

From Locally Created to Nationally Sanctioned: The Move from the Indiana English Language Proficiency Standards to the WIDA English Language Development Standards

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The creation of the English Language Proficiency/Development Standards (ELP/D) in Indiana was a result of the federal school accountability law of No Child Left Behind (NCLB, 2001). ELP/D standards are intended to be connected and/or aligned with academic content standards and are intended to guide instruction and assessment and to demonstrate how English language learners (ELs) can meet the demands of those standards at each English proficiency level. With the transition from the Indiana ELP/D standards adopted in 2003 to the newly adopted World Class Instructional Design and Assessment (WIDA) English Language Development standards in 2013, this paper explores the history of ELP/D standards in Indiana. This ten-year retrospective examines how the standards have impacted the overall instructional conditions for ELs.

Keywords: WIDA, English language proficiency standards, English language development standards, English language proficiency assessments, ELs, alternative assessment, parallel assessment, formative assessment

Introduction

English Language Proficiency/Development (ELP/D) standards can be connected and/or aligned to academic content standards, yet English Language (EL) educators are more likely to understand their explicit connections, as they are often the responsible providers of the related English language proficiency assessments and instruction. Most policymakers, school leaders and teachers lack the necessary knowledges and pedagogies to examine the explicit connections

between content standards and ELP/D standards. Further, ELP/D standards primarily guide the instruction and assessment cycle that happens formatively within a classroom in preparation for summative academic content exams. Because ELP/D standards use a criterion-referenced performance framework that honor students' academic knowledges at their varying levels of English proficiency, the ELP/D standards' place and position within academic standards is unclear. Academic content standards are understood by most general education teachers, which leaves the profession of EL educators with the unique challenge of articulating the purposeful connections of the ELP/D standards to academic standards and their *aligned* content and English language proficiency assessments.

Methodology

This study uses a narrative review approach to investigate the phenomena of educational reform and its implications for ELs (Creswell, 2014; Davies, 2000). A narrative review gathers primary documents related to the policy inquiry question. This approach allows for a more comprehensive analysis to be realized, whereas a single policy document or event limits the scope.

Data Collection

Primary documents were gathered from the US Department of Education (USDoE), the Indiana Department of Education (IDOE), the Indiana Teachers for English to Speakers of Other Languages (INTESOL) academic journal, *INTESOL Journal*, and World Class Instructional Design and Assessment (WIDA) documents. These documents span the time period of 2003-2015 and provide a comprehensive review of ELP/D literature.

Data Analysis

Data was analyzed using an open coding technique that examined consistent and diverging themes. The constant-comparative method was used beginning with open coding with axial coding following (Corbin & Strauss, 2008). Meaning units were themed and examined. This investigation of Indiana's ELP/D standards addresses this central research question:

What are the central differences between the Indiana 2003 ELP/D standards and the WIDA ELP/D standards?

LITERATURE REVIEW

Research has been done with building principals and central office leaders implementing academic content standards and the challenges and successes they face in the era of NCLB accountability, but discussion and research with ELP/D standards relative to academic achievement have been far more limited and recent (Bailey & Carroll, 2015; Bailey & Huang, 2011; Boals et al., 2015; Sireci & Faulkner-Bond, 2015; Téllez & Mosqueda, 2015). A review of historic literature will situate this study in the larger national landscape of federal, state and local accountability by discussing the genesis of ELP/D standards and their evolution in response to alignment with English proficiency assessments and connections to academic content standards.

Before NCLB: TESOL PK-12th grade ELP/D Standards

The federal Elementary and Secondary Education Act (1965) was a relatively diffuse law that largely kept the tide of school reform at bay with locally generated autonomy and accountability (Tyack & Cuban, 2007). In the late 1990s, Goals 2000 was instituted under the ESEA Act with a new focus on standardization and academic criterion was established, resulting in the birth of academic content standards. Within the development of new standards in the subject area of

English language arts (ELA), ELs were neither mentioned nor discussed (Short, 2000) with the presumption that ELA criterion was sufficient for all students.

In response to this oversight, in 1997, the international organization, Teachers of English to Speakers of Other Languages (TESOL) developed a set of PK-12th grade standards focusing on the social, academic and pragmatic application of language to content areas (Teachers of English to Speakers of Other Languages, 1997). Preceding NCLB, there was no federal requirement to use such standards, but due to the growth of ELs throughout the globe, classroom and EL teachers consulted TESOL standards for use in framing their instruction.

TESOL conceived their ELP/D standards by grade level clusters, stating that there is great variation in English proficiency progression within grade levels and having a broad window of expectation is appropriate and responsive to English acquisition and development. For example, a 3rd grade teacher could consult the 3rd to 4th grade cluster expectation of a level 3 EL student. A teacher would see the range of what could be produced by a level 3 student within this two-year grade span.

TESOL standards were the first to address the construct of academic language, rather than merely focusing on social language (Short, 2000). Bailey and Carroll (2015) stated that this movement promoted interest in the area of the Cognitive Academic Language Learning Approach (CALLA) (Chamot & O'Malley, 1994), content based instruction (Mohan, 1986) and the Structural Instructional Observation Protocol (SIOP) (Echevarria, Short, & Vogt, 2008; Echevarria, Vogt, & Short, 2000, 2004, 2006; Short, Vogt, & Echevarria, 2008; Vogt & Echevarria, 2008). These models illuminated the importance of focusing on academic language and how it can be instructed and assessed for ELs (Bailey & Huang, 2011; Gottlieb, 2006;

Gottlieb & Nguyen, 2007).

Shortly after the evolution of the TESOL standards, the state of California with a great density of ELs, added English language development standards in conjunction with their English language arts (ELA) standards. As a result of this addition and explicit connection between ELD standards and ELA standards, California report cards came to include ELP/D standards as a supplement for ELs and in some districts, student report cards included feedback on ELA and ELP/D standards for ELs.

Implementation of NCLB: ELP/D Standards aligned to content standards

Once NCLB (2001) was fully authorized and implemented, the USDoE office of Title III became the federal division overseeing EL and bilingual education, with preference given to EL program models. The NCLB law and subsequent policies required an articulation of the distinctions and interrelationships between academic content standards and English language proficiency standards (Table 1). Further, the NCLB law required alignment between the ELP/D assessment and the ELP/D standards.

	Pre NCLB	NCLB (2001)	NCLB ESEA (2012) flexibility waiver <i>Indiana flexibility Waiver</i>
Academic Standards	ELA and Math: State Driven	ELA, Math & Science: Federally driven	ELA, Math, Science & Social Studies
ELP/D Standards	TESOL: By choice	Indiana ELP/D Standards	WIDA Standards
Summative assessments	ISTEP in ELA and Math	ISTEP+ in ELA, Math and Science	ISTEP+ in ELA, Math, Science & Social Studies
Metric of	% Passing	Adequate Yearly	Annual Growth

accountability for academic summative assessments		Progress (AYP) <i>Subgroups</i>	Targets (AGTs) <i>Super Subgroup</i>
Metric of accountability for ELP/D summative assessments	Locally determined Local autonomy	AMAOs with LAS Links™ ELP/D instrument	AMAOs with ACCESS ELP/D instrument

Table 1: Content and ELP/D Standard relationships

Title III was intended to enhance the provision of EL services for ELs throughout the US by providing professional development for educators, EL specialist support staff and EL curriculum materials (Tanenbaum et al., 2012). Although receiving Title III dollars was new for Indiana school districts to use along with state EL funding, the institution of the Annual Measurable Achievement Objectives (AMAOs) soon followed. AMAOs had three indicators that were measured for district’s effectiveness in meeting EL student English and academic learning outcomes. AMAO 1 measured English progress as identified by the ELP/D assessment. AMAO 2 calculated the percentage of students being reclassified as fluent. Lastly, AMAO 3 measured the overall performance of ELs in English language arts and Math. Now, in addition to being responsible for raising EL scores on standardized tests (e.g. ISTEP+ and Adequate Yearly Progress (AYP), districts were also responsible for EL growth and attainment in their English proficiency (AMAOs).

Historical Background of Indiana’s ELP/D Standards

Once NCLB (2001) was enacted, all 50 states and the District of Columbia were expected to have ELP/D standards and a related ELP/D assessment for English proficiency in place for their ELs (Table 2). Given state autonomy most states swiftly developed them to be in compliance with NCLB requirements. Indiana began creating its own ELP/D standards in 2002 and

concluding with their publication in November 2003 after the Indiana State Board of Education granted its approval (Indiana Department of Education & Indiana ESL Taskforce, 2003).

The IDOE had formed an EL Taskforce in 2XXX which consisted of ELL Directors from around the state. The Taskforce was lead by the IDOE’s Division of Language Minority and Migrant Programs and met on a bi-monthly basis. The goal of the EL taskforce was to provide feedback on educational policies and their local impact on ELs. Conceiving the ELP/D standards in comparison to the TESOL (1997) standards and connecting them to the Indiana academic ELA standards (2000), the IDOE Education’s EL Taskforce embarked on their own discovery of what ELP/D standard could and should be. During the initial development of the ELP/D standards in 2002, taskforce members struggled to see the distinctions between the ELP/D standards and the ELA content standards. With minimal direction, they developed different drafts by grade clusters, modeling after the TESOL template, which differed from the layout and conception of Indiana academic ELA standards that were done by each grade level. Taskforce members examined a content area standard in ELA and then looked at the same content area standard in another grade level and fashioned it into an ELP/D standard (Table 3).

Reading Comprehension Standards Indiana Academic Standards and ELP/D alignment Initial Conceptions		
Grade 7: English Language Arts Standard	Grade 7-8: Related English language proficiency standard <i>Level 1 student</i>	Grade 7-8: Related English language proficiency standard <i>Level 3 student</i>
Comprehension and analysis of grade-level- appropriate text: <ul style="list-style-type: none"> Identify and trace the development of 	Comprehension and analysis of grade-level- appropriate text: <ul style="list-style-type: none"> Identify and trace the development of 	Comprehension and analysis of grade-level- appropriate text: <ul style="list-style-type: none"> Identify and trace the development of

<p>an author’s argument, point of view or perspective in a text (Indiana Department of Education, 2000)</p>	<p>an author’s argument, point of view or perspective in a text <i>by using a text that is up to 3 years below given grade level</i> (ELP/D initial brainstorming drafts)</p>	<p>an author’s argument, point of view or perspective in a text <i>by using a text that is up to 1 year below given grade level</i> (ELP/D initial brainstorming drafts)</p>
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Table 2: Sample--Original conception of ELA academic standards and ELP/D alignment before publication

The IDOE invited WestEd, an educational agency in California to advise the EL taskforce (US Department of Education, 2006). At the time, WestEd was one of the sole sources for this type of counsel and with their history in the development of the California ELP/D standards, they were invited to assist the ESL taskforce (L. Harvey, personal communication, April 10, 2015). The first set of WestEd feedback asked the taskforce to conceive the standards not as benchmarks at grade level, but as alternative performances that were respectful of their linguistic repertoires and of the English language learning proficiency level (Gottlieb, 2006; Gottlieb & Nguyen, 2007; Morita-Mullaney, 2007).

Due to California having the most developed set of ELP/D standards aligned with ELA standards, the Indiana ELP/D standards closely followed the California model. In the latter stages of Indiana’s ELP/D standards. The English language proficiency levels of 1-5 were borrowed with permission from the California Department of Education (Indiana Department of Education & Indiana ESL Taskforce, 2003, p. iv).

The Indiana Superintendent of Public of Instruction did not accept maintaining a structure that mirrored the TESOL framework by grade level cluster of PK-2, 3-4, 5-6, 7-8, 9-12 in early 2003. Instead the ELP/D standards were required to have a one-to-one alignment per academic

ELA standard relative to each ELP/D level and each grade level. For instance, a single reading comprehension content standard for 2nd grade would have five different performance manifestations with the ELP/D 1-5 continuum (Figure 1). Further, this resulted in the numeric labeling within the ELA content standards not matching the ELP/D standards, making the numeric consultation and comparison of the two standards more cumbersome.

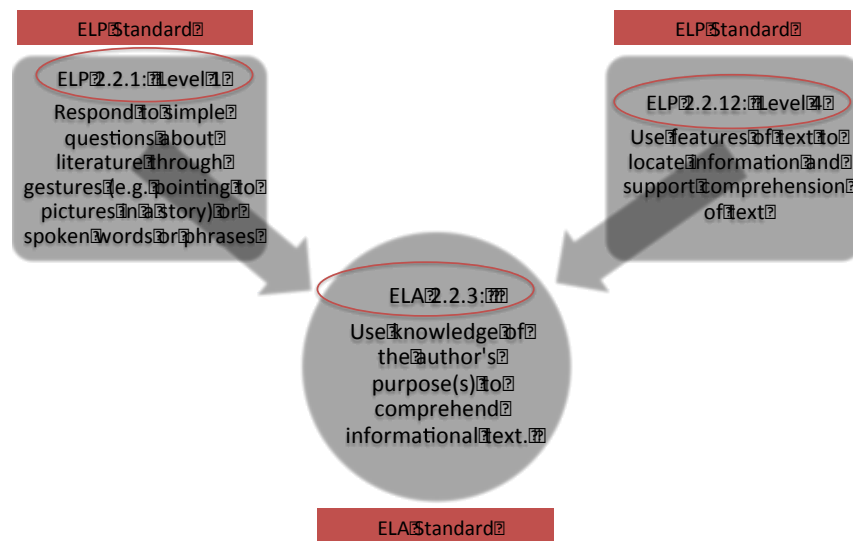


Figure 1: ELA and ELP/D alignment by grade level and by English proficiency level (2003)

A provision of NCLB (2001) within the Title III law required the alignment of ELA, math and science content standards to ELP/D standards (Boals et al., 2015). Although it was argued by some that the original Indiana ELP/D standards could be used locally as a pattern for individual districts to develop ELP/D math and science standards in alignment with the ELP/D standards (US Department of Education, 2006), this was never formally completed at the state level.

The 2003 Indiana ELP/D standards were distributed throughout the state, but their implementation was only monitored through desk audits of districts by the IDOE. EL teachers

were the ones that were most acquainted with the content, the organization, and with the instructional skills necessary to employ the ELP/D standards. However, even EL teachers complained that the ELP/D standards were difficult for them to figure out; classroom and content area teachers struggled even more to decode them for practical application (L. Harvey, personal communication, April 11, 2015).

ELP/D Standards aligned to ELP/D English proficiency assessment

The LAS Links™ Era

Another NCLB (2001) requirement of the ELP/D standards was that they must be aligned to a related ELP/D test measuring ELs' English progress and attainment in fluency (Level 5). Prior to the 2005-2006 school year, ELs participated in locally determined ELP/D assessments that were commercially available, such as the Language Assessment Scales, Individual Proficiency Test, or the Woodcock Muñoz and guided by the IDOE's Division of Language Minority and Migrant Programs (Indiana Department of Education, 1990). None of the above tools was aligned to the 2003 ELP/D standards and the ELP/D standards of 2003 were still only aligned to ELA content standards.

During 2004-2005 school year, a group of EL stakeholders was gathered to work by the IDOE's Division of Language Minority and Migrant Programs with the ELP/D standards in hand to consider different vendors through a Request for Proposal (RFP) process to select a standardized ELP/D assessment that would be used by all school districts throughout the state.

Most of the EL stakeholders who directed districts with large EL programs had just piloted the English Language Development Assessment (ELDA), which was part of a multi-state consortium group under the supervision of the Council of Chief School Officers (CCSCO) to which Indiana belonged (Indiana Department of Education's Division of Language Minority and

Migrant Education, 2005). During the pilot, EL teachers and administrators were perplexed by the long administration time of four to six hours per student. The CCSCO consortia had committed to create responsive ELP/D instruments that would be newly developed and not a regurgitation of a shelf ready test. Further, consortiums had largely reconceptualized what English language proficiency meant which was different from commercially available ELP/D assessments (Boals et al., 2015). Nonetheless, the Indiana EL stakeholder group recommended LAS Links™, a shelf test for adoption, which, while not a consortium-developed tool, was an assessment that was sanctioned by the CCSCO consortia. Although the 2003 ELP/D standards were developed, they were not consulted extensively during the ELP/D assessment adoption process. LAS Links™, the adopted shelf test, was first administered in 2005-2006 school year. Like previously used ELP/D assessments, LAS Links™ was not aligned to the 2003 ELP/D standards, only to the ELA content assessment.

Shelf tests such as the LAS Links™ are considered static exams, merely shifting between a form A and form B, meaning the exam is the same every other year. Although this allows for consistency among test administrators, it provides no assurance that the ELP/D assessment is aligned to ELP/D standards, a new expectation within the NCLB law (2001). In the case of Indiana, the LAS Links™ was not aligned to the 2003 Indiana ELP/D standards.

In the Fall of 2007, a group of EL teachers were solicited by the IDOE and the CTB McGraw Hill, the vendor of the LAS Links™, to establish cut scores for the LAS Links™ after national cut scores were used as a barometer during the first two years of administration. This process resulted in an overall reduction of cut scores for English proficiency at each grade level creating a large proportion of eligible for exit from EL programming because the cut scores were lowered significantly. This decision to lower of cut scores was not a transparent process

and took EL leaders by surprise when their funding was later impacted due to the higher rate of exit. Further, EL leaders expressed concern that the earlier exit was sending students into mainstream classrooms without support prematurely. The level and rate of exit was most precipitous at the elementary level with the easiest grade level of exit being 4th grade, followed by 2nd and 1st grades.

The Indiana ELP/D standards were consulted more rigorously during this cut score process, coordinating the LAS Links™ with the Indiana ELP/D standards. Because of this connecting done by cut score participants,, we can ascertain that standards alignment occurred but in response to a pre-existing test and not to inform its development. As per the Indiana consolidated NCLB performance plan, this bookmarking process was an assurance offered to the US Department of Education, complying with the federal provision of NCLB (2001) (US Department of Education, 2006). In 2007-2008, the same LAS Links™ was administered, but the cut scores were precipitously lower.

The ACCESS Era with WIDA

Unlike the LAS Links™, which was a single test that six other states implemented between 2004 and 2006 (Zehr, 2006). WIDA was part of a larger consortium of mostly lower incidence EL states. Within a consortium, Indiana entered a network of other states who had a long standing history with their dynamic ELP/D test called Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) as well as their ELP/D related standards, the WIDA standards. The ACCESS assessment is regarded as dynamic because 30% of its content changes annually. Further, in all grade level clusters, a tiering occurs before test administration. Tiering is determined by local practitioners who determine the levels of relative proficiency from low to moderate to high. Different items are

offered to students at each tier within a grade level cluster, instead of just one assessment per cluster like the LAS Links™.

In 2012, the Indiana Teachers of English to Speakers of Other Languages (INTESOL), the state chapter of the international organization, began discussions to consider WIDA's ELP/D standards and its related ELP/D assessment, ACCESS in lieu of the 2003 Indiana ELP/D standards and the LAS Links™. A White paper was developed with the INTESOL leadership group that consisted of various EL leaders throughout the state (Morita-Mullaney, 2012). Dissatisfied with the low benchmark of the LAS Links™ and the growing stagnation of the current ELP/D standards, the INTESOL leadership wanted a dramatic shift that focused on rigorous exit criteria that was more consistent with the shifting and inclining academic standards and a replacement set of ELP/D standards aligned to ELA and math, science and social studies. The INTESOL leadership group believed that the WIDA standards and its accompanying ACCESS assessment fit these expectations (Table 3).

Recommendation for English Language Proficiency Standards and Assessment

ACCESS: WIDA

The World Class Instructional Design (WIDA) standards are the recommended and proposed ELP/D standards for Indiana. Its coordinated and aligned ELP/D tool, ACCESS is more robust, holistic and aligned with common core standards* and has a foundation of scholarly developers. The below reflects the qualitative feedback from school and program administrators and teachers throughout the state:

- WIDA has ELP/D standards that are aligned in all Language Arts, Math, Social Studies and Science. They are currently aligning them to the Common Core. LAS Links™ and Indiana's ELP/D standards are **only aligned in Language Arts and are outdated.**
- ACCESS and the coordinating WIDA ELP/D standards would be immediately applicable to instruction and programming.
- ACCESS focuses explicitly on academic language whereas the LAS Links™ focuses mostly on social and surface level language.

**Indiana did not adopt the common core state standards, but at the time of this White paper, these academic standards were reflected in the ESEA flexibility waiver for implementation.*

Table 3: Excerpt from INTESOL Leadership Group White Paper (2012)

Connecting the ELP/D standards with ELA, science and math standards and coordinating the ELP/D standards with ELP/D assessments were the original aims of the NCLB (2001) legislation under the federal provision of Title III. Since the implementation of Indiana ELP/D standards in 2003 and the shift to the 2013 version of the WIDA ELP/D standards, it is important to examine if such aims have been realized in Indiana.

FINDINGS

Lack of alignment to academic content standards

Alignment references the degree to which content standards match what is actually being tested. This allows educators to appropriately prepare their students for related assessments and be able to identify areas of student need and where the teacher needs to instruct differently. Alignment between instruction and assessment is not a new educational concept, but alignment relative to ELP/D standards has been experienced and implemented differently in Indiana (Table 4).

ELP/D Standards	Content assessment	Aligned?
Indiana ELP Standards	ISTEP+	Only to ELA
WIDA ELD Standards	ISTEP+	No

Table 4: ELP/D Standards and Content Assessment alignment

Indiana ELP/D Standards. One of the core requirements of NCLB (2001) was that ELP/D standards aligned to the academic content standards of ELA, math and science. Alignment involves connections between the content standards and ensuring that a related ELP/D standard offers linguistically appropriate ways for ELs to perform that standard formatively.

With the first set of ELP/D standards developed by the EL taskforce this alignment was done explicitly with the ELA standards. Each content standard had five different indicators for an EL perform depending on their ELP level of 1-5. Although it was also claimed that the ELP/D standards could be aligned to math and science, this was at a district's discretion and not something dictated nor lead by the IDOE. Further, the Office of Title III responsible for overseeing the implementation of ELP/D standards did not follow up on the explicit connections with the content standards with local departments of education.

WIDA ELP/D Standards. Unlike the Indiana ELP/D standards of 2003, WIDA's standards are not aligned to Indiana academic content standards. Their ELP/D standards are a framework that allows local educators within their 36 state consortium to determine the connections and relationships between their academic content standards and their ELP/D standards. WIDA conceives this process as generative and contingent upon the collaboration of local stakeholders to make the standards accessible and appropriate for their distinct EL communities. Their framework of creating model performance indicators of language functions, content stems and related scaffolds is a robust way for content area educators to prepare and conceive EL student performance. Alternatively, some educators view this process as overwhelming and perceived as an additional burden of accountability.

Thirty-six WIDA consortium states and the four related academic content standards of ELA, math, science and social studies would encompass 144 different sets of ELP/D standards. While this robust task could be done, it would needlessly standardize instructional design and outcomes and silence the voices of local stakeholders whose EL communities range in size, academic need and linguistic diversity.

Alignment to ELP/D assessment

Content standards and related exams such as the Indiana Statewide Test of performance (ISTEP+) are aligned. The same can be said about other states that are part of the WIDA consortium. Alignment between academic content standards and related summative assessments is an expectation and is largely vetted at the state level before a summative exam is implemented. This same alignment is not always the case between ELP/D assessments and ELP/D standards (Table 5).

ELP/D Standards	ELP/D assessment	Aligned?
Indiana ELP Standards	LAS Links™	No
WIDA ELD Standards	ACCESS	Yes

Table 5: ELP/D Standards and ELP/D Assessment alignment

LAS Links™. During the 2006-2007 school year, when a bookmarking study was conducted to establish Indiana cut scores for the LAS Links™, Indiana educators consulted the 2003 Indiana ELP/D standards. But, the LAS Links™ was not created or redeveloped in response to Indiana’s 2003 ELP/D standards. The use of the ELP/D standards was to establish cut scores and there was no vetting of test items, just a negotiation of thresholds of proficiency with each grade level cluster and each language domain. The consultation of the Indiana ELP/D standards of 2003 cannot be described as meeting the robust criterion for standards alignment.

ACCESS. The ACCESS, which was first administered in 2015 to measure English proficiency is aligned to the WIDA standards. The WIDA standards examine academic language as expressed in listening, speaking, reading and writing and how it relates to developmentally and linguistically appropriate performances. Further, WIDA’s five standards of social instructional language, language of ELA, math, science and social studies are the pillars by

which the ACCESS assessment is aligned. This alignment provides greater credibility that their ELD instruction has been conceived within a standard that will later be assessed.

IMPLICATIONS

Content standards alignment is the gold standard for Indiana's ISTEP+ content exam, the metric by which schools are evaluated and graded. It also is a part of the new teacher evaluation, RISE, which connects ISTEP+ performance to teacher's presumed effectiveness and in many cases, teacher salaries. LAS Links™ and the new ACCESS test, the ELP/D assessment is the metric by which schools are judged for their AMAOs, but this metric is often a less privileged accountability mechanism in that student performance is not tied to teacher evaluation or to school or district grades.

With weaker connections to teacher evaluations and to institutional (school/district grades) metrics, understanding about alignment of ELP/D standards to content standards and related ELP/D standards is not often on the radar of Indiana educators. This often relegates the work of examining such ELP/D assessment outcomes and how they connect, relate and align to the new WIDA ELP/D standards and ultimately, how they inform EL and classroom content instruction to EL teachers and EL administrators.

The INTESOL EL leadership group, representing K-12 Indiana EL leaders, has worked directly with the IDOE and WIDA staff to realize a swift implementation of the standards and adoption of the WIDA ELP/D assessment, ACCESS. While this specialized group of educators is hopeful that WIDA and its aligned ELP/D assessment will result in an increased focus and intentionality on EL students, they are cognizant that the first wave of ELP/D standards awareness predominantly reached the EL teaching community only.

CONCLUSION

The WIDA standards and the ACCESS have only been in place since 2013; the first set of ACCESS scores were released in May 2015. Although its Indiana beginnings are new, WIDA has been implemented during a time of swift school reform, which includes teacher evaluation, high stakes reading exams at the 3rd grade, and high stakes End of Course Assessments (ECAs) at the high school level. School letter grades (A-F) connected to ISTEP+ performance are also creating schools of preference and choice; real estate values are routinely shaped by this school evaluation metric. While these reforms are swift and daunting, WIDA and ACCESS hold hope and potential for Indiana EL educators to center ELs in mainstream classrooms and as a result, to improve their instruction and outcomes for Indiana's ELs.

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