

## EXECUTIVE SUMMARY | AUGUST 2013

The ASSETS Team has had a busy summer as we continue development of the online English language proficiency assessment system. We are delighted to announce that Alaska is officially an “ASSETS State,” bringing our membership to a total of 34 states!

### **Steering Committee Update**

The Steering Committee is currently reviewing a proposal for device support (e.g. of tablets and wireless devices) as part of technology requirements for ACCESS for ELLs 2.0. In an upcoming meeting, they will be focusing on finalizing the technology requirements and the configurable options for the eDIRECT administrative platform that will be used during the Field Test.

### **Subcommittee Update**

EL Definition Subcommittee:

- The subcommittee is providing input on state policies on Performance Level Descriptors and the Home Language Survey in preparation for CCSSO’s upcoming national meeting on common EL definition

The Accommodations, Accessibility, and Equity Subcommittee:

- The subcommittee is planning a November meeting to discuss RFP considerations and the prospects for a consortium-wide policy on accessibility features and accommodations for students with disabilities on operational ACCESS for ELLs 2.0

## GENERAL TEST DEVELOPMENT

ASSETS partners are holding frequent discussions to prepare for the ACCESS for ELLs 2.0 field test and the operational test. In August, the Steering Committee, Technology Subcommittee, and Accommodations, Accessibility, and Equity Subcommittee participated in a webinar with Data Recognition Corporation (DRC). In it, they gave recommendations on accommodations for the field test and configurable options for the eDIRECT administrative interface to be used during the field test.

Additional ASSETS activities included ongoing refinement to the test items, making technical adjustments to the field test platform, and continuing to address interoperability. ASSETS partners participated in the IMS Global Learning Consortium Quarterly Meeting in Ann Arbor, Michigan. UCLA researchers continued to analyze data and make plans for professional development related to the Dynamic Language Learning Progressions.

## MAJOR UPCOMING EVENTS

In an effort to prepare the ASSETS Consortium for the Field Test, WIDA is sending SEAs information regarding district and school identification and two brief communications for districts: an overview of the field test and technical requirements information. For more information regarding the field test, please contact Pakou Vang (pakouvang@wisc.edu, 608-890-2636) or Paula White (pawwhite1@wisc.edu, 608-263-4353).

## KEY PROJECT PERSONNEL

LEAD STATE: WISCONSIN
<p><b>Troy Couillard</b> Project Director Office of Student Assessment Wisconsin Department of Public Instruction</p>
<p><b>Phil Olsen</b> Assistant Project Director Office of Student Assessment Wisconsin Department of Public Instruction</p>
<p><b>Jihan Bekiri</b> Project Coordinator for Member States Office of Student Assessment Wisconsin Department of Public Instruction</p>

PROJECT MANAGEMENT PARTNER
<p><b>Timothy Boals, Ph.D.</b> Principal Investigator/Executive Director WIDA Consortium</p>
<p><b>Elizabeth Cranley, Ph.D.</b> Co-Principal Investigator/Associate Director WIDA Consortium</p>
<p><b>Carsten Wilmes, Ph.D.</b> Project Director WIDA Consortium</p>
<p><b>Meredith Alt</b> Project Manager for Test Development WIDA Consortium</p>

## SUBCOMMITTEE MEMBERS

### ACCOMMODATIONS

Dan Wiener (Chair, MA)  
Susan Beard (AL)  
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### INTERIM ASSESSMENT

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### EL DEFINITION

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### TECHNOLOGY

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Cheryl Alcaya (MN)  
Matthew Ayotte (MI)  
Paulette Watson (MA)

## ACCOMPLISHMENTS: DEVELOPMENT & PROGRESS TOWARD GRANT DELIVERABLES

In August 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

- Added one new state to the ASSETS Consortium (AK)
- Connected with the other consortia workgroups to increase collaboration on topics affecting all groups (i.e. EL definition, technology, and accommodations)

### 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
  - Finished small scale item tryouts
  - Held weekly calls to prepare items and platform for the field test and to consider operational testing needs
- On-demand screener
  - Continued foundational work on screener and summative assessment items
- Interim assessments
  - Reviewed and refined Interim Assessment prototypes
- Formative assessment resources
  - Analyzed data for the Dynamic Language Learning Progressions (DLLPs)
  - Continued early discussion of professional development related to the DLLPs

### 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

- Collaborated with partners on field test webinar and technical preparation timeline for districts

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

- Revised the field test sampling plan in accordance with psychometric needs and requests from SEAs

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

- Identified key questions and issues to address as part of transition to computerized testing

### Upcoming Communication and Outreach Goals

- Continuing to assess the needs of ASSETS SEAs in terms of field test and operational planning communications
- Collecting SEA input and synthesizing results from the EL Definition and Home Language Survey Questionnaire to be used during the CCSSO EL Definition meeting in September 2013