

Bias & Sensitivity Review Training

ACCESS for ELLs 2.0

Series 501

Speaking and Listening

March 7, 2018



Introductions

- Welcome!



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Test security
- Schedule for review

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 unbiased assessment instrument for the diverse group of test takers

■ Goals:

- ◆ To review potential ACCESS for ELLs 2.0 materials to ensure they are free of bias and sensitivity issues
- ◆ To identify and discuss issues and possible solutions

■ Focus:

- ◆ Speaking and Listening test folders for all grade clusters



Role of reviewers

- Use your **experience** as an educator to identify any potential bias or sensitivity issues.
- Provide your unique **perspective** that represents your students and context.
- Contribute to creating a positive **group dynamic** where ideas are discussed and solutions are proposed.
- Provide useful **feedback** to developers to improve test content.



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Test security
- Schedule for review

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

ACCESS test-taker population

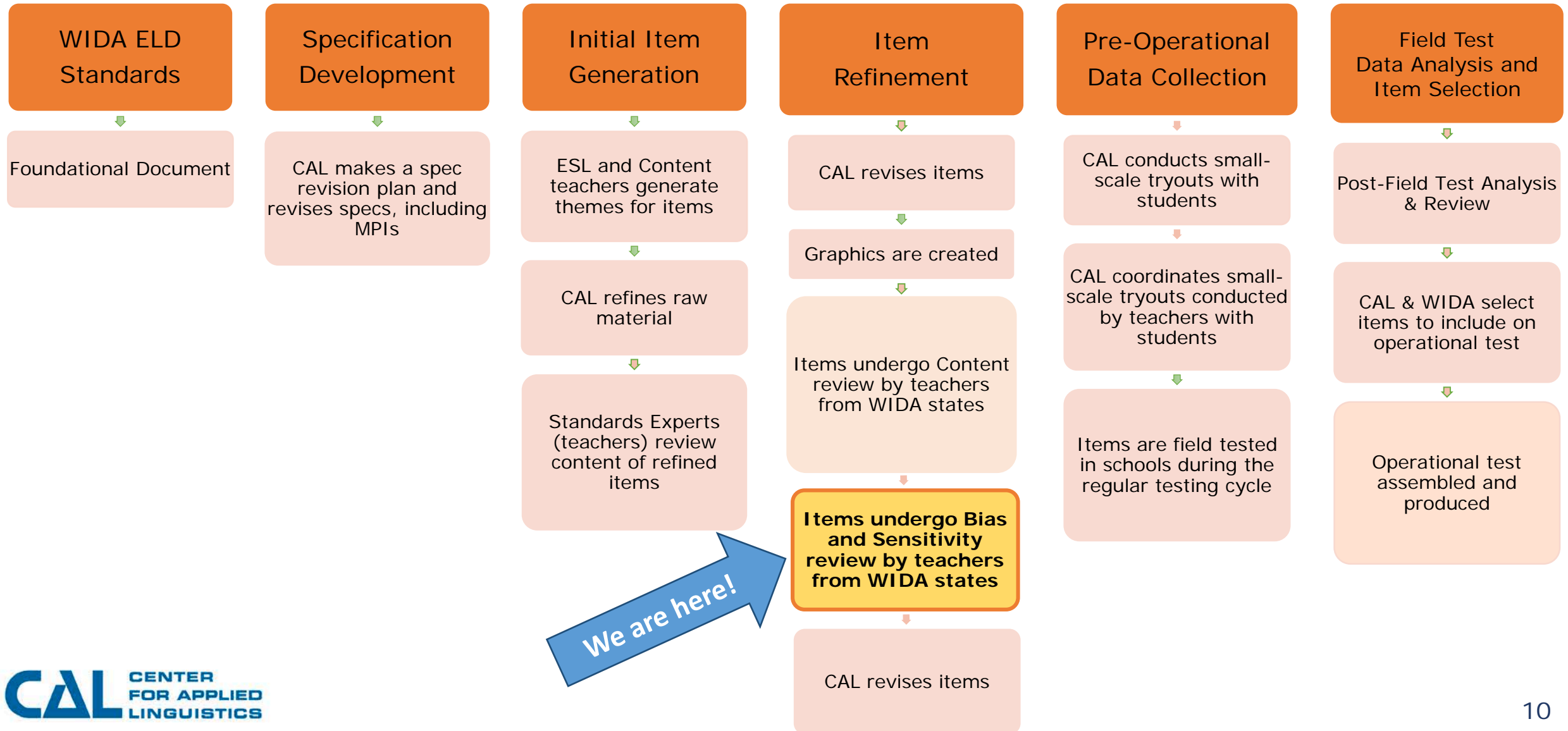
- Series 401 (2016–2017 school year)

Race/Ethnicity	Frequency	Percentage
Asian	200,575	10.7%
Pacific Islander	13,072	0.7%
Black, Non-Hispanic	123,165	6.5%
Hispanic (any race)	1,285,172	68.2%
American Indian/Alaskan Native	27,373	1.5%
Multi-racial/Other	8,361	0.4%
White, Non-Hispanic	161,745	8.6%
Unspecified	64,356	3.4%
Total	1,883,819	100.00%

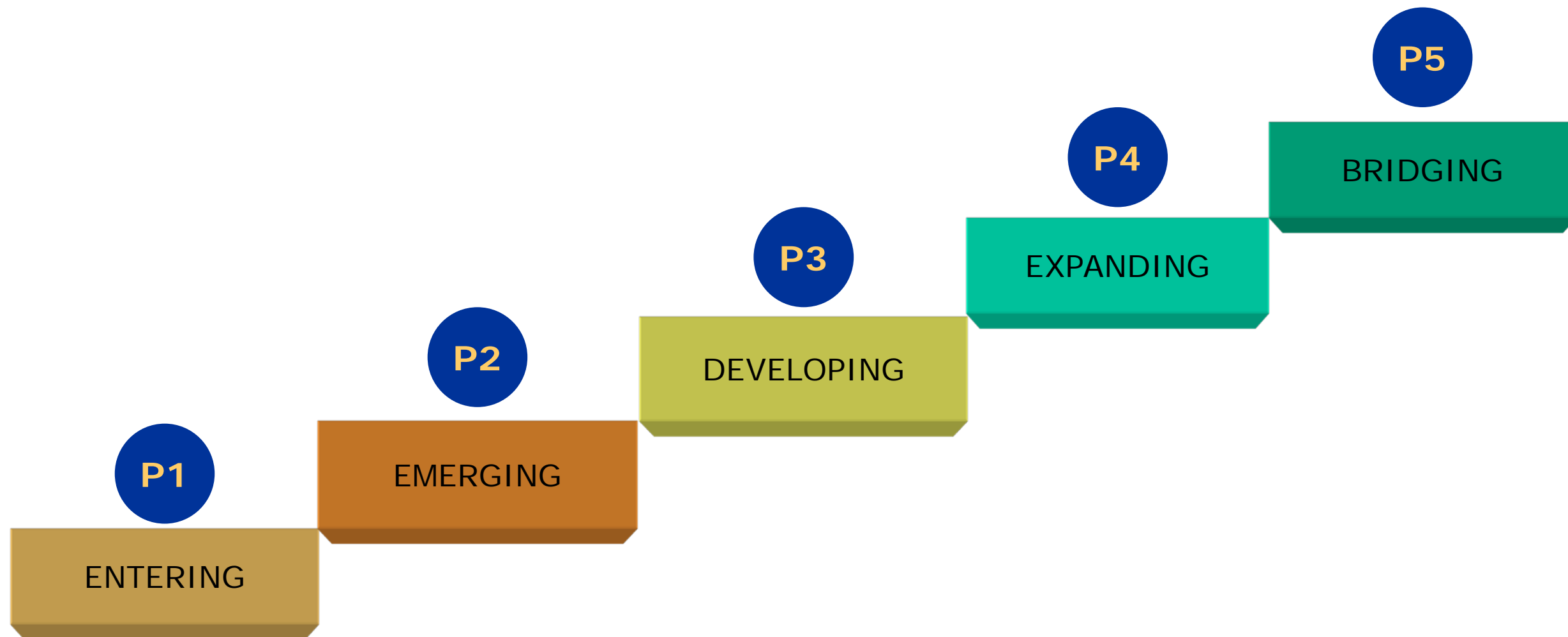
WIDA ELD standards

- English language learners communicate information, ideas, and concepts necessary for academic success in five content areas, represented by these Standards:
 - ◆ Standard 1—Social and Instructional Language (SIL)
 - ◆ Standard 2—Language of Language Arts (LoLA)
 - ◆ Standard 3—Language of Mathematics (LoMA)
 - ◆ Standard 4—Language of Science (LoSC)
 - ◆ Standard 5—Language of Social Studies (LoSS)
- Integrated Standards:
 - ◆ Language of Mathematics and Language of Science (MS)
 - ◆ Language of Language Arts and Language of Social Studies (LS)
- Terms:
 - ◆ Thematic folder (folder)

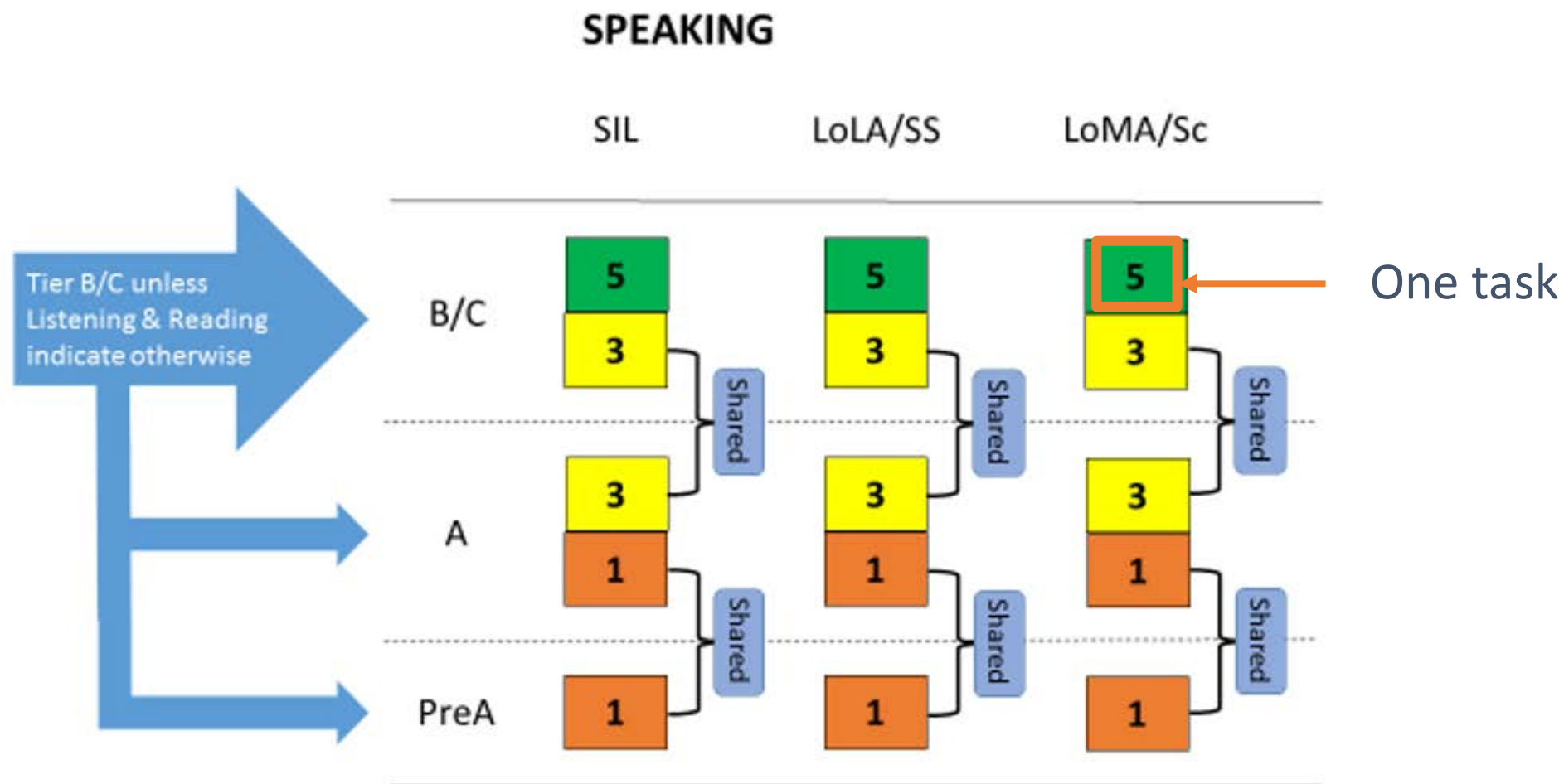
ACCESS development process



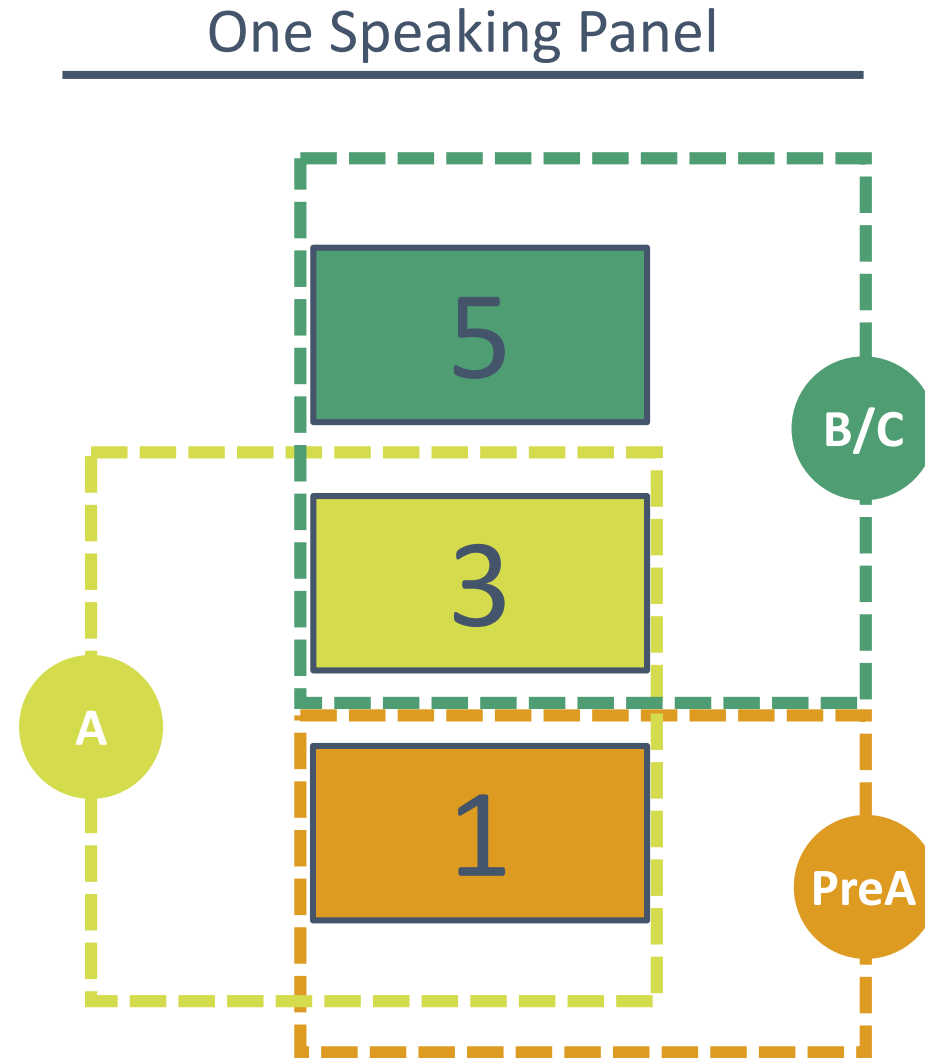
WIDA proficiency levels



Overview: How students see Speaking folders



Overview: How Speaking folders are developed



How speaking responses are scored

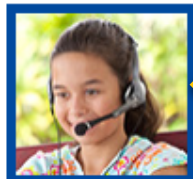
ACCESS for ELLs 2.0 Speaking Scoring Scale	
Score point	Response characteristics
Exemplary use of oral language to provide an elaborated response	<ul style="list-style-type: none">• Language use comparable to or going beyond the model in sophistication• Clear, automatic, and fluent delivery• Precise 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



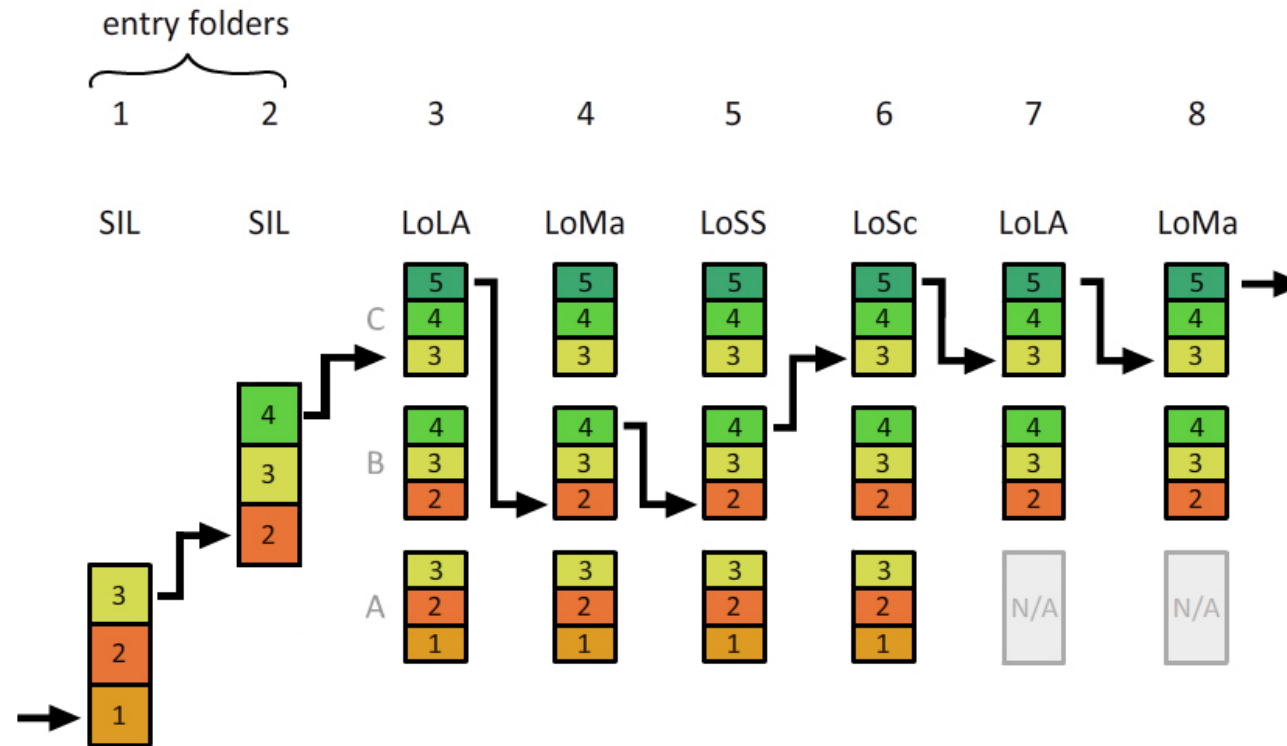
Now it's your turn.

What other things do you see in this picture?



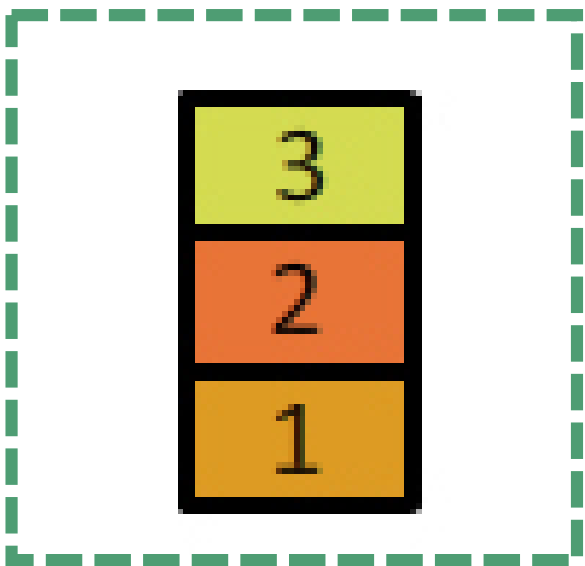
Overview: How students see Listening folders

Sample Student Path through LISTENING Subtest



Overview: How Listening folders are developed

One thematic folder



Tier A



Tier B



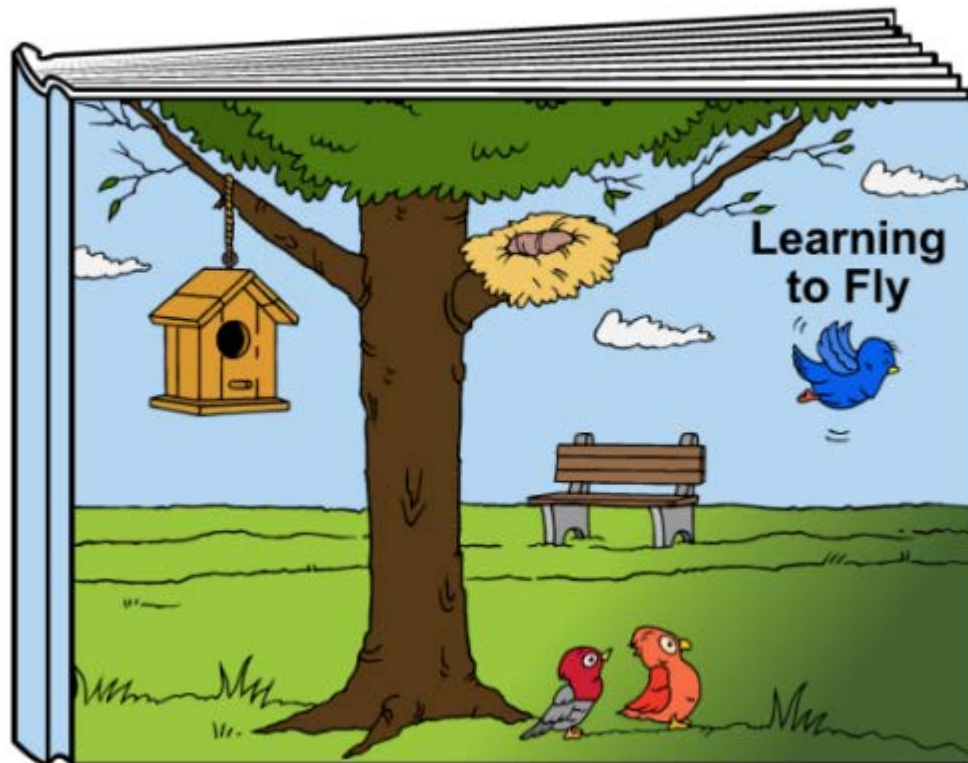
Tier C

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

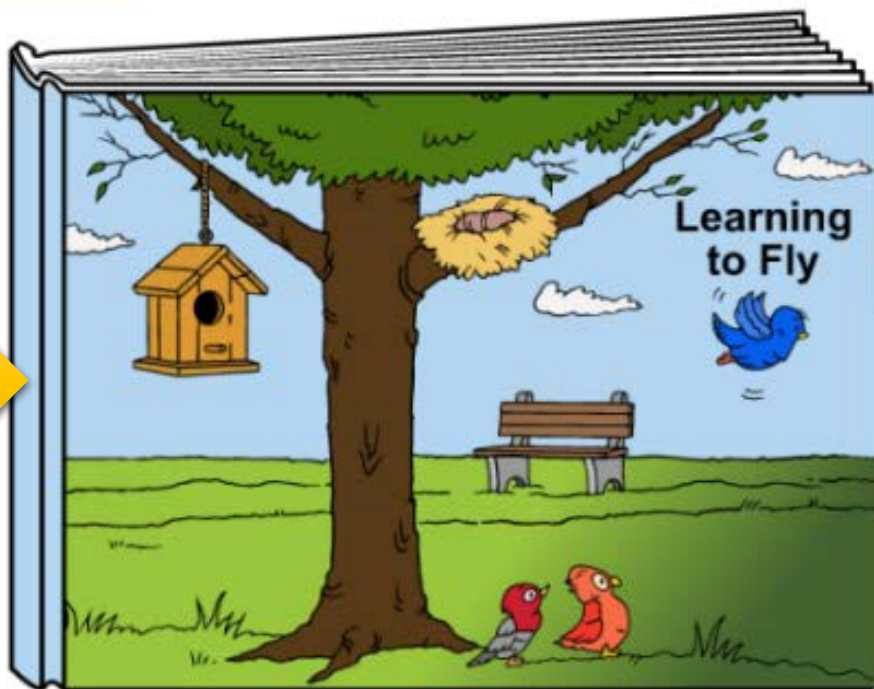
Folder Title

Learning to Fly

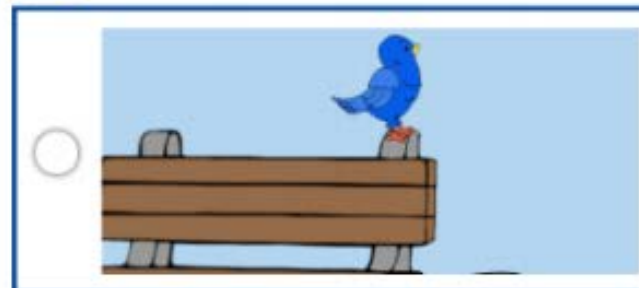
Speaker Icon(s)



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

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Schedule for review
- Test security

What is bias?

- Bias in the literature:
 - ◆ “A bias in testing is any factor inherent within a test that systematically prevents accurate, impartial measurement.” (Cohen, Swerdlik and Phillips, 1988)
 - ◆ “Bias is the presence of some characteristic of an assessment that results in the differential performance of two individuals of the same ability but from different subgroups.” (Hambleton and Rodgers, 1991)
 - ◆ “Item bias stems from item context or content that is irrelevant to the curriculum elements being tested, but affects test scores of an identifiable subgroup.” (MontCAS Technical Manual, 2005)
- A biased item is one on which students with similar language ability perform differently for reasons **unrelated to their language proficiency**.



What is bias?

■ Examples of Subgroup Categories

- ◆ Gender
- ◆ Religion
- ◆ Age
- ◆ Socio-economic status
- ◆ Home language
- ◆ Race/ethnicity
- ◆ Region
- ◆ Culture
- ◆ Family type
- ◆ Physical ability



What is bias?

- On ACCESS 2.0, a student's language skills in English should be the only factor that influences their performance. A very diverse group of students takes ACCESS 2.0 each year.
- We want to be sure that the test is fair and accessible to every student regardless of their background.
- **How do we ensure that potential sources of bias are identified and removed from the test?**

Avoiding item bias

- Are test items equally accessible to all students regardless of subgroup membership?
 - ◆ Is personal experience required to respond to the test item?
 - If yes, is it a common experience at that age/grade?
 - ◆ Is secondary experience sufficient to respond?
 - If yes, would a student likely have had exposure to the topic through school, academic content, social interactions, etc.?
- Do the test items represent subgroups **evenly and equitably**?
- Are subgroups **favorably depicted** in the test items?
- Do the test items avoid portraying subgroups in **stereotypical** roles or occupations?
- Do the test items portray subgroups in a variety of roles and occupations?
- Are the language and content of the test items equally accessible to all subgroups of test takers (apart from English language proficiency)?



Bias vs. Difficulty

- A biased item is one on which students with similar language ability perform differently for reasons **unrelated to their language proficiency**.
- If you feel that the language of an item is too difficult for the grade cluster or proficiency level, or is unfamiliar to the grade cluster or proficiency level, this is NOT bias.
 - ◆ This is a content concern and will be addressed by Content reviewers.

Item bias: is personal experience required?

Bob's family likes to go sledding when it's cold during the winter.



What does your family like to do in the snow?

Item bias: is personal experience required?

People like to ride bikes in many different places.



In a park



By the ocean



In the woods

Where do you like to ride your bike? Explain why that place is your favorite.

Item bias: is personal experience required?

Here are two things people do for fun.



Bike



Soccer

What do you like to do for fun?



Avoiding bias in graphics

- Are people, buildings, settings, etc. drawn to represent a **diversity of subgroups** (ethnicity, SES, persons with disabilities)?
- Are graphics presented in a way that is **sensitive to learner backgrounds**?
- Are graphics portrayed in a way that is **generally accepted as standard** or is **accessible** to students (e.g., classroom appearance, etc.)?



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Schedule for review
- Test security



What is sensitivity?

- Sensitive topics elicit a **negative emotional response** from test takers. This may be because of a student's ethnic background, cultural or religious beliefs and practices, previous experiences (or lack of experiences), or any other reason **not related to their language proficiency**.
- Sensitive topics may **prevent** students from accurately **demonstrating their academic English proficiency** because of a negative or distracting response or association to a test item.



What is sensitivity?

- A classroom discussion about certain topics may be appropriate and commonly presented because teachers are able to guide students through the conversation. The teacher is familiar with his/her students and their backgrounds. The teacher is able to support students, manage student reactions, and provide opportunities for negotiation and questions.
- Overall, topics and graphics should reflect:
 - ◆ Diverse cultures, ethnic and socio-economic groups, regions, and individuals with disabilities
 - ◆ Balanced gender roles
 - ◆ Positive situations, language, and images
- **How do we ensure that potentially sensitive topics are not placed on the test?**



Sensitive topics

- In the test input...
- Or, elicited in student responses



Examples of sensitive topics

- Family conflict, divorce
- Homelessness
- Religion
 - ◆ Celebrations, birthdays
- Socio-economic advantages
- Dangerous weather or natural disasters
- Unsafe activities, situations, or risk-taking
- Portrayal of certain animals, personification



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Schedule for review
- Test security

Example of Bias/Sensitivity Issues for Training Purposes

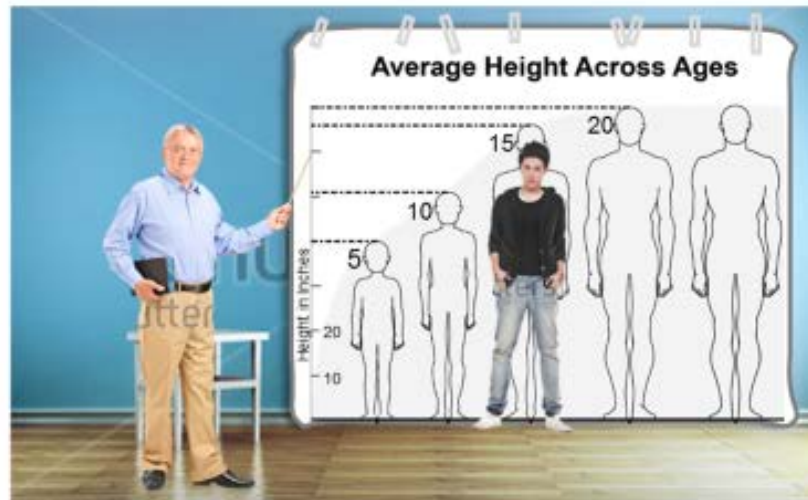
Student Height



Now it's your turn.

What is the difference between Ben's height and the average height for a 15-year-old student?

Student Data	Student	John	Ben	Mark	Alan	Mike	Paul
	Height	65	60	68	67	65	66



Item Bias

- ☐ Are test items equally accessible to all students, regardless of subgroup membership?
- ☐ Is personal experience required to respond to the test item?
 - If yes, is it a common experience at this age/grade?
- ☐ Is secondary experience sufficient to respond?
 - If yes, would a student likely have had exposure through school, academic content, media, social interactions, etc.?
- ☐ Do the test items (including graphics) represent subgroups evenly and equitably?
- ☐ Are subgroups favorably depicted in the test items?
- ☐ Do the test items avoid portraying subgroups in stereotypical roles or occupations?
- ☐ Do the test items portray subgroups in a variety of roles and occupations?
- ☐ Are the language and content of the test items equally accessible to all subgroups of test takers (apart from English language proficiency)?

Example of Bias/Sensitivity Issues for Training Purposes

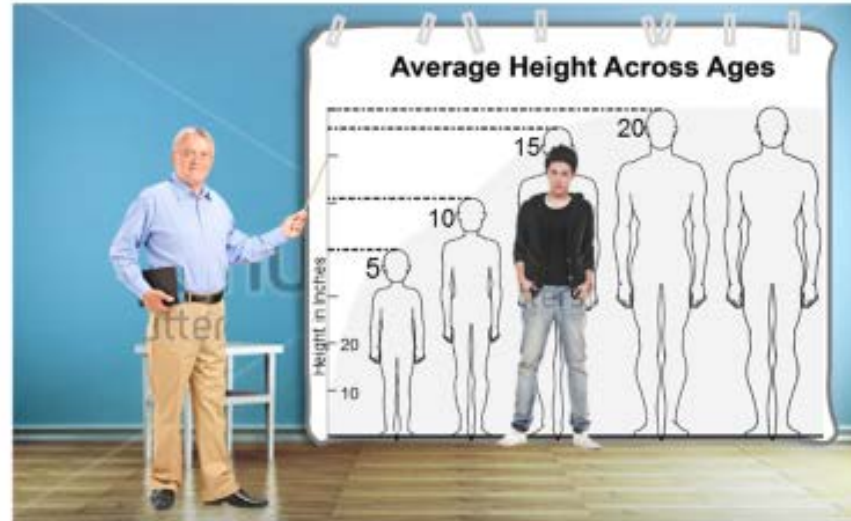
Student Height



Now it's your turn.

What is the difference between Ben's height and the average height for a 15-year-old student?

Student Data	Student	John	Ben	Mark	Alan	Mike	Paul
	Height	65	60	68	67	65	66



Graphic Bias

- ☐ Are people, buildings, settings, etc. drawn to represent a diversity of subgroups (ethnicity, SES, persons with disabilities, etc.)?
- ☐ Are graphics presented in a way that is sensitive to learner backgrounds?
- ☐ Are graphics portrayed in a way that is generally accepted as standard or is accessible to students (e.g. classroom appearance, etc.)?

Example of Bias/Sensitivity Issues for Training Purposes

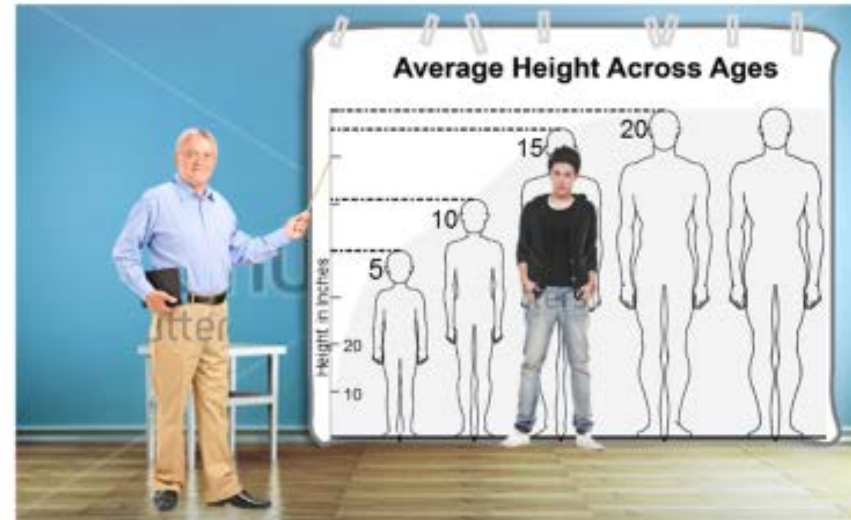
Student Height



Now it's your turn.

What is the difference between Ben's height and the average height for a 15-year-old student?

Student Data	Student	John	Ben	Mark	Alan	Mike	Paul
	Height	65	60	68	67	65	66



- Concerns about self image, including:
 - Height



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Schedule for review
- Test security

Example of Bias/Sensitivity Issues for Training Purposes

Sharing Stories



www.shutterstock.com · 1153251

2



- ☐ Are test items equally accessible to all students, regardless of subgroup membership?
- ☐ Do the test items (including graphics) represent subgroups evenly and equitably?
- ☐ Are subgroups favorably depicted in the test items?

- Unsafe activities, situations, or risk-taking

Male student: What was your favorite part of the story?

Female student: I really liked the part after everyone had written their story, when it was Maya's turn to read what she had written out loud to her class. She was so excited to share her story!

Male student: I liked that part too! Maya raised her hand when the teacher asked who wanted to talk about their book. She stood at the front of the room and spoke loudly and clearly so that everyone could hear her.

Narrator: What did the girl say was her favorite part of the story?



Identify bias and sensitivity

- Now it's your turn!
- Let's look at examples, as a group:
 - ◆ Take a few moments to look at your example.
 - ◆ Consider the checklist questions for reviewing content for bias issues
 - Is the task **equally accessible** to all subgroups?
 - Are subgroups represented **favorably, equitably, evenly**?
 - Are the **graphics** accessible to all subgroups?
 - ◆ Consider the sensitive topics list and think about how students are likely to react or respond – **is a negative reaction likely**?



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Schedule for review
- Test security

Review process: Recommendation Log

Name: Elizabeth Miller-Cannon					Bias & Sensitivity Review	
					Please check one box below.	
Folder Number	Folder Title	Domain	Grade Cluster	Standard	I have no concerns.	I reported my concerns.
1	Mornings at School	Listening	2-3	Social and Instructional Language	X	
2	School Office	Listening	2-3	Social and Instructional Language	X	
3	Fun at School	Listening	2-3	Language of Language Arts		X
4	A New School	Listening	2-3	Language of Language Arts		X
5	At the Park	Listening	2-3	Language of Language Arts		X
6	At the Park	Listening	2-3	Language of Language Arts	X	



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 a Recommendation Log, clearly articulate any concerns, offer possible solutions

■ Materials:

- ◆ Copies of tasks displayed on screen
- ◆ Recommendation Log
- ◆ Bias Review Checklist
- ◆ Sensitive Topics List



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Test security
- Schedule for review



Test security

- Non-disclosure agreement (NDA) submitted to WIDA
- 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



Agenda

- Introductions
- Purpose of review
- Overview of ACCESS for ELLs 2.0
- What is bias?
- What is sensitivity?
- Example of bias and sensitivity review
- Practice bias and sensitivity review
- Process for review
- Test security
- **Schedule for review**

Schedule for review

	Grade 1 and 2-3	Grades 4-5 and 6-8	Grades 6-8 and 9-12
Room	Harmony	Wisdom	Balance
CAL Facilitator	Jennifer Norton	Caitlin Gdowski/ Samantha Musser	Michele Kawood
CAL Notetaker	Mina Niu/ Elizabeth Miller-Cannon	Meg Montee	Kristine Nugent/ Claire Gellner
WIDA Reviewer	Marcy Olson	Heather Elliott	Mark Chapman
Reviewers	Shelly Ocanas Megan Lopez Virginia Valdez Rafael Rosas-Rosado Ashlyn Williamson	Yadira Mendoza Yasuko Kobayashi Daniel R Yip Yvette Lujan-Flores Alisha Wheeler Lora Travers (Travy) Moncure	Jennifer Paul Rob Tyvoll Brigid Finley Leatha Fields-Carey Katie Lazo Natali Barreto

Thank you!

Thank you for your continued support and commitment to ELLs!

