

CAL 2008 Projects

By topic area, as listed
in the 2008 Annual Report



Education of English Language Learners – PreK-12

Educators need research-based instructional strategies to serve the growing number of English language learners in U.S. schools. CAL's projects in this area focus on language and literacy acquisition for these learners in the elementary and secondary grades. The projects and publications outlined in this section include research, program design, and strategies for enhancing the language and literacy development of English language learners.

Acquiring Literacy in English

Funder: Eunice Kennedy Shriver National Institute of Child Health and Human Development, and U.S. Department of Education, Institute of Education Sciences
September 2000 – May 2009

CAL is concluding the first phase of a research program focused on the acquisition of English literacy by Spanish-speaking children. The program, which included three research projects, studied the factors that predict success as Spanish-speaking children learn to read and write in English.

www.cal.org/acquiringliteracy

Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE)

Funder: U.S. Department of Education, Institute of Education Sciences
August 2005 – July 2010

CAL is conducting two studies as part of CREATE's focused program of research. One study is investigating the impact of the SIOP Model on student achievement in middle school science. The other is investigating a systemic intervention model for English language learners in Grades 4-8 to help them develop language, literacy, and science skills. CAL is also leading dissemination activities for CREATE.

www.cal.org/create/

Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers

(also known as **Enhancing Vocabulary Through Cognate Awareness or EVOCA**)

Funder: U.S. Department of Education, Institute of Education Sciences
June 2007 – May 2011

In collaboration with the University of Connecticut, CAL is developing and testing the efficacy of two cognate-based interventions on the vocabulary development, morphological awareness, and reading comprehension of native Spanish speakers in the middle school grades. This project is linked to another CAL research program, Vocabulary Instruction and Assessment for Spanish Speakers, described elsewhere in this report.

www.cal.org/projects/cognates.html

Diagnostic Assessment of Reading Comprehension

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
July 2005 – June 2009

CAL is collaborating on the development, validation, and norming of a diagnostic assessment of reading comprehension for students in Grades 3-5. The portion of the assessment that CAL is developing assesses four components of reading comprehension: text memory, text inferencing, knowledge access, and knowledge integration.

www.cal.org/projects/darc.html

English as a Second Language Program Evaluation

Funder: Alexandria City Public Schools, VA
September 2007 – February 2008

CAL staff studied the implementation of the ESL program in Alexandria, Virginia, to determine whether the district and individual schools were implementing the program in accordance with principles of effective programming.

Enhancing Secondary Education in the Central Valley

Funder: Irvine Foundation
July 2006 – June 2009

This project is aimed at improving instruction and preparation for postsecondary education in high schools with high enrollments of English language learners in California's Central Valley. Schools are supporting implementation of the SIOP Model coupled with writing across the curriculum. The project also involves a parent empowerment component to help parents navigate the procedures for enrolling their children in postsecondary programs.

Exemplary Programs for Newcomer English Language Learners at the Secondary Level

Funder: The Carnegie Corporation of New York
September 2008 – August 2010

Newcomer students who lack English proficiency and have gaps in their educational backgrounds are particularly vulnerable when they enter U.S. schools at the secondary level. This project is identifying exemplary programs for these newcomers and seeking to understand the approaches that the programs use to support the students' academic achievement, help them connect with social networks, and strengthen their educational and economic opportunities and civic integration.

www.cal.org/newcomer

Evaluation of Maryland K-12 English Language Proficiency Standards

Funder: Maryland State Department of Education
August 2008 – July 2009

CAL conducted an evaluation of the Maryland K-12 English language proficiency standards to ensure their quality and their ability to assist local school districts in developing effective standards-based English language instructional programs. CAL will present the findings and recommendations of the evaluation to the Maryland State Board of Education.

Great Lakes East – Comprehensive Technical Assistance Center

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from Learning Point Associates
October 2005 – June 2010

CAL is collaborating in the operation of the Comprehensive Technical Assistance Center to help close achievement gaps and raise student achievement in three states (Indiana, Michigan, and Ohio) as they implement No Child Left Behind. CAL's focus is the education of English language learners in these states.

www.cal.org/projects/greatlakes.html

Integrating Maryland's English Language Proficiency and Content Area Voluntary State Curricula

Funder: Montgomery County Public Schools, Maryland
December 2007 – August 2008

CAL developed a framework to integrate Maryland's English language proficiency standards with the content standards of the Voluntary State Curriculum. This framework was then used by ESL and content-area teachers to develop exemplars for Grades 3-5 in English/language arts, mathematics, science, and social studies.

Professional Development for Educators of English Language Learners

Funder: New York City Department of Education
December 2007 – July 2011

Margarita Calderon and Associates, a CAL subcontractor, conducts professional development for New York City teachers working with English language learners in Grades 4-12. This professional development focuses on the development of vocabulary and reading comprehension in the content areas, the pre-literacy and literacy development of English language learners with interrupted formal education, and related language and literacy issues.

Professional Development and Technical Assistance for Magdalena Schools' English Language Acquisition and Navajo Achievement Programs

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from Magdalena Municipal School District, NM
August 2003 –December 2008

CAL provided educators in the Magdalena schools with professional development and technical assistance focused on English language learners and bilingual education programs, with a concentration on capacity building and dissemination of project findings.

Professional Development and Technical Assistance for North Kansas City Public Schools and the University of Missouri–Kansas City

Funder: U.S. Department of Education, via subcontract from the University of Missouri–Kansas City
August 2007 – July 2012

CAL is working with the University of Missouri–Kansas City to provide professional training for university staff in teacher education programs and with mainstream teachers in the North Kansas City Schools who have English language learners in their classrooms.

Promoting the Development of Spanish Literacy Skills Among Bilingual Students by Enhancing Their Vocabulary Knowledge

Funder: Arlington Public Schools, VA
May – June 2008

CAL staff analyzed fourth-grade Spanish vocabulary and reading comprehension data that were collected for a vocabulary intervention project carried out in a two-way immersion program in Arlington Public Schools.

Regional Educational Laboratory – Appalachia

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from CNA Corporation
April 2006 – March 2011

CAL is participating in applied research and fast-response research studies on issues related to the education of English language learners in school districts in Kentucky, Tennessee, Virginia, and West Virginia. CAL's work, reported in two recent IES *Issues and Answers* reports, focuses on the needs of districts with emerging communities of English language learners.

www.cal.org/projects/rel_appalachia.html

Success Through Academic Interventions in Language and Literacy

Funder: U.S. Department of Education, Institute of Education Sciences, via subcontract from the University of Houston
October 2003 – September 2008

CAL contributed to research on two approaches to educating English language learners—structured English immersion and transitional bilingual education—to determine the impact of the models on the performance of Spanish-speaking English language learners in Grades K-3. Researchers developed enhanced versions of curricula for science and for language and literacy, and worked with math teachers using the SIOP Model to make content accessible to English language learners and to help learners develop their language and literacy skills.

www.cal.org/saill

Vocabulary Instruction and Assessment for Spanish Speakers

Funder: Eunice Kennedy Shriver National Institute of Child Health and Human Development
July 2007 – May 2012

This project is the second 5-year effort in a 10-year program of research. It includes a research core, an administrative core, and three research studies. It is linked to a fourth study funded by the U.S. Department of Education, Content-Based Vocabulary Instruction: Using Cognates to Promote the Vocabulary Development of Native Spanish Speakers, described earlier in this report. Investigators at CAL and its collaborators, Harvard University, Boston College, and the University of Houston, are conducting research on the literacy and language development of Spanish-speaking English language learners with a focus on vocabulary.

www.cal.org/vias

Professional Development Services Based on CAL's Principles-to-Practice Materials

Teachers across the country are engaged in improving educational opportunities and outcomes for English language learners. CAL offers a variety of materials and workshops for educators to help them work effectively with English language learners in their classrooms.

CAL uses the following curricula and other research-based materials as a foundation for our professional development services:

- *Enhancing English Language Learning in Elementary Classrooms*
- *Enriching Content Classes for Secondary ESOL Students*
- *Professional Development for Bilingual and ESL Paraprofessionals: The Aspire Curriculum*

www.cal.org/services/

CAL provided professional development using these materials for the following clients during fiscal year 2008:

- Massachusetts Department of Education
- St. Louis Public Schools, MO
- Scottsboro City Schools, AL
- Worcester County Public Schools, MD
- Yakima School District, WA

***What's Different About Teaching Reading to Students Learning English?* Professional Development Resources for Teaching English Language Learners to Read**

This widely used professional development tool serves as a foundation for services provided by CAL to educators who teach reading in classes where some or all of the students are English language learners. Both training of trainers and teacher training institutes are offered.

CAL provided professional development using *What's Different?* to the following clients in FY 2008:

- Alexandria City Public Schools, VA
- Fairfax County Public Schools Office of ESOL Programs, VA
- Frederick County Public Schools, MD
- Lee County Public Schools, NC
- Lincoln Intermediate Unit 12, New Oxford, PA
- North Carolina Department of Public Instruction
- Palm Beach County School District, FL
- Virginia Beach City Public Schools, VA
- Virginia Department of Education
- Virginia Tech
- West Virginia Department of Education
- Winston-Salem/Forsyth County Schools, NC

Projects and Services Using the SIOP Model

The research-based SIOP Model* of sheltered instruction has proven effective with English language learners throughout the United States. CAL collaborates with schools, states, and districts to design and conduct SIOP professional development programs that meet the clients' particular needs. Informed by CAL's ongoing research, CAL SIOP staff provide a range of professional services, including SIOP workshops, coaching, site visits, and other technical assistance. Our SIOP team works closely with teachers, professional developers, coaches, administrators, and paraprofessionals as they plan, implement, and support instruction using the SIOP Model.

CAL provided SIOP professional development services to the following clients in FY 2008:

- Anderson University, IN
- Austin Public Schools, MN
- Beaufort County School District, SC
- Bridgeton Public Schools, NJ
- Bronx Aerospace Academy High School, NY
- Carrollton-Farmers Branch School District, TX
- Center City Charter Schools, DC
- Chapel Hill-Carrboro City Schools, NC
- Chesterfield County Public Schools, VA
- Christopher Farms Elementary School, Virginia Beach, VA
- Clark County School District East Region, NV
- East Baton Rouge Parish School System, LA
- Loudoun County Public Schools, VA
- Mid-State BETAC, Syracuse, NY
- Ollie Detwiler Elementary School, Las Vegas, NV
- Plainfield Community Consolidated School District, IL
- St. Mary's County Public Schools, MD
- Superintendent's Schools #548, Las Vegas, NV
- Vail Pittman Elementary School, Las Vegas, NV
- Virginia Department of Education

CAL also continues to conduct research on the SIOP Model. One of our studies under the auspices of the National Center for Research on the Educational Achievement and Teaching of English Language Learners is examining how key features of the SIOP Model can help teachers support their English language learners' development of academic English and acquisition of science concepts. Researchers in our Success Through Academic Interventions in Language and Literacy project are studying the impact of the SIOP Model on elementary school math learning.

www.cal.org/siop

*The SIOP Model was developed by researchers at California State University, Long Beach (Jana Echevarria and Mary Ellen Vogt), and the Center for Applied Linguistics (Deborah J. Short) under the auspices of the Center for Research on Education, Diversity & Excellence (CREDE), a national research center funded by the U.S. Department of Education from 1996 through 2003.

Two-Way Immersion Education

Two-way immersion programs integrate native English speakers and speakers of another language, providing instruction in both languages for all students. CAL offers a variety of resources and services for researchers and educators interested in two-way immersion programs, including publications and an online directory.

Two-Way Immersion Outreach and Information Dissemination

Funder: Illinois Resource Center, Des Plaines
July 2004 – June 2009

The Illinois Resource Center provides support for CAL's nationwide two-way immersion outreach and public relations efforts, including Web pages and directories, an e-mail bulletin, and responses to questions from the public.

www.cal.org/twi

International Conference on Immersion Education

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from the University of Minnesota
September 2007 – November 2008

CAL and CARLA (the Center for Advanced Research on Language Acquisition) co-sponsored a conference, Immersion Education: Pathways to Bilingualism and Beyond, held in St. Paul, Minnesota, in October 2008. CAL co-chaired the conference, coordinated the exhibit area, and led one of four teams that reviewed proposals for conference papers.

Services Based on CAL's Work in Dual Language Education and Two-Way Immersion

CAL provided dual language services—presentations, workshops, program evaluations, technical assistance, and professional development—to the following clients in FY2008:

- Dunkirk City Schools, NY
- Edward Bain School of Languages and Art, Kenosha, WI
- North East Independent School District, San Antonio, TX
- North Shore School District 112, IL
- Office of English Language Learners, New York City
- Pan American Academy Charter School, Philadelphia, PA
- Texas A&M University-Commerce

Two-Way SIOP Professional Development

CAL offers professional development to practitioners in two-way immersion programs using the Two-Way SIOP Model. Based on the SIOP Model used by sheltered English and ESL practitioners across the country, the Two-Way SIOP Model provides a framework for planning and delivering instruction to develop bilingualism, biliteracy, and cross-cultural competence in native English speakers and native speakers of the partner language in TWI programs.

CAL offered Two-Way SIOP services to the following clients in FY2008:

- District of Columbia Public Schools
- Elsie Whitlow Stokes Community Freedom Public Charter School, Washington, DC

- International Charter School, Pawtucket, RI
- Oyster Bilingual School, Washington, DC
- Public School 43, New York City

Heritage Languages in America

CAL houses the Alliance for the Advancement of Heritage Languages. The Alliance is committed to advancing language development for heritage language speakers in the United States as part of a larger effort to increase the number of individuals in our society who can function professionally in English and in other languages.

The work of the Alliance is carried out through its Web site, newsletter, and email discussion group. The Alliance is also compiling the Online Collection of National Heritage Language Program Profiles to promote information sharing and capacity building.

Alliance NewsFlash logo

Past issues of our electronic newsletter, *Alliance News Flash*, which highlights information for all those interested in heritage languages, are available on our Web site. Anyone wishing to receive new issues can subscribe free of charge at www.cal.org/heritage/join.

www.cal.org/heritage

Refugee Integration

The United States accepts tens of thousands of refugees each year from diverse regions of the world. CAL has been a leader in refugee education and orientation since 1975, helping refugee newcomers understand fundamental aspects of life in the United States and helping service providers and other interested parties understand the rich cultures and linguistic heritage of the new members of their communities.

Cultural Orientation Resource Center

Funder: U.S. Department of State, Bureau of Population, Refugees, and Migration
October 2004 – December 2009

CAL develops and disseminates materials in the native languages of refugee newcomers to help them understand cultural adjustment issues and fundamental aspects of life in the United States, such as housing, community services, transportation, health, and employment. CAL also develops materials to help U.S. service providers understand new refugee populations.

Resources For and About Refugee Populations

CAL's *Welcome to the United States* orientation books and videos, translated into several languages, help newcomers understand basic aspects of life in the United States. Refugee backgrounders and culture profiles help refugee service providers and receiving communities understand the linguistic and cultural backgrounds of newly arrived refugees and the types of challenges they may face as they adapt to life in this country.

www.culturalorientation.net

Foreign Language Education

Proficiency in languages other than English is critical in our global society. CAL's foreign language experts work on issues affecting language learners at all levels of instruction (preK-12, higher education, and adults), with a special focus on teaching languages to children.

Evaluation of a Voluntary State Curriculum in Foreign Language

Funder: Maryland State Department of Education, via subcontract from Westat
October 2007 – September 2008

CAL assisted in the review and analysis of Maryland's draft K-12 Voluntary State Curricula for foreign language instruction.

Foreign Language Training

Funder: U.S. Naval Academy
July 2007 – November 2007

CAL staff delivered two half-day workshops, based on a staff needs assessment, for faculty in the Language Studies Department at the U.S. Naval Academy. The first session focused on curriculum and foreign language standards; the second focused on assessment and testing.

National K-12 Foreign Language Resource Center

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Iowa State University
September 1994 – August 2010

CAL's work for this resource center revolves around issues in language assessment, curriculum development, and resource dissemination that are critical to enhancing high-quality, standards-based elementary school foreign language instruction. Current projects include the development of a Chinese K-5 curriculum and the dissemination of early foreign language resources through a Web site ([Nanduti](#)) and an electronic discussion group ([Nandu](#)).

www.cal.org/projects/nflrc.html

National K-12 Foreign Language Survey

Funder: U.S. Department of Education, International Research and Studies Program
September 2006 – August 2009

CAL is replicating its 1987 and 1997 surveys of foreign language programs in elementary and secondary schools to show patterns and shifts in enrollment, changes in teaching methodologies, increases or decreases in languages and programs offered, and availability of articulated sequences of classes. A final report of findings will be published in 2009.

www.cal.org/flsurvey

Professional Development Curriculum for Arabic Teachers K-12

Funder: U.S. Department of Education, via subcontract from The George Washington University
October 2006 – September 2009

CAL is adapting and expanding the popular self-instructional materials, *The Essentials of Language Teaching*, for use by teachers of Arabic.

Foreign Language Services

CAL has a long tradition of promoting early language education programs and assessing the language proficiency of students enrolled in such programs. CAL has developed and offers training on the use of three innovative assessment instruments designed to allow young students to demonstrate their highest level of performance in oral fluency, grammar, vocabulary, and listening comprehension: the *Student Oral Proficiency Assessment (SOPA)*, the *Early Language Listening and Oral Proficiency Assessment (ELLOPA)*, and the *CAL Oral Proficiency Exam (COPE)*.

www.cal.org/topics/fl/preK12.html

CAL provided workshops and rating and training services for the SOPA, ELLOPA, and COPE to the following clients in FY2008:

- Bureau of Jewish Education, Los Angeles
- Columbiana County Public Schools, OH
- Frankfurt International School, Germany
- Lafayette Parish Schools, LA
- North Star Academy, Parker, CO
- Schaumburg Public Schools, IL
- Seattle Public Schools, WA
- Virginia Beach City Public Schools, VA
- Washington International School, DC
- Westport Public Schools, CT

SOPA Online Training Courses

CAL offers three online training courses that teach participants how to administer and rate students' oral language using the *Student Oral Proficiency Assessment (SOPA)*.

Introduction to SOPA is a self-paced course that provides a basic orientation to the *SOPA* and introduces the *SOPA* rating scale. The *Moderated Introduction to SOPA* provides all of the content of the self-paced introductory course and includes interactive discussions, advice, and feedback from an experienced *SOPA* trainer. *Rating the SOPA* is a moderated course that provides teachers with language-specific rating practice. A *SOPA Rater Certification* course is in development. CAL can also work collaboratively with educators to customize a course to best meet their needs.

CAL provided *SOPA* online training for the following clients in FY2008:

- Fayette County Public Schools, KY
- Independent Schools District 196, MN
- Lakes International Language Academy, Forest Lake, MN
- Omaha Public Schools, NE
- Roosevelt Unified School District, NY
- Sioux City Community Schools, IA
- West Des Moines Community School District, IA
- Woodbury Elementary School, IA

<http://www.cal.org/topics/ta/sopaonline.html>

Assessment and Testing

Determining the extent to which individuals can use a second or foreign language has become increasingly important in the United States. CAL's language testing experts focus on assessing language ability in English as a second language and foreign languages at all educational levels.

ACTFL Assessment for Performance and Proficiency of Languages

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from the American Council on the Teaching of Foreign Languages (ACTFL)
January 2006 – August 2008

CAL worked with ACTFL to articulate a blueprint to assess performance and proficiency in languages on a national scale across all educational levels. The project involved creating a framework appropriate for a national test, conducting a survey of K-16 language educators to determine their assessment practices and needs, developing a prototype with language-specific items, and disseminating information on the project to inform the profession.

Computerized Oral Proficiency Instrument

Funder: U.S. Department of Education, International Research and Studies Program
December 2004 – March 2008

The *Computerized Oral Proficiency Instrument (COPI)* is a computer-based, semi-adaptive test of oral proficiency intended for use with high school upperclassmen, college students, and professionals. It provides language educators with a computerized, time-efficient assessment of their native-English-speaking students' oral language proficiency in Arabic or Spanish.

www.cal.org/copi

Defense Language Aptitude Battery Forms Development

Funder: University of Maryland, Center for Advanced Study of Language, via subcontract from Second Language Testing, Inc.
January 2007 – July 2009

CAL collaborated with Second Language Testing, Inc., to develop four parallel forms of the Defense Language Aptitude Battery (DLAB) and four forms of a screener for the DLAB, known as DLAB-Lite.

Directory of Foreign Language Tests

Funder: U.S. Department of Education, International Research and Studies Program
October 2005 – September 2009

CAL has updated and merged its online Foreign Language Test Database and K-12 Foreign Language Assessment Directory. The new, combined resource is the Foreign Language Assessment Directory (FLAD), a free, searchable directory of information on nearly 200 tests in over 90 languages. The FLAD serves as a starting point for teachers and educators searching for foreign language assessments at the K-16 levels. The consolidated directory of tests is now accompanied by a user tutorial.

www.cal.org/flad

Evaluation of the Impact of the International Research and Studies Program

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from JBL Associates
September 2007 – January 2009

In cooperation with JBL Associates, CAL has identified and surveyed all projects funded by the International Research and Studies Program under the National Defense Education Act and the Higher Education Act, dating back to the program's inception in 1958. CAL's efforts have provided information for a searchable database and set forth a process for evaluating these projects and their long-term impact.

Hi-LAB Data Analysis

Funder: U.S. Department of Defense, via subcontract from the University of Maryland, Center for Advanced Study of Language
February 2008 – March 2009

CAL is providing quantitative analyses for Hi-LAB, a new language aptitude battery being developed by the Center for Advanced Study of Language.

Intensive Summer Language Institutes for Critical Languages

Funder: U.S. Department of State, via subcontract from the Council of American Overseas Research Centers (CAORC)
March 2008 – September 2009

CAL is supporting CAORC's efforts to provide intensive overseas summer language institutes in critical languages. CAL's participation involves program management and assessment of the project's language goals.

National Capital Language Resource Center (NCLRC)

Funder: U.S. Department of Education, International Research and Studies Program, via subcontract from Georgetown University
October 1990 – August 2010

CAL collaborates with Georgetown University and The George Washington University to operate the National Capital Language Resource Center. CAL develops tests, provides information on materials for teaching the less commonly taught languages, trains teachers, and uses multimedia to provide learning materials about testing.

www.cal.org/projects/nclrc.html

STARTALK Assessment and Evaluation

Funder: U.S. Department of Defense, via subcontract from the University of Maryland, National Foreign Language Center
April 2008 – April 2009

STARTALK is a project of the National Security Language Initiative, a multi-agency effort to expand foreign language education in critical languages. CAL provides evaluation and assessment guidance as well as general assistance related to K-12 Arabic instruction.

STARTALK Assessment Training Program

Funder: National Security Agency
June 2008 – November 2008

CAL developed and provided assessment training for teachers of less commonly taught languages. Training consisted of a 3-day face-to-face workshop, preceded and followed by online training, and technical assistance to teachers during their summer teaching assignments.

TOEFL Users' Perceptions, Beliefs and Attitudes Towards the TOEFL iBT

Funder: Educational Testing Service
June 2008 – June 2010

This study of the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT) will gather data from graduate and undergraduate students, teachers, and administrators in the United States and abroad about their beliefs concerning the TOEFL iBT as a measure of academic language ability in different contexts.

WIDA Consortium Partnership

Funder: WIDA Consortium
October 2006 – June 2009

CAL collaborates with the 19-state WIDA Consortium in its work to provide standards-based assessments for English language learners. CAL's work is divided into three main areas:

- CAL supports the Consortium's *ACCESS for ELLs* English language proficiency test program and works toward its continual improvement by developing new test items, field-testing the new items, and using them to refresh the test every year. *ACCESS for ELLs* is currently taken by over 725,000 students annually.
- CAL provides test administration training and professional development to WIDA Consortium teachers on using the Consortium's test and scores and, through innovative online courses, on how to integrate the SIOP Model with the WIDA standards.
- CAL provides technical and psychometric expertise to the Consortium, such as analyzing test data, producing an annual technical report for *ACCESS*, and carrying out special technical studies, such as the development of grade-level cut scores.

www.cal.org/projects/enhanced_assess.htm

MODEL ACCESS for ELLs[®]

Funder: University of Wisconsin, WIDA
August 2008 – July 2009

CAL is developing a valid and reliable, on-demand, teacher-administered and teacher-scored assessment of English language proficiency aligned with the WIDA Consortium's English Language Proficiency (ELP) Standards and modeled after the Consortium's *ACCESS for ELLs* assessment. The proposed assessment is currently known as *MODEL ACCESS for ELLs*. The test is designed to assess the English proficiency of English language learners and accurately place them into one of the six proficiency levels described in the WIDA Consortium's ELP Standards.

ONPAR Math

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the University of Wisconsin, Wisconsin Center for Education Research
July 2008 – March 2010

CAL is developing a dynamic, computer-based test of math for beginning English language learners in Grades 4 and 7 to be used by states to meet the NCLB math testing requirement. The test is distinguished by a low quantity of language and a correspondingly greater reliance on graphics and animations. ONPAR Math will rely on the foundational research from the ONPAR science project to create an operational test based on a comprehensive test framework and field test.

ONPAR Science

Funder: U.S. Department of Education, Office of Elementary and Secondary Education, via subcontract from the Rhode Island Department of Education
April 2007 – March 2009

CAL is developing dynamic, computer-based test items for beginning English language learners in Grades 4 and 8 that address an integrated set of state science standards. These test items use less language and more graphics and animations than traditional test items. ONPAR Science seeks to identify the important research issues involved in ensuring that its test items perform comparably to those on states' general science assessments.

The MAGIC Project

Funder: U.S. Department of Education, Office of English Language Acquisition, via subcontract from the University of Wisconsin–Milwaukee
February 2008 – June 2008

CAL provided, in coordination with the WIDA Consortium at the Wisconsin Center for Education Research, a one-semester professional development course to educators of English language learners.

International Projects

As interest in English as a second language grows around the world, CAL is engaging in curriculum development, training, evaluation, and other program services in and for other countries.

Improved Quality and Access to Basic Education in Ghana

Funder: U.S. Agency for International Development, via subcontract from the Education Development Center
May 2004 – September 2010

CAL led implementation of literacy standards and milestones in one school district in Ghana and completed work on a project to enhance the culture of literacy in primary schools. A new, related project is assisting the Ghana Education Service in developing an ESL curriculum and materials for a bilingual literacy program in all of Ghana's primary schools.

www.cal.org/projects/ghana.html

Online Consumer Checklist

Funder: Asia-Pacific Economic Corporation (APEC)
May 2008 – August 2008

CAL developed an online consumer checklist to be used by government officials and others in the APEC member economies who are planning English language training for staff. The checklist is an easily accessible list of criteria to determine the reliability of a language school's or training program's claims regarding their ability to develop and enhance learners' English language skills and whether materials and resources used exemplify evidence-based practices.

Saudi Aramco English Language Training Program Evaluation

Funder: Aramco Services Company
July 2008 – February 2009

CAL is designing and conducting an independent evaluation of the English Language Training Program in Saudi Aramco's Training and Career Development Organization to determine to what degree the program is meeting its goals and to identify ways in which it can further align itself with best practices in English for professional and vocational purposes.