ACCESS for ELLs Interpreting Score Reports

ELPA Webinar Series 2022-2023: Meeting Three

September 15, 2022

Supporting Schools and Students to Achieve

SHERRI YBARRA, SUPERINTENDENT OF PUBLIC SCHOOLS

ACCESS for ELLs – Interpreting Score Reports Agenda

- What do WIDA Screener and ACCESS for ELLs measure?
- Understanding ACCESS for ELLs Student Performance
  - Reported Scores
  - Scale Scores vs. Proficiency Levels
- Available Score Reports
  - WIDA AMS
  - ELMS
  - Observing Data
- Resources to Interpret Student Performance Results
- Open Discussion

Interpreting Student Performance Program Evaluation

- Title VI and the EEOA outline the requirement that the district's LIEP must be *effective, educationally sound* and *proven successful*
  - ESSA § 1111(b)(2)(G),§ 3115(a) and (c)(1), § 3116(b)(1)(2), §3201(7)
- LIEP - Proven Effective
  - ESSA §3113(b)(8), 3115(d)(1-2), 3121(b), Castañeda v. Pickard
  - Increase the English proficiency of ELs by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing
    - (A) English language proficiency; and
    - (B) student academic achievement (ESEA Section 3115(c)(1))
- How does your district evaluate the program and activities to determine effectiveness?
  - How is the continuous improvement cycle documented?

What do WIDA Screener & ACCESS for ELLs measure?

- English Language Proficiency Assessment – What is Measured?
  - Academic language necessary to communicate information, ideas, and concepts necessary for academic success in Language Arts, Mathematics, Science, and Social Studies.
    - Academic language is measured within four language domains: Listening, Reading, Writing, and Speaking

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Social & Instructional Language | Language of Language Arts | Language of Mathematics | Language of Science | Language of Social Studies

Academic Language

Language Domain
Listening
Speaking
Reading
Writing

| Level 1 Entering | Level 2 Emerging | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6 Reaching |

- ## Features of Academic Language

  - **Discourse**: quantity of language variety of how concepts and information is communicated

  - **Sentence**: Use of language structures in communication of concepts and information

  - **Word/Phrase**: Specificity of word/phase choice

Dimension	Performance Criteria	Features
Discourse	**Linguistic Complexity** *(Quantity and variety of oral and written text in communication)*	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text
Sentence	**Language Forms and Conventions** *(Types, array, and use of language structures in communication)*	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions
Word/Phrase	**Vocabulary Usage** *(Specificity of word or phrase choice in communication)*	• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms

- ## **Performance Definitions**

  - Determine expectations for **each proficiency level**

Listening & Reading

Writing & Speaking

Student Performance Scores Overview

ACCESS for ELLs Scores Types

ACCESS for ELLs Reported Scores

- ACCESS for ELLs student performance is reported using two score types for each language domain
  - Scale Score
  - English Proficiency Level
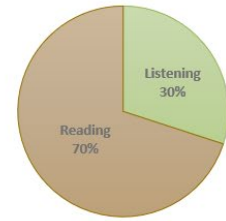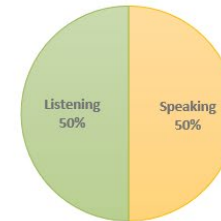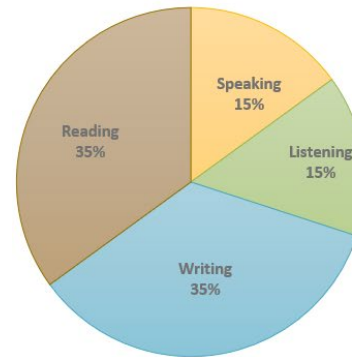
Student Performance Scores Overview Reported Domain & Composite Scores

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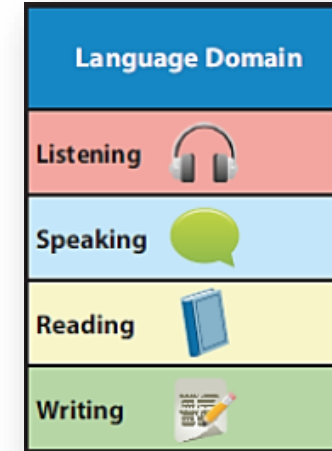
- Composite Scores
  - Overall*
  - Oral
  - Literacy
  - Comprehension
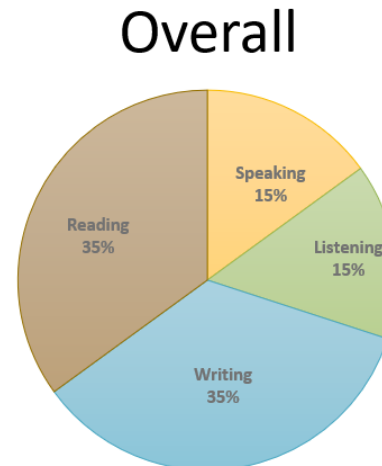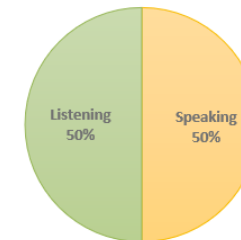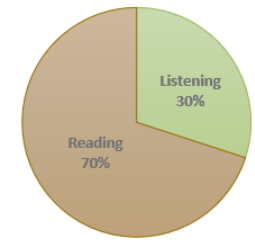
* Used for State EL Accountability Indicator

- **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 (track growth)
  - 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 English language at a English proficiency level (discourse, sentence, vocabulary)

- 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

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

Scale Score 355 in Listening

Grade 3
Proficiency Level 5.2

Grade 4
Proficiency Level 4.6

Grade 5
Proficiency Level 4.0

6th Grade Student with a Scale Score 370

Listening
Proficiency Level 4.3

Reading
Proficiency Level 3.8

- # English Proficiency Level Score

  - Interpretative English proficiency score based on an attained scale score
  - Compares student performance as it relates to the six WIDA English language proficiency levels
  - Six proficiency levels (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching)

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

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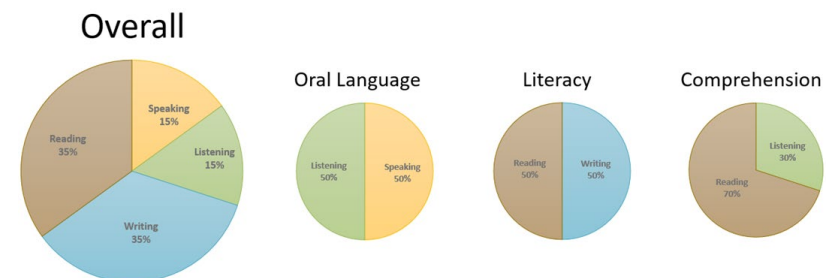   - Monitoring language use

- 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 student's language proficiency

According to our data, 115% of all statistics are wrong.

Overall

Oral Language

Literacy

Comprehension

Available Score Reports

The WIDA AMS

English Learner Management System

ADEA

Available Score Reports
Missing Student Scores

- **Where the materials returned after the published deadline?**
  - Materials postmarked after the materials return deadline are considered late returns and are reported on a different time-line
- **Does it show "NA" on the Report?**
  - This will indicate that a DO Not Score Code was marked either during the testing window, bubbled on the test booklet, or marked during data validation
- **Was there a label on the used test booklet?**
  - Used student test booklet retuned without a white Pre-ID or yellow district School Label are not scored
- **Was pen used in the booklet? Or were all the bubbles filled in completely?**
  - If a pen is used, no score can be scanned. Also, if the bubbles are not filled in completely this could affect the accuracy of the reporting

Available Score Reports
WIDA AMS

- 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.

- 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

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 – 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

- 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 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/

- ELMS District Detail Reports – Longitudinal Scores
  - Displays historical performance scores for ELs currently enrolled into your district/school

- ACCESS 2.0 Proficiency Level / Scale Score Comparison*
  - Reports domain and composite scores for each ACCESS for ELLs administration
  - Reports name, EDUID, grade-level, and administration school year
  - Indicates whether a child met the yearly Growth toward English Language Proficiency indicator
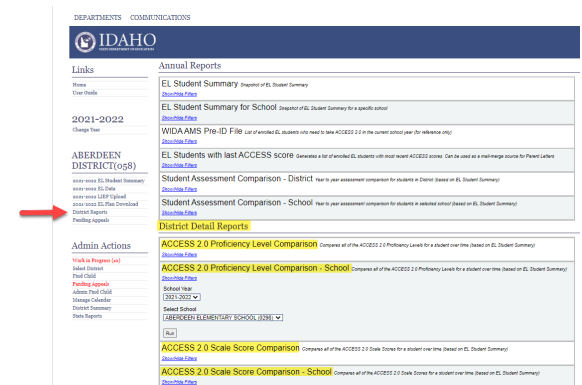
Resources to Interpret Student Performance Results

ACCESS for ELLs

WIDA Screener

Resources to Interpret Student Performance Results ACCESS for ELLs

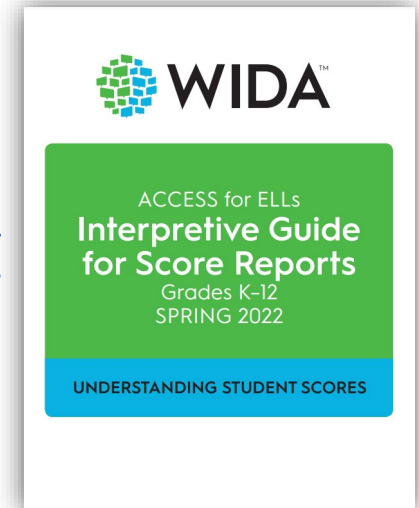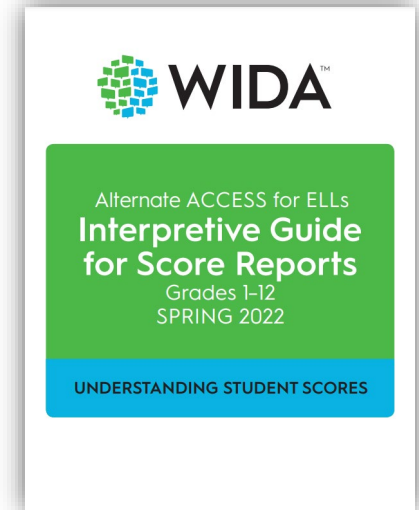- ## Interpretive Guide for Score Reports

  - ACCESS for ELLs:
    https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf

  - Alternate ACCESS for ELLs:
    https://wida.wisc.edu/sites/default/files/resource/Alt-Interpretive-Guide.pdf

- ## WIDA Speaking / Writing Scoring Rubrics

  - 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

- ## WIDA Screener for Kindergarten TAM
  - ### WIDA Speaking Rubric – Kindergarten (p. 22)
  - ### WIDA Writing Rubric – Kindergarten (pp. 23-24)

WIDA Speaking Rubric
KINDERGARTEN

Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases, or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may grope for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by groping for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; groping for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic, or semantic errors that don't impeded the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

- ## WIDA ELD Standards Framework 2020 - Proficiency Level Descriptors
  - ### Expressive and Interpretive communication modes
  - ### Discourse, Sentence, and Word/Phrase dimension
  - ### Grade-level cluster specificity (K, 1, 2-3, 4-5, 6-8, 9-12)

- ## WIDA Can Do Descriptors – Key Language Uses Edition
  - ### Communicative functions – Recount, Discuss, Argue, Explain
  - ### Grade-level cluster specificity (K, 1, 2-3, 4-5, 6-8, 9-12)

- ## WIDA Data Dashboard
  - State and Consortium ACCESS for ELLs data 2016-2021
  - Compare a child's growth performance to others in Idaho at various percentiles using the ACCESS Percentile Growth tool
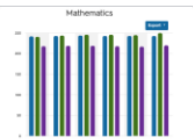
    - WIDA Dashboard requires a DTC permission set*

Resources to Interpret Student Performance Results
Observing Data

Andrew Bennett Overall & Language Domain Scale Score Growth K - 4

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Sum of Listening	333	360	316	336	448
Sum of Reading	222	288	293	321	372
Sum of Writing	177	251	291	329	330
Sum of Speaking	301	258	285	337	305
Sum of Overall SS	235	281	295	328	359
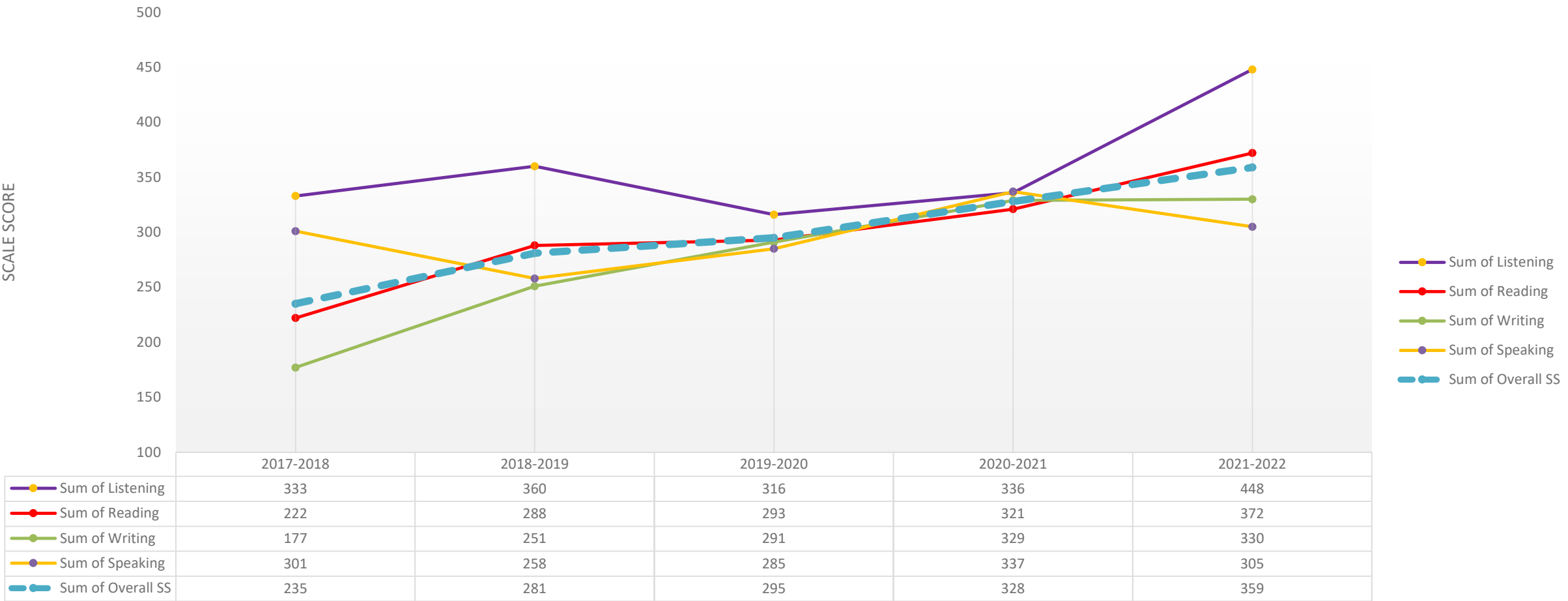
ACCESS FOR ELLS ADMINISTRATION YEAR

Resources to Interpret Student Performance Results
Observing Data
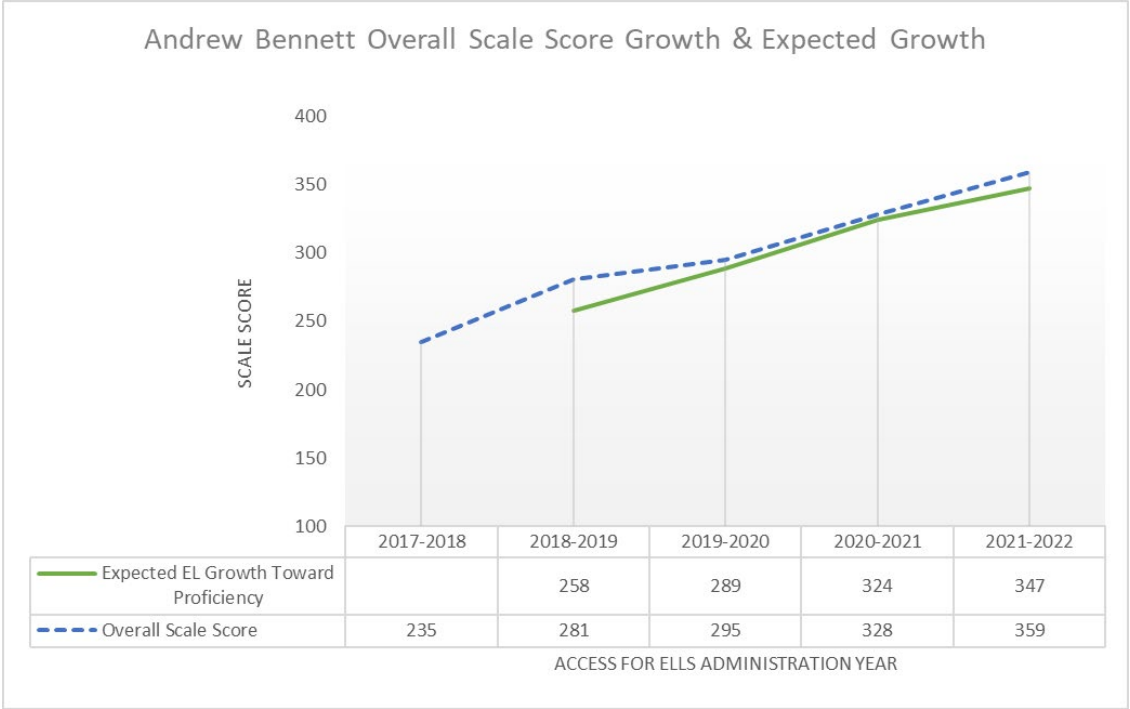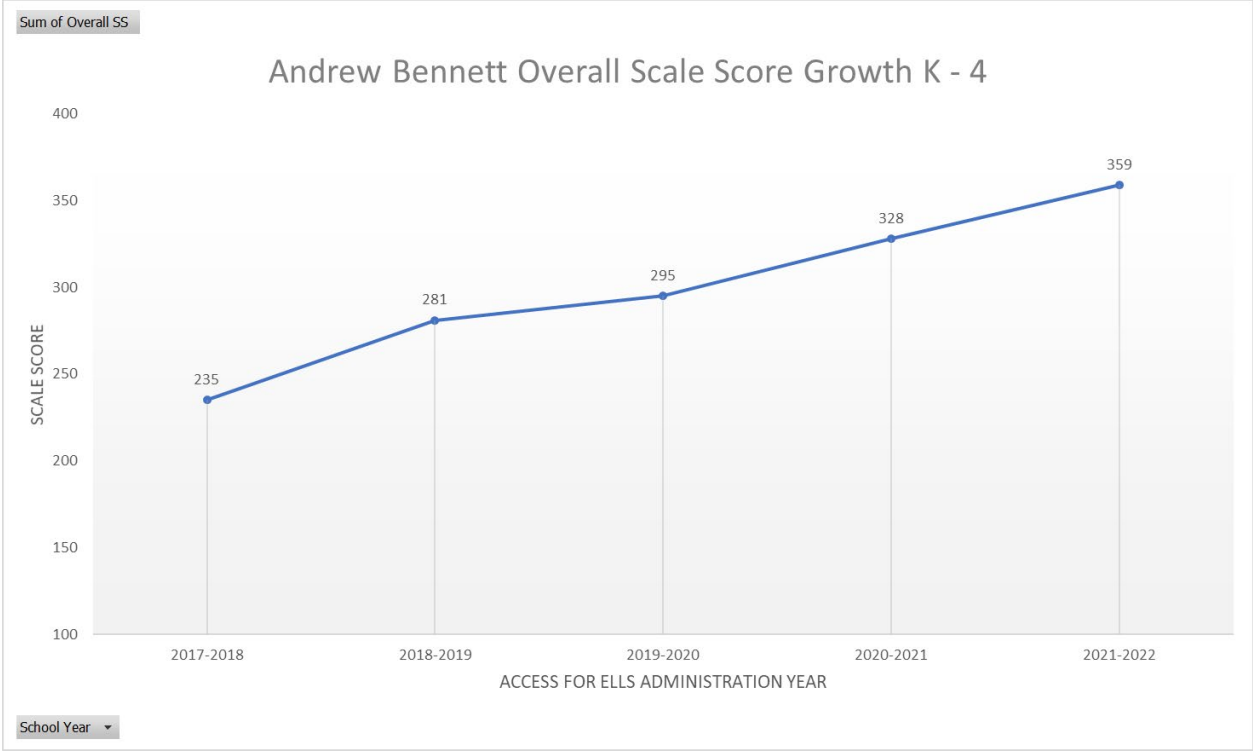
Sum of Overall SS

Andrew Bennett Overall Scale Score Growth K - 4

School Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Scale Score	235	281	295	328	359

X-axis: ACCESS FOR ELLS ADMINISTRATION YEAR
Y-axis: SCALE SCORE

School Year ▾

Andrew Bennett Overall Scale Score Growth & Expected Growth

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
—— Expected EL Growth Toward Proficiency		258	289	324	347
- - - Overall Scale Score	235	281	295	328	359

X-axis: ACCESS FOR ELLS ADMINISTRATION YEAR
Y-axis: SCALE SCORE

Preparing for Alternate ACCESS for ELLs Stand-Alone Field Test 2023

Thursday, October 6, 2022
12:00PM MT – 1:00PM MT

Preparing for Alternate ACCESS for ELLs Stand-Alone Field Test 2023

Thu Oct 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 ...

https://idahosde.zoom.us/meeting/register/tJApd-Gsrj8rHN0jK3ETobdWWncKWE6Wx8ly

Open Discussion

Open Discussion

Unmute yourself or write your questions/comments within the chat

Thank you!

Andrew Bennett | English Language Proficiency Assessment Coordinator

Idaho State Department of Education

650 W State Street, Boise, ID 83702

208.332.6909

abennett@sde.idaho.gov

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

www.sde.idaho.gov