



The Wyoming STELLA Project:

Helping Content Teachers Teach and Assess their English Language Learners

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What is this Project?

- The Wyoming STELLA project is a 2 year project to help ELL and content teachers
- Identify individualized accommodation methods for ELLs with different challenges and strengths
 - Use these individualized methods in their classrooms and to help select accommodations for standardized tests.



Who is Paying for It and Why?

Who:

- The State Department of Education is paying for it.

Why:

- This project is designed to work with teachers to help use the strengths of ELLs to teach content and to figure out what these students know.
- To help assign proper accommodations on standardized tests in mathematics and science, and other subjects.
- This is *not* about teaching or testing their English, but about working with the other strengths of ELLs to teach the full range of content, from basic knowledge to cognitively complex concepts and skills.



How Does It Work?

- 2 times a year, in the fall and spring, volunteer teachers will participate in a 1-day workshop* in a central location, and then be invited to be part of monthly web chats with project staff from the University of Wisconsin.
- Teachers will use the STELLA tool for guiding the identification of accommodations for individual students. Training in this tool will occur in the fall of 2010 and again, as necessary in Fall, 2011.

* 2 days in Fall 2010



How Does This Benefit the Teachers and Districts?

Teachers:

- Receive guidance about what types of accommodation approaches would be effective for particular students
- Work with district ELL specialist and UW staff to plan activities that would teach and assess students in the classroom
- Get and give feedback during monthly web chats and at workshops.



How Does This Benefit the Teachers and Districts?

Districts:

- More effective content teaching for English language learners (and probably others with language challenges)
- Guidance about which testing accommodations to recommend for ELLs on standardized tests.



Why Does This Matter?

- Research consistently shows that APPROPRIATE accommodations leads to higher scores on standardized tests of academic content.
 - These findings say ELs with inappropriate accommodations score significantly worse than students with appropriate accommodations.
 - Those with inappropriate accommodations score the same as those with *no* accommodations and the same as those with *randomly assigned* accommodations.
 - Without more specific direction than what is provided in standardized test or state guides, teachers ROUTINELY pick inappropriate accommodations
- Research continually points out the inconsistency of accommodation choices for students with the same profile.
 - This occurs within and across classrooms, schools and districts



So, What is STELLA?



**Selection Taxonomy for English
Language Learner Accommodations**



What is STELLA?

- STELLA is a Web-based tool
- It matches accommodations to individual ELLs based on a number of factors.
- Right now the accommodations that are pre-loaded are for standardized tests. The matching will be the starting point for determining which classroom accommodations would work for individual students.
- Teachers or their surrogate supply the information to the program for each student.
- STELLA generates customized output for individual students

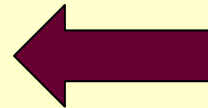


STELLA Overview

Preloaded in System

- Student Information Variables
- Accommodations
- Conversion and Consolidation Rules
- Decision-Making Rules

Taxonomies/code
underpinning the
STELLA system



Associated Materials

- User Manual (printable, electronic copy online)
- Online help pages
- I-buttons throughout forms

Output

- Student Profile
- Pretest Support (Tailored Classroom Interventions)
- Accommodation Decisions for Each Student



STELLA Output Pages

Accommodations: a list of recommended accommodations, including those that appear to be essential for appropriate levels of access. This output page also recommends accommodations from state-allowed lists.

Recommended accommodations are intended to support and guide—not replace—the decision-making of educators involved in assigning accommodations for large-scale assessments.

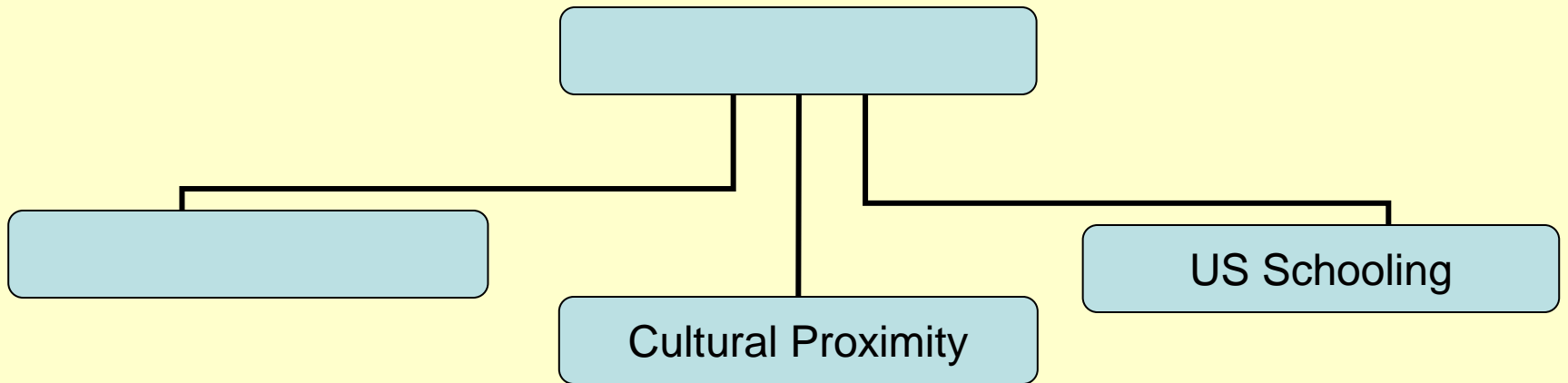
Pre-Test Support: a list of recommendations of specific assessment-related tasks that the student should be practicing during the school year generated through reconciling responses to questions on the teacher and parent forms about what the student's experiences have been versus what is needed to perform adequately on standardized tests.

Examples include purposes of classroom and large-scale testing, and experiences with different types of test questions (e.g. word problems in mathematics, inference problems in science, and audience considerations in writing prompts)

Student Profile: an expanded profile page that provides, in one place, the student's ELP and L1 levels as triangulated across information from the various forms, information on time and consistency in schools, and language instructional support.

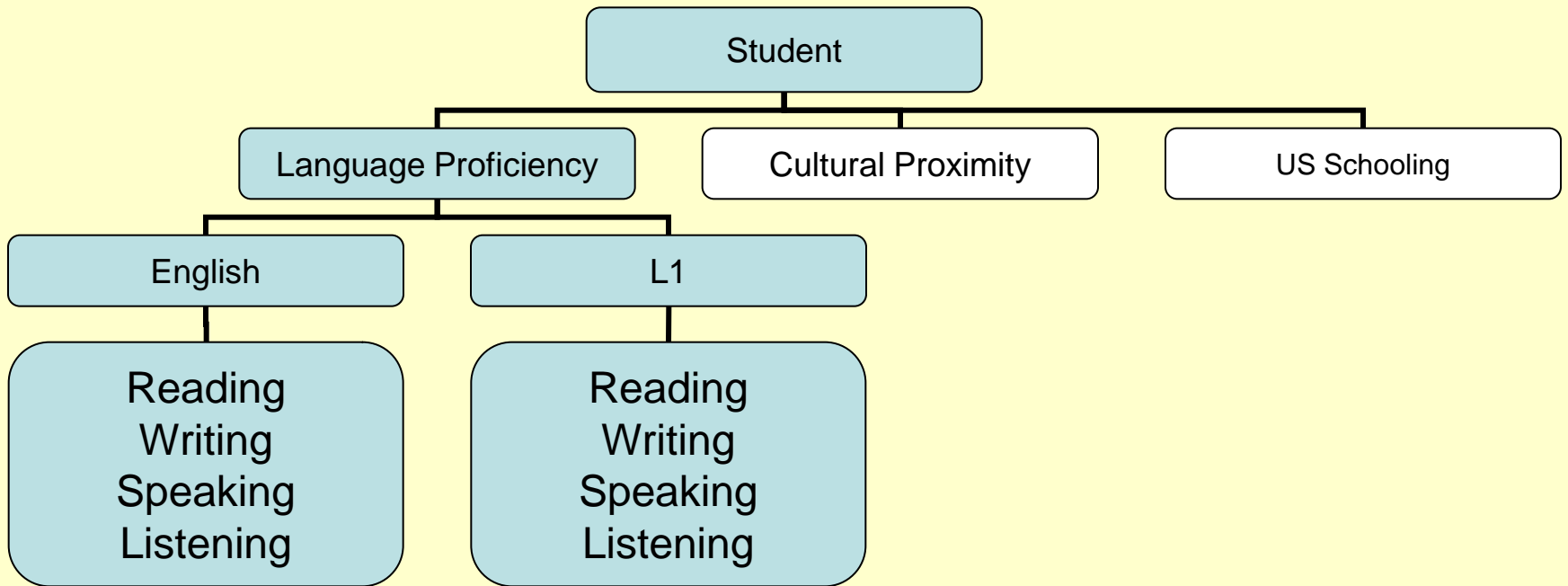


Relevant Characteristics of Students



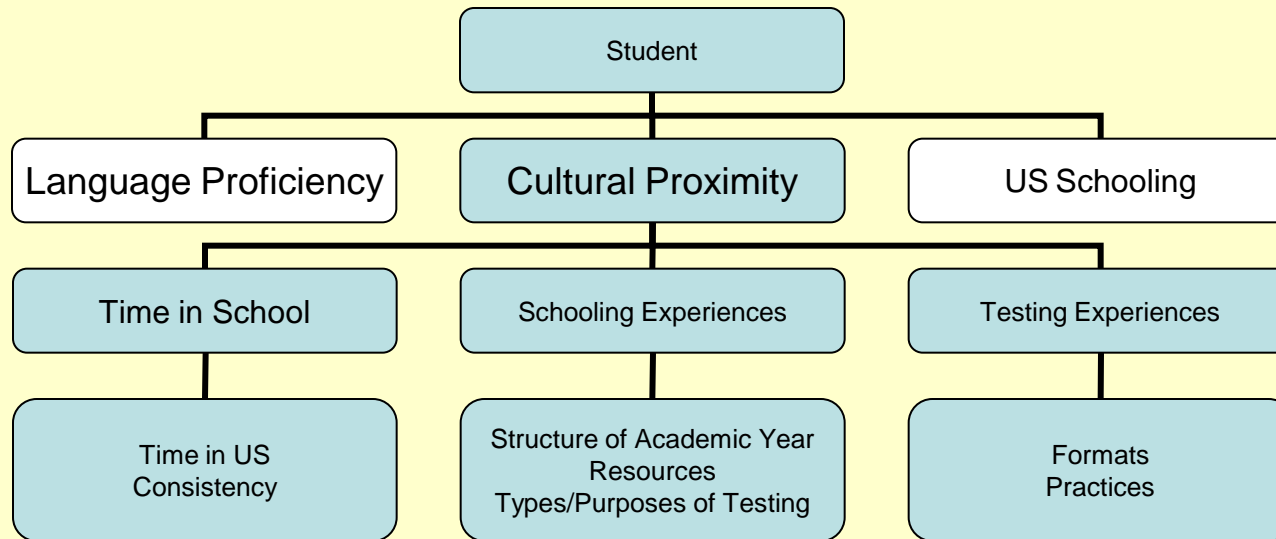


Relevant Characteristics of Students cont.



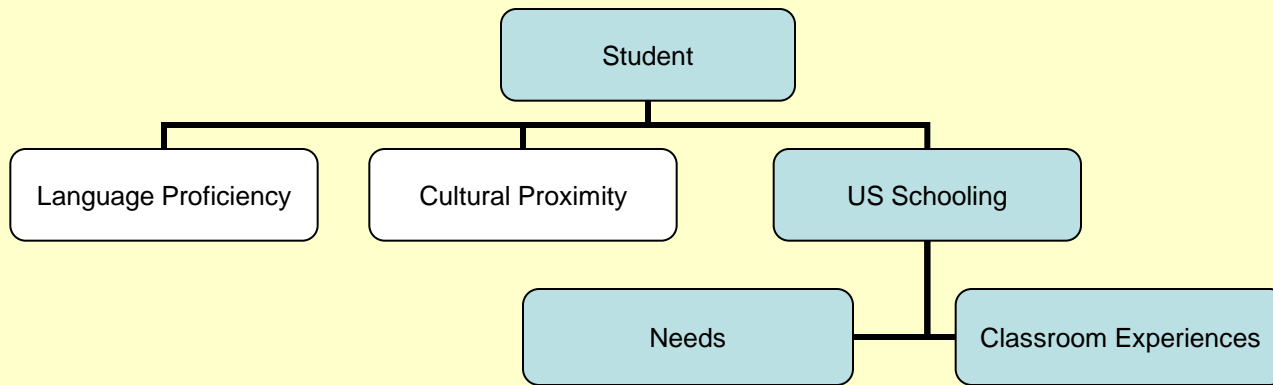


Relevant Characteristics of Students cont.





The Most Relevant Student Characteristics for Accommodation Matching





Research and Development

Formative Development

1. State and District Survey
2. Teacher Focus Groups
3. Literature Review
4. Parent Interviews
5. Teacher Interviews
6. Expert Panel Reviews

Validation Studies

1. Experimental Study of Student Results
2. Experimental Study with Independent Raters
3. Independent Verification of the Rules by Experts across the country



Student1, STELLA Profile

Home Setup **Students** Reports Help Logout

Student Details

Mason, Allegra

RETURN

Profile Charts Pretest Support Accommodations Print/Archive

Date Forms Completed: 06-Apr-09

GENERAL BACKGROUND

Grade: This student is enrolled in grade: 2
Age: This students age is: 8
Language: The language spoken at home of this student is: Spanish
Language: The native country language of academic instruction: Spanish



click to update

COMPOSITE LANGUAGE PROFICIENCY LEVELS

Composite English Language Proficiency (ELP) Levels: ⓘ [Click on the i-button for more information]

Reading:	1
Writing:	1
Listening:	2
Speaking:	1

Interpretation of ELP Levels: Level 1 - Beginner; Level 2 - Low intermediate; Level 3 - High Intermediate; Level 4 - Advanced; Level 5 - Bridging

Composite Primary Language (L1) Levels: ⓘ [Click on the i-button for more information]

Reading:	2
Writing:	2
Listening:	2
Speaking:	2

Interpretation of L1 Levels: Level 1 - Well below grade level; Level 2 - Below grade level; Level 3 - At grade level; Level 4 - Above grade level



Student 1, STELLA Profile cont.

Home Setup **Students** Reports Help Logout

Student Details

Mason, Allegra

RETURN

Profile Charts Pretest Support Accommodations Print/Archive

Listening: 2
Speaking: 2

Interpretation of L1 Levels: Level 1 - Well below grade level; Level 2 - Below grade level; Level 3 - At grade level; Level 4 - Above grade level

TIME, EXPERIENCE, AND CULTURAL PROXIMITY

Composite Time, Experience, and Cultural Proximity ⓘ [Click on the i-button for more information]

Time: 2
Experience: 3
Proximity: 3

Interpretation of Time, Experience, and Cultural Proximity Levels:
Time is a measure of familiarity with US culture and schooling. Values are interpreted as the follows: 1 - not familiar; 2 - somewhat familiar; 3 - very familiar.

Experience is a measure of a student experience with US testing procedures. Values are interpreted as follows: 1 - not experience; 2 - some experience; 3 - experienced.

Cultural Proximity is a measure of similarity of student's culture to the US system. Values are interpreted as follows: 1 - not similar; 2 - somewhat similar; 3 - very similar.

LANGUAGE INSTRUCTIONAL SUPPORT

Type of Language Instructional Support: ⓘ [Click on the i-button for more information]

The student is currently enrolled in: Transitional bilingual

Print Page 1



Student 1, STELLA Pretest Support

PRETEST SUPPORT

FAMILY ASSESSMENT NIGHT

Designed as an orientation to the role that assessment plays in U.S. education, as well as to U.S. standardized testing practices, this assessment accessibility strategy is intended especially for ELL families and students who have little familiarity with U.S. standardized tests and testing accommodations. This parent involvement program includes orientation to U.S. large-scale testing and state/local testing requirements, as well as ongoing classroom assessment. Language liaisons, or specially trained individuals who speak the languages of the ELL families, guide discussion by parents with their children on testing in their country of origin and the similarities to and differences from U.S. testing. Parents, along with language liaisons, identify areas of cultural discontinuity and use that information to help explain expectations to the students. Parents receive training on accommodations, provide background information on the decision-making process (including information on special needs), and sign off on the selected accommodations for their child (if this is part of the program). After the test event, students and parents debrief the experience in preparation for future test-taking.

CLASSROOM SUPPORT

For some students, limited classroom support to practice selected accommodation or other testing procedures may be warranted. For others who are not used to U.S. standardized testing practices, purposes, or procedures, attending Family Assessment Night may not be sufficient to address multiple sources of inexperience or misunderstanding. For instance, the cultural or schooling experiences of some students may be disparate from their U.S. peers, so these students may need more detailed explanations about why or how we test, or they may need practice with U.S. procedures, testing formats, or specific accommodations.

- * answering multiple-choice questions
- * bubbling in the answers on the test itself and/or on a separate sheet
- * answering questions requiring students to supply their own answers
- * answering open-ended questions requiring the student's ideas rather than definitions, paraphrasing information, or reproducing information verbatim



Student 1, STELLA Accommodations for Content Taught in L1/Both

RECOMMENDED ACCOMMODATIONS

Language Used for Instruction

	English	L1	Both
Math		X	
Science		X	
Social Studies		X	
Language Arts		X	

ACCOMMODATIONS FOR CONTENT TAUGHT IN L1 OR BOTH

Best-Practice

Forms

L1/Dual

Administration

Tools

BWL

Response

Alternate

Forms

L1/Dual

Access Based (2nd Choice due to 1st Choice form not available)

Administration

Tools

BWL

*English Gloss (_____ due to _____)

Response



Note: Since this student currently only receives instruction in L1, no accommodations are listed for content taught in English.

* Based on the information analyzed in STELLA, asterisked accommodations are considered essential for the valid assessment of this student.



Student 2, STELLA Accommodations for Content Taught in English

RECOMMENDED ACCOMMODATIONS

Language Used for Instruction

	English	L1	Both
Math	X		
Science	X		
Social Studies	X		
Language Arts	X		

ACCOMMODATIONS FOR CONTENT TAUGHT IN ENGLISH

Best-Practice

Forms

*Dual

Administration

Extra Time

Tools

Highlighters

*BWL

Response

*Explain answers in Written
or Oral Eng/L1/Code-Switching

Demonstrate Responses

Alternate

Forms

*Dual

Access Based (2nd Choice due to 1st Choice form not available)

Administration

Extra Time

*Oral Eng (1st Choice due to _____)

Tools

Highlighters

*BWL

Response

*Explain answers in Written
or Oral Eng/L1/Code-Switching

Demonstrate Responses

* Based on the information analyzed in STELLA, asterisked accommodations are considered essential for the valid assessment of this student.



Classroom Information Across Students

Home Setup **Students** Reports Help Logout

Student Options

Filter Your Students

(42 students selected)

About

Language

Highest Academic Language

All Languages ▾

- All Languages
- Arabic
- Cambodian
- Cantonese
- French

Accomodations

English

L1

Work with a Small Group

Shows the ability of teachers to display all students with particular profiles



Multi-Grade or Multi-School Users

Home Setup Students Reports Help Logout

Select a Setup Task:

- About
- Upload Users
- Manage Users

By School Multi-Grade

Select a Multi-Grade user

User

- Bauschatz, jb
- Kopriva, Rebecca

Add New User Account Permissions

The Assigned list displays the schools in which this teacher may access students. The Available list displays all the schools in the district. To give the teacher permission to access students in this school, drag schools from the Available list into this Assigned list. To remove the teacher's permission to access students in this school, drag the school from the Assigned list back to the Available list.

Assigned

Stella Demo MS

Available

Stella Demo Elem
Stella Demo Kinder
Stella Demo HS

(Updates the By School tab.) Update

Assigning access to multiple grades in single school or multiple schools



State Status: By District, School, Grade

Navigation: Home | Setup | Students | **Reports** | Help | Logout

Select a Report:

- About
- District Status**
- Manually Added Students
- What is the 'other' data

Refresh Click REFRESH to load data into report

Click on a District to see School Status

District
PISECO COMN SD
QUEENS (TOTAL)
SOLVAY UFSD
SOUTH JEFFERSON CE
Stella NY
Stella NY Again
SWEET HOME CSD
TUPPER LAKE CSD
VICTOR CSD
WASHINGTONVILLE C:
WEST CANADA VALLEY
WEST GENESEE CSD
WEST VALLEY CSD
WESTFIELD CSD
WESTHILL CSD
WHEELERVILLE UFSD
WILLIAMSVILLE CSD

Click on a School to see Grade Status

School
Stella Demo Elem
Stella Demo Kinder
Stella Demo HS
Stella Demo MS

Grade Status:

Grade
2
3
4
5
6
7



STELLA Link at UW

www.wida.us/UW/STELLA



WIDA
CONSORTIUM

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Search... **SEARCH**

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[Assessment Tools >STELLA](#) [LOGIN](#) [HELP](#)

Selection Taxonomy for English Language Learners (STELLA)

Funded by the U.S. Department of Education, STELLA is a research-based, online decision-making tool which is designed to guide and support educators in selecting appropriate large-scale and classroom accommodations for English learners. WIDA's ONPAR Researcher Rebecca Kopriva was the lead developer of this project. In order to maximize the accessibility of assessments and the accuracy of test results, the STELLA system uses a detailed set of algorithms for determining the specific research-based accommodations individual students should receive. The application also recommends particular pretest support activities useful for students with different needs and challenges.

To recommend accommodations based on students' particular background characteristics and needs, STELLA collects and consolidates data from three sources: school records, teachers, and parents/guardians or students. This information includes formal and informal English language proficiency (ELP) data, primary language (L1) proficiency data, students' familiarity with

