

## WIDA's mission is...

To promote educational equity and academic achievement for linguistically and culturally diverse students through the development and dissemination of curricular, instructional, and assessment products and resources.

WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable



educational opportunities for English language learners (ELLs) that are fair, reliable, and reflective of best instruction and

assessment practice. Combined, our 17 states account for more than 500,000 ELLs in kindergarten through grade 12.

Initiated by a federal grant in response to the No Child Left Behind Act, WIDA has created a comprehensive system that includes English language proficiency standards, Spanish language arts standards, large-scale ELP assessments, professional development for educators of ELLs, and research on all aspects of English language learning, including alignment. Current projects of the WIDA Consortium include Alternate ACCESS™, an ELP assessment for students with significant disabilities, and a system of academic assessments for beginning ELLs.

WIDA Consortium partner organizations include the Center for Applied Linguistics, MetriTech, Inc., and the School for International Training. WIDA is housed at the Wisconsin Center for Education Research.

**The ACCESS for ELLs®<sup>®</sup>, W-APT™, and new Kindergarten placement assessments are developed by the Center for Applied Linguistics on behalf of the WIDA Consortium.**



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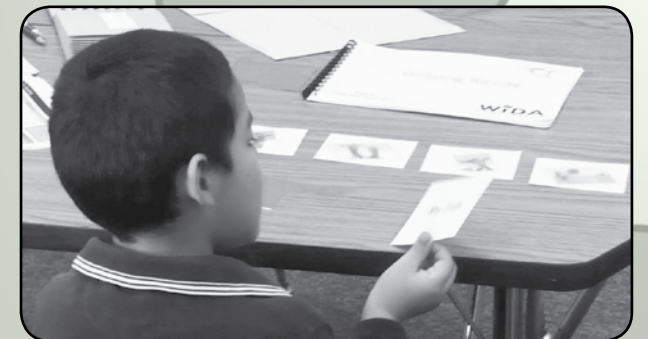
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**Kindergarten Assessments**

New valid, reliable, and age-appropriate options for assessing academic language proficiency in the early years



World-Class Instructional Design and Assessment



The WIDA Consortium and the Center for Applied Linguistics are pleased to announce the delivery of two new Kindergarten English language proficiency assessment products:

- The newly-revised ACCESS for ELLs<sup>®</sup> standards-based, criterion referenced assessment used to meet federal accountability requirements
- A new Kindergarten ELP placement testing kit

Item types for the Kindergarten language proficiency tests have been specifically constructed to reach children who may not have received any formal education in the past.

## Rationale for Creating New Assessments

Research supports that PreK-K English language learners are developmentally distinct from ELLs in Grades 1 and 2. For this reason, the 2007 Edition of the WIDA English Language Proficiency (ELP) Standards includes a separate PreK-K grade level cluster for the first time. This mirrors TESOL's ELP Standards (2006). The new assessments are aligned to the model performance indicators of the new PreK-K grade level cluster.

To learn more about this and other WIDA initiatives, please visit: [www.wida.us](http://www.wida.us)

## Features of the New Kindergarten Assessments

- Include high-interest, age-appropriate stories
- Centered around engaging, child-friendly graphics—in color!
- Thematically integrated throughout the language domains (Listening, Speaking, Reading, Writing)
- Improved item types involving the use of manipulatives
- Result in a composite proficiency level score (1-6) on the WIDA scale
- Individually administered
- Adaptive: student will start sections at appropriate levels and stop when student reaches his or her ceiling
- All responses recorded by the test administrator (TA), including a “transcription” of Writing
- Require approximately 30 minutes per student
- Packaged in kits that include all materials (cards, activity board, etc.) to administer the tests
- Include training materials to help familiarize TAs with the format, pacing, and modeling of the tests

## Example Theme Graphics



## Manipulatives

Since much of Kindergarten learning takes place through hands-on activities, the new Kindergarten language proficiency tests incorporate the use of picture cards (see example at right) that allow for a variety of new test item types including matching, identifying, and describing activities. The interactive nature of the tests encourage all students to accurately demonstrate their level of English language proficiency.

