



Idaho Department  
of Education

# ACCESS for ELLs Interpreting & Sharing Score Reports

ELPA Webinar Series 2024-2025  
April 24, 2025





# 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

- **2024-2025 ACCESS for ELLs**
  - **May 7, 2025** – Data available online
  - **May 16 – May 19, 2025** – Physical Reports delivered to district

# Possible Reasons for Missing Scores

- Unmet WIDA Attemptedness Criteria
- Late Returns
  - Student responses not post marked by March 7, 2025 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

## 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
    - <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



ACCESS for ELLs

### Interpretive Guide for Score Reports

Grades K-12  
SPRING 2025

UNDERSTANDING STUDENT SCORES



WIDA ALTERNATE ACCESS

### Interpretive Guide for Score Reports

Grades K-12  
SPRING 2025

UNDERSTANDING STUDENT SCORES


# WIDA

## Resources to Interpret Score Reports

- Parent Flyers
  - ACCESS for ELLs
    - <https://wida.wisc.edu/resources/access-ells-understanding-your-childs-scores>
  - WIDA Alternate ACCESS
    - <https://wida.wisc.edu/resources/alternate-access-ells-understanding-your-childs-scores>
- Available in multiple languages

### ACCESS for ELLs Understanding Your Child's Scores

ACCESS for ELLs is an English language proficiency test that measures students' academic English language skills.



- Schools, school districts, and states use ACCESS for ELLs scores as they decide what English language support services to provide.
- Teachers use test scores as they decide how best to teach your child.
- You can use test scores to advocate for your child.

The Individual Student Report shows your child's ACCESS for ELLs scores in eight different categories. Four of these categories are the language domains of Listening, Speaking, Reading, and Writing. These four language domain scores are combined to create four additional score types:

- The oral language category is a combination of your child's Listening and Speaking scores.
- The literacy category is a combination of your child's Reading and Writing scores.
- The comprehension category is a combination of your child's Listening and Reading scores. It depends more on the Reading score than on the Listening score.

**ELL**  
An English language learner, or ELL, is a student who has the opportunity to receive instruction in English, in addition to learning other classes. ELLs are tested every year to help teachers understand their language skills, but you have the right to accept or decline language support.

**Language Domain**  
Students use listening, speaking, reading, and writing skills to learn academic content, share information, and discuss ideas. These are skills that all students work on throughout their education. Language testing measures a student's skills in all four of these domains.

**WIDA**  
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### WIDA Alternate ACCESS Understanding Your Child's Scores

Alternate ACCESS is an English language proficiency test that measures the English language skills of students with the most significant cognitive disabilities.

The Individual Student Report shows your child's Alternate ACCESS Individual Domain Scores in the four language domains of:

- Listening
- Speaking
- Reading
- Writing

The **Overall Proficiency Level** is a calculation based on all four language domain scores. The Overall Proficiency Level score is primarily determined by Reading and Writing scores and helps the school determine if your child needs continued English learner services.

Proficiency level scores place your child's score with other students who take the **Alternate English Language Proficiency Levels**. Proficiency levels are not related to your child's grade level.

Underneath your child's scores, WIDA has included some activities that a typical student can do at your child's proficiency level.

**What should I do next?**

- On your child's Individual Student Report there is a section with suggestions on how you can use this information to help your child.
- Contact your child's teacher if you have any questions.

**WIDA**  
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# WIDA ACCESS Student Performance Data



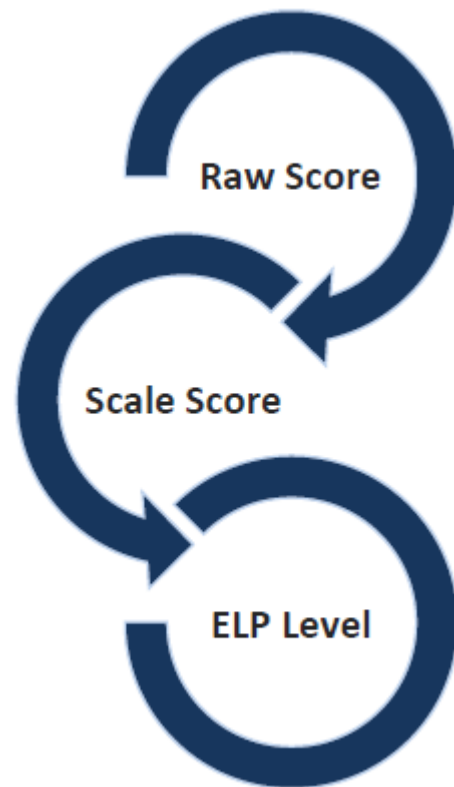


# Types of Reported Scores

- 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)

Language Domain	Scale Score <small>100-600</small> and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small>				
	100	200	300	400	500
Listening 				348	
Speaking 			320		
Reading 				356	
Writing 				343	
Oral Language <small>50% Listening + 50% Speaking</small>				344	
Literacy <small>50% Reading + 50% Writing</small>				356	
Comprehension <small>75% Reading + 25% Listening</small>				360	
Overall* <small>17% Reading + 33% Writing + 15% Listening + 15% Speaking</small>				352	



# 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

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

# 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



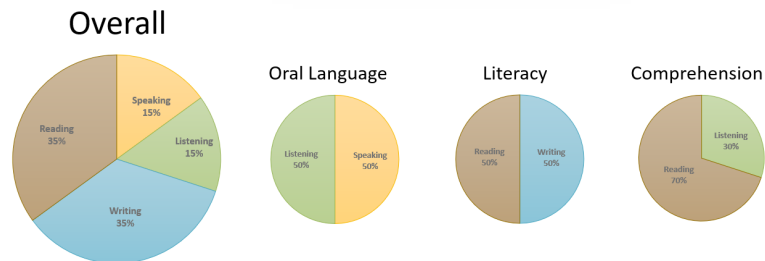
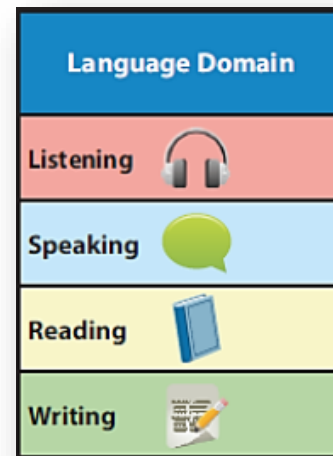
# Reported Domain & Composite Scores

- 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

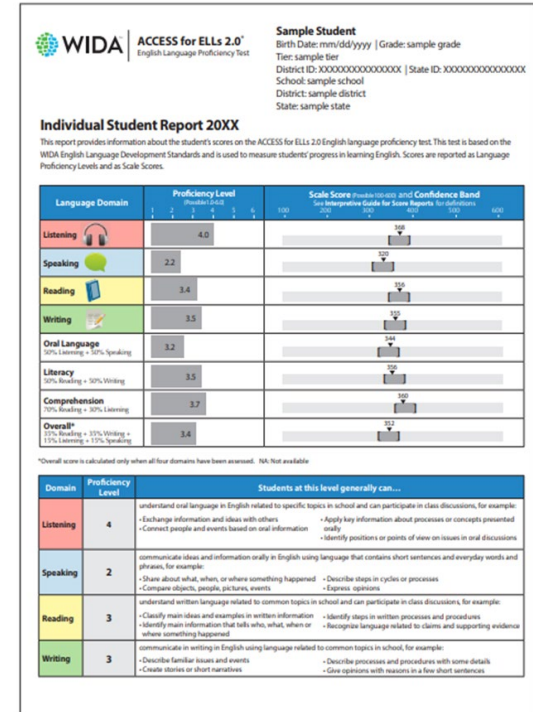
Score Report	Audience/Stakeholders	Type of information
Individual Student Report	<ul style="list-style-type: none"><li>• Students</li><li>• Parents &amp; Guardians</li><li>• Teachers</li><li>• School Teams</li></ul>	Individual student's scale scores and language proficiency levels for each language domain 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 Individual Student Report

## Individual Student Report

- Individual scale score and English proficiency levels for each language domain and four composite scores
- Available for download in 49 languages
  - WIDA AMS > Reporting Services > ACCESS Translated Report
- Proficiency Level Descriptors
  - Overview of what a child can generally do in English within each language domain at the attained English proficiency level



# 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


[illegible]

# 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



ACCESS for ELLs®

English Language Proficiency Test

District:

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 some 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 technical academic language	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 material	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															

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

# **English Learner Management System Reports**



# English Learner Management System Available Score Reports

## ELMS District Detail Reports

- 2016-24 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  
Department of Education

Links

Home

User Guide

2021-2022

Change Year

ABERDEEN  
DISTRICT(058)

2021-2022 EL Student Summary

2020-2021 EL Data

2020-2021 LEP Upload

2020-2021 EL Plan Download

District Reports

Pending Appeals

Admin Actions

Work in Progress (4)

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

Download File

EL Student Summary for School Snapshot of EL Student Summary for a specific school

Download File

WIDAAMS Pre-ID File List of enrolled EL students who need to take ACCESS 2.0 in the current school year (for reference only)

Download File

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 Parents/Teachers

Download File

Student Assessment Comparison - District Year to year assessment comparison for students in District (based on EL Student Summary)

Download File

Student Assessment Comparison - School Year to year assessment comparison for students in selected school (based on EL Student Summary)

Download File

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)

Download File

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)

Download File

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)

Download File

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)

Download File

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 9, 2025**)
  - 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?



# Next ELPA Webinar

## ELPA Year in Review

Tuesday, May 13, 2025

<https://idahosde.zoom.us/meeting/register/tJwodOCspjkjGtxnawmsbnOhVGYSUpT9PZ91>



### ELPA: The 2024-2025SY in Review

**Tue May 13th 12:00pm - 1:00pm (MDT)**

The webinar presents participants with an overview of the 2024-2025 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

# Questions & Open Discussion

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

## Questions & Open Discussion Reminder:

- Do not discuss student personal identifiable information (PII)
- Be respectful
- Use the “Chat” function or microphone to speak



Presentation Feedback





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Presentation Feedback