IDAHO DEPARTMENT OF EDUCATION
OCTOBER 16-17, 2024

SUBJECT
    K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
    Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION
    Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.

    Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education (SBOE) on the Superintendent's priorities moving forward.

- FY 2026 Budget Submission
- H 521 Implementation Update
- The Path Forward Comprehensive Action Plan and Implementation Outlook
- K-12 Administrator Recruitment and Retention
- Assessment and Accountability Update
    - IRI

BOARD ACTION
    This item is for informational purposes only.

DEPARTMENT OF EDUCATION

SUBJECT
Assessment Item Review Committee Report

REFERENCE

February 2015	The Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
December 2016	The Board approved the removal of the three (3) ELA, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with eleven (11) associated items, and one (1) grade 6 math item.
October 2017	The Board approved the removal of one (1) grade 4 ELA item.
November 2018	The Board approved the removal of one (1) grade 5 ELA Item.
October 2019	The Board approved the removal of one (1) High School ELA item and one (1) High School Science item.
December 2022	The Board approved the removal of one (1) grade 4 ELA item.
December 2023	The Board approved the removal of (1) ISAT ELA/L stimulus set, which was determined not to pass the Idaho Bias and Sensitivity guidelines. This stimulus set affected 14 items that were also rejected.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-134, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness

BACKGROUND/DISCUSSION
The Assessment Item Review Committee establishes that stakeholders of Idaho's public education system have the opportunity to review the types of questions that are being used on Idaho state assessments. The committee consists of 30 Idaho residents from the six educational regions who will make recommendations to the State Board of Education on the revision or elimination of summative computer adaptive test questions from the state assessments. Membership includes two parents of public school or public charter school students, one school district or public charter school administrator, and one member from a district board of trustees or public charter school board of directors, from each educational region. The Assessment Item Review Committee met in August 2024 and flagged zero (0) items for recommendation to the Board for removal or revision.

IMPACT

As the committee did not flag any items for proposed removal or revision, there is no action necessary. However, the materials used to train the committee, the committee's final report noting zero recommendations, and the expenditure report regarding the cost to facilitate the review process are included as attachments for the Board's information.

The total cost to facilitate the assessment review for fiscal year 2024 was $72,448.32 (see Attachment 3).

ATTACHMENTS

Attachment 1 – 2024 Assessment Item Review Committee Report
Attachment 2 – 2024 Assessment Item Review Committee Training Presentation
Attachment 3 – 2024 Assessment Item Review Expenditure Report
Attachment 4 - 2024 Assessment Item Review Committee Members and
Attendance

BOARD ACTION

This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

Bias and Sensitivity Committee Report

August 2024

Section 1: Background and Introduction

In accordance with Idaho Code § 33-134 – Assessment Item Review Committee, the Cambium Assessment, Inc. (CAI) and the Idaho Department of Education (Department) established a review committee intended to ensure that stakeholders of Idaho's public education system (parents, teachers, administrators, and school board members) have the opportunity to review the types of questions that are being used on Idaho state assessments. The law requires that a committee annually review all summative computer adaptive test questions for possible issues of bias and sensitivity. The committee is authorized to make recommendations to the State Board of Education and the Department regarding the revision or elimination of summative computer adaptive test questions from the state assessments. According to the law, the committee is to consist of at least 30 Idaho residents and shall include the following members from the six regions of Idaho and shall be appointed by the State Board of Education: two parents of public school or public charter school students; one public school or public charter school teacher; one member who is an administrator of a school district or public charter school; and one member from the district board of trustees or public charter school board of directors. The Department recruited 30 participants from the six regions adhering to the legislative requirements to participate in the Assessment Item Review Committee. Thirteen participants attended the meeting.

Section 2: Two-Round Review Process

The Round 1 review process in 2024 is adjusted so each item is reviewed by at least two (2) committee members, chosen at random from the overall committee pool. Items that are

"flagged" as displaying bias and sensitivity issues by any reviewers move on to Round 2 for a large group discussion and review.

Round 2 consists of a large group discussion where committee members share their point of view and hear the perspectives and input of other members for each item flagged for displaying bias and sensitivity issues in Round 1. After discussion, committee members individually vote if an item meets bias and sensitivity criteria. Items for which a majority of the full committee vote an item does not meet bias and sensitivity criteria are then recommended to the State Board of Education for exclusion from the Idaho test bank in the following spring administration.

Section 3: Preparation

For ease of assignment and review by the committee, CAI organized the items into batches by subject. Each of the batches was assigned to every committee member at random in the first round.

CAI configured the Item Tracking System software to create a "Bias and Sensitivity Survey" in its Content Rater application so that committee members could submit electronic feedback about each item in real time. As shown in Figure 1, the user interface for Content Rater displayed each item with a "click-to-enlarge" box that contained the "Item Rating Question" (with comment boxes for feedback); an "Item Overview" dialog pane, which included information about the content alignment of the item; and an "Item Content Web Preview" dialog pane, which presented a rendering of the item as it would appear to a student taking an actual test administration. The Content Rater application contained a single question for the committee to answer: "Bias and Sensitivity: Meets Criteria." A response of "Yes" or "No" was required for this question on each item that an individual reviewed. If a participant determined that the item did not meet the Bias and Sensitivity criteria as outlined in the training presentation and as per standing CAI L.A.B.S. (Language Accessibility Bias and Sensitivity) guidelines (i.e., the item **did** display a bias and sensitivity concern), then the panelist would select "No." A "No" response from a committee member would require a comment.

Figure 1. Content Rater Interface
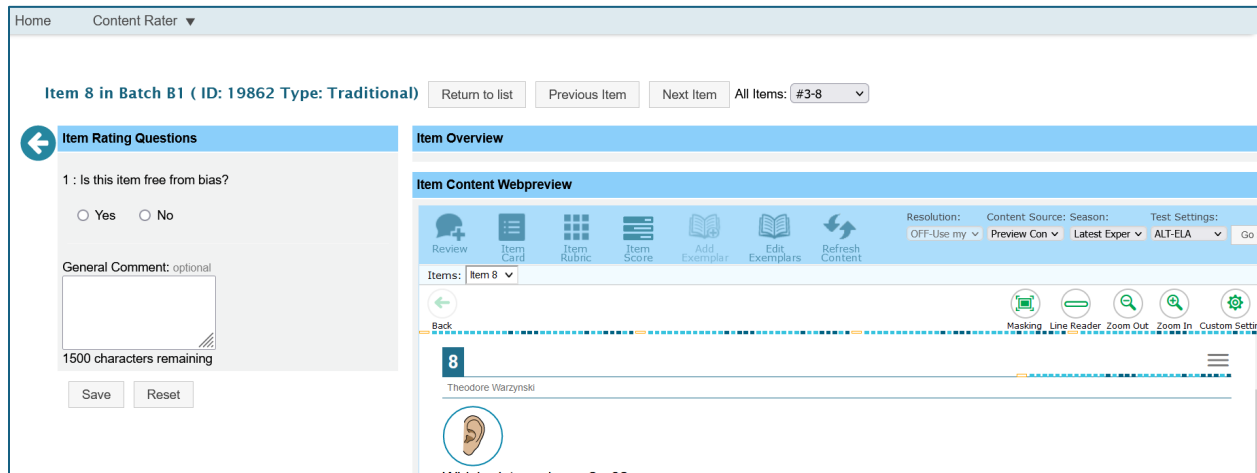
Prior to the committee meeting, CAI created usernames and passwords for each committee member within the Item Tracking System. CAI loaded and randomly pre-assigned batches of items for each committee member to review. Participants were instructed to ask for additional batches as they completed and submitted their initial assignment.

Section 4: Training

Committee members are trained to identify bias and sensitivity concerns in items annually. The "Idaho Bias & Sensitivity Review" PowerPoint presentation is included in Appendix 1.

Additionally, CAI provided a training presentation for the participants to learn what they should be looking for when reviewing items. This presentation included the steps in the item development process, information about the difference between bias and content related issues, noted that participants should only be flagging items for bias issues, and provided specific examples of items that may show bias. Upon completion of the Bias and Sensitivity training, the committee was trained to use the Item Tracking System and Content Rater to submit their feedback on each item electronically (Figure 1).

Section 5: 2024 Summary of Committee Review

Round 1 Procedures

After being trained on the item review process, committee members individually reviewed their randomly assigned item batches in the Content Rater Interface. Again, each item was reviewed by at least two committee members. Any items flagged as "Rejected" moved on to Round 2.

Round 1 Results

In August 2024, 1,634 items were presented to the committee. The results of the Round 1 review appear in Table 1.

Table 1. Results of Round 1

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 2 Review
ISAT ELA/Literacy	511	507	4
ISAT MATHEMATICS	476	471	5
ISAT SCIENCE	113	113	0
IDAA ELA/Literacy	206	204	2
IDAA MATHEMATICS	175	174	1
IDAA SCIENCE	153	149	4
TOTAL	1634	1618	16

Round 2 Procedures

At the beginning of Round 2, committee members participated in a whole group discussion about the items flagged for bias and sensitivity issues from Round 1. After the discussion, the committee members individually voted on each remaining item. Prior to members being assigned the batch of items to review that were discussed at the beginning of Round 1, CAI provided a reminder about the issues that they should be looking for, specifically bias and sensitivity issues. Committee members used the same Content Rater Interface and were asked to answer the same "Bias and Sensitivity: Meets Criteria" question. A response of "Yes" or "No" was required for each item; if individuals determined the item did

not meet the Bias and Sensitivity criteria as outlined in the training presentation and the L.A.B.S. guidelines, then he/she answered the "Bias and Sensitivity: Meets Criteria" question "No," and entered a comment explaining his/her reasoning. A majority vote rule was established for identifying items "Rejected" during Round 2 that should be submitted to the State Board of Education for further consideration. CAI analyzed the items that were "Rejected" by 2/3 of all committee members after Round 2.

Round 2 Results

No items were rejected or flagged as needing further review by the Department and State Board of Education. A detailed summary of the results of Round 2 is provided in Table 2.

Table 2. Results of Round 2

Subject	Total Items Reviewed	Number of Items with Zero Flags	Number of Items Flagged for Round 3 Review
ISAT ELA/Literacy	4	4	0
ISAT MATHEMATICS	5	5	0
ISAT SCIENCE	0	0	0
IDAA ELA/Literacy	2	2	0
IDAA MATHEMATICS	1	1	0
IDAA SCIENCE	4	4	0
TOTAL	16	16	0

Section 6. Final Results

Of the 1634 items reviewed by the committee per Idaho Code § 33-134, **no items were rejected or flagged as needing further review by the Department and State Board of Education.**

Implications of Excluding the Rejected and Flagged Items

There was no need for an analysis of the risks associated with how rejected items may impact Item Bank pools because no items were recommended for rejection by the 2024 Bias and Sensitivity Committee.

For additional questions, please contact Ayaka Nukui, Director of Assessment & Accountability, at the Idaho State Department of Education (208-332-6926 or anukui@sde.idaho.gov)

IDAHO | AUGUST 26-28, 2024

FAIRNESS REVIEW STAKEHOLDER MEETING

Cambium Assessment, Inc. | Idaho Department of Education

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Idaho Department *of* **Education**

Assessment Item Review Committee

Welcome and Thank You

Thank you for volunteering your time to participate in the 2024 Assessment Item Review Committee Meeting.

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Support Staff

- Idaho Department of Education Staff

  – Ayaka Nukui (Director)

  – Kristi Pierce (ISAT Coordinator)

  – Amber Van Vooren (ISAT Coordinator)

  – Karren Streagle (IDAA Coordinator)

4

Background

- Formed by the Idaho Legislature in 2014 through Idaho Code 33-134.

- Last met in fall 2023.

5

Purpose

- To ensure that statewide assessments measure what they intend to measure (i.e. student's knowledge and skills) by removing questions that could unfairly interfere with student performance.

6

Your Role

- To make recommendations to the State Board of Education to revise or eliminate questions that could interfere with student performance.

7

Your Role

- To make recommendations to the State Board of Education to revise or eliminate questions that could interfere with student performance.

8

Statewide Assessments

- Idaho Standards Achievement Test (ISAT)

- Grades 3-8, HS

- English language arts, mathematics, science

- Administered in March-May

- All students (except for those who qualify for IDAA)

9

What's Next?

- Training

- Review Items

- Review Items

- Review Items

- ...

- Possibly Virtual Follow-up (if not finished)

10

Questions?

11

Contact

Amber Van Vooren| ISAT Coordinator
Assessment & Accountability
Idaho State Department of Education
208-332-6979 | avanvooren@sde.idaho.gov

Kristi Pierce| ISAT Coordinator
Assessment & Accountability
Idaho State Department of Education
208-332-6903 | kpierce@sde.idaho.gov

Karren Streagle| IDAA Coordinator
Assessment & Accountability
Idaho State Department of Education
208-332-6824 | kstreagle@sde.idaho.gov

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Test Security

- Non-disclosure agreements should have already been signed.

- All test materials viewed during this meeting are considered secure.

- Do NOT discuss test material content outside of this meeting.

CA   13

Agenda – Day 1

Day 1 Meeting Agenda (August 26, 2024)	
8:00 – 8:30	Check In
8:30 – 9:00	System Set Up
9:00 – 9:15	Welcome/Introductions/Overview
9:15 – 9:45	Item Review Training
9:45 – 10:30	Individual Item Review: ISAT Science Round 1
10:30 – 10:45	Break
10: 45 – 11:30	Individual Item Review: ISAT Science Round 1
11:30 – 12:45	Individual Item Review: ISAT ELA Round 1
12:45 – 1:15	Working Lunch
1:00 – 2:30	Individual Item Review: ISAT ELA Round 1
2:30 – 2:45	Break
2:45 – 3:45	Individual Item Review: IDAA ELA Round 1
3:45 – 5:00	Individual Item Review: IDAA Math Round 1
5:00	Adjourn

CA   14

Agenda – Day 2

Day 2 Meeting Agenda (August 27, 2024)	
8:00 – 8:30	Check In/System Set Up
8:30 – 10:00	Facilitated Item Review: ISAT Science Round 2
10:00 – 10:15	Break
10:15 – 11:30	Facilitated Item Review: ISAT ELA Round 2
11:30 – 12:15	Working Lunch
12:15 – 1:15	Facilitated Item Review: IDAA ELA Round 2
1:15 – 2:45	Individual Item Review: ISAT Math Round 1
2:45 – 3:00	Break
3:00 – 4:00	Individual Item Review: ISAT Math Round 1
4:00 – 5:00	Individual Item Review: IDAA Science Round 1
5:00	Adjourn

CA   15

Agenda – Day 3

Day 3 Meeting Agenda (August 28, 2024)	
8:00 – 8:30	Check In/System Set Up
8:30 – 9:30	Facilitated Item Review: IDAA Math Round 2
9:30 – 10:30	Facilitated Item Review: ISAT Math Round 2
10:30 – 10:45	Break
11:00 – 12:00	Facilitated Item Review: IDAA Science Round 2
12:00 – 1:00	Working Lunch
1:00 – 1:30	Closing Statements
1:30 – 2:30	Supplies and Materials Return and Adjourn

CA   16

Steps in the Development Process

CA

Steps in Item Development Process

- Item development

- Client review/approval

- Educator Review (Content & Fairness)

- Field Test with Students

  - Rubric Validation and Data Review

- Idaho Stakeholder Review (Fairness)

- Operational Use

CA   18

Fairness Review Process

CA

Assessment Fairness

Purpose:

- Test materials need to be free from unnecessary
  barriers to the success of diverse groups of students.

Why?
1. Valid measurement of student achievement.
2. Positive student experience.

CA

Assessment Fairness

Assessment content is...

1. free of bias and stereotypes.

2. sensitive to student and community beliefs and experiences.

3. accessible to all students, to the greatest extent possible.

CA

Assessment Fairness

Assessment content is free of bias and stereotypes.

- Assessment content does not express bias or present stereotypes of people of different groups.

- Assessment content demonstrates respect for people of different groups.

- Assessment content is inclusive and reflects the diversity of the community.

CA

Assessment Fairness

Assessment content is free of bias and stereotypes.

- Gender

- Race, Ethnicity, Culture

- Religion

- Age

- Disability

- Socioeconomic

CA

Assessment Fairness

Assessment content is sensitive to student and community beliefs and experiences.

- Assessment content does not include topics that are considered controversial by the community, unless these topics are part of the learning standards.

- Assessment content avoids emotionally-charged topics.

- Assessment content does not give advice or promote specific morals, unless these are universally accepted.

- Assessment content does not depict people engaged in dangerous activities.

CA

Assessment Fairness

Assessment content is sensitive to student and community beliefs and experiences.

- Does the material require a student to take a position that challenges authority?

- Does the material present sensitive or highly controversial subjects, such as death, war, abortion, euthanasia, or natural disasters, except where they are needed to assess learning standards?

- Does the material trivialize significant or tragic human experiences?

- Does the material require the parent, teacher, or examinee to support a position that is contrary to their religious beliefs?

- Does the material contain advice pertaining to health and well-being about which there is not universal agreement?

- Does the material portray people engaged in dangerous activities, unless required to assess the learning standard?

Assessment Fairness

Assessment content is accessible to all students to the greatest extent possible.

- Language used in the assessment is understandable and inclusive.

  a. Does the material use exclusive or gender-specific terms rather than inclusive terms?

  b. Does the material use words or phrases that may not be similarly understood by students of different groups?

- Assessment content does not rely on vocabulary or background knowledge that would be significantly more or less familiar to a student because of their demographic group. (Differential familiarity)

  a. Does the material require knowledge of individuals, events, or groups that is not familiar to all groups of students?

Fairness Review Process

1. Enter Content Rater system and begin batch.

2. Review each item from a fairness perspective.

   a. Utilize Fairness Criteria Guidelines if needed

   b. Document comments and answers to questions in content rater for discussion

3. Items flagged for possible BNS concern go to Round #2 (small group review)

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Norms and
Participant Guidelines

Participant Guidelines

- Do not record, screenshot, or download specific content.

- After the meeting, destroy any personal notes related to content or phenomenon discussed.

- Do not speak to other panelists about specific passages or items outside of the meeting.

- To limit disruptions, try to take breaks at designated break times.

- If you have any questions about the review or procedures, feel free to ask Cambium staff.

Questions?

Accessing Content Rater
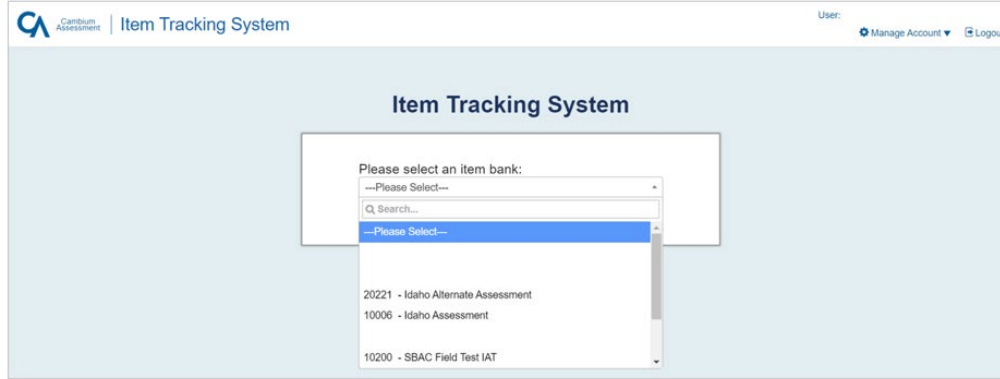
Accessing Content Rater

Accessing Content Rater

Accessing Content Rater

Accessing Content Rater

Item 31652 in Batch Practice_MATH_Nov2015_R1_B1 (ID: 535)

Item Rating Questions	Item Overview

1 : Bias and Sensitivity: Meets Criteria

○ Yes　○ No

General Comment: optional

General Comment on
the Item is Optional

[Save]　[Reset]　[Return to list]

[Next Item]

Item Content Webpreview

Item 31652 ▾ ⊙ ⊙　　Languages: ENU ▾ Preview Content ▾ settings ⚙ ▾

Review　Score　Item Rubric

Items: ▾　　　? ⚙

← Back　→ Next　Ⅱ Pause　Item Score

Zoom Out　Zoom In

31652　　　ⓘ ⚑

Accessing Content Rater

Incomplete Batches

[Start]　[Submit]　Batch Title: Practice_MATH_Nov2015_R1_B1　　Batch ID: 535

Item ID	Status	Stimulus	Comment
35969	Completed		
36066	Completed		
36129	Completed		
36131	Completed		
36145	Incomplete		
36483	Incomplete		
42951	Incomplete		
42953	Incomplete		

Questions?

Type of Cost	Cost Incurred
Travel Reimbursements	**$ 3,470.60**
Room Costs	$ 1,815.00
Meeting Room Fee	$ 650.00
Total Hotel Costs	**$ 2,140.00**
Catering Costs	$ 1,270.50
Per Diem/Meal Reimbursement	$ 1,224.00
Coffee and Refreshments	$ 343.24
Total Meal Costs	**$ 2,837.74**
Contract Cost from Cambium	**$ 64,000.00**
TOTAL MEETING COST	**$ 72,448.74**

Region	First Name	Last Name	Role	Exit Year	Attended 2024 Meeting?
1	Richard	Meyer	Board Member	2027	No
1	Peggy	Loutzenhiser	Administrator	2027	No
1	Jennifer	Kelly	Parent	2027	No
1	Tim	Hunt	Parent	2025	Yes
2	Alicia	Wheeler	Teacher	2027	No
2	Jolyn	Hobson	Administrator	2027	Yes
3	Joy	McDaniel	Parent	2027	Yes
3	Lori	Frasure	Board Member	2027	No
3	Allyson	Randall	Teacher	2027	No
Region	First Name	Last Name	Role	Exit Year	Attended 2024 Meeting?
3	Kim	Arrasmith	Administrator	2025	No
3	Tanya	Koyle	Parent	2025	Yes
4	Joy	Kane	Administrator	2027	Yes
4	Charity	Smith	Teacher	2027	Yes
4	Chelsea	Lee	Parent	2027	Yes
4	Darlene	Dyer	Parent	2025	Yes
5	Angie	Eldredge	Parent	2027	No
5	JoDee	Cook	Teacher	2027	No
5	Carmelita	Benitez	Administrator	2025	No
6	Christina	Fullmer	Teacher	2027	No
6	Lisa	Puckett	Administrator	2027	Yes
6	Mark	Olsen	Parent	2027	No
6	Karen	Pyron	Board Member	2027	Yes
4	Sally	Toone	Alternate	--	Yes

4	Erin	Denney	Alternate	--	Yes
4	Laree	Jensen	Alternate	--	Yes

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Proposed adoption of WIDA Alternate ACCESS Achievement Level Standards and WIDA Alternate ACCESS Achievement Level Descriptors as part of the Idaho English Language Proficiency Assessment Achievement Standards.

REFERENCE

August 2006	Board adopted the Idaho English Language Development Standards on August 10, 2006.
August 2012	Board adopted 2012 WIDA English Language Development (ELD) Standards**.**
October 2017	Board approved Idaho English Language Proficiency Assessment (ELPA) Achievement Standards in IDAPA 08.02.03.004.03.
August 2021	Board approved Proposed Rule Docket 08-0203-2101 to update the incorporated by reference document from the 2012 WIDA English Language Development Standard to the 2020 WIDA English Language Development Standards in IDAPA 08.02.03.004.02.
November 2022	Board approved Pending Rule Docket 08-0203-2201 to move the Idaho English Language Proficiency Assessment (ELPA) Achievement Standards from IDAPA 08.02.03.004.03 to 08.02.03.111.08.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03.111.08

BACKGROUND/DISCUSSION

Since Idaho became a member of the WIDA Consortium (Consortium) in 2015, the state has utilized the WIDA suite of assessments to evaluate English language proficiency of English learners (ELs). In 2016, Idaho adopted and introduced a large-print, paper-based alternate assessment (WIDA Alternate ACCESS) to ELs with the most significant cognitive disabilities in grades K-12 to assess their English language proficiency.

Using the Advancing Alternate English Language Learning (ALTELLA) Competitive Assessment Grant awarded by the U.S. Department of Education, the Consortium developed new alternate English language achievement level descriptors (also known as WIDA Alternate Proficiency Level Descriptors). The revised descriptors include five proficiency levels: PL1-Entering, PL2-Emerging, PL3-Developing, PL4-Expanding, and PL5-Bridging. These levels delineate the expected outcomes for ELs with significant cognitive disabilities in terms of their ability to produce and interpret language across Discourse and Word/Phrase dimensions.

The Consortium also conducted an analysis comparing the original version of Alternate ACCESS with WIDA's 2020 Standards Framework. This analysis revealed the necessity of replacing a substantial portion of the original test items—only 15% of the previous item pool remained. Additionally, the Consortium implemented the rescaling of Alternate ACCESS's score range from 910-960 to a new range of 900-980 to enhance the assessment's capacity for growth analysis. Consequently, a new standard-setting procedure was required after the initial administration of the redesigned WIDA Alternate ACCESS.

The redesigned WIDA Alternate ACCESS, incorporating 85% new test items, new scaling changes, and updated achievement level descriptors, was administered in Idaho for the first time during the 2024 school year. In July 2024, the Consortium convened a standard-setting event in Minneapolis, MN, with 64 panelists, including two from Idaho districts. The participants engaged in creating threshold level descriptors using a modified Angoff Yes/No methodology. The Consortium ratified the new WIDA Alternate ACCESS Achievement Level Standards in August 2024.

Given these substantial changes, it is recommended for the Board to adopt the following elements to ensure accurate monitoring and reporting of English language growth and proficiency for ELs with significant cognitive disabilities:

1. **The New WIDA Alternate ACCESS Achievement Level Descriptors**: These descriptors provide clear benchmarks for assessing proficiency at various levels (PL1-Entering to PL5-Bridging) and are essential for accurately tracking student progress and language acquisition.

2. **The New WIDA Alternate ACCESS Achievement Level Standards**: These standards are necessary to align with the updated proficiency descriptors and ensure consistency in assessment outcomes.

IMPACT

Once the revised Idaho English Language Proficiency Assessment Achievement Standards are approved by the Board, the Department will finalize the Alternate ACCESS performance reporting for the 2023-24 school year. Local education agencies have already received individual student reports and performance results based on the old achievement standards for distribution to the parents. The Department will publish the underlying report card data for the 2023-24 school year.

ATTACHMENTS

Attachment 1 – WIDA Alternate Achievement Level Standards
Attachment 2 – WIDA Alternate Proficiency Level Descriptors (Listening, Reading, Writing, Speaking).

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the Department of Education to adopt the 2024 revised WIDA Alternate ACCESS Achievement Level Descriptors and the 2024 revised WIDA Alternate ACCESS Achievement Level Standards as presented in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

WIDA™

UNIVERSITY OF WISCONSIN–MADISON

WIDA Alternate Proficiency Level Descriptors

Listening

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas.	Specific content area language A variety of academic contexts (e.g., across content areas).
4 Expanding	Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas.	General and increasingly specific content area language. Increasingly expanding familiar and novel contexts.
3 Developing	Simple connected statements or questions. A familiar idea with an example.	General content words and expressions. Expanding familiar contexts.
2 Emerging	Simple conveyed expression(s). A single idea in expanding familiar contexts.	General high frequency and content-related words. Routine, shared contexts.
1 Entering	Routine and familiar conveyed expressions. An idea conveyed within familiar contexts.	Single representations of a conveyed expression. Intentional communication in concrete, immediate contexts.

TAB 3 Page 2

Reading

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized related ideas across academic content areas.	Specific content area language. A variety of academic contexts (e.g., across content areas).
4 Expanding	Simple connected text. Related familiar ideas across content areas.	General and specific content area language. Increasingly expanding familiar and novel contexts.
3 Developing	Simple sentence or sentences. A familiar idea an example.	General content words and expressions. Expanding familiar contexts.
2 Emerging	Multiple representations or short phrases. A single idea in expanding familiar contexts.	General high frequency and content-related words. Routine, shared contexts.
1 Entering	A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print.	Single representations of letters or words. Familiar contexts or in environmental print.

TAB 3 Page 3

Speaking

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
4 Expanding	Two or more simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas.	General content words and expressions. Expanding familiar contexts.
3 Developing	One or more simple statements or questions. Expression of one idea in particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	Chunks of language or phrases (at least two). Emerging expression of a familiar idea.	General high-frequency and content-related words. Concrete, immediate contexts.
1 Entering	At least one intentional sound or word. Intentional communication of an idea.	Single representations of a spoken expression. Intentional communication in immediate contexts.

TAB 3 Page 4

Writing

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
5 Bridging	Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
4 Expanding	The student writes one simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area.	General content words and expressions. Expanding familiar contexts.
3 Developing	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.	General content-related words. Routine, shared contexts.
2 Emerging	The student writes a single word. Emerging expression of a familiar idea.	General high-frequency words. Concrete, immediate contexts.
1 Entering	The student writes one single representation of something (e.g., number, letter, symbol). Intentional written expression to convey meaning.	Single representations of words. Intentional communication in immediate contexts.

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WIDA Alternate ACCESS Achievement Level Standards				
Grade	WIDA Alternate ACCESS Listening Cut Scores			
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-936	937-942	943-948	949-958	959-980
1	900-936	937-942	943-948	949-958	959-980
2	900-936	937-942	943-948	949-958	959-980
3	900-939	940-947	948-953	954-960	961-980
4	900-939	940-947	948-953	954-960	961-980
5	900-939	940-947	948-953	954-960	961-980
6	900-942	943-949	950-957	958-961	962-980
7	900-942	943-949	950-957	958-961	962-980
8	900-942	943-949	950-957	958-961	962-980
9	900-944	945-950	951-958	959-964	965-980
10	900-944	945-950	951-958	959-964	965-980
11	900-944	945-950	951-958	959-964	965-980
12	900-944	945-950	951-958	959-964	965-980

Grade	WIDA Alternate ACCESS Reading Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-942	943-949	950-956	957-962	963-980
1	900-942	943-949	950-956	957-962	963-980
2	900-942	943-949	950-956	957-962	963-980
3	900-942	943-949	950-956	957-964	965-980
4	900-942	943-949	950-956	957-964	965-980
5	900-942	943-949	950-956	957-964	965-980
6	900-943	944-949	950-956	957-966	967-980
7	900-943	944-949	950-956	957-966	967-980
8	900-943	944-949	950-956	957-966	967-980
9	900-943	944-949	950-956	957-967	968-980
10	900-943	944-949	950-956	957-967	968-980
11	900-943	944-949	950-956	957-967	968-980
12	900-943	944-949	950-956	957-967	968-980

Grade	WIDA Alternate ACCESS Speaking Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-940	941-947	948-957	958-961	962-980
1	900-940	941-947	948-957	958-961	962-980
2	900-940	941-947	948-957	958-961	962-980
3	900-945	946-952	953-958	959-964	965-980
4	900-945	946-952	953-958	959-964	965-980
5	900-945	946-952	953-958	959-964	965-980
6	900-945	946-953	954-960	961-965	966-980
7	900-945	946-953	954-960	961-965	966-980
8	900-945	946-953	954-960	961-965	966-980
9	900-945	946-953	954-960	961-965	966-980
10	900-945	946-953	954-960	961-965	966-980
11	900-945	946-953	954-960	961-965	966-980
12	900-945	946-953	954-960	961-965	966-980

Grade	WIDA Alternate ACCESS Writing Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-940	941-950	951-959	960-967	968-980
1	900-940	941-950	951-959	960-967	968-980
2	900-940	941-950	951-959	960-967	968-980
3	900-941	942-952	953-959	960-967	968-980
4	900-941	942-952	953-959	960-967	968-980
5	900-941	942-952	953-959	960-967	968-980
6	900-944	945-954	955-962	963-971	972-980
7	900-944	945-954	955-962	963-971	972-980
8	900-944	945-954	955-962	963-971	972-980
9	900-946	947-956	957-964	965-974	975-980
10	900-946	947-956	957-964	965-974	975-980
11	900-946	947-956	957-964	965-974	975-980
12	900-946	947-956	957-964	965-974	975-980

Grade	WIDA Alternate ACCESS Overall Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-940	941-948	949-956	957-963	964-980
1	900-940	941-948	949-956	957-963	964-980
2	900-940	941-948	949-956	957-963	964-980
3	900-942	943-950	951-957	958-964	965-980
4	900-942	943-950	951-957	958-964	965-980
5	900-942	943-950	951-957	958-964	965-980
6	900-944	945-951	952-959	960-967	968-980
7	900-944	945-951	952-959	960-967	968-980
8	900-944	945-951	952-959	960-967	968-980
9	900-945	946-952	953-960	961-969	970-980
10	900-945	946-952	953-960	961-969	970-980
11	900-945	946-952	953-960	961-969	970-980
12	900-945	946-952	953-960	961-969	970-980

Grade	WIDA Alternate ACCESS Oral Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-938	939-945	946-953	954-960	961-980
1	900-938	939-945	946-953	954-960	961-980
2	900-938	939-945	946-953	954-960	961-980
3	900-942	943-950	951-956	957-962	963-980
4	900-942	943-950	951-956	957-962	963-980
5	900-942	943-950	951-956	957-962	963-980
6	900-944	945-951	952-959	960-963	964-980
7	900-944	945-951	952-959	960-963	964-980
8	900-944	945-951	952-959	960-963	964-980
9	900-945	946-952	953-959	960-965	966-980
10	900-945	946-952	953-959	960-965	966-980
11	900-945	946-952	953-959	960-965	966-980
12	900-945	946-952	953-959	960-965	966-980

Grade	WIDA Alternate ACCESS Literacy Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-941	942-950	951-958	959-965	966-980
1	900-941	942-950	951-958	959-965	966-980
2	900-941	942-950	951-958	959-965	966-980
3	900-942	943-951	952-958	959-966	967-980
4	900-942	943-951	952-958	959-966	967-980
5	900-942	943-951	952-958	959-966	967-980
6	900-944	945-952	953-959	960-969	970-980
7	900-944	945-952	953-959	960-969	970-980
8	900-944	945-952	953-959	960-969	970-980
9	900-945	946-953	954-960	961-971	972-980
10	900-945	946-953	954-960	961-971	972-980
11	900-945	946-953	954-960	961-971	972-980
12	900-945	946-953	954-960	961-971	972-980

Grade	WIDA Alternate ACCESS Comprehension Cut Scores				
	PL 1	PL2	PL3	PL4	PL5
	Entering	Emerging	Developing	Expanding	Bridging
K	900-940	941-948	949-956	957-963	964-980
1	900-940	941-948	949-956	957-963	964-980
2	900-940	941-948	949-956	957-963	964-980
3	900-942	943-950	951-957	958-964	965-980
4	900-942	943-950	951-957	958-964	965-980
5	900-942	943-950	951-957	958-964	965-980
6	900-944	945-951	952-959	960-967	968-980
7	900-944	945-951	952-959	960-967	968-980
8	900-944	945-951	952-959	960-967	968-980
9	900-945	946-952	953-960	961-969	970-980
10	900-945	946-952	953-960	961-969	970-980
11	900-945	946-952	953-960	961-969	970-980
12	900-945	946-952	953-960	961-969	970-980