

**Standard-Setting Study for Exit Criteria
on South Dakota's WIDA ACCESS for ELLs Assessment**

Final Report

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Table of Content

Executive Summary	p. 3
Introduction.....	p. 5
Process	
Preparation of Standard-Setting Workshop	p. 6
Standard-Setting Workshop Procedures	p. 8
Overview.....	p. 8
Panelists.....	p. 9
Procedures.....	p. 9
Post-workshop Activities.....	p. 13
Results	
Recommendations for WIDA ACCESS for ELLs Exit Criteria	p. 13
Evaluations....	p. 14
References	p. 17
Appendices	p. 18

List of Tables

Table 1. Workshop Materials.....	p. 6
Table 2. Domains Assigned to Work Groups.....	p. 10
Table 3. Panel Results for Cut-score Recommendations.....	p. 14
Table 4. Percent of ELL Students who would be exited in 2011	p. 14

Executive Summary

A standard-setting study was conducted on July 26, 2011 by the Buros Institute for Assessment Consultation and Outreach (BIACO) for the purpose of setting exit criteria for South Dakota's World-Class Instructional Design and Assessment (WIDA) ACCESS for ELLs assessment. The exit criteria in South Dakota requires three score components: the overall composite score, a minimum passing score in Reading, and minimum passing score in Writing. ELL students must pass all three score components in order to qualify for exit from ELL services. Twenty experienced educators were convened to elicit recommendations for a range of possible cut points for each of the three score components. The decision about the final exit criteria is a policy decision informed by this panel's recommendations.

The standard-setting study began with a brief welcome and introduction by South Dakota Department of Education personnel. BIACO staff presented an orientation on the purpose of the standard setting study and an overview of the method to be used in the standard setting process. Following a review of the WIDA ACCESS for ELLs Performance Level Definitions and Can Do Descriptors, panelists worked in small groups to identify and discuss the knowledge, skills, and abilities of students who barely qualify to be exited from ELL services. Panelists were then given the opportunity to discuss "Barely Exiting" student descriptors in the large panel, make revisions, and create the "Barely Exiting" student descriptors.

Following the creation of the "Barely Exiting" student descriptors, panelists received training in making cut-score recommendations for each of the three score components of the exit rule while using the "Barely Exiting" student descriptors as reference. Operational ratings took place over three rounds during which panelists had opportunities to consider feedback about their own respective judgments and those of other panelists, as well as empirical feedback information about ELL student performance on the WIDA ACCESS for ELLs in 2011 and about ELL student performance on the WIDA ACCESS for ELLs and DSTEP Reading and Mathematics assessments in 2010. At the conclusion of the study, participants completed an evaluation of the study as a source of procedural validity evidence. Results from the panelists' evaluations suggest that they were confident with their recommendations for cut scores.

Data analyses involved the computation of the panels' average and median recommended cut scores for each of the three score components. South Dakota policymakers will be able to use these cut scores and the respective standard errors to support the policy decisions for establishing cut scores. We recommend that South Dakota consider using cut scores for the WIDA ACCESS for ELLs exit criteria that are consistent with the range of panelists' results of the standard setting study.

Introduction

Under Title III of the *No Child Left Behind Act* (NCLB, 2002), states are required to annually assess progress and attainment of English language proficiency in English language learners (ELL). Since joining the World-Class Instructional Design and Assessment (WIDA) consortium in 2008, the state of South Dakota has adopted WIDA's English Language Proficiency Assessment, the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) to annually assess progress and attainment of English language proficiency in South Dakota's English language learners (ELL). To meet requirements under Title III of *No Child Left Behind*, South Dakota must establish benchmarks of English language proficiency attainment which are used to identify ELL students who are no longer in need of English language support services and thus can be exited from those programs.

The current exit criteria in South Dakota are based on a conjunctive decision model which requires students to reach a minimum overall composite score as well as minimum scores in the domains of reading and writing before they can be exited. The conjunctive decision model is applied to all ELL students regardless of grade-level. Minimum scores for the composite and the two domain scores in reading and writing were first established in a 2009 study conducted by edCount (Waring and Forte, 2009). These exit criteria were revisited in the standard-setting study.

South Dakota engaged the Buros Institute for Assessment Consultation and Outreach (BIACO) to convene a panel of South Dakota educators and to facilitate a standard-setting process that would produce panel recommendations for new exit criteria. The goal of the standard setting was to establish minimum score recommendations for each of the score components of the conjunctive decision model, i.e., for the overall composite score and for the domain scores in reading and writing. However, the components of the decision model were not part of the review.

Process

Preparation of Standard-Setting Workshop

BIACO staff was responsible for the preparation of all materials used during the workshop; South Dakota DOE staff was responsible for recruiting panelists and for securing a meeting site. The following table lists the materials used in the workshop and printed materials are included in the Appendices. Excel files were used for aggregating panelists' ratings and for computing impact data.

Table 1. Workshop Materials

Material	Purpose/Description
<ul style="list-style-type: none">• Attendance sheet	Sign-in sheet for participating panelists
<ul style="list-style-type: none">• Name tags	Identify panelists and participating BIACO staff
<ul style="list-style-type: none">• Agenda	Outline workshop activities
<ul style="list-style-type: none">• Non-disclosure form	Agreement to keep confidential procedures, materials, and information received from BIACO during the workshop; to be signed by each panelist
<ul style="list-style-type: none">• Demographic information form	Panelists supply information including professional experience
<ul style="list-style-type: none">• Orientation PowerPoint slides	Orientation and possible note taking
<ul style="list-style-type: none">• Performance Level Definitions (PLDs)	WIDA performance definitions for the levels of English language proficiency in grades K-12
<ul style="list-style-type: none">• Can Do Descriptors (Can Do's)	WIDA Can Do Descriptors for each language domain, grade cluster, and combined grade clusters
<ul style="list-style-type: none">• Information sheet	Additional information about using PLDs and Can Do Descriptors
<ul style="list-style-type: none">• Template for "Barely Exiting" target student descriptions	Matrix for recording panelists' "Barely Exiting" target student descriptions
<ul style="list-style-type: none">• Operational rating form	Form for entering operational cut-score recommendations
<ul style="list-style-type: none">• Score conversion file	Excel file used by BIACO staff to compute panelists' individual composite scores

- Impact calculator Excel file used by BIACO staff to determine percent of students meeting panel recommended domain and composite scores and overall conjunctive rule
 - Feedback 1: 2011 ACCESS for ELLs domain and composite score averages Table listing the domain and composite score averages from 2011 ACCESS for ELLs performance data by grade cluster and combined grade clusters
 - Feedback 2: Histograms of 2010 ACCESS for ELLs score point frequencies by DSTEP proficiency Graphs displaying score point frequencies of 2010 ACCESS for ELLs performance data (domain and composite scores) for ELL students classified as proficient and not proficient on 2010 DSTEP assessments
 - Feedback 2: Instruction sheet Instruction sheet facilitating interpretation of graphical information
 - Feedback 3: Line graphs of 2010 ACCESS for ELLs performance and 2010 DSTEP proficiency Line graphs displaying observed and predicted percent of ELL students classified as proficient on 2010 DSTEP assessments at each ACCESS for ELLs composite score point
 - Feedback 3: Instruction sheet Instruction sheet facilitating interpretation of graphical information
 - Evaluation form Panelists' opportunity to feedback on individual components and overall standard setting
 - Certificates Acknowledgement of panelists' participation
-

Most materials used in the standard setting were developed in January and February of 2011 because the standard setting was originally scheduled to take place on March 8, 2011, but was postponed due to weather conditions prohibiting travel to the meeting site. In preparation of the July 26 meeting, some materials were updated during the month of July to include current logistic information. The updating of materials also included the decision to use student performance data from the 2011 WIDA ACCESS for ELLs administration. Therefore, those feedback materials presenting empirical information for ACCESS for ELLs student performance were updated, including the table of average ACCESS for ELLs scores and the Excel data files used for calculating impact data (i.e., percent of students passing recommended scores and meeting the conjunctive scoring rule). Feedback materials which included empirical performance data for the DSTEP assessments were not updated as 2011 performance data for DSTEP assessments were not available for the standard setting. A decision was also made to add an instruction page to each of the feedback materials presenting empirical data in graph format. The

instruction pages were intended to facilitate panelists understanding and interpretation of those materials.

Standard-Setting Workshop Procedures

Overview

The procedures for the standard setting were designed to achieve a defensible standard-setting process that could be carried out without the use of test items and student work examples. The process incorporated the use of target student descriptions referred to as “Barely Exiting” student descriptions to establish a link between the desired skills and knowledge of the target student and the recommended cut-scores. Using the “Barely Exiting” student description as background, panelists made individual cut-score recommendations during the course of three operational rating rounds in which panelists had opportunities to revise their recommendations. The feedback information provided an empirical context for panelists’ decisions concerning the consequences of their cut-score recommendations on student classification. In addition, the empirical feedback information included information about ELL student performance on South Dakota’s DSTEP assessments allowing panelists to consider the relationship between English proficiency and academic achievement in their cut-score recommendations.

Panelists

A total of twenty panelists participated in the standard setting. One panelist left after completing Round 1 ratings. Most panelists were experienced ELL teachers or administrators. The median number of years of ELL teaching experience was 7.5. Three panelists previously worked with ELL students as a ELL program coordinator, school counselor, or school administrator. 15 panelists earned Masters degrees; twelve panelists had certifications in English as a Second/New Language or in Special Education. The group of panelists selected by South Dakota was strong, knowledgeable and invested in the standard setting process and outcome.

Procedures

The standard setting took place on July 26, 2011 in Sioux Falls, South Dakota. Prior to the commencement of standard setting workshop, panelists signed in and were given a package of materials. Panelists were also assigned to one of four small work groups and a table leader for each group was chosen based on input from South Dakota's DOE staff. The group assignment was based on panelists' grade level teaching experience with the goal of achieving grade level representation in each group. All four groups had panelists with experience in teaching ELL students in elementary, middle school, or high school grades.

After a general welcome and briefing on logistics and housekeeping by a South Dakota Department of Education staff member, the BIACO lead facilitator began the standard-setting workshop activities with an orientation and training presentation. The presentation reviewed the purpose of the standard-setting as well as relevant information pertaining to the WIDA ACCESS for ELLs assessment. In addition, panelists were introduced to and received initial training on the method used for setting the exit criteria on the WIDA ACCESS for ELLs. During the orientation, panelists completed a demographic form including information about panelists' professional experience and signed a non-disclosure agreement requiring panelists to keep confidential procedures, materials, and information received from BIACO during the workshop.

Following the orientation presentation, pre-assigned groups of panelists focused on the language domains covered in the standard setting (reading, writing, listening and speaking), and reviewed the WIDA Performance Definitions and Can Do Descriptors. These documents served

as anchors for the “Barely Exiting” student descriptions which panelists would subsequently create. For the review of the materials, panelists were asked to discuss examples from their own experience in working with ELL students that related to the skills described in the WIDA Performance Definitions and Can Do Descriptors. Panelists were also instructed to look for and discuss the connections between the WIDA Performance Definitions and the Can Do Descriptors.

Each work group was assigned two language domains to draft descriptors of the knowledge, skills, and abilities of the “Barely Exiting” student. Panelists were instructed to envision the “Barely Exiting” student as the student whose level of English proficiency minimally permits him or her to learn academic content and to demonstrate achievement on academic assessments unimpeded by language. The “Barely Exiting” student should represent the entire K-12 grade range. Table 2 displays the assigned domains for the four work groups. Each domain was assigned to two groups who worked separately on the domain. After panelists completed initial draft descriptors for their respective domains, one group presented their work first and the second group presented next. A BIACO staff member recorded the descriptors into a word document which was projected to a screen. The BIACO lead facilitator led the entire panel through a discussion of the proposed descriptors during which panelists had an opportunity to voice agreement or disagreement and to suggest further revisions. Consensus was reached for a domain prior to discussion of a subsequent domain. After descriptors had been recorded for all four domains, print-outs of the matrix were distributed to the panelists, and a second round of revisions and discussion was led by the BIACO lead facilitator. The final version of the “Barely Exiting” student descriptors was distributed to panelists and is included in the Appendices of this report.

Table 2. Domains Assigned to Work Groups

	Presenting First	Presenting Second
Group 1	Listening	Writing
Group 2	Reading	Listening
Group 3	Speaking	Reading
Group 4	Writing	Speaking

Panelists used the “Barely Exiting” student descriptions to guide their cut-score recommendations. The BIACO lead facilitator explained the rating tasks to the panelists and then facilitated panelists through the operational rating process. There were three rounds of operational ratings during which panelists first made recommendations for each of the domain scores using the ACCESS for ELL proficiency level scale. Second panelists provided recommendations for the minimum passing scores in reading and writing while revising their domain scores. The last rating round required panelists to revise the composite score and the minimum passing scores in reading and writing. In the first and second rating rounds, panelists did not provide a composite cut-score recommendation directly. Instead they were asked to identify suitable cut- scores for each of the language domains in order to allow panelists to account for differences in proficiency development in each of those domains. BIACO staff computed the resulting composite score from the domain cut-score recommendations for the panelists. The composite scores were computed by first converting panelists’ individual domain cut-score recommendations to the corresponding ACCESS for ELLs domain scale score in each of the 13 grade levels (K-12). The domain scale scores were then combined to produce the weighted composite scale score in each grade level using the following weights: 15% Listening, 15% Speaking, 35% Reading, and 35% Writing. The composite scale scores were then averaged across grades and converted back to the ACCESS for ELLs proficiency level scale. This score was reported back to the panelists and was used in the aggregation of the panelists’ cut-score recommendations.

After the initial rating round, the BIACO lead facilitator presented and explained various pieces of feedback information beginning with a flip chart showing the panel’s average cut-score recommendation in each language domain and the composite and the panel’s lowest and highest recommended cut-scores. A second flip chart presented impact data in the form of percentages of ELL students passing the average panel composite score and the current minimum passing scores in reading and writing and the percentage of students that would be exited after applying the three score components. The impact data was computed using 2011 ACCESS for ELLs performance data. Panelists also received hand-outs with additional empirical feedback information. The first hand-out provided the 2011 mean ACCESS for ELLs proficiency level scores in the four language domains and for the composite score for each grade cluster and for all grade clusters combined. The second hand-out contained histograms of ACCESS for ELLs score

distributions by domain and composite score for ELL students who were classified as proficient or not proficient on the DSTEP Reading and Mathematics assessments. The histograms were created from 2010 data and provided panelists with information about the relationship between English language proficiency and academic achievement. All feedback materials were introduced and explained by the BIACO lead facilitator. The hand-out with the histogram information also included a page with instructions on understanding the graphical information. Copies of feedback materials are included in the Appendices.

The second round of ratings required panelists to revisit their domain-level cut-score recommendations and to provide cut-score recommendations for minimum score components for reading and writing. The feedback information focused on the three score components of the conjunctive decision rule, i.e., the composite cut-score and the minimum scores in reading and writing. The BIACO lead facilitator first presented the panel average and the lowest and highest cut-score recommendations for those three score components. Then impact data for each individual score component and for the combined scoring rule were presented. Lastly, panelists received a third hand-out with information about the percentage of proficient ELL students based on DSTEP performance in Reading or Mathematics at each ACCESS for ELLs composite score point. This hand-out was introduced and explained by the BIACO facilitator. It also included an instruction page intended to facilitate understanding of the graph information.

During the third round of ratings, panelists made final revisions to their composite cut-score recommendations and minimum reading and writing cut-score recommendations. Prior to each rating round, the BIACO lead facilitator reminded panelists to work independently and to refrain from any discussions.

Upon conclusion of the operational rating rounds, panelists completed an evaluation form which was used to collect panelists' perceptions about the orientation and training, the amount of time allocated to various tasks, and levels of confidence in their ratings. Panelists also rated the overall success of the study and its organization and had an opportunity to provide comments. After panelists completed the evaluation, BIACO staff collected workshop materials, with the exception of the WIDA Performance Definitions and the Can Do Descriptors, and provided interested panelists with a certificate of participation.

Post-Workshop Activities

During the standard setting, a BIACO staff member verified that all panelists submitted a signed non-disclosure form, and completed the demographic form. To ensure accuracy of data entry, two BIACO staff members worked on the entry of panelists' ratings. All forms and documents produced or completed by the panelists are stored at the Buros Center for Testing facilities. Electronic and printed copies of all other materials are also retained.

Results

Recommendations for WIDA ACCESS for ELLs Exit Criteria

Results from the third round of operational ratings are provided in Tables 3 and 4 below. Table 3 presents information for the three score components required for the conjunctive decision rule. Summary statistics include mean and median of panel recommended cut-scores as well as the lowest (minimum) and highest (maximum) recommended cut-scores. The standard deviation of the ratings is also provided. The last two rows of Table 3 show score bands computed using the mean and median respectively, and their associated standard errors (MacCann and Stanley, 2004). The score bands represent the probable score ranges within which 95% of a panel's mean or median cut-score recommendations would lie if the standard-setting process was repeated using a different panel. Table 4 shows the impact of the recommended cut-scores on the percentage of ELL students who would be exited in South Dakota in 2011 after applying the mean and median cut-scores for each score component. The table also shows the percentage of ELL students who would be exited if the cut-scores of the 95% confidence bands were applied.

The results of this standard-setting serve as a starting point for policy makers in their decisions about final cut scores. To reinforce the point that there is not a "correct" answer when setting cut scores, we provided the panelists' recommendations as a range of values using standard errors. The panelists' judgments serve as empirical evidence to inform the policymaking process. Given the qualifications of the panelists, and the procedural validity evidence collected in the evaluations, BIACO recommends that South Dakota policy makers

consider these ranges of values when determining the final exit criteria on the WIDA ACCESS for ELLs assessment.

Table 3. Panel Results for Cut-score Recommendations

	Overall Composite	Reading Minimum Score	Writing Minimum Score
Number of panelists	19	19	19
Mean	4.7	4.5	4.1
Median	4.8	4.5	4.0
Minimum	3.8	3.5	3.0
Maximum	5.4	5.6	4.8
Standard Deviation	0.38	0.54	0.44
95% Confidence Band around Mean	4.5 – 4.9	4.3 – 4.7	3.9 – 4.3
95% Confidence Band around Median	4.6 – 5.0	4.2 – 4.8	3.8 – 4.2

Table 4. Percent of ELL Students who would be exited in 2011

	Mean/Median	95% Confidence Band
Mean: 4.7 (4.5 – 4.9)	8.50 %	5.40% - 12.80%
Median: 4.8 (4.6 – 5.0)	8.00%	4.30% - 13.40%

Evaluations

At the end of the standard-setting process, panelists completed an evaluation form, in which they rated the success of the orientation and training elements, the adequacy of the time allocated to various workshop components, their level of confidence in the ratings and the rating process, and their overall perception of the success of the workshop experience and its organization. Panelists also had the opportunity to provide general comments about the workshop. The following results are a summary of the ratings of 19 panelists' who completed the evaluation form.

Training

Panelists rated the degree of success for each of the components of the training on a scale of 1-6, with 6 being very successful, 5 successful, 4 marginally successful, 3 marginally unsuccessful, 2 unsuccessful, and 1 very unsuccessful. The training began with the orientation on

the background and purpose of the study. The panelists' rating averaged 5.0, or successful, for this component. For each of the next three components the perception of success resulted in 4.95 as the average rating. These components were: training on creating "Barely Exiting" student descriptions; training to make cut scores; and learning how to interpret feedback. The overall training experience was more than successful as indicated by the panelists' ratings which had a 5.16 average rating score.

Allocation of time – "How adequate was the time allocated for each component?"

Panelists rated this section on a scale of 1-6, with 6 being totally adequate, 5 adequate, 4 marginally adequate, 3 marginally inadequate, 2 inadequate and 1 totally inadequate. The average panelists rating was 5.37 for the time allocated to orientation on the background and purpose of the study as well as for the time allocated to learning how to interpret feedback. Considering the time allocated to train panelists to create the "Barely Exiting" Student Descriptors, the panelists' rating averaged 5.11, for the time allocated to make the cut score rating in each round, the average panelist rating was slightly higher at 5.26. Consistently panelists rated each aspect of time allocation as more than adequate. The overall perception of time allocation resulted in an average panelist rating of 5.42.

Feedback – Usefulness of the various materials used for feedback

This section was rated on a scale of 1-4, with 4 being very useful, 3 somewhat useful, 2 not very useful and 1 not at all useful. The first feedback received was the range and average of panel cut score recommendations for the first round and panelists indicated with an average of 3.79 that this information was very useful. Next was the impact of panel recommended cut scores on ELL student decisions which was rated on average at 3.74 by the panelists. The table of average ACCESS domain and overall composite scores was rated as 3.63 indicating that the panelists also perceived the table as very useful. Other feedback materials used were the Histograms of ACCESS score distribution by DSTEP and Line graphs showing DSTEP proficiency along ACCESS score scale. The average panelist rating for these two feedback materials were 3.58 and 3.47 respectively, indicating that they were very useful. In addition to the average ratings previously indicated, it can be noted that the median score for all feedback materials was 4 with the exception of the line graphs which had a median score of 3. This is

further indication that all of the feedback materials were very useful to the panelists in making their cut score decision.

Cut-Score Recommendations

For each of the three rounds the panelists evaluated their level of confidence in the cut score ratings using a scale of 1-6 with 6 being very confident, 5 confident, 4 a little confident, 3 a little unconfident, 2 unconfident, and 1 very unconfident. The average score of 4.58 for the first round recommendations indicate that the panelists were somewhat confident. The level of confidence improved in the second round to being confident as shown with an average of 5.05. The greatest measure of confidence was achieved in the third round when panelists' rating average increased to 5.37.

Overall Evaluation of the Standard Setting Study

On a scale of 1-6 the panelists rated the overall Standard Setting Study as 5.11 or successful.

Overall Evaluation of the organization of the Standard Setting Study

Panelists indicated that the organization of the Standard Setting Study was also successful with an average rating of 5.0. The median score was also 5.0 for both the overall study and the organization of the study. None of the panelists supplied a rating of less than three in the entire evaluation including the section where the scale was 1-4. This is also an indication that the panelists felt positively about the entire standard setting study including the process, the facilitation, the materials, and their tasks.

Comments

Of the panelists who completed the evaluation form, 10 supplied individual comments with regards to the organization of the study, the discussion, and the materials used. All comments were positive with the exception of one panelist who felt things were over explained and another who indicated that the room was chilly. Panelists' comments are provided in the Appendices.

References

MacCann, R. G. & Stanley, G. (2004). Estimating the standard error of the judging in a modified-Angoff standards setting procedure. Practical Assessment, Research, & Evaluation, 9(5), 1-12.

Waring, S. & Forte, E. (2009). Exit Criteria Study Utilizing the Access English Language Proficiency Assessment: Final Report submitted to the South Dakota Department of Education.

Appendices

- 1 – Agenda
- 2 – Non-disclosure form
- 3 – Demographic Information Form
- 4 – Orientation PowerPoint Slides
- 5 – WIDA Performance Level Definitions
- 6 – WIDA Can Do Descriptors
- 7 – WIDA Performance Level Definitions and Can Do Descriptors Information Sheet
- 8 – “Barely Exiting” Student Descriptors
- 9 – Operational Rating Form
- 10 – Feedback 1: 2011 ACCESS for ELLs Domain and Composite Score Averages
- 11 – Feedback 2: Histograms of 2010 ACCESS for ELLs Score Point Frequencies by DSTEP Proficiency
- 12 – Feedback 3: Line graphs of 2010 ACCESS for ELLs Performance and 2010 DSTEP Proficiency
- 13 – Evaluation form
- 14 – Panelists’ comments

WIDA ACCESS for ELLs
South Dakota Standard-Setting Study

Agenda

Tuesday, July 26, 2011

Morning

- Welcome and introductions from SDDOE
- Completion of forms and logistics announcements
- Orientation Presentation
- Review Performance Definitions and Can Do Descriptors

Lunch Break

Afternoon

- Identify skills required of “Barely Exiting” Student
- Operational Ratings
 - (1) Round 1
 - (2) Round 1 feedback
 - (3) Round 2
 - (4) Round 2 feedback
 - (5) Round 3
- Wrap-Up and Evaluation

End of Standard Setting

**South Dakota Standard Setting Workshop
ACCESS for ELLs**

PARTICIPANT NON-DISCLOSURE AGREEMENT

I, the undersigned participant, agree to keep strictly confidential all procedures, materials, and information given and/or disclosed to me by the Buros Center for Testing. Procedures, information and materials shall include but are not limited to impact data, cut-score recommendations, and documents received from the Buros Center for Testing or assembled, created, or worked on by me during the workshop or in the performance of services pursuant to this workshop.

PARTICIPANT

Participant Signature

Date

Please print name

Participant Information Form
South Dakota Standard-Setting Study
WIDA ACCESS for ELLs Exit Criteria

Name: _____

Education:

Address: _____

Highest degree: _____

When received: _____

Phone: _____

Additional credits: _____

Fax: _____

Email: _____

Teaching Experience:

Certification fields: _____

Current position: _____

Are you currently an ELL teacher? _____

Number of years in education: ELL _____

General Education _____

ELL grades taught: _____

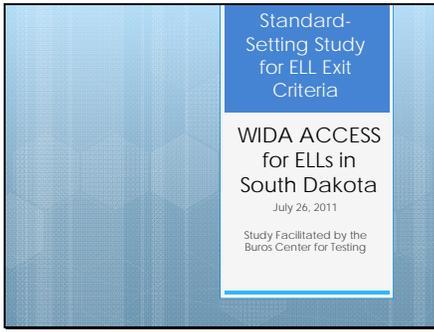
General education grades taught: _____

Specialization (if any): _____

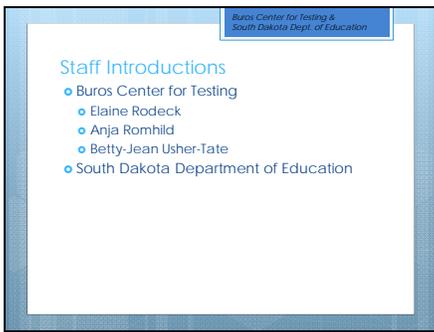
Awards and Honors: Please list any teaching awards and honors that you have received, giving dates if possible.

Orientation PowerPoint Slides

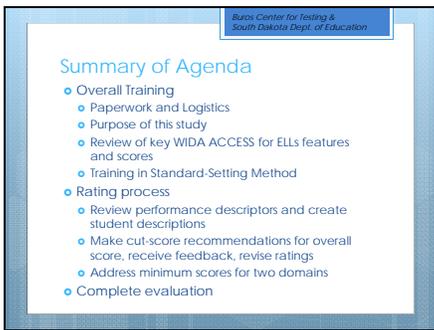
Slide 1



Slide 2



Slide 3



Slide 4

Bureau Center for Testing & South Dakota Dept. of Education

Paperwork and Logistics

- Complete and return demographic form and confidentiality agreement
- Logistics
 - Schedule
 - Lunch
 - Reimbursements
 - Questions?

Slide 5

Bureau Center for Testing & South Dakota Dept. of Education

Purpose of the Standard-Setting Study

Slide 6

Bureau Center for Testing & South Dakota Dept. of Education

Purpose of the Standard-Setting Study

- To gather judgments from teachers that will inform ELL exit criteria cut scores.
 - Overall Composite Score
 - Minimum scores for Reading and Writing
- Recommended cut scores from today's study will be delivered to the South Dakota Department of Education, which will be responsible for making final decision.

Slide 7

Bureau Center for Testing & South Dakota Dept. of Education

Review of Key WIDA ACCESS for ELLs Features and Scores

Slide 8

Bureau Center for Testing & South Dakota Dept. of Education

Why administer ACCESS for ELLs?

- Federal legislation requires that states annually measure & report ELL students' progress in English language proficiency.
- The legislation also requires that states report the percentage of ELL students who no longer need ELL services and have been exited from the program.
- States need a quality measure of these skills.
- Each state needs to determine when students can exit the ELL program.

Slide 9

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Who is ready to exit?

- Students who have acquired the minimum set of language skills permitting him or her to:
 - (1) learn academic content unimpeded by language, and
 - (2) demonstrate achievement on academic assessments unimpeded by language.

Slide 10

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Consequences of ELL Exit Criteria

- o Setting the cut score too low may mean that students who need ELL support might not receive it.
- o Setting the cut score too high may mean that students who are ready for regular classroom instruction may continue to receive ELL services.
- o Determining the cut scores for exit criteria will involve balancing these needs.

Slide 11

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Four Language Domains

- o Reading – Writing – Speaking – Listening
- o Each is important.
- o Each is assessed separately by ACCESS for ELLs.

Slide 12

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Growth of English Language Proficiency

- o Growth of English Language Proficiency is captured in the WIDA Proficiency Levels, which range from ‘Entering’ to ‘Reaching.’
- o Can Do Descriptors elaborate on the skills included in the Proficiency Levels.

Figure 2C: The Continuum of Second Language Acquisition

Entering (1)	WIDA levels of English language proficiency	Reaching (5)
<ul style="list-style-type: none"> Concepts that are not concepts English meaning English situations English expressions English words and phrases Other contextual items 	TO	<ul style="list-style-type: none"> English meaning English situations English expressions English situations English words English expressions Contextual items

Slide 13

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Performance Definitions



- Outline how English language learners process and use language for each level of language proficiency *in grades K-12*
- Provide a concise, global overview of language expectations for each level of English language proficiency
- Basis for the Can Do Descriptors
- Do not indicate or include an explicit value for exit criteria.

Slide 14

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Performance Definition Features

- At each performance level, Performance Definitions describe expectations related to 3 Features
 - Linguistic Complexity**- the amount and quality of speech or writing for a given situation
 - Vocabulary Usage**- the specificity of words or phrases for a given context
 - Language Control**- the comprehensibility of communication based on the amount and types of errors

Slide 15

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Can Do Descriptors

- Describe how English language learners process and use language for each language domain and level of language proficiency
- Specific to each *grade level cluster*
 - Pre-K-K: 1-2; 3-5; 6-8; 9-12*
- Based on WIDA English Language Proficiency Standards
- Created by teachers
- Grade level cluster Can Do Descriptors new in 2008; previously combined K-12

Slide 16

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Proficiency Level Scores

- ACCESS for ELLs Proficiency Level scores are a continuum
- Correspond to the 6 proficiency levels
- You will be recommending a cut score to one decimal place, not just choosing a proficiency level.
- Proficiency Level scores correspond to different number correct for each grade level.

Slide 17

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Training in Standard-Setting Method

Slide 18

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Overview of Method

- Will be envisioning skills of a student who has just barely acquired the skills to qualify for exiting.
 - "Barely Exiting" student description should represent language proficiency across all grade clusters.
- Based on this definition of the "Barely Exiting" student, panelists will decide where cut scores should be on the Proficiency Level Scale for each domain.
- Following this process, panelists will have a concrete reference for recommendations.

Slide 19

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Steps in determining panelists' recommendations of cut score

- Step 1: Review Performance Definitions and Can Do Descriptors
- Step 2: Identify skills required of "Barely Exiting" Student by writing descriptors
- Step 3: Make cut-score recommendations
 - Make domain ratings to create overall score
 - Interpret feedback data
 - Revise ratings and make ratings for minimum domain scores
 - Interpret additional feedback data
 - Make final recommendations

Slide 20

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Step 1: Review Performance Definitions and Can Do Descriptors

- Review the Performance Definitions & the Can Do Descriptors.
- This information describes student skills along Proficiency Level Scale so documents will be important to assist in anchoring your ratings.
- You will be combining these descriptions with your professional judgment of the skills students require to exit the ELL program.

Slide 21

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Step 2: Identify skills required of "Barely Exiting" Student by writing descriptors

Your job at this point will be to use the Performance Level Definitions and Can Do Descriptors to identify the minimum language skills needed for exiting the ELL program.

At this point, you are not selecting a number, rather developing a description.



Slide 22

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Step 2 (continued): Skills and Competencies for Students

- For each domain, think of the student who has just barely reached the skills required to exit the ELL program.
 - Refer to as "Barely Exiting" Student
- Using all sets of Can Do Descriptors, you will create a single "Barely Exiting" Student Descriptor across all grades for each domain.
 - Will need to synthesize information from the different grade levels.
- These "Barely Exiting" Student Descriptors will form the basis of all ratings.

Slide 23

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Step 3: Make cut-score recommendations

Think of the continuous Proficiency Level score scale ...
 Somewhere along the continuum is a place that represents the boundary between staying in the ELL program and being qualified to exit the ELL program. This should be directly linked to your "Barely Exiting" Student Descriptions.

? ? ? ? ?

Slide 24

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Rating form

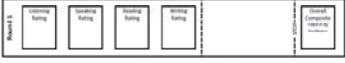
- Your rating form shows the relationship between the proficiency levels and the proficiency level scale, with decimals to indicate the proportion of skills within each level
- Use the spectrum on the rating form to help you make your ratings.
 - Note scores end at 6.0.

Slide 25

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Round 1:
Make domain ratings for overall score

- Round 1 Ratings for each domain only.
- Using "Barely Exiting" Student Descriptor, determine score on Proficiency Level Scale the student would earn on the test.
 - Decimals indicate proportions between levels.
- For each domain, make a single rating for all grade levels.



Slide 26

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Domain scores to overall scores

- Remember for Overall Composite Score, high scores in one domain can compensate for low scores in another domain.
- Combination of domain scores: 15% Listening, 15% Speaking, 35% Reading, 35% Writing
- Buros staff will combine your Round 1 domain ratings into an Overall Composite Score & average across panelists.
 - Combination of scores is complex.
 - Do not simply combine your own ratings.

Slide 27

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Feedback

- After Rounds 1 and 2, Buros' staff will provide multiple pieces of information about student performance on D-STEP and ACCESS for ELLs.
- Buros' staff will explain all feedback information.
- Feedback information can be used to help you revise your judgments.

Slide 28

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Round 2

- In Round 2, you have the opportunity to revise your Round 1 domain ratings used for creating the Overall Composite Score.
- In Round 2, you will also make new ratings for minimum score required in Reading & Writing.
 - Considered "conjunctive" – Low scores in one area cannot be offset by high scores in another area.

Slide 29

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Feedback after Round 2

- Panelists will receive additional information about student performance.
- Feedback information can be used in making final, Round 3 Ratings.

Slide 30

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Round 3 Ratings

- Difference in Round 3: Make cut-score recommendations for Overall Composite Score.
 - Buros' staff will provide you with your current Overall Composite Score.
 - You will determine if you would like to adjust score based on feedback.
- You may also adjust your minimum Reading and Writing scores.

Slide 31

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Next Steps

- South Dakota Department of Education will receive your cut-score recommendations and make a final determination.

Slide 32

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Concluding Thoughts

Slide 33

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Reminder about Roles

- Buros' staff are specialists in psychometrics with expertise in standard setting methods.
- Buros' staff are not ELL specialists.
 - YOU are experts - YOUR expertise and judgments form the basis for results.
- Buros' staff are Facilitators in guiding you through the structured judgmental process.

Slide 34

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Final remarks

- Legal defensibility of test use depends on adherence to strict procedures.
- Your professional judgment is essential.
 - We expect variability in panelist judgments.
 - Interpretation of the data is up to you.
- Preserve confidentiality!
- Success on standard setting depends on you
- Thanks in advance for your hard work!

Slide 35

State Center for Testing & South Dakota Dept. of Education

Questions



Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 Reaching	<ul style="list-style-type: none">• specialized or technical language reflective of the content areas at grade level• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level• oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none">• specialized or technical language of the content areas• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 Expanding	<ul style="list-style-type: none">• specific and some technical language of the content areas• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none">• general and some specific language of the content areas• expanded sentences in oral interaction or written paragraphs• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none">• general language related to the content areas• phrases or short sentences• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none">• pictorial or graphic representation of the language of the content areas• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Listening Domain Can Do Descriptors

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
All Grades: Pre- K to 12	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse
Grades Pre-K&K	<ul style="list-style-type: none"> Match oral language to classroom and everyday objects Point to stated pictures in context Respond non-verbally to oral commands or statements (e.g., through physical movement) Find familiar people and places named orally 	<ul style="list-style-type: none"> Sort pictures or objects according to oral instructions Match pictures, objects or movements to oral descriptions Follow one-step oral directions (e.g., "stand up"; "sit down") Identify simple patterns described orally Respond with gestures to songs, chants, or stories modeled by teachers 	<ul style="list-style-type: none"> Follow two-step oral directions, one step at a time Draw pictures in response to oral instructions Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) Act out songs and stories using gestures 	<ul style="list-style-type: none"> Find pictures that match oral descriptions Follow oral directions and compare with visual or nonverbal models (e.g., "Draw a circle under the line.") Distinguish between what happens first and next in oral activities or readings Role play in response to stories read aloud 	<ul style="list-style-type: none"> Order pictures of events according to sequential language Arrange objects or pictures according to descriptive oral discourse Identify pictures/realia associated with grade-level academic concepts from oral descriptions Make patterns from real objects or pictures based on detailed oral descriptions
Grades 1&2	<ul style="list-style-type: none"> Follow modeled, one-step oral directions (e.g., "Find a pencil.") Identify pictures of everyday objects as stated orally (e.g., in books) Point to real life objects reflective of content-related vocabulary or oral statements Mimic gestures or movement associated with statements (e.g., "This is my left hand.") 	<ul style="list-style-type: none"> Match oral reading of stories to illustrations Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.") Sequence a series of oral statements using real objects or pictures Locate objects described orally 	<ul style="list-style-type: none"> Follow modeled multi-step oral directions Sequence pictures of stories read aloud (e.g., beginning, middle, and end) Match people with jobs or objects with functions based on oral descriptions Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information Find details in illustrated, narrative, or expository text read aloud Identify illustrated activities from oral descriptions Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> Use context clues to gain meaning from grade-level text read orally Apply ideas from oral discussions to new situations Interpret information from oral reading of narrative or expository text Identify ideas/concepts expressed with grade-level content-specific language
Grades 3 to 5	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios
Grades 6 to 8	<ul style="list-style-type: none"> Follow one-step oral commands/instructions Match social language to visual/graphic displays Identify objects, people, or places from oral statements/questions using gestures (e.g., pointing) Match instructional language with visual representation (e.g., "Use a sharpened pencil.") 	<ul style="list-style-type: none"> Follow multi-step oral commands/instructions Classify/sort content-related visuals per oral descriptions Sequence visuals per oral directions Identify information on charts or tables based on oral statements 	<ul style="list-style-type: none"> Categorize content-based examples from oral directions Match main ideas of familiar text read aloud to visuals Use learning strategies described orally Identify everyday examples of content-based concepts described orally Associate oral language with different time frames (e.g., past, present, future) 	<ul style="list-style-type: none"> Identify main ideas and details of oral discourse Complete content-related tasks or assignments based on oral discourse Apply learning strategies to new situations Role play, dramatize, or re-enact scenarios from oral reading 	<ul style="list-style-type: none"> Use oral information to accomplish grade-level tasks Evaluate intent of speech and act accordingly Make inferences from grade-level text read aloud Discriminate among multiple genres read orally
Grades 9 to 12	<ul style="list-style-type: none"> Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally Match everyday oral information to pictures, diagrams, or photographs Group visuals by common traits named orally (e.g., "These are polygons.") Identify resources, places, products, figures from oral statements, and visuals 	<ul style="list-style-type: none"> Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples Sort oral language statements according to time frames Sequence visuals according to oral directions 	<ul style="list-style-type: none"> Evaluate information in social and academic conversations Distinguish main ideas from supporting points in oral, content-related discourse Use learning strategies described orally Categorize content-based examples described orally 	<ul style="list-style-type: none"> Distinguish between multiple meanings of oral words or phrases in social and academic contexts Analyze content-related tasks or assignments based on oral discourse Categorize examples of genres read aloud Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> Interpret cause and effect scenarios from oral discourse Make inferences from oral discourse containing satire, sarcasm, or humor Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) Evaluate intent of speech and act accordingly

Speaking Domain Can Do Descriptors

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
All Grades: Pre- K to 12	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view
Grades Pre-K & K	<ul style="list-style-type: none"> Identify people or objects in illustrated short stories Repeat words, simple phrases Answer yes/no questions about personal information Name classroom and everyday objects 	<ul style="list-style-type: none"> Restate some facts from illustrated short stories Describe pictures, classroom objects or familiar people using simple phrases Answer questions with one or two words (e.g., "Where is Sonia?") Complete phrases in rhymes, songs, and chants 	<ul style="list-style-type: none"> Retell short narrative stories through pictures Repeat sentences from rhymes and patterned stories Make predictions (e.g., "What will happen next?") Answer explicit questions from stories read aloud (e.g., who, what, or where) 	<ul style="list-style-type: none"> Retell narrative stories through pictures with emerging detail Sing repetitive songs and chants independently Compare attributes of real objects (e.g., size, shape, color) Indicate spatial relations of real-life objects using phrases or short sentences 	<ul style="list-style-type: none"> Tell original stories with emerging detail Explain situations (e.g., involving feelings) Offer personal opinions Express likes, dislikes, or preferences with reasons
Grades 1&2	<ul style="list-style-type: none"> Repeat simple words, phrases, and memorized chunks of language Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase Identify and name everyday objects Participate in whole group chants and songs 	<ul style="list-style-type: none"> Use first language to fill in gaps in oral English (code switch) Repeat facts or statements Describe what people do from action pictures (e.g., jobs of community workers) Compare real-life objects (e.g., "smaller," "biggest") 	<ul style="list-style-type: none"> Ask questions of a social nature Express feelings (e.g., "I'm happy because...") Retell simple stories from picture cues Sort and explain grouping of objects (e.g., sink v. float) Make predictions or hypotheses Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> Ask questions for social and academic purposes Participate in class discussions on familiar social and academic topics Retell stories with details Sequence stories with transitions 	<ul style="list-style-type: none"> Use academic vocabulary in class discussions Express and support ideas with examples Give oral presentations on content-based topics approaching grade level Initiate conversation with peers and teachers
Grades 3 to 5	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Retell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments)
Grades 6 to 8	<ul style="list-style-type: none"> Answer yes/no and choice questions Begin to use general and high frequency vocabulary Repeat words, short phrases, memorized chunks Answer select WH- questions (e.g., "who," "what," "when," "where") within context of lessons or personal experiences 	<ul style="list-style-type: none"> Convey content through high frequency words/phrases State big/main ideas of classroom conversation Describe situations from modeled sentences Describe routines and everyday events Express everyday needs and wants Communicate in social situations Make requests 	<ul style="list-style-type: none"> Begin to express time through multiple tenses Retell/rephrase ideas from speech Give brief oral content-based presentations State opinions Connect ideas in discourse using transitions (e.g., "but," "then") Use different registers inside and outside of class State big/main ideas with some supporting details Ask for clarification (e.g., self-monitor) 	<ul style="list-style-type: none"> Paraphrase and summarize ideas presented orally Defend a point of view Explain outcomes Explain and compare content-based concepts Connect ideas with supporting details/evidence Substantiate opinions with reasons and evidence 	<ul style="list-style-type: none"> Defend a point of view and give reasons Use and explain metaphors and similes Communicate with fluency in social and academic contexts Negotiate meaning in group discussions Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)
Grades 9 to 12	<ul style="list-style-type: none"> Answer yes/no or choice questions within context of lessons or personal experiences Provide identifying information about self Name everyday objects and pre-taught vocabulary Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> Describe persons, places, events, or objects Ask WH- questions to clarify meaning Give features of content-based material (e.g., time periods) Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> Suggest ways to resolve issues or pose solutions Compare/contrast features, traits, characteristics using general and some specific language Sequence processes, cycles, procedures, or events Conduct interviews or gather information through oral interaction Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> Take a stance and use evidence to defend it Explain content-related issues and concepts Compare and contrast points of view Analyze and share pros and cons of choices Use and respond to gossip, slang, and idiomatic expressions Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> Give multimedia oral presentations on grade-level material Engage in debates on content-related issues using technical language Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") Negotiate meaning in pairs or group discussions

Reading Domain Can Do Descriptors

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
All Grades: Pre- K to 12	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text
Grades Pre-K&K	<ul style="list-style-type: none"> Match icons and symbols to corresponding pictures Identify name in print Find matching words or pictures Find labeled real-life classroom objects 	<ul style="list-style-type: none"> Match examples of the same form of print Distinguish between same and different forms of print (e.g., single letters and symbols) Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) Match labeled pictures to those in illustrated scenes 	<ul style="list-style-type: none"> Use pictures to identify words Classify visuals according to labels or icons (e.g., animals v. plants) Demonstrate concepts of print (e.g., title, author, illustrator) Sort labeled pictures by attribute (e.g., number, initial sound) 	<ul style="list-style-type: none"> Identify some high-frequency words in context Order a series of labeled pictures described orally to tell stories Match pictures to phrases/short sentences Classify labeled pictures by two attributes (e.g., size and color) 	<ul style="list-style-type: none"> Find school-related vocabulary items Differentiate between letters, words, and sentences String words together to make short sentences Indicate features of words, phrases, or sentences that are the same and different
Grades 1&2	<ul style="list-style-type: none"> Identify symbols, icons, and environmental print Connect print to visuals Match real-life familiar objects to labels Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> Search for pictures associated with word patterns Identify and interpret pre-taught labeled diagrams Match voice to print by pointing to icons, letters, or illustrated words Sort words into word families 	<ul style="list-style-type: none"> Make text-to-self connections with prompting Select titles to match a series of pictures Sort illustrated content words into categories Match phrases and sentences to pictures 	<ul style="list-style-type: none"> Put words in order to form sentences Identify basic elements of fictional stories (e.g., title, setting, characters) Follow sentence-level directions Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> Begin using features of non-fiction text to aid comprehension Use learning strategies (e.g., context clues) Identify main ideas Match figurative language to illustrations (e.g., "as big as a house")
Grades 3 to 5	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level
Grades 6 to 8	<ul style="list-style-type: none"> Associate letters with sounds and objects Match content-related objects/pictures to words Identify common symbols, signs, and words Recognize concepts of print Find single word responses to WH- questions (e.g., "who," "what," "when," "where") related to illustrated text Use picture dictionaries/illustrated glossaries 	<ul style="list-style-type: none"> Sequence illustrated text of fictional and non-fictional events Locate main ideas in a series of simple sentences Find information from text structure (e.g., titles, graphs, glossary) Follow text read aloud (e.g., tapes, teacher, paired-readings) Sort/group pre-taught words/phrases Use pre-taught vocabulary (e.g., word banks) to complete simple sentences Use L1 to support L2 (e.g., cognates) Use bilingual dictionaries and glossaries 	<ul style="list-style-type: none"> Identify topic sentences, main ideas, and details in paragraphs Identify multiple meanings of words in context (e.g., "cell," "table") Use context clues Make predictions based on illustrated text Identify frequently used affixes and root words to make/extract meaning (e.g., "un-," "re-," "-ed") Differentiate between fact and opinion Answer questions about explicit information in texts Use English dictionaries and glossaries 	<ul style="list-style-type: none"> Order paragraphs Identify summaries of passages Identify figurative language (e.g., "dark as night") Interpret adapted classics or modified text Match cause to effect Identify specific language of different genres and informational texts Use an array of strategies (e.g., skim and scan for information) 	<ul style="list-style-type: none"> Differentiate and apply multiple meanings of words/phrases Apply strategies to new situations Infer meaning from modified grade-level text Critique material and support argument Sort grade-level text by genre
Grades 9 to 12	<ul style="list-style-type: none"> Match visual representations to words/phrases Read everyday signs, symbols, schedules, and school-related words/phrases Respond to WH- questions related to illustrated text Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs Follow multi-step instructions supported by visuals or data Match sentence-level descriptions to visual representations Compare content-related features in visuals and graphics Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> Apply multiple meanings of words/phrases to social and academic contexts Identify topic sentences or main ideas and details in paragraphs Answer questions about explicit information in texts Differentiate between fact and opinion in text Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> Compare/contrast authors' points of view, characters, information, or events Interpret visually- or graphically-supported information Infer meaning from text Match cause to effect Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> Interpret grade-level literature Synthesize grade-level expository text Draw conclusions from different sources of informational text Infer significance of data or information in grade-level material Identify evidence of bias and credibility of source

Writing Domain Can Do Descriptors

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
All Grades: Pre- K to 12	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing
Grades Pre-K &K	<ul style="list-style-type: none"> Draw pictures and scribble Circle or underline pictures, symbols, and numbers Trace figures and letters Make symbols, figures or letters from models and realia (e.g., straws, clay) 	<ul style="list-style-type: none"> Connect oral language to print (e.g., language experience) Reproduce letters, symbols, and numbers from models in context Copy icons of familiar environmental print Draw objects from models and label with letters 	<ul style="list-style-type: none"> Communicate using letters, symbols, and numbers in context Make illustrated "notes" and cards with distinct letter combinations Make connections between speech and writing Reproduce familiar words from labeled models or illustrations 	<ul style="list-style-type: none"> Produce symbols and strings of letters associated with pictures Draw pictures and use words to tell a story Label familiar people and objects from models Produce familiar words/phrases from environmental print and illustrated text 	<ul style="list-style-type: none"> Create content-based representations through pictures and words Make "story books" with drawings and words Produce words/phrases independently Relate everyday experiences using phrases/short sentences
Grades 1&2	<ul style="list-style-type: none"> Copy written language Use first language (L1, when L1 is a medium of instruction) to help form words in English Communicate through drawings Label familiar objects or pictures 	<ul style="list-style-type: none"> Provide information using graphic organizers Generate lists of words/phrases from banks or walls Complete modeled sentence starters (e.g., "I like ____.") Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> Engage in prewriting strategies (e.g., use of graphic organizers) Form simple sentences using word/phrase banks Participate in interactive journal writing Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> Produce original sentences Create messages for social purposes (e.g., get well cards) Compose journal entries about personal experiences Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> Create a related series of sentences in response to prompts Produce content-related sentences Compose stories Explain processes or procedures using connected sentences
Grades 3 to 5	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually-supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content-based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports
Grades 6 to 8	<ul style="list-style-type: none"> Draw content-related pictures Produce high frequency words Label pictures and graphs Create vocabulary/concept cards Generate lists from pre-taught words/phrases and word banks (e.g., create menu from list of food groups) 	<ul style="list-style-type: none"> Complete pattern sentences Extend "sentence starters" with original ideas Connect simple sentences Complete graphic organizers/forms with personal information Respond to yes/no, choice, and some WH- questions 	<ul style="list-style-type: none"> Produce short paragraphs with main ideas and some details (e.g., column notes) Create compound sentences (e.g., with conjunctions) Explain steps in problem-solving Compare/contrast information, events, characters Give opinions, preferences, and reactions along with reasons 	<ul style="list-style-type: none"> Create multiple-paragraph essays Justify ideas Produce content-related reports Use details/examples to support ideas Use transition words to create cohesive passages Compose intro/body/ conclusion Paraphrase or summarize text Take notes (e.g., for research) 	<ul style="list-style-type: none"> Create expository text to explain graphs/charts Produce research reports using multiple sources/citations Begin using analogies Critique literary essays or articles
Grades 9 to 12	<ul style="list-style-type: none"> Label content-related diagrams, pictures from word/phrase banks Provide personal information on forms read orally Produce short answer responses to oral questions with visual support Supply missing words in short sentences 	<ul style="list-style-type: none"> Make content-related lists of words, phrases, or expressions Take notes using graphic organizers or models Formulate yes/no, choice and WH- questions from models Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> Complete reports from templates Compose short narrative and expository pieces Outline ideas and details using graphic organizers Compare and reflect on performance against criteria (e.g., rubrics) 	<ul style="list-style-type: none"> Summarize content-related notes from lectures or text Revise work based on narrative or oral feedback Compose narrative and expository text for a variety of purposes Justify or defend ideas and opinions Produce content-related reports 	<ul style="list-style-type: none"> Produce research reports from multiple sources Create original pieces that represent the use of a variety of genres and discourses Critique, peer-edit and make recommendations on others' writing from rubrics Explain, with details, phenomena, processes, procedures

Additional Information about Performance Definitions and Can Do Descriptors

Performance Definitions:

- Provide a concise, global overview of how English language learners process and use language at each level of proficiency across all grade levels.
- Use three criteria to describe the increasing quality and quantity of students' language processing and use:
 1. Linguistic Complexity
 2. Vocabulary Usage
 3. Language Control.
- Educators must interpret the meaning of the Definitions according to students' cognitive development due to age, their grade level, their diversity of educational experiences, and any diagnosed learning disabilities (if applicable).

Can Do Descriptors:

- Describe how English language learners process and use language at each level of proficiency within specific grade levels and language domains.
- Are intended to be used in tandem with the Performance Definitions.
- For example, the Can Do Descriptors show that students may be able to “*identify*” at various levels of language proficiency, but the language (linguistic complexity, vocabulary usage, and language control) they use will vary tremendously. At one end of the spectrum, beginning English language learners may *identify* by pointing or using short words or phrases, whereas at the end of the language development continuum, students will begin to *identify* complex themes and ideas described in detailed technical language.

To maintain the succinctness of the individual statements, some basic assumptions need to be made in interpreting the Can Do Descriptors.

1. Sensory, graphic, or interactive support are present through language proficiency level 4, Expanding.
2. English language learners can process or produce the language associated with the stated language functions.
3. Linguistic complexity, vocabulary usage, and language control increase incrementally as students move from one English language proficiency level to the next.

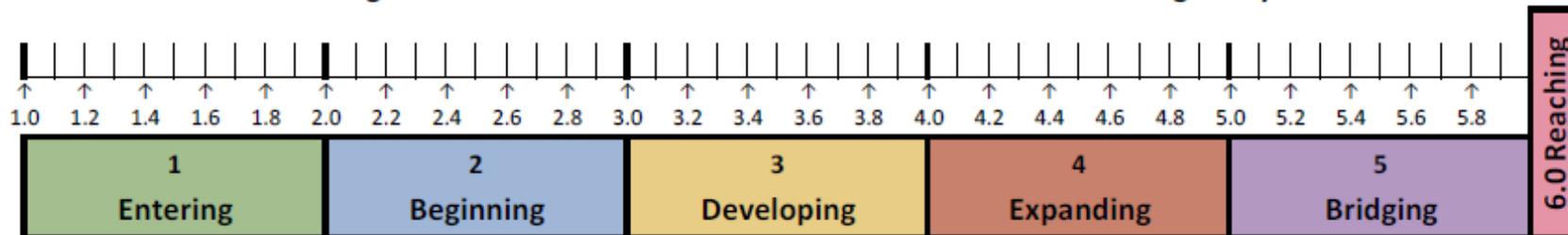
The Can Do Descriptors are a sampling of the language expectations of English language learners as they travel along the continuum of English language development.

“Barely Exiting” Student Description

<p align="center">Listening</p> <ul style="list-style-type: none"> • Student will need to respond and follow multi-step instructions (includes time-order and sequencing) • Use oral information to complete grade-level tasks • Evaluate the intent of the speech and act accordingly • Able to analyze oral input and determine main idea 	<p align="center">Speaking</p> <ul style="list-style-type: none"> • Participate in academic discussions (stories, issues, and concepts using academic language) and support their point of view • Gives speeches and oral reports that are comprehensible and incorporate some grade-level content vocabulary • Orally and actively participates in all classroom interactions and in cooperative learning groups
<p align="center">Reading</p> <ul style="list-style-type: none"> • Independently use multiple strategies to comprehend unfamiliar text • Understands contextual meaning of appropriate vocabulary • Interpret information or data from multiple sources • Find details that support main ideas and draw conclusions from explicit text 	<p align="center">Writing</p> <ul style="list-style-type: none"> • Able to apply information to new contexts using specialized or technical language from grade-level content • Summarize information from graphs, notes and various resources using a variety of sentence lengths in essays or reports • Create, edit, and revise original ideas or detailed reports using written language that communicates meaning on grade-level material

Name _____

Rating Form: WIDA ACCESS For ELLs Exit Criteria Standard-Setting Study



Rating Directions: For each rating, use this depiction of the Proficiency Level score scale to help you decide where to make your ratings to one decimal place. Use any decimal place, odd or even. Each decimal represents an equal proportion of the distance between levels.

Round 1	Listening Rating	Speaking Rating	Reading Rating	Writing Rating			Overall Composite Filled in by Facilitators

Round 2	Listening Rating	Speaking Rating	Reading Rating	Writing Rating	Reading Minimum	Writing Minimum	Overall Composite Filled in by Facilitators

Round 3		Overall Composite Rating			Reading Minimum	Writing Minimum	

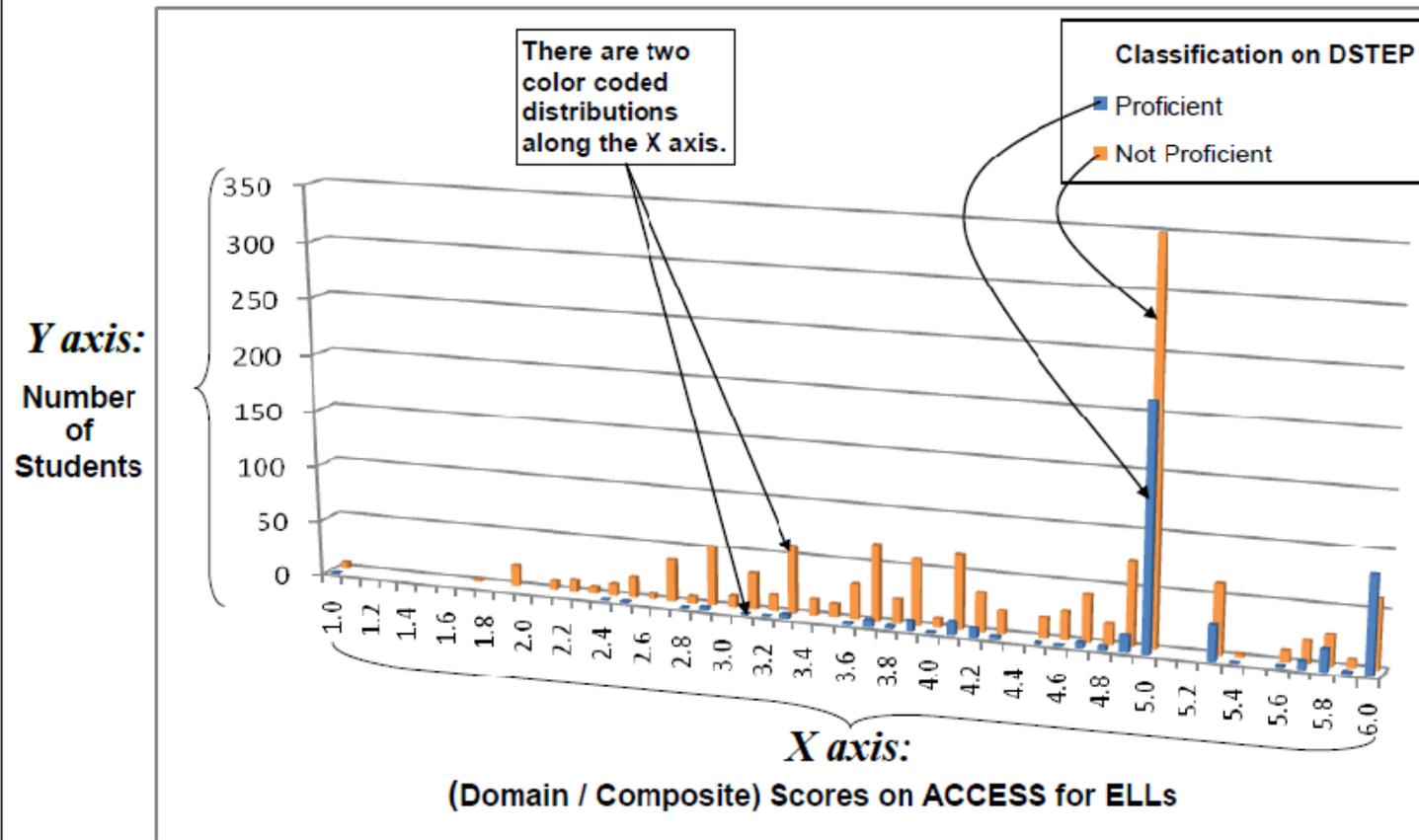
Feedback 1: 2011 ACCESS for ELLs Domain and Composite Score Averages

WIDA ACCESS for ELLs Exit Criteria Standard-Setting Study, July 26, 2011

2011 Average ACCESS for ELLs Proficiency Level Scores by Grade Cluster

Grade cluster	Listening	Speaking	Reading	Writing	Overall Composite
All Grades	4.3	4.4	3.7	3.1	3.6
PreK-K	4.1	3.3	2.4	2.1	2.4
1-2	4.5	5.0	4.2	2.8	3.6
3-5	4.7	4.4	4.3	3.7	4.0
6-8	4.0	4.2	3.4	3.1	3.4
9-12	3.7	4.2	3.2	3.5	3.5

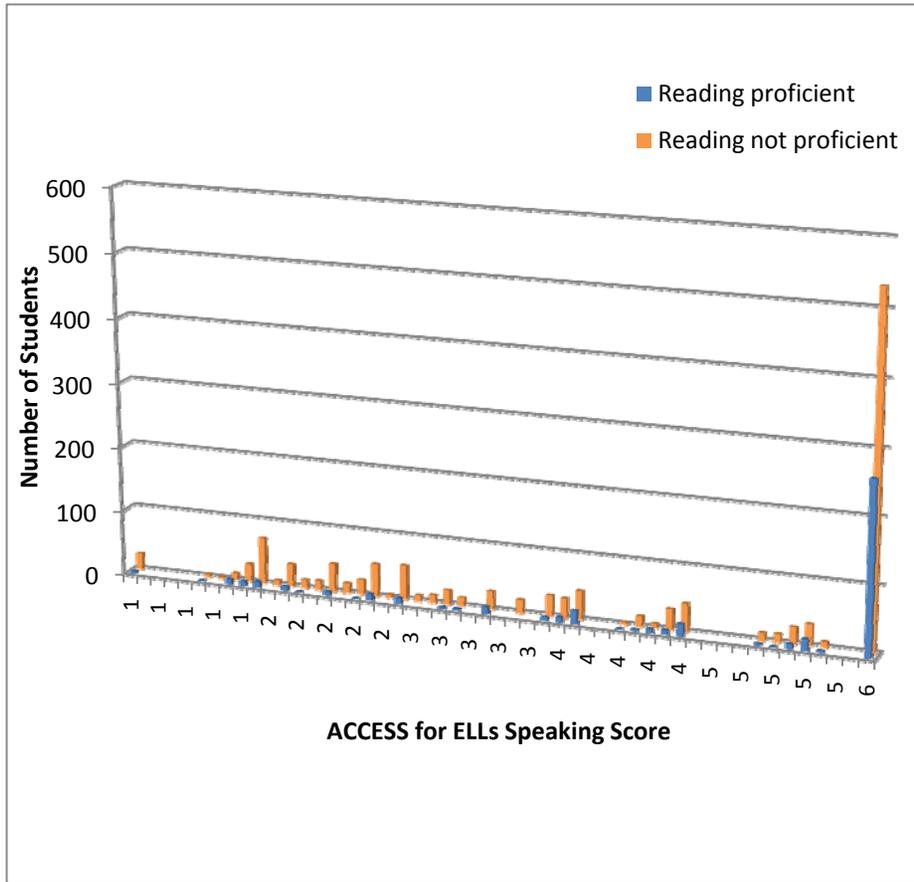
UNDERSTANDING THE HISTOGRAMS



Notes:

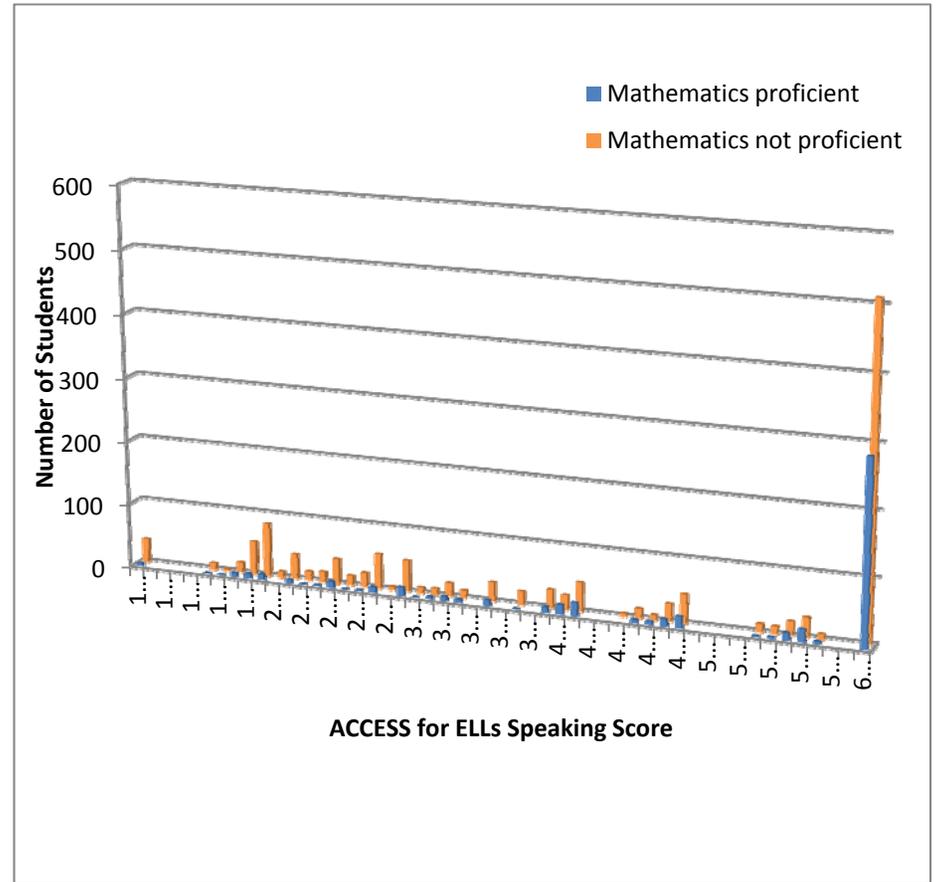
1. Color of the column tells you if the students who earned that particular score on the ACCESS were classified as proficient or not-proficient on the DSTEP.
2. Position of the column on the X axis tells you the ACCESS score earned by students represented in the column.
3. Height of the column (Y axis), tells you the number of students who earned that score represented by the column.

2010 ACCESS for ELLs **Speaking** Score and DSTEP **Reading**



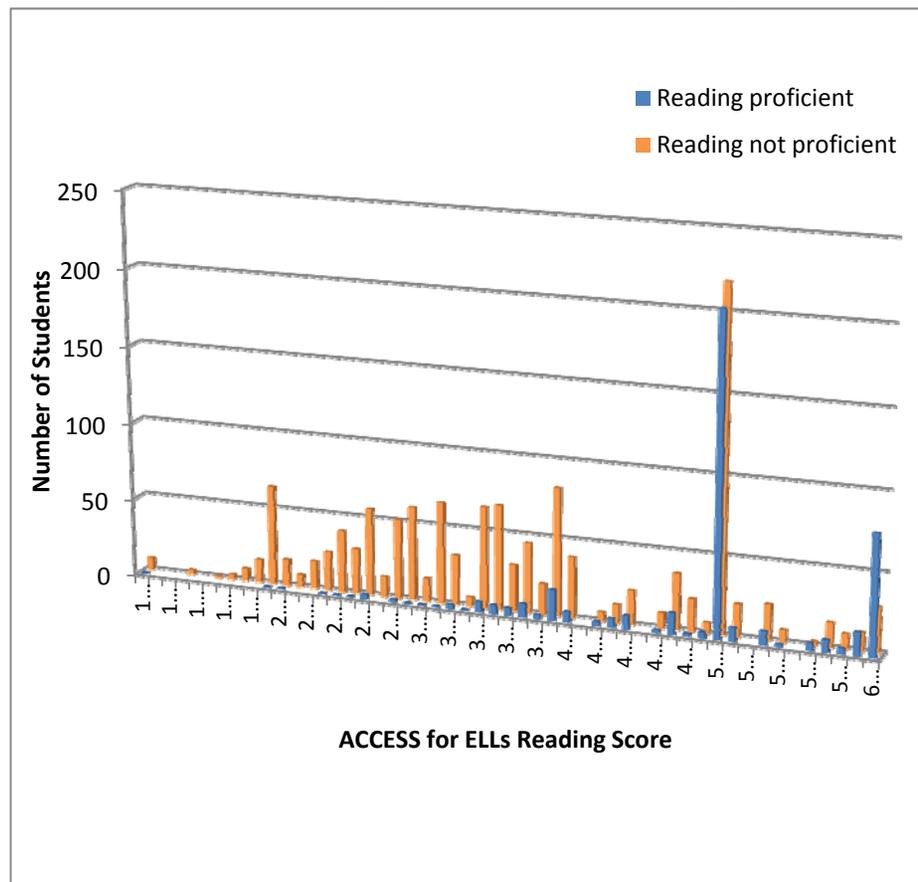
Total number of students: 1786
 Number of Reading proficient students: 446
 Number of Reading not proficient students: 1335
 ACCESS Speaking mean score of proficient students: 5.1
 ACCESS Speaking mean score of not proficient students: 4.4

2010 ACCESS for ELLs **Speaking** Score and DSTEP **Mathematics**



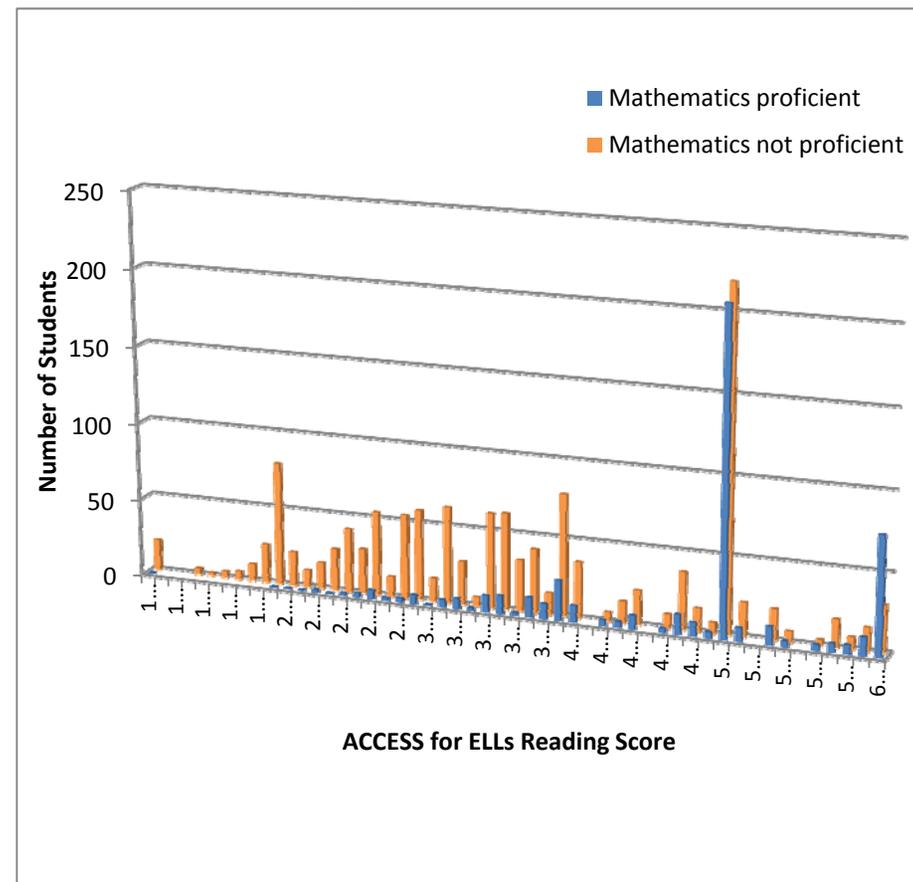
Total number of students: 1874
 Number of Mathematics proficient students: 510
 Number of Mathematics not proficient students: 1359
 ACCESS Speaking mean score of proficient students: 5.0
 ACCESS Speaking mean score of not proficient students: 4.2

2010 ACCESS for ELLs **Reading** Score and DSTEP **Reading**



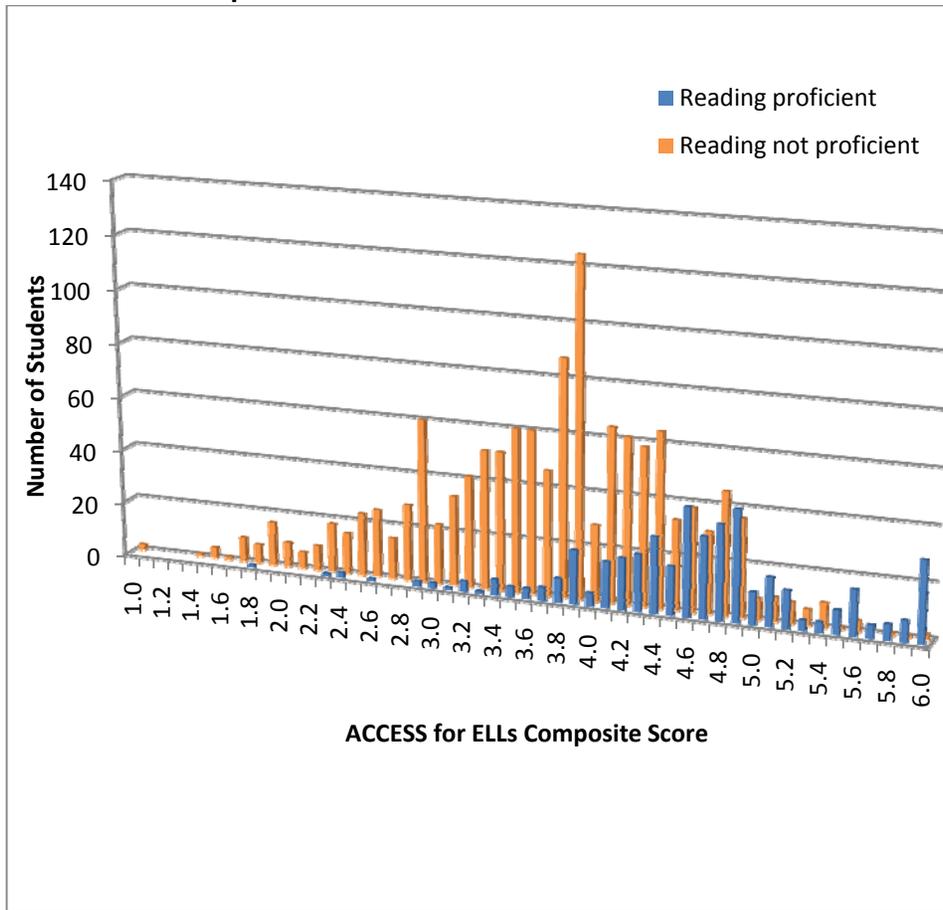
Total number of students: 1792
 Number of Reading proficient students: 448
 Number of Reading not proficient students: 1339
 ACCESS Reading mean score of proficient students: 4.9
 ACCESS Reading mean score of not proficient students: 3.7

2010 ACCESS for ELLs **Reading** Score and DSTEP **Mathematics**

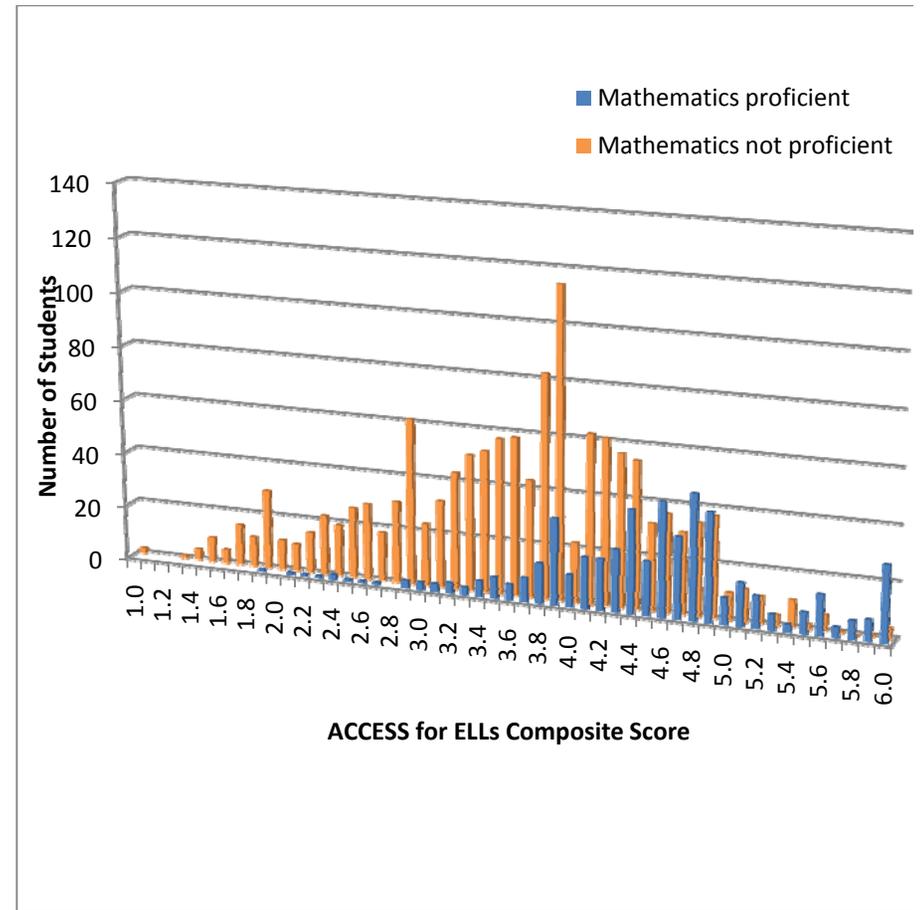


Total number of students: 1880
 Number of Mathematics proficient students: 511
 Number of Mathematics not proficient students: 1364
 ACCESS Reading mean score of proficient students: 4.8
 ACCESS Reading mean score of not proficient students: 3.6

ACCESS for ELLs **Composite** Score and DSTEP **Mathematics**

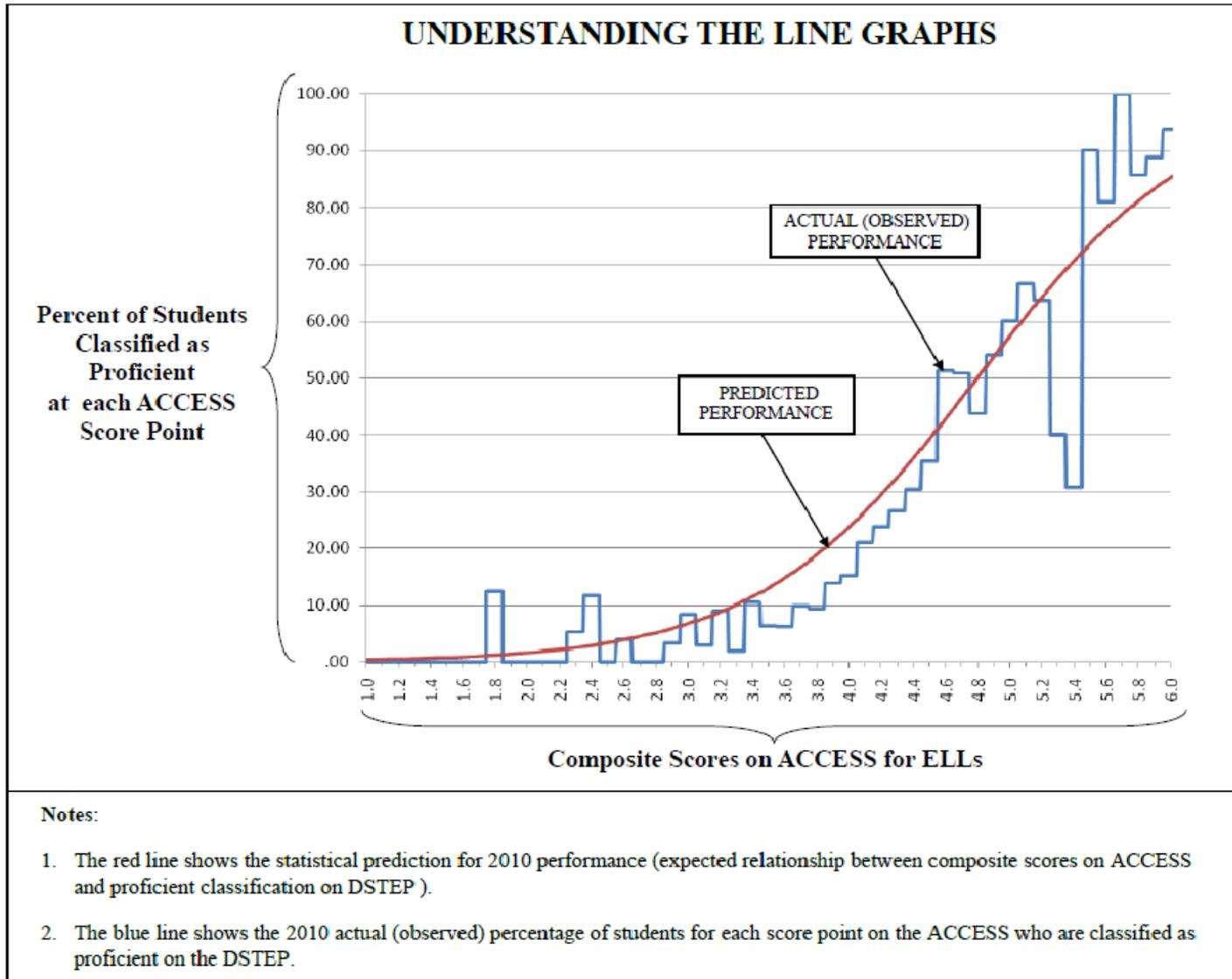


Total number of students: 1773
 Number of Reading proficient students: 444
 Number of Reading not proficient students: 1324
 ACCESS Composite mean score of proficient students: 4.7
 ACCESS Composite mean score of not proficient students: 3.7



Total number of students: 1861
 Number of Mathematics proficient students: 507
 Number of Mathematics not proficient students: 1349
 ACCESS Composite mean score of proficient students: 4.6
 ACCESS Composite mean score of not proficient students: 3.6

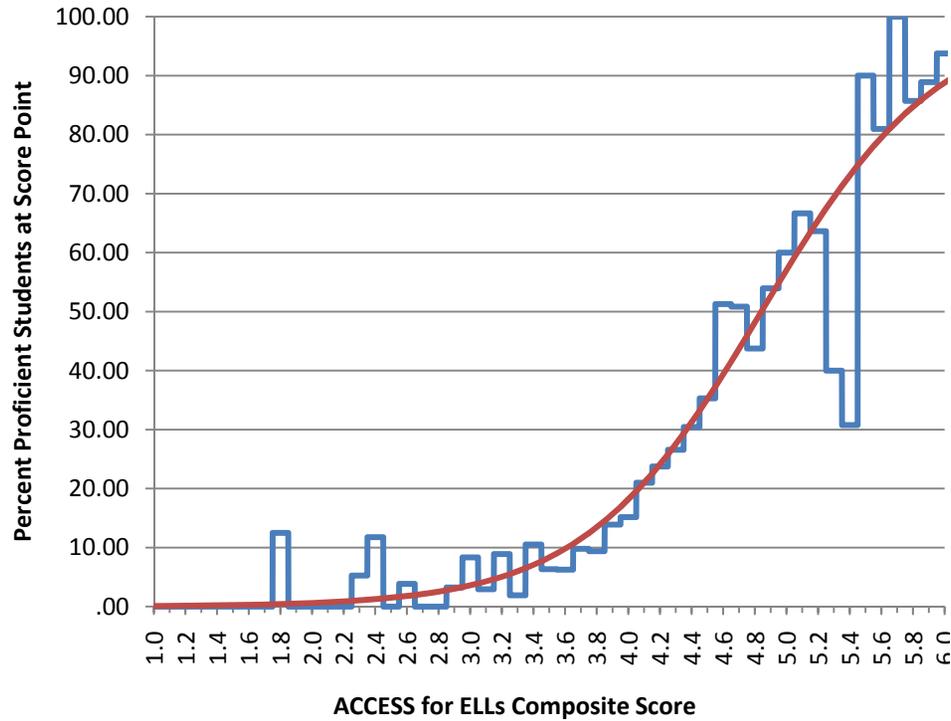
Feedback 3: Line graphs of 2010 ACCESS for ELLs Performance and 2010 DSTEP Proficiency



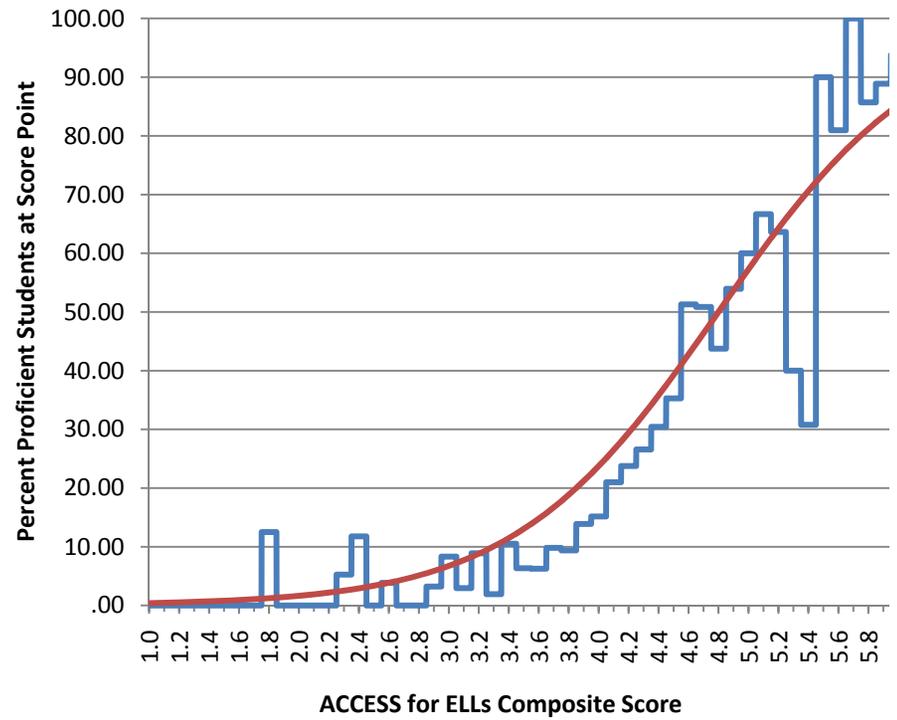
Line Graphs: Percent of Students Classified Proficient on 2010 DSTEP Assessments for each ACCESS for ELLs Composite Score Point

Grades 3 through 8, and 11

Students Classified Proficient on
2010 DSTEP Reading



Students Classified Proficient on
2010 DSTEP Mathematics



— predicted percent of proficient students at score point
— observed percent of proficient students at score point

Evaluation Form
WIDA ACCESS for ELLs
Standard-Setting Study

The purpose of this evaluation is to learn your reactions to and perceptions of the various components of the Standard-Setting Study. Your responses allow us to measure the effectiveness of the study.

Please answer each question honestly and accurately; it is very important that we have your reactions to the activities of the Standard-Setting Study. Following the rating scale format questions, there is a space for comments. Your open-ended comments are especially valuable in evaluating the process.

Please do not put your name on the Evaluation form, as we want your responses to be anonymous. Thank you for your time in completing this evaluation.

Training

1. Rate the degree of success for each of the components of the training for the Standard-Setting Study:

	Very Successful	Successful	Marginally Successful	Marginally Unsuccessful	Unsuccessful	Very Unsuccessful
a. Orientation on background and purpose of the study	6	5	4	3	2	1
b. Training on creating "Barely Exiting" Student descriptors	6	5	4	3	2	1
c. Training on making cut score ratings	6	5	4	3	2	1
d. Learning how to interpret feedback	6	5	4	3	2	1
e. Overall Training	6	5	4	3	2	1

Allocation of Time

2. How adequate do you feel was the time allotted to the various components of the Standard-Setting Study?

	Totally Adequate	Adequate	Marginally Adequate	Marginally Inadequate	Inadequate	Totally Inadequate
a. Time allocated to orientation on background and purpose of the study	6	5	4	3	2	1
b. Time allocated to training on creating “Barely Exiting” Student descriptors	6	5	4	3	2	1
c. Time allocated to making cut score ratings in each round	6	5	4	3	2	1
d. Time allocated to learning how to interpret feedback	6	5	4	3	2	1
e. Time allocated to overall training, including orientation and ongoing instruction	6	5	4	3	2	1

Feedback

3. How useful were the following components of the feedback?

	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful
a. Range and average of panel cut score recommendations	4	3	2	1
b. Impact of panel recommended cut scores on ELL student decisions	4	3	2	1
c. Table of average ACCESS domain and overall composite scores	4	3	2	1
d. Histograms of ACCESS score distributions by DSTEP proficiency	4	3	2	1
e. Line graphs showing DSTEP proficiency along ACCESS score scale	4	3	2	1

Cut-Score Recommendations

4. How confident did you feel with the cut-score ratings you made in each round?

	Very Confident	Confident	A Little Confident	A Little Unconfident	Unconfident	Very Unconfident
a. Round 1 recommendations	6	5	4	3	2	1
b. Round 2 recommendations	6	5	4	3	2	1
c. Round 3 recommendations	6	5	4	3	2	1

Overall Evaluation of the Standard-Setting Study

	Very Successful	Successful	Marginally Successful	Marginally Unsuccessful	Unsuccessful	Very Unsuccessful
5. Overall, how would you rate the success of the Standard-Setting Study?	6	5	4	3	2	1
6. How would you rate the organization of the Standard-Setting Study?	6	5	4	3	2	1

Comments

7. Please give any comments about the Standard-Setting Study that you would like to share.

Thank you for your involvement in the Study!

Comments

- Very interesting - Hopefully it will prove to be useful
- Information was good. Sometimes felt things were over explained / felt talked down to.
- I FOUND THAT YOU DID A VERY GOOD JOB IN EXPLAINING THE DATA & GRAPHS TO THOSE INDIVIDUALS WHO WRE NOT AS FAMILIAR W/DATA ANALYSIS. I FOUND THE ENTIRE PROCESS EDUCATIONAL & BENEFICIAL.
- It would be very beneficial for the SFSD to have all this wonderful data!
- 2c. Would have been good to calculate the level of the exit descriptors we generated. 3c, d, e Excellent!
- 7. It would be helpful to have access to this data.
- Need less time reviewing can-do descriptors and performance standards
- *You did a great job of mediating our discussions & helping us to see a clear picture of what cut-scores are needed for our ELs to be successful. *Loved the graphs & charts! Very Useful!
- I find the graphs very informative and enlightening. I think this kind of information should be given to district administrators.
- Would like to have had more info before the study (description in email). Chilly in the room.
- 1a. I missed, sorry! Very good workshop, great discussion & great job of facilitating a broad range of discussion & objectives. Thanks!