

Updates from draft 1:

The description of the 2012 Amplification of The English Language Development Standards document now notes the alignment between the WIDA English Language Development Standards and college and career readiness standards.

Critical Element 1.2 – Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards

	Evidence	Notes
<p>For ELP standards:</p> <p>The ELP standards</p> <ul style="list-style-type: none"> are derived from the four domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs; and align to the State academic content standards. The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State’s academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science. 	<p>1.2-1 <i>Understanding the WIDA English Language Proficiency Standards</i></p> <p>1.2-2 <i>English Language Proficiency Standards PreKindergarten through Grade 5</i></p> <p>1.2-3 <i>2012 Amplification of The English Language Development Standards</i></p> <p>1.2-4 <i>Alignment Study between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12</i></p> <p>1.2-5 <i>WIDA Consortium Response to the Alignment Study Results</i></p>	<p>ACCESS for ELLs Online, ACCESS for ELLs Paper & Alternate ACCESS for ELLs</p> <p>WIDA initially developed its English language development standards in 2004. The standards were subsequently revised in 2007 and 2012. The incorporation of the four language domains into the standards is discussed in a 2016 validation study.</p> <p><i>Understanding the WIDA English Language Proficiency Standards</i> [document 1.2-1]</p> <p><i>English Language Proficiency Standards PreKindergarten through Grade 5</i> [document 1.2-2]</p> <p><i>2012 Amplification of The English Language Development Standards</i> [document 1.2-3]</p> <p>◆ This edition, developed in response to the alignment study noted below, clarifies the connections between the WIDA standards and the language students need to meet college and career readiness standards. [document 1.2-4]</p> <p>For a study of how the Common Core State Standards align with the WIDA English language development standards, see:</p> <p><i>Alignment Study between the Common Core State Standards in English Language Arts and Mathematics and the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12</i> [document 1.2-4]</p>

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In general, there was good alignment (i.e., correspondence) across grade clusters between the ACCESS for ELLs assessment and the 2007 edition of the WIDA English language development standards. The study reports that there was limited alignment in Kindergarten, especially on the speaking domain test. This point is addressed in WIDA's response to the study:

WIDA Consortium Response to the Alignment Study Results [document 1.2-5]

The results of the alignment study have influenced subsequent ACCESS for ELLs test designs. In the 2015-2016 school year, WIDA administered both a paper and online version of ACCESS for ELLs. While the coverage of standards and test design (save mode of administration) are essentially the same in the paper and online versions, there have been changes to the online Speaking items to ensure effective administration of those items in the online delivery platform.

To date, there has not been an updated alignment study conducted between the paper and online versions of ACCESS for ELLs. WIDA has contracted with the Wisconsin Center for Education Products & Services (WCEPS) to organize and conduct an alignment study between ACCESS for ELLs and WIDA's 2007 and 2012 English language development standards. Both the paper and online versions of ACCESS for ELLs will be part of this alignment study. The completed report is planned to be submitted in the fall of 2019.