ACCESS for ELLs Interpreting Score Reports

ELPA Monthly Webinar Series – Meeting 9

ACCESS for ELLs – Interpreting Score Reports Agenda

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

ACCESS for ELLs Score Reports Timeline

May 6, 2022

- Electronic ACCESS for ELLs Score Reports available in WIDA AMS

May 23 – May 25, 2022

- Physical ACCESS for ELLs Individual Score Reports delivered to LEA

May 23, – June 3, 2022 5:00PM MT

- ACCESS for ELLs Participation Rate Appeals Window

July 1, 2022

- ELMS ACCESS for ELLs EL Status & Scores Reports update

WIDA AMS
Available Score Reports

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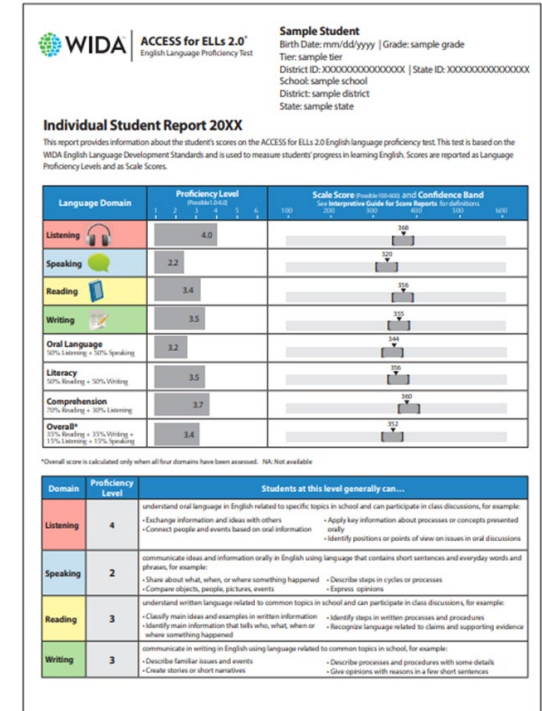 - Accessible to staff with a District or School Test Coordinator permission set

Score Report	Audience/Stakeholders	Type of information
Individual Student Report	• 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	• 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	• 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	• 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	• 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 – 2021-2022 > 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

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 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

- 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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ACCESS for ELLs Missing Scores

- Unmet WIDA Attemptedness Criteria

- Late Returns
  - Student responses not post marked by March 4, 2022 would not have a score for the regular reporting window

- Other
  - Not using a #2 pencil to bubble student responses
  - 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. *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.

Resources to Interpret ACCESS for ELLs Score Reports

- 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

- WIDA Scoring Rubrics
  - Speaking / Writing
    - https://wida.wisc.edu/sites/default/files/resource/WIDA-Speaking-Scoring-Scale-Gr-1-12.pdf
    - https://wida.wisc.edu/sites/default/files/resource/WIDA-Writing-Rubric-Gr-1-12.pdf

- ELMS District Detail Reports
  - ACCESS 2.0 Proficiency Level Comparison*
  - ACCESS 2.0 Scale Score Comparison*
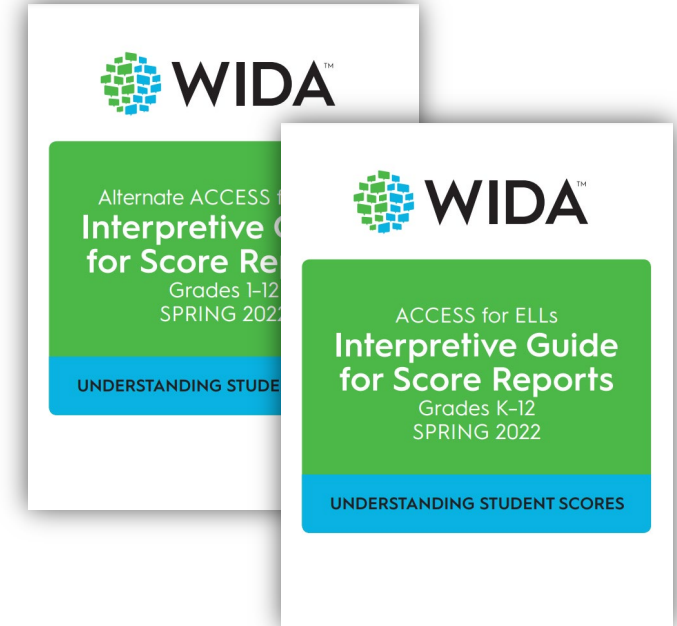
*Available July 1, 2022 in ELMS > District Reports

ACCESS for ELLs Understanding Student Performance

ACCES for ELLs Scores Types
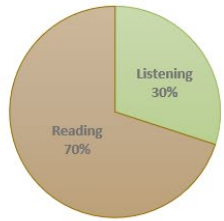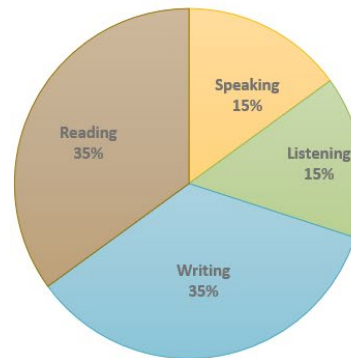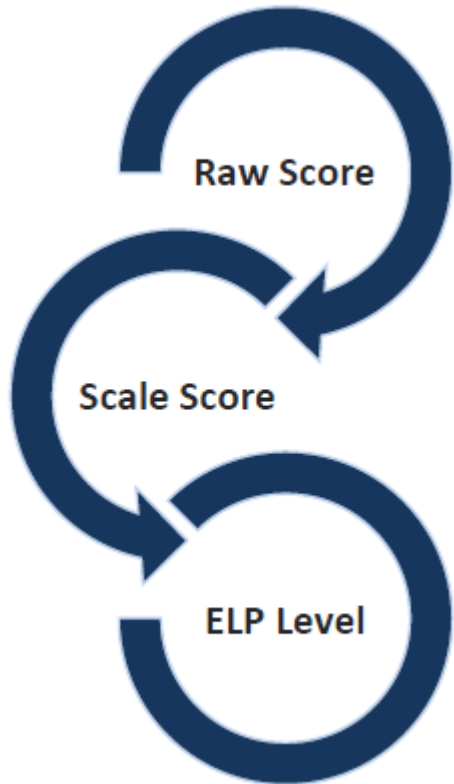
ACCESS for ELLs Reported Scores

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

- **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

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

- ## 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

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

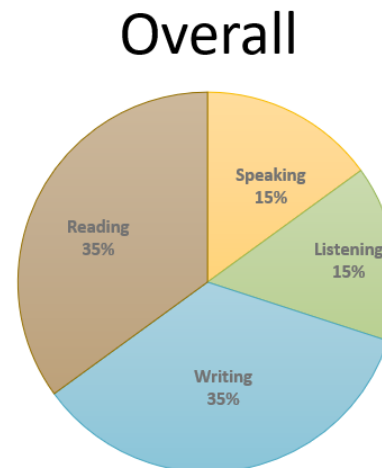| Language Domain	Proficiency Level (Possible 1.0–6.0)
Listening	4.0
Speaking	2.2
Reading	3.4
Writing	3.5
Oral Language 50% Listening + 50% Speaking	3.2
Literacy 50% Reading + 50% Writing	3.5
Comprehension 70% Reading + 30% Listening	3.7
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4

- ## Language Domains Scores
  - Listening*
  - Reading*
  - Writing*
  - Speaking*
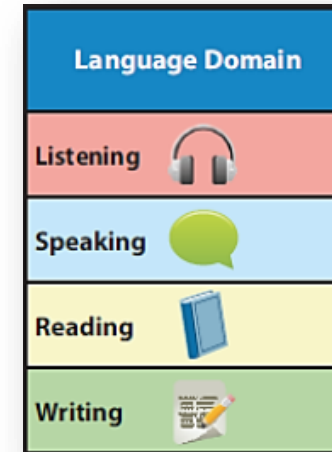
- ## Composite Scores
  - Overall*
  - Oral
  - Literacy
  - Comprehension
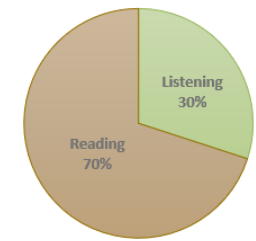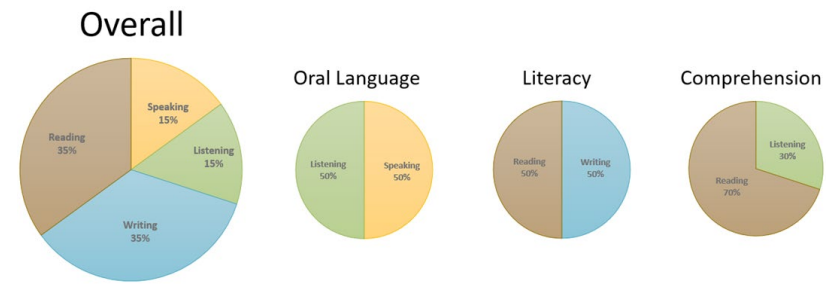
* Used for EL Accountability

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

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 grade levels
  - Calculate growth
    - Student, class, grade, school, district
  - Make a short- and long-term goal for success

- 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

ELMS District Reports

District Detail Reports

- ELMS District Detail Reports
  - 2016-21 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

District Responsibilities

Communicating Student Performance

Using Data to Evaluate Program Efficacy

District Responsibilities

- IDAPA Code: 08.02.03.111.05.(b) - LEA requirement to communicate individual assessment results within **three weeks** of receiving scores
  - Provided in a language comprehensible to the parent
  - 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

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/

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