



ACCESS for ELLs Interpreting & Sharing Score Reports

ELPA Webinar Series 2023-2024

October 5, 2023



Idaho State Department of Education

DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

10.5.2023

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
- District Responsibilities
- Open Discussion

ACCESS for ELLs Score Reports 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

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. |



WIDA ACCESS

Understanding Student Performance

ACCESS for ELLs Score Types

ACCESS for ELLs Reported Scores



ACCESS for ELLs

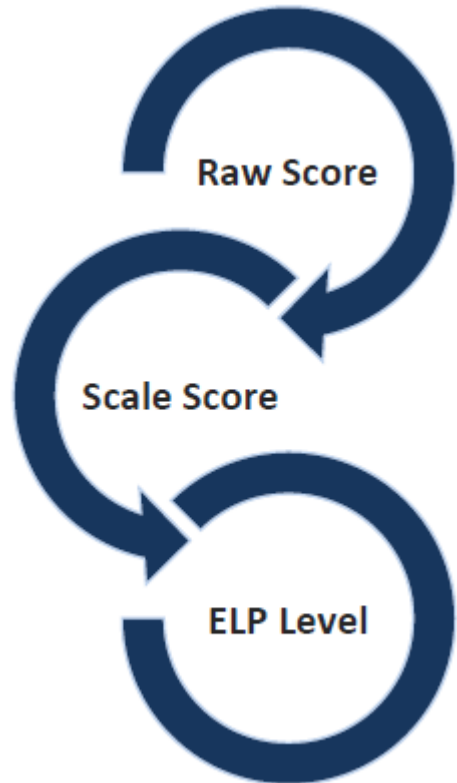
Types of Reported Scores



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

ACCESS for ELLs

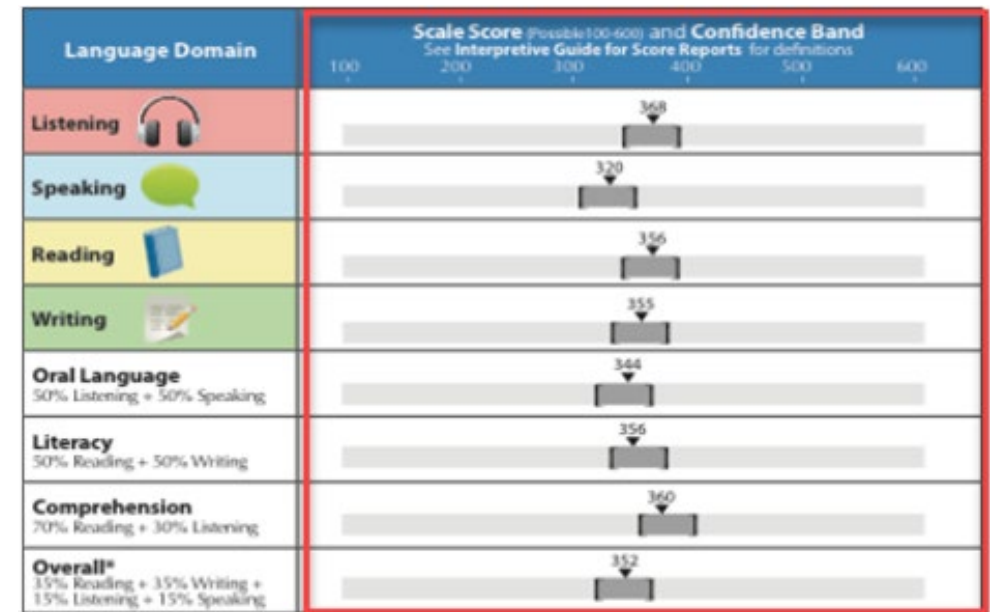
Types of Reported Scores



- **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 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



ACCESS for ELLs – 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 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



- 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



- Whole number followed by a decimal

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

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

ACCESS for ELLs – 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
- **Using proficiency level score(s)**
 - Create individual language goals
 - Define domain specific goals
 - Differentiate instruction
 - Promote autonomous learning
 - Monitoring language use

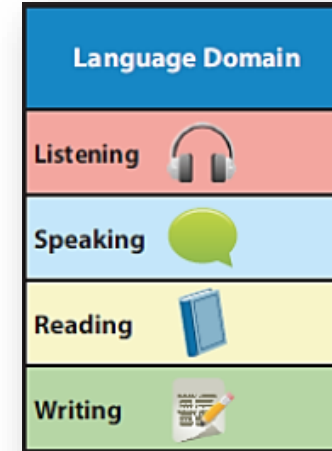


ACCESS for ELLs Reported Domain & Composite Scores



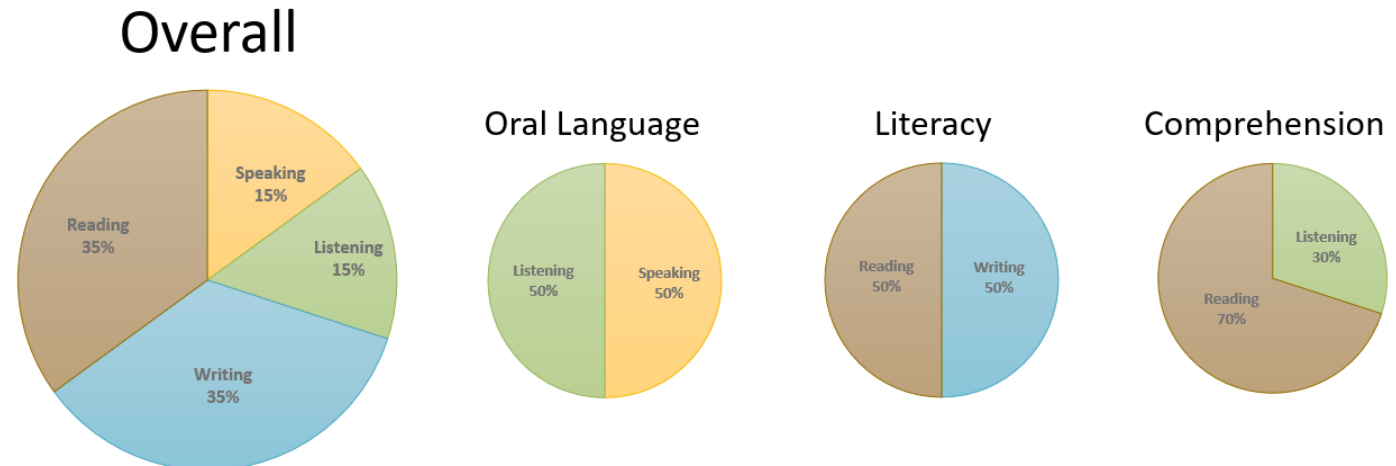
• Language Domains Scores

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



• Composite Scores

- Overall*
- Oral
- Literacy
- Comprehension



* Used for EL Accountability



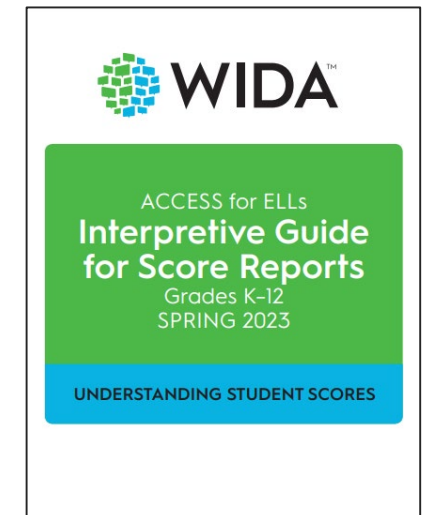
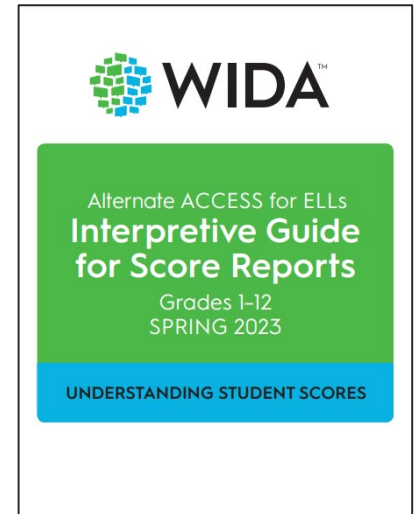
WIDA ACCESS Interpretive Resources



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 in ELMS



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

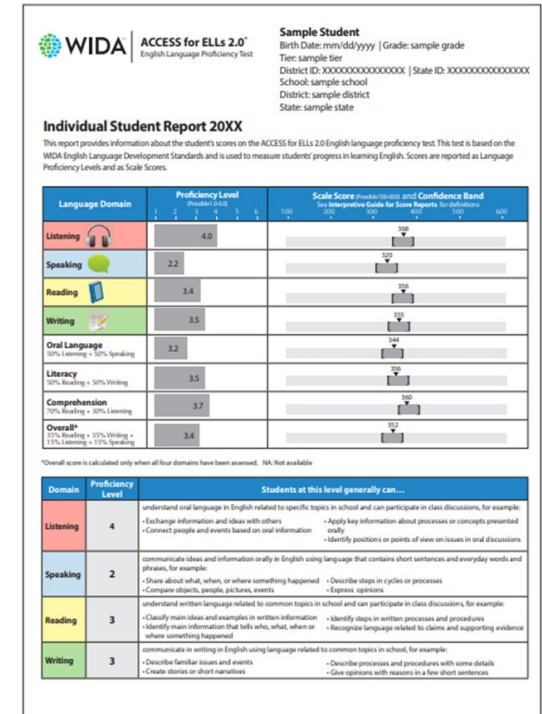
| Score Report | Audience/Stakeholders | Type of information |
|---------------------------|---|--|
| Individual Student Report | <ul style="list-style-type: none">• Students• Parents & Guardians• Teachers• School Teams | Individual student's scale scores and language proficiency levels for each language 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 – 2023-2024 > 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 |
|---------------------------|---|--|
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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® 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 ^a | | Literacy ^b | | Comprehension ^c | | Overall Score ^d | |
|----------------------------------|------|---------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|----------------------------|------------|-----------------------|------------|----------------------------|------------|----------------------------|------------|
| | | | 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 |
| [REDACTED] | C | 9-12 | 377 | 3.7 | 369 | 3.9 | 344 | 2.1 | 369 | 3.2 | 373 | 3.8 | 357 | 2.7 | 354 | 2.6 | 361 | 2.9 |
| [REDACTED] | C | 9-12 | 422 | 5.4 | 384 | 4.6 | 405 | 5.9 | 408 | 4.5 | 403 | 5.0 | 407 | 5.1 | 410 | 5.8 | 405 | 5.0 |
| [REDACTED] | C | 9-12 | 391 | 4.2 | 428 | 6.0 | 401 | 5.7 | 397 | 4.0 | 410 | 5.4 | 399 | 4.6 | 398 | 5.1 | 402 | 4.9 |
| [REDACTED] | C | 9-12 | 402 | 4.6 | 428 | 6.0 | 401 | 5.7 | 408 | 4.5 | 415 | 5.6 | 405 | 4.9 | 401 | 5.2 | 408 | 5.2 |
| [REDACTED] | A | 9-12 | 363 | 3.2 | 411 | 5.9 | 341 | 2.0 | 380 | 3.5 | 387 | 4.3 | 361 | 2.8 | 348 | 2.4 | 368 | 3.2 |
| [REDACTED] | C | 9-12 | 408 | 4.9 | 428 | 6.0 | 405 | 5.9 | 413 | 4.7 | 418 | 5.8 | 409 | 5.2 | 406 | 5.5 | 412 | 5.4 |

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, Invalid date, Declined or Deferred Special Education/504

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

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| Score Report | Audience/Stakeholders | Type of information |
|---------------------------|---|--|
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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 ¹ | | Literacy ² | | Comprehension ³ | | Overall Score ⁴ | |
| | # 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 | | | | | | | | | |
| Lowest Score | 313 | | 295 | | 322 | | 278 | | | | | | | | | |
| Total Tested | 9 | | | | | | | | | | | | | | | |

¹ A – Oral Language = 50% Listening + 50% Speaking
² B – Literacy = 50% Reading + 50% Writing
³ C – Comprehension = 70% Reading + 30% Listening
⁴ D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

| Score Report | Audience/Stakeholders | Type of information |
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ELMS District Reports

District Detail Reports



2023-2024 ELPA Cycle 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

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 **1**
- 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?



Upcoming Events & Last Words



Northwest Nazarene University

Available ELD Professional Development Credit



NORTHWEST
NAZARENE UNIVERSITY

- **Engaging Multilingual Learners Through an Asset-Based Lens**
 - Enrollment September 1, 2023 – February 2, 2024
 - Participants must complete the following workshops:
 - The WIDA ELD Standards Framework: A Collaborative Approach
 - Making Language Visible in the Classroom
 - Participants then choose **two** courses to complete from the list below:
 - Developing Language for Learning in Mathematics
 - Engaging Multilingual Learners in Science: Making Sense of Phenomena
 - Social Studies: Engaging Multilingual Learners through Inquiry
 - Combination of both: Reframing Education for Long-term English Learners & Newcomers: Promoting Success through Strengthening Practice
- Cost: \$60
- Register online at pdlearn.nnu.edu



Next ELPA Monthly Meeting



ACCESS for ELLs: Initial Materials Order and WIDA AMS Pre-ID File

November 2, 2023: 12:00PM – 1:00PM MT

<https://idahosde.zoom.us/meeting/register/tJEpdOutrD4iH9KCDQvzgHUMYDqDr1jNUaMM#/registration>



ACCESS for ELLs: Initial Materials Order and WIDA AMS Pre-ID File

Thu Nov 2nd 12:00pm - 1:00pm (MDT)

The webinar reviews specific steps the district takes prior to the SDE's submission of the WIDA AMS Pre-ID File & Initial Materials Order to the Data Recognition Corporation. The webinar provides deta ...



Open Discussion



Presentation Feedback



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



Open Discussion



Unmute yourself or write your questions/comments within the chat



Thank you!



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Idaho State Department of Education

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