

ACCESS for ELLs 2.0 Content Review Training

Series 501

Speaking and Listening

March 5, 2018



Introductions

- Welcome!



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- Assessing language proficiency, not content knowledge
- Example of content review
- Practice content review
- Process for review
- Test security
- Schedule for reviews

Purpose, goals, and focus of review

■ Purpose:

- ◆ To use the expertise of a trained group of educators to help ensure that ACCESS for ELLs 2.0 is a fair and accurate assessment instrument for the diverse group of test takers

■ Goals:

- ◆ To review potential ACCESS for ELLs 2.0 materials for grade-level appropriateness
- ◆ To identify and discuss any issues and possible solutions

■ Focus:

- ◆ Sets of Speaking test tasks (all grade clusters and specific standards)
- ◆ Sets of Listening test items (all grade clusters and standards)

Role of reviewers

- Use your **experience** as an educator to confirm grade-cluster appropriateness or identify any potential issues.
- Provide your unique **perspective** that represents your knowledge of English language and content area instruction.
- Contribute to creating a positive **group dynamic** where any issues are identified and solutions are suggested.
- Provide useful **feedback** to developers to improve test content.



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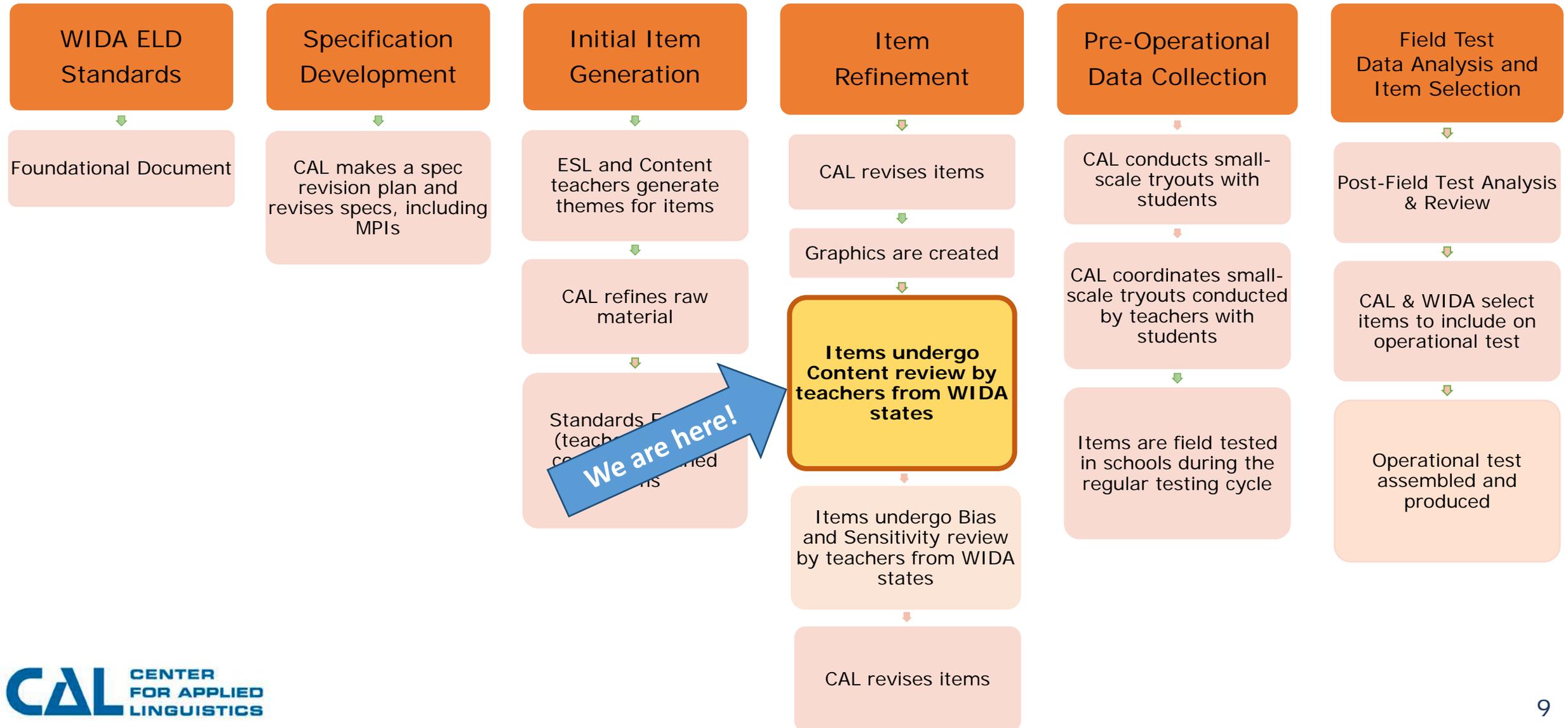
Overview: What is ACCESS for ELLs 2.0?

- Secure, large-scale test
- Operationalizes WIDA's English Language Development Standards
- Assesses academic English language proficiency
 - ◆ Not a test of content knowledge
 - ◆ Assesses students' understanding of the language used in content areas
- Administered once per year as required by federal legislation
 - ◆ In the 2016–2017 school year, about 1.8 million students took ACCESS 2.0

Overview: WIDA ELD Standards

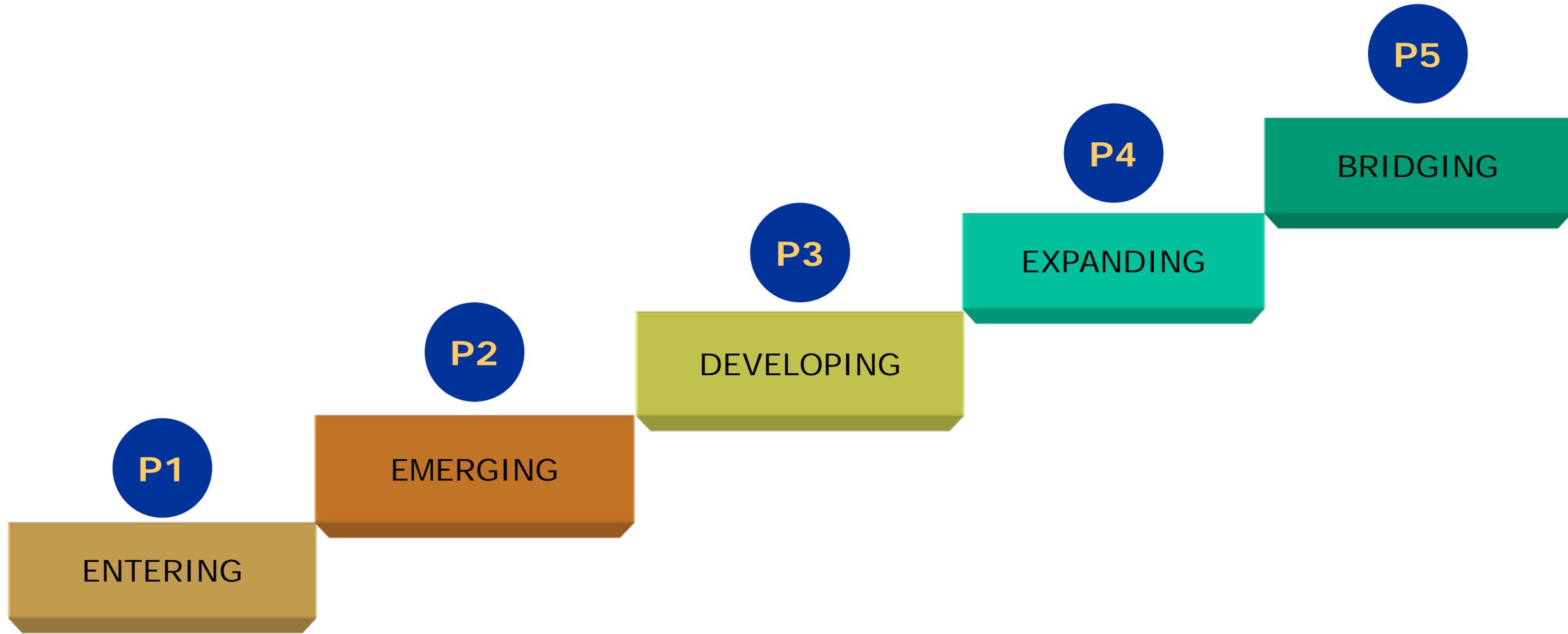
- English language learners communicate information, ideas, and concepts necessary for academic success in five content areas, represented by these Standards:
 - ◆ Social and Instructional Language (SIL)
 - ◆ Language of Language Arts (LoLA)
 - ◆ Language of Mathematics (LoMA)
 - ◆ Language of Science (LoSC)
 - ◆ Language of Social Studies (LoSS)
- Integrated Standards:
 - ◆ Language of Mathematics and Language of Science (MS)
- Terms:
 - ◆ Thematic folder (folder)
 - ◆ Panel
 - ◆ Model Performance Indicator (MPI)

Overview: Item development process

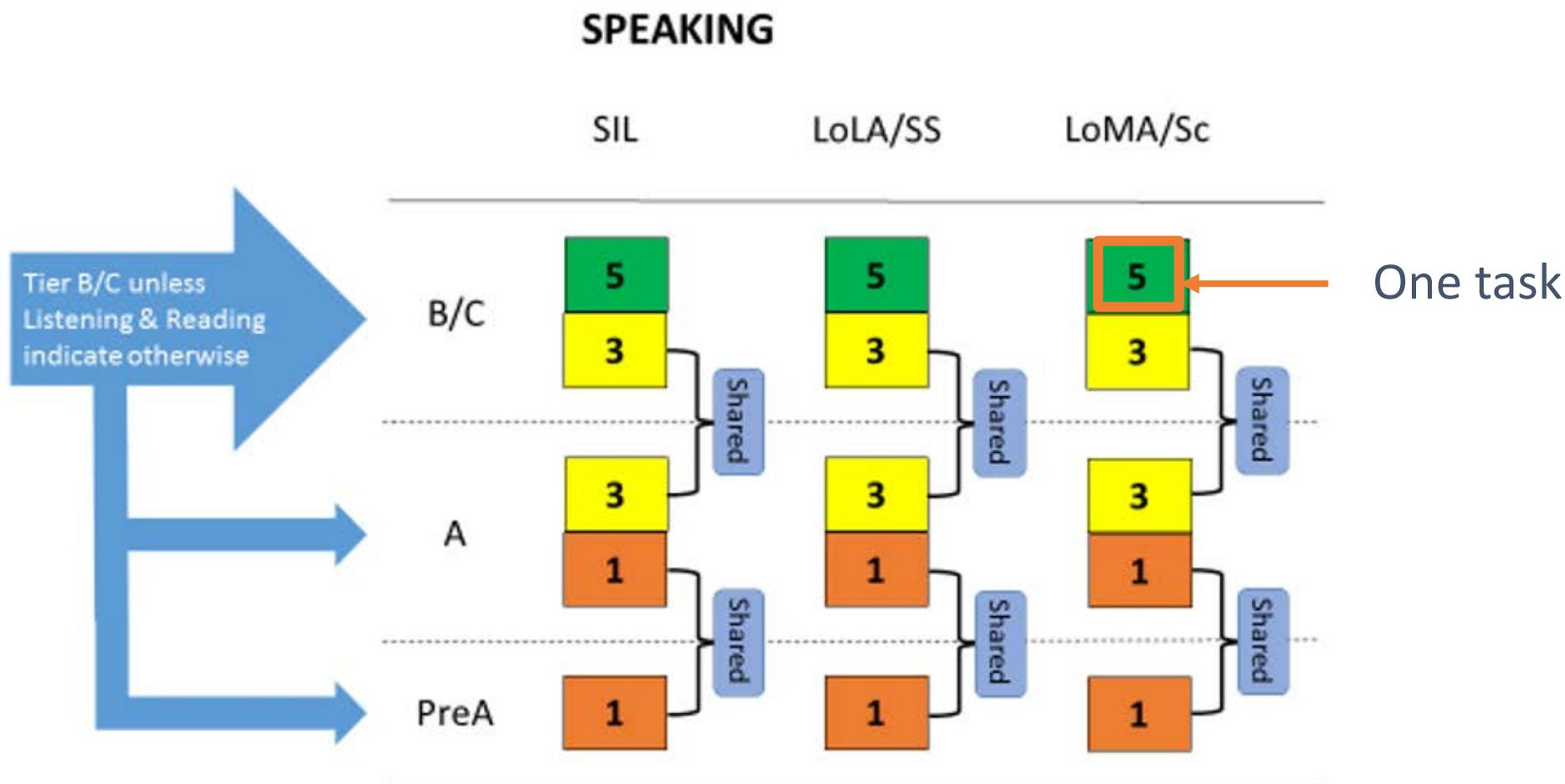


Overview: Proficiency levels

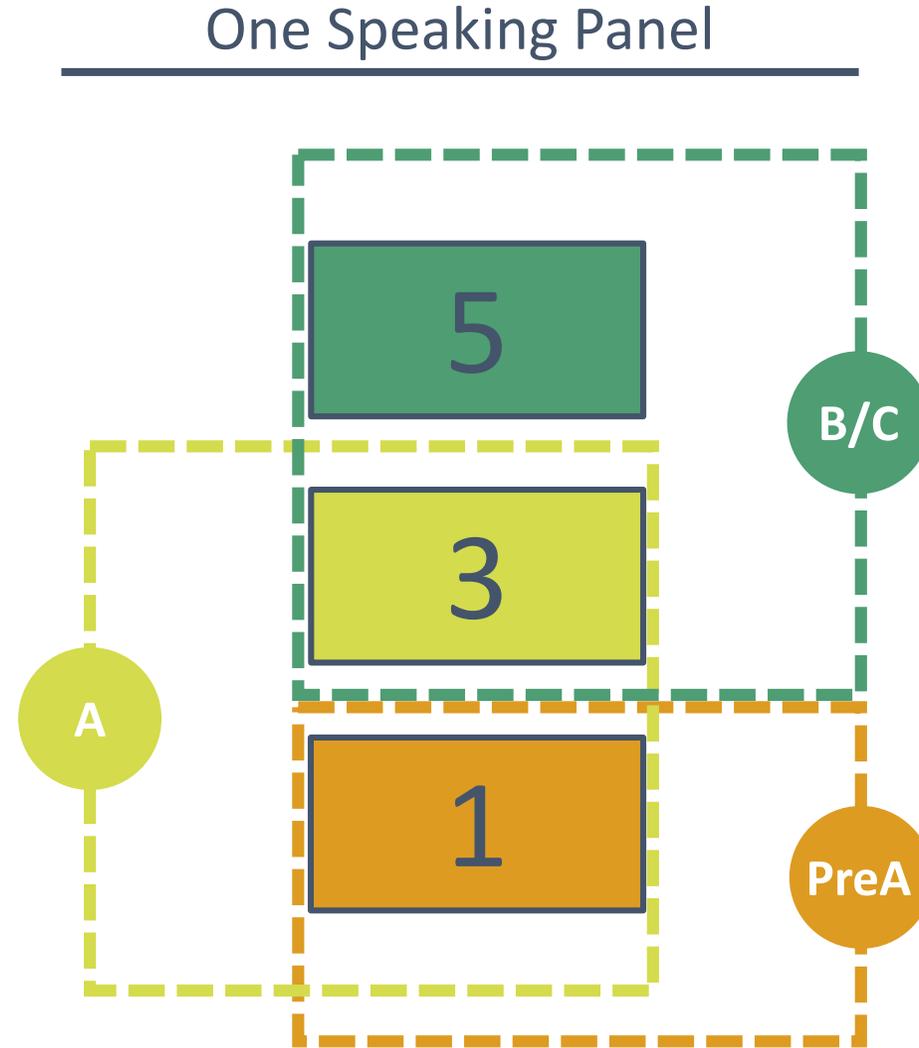
Tier A



Overview: How students see Speaking folders



Overview: How Speaking folders are developed



How speaking responses are scored

ACCESS for ELLs 2.0 Speaking Scoring Scale	
Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none">• Language use comparable to or going beyond the model in sophistication• Clear, automatic, and fluent delivery• Precise and appropriate word choice
Strong use of oral language to provide a detailed response	<ul style="list-style-type: none">• Language use approaching that of model in sophistication, though not as rich• Clear delivery• Appropriate word choice
Adequate use of oral language to provide a satisfactory response	<ul style="list-style-type: none">• Language use not as sophisticated as that of model• Generally comprehensible use of oral language• Adequate word choice
Attempted use of oral language to provide a response in English	<ul style="list-style-type: none">• Language use does not support an adequate response• Comprehensibility may be compromised• Word choice may not be fully adequate
No response (in English)	<ul style="list-style-type: none">• Does not respond (in English)

Speaking task format

Folder Title

Rock Candy Investigation

Virtual Test Administrator



Model Student

Task Input

Now we are going to talk about a science project. This picture shows the materials Mrs. Green's class will use.



Stimulus Graphics



Speaking task format

Rock Candy Investigation



Nina, what are two things you see in this picture?



Speaking task format

Rock Candy Investigation



Speaking task format

Rock Candy Investigation



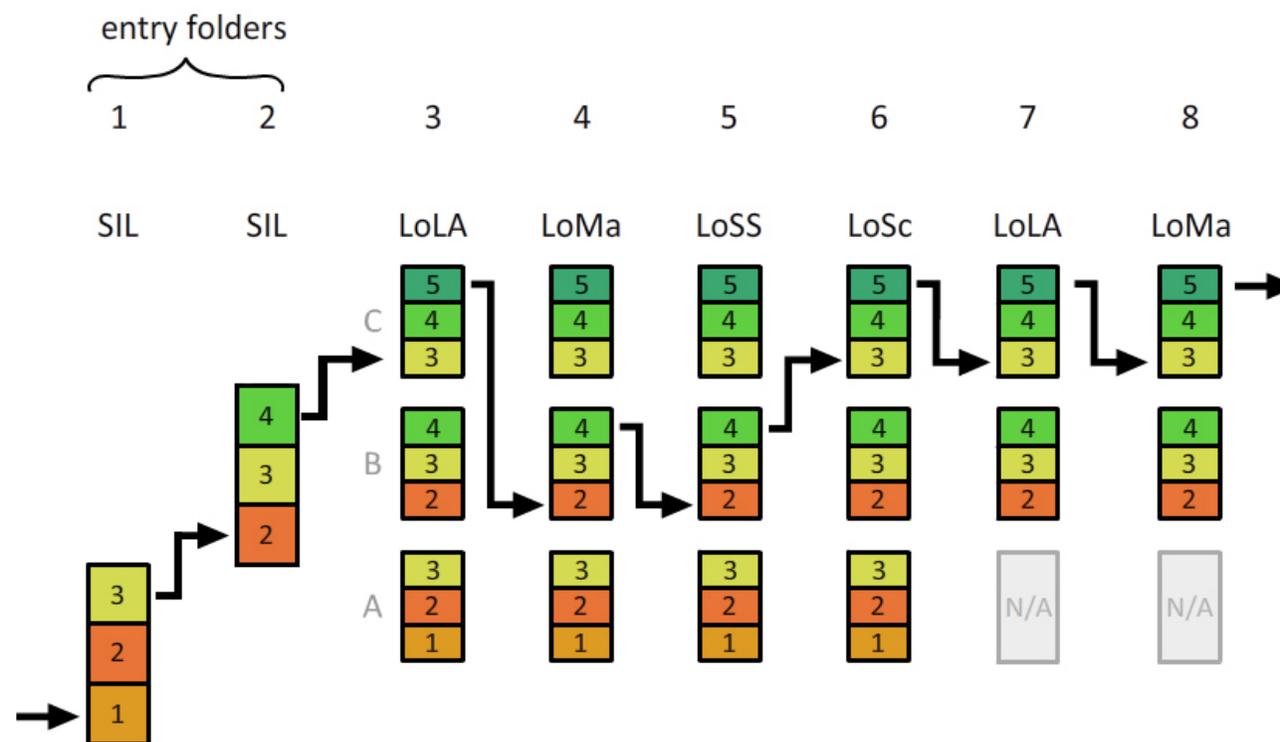
Now it's your turn.

What other things do you see in this picture?



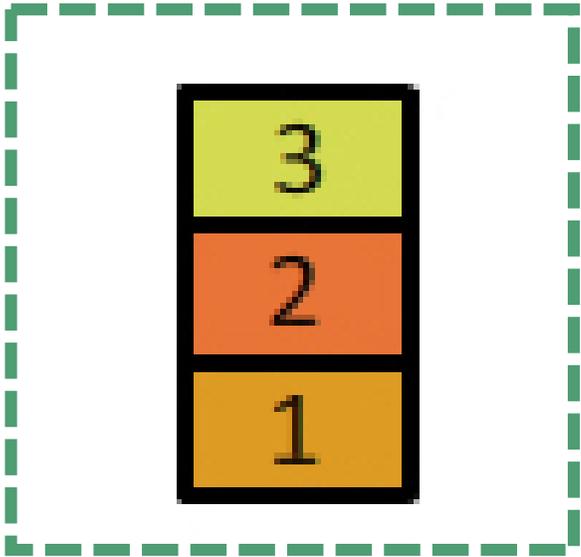
Overview: How students see Listening folders

Sample Student Path through LISTENING Subtest



Overview: How Listening folders are developed

One thematic folder



Tier A



Tier B



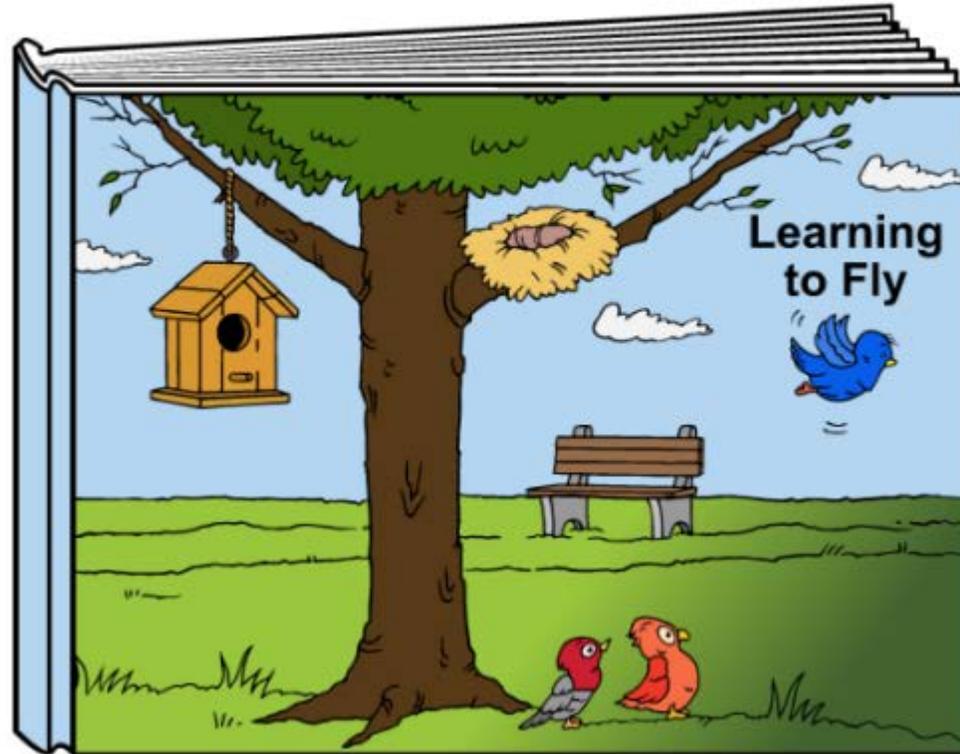
Tier C

Listening item format

Folder Title

Learning to Fly

Orientation graphic



What the student hears

Narrator: Learning to Fly. PAUSE 1 SECOND. This story is about a baby bird named Hatcher. Listen to the teacher read the story.

Listening item format

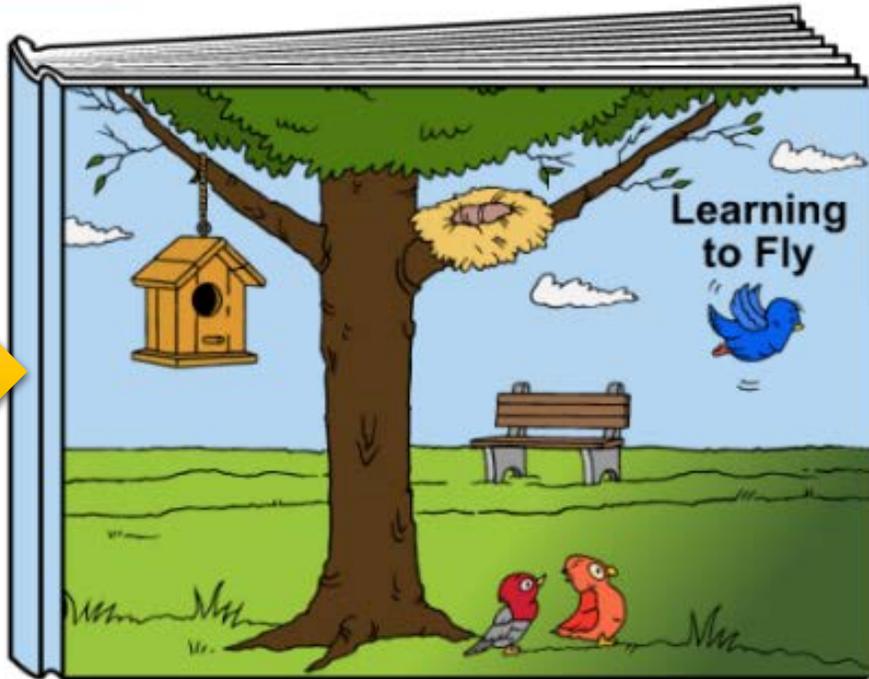
Folder Title

Learning to Fly

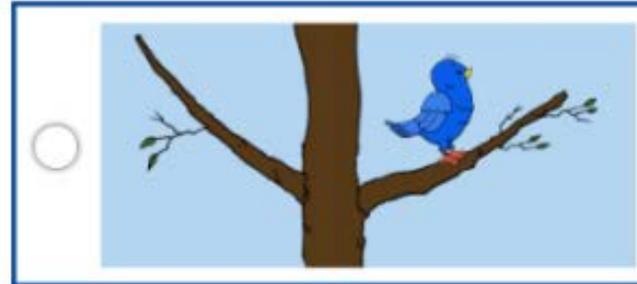
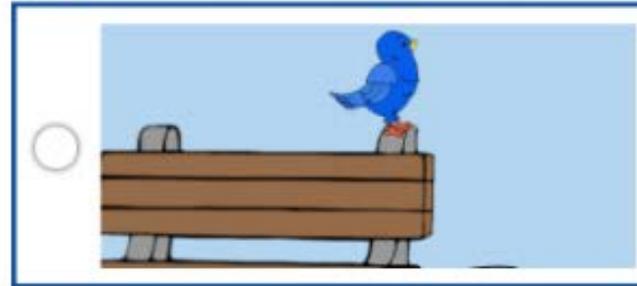
Speaker Icon(s)



Stimulus graphic(s)



2



Response Options



Female teacher: Hatcher goes to school to learn how to fly. He stands on a tree way up high. Finally, he is ready to give it a try. PAUSE 1 SECOND.
Narrator: Which picture shows this?



Agenda

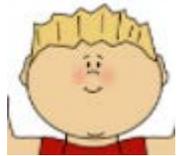
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Assessing language not content knowledge

- ACCESS 2.0 is meant to assess students' **English language proficiency**, not their content knowledge within a standard.
- Grade-level content is the **vehicle** for assessing academic language proficiency.
- The task input should **provide sufficient background information** to allow students to fully respond to the task.
- The content presented in the folders should not prevent students from demonstrating their **full language proficiency**.

Example of assessing content versus language

Assessing content knowledge...



5



6



4

Prompt: What is the average number of books Jane's group read?

Assessing language proficiency...

Jane found the average number of books her group read.

1

A cartoon illustration of a boy with blonde hair, wearing a red shirt, holding five books.

5

A cartoon illustration of a girl with brown hair in pigtails, wearing a pink shirt, holding six books.

6

A cartoon illustration of a girl with brown hair, wearing a yellow shirt, holding four books.

+ 4

15

2

$$15 \div 3 = 5$$

Prompt: Describe how Jane found the average number of books her group read.

Item content review

- Is the content **appropriate for the grade level cluster**?
- Is the content **accurate**?
- Is the language of the item **clear and “natural sounding”** to the reader/listener?
- Does the language maximize comprehensibility and readability for the **intended proficiency** level(s)?
- Is the **task** (what students need to do) **clear**?
- Are items **testing language proficiency** rather than content knowledge?
- Do the graphics and text match the progression of difficulty in **the MPI (s)**?

Graphics content review

- Are the graphics **appropriate for the grade level** in terms of topic, complexity, and style?
- Is the content of the graphics portrayed with **accuracy, clarity, and quality**?
- Are the graphics **aligned with the items**?

Layout appearance

- Are the images fully visible and **clear**?
- Do all images within a folder have roughly the same line weight and style so that **nothing stands out**?
- Are graphs and charts **simple, clear, and legible**?
- Is the **spacing and type size** of items appropriate for legibility?
- Is there **sufficient “white” space** (around paragraphs & in tables)?



Agenda

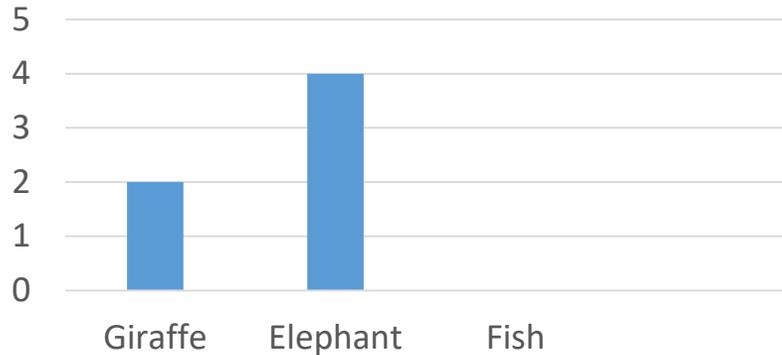
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Example for Content Review Training Purposes

Favorite Animal



Favorite Animal Graph



Grade 1

Model Performance Indicators (MPIs)

P4, LoMA

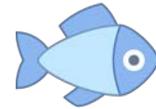
Rank or compare whole number quantities presented in text with visual support

Mrs. Lee: OK, class. Now that you've all voted on which animal was your favorite, let's make a bar graph. What should we do?

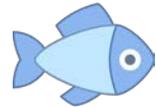
Katia: First, we make a bar that goes up to 2 for giraffes and another bar that goes up to 4 for elephants. This depicts that 2 people chose giraffes and 4 students like elephants the most. 3 students chose fish, so we will make a bar that goes up to 3.

Narrator: How many students chose fish?

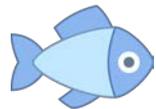
2



2



3



4

Item Content

- Is the content appropriate for the grade level cluster?
- Is the content accurate?
- Is the language of the item clear and "natural sounding" to the reader/listener?
- Does the language used maximize comprehensibility and readability for the intended proficiency level(s)?
- Is the task (what the student needs to do) clear?
- Are items testing language proficiency rather than content knowledge?
- Do the graphics and text match the progression of difficulty in the MPIs?

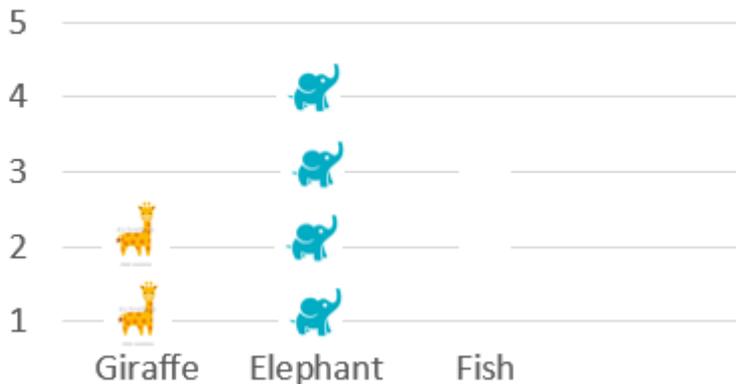
- Discussion about whole number quantities and people's favorite animal are things that I might hear in a first grade math classroom. Students like to talk about animals at this age, so it's appropriate.
- The content is displayed accurately
- "Depicts" is not a word I would expect to hear in a 1st grade classroom, and the first sentence is a little long. Breaking the sentence into two shorter units might make it easier for students to understand.
- The task is clear.
- The item is not assessing math content knowledge.
- The content aligns well with the MPI.

Example for Content Review Training Purposes

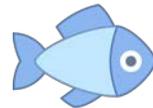
Favorite Animal



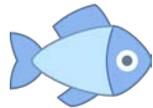
Favorite Animal Graph



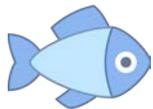
2



2



3



4

Graphics Content

- Are graphics appropriate for grade cluster in terms of topic, complexity, and style?
- Is the content of graphics portrayed with accuracy, clarity, and quality?
- Are graphics aligned with items?

- The graphic is accurate and clear. It aligns with the item.
- For first graders, I would use something like this....

Grade 1

Model Performance Indicators (MPIs)

P4, LoMA

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Mrs. Lee: OK, class. Now that you've all voted on which animal was your favorite, let's make a bar graph. What should we do?

Katia: First, we make a bar that goes up to 2 for giraffes and another bar that goes up to 4 for elephants. This depicts that 2 people chose giraffes and 4 students like elephants the most. 3 students chose fish, so we will make a bar that goes up to 3.

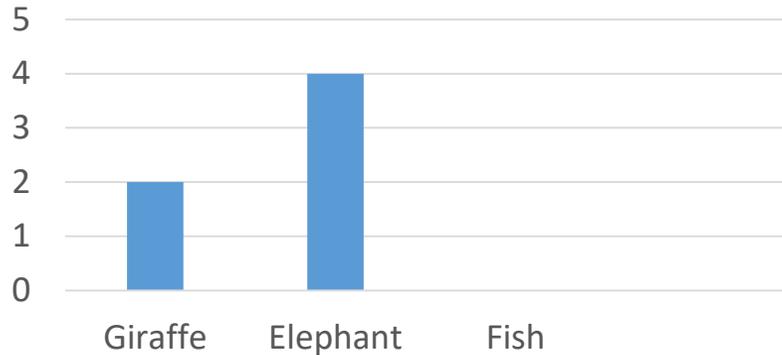
Narrator: How many students chose fish?

Example for Content Review Training Purposes

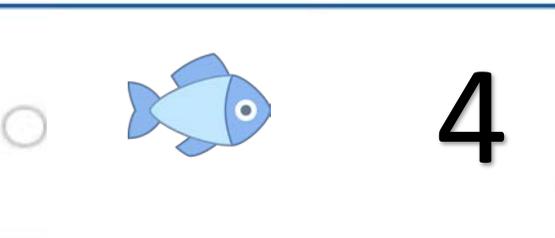
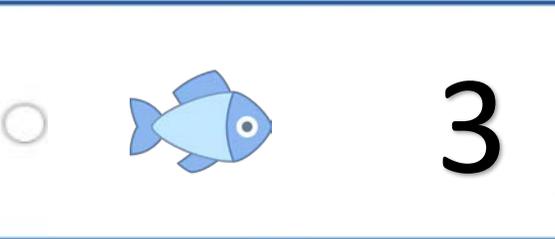
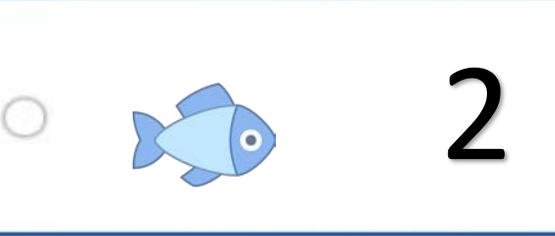
Favorite Animal



Favorite Animal Graph



2



Layout Appearance

- Are all images fully visible and clear?
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- Are graphs and charts simple, clear, and legible?
- Is the spacing and type size of items appropriate for legibility?
- Is there sufficient "white" space (around paragraphs & in tables)?

- All images are clear.
- No response item stands out.
- Spacing and type size are appropriate.

Grade 1

Model Performance Indicators (MPIs)

P4, LoMA

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Mrs. Lee: OK, class. Now that you've all voted on which animal was your favorite, let's make a bar graph. What should we do?

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Narrator: How many students chose fish?

Practice doing content review

- Now it's your turn!
- Let's look at examples, as a group:
 - ◆ Take a few moments to read
 - ◆ Consider the checklist questions for reviewing content for grade-level appropriateness
 - Think about the **Item Content**
 - Think about the **Graphics Content**
 - Think about the **Layout Appearance**



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- **Schedule for review**

Review process: Recommendation Log

Name: **Tanya Bitterman**

							Content Review	
							Please check one box	
Panel Number	Panel Title	Domain	Grade	Standard	Prof. Level	MPis	I have no concerns.	I reported my concerns.
1	Classroom Library	Speaking	1	Social and Instructional Language	1	Name everyday objects depicted visually in real-life contexts	X	
					3	Relate functions or uses of everyday objects depicted visually		
					5	Evaluate and give reasons for personal preferences related to everyday objects		
2	Gym Choices	Speaking	1	Social and Instructional Language	1	Name everyday objects depicted visually in real-life contexts		X
					3	Relate functions or uses of everyday objects depicted visually		
					5	Evaluate and give reasons for personal preferences related to everyday objects		
3	Animal Homes	Speaking	1	Language of Mathematics and Science	1	MA: Name objects of a specified size, shape, or quantity from pictures, diagrams, or charts. SC: Name objects in nature from observation, photographs, or models.		X
					3	MA: State relationships between objects in terms of their size, shape, or quantity using pictures, diagrams, or charts. SC: State relationships between objects in nature using diagrams, photographs, or models		
					5	MA: Report, with details, on topics related to the measure of size, shape, or quantity using pictures, diagrams, or charts. SC: Report, with details, on topics about nature using diagrams, photographs, or models.		
4	Birds	Speaking	1	Language of Mathematics and Science	1	MA: Name objects of a specified size, shape, or quantity from pictures, diagrams, or charts. SC: Name objects in nature from observation, photographs, or models.	X	
					3	MA: State relationships between objects in terms of their size, shape, or quantity using pictures, diagrams, or charts. SC: State relationships between objects in nature using diagrams, photographs, or models		
					5	MA: Report, with details, on topics related to the measure of size, shape, or quantity using pictures, diagrams, or charts. SC: Report, with details, on topics about nature using diagrams, photographs, or models.		

Review process: roles & materials

■ Roles:

- ◆ Facilitator—guide and pace the discussion to make sure it is focused and on schedule
- ◆ Note taker—record feedback electronically
- ◆ Reviewer—record review completion in the Recommendation Log, clearly articulate whether a task is grade-level appropriate or if you have concerns, offer possible solution

■ Materials:

- ◆ Printed copies of tasks/items in booklets
- ◆ Recommendation Log
- ◆ Content Review Checklist



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Test security

- Sign, date, submit non-disclosure agreement (NDA) form
- Please:
 - ◆ Refrain from using cell phones and electronic devices during the meeting
 - ◆ Do not retain any copies or notes
 - ◆ Do not take pictures of any test materials
 - ◆ Do not talk about the specific test items outside of the meeting



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Schedule for review

	Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
Room	Harmony	Wisdom	Balance	Orchid (3 rd)	Gardenia (3 rd)
CAL Facilitator	Michele Kawood	Jennifer Norton	Sam Musser	Meg Montee	Justin Kelly
CAL Notetaker	Mina Niu	Elizabeth Miller-Cannon	Claire Gellner	Caitlin Gdowski	Kristine Nugent
WIDA Reviewer	Marcy Olson	Katie Rozas	Jason Kemp	Mark Chapman	Heather Elliott
Reviewers	Megan Saylor Mariah Cunningham Ann Gordon Crystal Reid	Suzy Williams Camille Simmons Julia Crowe Johanna McPhee	Stephanie McGrath Kristi Costellow Laurie Onos Terra Allen	Heather Flanders Elizabeth Klandrud Larry E. Ninas Kassy Gnas	Catherine Wentworth Tim Flores Norka Padilla Thomas Johnston

Thank you!

Thank you for your continued support and commitment to English learners!

