

Appropriate and Inappropriate Uses of WIDA Assessment Results

Appropriate Uses



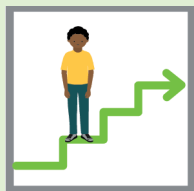
Supporting English Language Development (ELD)

Supports ELD instruction matched to students' proficiency levels to promote full participation in classroom learning.



Comparing results across student groups

Helps identify patterns in English language proficiency, highlight effective instructional practices, and identify where additional support or professional learning may be needed.



Monitoring individual student progress

Supports EL reclassification and exit decisions and informs ongoing program placement and language supports.



Using appropriate scale scores to calculate individual student growth

Composite and domain scale scores use the same scale across grades, making them useful for tracking students' progress toward English language proficiency.



Looking at proficiency levels for a grade, school, and/or district

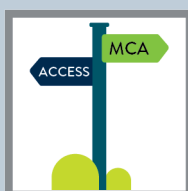
Proficiency levels offer insight into the population of ELs enrolled and help inform the programming that will best support their needs.



Using multiple data points for school and district decision-making

Strengthens the connection between the district's comprehensive assessment system and supports evidence-based decision-making.

Inappropriate Uses



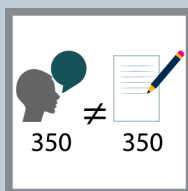
Using WIDA ACCESS Reading scores in place of Reading MCA scores

WIDA ACCESS Reading and the Reading MCA are based on different standards and are not comparable measures of student performance.



Using results as a disqualifying factor for program placement

A student's language ability should not limit access to any educational program or enrichment opportunity.



Comparing scale scores across different domains

Scores are not equivalent across different domains and should not be compared. For example, a 350 in Speaking is not equivalent to a 350 in Writing.



Using results in isolation to evaluate teacher effectiveness

WIDA assessment results should not be used on their own to evaluate teacher effectiveness.



Setting goals to improve proficiency rates over time

Because the EL population changes each year as students are reclassified, proficiency rates are not a reliable measure of program effectiveness.

Questions?

Contact Academic Standards, Instruction and Assessment at mde.testing@state.mn.us