



ACCESS for ELLs Interpreting & Sharing Score Reports

ELPA Monthly Webinar Series 2022-2023: Meeting 11



ACCESS for ELLs – Interpreting Score Reports Agenda



- Understanding ACCESS for ELLs Performance Data
 - Reported Scores
 - Scale Scores vs. Proficiency Levels
- Interpretive Resources
- Available Score Reports in WIDA AMS
- Available ELMS District Reports
- Sharing Score Report - District Responsibilities
- Open Discussion

ACCESS for ELLs Score Reports Timeline



- **May 5, 2023**
 - ACCESS for ELLs reports and data files available in WIDA AMS
- **May 22 – May 24, 2023**
 - Physical printed Individual Student Reports delivered to district office
- **May 22 – June 2, 2023 5:00PM MT**
 - ACCESS Participation Rate Appeals Window
- **August 2023**
 - ELMS ACCESS for ELLs EL Status & Scores Reports update





WIDA ACCESS

Understanding Student Performance

ACCESS for ELLs Score Types

ACCESS for ELLs Reported Scores



ACCESS for ELLs

Possible Reasons for Missing Scores



- Unmet WIDA Attemptedness Criteria
- Late Returns
 - Student responses not post marked by March 3, 2023 would not receive a score for the regular reporting window
- Other
 - Bubbled student responses using a pen
 - Split record of student results

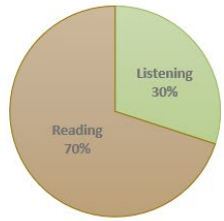
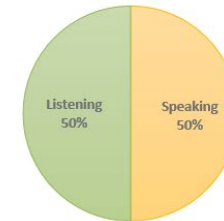
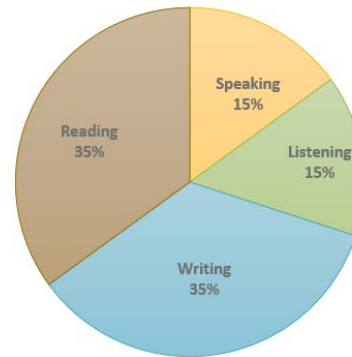
	Domain	Minimum Attemptedness criteria
Kindergarten ACCESS for ELLs	All domains	A student response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.
ACCESS for ELLs Paper	Listening	A student response is recorded for one scored item.
	Reading	A student response is recorded for one scored item.
	Speaking	One task has been scored on the score sheet.
	Writing	A mark is made in the response space in the booklet.
ACCESS for ELLs Online	Listening	A student response is recorded for one scored item.
	Reading	A student response is recorded for one scored item.
	Speaking	The Record button was clicked and audio captured for one task.
	Writing	A visible keystroke (not a space or a line return) was captured. <i>or</i> A mark is made in the response space in the booklet.
Alternate ACCESS for ELLs	All domains	A student response or non-response is recorded for one scored item. Score reports reflect the scores marked in test booklets. No student responses are evaluated by DRC.

ACCESS for ELLs

Types of Reported Scores

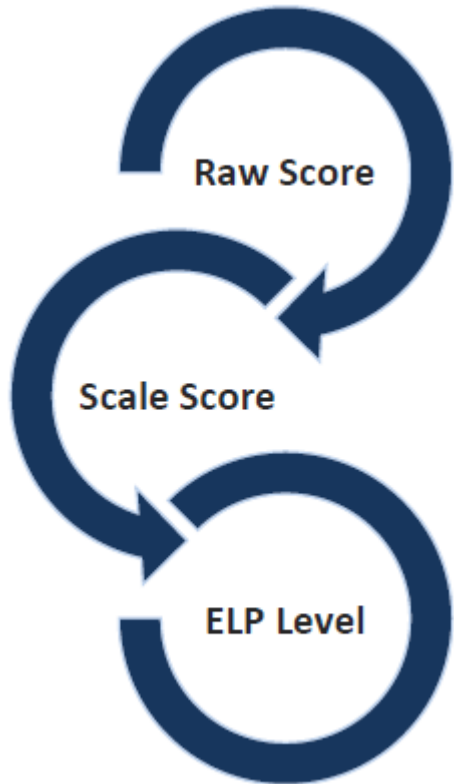


- ACCESS for ELLs student performance is reported using two score types
 - Scale Score
 - English Proficiency Level



ACCESS for ELLs

Types of Reported Scores



- **Raw Score**

- Number of correct responses within a particular proficiency level
 - *Not reported*

- **Scale Score**

- Vertical scale of proficiency used to measure growth from one administration to another
- Considers grade-level, test form, and item difficulty

- **Proficiency Level**

- Interpretive score based on scale score
- Outlines what a student may be able to do with the language

ACCESS for ELLs

Types of Reported Scores – Scale Score



- ACCESS for ELLs scale scores are a psychometrically derived vertical scale of English proficiency K-12
 - Example: Scale scores reflect the fact that a student who correctly answers 10 difficult questions demonstrates a higher level of proficiency than a student who correctly answers 10 easy questions

- **ACCESS for ELLs (Online & Paper)**

- Scale Score Range 100-600

- **Kindergarten ACCESS for ELLs**

- Scale Score Range 100-400
 - Limits Reading PL – 5.0
 - Limits Writing PL – 4.5

- **Alternate ACCESS for ELLs**

- Scale Score Range 910-953



Language Domain	Scale Score (possible 100-600) and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small>					
	100	200	300	400	500	600
Listening				368		
Speaking			320			
Reading				356		
Writing				355		
Oral Language <small>50% Listening + 50% Speaking</small>				344		
Literacy <small>50% Reading + 50% Writing</small>				356		
Comprehension <small>70% Reading + 30% Listening</small>				360		
Overall* <small>35% Reading + 35% Writing + 15% Listening + 15% Speaking</small>				352		

ACCESS for ELLs – Score Evaluation & Use Scale Score(s)



- Evaluating scale score(s):
 - Scale scores are a means of comparing equivalent knowledge across time (grades)
 - Scores typically increase faster as a student starts to acquire English and slows as depth of language increases
- Using scale score(s):
 - Analyzing **growth** and programmatic trends
 - Make comparisons across grades for individuals
 - Calculate growth
 - student, class, grade, school, district
 - Make short- or long-term goal for success

ACCESS for ELLs

Types of Reported Scores – Proficiency Level



- English Proficiency Level Score

- Interpretative score based on an attained scale score
- Compares student performance as it relates to the six WIDA English language proficiency levels

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
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- Whole number followed by a decimal

- Whole number – child's proficiency level
- Decimal number – progression within the proficiency level

Language Domain	Proficiency Level (Possible 1.0-6.0)					
	1	2	3	4	5	6
Listening 				4.0		
Speaking 		2.2				
Reading 			3.4			
Writing 			3.5			
Oral Language 50% Listening + 50% Speaking		3.2				
Literacy 50% Reading + 50% Writing			3.5			
Comprehension 70% Reading + 30% Listening			3.7			
Overall* 15% Reading + 35% Writing + 15% Listening + 15% Speaking			3.4			

ACCESS for ELLs – Score Evaluation & Use Proficiency Level Score(s)



- Evaluating proficiency level score(s)
 - Defines a starting place for **instructional planning**
 - Defines concrete targets
 - Can-Do Descriptors
- Using proficiency level score(s)
 - Create individual language goals
 - Define domain specific goals
 - Differentiate instruction
 - Promote autonomous learning
 - Monitoring language use

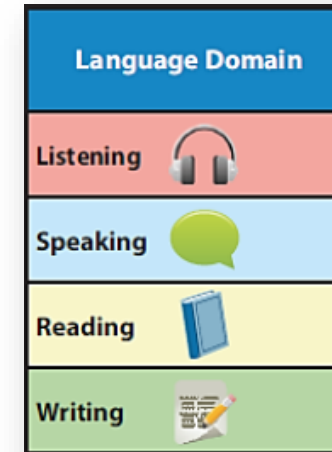


ACCESS for ELLs Reported Domain & Composite Scores



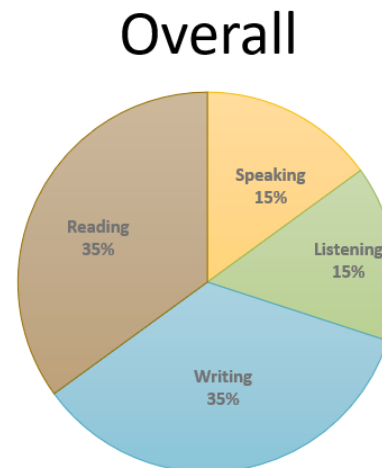
• Language Domains Scores

- Listening*
- Reading*
- Writing*
- Speaking*

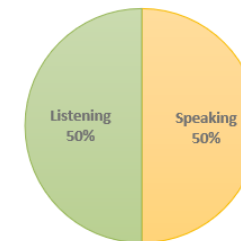


• Composite Scores

- Overall*
- Oral
- Literacy
- Comprehension



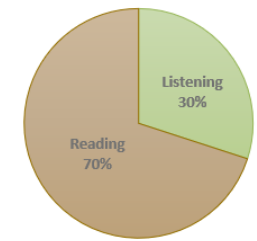
Oral Language



Literacy



Comprehension



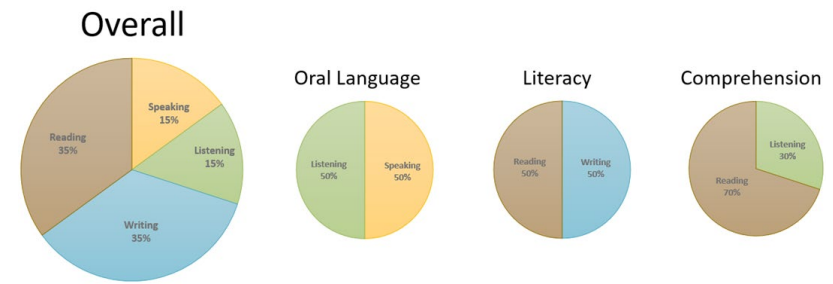
* Used for EL Accountability

ACCESS for ELLs

Avoiding the Pitfalls



- When making inferences on student performance using composite scores the user must understand the composition of the composite score being evaluated
 - Composite scores weight individual language domains differently
 - A high or low score in one domain may give a distorted picture of students' language proficiency





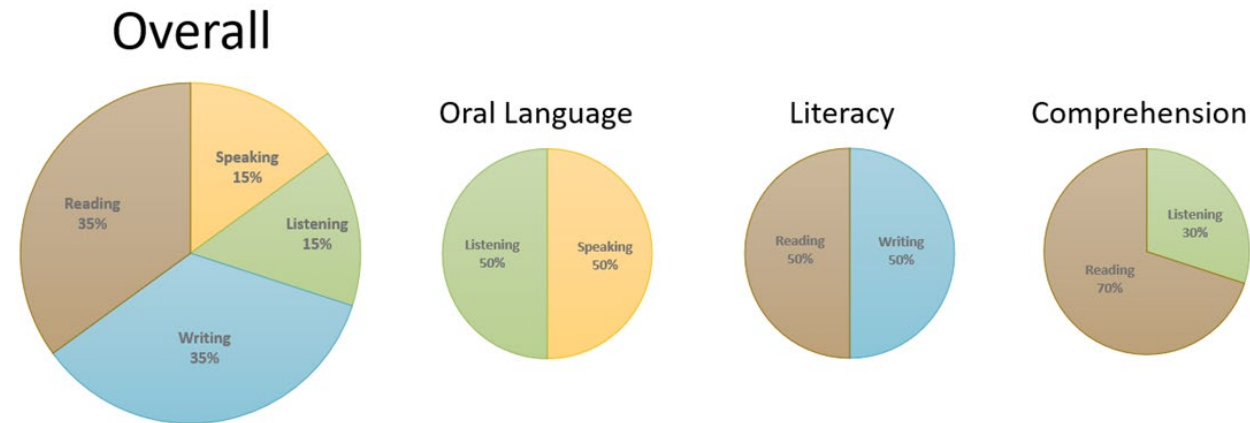
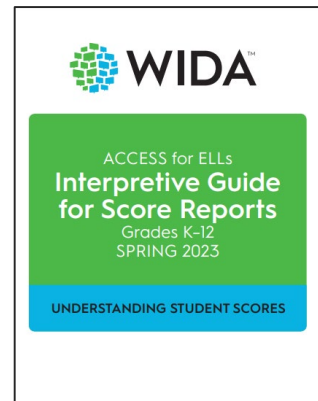
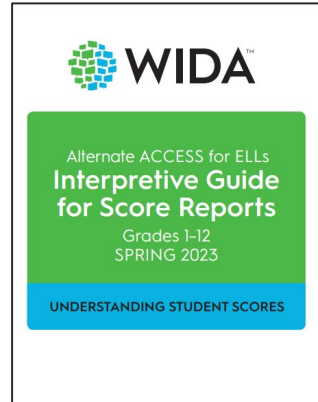
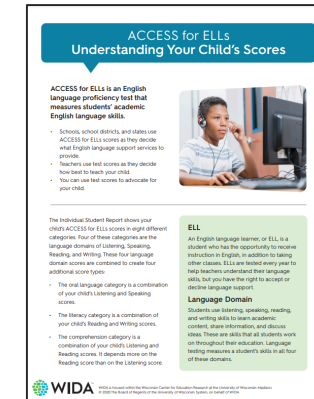
WIDA ACCESS Interpretive Resources



English Language Proficiency Assessment – WIDA ACCESS Resources to Interpret Score Reports



- WIDA ACCESS Interpretive Guide for Score Reports
 - ACCESS for ELLs / Alternate ACCESS for ELL
 - <https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf>
 - <https://wida.wisc.edu/sites/default/files/resource/Alt-Interpretive-Guide.pdf>
- Districts must make accessible and/or supply translated version of the child's score report



*2022-2023 results available August 2023 in ELMS > District Reports

English Language Proficiency Assessment – WIDA ACCESS Resources to Interpret Score Reports



- WIDA Recorded Webinar: “Post-Testing: Interpreting Score Reports”
 - WIDA Secure Portal > Webinars > Watch Video
 - Link: <https://portal.wida.us/webinar/detail/702b69ef-0265-eb11-a2dd-0050568beee8>

Post Testing: Interpreting Score Reports



March 14, 2023

This webinar covers how to interpret score report data and review general data corrections as well as the scoring appeals process.

[See video and related resources](#)



WIDA AMS Available Score Reports

Individual Student Report

Student Roster Report

School, District, and State Frequency Reports

State Frequency Reports



WIDA AMS

Available Score Reports



- Score reports available in WIDA AMS under Report Delivery
 - Accessible to staff with a WIDA AMS District or School Test Coordinator permission set

Score Report	Audience/Stakeholders	Type of information
Individual Student Report	<ul style="list-style-type: none">• Students• Parents & Guardians• Teachers• School Teams	Individual student's scale scores and language proficiency levels for each language domain and four composites.
Student Roster Report	<ul style="list-style-type: none">• Teachers• Program Coordinators & Directors• Administrators	Scale scores and language proficiency levels for each language domain and four composites by school, grade, student, and grade-level cluster.
School Frequency Report	<ul style="list-style-type: none">• Program Coordinators & Directors• Administrators	Number of students and percentage of total tested at each proficiency level for each language domain and four composites within a school.
District Frequency Report	<ul style="list-style-type: none">• Program Coordinators & Directors• Administrators• Boards of Education	Number of students and percentage of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district.
State Frequency Report	<ul style="list-style-type: none">• State & District Program Staff• Policy Makers & Legislators	Number of students and percentage of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a state.

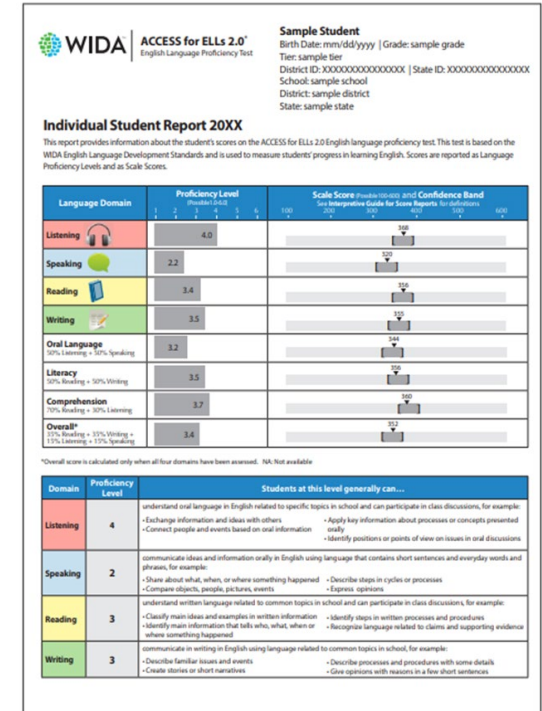
WIDA AMS

Individual Student Report



• Individual Student Report

- Individual scale score and English proficiency levels for each language domain and four composites
- Available for download in 49 languages
 - WIDA AMS > Report Delivery > On Demand Reports > ID ACCESS for ELLs – 2022-2023 > Translated Reports
- Proficiency Level Descriptors
 - Overview of what a child can generally do in English within each language domain at the attained English proficiency level



Score Report	Audience/Stakeholders	Type of information
Individual Student Report	<ul style="list-style-type: none">StudentsParents & GuardiansTeachersSchool Teams	Individual student's scale scores and language proficiency levels for each language domain and four composites.
Student Roster Report	<ul style="list-style-type: none">TeachersProgram Coordinators & DirectorsAdministrators	Scale scores and language proficiency levels for each language domain and four composites by school, grade, student, and grade-level cluster.
School Frequency Report	<ul style="list-style-type: none">Program Coordinators & DirectorsAdministrators	Number of students and percentage of total tested at each proficiency level for each language domain and four composites within a school.
District Frequency Report	<ul style="list-style-type: none">Program Coordinators & DirectorsAdministratorsBoards of Education	Number of students and percentage of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district.
State Frequency Report	<ul style="list-style-type: none">State & District Program StaffPolicy Makers & Legislators	Number of students and percentage of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a state.

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WIDA AMS School & District Frequency Report



- **School & District Frequency Reports**
 - **School Frequency Report:** Number of students and % of total tested at each proficiency level for each language domain and four composites within a school
 - **District Frequency Report:** Number of students and % of total tested at each proficiency level for each language domain and four composites for grades within a district
 - Highest and lowest domain scale score

WIDA

ACCESS for ELLs®

English Language Proficiency Test

District: 04
Grade: 04
Cluster: 4-5

District Frequency Report — 2021

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D									
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested								
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%								
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	0	0%	2	22%	5	56%	0	0%	2	22%	1	11%	1	11%								
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	1	11%	7	78%	0	0%	4	44%	1	11%	5	56%	1	11%	2	22%								
4 – Expanding Knows and uses social English and some technical academic language	0	0%	1	11%	1	11%	0	0%	3	33%	2	22%	0	0%	6	67%								
5 – Bridging Knows and uses social and academic language working with grade level material	1	11%	1	11%	0	0%	0	0%	4	44%	0	0%	1	11%	0	0%								
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	7	78%	0	0%	6	67%	0	0%	1	11%	0	0%	6	67%	0	0%								
Highest Score	470		411		417		297		^A – Oral Language = 50% Listening + 50% Speaking ^B – Literacy = 50% Reading + 50% Writing ^C – Comprehension = 70% Reading + 30% Listening ^D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking															
Lowest Score	313		295		322		278																	
Total Tested	9																							

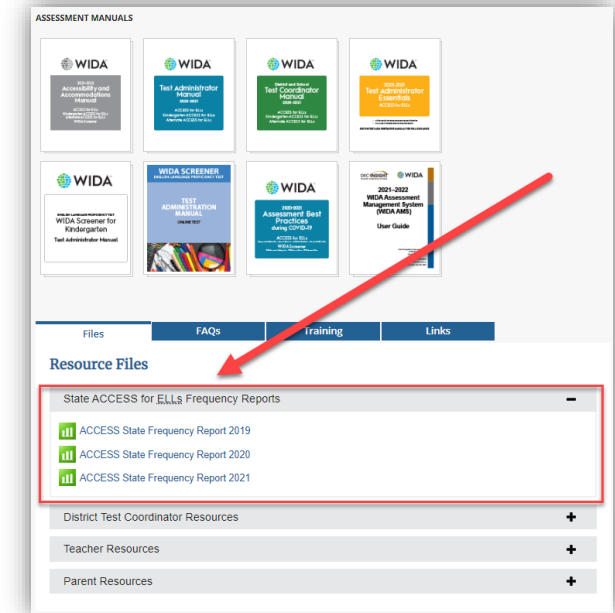
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WIDA AMS

State Frequency Report



- State Frequency Reports
 - **State Frequency Report:** Number of students and % of total tested at each proficiency level for each language domain and four composites within the state
 - Compare district and school frequency report to state frequency totals
 - Uploaded to the ELPA webpage in June
 - Conforms to IDAPA redaction rule
 - <https://www.sde.idaho.gov/assessment/elpa/>



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ELMS District Reports

District Detail Reports



2022-2023 ELPA Cycle Available Score Reports



- ELMS District Detail Reports
 - 2016-22 ACCESS for ELLs Performance Data
 - District and School reports
 - English Proficiency Level
 - Scale Score
 - Composite Scores
 - Domain Scores
 - EL Growth toward English Proficiency
- Filter by year, grade, scores, PLs
 - Present identified trends to teachers
 - Start making inferences
 - Share

DEPARTMENTS COMMUNICATIONS

IDAHO
STATE DEPARTMENT OF EDUCATION

Links

- Home
- User Guide

2021-2022

Change Year

ABERDEEN DISTRICT(058)

2021-2022 EL Student Summary

2021-2022 EL Data

2021-2022 LIEP Upload

2021-2022 EL Plan Download

District Reports

Pending Appeals

Admin Actions

Work in Progress (15)

Select District

Find Child

Pending Appeals

Admin Find Child

Manage Calendar

District Summary

State Reports

Annual Reports

- EL Student Summary Snapshot of EL Student Summary
[Show/Hide Filters](#)
- EL Student Summary for School Snapshot of EL Student Summary for a specific school
[Show/Hide Filters](#)
- WIDA AMS Pre-ID File List of enrolled EL students who need to take ACCESS 2.0 in the current school year (for reference only)
[Show/Hide Filters](#)
- EL Students with last ACCESS score Generates a list of enrolled EL students with most recent ACCESS scores. Can be used as a mail-merge source for Parent Letters
[Show/Hide Filters](#)
- Student Assessment Comparison - District Year to year assessment comparison for students in District (based on EL Student Summary)
[Show/Hide Filters](#)
- Student Assessment Comparison - School Year to year assessment comparison for students in selected school (based on EL Student Summary)
[Show/Hide Filters](#)

District Detail Reports

- ACCESS 2.0 Proficiency Level Comparison Compares all of the ACCESS 2.0 Proficiency Levels for a student over time (based on EL Student Summary)
[Show/Hide Filters](#)
- ACCESS 2.0 Proficiency Level Comparison - School Compares all of the ACCESS 2.0 Proficiency Levels for a student over time (based on EL Student Summary)
[Show/Hide Filters](#)
- ACCESS 2.0 Scale Score Comparison Compares all of the ACCESS 2.0 Scale Scores for a student over time (based on EL Student Summary)
[Show/Hide Filters](#)
- ACCESS 2.0 Scale Score Comparison - School Compares all of the ACCESS 2.0 Scale Scores for a student over time (based on EL Student Summary)
[Show/Hide Filters](#)

School Year

2021-2022

Select School

ABERDEEN ELEMENTARY SCHOOL (0298)

Run



District Responsibilities

Communicating Student Performance

Using Data to Evaluate Program Efficacy



District Responsibilities



- IDAPA Code: 08.02.03.111.05 - LEA requirement to communicate individual assessment results within **three weeks** of receiving scores
 - Provided in a language comprehensible to the parent
 - Districts are responsible for providing reports that are accessible if a parent makes a request
 - ISRs available in 49 languages via the WIDA AMS
- Section 3115(a)(3) of ESEA - Evaluate the efficacy of the district's language assistance program(s) to ensure that ELs in each program acquire English proficiency
 - How does the district know if the LIEP is working?
 - What metrics are you using to support the program's efficacy?



Open Discussion



English Language Proficiency Assessment Monthly Webinar Series



- **ELPA: The 2022-2023SY in Review**

- **Thursday, May 11, 12:00PM -1:00PM Mountain Time**
- The webinar will review how to interpret the various ACCESS for ELLs score reports and review the expectation of communicating and documenting student performance. In addition, the webinar provides time to ask questions or discuss identified challenges. The webinar presents participants with an overview of the 2022-2023 ACCESS for ELLs test administration highlights and observable pinch points. Participants are asked to submit feedback on the types of trainings and supports they would like to see or be modified for the 2023-2024SY. In addition, the webinar provides time to ask questions or discuss identified challenges.

The screenshot shows a webpage titled "Training Resources" with tabs for Files, FAQs, Training, and Links. Below the tabs, a section titled "2022-2023 ELPA Webinars" lists upcoming webinars. Each entry includes a date, time, and a brief description. The webinars are:

- WIDA Screener Online Q&A Webinar**: Tue Aug 2nd 12:00pm - 1:00pm (MDT). An overview of WIDA Screener Online training, test administration and scoring. This is not a replacement for the training course, which is required to administer the assessment. Event number: 2620 660 ...
- WIDA Screener Paper Q&A Webinar**: Thu Aug 4th 12:00pm - 1:00pm (MDT). This webinar provides an overview of WIDA Screener Paper training, test and audio file ordering, test administration and scoring. This is not a replacement for the training course, which is required to ...
- Welcome Back: 2022-2023 ELPA Test Cycle Overview, Updates, & Resources**: Thu Aug 25th 12:00pm - 1:00pm (MDT). The webinar gives an overview of the ELPA testing cycle for the 2022-2023 ACCESS for ELLs administration. The webinar presents updates and resources practitioners can utilize throughout the academic year ...
- EL Identification Process: WIDA Screener & WIDA Screener for Kindergarten**: Mon Aug 29th 12:00pm - 1:00pm (MDT). The webinar gives participants an overview of the EL identification process, the available ELP screeners that may be administered, and the associated federal and state requirements districts must complete ...
- Preparing for Alternate ACCESS for ELLs Stand-Alone Field Test 2023**: Tue Sep 6th 12:00pm - 1:00pm (MDT). The webinar will review the district roles, responsibilities, and procedures that will be associated with the Alternate ACCESS for ELLs Field Test. The Alternate ACCESS for ELLs stand-alone field test ...
- ACCESS for ELLs: Interpreting Score Reports**: Thu Sep 15th 12:00pm - 1:00pm (MDT). The webinar reviews the various scores types provided on each type of score report and how the scores may be interpreted. The webinar presents different ways to use student performance data to enhance ...

Open Discussion



- Unmute yourself or write your questions/comments/concerns in the chat



Thank you!



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<https://www.sde.idaho.gov/assessment/elpa/>

www.sde.idaho.gov



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION