

Critical Element 4.6 – Multiple Versions of an Assessment

| | Evidence | Notes |
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| <p>If the State administers any of its assessments in multiple versions within a subject area (e.g., online versus paper-based delivery), grade level, or school year, the State:</p> <ul style="list-style-type: none"> Followed a design and development process to support comparable interpretations of results for students tested across the versions of the assessments Documented adequate evidence of comparability of the meaning and interpretations of the assessment results. | <p>3.3-1* <i>Construct Validity of Online and Paper ACCESS 2015-2016</i> * This paper is currently in progress. A draft is expected to be available in early 2019.</p> <p>4.4-5 <i>Maintaining Rater Reliability in Scoring ACCESS for ELLs 2.0 Paper Speaking Test</i></p> <p>4.6-1 <i>Establishing Comparability between Computer-Based and Paper-Based Formats of the ACCESS for ELLs® Online Summative Assessment</i></p> <p>4.6-2 <i>ACCESS for ELLs 2.0 Grades 1–3 Writing Study</i></p> <p>4.6-3 <i>Supported System Requirements for ACCESS for ELLs 2.0 and Screener</i></p> <p>4.6-4 <i>WIDA Consortium Technical Advisory Committee (TAC) Meeting, Grand Hyatt ~ Denver, CO November 11, 2014</i></p> <p>4.6-5 <i>2014 TAC Notes</i></p> <p>4.6-6 <i>Series 400 ACCESS Paper and Online Comparability Report</i></p> | <p>For results of a comparability study examining ACCESS for ELLs Online and ACCESS for ELLs Paper, see:</p> <p><i>Establishing Comparability between Computer-Based and Paper-Based Formats of the ACCESS for ELLs® Online Summative Assessment</i> [document 4.6-1]</p> <p>For a more detailed analysis of performance on the Writing domain across online and paper versions of the assessment, see:</p> <p><i>ACCESS for ELLs 2.0 Grades 1–3 Writing Study</i> [document 4.6-2]</p> <p>For the documentation that WIDA shares with member states every year to ensure the hardware and software systems used for online testing provide a standard test experience, see:</p> <p><i>Supported System Requirements for ACCESS for ELLs 2.0 and Screener</i> [document 4.6-3]</p> <p>Because ACCESS for ELLs Online and ACCESS for ELLs Paper both resulted from a single federal Enhanced Assessment Grant (EAG), the overall assessment design, the items, and the estimation procedures were identical, with the exception of changes made to Speaking test items to optimize online administration. The approach to a comparability study between the two formats of the assessment was discussed with the WIDA Consortium Board of Directors Technical Advisory Committee (TAC) in November 2014.</p> |

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| | <p>4.6-7 <i>WIDA Annual Board Meeting June 6-9, 2016 Psychometric Considerations</i></p> <p>4.6-8 <i>WIDA November 2016 TAC Minutes</i></p> <p>4.6-9 <i>Manual for LEGS</i></p> <p>4.6-10 <i>WIDA TAC Meeting Notes May 1 and 2, 2017</i></p> <p>4.6-11 <i>TAC Fall 2017 Meeting Note</i></p> <p>4.6-12 <i>Speaking Study Report</i></p> <p>4.6-13* <i>TAC Fall 2018 Meeting Notes</i> * Notes from this meeting are expected to be available in December 2018.</p> | <p><i>WIDA Consortium Technical Advisory Committee (TAC) Meeting, Grand Hyatt ~ Denver, CO November 11, 2014 [document 4.6-4]</i></p> <p><i>2014 TAC Notes [document 4.6-5]</i></p> <p>A follow-up study in 2016 on the first operational administration of ACCESS for ELLs Online showed small (grades 5-12) to moderate (grades 1-4) effect size differences between the ACCESS for ELLs Online and ACCESS for ELLs Paper Listening and Reading tests, but larger effect size differences were observed between the online and paper forms of the Writing and Speaking tests. It was unclear whether the observed differences were solely related to mode effects.</p> <p>p. 17-19: <i>Series 400 ACCESS Paper and Online Comparability Report [document 4.6-6]</i></p> <p>Observations on ACCESS for ELLs Online and ACCESS for ELLs Paper scores were presented at the 2016 WIDA Board of Directors meeting:</p> <p>p. 16: <i>WIDA Annual Board Meeting June 6-9, 2016 Psychometric Considerations [document 4.6-7]</i></p> <p>Differences in scores on ACCESS for ELLs Online and ACCESS for ELLs Paper were discussed at the WIDA TAC meeting in November 2016. Concerns centered on the effects and reliability of local raters who evaluated the Speaking portion of ACCESS for ELLs Paper. The TAC advised WIDA to continue monitoring mode differences on the next administration of the ACCESS for ELLs assessments and to create and disseminate interrater reliability guidance and training materials.</p> <p>p. 5-9: <i>WIDA November 2016 TAC Minutes [document 4.6-8]</i></p> |
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Maintaining Rater Reliability in Scoring ACCESS for ELLs 2.0 Paper Speaking Test [document 4.4-5]

After the November 2016 TAC meeting, WIDA began researching methods to create mode-adjusted scores. For the 2016-2017 ACCESS for ELLs test administration, WIDA conducted an equipercentile linking procedure to establish mode-corrected scores with ACCESS for ELLs Online scores as anchors, using the University of Iowa's LEGS program and census data. Results were shared at the May 2017 TAC meeting, and the TAC advised WIDA to conduct studies examining the constructs measured by the ACCESS for ELLs Online and ACCESS for ELLs Paper assessments as well as to conduct a more detailed study of the Speaking and Writing tests.

Manual for LEGS [document 4.6-9]

p. 1: *WIDA TAC Meeting Notes May 1 and 2, 2017 [document 4.6-10]*

WIDA shared an update on the application of the equipercentile procedure at the November 2017 TAC meeting, and the TAC advised WIDA to use this procedure in the following year for states with different districts administering ACCESS for ELLs Online and ACCESS for ELLs Paper. WIDA also shared the design of a study to compare locally- and centrally-trained raters' evaluation of students' Speaking test responses. Findings of this study indicated local raters are more permissive than central raters and that the online Speaking test test-taker experience differed from the locally-administered Speaking test test-taker experience. WIDA shared these results at the November 2018 TAC meeting.

TAC Fall 2017 Meeting Note [document 4.6-11]

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Speaking Study Report [document 4.6-12]

p. 4, 5: *TAC Fall 2018 Meeting Notes [document 4.6-13*]*

* Notes from this meeting are expected to be available in December 2018.

WIDA is currently updating guidelines and training materials for local Speaking test raters. In addition, to support the TAC's recommendation to examine construct differences between ACCESS for ELLs Online and ACCESS for ELLs Paper, WIDA conducted a confirmatory factor analysis of both assessments that indicated both tests measure a second-order general academic language factor and first-order factors consistent with the ACCESS for ELLs domain assessments.

Construct Validity of Online and Paper ACCESS 2015-2016 [document 3.3-1]*

* This paper is currently in progress. A draft is expected to be available in early 2019.

WIDA continues to monitor differences between ACCESS for ELLs Online and ACCESS for ELLs Paper and present findings to the TAC and to representatives of the states that comprise the WIDA Consortium. In 2019, WIDA will study Writing score differences between ACCESS for ELLs Online and ACCESS for ELLs Paper. Note that the paper and online versions of the writing test are centrally scored. The goal with this study is akin to that of the speaking study: to identify how raters are responding to students' generated text and to examine differences in the content of both the handwritten and keyboarded responses.