



WIDA MODEL™ for Kindergarten Measure of Developing English Language

The WIDA MODEL for Kindergarten is a boxed kit introduced in Fall 2008 as part of the World Class Instructional Design and Assessment (WIDA) Consortium's suite of standards-referenced assessments of academic English language proficiency. This document responds to three questions that educators have been asking about this new measure:

1. For whom is the WIDA MODEL for Kindergarten intended?
2. What are the purposes of the WIDA MODEL for Kindergarten?
3. How can information from the WIDA MODEL for Kindergarten be used?

1. Student Population

The WIDA MODEL for Kindergarten is an English language proficiency test designed for children entering Kindergarten, starting from the spring of the PreK year, through the first half of grade 1. These children enter school and are initially assessed at different points in time. To be responsive to the language development of young children, the oral language and literacy sections are administered in accordance with the age and experience of the children.

- During the spring of their PreK year, children who will be entering Kindergarten in the fall are administered the Listening and Speaking sections.
- During the fall of their K year, children entering Kindergarten are administered the Listening and Speaking sections. It may also be helpful to gather additional information about students by administering the Reading and/or Writing sections with this group. Many of the tasks assess pre-literacy skills which some of these students possess. The Reading and Writing sections are adaptive and can be discontinued once a student reaches his or her performance ceiling.
- During the spring of their K year through mid-semester grade 1, children are administered the Listening, Speaking, Reading, and Writing sections.

2. Purposes of WIDA MODEL for Kindergarten and Uses for Decision-Making

WIDA MODEL is intended for use as one data source to assist in making decisions related to the identification and placement of young English language learners and in monitoring their English language growth. There are two primary purposes and uses of the assessment:

- As a screener, the WIDA MODEL for Kindergarten may be used as the initial English language proficiency measure given to linguistically and culturally diverse students upon

entry into a school district. As a screening tool, the information from the WIDA MODEL helps identify English language learners, determine their level of English language proficiency, and place qualified students into language education services.

- As a benchmark measure, the WIDA MODEL may be used as an interim tool at designated time frames during the year to measure growth in English language proficiency. As an interim assessment, the information from the WIDA MODEL helps educators monitor student progress in English language proficiency across the language domains.

3. Interpretation of the WIDA MODEL for Kindergarten Scores

The WIDA MODEL for Kindergarten has been developed from the PreK-K grade level cluster of the 2007 Edition of the WIDA English Language Proficiency Standards. 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. WIDA uses the prefix 'K' to record instructional proficiency levels (e.g., K2.6), to emphasize that this score represents how the student is performing *in Kindergarten*.
- 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. You may obtain this proficiency level by using the tables on p. 3 of this document.

The WIDA MODEL for Kindergarten is developmentally appropriate for Kindergarten students, and therefore emphasizes pre-literacy skills. Since there is little confirmatory research on how well pre-literacy skills predict future performance in school, the instructional proficiency levels established, particularly for Reading and Writing, are not adequate predictors of future academic success. If they were to be used as the only criteria for exit from support services, this policy could lead to many Kindergarten students being placed out of English language support services prematurely without sufficient evidence that they are ready to continue building their literacy skills without such support. Thus, the accountability proficiency levels are provided as a score interpretation that serves as a more reliable criterion for high-stakes decision-making.

Accountability proficiency levels provided in the look up tables are reported by range as they reflect the range of possible accountability proficiency levels for students who receive a particular instructional proficiency level.

**Look Up Tables for WIDA MODEL for Kindergarten
Accountability Proficiency Levels based on Instructional Proficiency Levels***

Listening

Instructional	Accountability
K1	1.0 - 1.6
K2	1.6 - 1.8
K3	1.8 - 2.5
K4	2.5 - 4.0
K5	4.1 - 6.0
K6	6.0 - 6.0

Reading

Instructional	Accountability
K1	1.0 - 1.1
K2	1.2 - 1.4
K3	1.4 - 1.7
K4	1.8 - 1.9
K5	1.9 - 3.3
K6	3.4 - 6.0

Overall Composite

Instructional	Accountability
K1.0	1.0 - 1.0
K1.3	1.0 - 1.0
K1.6	1.0 - 1.0
K1.7	1.0 - 1.0
K1.9	1.1 - 1.1
K2.0	1.1 - 1.2
K2.2	1.2 - 1.3
K2.3	1.3 - 1.3
K2.4	1.3 - 1.4
K2.5	1.4 - 1.4
K2.6	1.4 - 1.5
K2.7	1.5 - 1.5
K2.9	1.6 - 1.7
K3.0	1.7 - 1.7
K3.1	1.7 - 1.7
K3.2	1.7 - 1.8
K3.3	1.8 - 1.8
K3.4	1.8 - 1.8
K3.6	1.9 - 1.9
K3.7	1.9 - 1.9
K3.8	1.9 - 1.9
K3.9	1.9 - 2.0
K4.0	2.1 - 2.1
K4.1	2.2 - 2.2
K4.3	2.4 - 2.5
K4.4	2.5 - 2.6
K4.5	2.6 - 2.7
K4.6	2.7 - 2.8
K4.7	2.8 - 2.9
K4.8	2.9 - 3.0
K5.0	3.2 - 3.2
K5.1	3.3 - 3.4
K5.3	3.6 - 3.7
K5.4	3.8 - 3.9
K5.7	4.3 - 4.5
K6.0	5.0 - 6.0

Writing

Instructional	Accountability
K1	1.0 - 1.4
K2	1.4 - 1.9
K3	1.9 - 2.5
K4	2.6 - 3.3
K5	3.3 - 5.1
K6	5.1 - 6.0

Speaking

Instructional	Accountability
K1	1.0 - 1.9
K2	1.9 - 2.3
K3	2.4 - 2.8
K4	2.9 - 3.9
K5	3.9 - 4.9
K6	4.9 - 6.0

Oral Composite

Instructional	Accountability
K1.0	1.0 - 1.0
K1.5	1.2 - 1.2
K2.0	1.7 - 1.7
K2.5	1.8 - 1.8
K3.0	2.0 - 2.0
K3.5	2.3 - 2.3
K4.0	2.7 - 2.8
K4.5	3.3 - 3.4
K5.0	4.0 - 4.1
K5.5	5.0 - 5.2
K6.0	5.9 - 6.0

Literacy Composite

Instructional	Accountability
K1.0	1.0 - 1.0
K1.5	1.0 - 1.0
K2.0	1.0 - 1.0
K2.5	1.1 - 1.1
K3.0	1.4 - 1.5
K3.5	1.7 - 1.7
K4.0	1.9 - 1.9
K4.5	2.2 - 2.2
K5.0	2.7 - 2.8
K5.5	3.6 - 3.7
K6.0	4.6 - 6.0

* Please note that each look up table lists all possible instructional proficiency level outcomes that can be calculated using the WIDA MODEL for Kindergarten Summary Score Sheet.