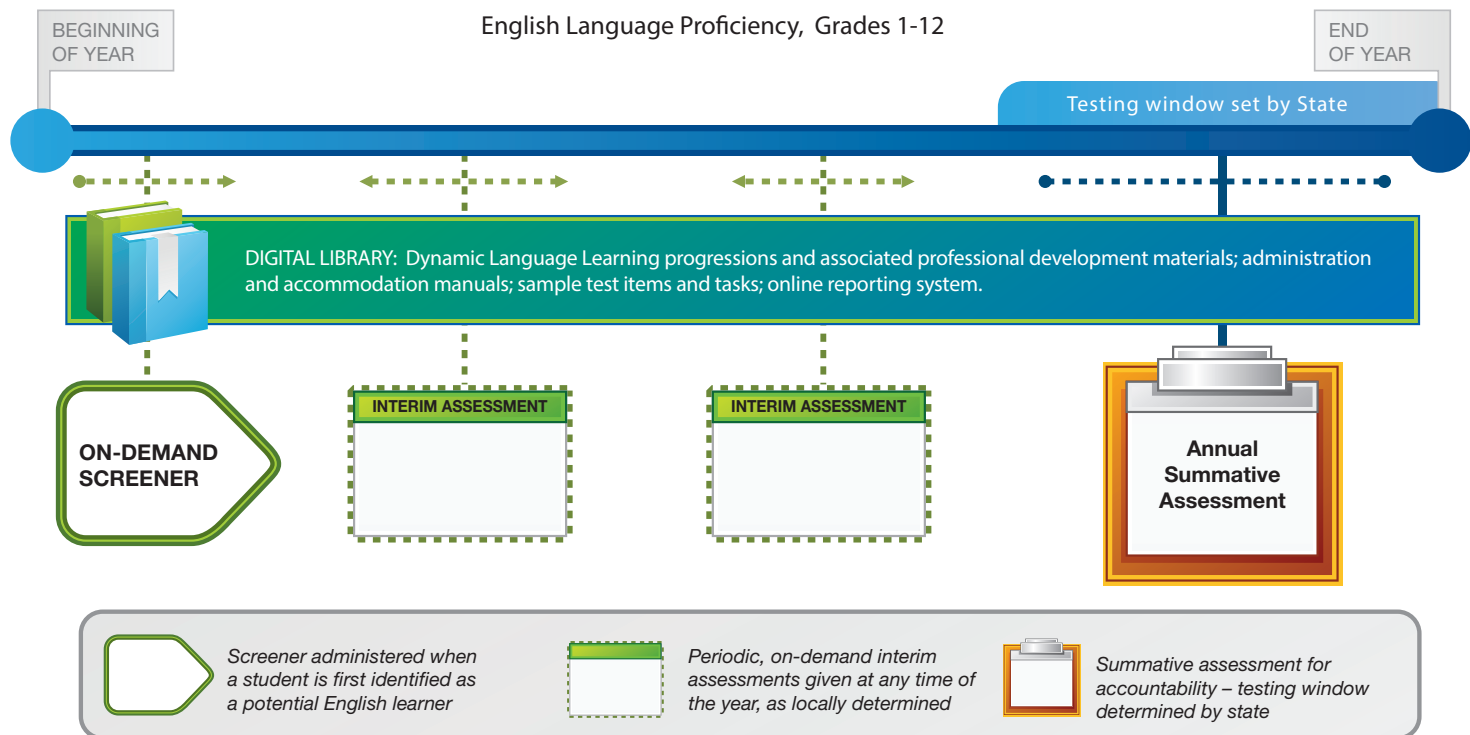
The summative assessment will include separate test forms for the following grade bands: 1, 2-3, 4-5, 6-8, and 9-12. For each grade band, it will represent the full range of language proficiency levels, allowing educators, students and families to monitor students' progress in acquiring English over time. ACCESS for ELLs 2.0 will incorporate technology and include features such as the recording of students' spoken English. It will use the Accessible Portable Item Protocol (APIP) Standard to provide appropriate accessibility features and accommodations to all English language learners, including those with disabilities.

Items and Task Development

The principles of evidence-centered design and universal design are being adhered to in the support of technical quality and accessibility during item development. The assessments will include both selected response and extended constructed response items. The exact number of each item type will vary based on the grade level and the language proficiency levels targeted in the test form. The listening and reading tests will be composed of selected response items. The writing test will be composed of extended constructed response items in which students respond to writing tasks. The speaking test will be composed of extended constructed response items and will include recording of students' speech. To ensure that computer delivery does not interfere with students' ability to demonstrate their language skills, studies are being conducted on how students interact with the interface and item types. Sample items are being reviewed by teachers, experts, and other stakeholders.

To learn more about Smarter Balanced
visit **www.k12.wa.us/smarter**

The ASSETS English Learning Proficiency Assessment System

English Language Proficiency, Grades 1-12

BEGINNING OF YEAR

END OF YEAR

Testing window set by State

DIGITAL LIBRARY: Dynamic Language Learning progressions and associated professional development materials; administration and accommodation manuals; sample test items and tasks; online reporting system.

ON-DEMAND SCREENER

INTERIM ASSESSMENT

INTERIM ASSESSMENT

Annual Summative Assessment

Screener administered when a student is first identified as a potential English learner

Periodic, on-demand interim assessments given at any time of the year, as locally determined

Summative assessment for accountability – testing window determined by state

Assessment Services Supporting English Learners Through Technology Systems (ASSETS) is a collaborative between World-Class Instructional Design and Assessment (WIDA), lead state Wisconsin Department of Public Instruction, member states, and project partners.

ASSETS at a Glance

- MEMBERSHIP: 35 states* and jurisdictions including Alabama, Alaska, Colorado, Delaware, the District of Columbia, Idaho, Illinois, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Northern Mariana Islands, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, U.S. Virgin Islands, Utah, Vermont, Virginia, Wisconsin, and Wyoming.

- GOVERNANCE: The Wisconsin Department of Public Instruction is the lead state in collaboration with World-Class Instructional Design and Assessment (WIDA) at the University of Wisconsin – Madison. Policies affecting member states are listed in states' Memorandum of Understanding and decided upon at annual Board meetings. A steering committee comprised of representatives of a subset of member states provides additional guidance to ensure the products and services meet state needs. At the end of the four-year grant period, the WIDA Consortium will sustain the assessment system with ongoing input from states that elect to be part of the WIDA Consortium.

- PROJECT MANAGEMENT PARTNER: WIDA at the Wisconsin Center for Education Research serves as the project management partner and, along with the Wisconsin Department of Public Instruction, liaison to member states. Other organizations that have major responsibilities include: the Center for Applied Linguistics for item and test development as well as psychometric research; WestEd for interoperability and accommodations expertise; the University of California, Los Angeles (UCLA) for language learning progressions development and validation research; Data Recognition Corporation for field testing; and MetriTech for scoring of specific language domains.

- AWARD: $10.5 million four-year, Enhanced Assessment Grant from the U.S. Department of Education, September, 2011

This information is accurate as of February 1, 2014.

This summary of the ASSETS assessment system has been approved by the ASSETS managing partners.

Before the summative assessment is administered, students and administrators will have an opportunity to become familiar with the item types through a video tutorial with practice items. Over time, sample items will be placed online for public viewing and the ASSETS Consortium will seek to add technology-enhanced item types to the summative assessments.

Field Testing

In **Spring 2014 and Spring 2015**, ACCESS for ELLs 2.0 will be field tested in all participating states to confirm that all items and tasks are of high quality and to create linkages between the paper-based version of ACCESS for ELLs and ACCESS for ELLs 2.0. In order to create such linkages, districts will need to administer the field test within a two- to five-week window after administering the operational version of ACCESS for ELLs. Administration dates for districts will depend on each state's operational testing window. The reading, writing, and speaking domains will be field tested in **Spring** 2014, and the listening domain and additional reading forms will be field tested in **Spring 2015**. Field tests will be delivered on a modified version of Data Recognition Corporation's test platform. This platform has a number of embedded accessibility and accommodation features (see below).

Assessment Delivery

Each member state will determine its own testing window in accordance with its local needs. Students will use computers or other digital devices to take the assessments and use headsets for listening and speaking.

The time required for a student to complete the four domains of the summative assessment (i.e. listening, reading, writing and speaking) is anticipated to be less than one hour per domain. The directions for each domain will be delivered by computer. Group administration will be possible, provided logistical considerations, such as the number of students in the testing space, are addressed.

Although the annual summative assessment will be delivered on computers, a static version of the current paper-based test will be available for students requiring this format as an accommodation, in circumstances to be determined by the member states.

Supports for All Students and Students with Disabilities

ASSETS is working with member states to determine the accessibility features and accommodations to be included within the test delivery system for the operational assessments. A more limited set of features will be available in the field test, including large print magnification, volume control, extended time, and background color adjustment.
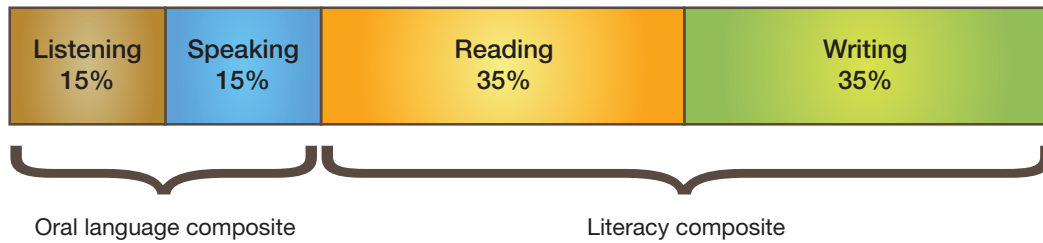
Scoring

The annual summative assessment will be automatically scored by computer for some domains and centrally scored off site for others. The selected response items for the reading and listening sections will be automatically scored by computer. Student responses for the writing and speaking tasks will be digitally recorded and subsequently scored off site by trained raters. The immediate, computerized scoring and real-time digital capture of student responses promises to improve the efficiency and consistency of scoring as well as the timeliness of score reports.

In addition to an overall composite score, scale scores on a K-12 vertically aligned scale will be reported for the language domains of listening, speaking, reading, and writing. Three composite subscores will also be reported: an oral language composite score, a literacy composite score, and a comprehension score for listening and reading.

The overall English Language Proficiency (ELP) scores will be calculated based on the weighted

For more information about ASSETS, visit
http://dpi.wi.gov/oea/assets.html

Proposed Weighting of the Overall Composite Score on ACCESS for ELLs 2.0

Listening 15%	Speaking 15%	Reading 35%	Writing 35%

Oral language composite   Literacy composite

subscores shown in the chart above. The scores will be reported as scale scores and also interpreted as one of the six English language proficiency levels according to the student's current grade level.

Measuring Growth

The assessment will yield scores on a vertical K–12 scale that educators, students, and parents can use to chart student language development over time. The interim assessments, described below, will provide instructionally actionable information to educators throughout the year.

Accountability

The assessment system will be designed to produce composite ELP scores that can be used to help inform decisions about whether an individual student should be reclassified as well as to contribute to decisions about district and state performance for accountability purposes.

Reporting of Results

Scores from the ACCESS for ELLs 2.0 will include each of the subscores and composite scores described above. Individual student score reports will be generated for various user groups, including parents and teachers.

Costs

The current cost for use of the online assessments in 2014-15 is $23 per student for the basic package. Decisions regarding future costs of the assessments developed as part of the ASSETS grant are pending.

OTHER ASSESSMENTS, RESOURCES, AND TOOLS

On-demand Screener

This is the first component of the assessment system that English language learners will encounter when they enter a school in a member state. Available in the **2015-16 school year**, the screener will be technology-based, given on demand, and used, in combination with other measures, to determine eligibility and appropriate placement for English language learner program services. It will include item types similar to those found on the summative assessments and will indicate a student's social and academic English language proficiency in the domains of listening, reading, writing, and speaking. Results of the screener will also help students understand their current level of English language proficiency along the developmental continuum. The listening and reading portions will be computer-scored, while the writing and speaking portions will be scored on-site by educators. Scores will be readily available and, for those qualifying as English language learners, reported as comprehensive ELP scores based on the WIDA Performance Definitions and English Language Proficiency Levels.

Technology-based Classroom Interim Assessments

A series of shorter, targeted interim assessments will be available in selected grades **as of the 2015-16 school year**. The interim assessments will help guide instruction by providing information on student progress in finer increments than the annual summative assessment. Computer delivery will enable immediate scoring and feedback to teachers and students. Partial-credit scoring and analysis of patterns across responses may be used to enhance the diagnostic value of the feedback.

The interim assessments may also be used to conduct research on innovative item types to be considered for future use in the summative assessment. Complex, technology-enhanced item types will be piloted within the interim assessment system and, as appropriate, transitioned into the summative assessment.