



2010 WIDA® Executive Board Meeting

Alternate ACCESS for ELLs Pilot Testing Concluded

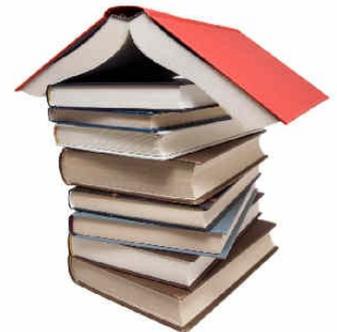
As this is written, the Alternate ACCESS for ELLs project team is receiving packages from volunteer pilot test administrators in ten states.

We would like to give special thanks to over 40 teachers and administrators that volunteered their time and participated from Illinois, Kentucky, Maine, New Jersey, Pennsylvania, South Dakota, Virginia, Wisconsin, Washington, and the District of Columbia.

Thanks to your efforts, over 200 students were able to participate in this very important stage in the assessment development process.

With the conclusion of testing efforts, the data analyses begin. The graduate student project assistants are evaluating, coding and recording data and information from the completed testing materials.

Preliminary reports regarding these data will be available later in the Summer of 2010. Using this information, we will determine the appropriate next steps in the development process, including whether to move forward with a small- or large-scale field test at the beginning of the 2010-2011 school-year. It is anticipated that for ELLs with significant cognitive disabilities, the Alternate ACCESS will replace the ACCESS for ELLs during the 2011-2012 academic year.



Special points of interest:

- Alternate English language proficiency levels illustrated in Figure 1 on page 2.
- Project mission and goals on page 3.
- Invitation to July Workshop on page 4.
- Examples of Pilot assessment items on page 5.
- Recruitment information for future project initiatives on page 6.
- Team contact information on page 6.
- Visit our new website:
[http://
alternateaccess.wceruw.org](http://alternateaccess.wceruw.org)

Alternate ACCESS for ELLs Website Launched

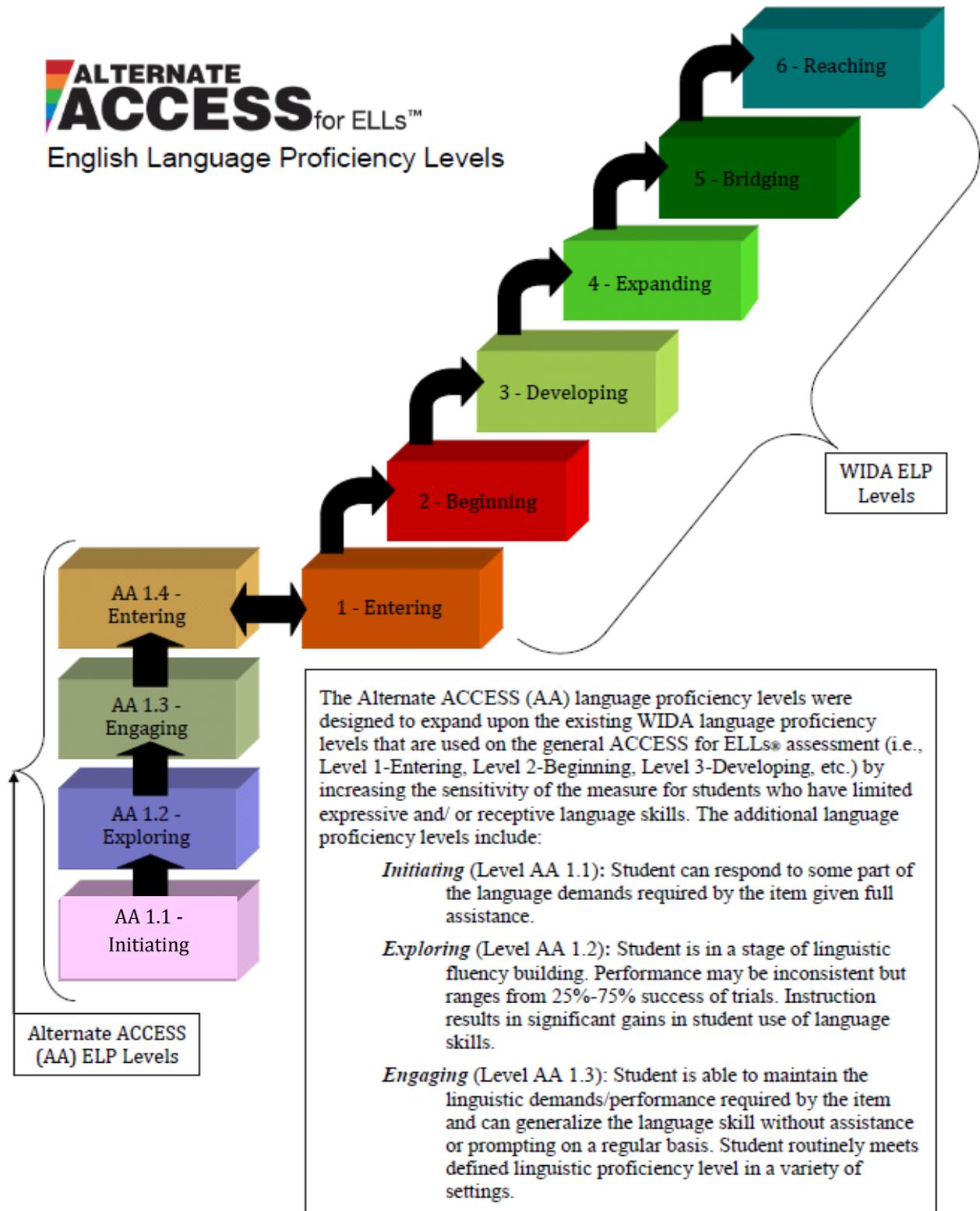
Check us out on the web! www.alternateaccess.wceruw.org

In April, the official Alternate ACCESS for ELLs website became live and operational. Additional information, resources and functions will continue to be added to the website to provide the most up-to-date and complete information possible to stakeholders in the fields of ESL, Bilingual Education, Special Education and General Education.

Our website features information such as student eligibility criteria for the Alternate ACCESS assessment, information about alternate assessments and alternate assessment approaches, resources such as state specific alternate assessment data and sample items from the Alternate ACCESS pilot test, and contact information for participation in future meetings and development efforts.

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Three additional levels have been added to the existing ELP standards and will preclude Level I of the WIDA ELP Standards, as shown in Figure 1:



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Alternate ACCESS for ELLs mission and goals:

The project mission is to advance theory, knowledge, and practice in the fields of assessment and instructional programs for ELLs with significant disabilities.

Our goals include:

Goal 1: To ensure that the English language proficiency (ELP) of ELLs with significant disabilities is assessed in a valid and reliable manner

Goal 2: To increase knowledge about the ELP of ELLs with significant disabilities

Goal 3: To disseminate information about this alternate ELP assessment system (including both evidence-collection and performance-based approaches) and the results of related research to as wide an audience as possible

There are 3 approaches to alternate assessment:

1. Rating scales
2. Portfolio (evidence collection)
3. Performance

The Alternate ACCESS for ELLs assessment will be offered for both portfolio and performance-based approaches.

What's next?

The Alternate ACCESS for ELLs project team will host an Item Content and Bias Review Meeting in Madison on July 13 and 14, 2010. Please email Jessica Wohlferd if you are interested, or would like to nominate someone from your state to attend. The invitation is on page 4 of this newsletter.

Field testing will take place in the fall of 2010.

Professional Development efforts will begin during the 2010 and 2011 school year.

Definitions:

Alternate assessments— designed for students with disabilities who are not able to participate meaningfully in regular assessment programs, even with the use of accommodations.

Cognitive Disability— definitions of cognitive disability are usually broad. Persons with cognitive disabilities may have difficulty with various types of mental tasks (examples may include, but are not limited to: Down syndrome, Autism, Mental Retardation, Traumatic Brain Injury).

IEP— Individualized Education Plan, develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education.

Structured Flexibility— represented by expecting students to demonstrate skills within a specific language task (i.e., structure), yet because of their significant disabilities, these test takers have opportunities for audio, visual, and text-based prompts and response modes that do not rely on traditional multiple-choice items with a heavy English reading load. Thus, the structured flexibility of the alternate test format will allow students be presented with items in a variety of ways and to respond to those tasks with a variety of response formats.

TO: English as a Second Language (ESL) and special education teachers, Title III/ESL and special education coordinators, curriculum and instructional specialists and administrators

FROM: The development team for the Alternate ACCESS for ELLs™ assessment at the Wisconsin Center for Education Research (WCER), University of Wisconsin-Madison

The development team for the Alternate ACCESS for ELLs assessment is seeking applicants for the 2010 Alternate ACCESS for ELLs Item Content and Bias Review Workshop. The Alternate ACCESS for ELLs is an alternate English language proficiency (ELP) assessment for limited English proficient (LEP) students with significant cognitive disabilities. It is based on the World-Class Instructional Design and Assessment (WIDA®) Consortium ELP standards and model performance indicators. Participants will evaluate existing assessment items and assist with revisions of bias, sensitivity, content and difficulty. **This workshop will be held July 13 and 14, 2010 at the Wisconsin Center for Education Research at the University of Wisconsin-Madison in Madison, Wisconsin.**

A total of 20 participants are sought for this workshop. Four participants are needed for each of the following five grade cluster groups:

- Pre-Kindergarten and Kindergarten
- Grades 1 and 2
- Grades 3 through 5
- Grades 6 through 8
- Grades 9 through 12

Applicants should be *educators, specialists or administrators who have experience with LEP students with significant cognitive disabilities*, for example:

- teaching and/or supervisory experience with LEP students with significant cognitive disabilities,
- experience with the WIDA ELP standards and CAN DO Descriptors,
- prior attendance or experience with Alternate ACCESS meetings and/or materials, or experience with the Individualized Education Program (IEP) for ELL students.

Selected participants will be provided the following:

- **reimbursement for meals and travel expenses in accordance with state and University travel policy and guidelines (including transportation to and from the airport, and transportation between hotel and meeting site), and**
- **paid airfare or mileage (if driving is preferred) and lodging.**

The following two items must be completed for each applicant:

1. Please send an email to wohlferd@wisc.edu that includes your name, current position, home address and phone number stating that you are interested in participating in the July 13 and 14 workshop.
2. All applicants must submit a completed survey via the following link: <http://www.surveymonkey.com/s/7TYL39K>

Please keep in mind that space for this workshop is limited. **Your email and completed survey are due by June 1, 2009.** You will be notified on or before June 4 if you have been accepted for participation or if your name has been placed on a list of alternate attendees. Following confirmation of acceptance, you will receive a full agenda, information about making travel (flight/rail and hotel) reservations and other logistics

If you have questions, please contact:

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The following item is from the Pre-kindergarten/ Kindergarten Pilot Test Administrator's Manual for the LISTENING SECTION of the assessment. The script appears above the graphics for each item. The portion of the script that appears in blue font is the actual task the student must perform to complete the item. (Difficulty level: AA 1.2)

Point to all 3 pictures and say **Which two balls are the same?** The student may point to, circle or say their answer.

Fill in the circle(s) that the student selects. If you do not administer the item to the student, fill in the NA oval (not administered). If the student does not provide a response of any type, fill in the UA oval (unable to answer).

		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NA <input type="radio"/> UA <input type="radio"/>		

The following item is from the Grade Cluster 6-8 Pilot Test Administrator's Manual for the READING SECTION of the assessment. The script appears above the graphics for each item. The portion of the script that appears in blue font is the actual task the student must perform to complete the item. (Difficulty level: AA 1.4)

Point to the words in the top box and say **Read these words** (allow time for student to read).

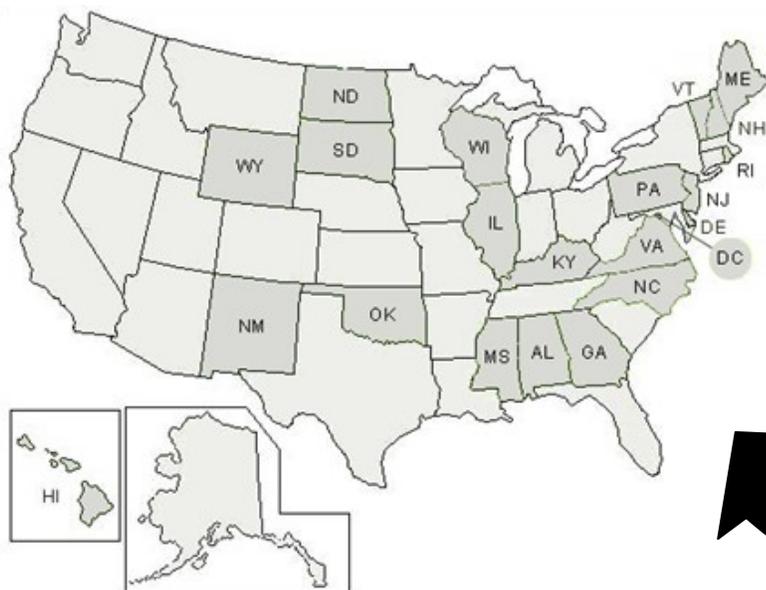
They are items used for one of the activities in the pictures. Choose the picture for the activity that these words match. The student may point to, circle or say their answer.

Fill in the circle(s) that the student selects. If you do not administer the item to the student, fill in the NA oval (not administered). If the student does not provide a response of any type, fill in the UA oval (unable to answer).

glove, bat, ball		
		
baseball game <input type="radio"/>	zoo <input type="radio"/>	library <input type="radio"/>
NA <input type="radio"/> UA <input type="radio"/>		

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The Alternate ACCESS will be a tool that can be used for determining IEP language goals for ELLs with significant disabilities.



To see what your state resources are with reference to alternate assessment, visit the Alternate ACCESS for ELLs website: www.alternateaccess.wceruw.org and click on the “Resources” tab.

Interested in Field Testing?~~Professional Development?~~Test Development Workshops? ~~ Assessment Administrator Training?~~CONTACT US!!!



Check out our website to access pdf versions of Alternate ACCESS resource materials such as *Alternate Can Do Descriptors* and *Alternate model performance indicators*.

Contact information:
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Program Manager: Jessica Wohlferd
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Alternate ACCESS for ELLs Project Team

Project personnel include: Project Director and Principal Investigator Craig A. Albers, PhD; Co-Project Director Bethany Nickerson, PhD; Program Manager Jessica Wohlferd; Administrative Assistant Janet Josvai; Project Assistants Jacquelyn Felt, Laura Vollmer, Twinkle Sebastian, Soowon Lee, and Melanie Fuhrmann. WIDA collaboration with Assessment Operations Manager Carsten Wilmes, PhD; Director Tim Boals, PhD; Assistant Director Elizabeth Cranley, PhD; Research Director H. Gary Cook, PhD.

ALTERNATE ACCESS for ELLs™

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