

EXECUTIVE SUMMARY | APRIL 2013

The ASSETS Team is preparing for the June Annual Board Meeting and spring 2014 field testing as part of the development of the online English language proficiency assessment system.

Throughout the month, the ASSETS subcommittees continued foundational work on topics such as:

- Incorporating the work of nationally renowned researchers into the EL Definition Subcommittee plans and collecting state policies regarding a common home language survey,
- Drafting documents on technology purchasing recommendations and key strategies for implementing online testing for presentation at the annual Board meeting,
- Proposing recommendations for accessibility features that should be available for all students in the online test and proposing appropriate accommodations for students with disabilities.
- Determining the preferred content of score reports and exploring avenues to meet the reporting needs of consortium states.

The Wisconsin Department of Public Instruction (WDPI) also hosted the first cross-consortia technology call with the technology chairs of all of the testing consortia. The group promises to be a productive way to address common technological and logistical concerns affecting all of the assessment consortia.

GENERAL TEST DEVELOPMENT

Key activities in test development include continuing phase II of cognitive laboratories (or 'cog labs') as a part of pilot testing, continuing refinement of items to be used in the field test, and preparing for the field test. In addition, development work on interim assessment has been in full swing and WIDA/CAL plan to share item prototypes and a foundational document addressing the proposed design at the June Board meeting.

WIDA, Data Recognition Corporation (DRC), the Center for Applied Linguistics (CAL), and WestEd also continued to hold regular calls on interoperability and test platform system functionality for field testing. Test development partners have incorporated the advice of the Accommodations, Accessibility, and Equity Subcommittee on features that should be built into the test items or field test platform whenever possible. The discussions also led to increased understanding of features that will be desired in the operational test.

In preparation for field testing, WIDA, CAL and WDPI are developing an extensive field test plan that will incorporate psychometric information as well as address logistics and overall preparation. WIDA and WDPI shared a brief field testing overview and timeline of communications prior to the ASSETS Consortium quarterly call and welcome any initial feedback.

UPCOMING ACTIVITIES

Over the next month, WDPI and WIDA will be facilitating subcommittee work in preparation for the June Board Meeting and continuing discussion with project partners about field testing. In addition, the ASSETS team will continue the development of a comprehensive field test plan that addresses recruitment as well as psychometric considerations, and logistics for field testing.

KEY PROJECT PERSONNEL

LEAD STATE: WISCONSIN
<p>Troy Couillard Project Director Office of Student Assessment Wisconsin Department of Public Instruction</p>
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PROJECT MANAGEMENT PARTNER
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<p>Meredith Alt Project Manager for Test Development WIDA Consortium</p>

SUBCOMMITTEE MEMBERS

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ACCOMPLISHMENTS: DEVELOPMENT & PROGRESS TOWARD GRANT DELIVERABLES

In April 2013, the ASSETS team at WIDA and WDPI collaborated with states and project partners to complete the following activities, which are organized by grant deliverable.

1.0 ASSETS Consortium Management

- Connected with the other consortia workgroups to increase collaboration on topics affecting all groups (i.e. EL definition, technology, and accommodations)
- Continued discussions with national experts to encourage collaboration on forming a common English Learner definition

2.0 Create an online EL proficiency assessment system aligned with EL proficiency standards that corresponds to college and career ready standards, including:

- Annual summative assessment
 - Continued to pilot test items through cognitive laboratories
 - Held weekly technical calls between project partners working on interoperability and addressing system needs for field test
- On-demand screener
 - Continued foundational work on screener and summative assessment items
- Interim assessments
 - Held research calls focused on design options and implications
 - Continued work on a foundational document to share at the Board meeting
- Formative assessment resources
 - UCLA researchers completed a data analysis report on the Dynamic Language Learning Progressions

3.0 Create foundations for technology-based training program for scorers

- The training program for scorers will be developed in 2014

4.0 Create professional development and outreach materials

- Continued implementation of outreach activities in ASSETS Communication Plan
- Shared with states an overview of field testing goals, activities, and key upcoming dates

5.0 Evaluate the technical quality, validity, and reliability of the assessments and the effectiveness of the professional development

- Shared the most up-to-date version of the Test and Item Design Plan with the Steering Committee in preparation for the June Board Meeting

6.0 Create a transition plan to scale up and sustain the new assessment system

- Held discussions related to developing a comprehensive Transition Plan outlining considerations and questions to address in transitioning to computerized assessments

Upcoming Communication and Outreach Goals

- Continue to develop comprehensive field test plan to share at the June Board meeting
- Utilize the expertise of the subcommittees to create documents that can best prepare states for implementation of ACCESS for ELLs 2.0
- Continue to foster cross-consortia communication on issues such as technology and EL definition