New Jersey Department of Education

Dynamic Learning Maps (DLM) and ACCESS and Alternate ACCESS for English Language Learners (ELLs) Cut Scores

Please note that this presentation has been modified from its original version to be more accessible.

United States Department of Education Peer Review

- The purpose of the United States Department of Education's peer review of State assessment systems is to support States in meeting statutory and regulatory requirements under Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), for implementing **valid and reliable State assessment systems**.

- Assessment peer review is the process through which a State **demonstrates the technical soundness of its assessment system** to a panel of national experts in large-scale assessment.

- New Jersey participated in the 2019 peer review cycle for science and English language proficiency assessments.

Cut Scores

- Cut scores **define the score a student must reach** on a test to score within a proficiency or performance level.

- **One or more cut scores can be set for a test** which results in dividing the score range into various proficiency or performance level ranges.

- Cut scores are **established through an empirical process called standard setting**, which involves both subject matter expert judgment and assessment item performance statistics.

NJ Student Participation Percentage in DLM and ACCESS/Alternate ACCESS for ELLs

Per participation data from the 2018-2019 administrations:

- DLM
  - **Approximately 1.5%**
    - Approximately 11,000 students in grades 3-8 and 11
- ACCESS/Alternate ACCESS for ELLs
  - **Approximately 6.4%**
    - Approximately 90,000 out of 1.4 million in grades K-12

Dynamic Learning Maps (DLM)

Dynamic Learning Maps (DLM) Assessment: Purpose and Implementation

- DLM is used as the State's alternate assessment aligned with alternate academic achievement standards (AA-AAAS) for **students with the most significant intellectual disabilities**, as required by the Every Student Succeeds Act (ESSA) and N.J.A.C. 6A:8-4.

- The DLM suite of assessments took the place of the Alternate Proficiency Assessment (APA) in New Jersey.
  - The DLM English Language Arts (ELA) and Math assessments were implemented in the 2014-2015 school year and cut scores for those assessments were adopted by the State Board in January 2016.
  - The DLM Science assessment was implemented in the 2017-2018 school year, but cut scores were not adopted by the State Board.

DLM Essential Elements

- Students taking the DLM assessments learn academic content aligned to grade-level content standards, but at a reduced depth, breadth, and complexity.

  - Students who take DLM assessments are instructed and assessed on **Essential Elements** in ELA, Math, and Science.

- The purpose of the Essential Elements is to build a bridge from the grade-level content standards in each state to the academic expectations for students with the most significant intellectual disabilities.

DLM Standard Setting Process for Cut Scores Overview (1 of 3)

- Panels consisting of educators (i.e., teachers and administrators) from partner states convened to recommend cut points.

- The standard setting classified student performance into four different levels: **emerging, approaching the target, at target, and advanced**.

- For DLM, the standard setting approach leveraged the linkage levels (i.e., levels of complexity) within each Essential Element (i.e., content standards) and the statistical modeling approach for determining student mastery classifications.

- Cut points were determined by evaluating the **total number of linkage levels mastered, similar to assigning a cut point along a scale score continuum.**

DLM Standard Setting Process for Cut Scores Overview (2 of 3)

- The standard setting process followed two basic steps: range finding and pinpointing.
  - The purpose of range finding was for panelists to **assign general divisions between performance levels** after reviewing a limited set of exemplar profiles.
  - During pinpointing, additional profiles were provided at levels within the range determined from the range-finding process so panelists could **determine specific cut points to distinguish the four performance levels**.
- Within the range-finding and pinpointing phases, panelists had **multiple opportunities to make independent evaluations**.

DLM Standard Setting Process for Cut Scores Overview (3 of 3)

- Following the standard setting event, **a statistical adjustment technique was applied to reduce the impact of panelist sampling on the cut points**.

- The adjusted cut points and impact data were then presented to the DLM Technical Advisory Committee (TAC) as well as the state partners for review.

- After review, the DLM TAC provided support for the statistical adjustment technique, and **consortium states accepted the adjusted cut points**.

DLM Year End Model Consortium Members

- Alaska
- Colorado
- District of Columbia
- Illinois
- Maryland
- Miccosukee Tribe
- New Hampshire
- New Jersey

- New Mexico
- New York
- Oklahoma
- Pennsylvania
- Rhode Island
- Utah
- West Virginia
- Wisconsin

DLM Science Cut Scores for Adoption

Grades	Approaching	Target	Advanced
5	10	17	25
8	10	16	23
11	8	16	23

DLM ELA Cut Scores for Adoption

Grades	Approaching	Target	Advanced
3	36	50	71
4	38	57	75
5	35	53	76
6	27	46	65
7	27	52	73
8	23	48	72
11	18	47	70

DLM Math Cut Scores for Adoption

Grades	Approaching	Target	Advanced
3	12	21	37
4	20	30	56
5	15	32	48
6	13	28	38
7	19	37	53
8	17	40	53
11	8	18	38

ACCESS and Alternate ACCESS for ELLs

ACCESS and Alternate ACCESS for ELLs Assessment: Purpose

- ESSA requires states to annually **monitor and report English Language Learners (ELL) students' progress towards English Language Proficiency**.

- N.J.A.C. 6A:15-1.10(b) states that Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using a Department-approved English language proficiency test to **determine their progress in achieving English language proficiency goals and readiness for exiting the program**.

- The ACCESS assessments test English language proficiency in four domains: **Speaking, Listening, Writing and Reading**.

WIDA Standard Setting Process for Cut Scores Overview (1 of 2)

- The standard setting process occurred in two phases. States were asked to recommend panelists to be part of phase one and phase two of the standard setting.

- The first phase, which was led by WIDA, **identified scores that panelists felt represented the marginally English proficient English language learner (ELL) student** on the ACCESS 2.0 listening, reading, speaking and writing domain tests.
  - Phase one information was used to set up phase two, which was led by the Center for Applied Linguistics (CAL).

- **The goal in phase two was to determine where to set cut scores between WIDA's six proficiency levels**, as described by the WIDA English Language Development (ELD) standards for grades 1-12 in each of the four domains.

- After each phase, **recommended cut scores were smoothed to assure appropriate vertical articulation of cut scores across grades**. Information from individual domain scores was used to create **composite cut scores**.
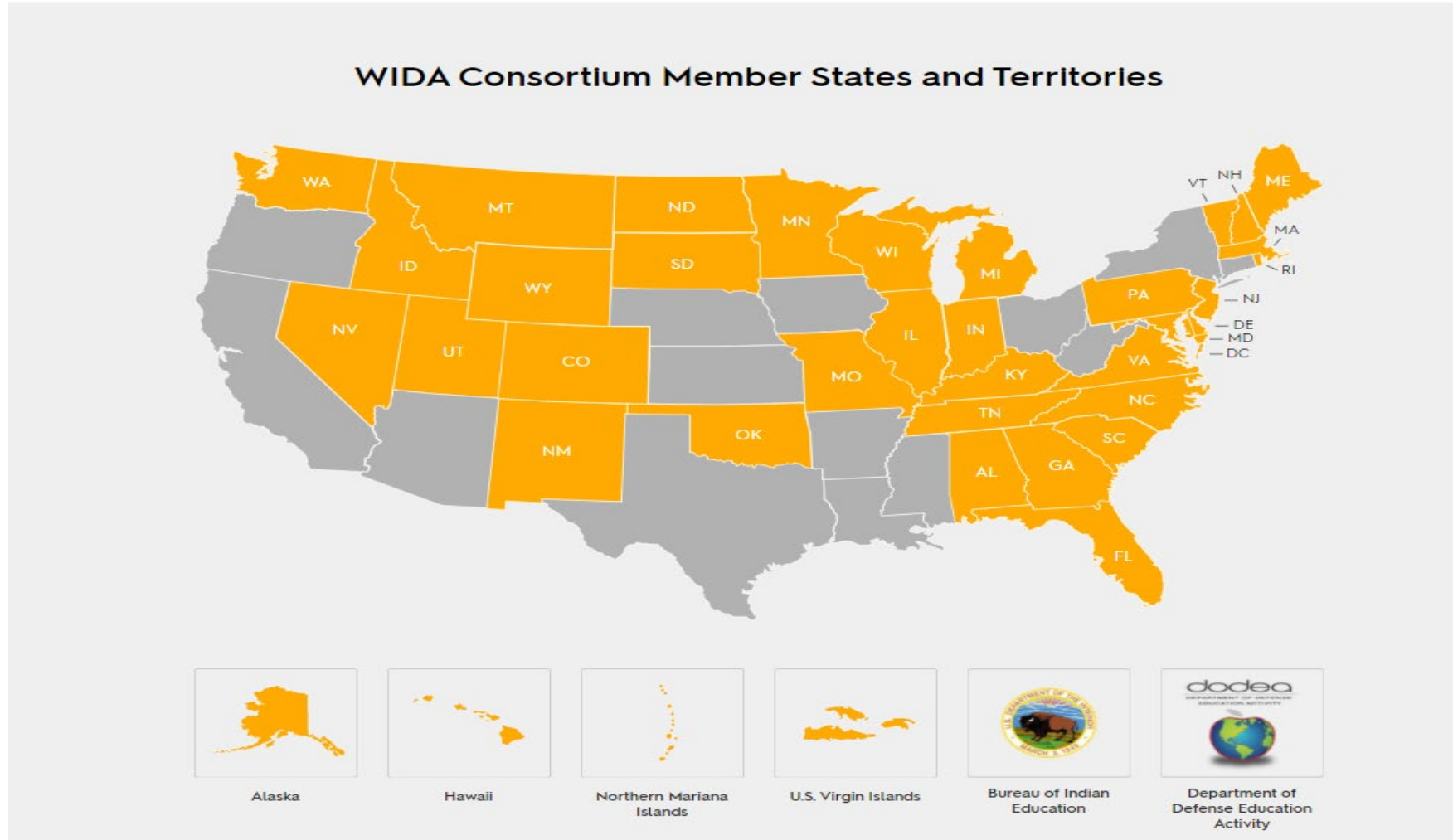
WIDA Standard Setting Process for Cut Scores Overview (2 of 2)

- Phase one involved two activities.
  - The first was to **describe and document the listening, speaking, reading, and writing characteristics that represented a minimally competent English proficient EL at each grade**. Each group displayed the agreed-upon description of this minimally competent student so that all panelists could refer to it.
  - The second activity **identified domain scale scores that represented the minimally competent student performance at each grade and for each domain test**.

- Phase two **focused on setting cut scores for the six proficiency levels** described by the WIDA English Language Development standards in each of four domains (listening, reading, writing and speaking) for grades 1-12.
  - The methods and procedures used for this phase followed closely those used in phase one, with some differences that arose from the different goals of the two phases.

- For phase two, round two ratings were used as panelists' final recommended cut scores. Following this, **a smoothing procedure was implemented to create the recommended domain, grade, and proficiency level cut scores**.

- After member state discussion of the proposed cut scores, **the cut scores were approved by the Executive Committee**.

WIDA Consortium States

WIDA Consortium Member States and Territories

Alaska · Hawaii · Northern Mariana Islands · U.S. Virgin Islands · Bureau of Indian Education · Department of Defense Education Activity

ACCESS and Alternate ACCESS for ELLs: Implementation Background

- 2005 – New Jersey joined the WIDA consortium.

- 2006 – WIDA conducted a standard setting study to establish proficiency-level cut scores on the ACCESS 1.0 assessment.

- 2015 – WIDA conducted a standard setting study to establish proficiency-level cut scores on the Alternate ACCESS assessment.

- 2016 – WIDA conducted a standard setting study on the ACCESS 2.0 assessment to establish proficiency-level cut scores.

- 2017 – The proficiency-level cut scores from the ACCESS 2.0 standard setting study were applied for the first time.

Reporting: ACCESS for ELLs

Proficiency Levels: The proficiency level score describes the student's performance in terms of the six WIDA English language proficiency levels:

Proficiency Level 1	Proficiency Level 2	Proficiency Level 3	Proficiency Level 4	Proficiency Level 5	Proficiency Level 6
Entering	Emerging	Developing	Expanding	Bridging	Reaching

Reporting: Alternate ACCESS for ELLs

Proficiency Level Scores provide an interpretation of scale scores. Proficiency levels on Alternate ACCESS range from A1-P3 and are unique from other ACCESS assessments.

A1	A2	A3	P1	P2	P3
Initiating	Exploring	Engaging	Entering	Emerging	Developing (Writing only)

See the Alternate ACCESS Interpretive Guide for Score Reports:
https://wida.wisc.edu/sites/default/files/resource/Alt-Interpretive-Guide.pdf

ACCESS and Alternate ACCESS for ELLs: Composite Scores

- In addition to proficiency level and scale scores for each domain, **students receive a proficiency level score and a scale score for different combinations of the language domains**.
  - These composite scores are:
    - Oral Language (50% Listening + 50% Speaking),
    - Literacy (50% Reading + 50% Writing),
    - Comprehension (30% Listening + 70% Reading), and
    - Overall (35% Reading+ 35% Writing + 15% Listening + 15% Speaking).
- In New Jersey, the Overall Composite Scores are used as **one criterion for exiting ELL services.**
  - The minimum exit score in NJ for ACCESS for ELLs is a 4.5 Overall Composite.
  - The minimum exit score in NJ for the Alternate ACCESS is an of A3 Overall Composite.

Exit Scores on ACCESS and Alternate ACCESS for NJ: Process for Determination

- In 2006, members of the State Advisory Committee on Bilingual Education reviewed the ACCESS for ELLs data and exiting data and came to a **consensus recommendation of a cutoff score of 4.5**.

- In 2015, school district representatives that had students who took the Alternate ACCESS convened to participate in standard setting study, led by the WIDA consortium, to determine a cutoff score. The group reviewed decision consistency, logistic regression, and box plot analysis and **recommended a score of A3**.

WIDA Consortium States and ACCESS Exit Scores for Overall Composite

Northeast Region States

- Delaware: 4.7
- Department of Defense Education Activity: 5.0
- District of Columbia: 5.0
- Maine: 4.5
- Maryland: 4.5
- Massachusetts: 4.2
- New Hampshire: 4.5
- New Jersey: 4.5 ←
- Pennsylvania: 4.5
- Rhode Island: 4.8
- Vermont: 5.0

ACCESS for ELLs : <u>Overall Composite</u> Scale Score to Proficiency Levels

Grades	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	<u>NJ Minimum Range for Exit (4.5)</u>*	PL 5 (Bridging)	PL 6 (Reaching)
K	229	261	293	309-312	325	350
1	242	274	315	330-332	344	368
2	254	289	329	344-346	359	383
3	265	300	340	356-358	371	396
4	279	309	350	366-369	382	406
5	286	317	358	374-377	390	415
6	291	324	365	382-385	399	423
7	298	331	372	389-392	406	431
8	304	337	378	395-398	412	438
9	311	344	385	402-404	418	446
10	318	350	391	408-410	424	453
11	325	356	397	413-416	429	459
12	331	362	402	418-421	434	466

ACCESS for ELLs: Domain Scale Scores to Proficiency Levels *(slide 1 of 2)*

Listening Domain

Grades	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	229	251	278	286	308
1	236	259	291	303	327
2	245	283	314	330	354
3	262	300	331	349	374
4	275	313	343	363	388
5	285	323	354	375	401
6	294	332	363	385	411
7	302	340	370	394	420
8	308	347	377	402	427
9	314	353	383	409	434
10	325	358	389	415	441
11	335	364	394	420	447
12	342	368	398	426	452

Reading Domain

Grades	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	241	259	279	289	310
1	264	286	304	315	334
2	283	307	326	337	355
3	297	323	342	352	370
4	307	335	354	364	382
5	316	345	364	373	391
6	323	353	373	382	399
7	329	360	380	389	406
8	335	366	386	395	412
9	340	372	392	401	418
10	344	377	397	406	423
11	348	382	402	410	427
12	352	386	407	414	432

ACCESS for ELLs: Domain Scale Scores to Proficiency Levels *(slide 2 of 2)*

Speaking Domain

Grades	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	191	250	301	349	392
1	205	261	311	361	403
2	220	273	322	374	415
3	234	283	332	386	425
4	246	293	342	397	435
5	258	302	350	407	443
6	268	310	360	417	451
7	277	317	369	425	457
8	284	323	377	433	463
9	290	328	385	440	468
10	295	333	393	446	471
11	299	337	400	451	474
12	302	340	406	455	476

Writing Domain

Grades	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	234	271	311	367	389
1	238	275	337	382	405
2	242	279	341	388	411
3	247	283	346	394	418
4	266	288	351	401	425
5	267	293	356	407	433
6	268	298	361	413	441
7	273	305	367	419	450
8	281	311	372	424	459
9	289	319	378	430	469
10	298	326	385	436	479
11	308	335	391	441	490
12	318	344	398	447	501

ACCESS for ELLs: <u>Composite</u> Scale Scores to Proficiency Levels *(slide 1 of 2)*

Comprehension Composite

Grades	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	237	257	279	288	309
1	256	278	300	311	332
2	272	300	322	335	355
3	287	316	339	351	371
4	297	328	351	364	384
5	307	338	361	374	394
6	314	347	370	383	403
7	321	354	377	391	410
8	327	360	383	397	417
9	332	366	389	403	423
10	338	371	395	409	428
11	344	377	400	413	433
12	349	381	404	418	438

Literacy Composite

Grades	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	238	265	295	328	350
1	251	281	321	349	370
2	263	293	334	363	383
3	272	303	344	373	394
4	287	312	353	383	404
5	292	319	360	390	412
6	296	326	367	398	420
7	301	333	374	404	428
8	308	339	379	410	436
9	315	346	385	416	444
10	321	352	391	421	451
11	328	359	397	426	459
12	335	365	403	431	467

ACCESS for ELLs: Composite Scale Scores to Proficiency Levels *(slide 2 of 2)*

Oral Language Composite

Grades	PL 2 (Emerging)	PL 3 (Developing)	PL 4 (Expanding)	PL 5 (Bridging)	PL 6 (Reaching)
K	210	251	290	318	350
1	221	260	301	332	365
2	233	278	318	352	385
3	248	292	332	368	400
4	261	303	343	380	412
5	272	313	352	391	422
6	281	321	362	401	431
7	290	329	370	410	439
8	296	335	377	418	445
9	302	341	384	425	451
10	310	346	391	431	456
11	317	351	397	436	461
12	322	354	402	441	464

Alternate Access for ELLs:
Scale Score to Proficiency Levels

Domain & Composites	Proficiency Level					
	A1 (Initiating)	A2 (Exploring)	A3* (Engaging)	P1 (Entering)	P2 (Emerging)	P3 (Developing- Writing only)
Listening	910	925	932	937	942	-
Reading	910	924	932	937	942	-
Speaking	910	925	930	939	945	-
Writing	910	923	931	938	947	953
Overall Composite	910	924	931* (minimum score used in NJ to exit services)	938	944	-
Comprehension Composite	910	924	932	937	942	-
Literacy Composite	910	924	932	938	945	-
Oral Composite	910	925	931	938	944	-