

NJTESOL/NJBE Spring
Conference 2011
Why use the WIDA Model for
Kindergarten
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Department – Approved Language Proficiency Tests

- IPT
- MAC II
- W-APT
- WIDA MODEL

WIDA-ACCESS Placement Test (W-APT)

- Eligibility for language assistance program services for a student tested in **September** is contingent on students NOT successfully completing any Parts A, B, and C of the **Listening and Speaking Test**. If a student is tested in **February**, the student will take the **Listening and Speaking, Reading and Writing tests**. If the student does not successfully complete the appropriate parts in any one of the three tests, the student is eligible for language assistance.
- Scores for Listening & Speaking: Low, Mid, High, Exceptional
- **Districts should consider other indicators in making their placement decision.**

WIDA MODEL for Kindergarten Measure of Developing English Language

- Administer Parts A and D -
- Listening and Speaking for incoming Kindergartners. (May to December)
- Score: 5
- Administer all parts after January for incoming Kindergartners.
- Score: 4.5
- Administer all parts for students entering first grade.
- Score: 4.5

Comparing scoring for MODEL & W-APT

- The MODEL has a cut off score 5 for Kindergarten for the Fall and 4.5 for the Spring or for first semester grade 1.
- For the K-WAPT downloadable version, refer to pages 16 and 17 of the Testing Manual. **HOWEVER**, they take a raw score and convert it to an oral proficiency score of low, mid, high or exceptional. So you will have to gauge whether those students who scored between 19-26 are comparable to a 4.5PL or higher. Remember that these are all general groupings in order to make your placement decisions.

WIDA MODEL for Kindergarten Measure of Developing English Language

- A boxed kit introduced in Fall 2008
- The three questions that educators have been asking about this new measure:
 1. For whom is the WIDA MODEL for Kindergarten intended? For children entering Kindergarten, starting from the spring of the PreK year, through the first half of grade 1.
 2. What are the purposes of the WIDA MODEL for Kindergarten? As a screener and as an interim assessment, the information helps educators monitor student progress in English language proficiency across the language domains.

3. How can information from the WIDA MODEL for Kindergarten be used?

- For each raw score, there are two proficiency level interpretations of the results that highlight how the data may be used.
- The **instructional proficiency level** applies to how English language learners are functioning within a Kindergarten environment. It is useful for Kindergarten teachers in differentiating language instruction and for determining the starting point for pre-literacy instruction in English. This is the proficiency level that is calculated using the WIDA MODEL for Kindergarten Summary Score Sheet.
- The **accountability proficiency level** provides baseline information or, in other words, a student's initial language performance to be plotted onto the K-12 continuum and maintained longitudinally. This information is helpful when contemplating English language learners' entry or exit criteria for language education programs, as it considers a fuller range of literacy that students will encounter in upcoming years.

The screening begins Logistics

- When do you do the screening for incoming Kindergartners?
- How many students do you screen in your district?
- How many students do you screen per day?
- How much time do you allot per student?
- Do you explain what the test is and what you are looking for?
- When do you score the test?

The physical surroundings

- Do you screen in your classroom?
- How do you set up the room?
- Does the parent stay with the child?
- Do you invite other family members in the room?
- Do you have any toys/stuffed animals to make them comfortable?
- Do you explain the purpose of the test to the parents?

During and after the screening

- What do you do when you know that the child can answer if you repeat the question for the oral part?
- Do you repeat the direction in the listening part to see if the child might be able to follow directions at a slower pace?
- How would you score if you redirected?
- How do you wind down?
- Do you take notes during/after the test?
- Do you discuss the results with the parent?
- Do you explain how the program works?

Problems that may occur during testing - What would you do?

Discuss with a partner

- Parent interferes by giving the answer
- Other family member coaches
- Child cries and refuses to come in
- Child loses focus
- Parent questions the tests validity
- Parent finds test "culturally biased"
- You have to screen twins that do not want to separate

- Child is struggling in listening item, do you repeat it –how do you score it?
- Child gives you an answer that is "culturally" appropriate, due to lack of exposure, for example, kiwi for cucumber – what do you do?
- Child recalls all details of listening items but can't retell story for speaking item, what do you do?
- Child has very little life experiences, no schooling, spends most time at home – is able to answer only questions s/he has schema about- what do you do?

Advantages of using the MODEL for Kindergarten

Provides a baseline for LP that perfectly matches the ACCESS
 Addresses the same four domains as the ACCESS
 Uses the same criteria, scoring and rubrics as the ACCESS
 Based on the same benchmarks and model performance indicators as the WIDA Standards
 Utilizes the same proficiency levels and continuum as the WIDA Standards and the ACCESS
 Allows you to match the score to the Can Do Descriptors to inform your instruction as well as the classroom teacher's
 Children have a frame of reference so when they are tested on the ACCESS, they have some background knowledge of the process
 It has manipulatives and colors
 It is representative of what children encounter in their classrooms.

Testing Tips

- Be welcoming and warm, you are the first "official" face and experience
- Remember that you really have to lower the affective filter to get language going
- Remind parents that you are not testing to see how "smart" their child is but that you want to know how much English language the child has
- Explain that you are looking at language and not ability –which often supersedes language at this age

- Explain to parents that their child has two languages and that this is a gift
- Encourage them to keep their home language
- Allow the child to use his/her home language when stuck, it just shows you if s/he has the word and concept to transfer to English- score as incorrect or approaches
- For the comparison questions, when the child is stuck, ask him/her to answer in their own language and have parent translate. You will be able to see if they can do this task, score- as incorrect or approaches
- The kit is color coded by LP level and by domain, try to remember colors, it speeds up the process –Same with ACCESS

- If you know that a child can give you more output if s/he is scaffolded, you may continue testing to see how much ability the child has but you must score according to the criteria
- Remember, this is a screening for placement, it isn't the ACCESS Test. **It is part of the multiple criteria for entry and exit.**
- The purpose of the screening is to find out how much language the child has and to make them feel comfortable in the new school setting so they can look forward to coming back in September !

Questions and Answers

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