



Idaho Department  
of Education

# ACCESS for ELLs Interpreting & Sharing Score Reports

ELPA Webinar Series 2023-2024  
April 8, 2024





# Agenda

- Interpretive Resources
- ACCESS for ELLs Performance Data
- Available Score Reports in WIDA AMS
- Available ELMS District Reports
- District Responsibilities
- Open Discussion



# Score Reports Release Timeline

- **2023-2024 ACCESS for ELLs**
  - **May 8, 2024** – Data available online
  - **May 23 – May 28, 2024** – Physical Reports delivered to district
  
- **2023-2024 WIDA Alternate ACCESS Score Report Delay**
  - **September 13, 2024** – Data available online
  - **October 3 – October 7, 2024** – Physical Reports delivered to district



# Possible Reasons for Missing Scores

- Unmet WIDA Attemptedness Criteria
- Late Returns
  - Student responses not post marked by March 8, 2024 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.
	Listening	A student response is recorded for one scored item.
ACCESS for ELLs Paper	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, or 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.



# WIDA ACCESS

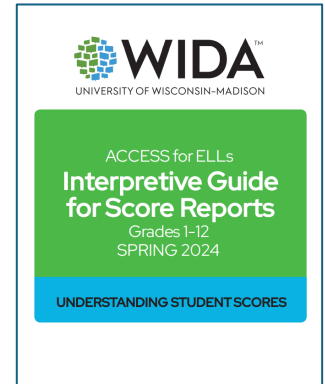
## Interpretive Resources



# WIDA

## Resources to Interpret Score Reports

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



# WIDA ACCESS

# Student Performance

# Data



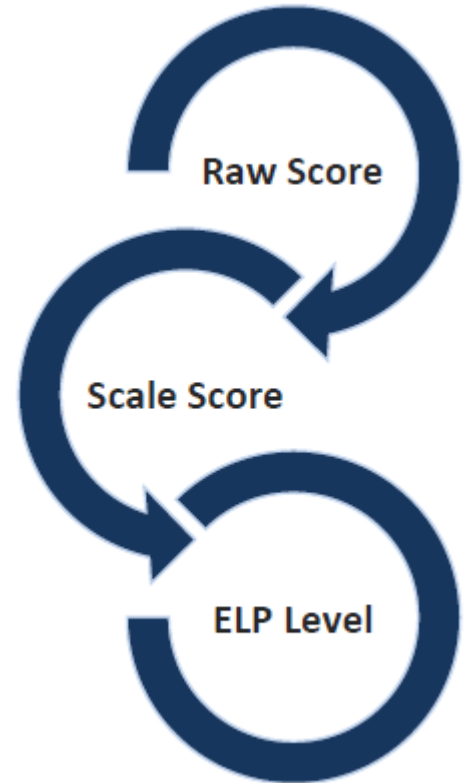
# Types of Reported Scores

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



# 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

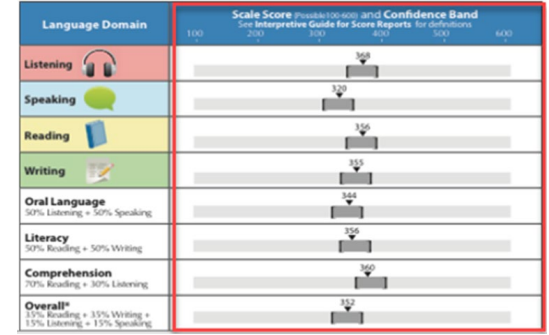




# Types of Reported Scores

## Scale Score

- ACCESS for ELLs scale scores are a psychometrically derived vertical scale of English Language 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 100-600
    - Limits Reading PL – 5.0
    - Limits Writing PL – 4.5
- **Alternate ACCESS for ELLs**
  - Scale Score Range *NEW*: 900-980 (OLD: 910-960)





# Score Evaluation & Use

## Scale Score(s)

- **Interpreting 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 the 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



# 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

Language Domain	Proficiency Level (Possible 0-6.0)					
	1	2	3	4	5	6
Listening	4.0					
Speaking	2.2					
Reading	3.4					
Writing	3.5					
<b>Oral Language</b> 50% Listening + 50% Speaking	3.2					
<b>Literacy</b> 50% Reading + 50% Writing	3.5					
<b>Comprehension</b> 70% Reading + 30% Listening	3.7					
<b>Overall*</b> 15% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4					



- Whole number followed by a decimal
  - Whole number – child’s proficiency level
  - Decimal number – progression within the proficiency level

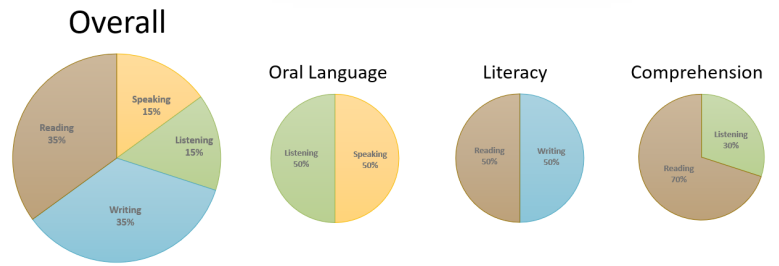
# Score Evaluation & Use Proficiency Level Score(s)

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



# Reported Domain & Composite Scores

- Language Domains Scores
  - Listening\*
  - Reading\*
  - Writing\*
  - Speaking\*
  
- Composite Scores
  - Overall\*
  - Oral
  - Literacy
  - Comprehension



# Available Score Reports & ELPA Data



# WIDA AMS





# 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"><li>• Students</li><li>• Parents &amp; Guardians</li><li>• Teachers</li><li>• School Teams</li></ul>	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"><li>• Teachers</li><li>• Program Coordinators &amp; Directors</li><li>• Administrators</li></ul>	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"><li>• Program Coordinators &amp; Directors</li><li>• Administrators</li></ul>	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"><li>• Program Coordinators &amp; Directors</li><li>• Administrators</li><li>• Boards of Education</li></ul>	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"><li>• State &amp; District Program Staff</li><li>• Policy Makers &amp; Legislators</li></ul>	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 Student Roster Report

## Student Roster Report

- Scale score and language proficiency levels for each language domain and four composites by school, grade, student, and grade-level cluster
- Quick reference for teacher, administrators, and coordinators to plan lessons and individual supports based on students in a grade-level

WIDA ACCESS for ELLs 2.0<sup>®</sup> English Language Proficiency Test

District: [REDACTED]  
School: [REDACTED]  
Grade: 10

### Student Roster Report — 20XX

STUDENT NAME STATE STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language <sup>1</sup>		Literacy <sup>2</sup>		Comprehension <sup>3</sup>		Overall Score <sup>4</sup>		
			Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score
[REDACTED]	A	9-12	375	3.7	350	3.9	380	3.7	380	3.2	350	3.8	350	3.2	350	3.8	350	3.2	350
[REDACTED]	C	9-12	422	3.4	384	4.6	400	3.9	400	4.3	400	3.8	407	3.7	400	3.8	400	3.8	400
[REDACTED]	C	9-12	391	4.2	428	6.0	401	3.7	397	4.0	410	3.4	399	4.6	398	3.1	402	4.8	401
[REDACTED]	C	9-12	402	4.6	428	6.0	401	3.7	400	4.5	415	3.6	405	4.9	401	3.2	408	3.2	408
[REDACTED]	A	9-12	383	3.2	411	3.9	381	2.9	380	3.5	387	4.3	383	2.8	388	2.4	388	3.3	388
[REDACTED]	C	9-12	408	4.9	428	6.0	400	3.9	413	4.7	418	3.8	409	3.2	406	3.5	412	3.4	412

Overall Scores are computed when all 4 domains have been completed.  
NA - Not available - Student Booklet is marked with a Non-Scoring Code of Absent, Incomplete, Declined or Deferred Special Education/504.

A - Oral Language = 50% Listening + 50% Speaking  
B - Literacy = 50% Reading + 50% Writing  
C - Comprehension = 75% Reading + 25% Listening  
D - Overall Score = 33% Reading + 33% Writing + 17% Listening + 17% Speaking

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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: D4 Grade: 04 Cluster: 4-5												
District Frequency Report — 2021																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>a</sup>		Literacy <sup>b</sup>		Comprehension <sup>c</sup>		Overall Score <sup>d</sup>	
	# 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
<b>1 – Entering</b> 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%
<b>2 – Emerging</b> 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%
<b>3 – Developing</b> 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%
<b>4 – Expanding</b> Knows and uses social English and some specific academic language with visual and graphic support	0	0%	1	11%	1	11%	0	0%	3	33%	2	22%	0	0%	6	67%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade-level materials	1	11%	1	11%	0	0%	0	0%	4	44%	0	0%	1	11%	0	0%
<b>6 – Reaching</b> 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%
<b>Highest Score</b>	470		411		417		297									
<b>Lowest Score</b>	313		295		322		278									
<b>Total Tested</b>	9															

<sup>a</sup> – Oral Language = 50% Listening + 50% Speaking  
<sup>b</sup> – Literacy = 50% Reading + 50% Writing  
<sup>c</sup> – Comprehension = 70% Reading + 30% Listening  
<sup>d</sup> – Overall Score = 33% Reading + 33% Writing + 33% Listening + 33% Speaking

# English Learner Management System Reports



# English Learner Management System Available Score Reports

## ELMS District Detail Reports

- 2016-23 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

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Department of Education

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User Guide

2021-2022  
Change Year

ABERDEEN DISTRICT(058)

2021-2022 EL Student Summary  
2020-2022 EL Data  
2021-2022 LEEP Upload  
2020-2022 EL Plan Download  
District Reports  
Reading Appeals

Admin Actions  
Track in Progress (0)

Select District  
Find Child  
Predict Appeals  
Admin Find Child  
Manage Calendar  
District Summary  
State Reports

Annual Reports

EL Student Summary Snapshot of EL Student Summary  
[Show/Hide Filter](#)

EL Student Summary for School Snapshot of EL Student Summary for a specific school  
[Show/Hide Filter](#)

WIDAAMS 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 Filter](#)

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 Letter  
[Show/Hide Filter](#)

Student Assessment Comparison - District Year to year assessment comparison for students in District (based on EL Student Summary)  
[Show/Hide Filter](#)

Student Assessment Comparison - School Year to year assessment comparison for students in selected school (based on EL Student Summary)  
[Show/Hide Filter](#)

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 Filter](#)

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 Filter](#)

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 Filter](#)

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 Filter](#)

School Year  
2021-2022

Select School  
ABERDEEN ELEMENTARY SCHOOL (0286)

Run

# District Responsibilities



# District Reporting Responsibilities

- IDAPA Code: 08.02.03.111.05 - Requirement to communicate individual assessment results within **three weeks** of receiving scores (June 18, 2024)
  - Provided in a language comprehensible to the parent
  - Districts are responsible for providing reports that are accessible if a parent makes a request
- 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?





# Face-to-Face ACCESS for ELLs Training Registration Now!

## Interpreting ACCESS Score Reports for Instruction: In-Person Spring Training

- Pocatello-Chubbuck School District – **May 6, 2024** *(Only 4 spots left)*
- Lakeland School District – **May 8, 2024**
- West Ada School District – **May 10, 2024** *(15 spots left)*

### Registration Link





# Next ELPA Webinar

## ELPA Year in Review

### Tuesday, May 14, 2024

[https://idahosde.zoom.us/meeting/register/tJUoceihrzwsG9GcYmM\\_M4l6WjCsBauRpTl1#/registration](https://idahosde.zoom.us/meeting/register/tJUoceihrzwsG9GcYmM_M4l6WjCsBauRpTl1#/registration)



### ELPA: The 2023-2024SY in Review

Tue May 14th 12:00pm - 1:00pm (MDT)

The webinar presents participants with an overview of the 2023-2024 ACCESS for ELLs test administration highlights and observable pinch points. Participants are asked to submit feedback on the types o ...

# Presentation Feedback



<https://forms.office.com/r/MzK1Zte8Tx>



# Open Discussion & Questions



# ELPA Webinar Series

## Open Discussion & Questions



Presentation Feedback



Idaho Department  
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Presentation Feedback