|  |  |
| --- | --- |
| Test | WiDA Access Test |
| Publisher | The WiDA Consortium |
| Website address | <https://wida.wisc.edu/> |
| Date of publication | First Established 2002, latest revision 2018 |
| Target population | K-12 |
| Cost of test | $264 for Paper test (just one grade level), $151 for online test (and grade level, not available for Kindergarten) |
| Purpose | To Assess the developing English Language Proficiency of English Language Learners. To place them in the proper program, and to track their progress. |
| Number of parts | Four sections |
| Item types | Listening, Speaking, Reading and Writing, They are split up between multiple choice and performance based, depending on level of difficulty and grade level. |
| Scoring | Students are assessed on a scale from 1 (Entering) to 6 (Reaching) in each category |
| SEM | The WiDA website does not include the exact formula it uses to find the standard error of measurement. However, their scores have a built in SEM after being calculated. An example from their website: |
| Evidence for reliability | According to a report from the Center of Applied Linguistics Language Assessment Division in a report from May 2017 on the online version of the test, the WiDA ACCESS test is a very reliable test. In the words of the report “Results indicate that the reliability (…) is very high across all grade-level clusters. For Grade 1 it was .929; for Grades 2–3, .936; for Grades 4–5, .935; for Grades 6– 8, .944; and for Grades 9–12, .951”(1) Below is an attached table that goes over the reliability of the scores of students moving between levels (Kinder is not listed due to only the online test being covered) |
| Evidence for validity | According to the report mentioned above, the WiDA consortium uses a framework of validation that was created by the Center of Applied Linguistics and constantly looks at various forms of feedback, from the student scores, to the states demands, to modern studies, to try and create a highly valid test that gives the best assessment of a students current scores. (1) As the test has improved over time, several educators believe it has become more valid. However, there has been some reports that there are certain aspects of WiDA that are not completely accurate, such as the writing scores of younger learners in grade levels where writing is still emerging for all learners, not just ELL students. (2) |
| Evidence for benefits/washback/impact | The impact of the WiDA is far reaching: as mentioned previously, many states use the WiDA scores as their determiner for English skill levels for ELL students. This includes whether or not students who speak English as a second language qualify for additional services. As mentioned in the article “Thousands Fall Short on Test of Language Skills” by Corey Mitchell, this can mean more or less EL students depending on how the WiDA system evaluates students. (2) Since the WiDA breaks up English skills into various parts, and provides a continuous system throughout their education, it can also help students track strengths and weakness of a student learning English as long as they remain within one of the 40 states that uses the WiDA system |
| Evaluation of practicality | The practicality of WiDA varies from age groups and skill levels. First, across all skill levels, Assessors are required to take a basic ACCESS training course, and then several other courses depending on things such as: paper vs. Computer testing, age group of students testing, and what role they will be playing in testing. From there, the practicality depends mostly on paper vs. Online. Online is as simple as entering a name and code, and having access to computers. Paper testing, on the other hand, is much more difficult. While certain sections are assessed by the on site test administrator, the papers and resources must be returned for proper examination. Keep in mind that the only version of the test available to Kindergarten is the paper test, and that the paper test MUST be given one on one. (3) |

1. Abedi, J., Bachman, L., Kamata, A., Kurtz, T., & Myford, C. (2017). *Annual Technical Report for ACCESS for ELLs® 2.0 Online English Language Proficiency Test, Series 400, 2015–2016 Administration* (Rep. No. 12A). Madison, WI: WiDA Consortium.

2. Mitchell, C. (2017). Thousands of English-Learners Fall Short on Test of Language Skills. Retrieved April 11, 2019, from<https://www.edweek.org/ew/articles/2017/07/19/thousands-of-english-learners-fall-short-on-test.html>

3. WIDA. (2018). Retrieved April 11, 2019, from<https://wida.wisc.edu/>