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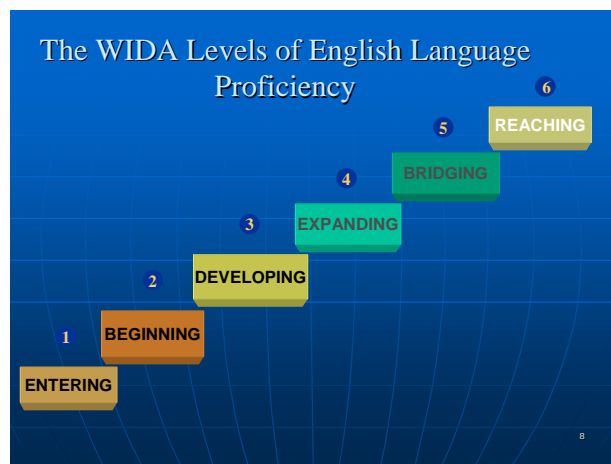
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The WIDA-ACCESS Placement Test (W-APT)™

*Part of the ACCESS for ELLs®
Assessment Battery*

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The WIDA ACCESS PLACEMENT TEST (W-APT)TM

Background on the W-APTTM

The WIDA Consortium has created a comprehensive assessment system anchored in the WIDA English Language Proficiency (ELP) Standards. Aligned to these Standards is the ACCESS for ELLs[®] test of academic ELP. This secure, annual assessment gives educators and parents information about the ELP level of English language learners (ELLs) in Kindergarten through grade 12 in the skill areas of Listening, Speaking, Reading, and Writing.

For ELLs new to the U.S. school system or to a particular district, educators may find it necessary to have an initial measure of the student's English language proficiency in order to determine if the student is in need of English language instructional services and, if so, at what level. The WIDA-ACCESS Placement Test (W-APT)TM, aligned to the WIDA ELP Standards and ACCESS for ELLs[®] is designed to provide this baseline information.

The W-APTTM was initially published and made available to Consortium states for the start of the 2005-06 academic year. This preliminary version of the W-APTTM was designed to be administered to groups of students, and it assessed students up to Level 4, Expanding (see WIDA ELP Scale on reverse).

The W-APTTM has been redesigned for the 2006-07 school year. It is now administered to students individually, and discriminates across the full proficiency range of the WIDA ELP scale, which ranges from Level 1, Entering—reflecting only rudimentary knowledge of and skills in English—to Level 6, Reaching—the level at which students can succeed academically in English on par with their English-proficient peers in Speaking, Listening, Reading, and Writing.

Purposes of the W-APTTM

The W-APTTM has three main purposes:

- To identify students who may be candidates for English as a second language (ESL) and/or bilingual services;
- To determine the academic English language proficiency level of students new to a school or to the U.S. school system in order to determine appropriate levels and amounts of instructional services; and
- To accurately assign students identified as ELLs to one of the 3 tiers for ACCESS for ELLs[®].

Overview of the W-APTTM for 2006

The W-APTTM is an adaptive test that can gauge students' proficiency up to and beyond Level 5 of the WIDA ELP Standards. Like ACCESS for ELLs[®], there are five grade level clusters: Kindergarten, 1-2, 3-5, 6-8, and 9-12. All five tests are designed to guide ELL educators in decision-making regarding a child's ELL status and services.

In all the grade level clusters for grades 1-12, the test will result in a score for each language domain—Listening, Speaking, Reading, and Writing. The test materials also include instructions for calculating a child's overall composite score, with Reading and Listening scores weighing more heavily into the composite score than Speaking and Listening scores. The Kindergarten W-APTTM results in an oral proficiency score as well as diagnostic information about a child's Reading and Writing skills.

The W-APTTM materials consist of a Test Administrator's manual; a reusable test booklet that contains the graphics for Speaking, the Listening and Reading tests, and the prompts for Writing; consumable Writing task sheets, and a consumable scoring sheet. All materials are free to Consortium members and downloadable from www.wida.us, accessible with a district login and password available from WIDA. Although, strictly speaking, the W-APTTM is not a secure instrument, users should take pains to safeguard tests before, during, and after administration.

Comparing the Original W-APTTM with its 2006 Revision

The main difference in the 2006 W-APTTM is that the test is fully

Original W-APT TM	2006 W-APT TM
• Partially adaptive	• Fully adaptive
• Group or individual administration	• Individual administration
• Measures up to Level 4	• Measures up to Level 6
• Takes 70 minutes to administer, regardless of student's proficiency	• Takes 45-90 minutes to administer, depending on student's proficiency

adaptive, allowing for a much shorter administration time in cases where students are not able to demonstrate more than a minimal level of academic English proficiency.

W-APTTM for Grades 1-12

The 2006 version is fully adaptive and is intended for individual administration only. It has separate components for each language domain. Advancement through each of the four domains is determined by a student's performance on sets of tasks that are sequenced by proficiency level. The Speaking portion of the 2006 W-APTTM resembles to a great extent the ACCESS for ELLs[®] Speaking test. Depending on a student's ability s/he may complete up to eight tasks. The Listening and Reading sections each consist of five increasingly difficult **theme folders**, each of which is a collection of items relating to a single topic from one of the content areas addressed by the Standards.

After each theme folder, the test administrator will determine if the student will move on to the next theme folder in that domain, or skip to the next domain. These theme folders contain items targeting various levels of the WIDA ELP scale.

Proficiency Level	Increasing Difficulty of Theme Folders				
5+				Folder 4	Folder 5
5			Folder 3	Folder 4	Folder 5
4	Folder 1	Folder 2	Folder 3	Folder 4	Folder 5
3	Folder 1	Folder 2	Folder 3	Folder 4	Folder 5
2	Folder 1	Folder 2	Folder 3	Folder 4	Folder 5
Standard (example)	SI	LA	MA	SC	SS

With the strategic sequencing of folders, test items overlap at various proficiency levels, according to the model above, thus allowing for an adaptive administration. In the Writing section of the W-APTTM, administrators will determine, based on the child's performance in Speaking, Listening, and Reading, whether to administer a low level Social and Instructional Writing task, or a higher level Math Writing task.

Kindergarten W-APTTM

The Kindergarten W-APTTM is an adaptive test whose components can be administered to children in pre-K, Kindergarten, or first grade, depending on a child's individual circumstances. Pre-K children would take only the Listening and Speaking components, which are combined in one test. A child entering in the second half of the Kindergarten year could take all four components: Listening/Speaking, Reading and Writing, or only the oral portions (Listening/Speaking). A child entering first grade would take all four components of the Kindergarten W-APTTM. Whereas the oral portion will result in a score that lies along the

	Pre-K	1 st sem. K	2 nd sem. K	1 st sem. Gr. 1
Oral proficiency test				
Reading & Writing diagnostic test				

WIDA ELP scale, the Reading and Writing portions are diagnostic tests, not proficiency tests. Results on the Reading and Writing portions of the Kindergarten W-APT will provide specific diagnostic information such as, "Can read/write simple phrases." This division recognizes that most children, whether ELL or not, are pre-literate when entering Kindergarten.

WIDA is now located at the Wisconsin Center for Educational Research, a part of the University of Wisconsin-Madison's School of Education. WCER provides a stimulating research environment for some of the country's leading scholars in basic and applied education research. In this environment, WIDA has access to the resources needed to actively engage issues of validity and reliability essential to the continued growth of our testing products and services. Consortium members, in short, have access to one of the oldest, largest, and most productive education research centers in the world.