



ACCESS for ELLs Interpreting Score Reports

ELPA Monthly Webinar Series – Meeting 9



Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

4.27.2022

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

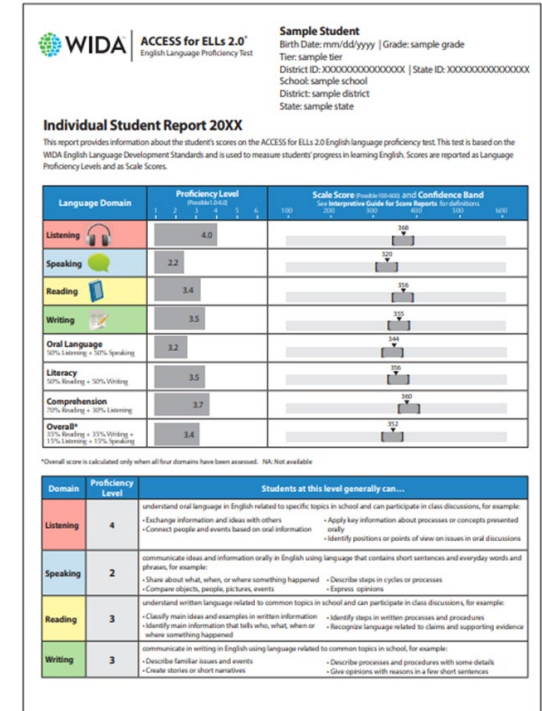
Score Report	Audience/Stakeholders	Type of information
Individual Student Report	<ul style="list-style-type: none">• Students• Parents & Guardians• Teachers• School Teams	Individual student's scale scores and language proficiency levels for each language domain and four composites.
Student Roster Report	<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 – 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	<ul style="list-style-type: none">StudentsParents & GuardiansTeachersSchool 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">TeachersProgram Coordinators & DirectorsAdministrators	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 & DirectorsAdministrators	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 & DirectorsAdministratorsBoards 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 StaffPolicy 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.

- 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

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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: 4-5
Cluster:

District Frequency Report — 2021

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# 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															

A – Oral Language = 50% Listening + 50% Speaking

B – Literacy = 50% Reading + 50% Writing

C – Comprehension = 70% Reading + 30% Listening

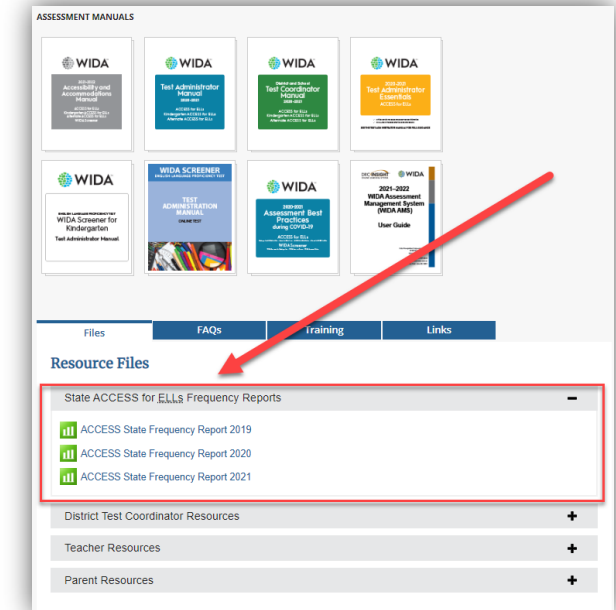
D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

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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/>



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ACCESS for ELLs Missing Scores



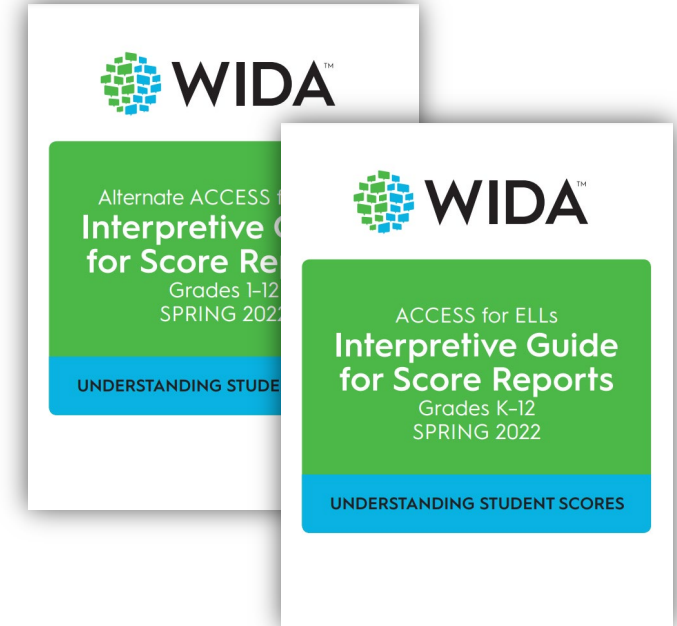
- Unmet WIDA Attemptedness Criteria
- Late Returns
 - Student responses not post marked by March 4, 2022 would not have a score for the regular reporting window
- Other
 - Not using a #2 pencil to bubble student responses
 - Split record of student results

	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. <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.

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

ACCESS for ELLs Scores Types

ACCESS for ELLs Reported Scores

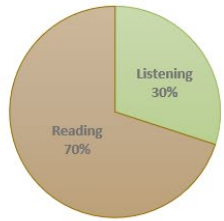
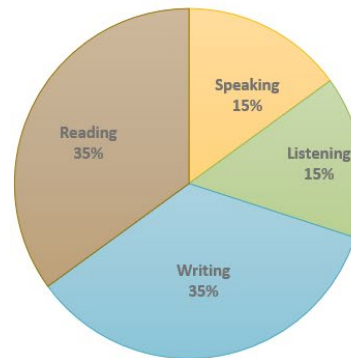


ACCESS for ELLs

Types of Reported Scores

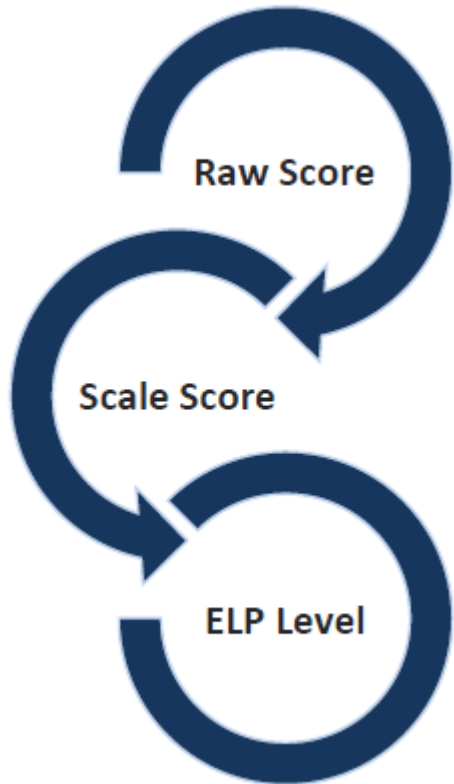


- ACCESS for ELLs student performance is reported using two score types
 - Scale Score
 - English Proficiency Level



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

Types of Reported Scores – Scale Score



- 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 <small>See Interpretive Guide for Score Reports for definitions</small>					
	100	200	300	400	500	600
Listening						
Speaking						
Reading						
Writing						
Oral Language <small>50% Listening + 50% Speaking</small>						
Literacy <small>50% Reading + 50% Writing</small>						
Comprehension <small>70% Reading + 30% Listening</small>						
Overall* <small>33% Reading + 33% Writing + 33% Listening + 33% Speaking</small>						

ACCESS for ELLs

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

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

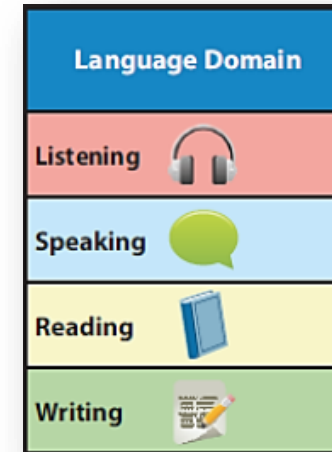
Language Domain	Proficiency Level (Possible 1.0-4.0)					
	1	2	3	4	5	6
Listening				4.0		
Speaking		2.2				
Reading			3.4			
Writing			3.5			
Oral Language 50% Listening + 50% Speaking		3.2				
Literacy 50% Reading + 50% Writing			3.5			
Comprehension 70% Reading + 30% Listening			3.7			
Overall* 15% Reading + 35% Writing + 15% Listening + 15% Speaking			3.4			

ACCESS for ELLs Reported Domain & Composite Scores



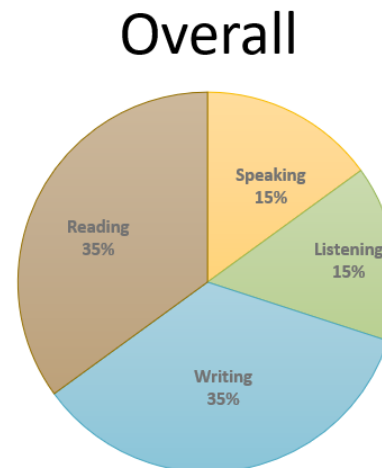
• Language Domains Scores

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

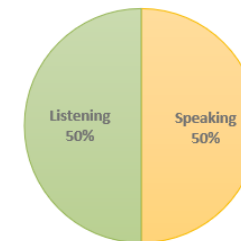


• Composite Scores

- Overall*
- Oral
- Literacy
- Comprehension



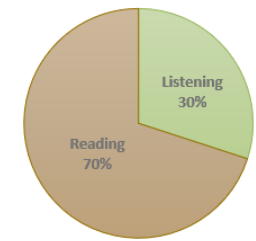
Oral Language



Literacy



Comprehension



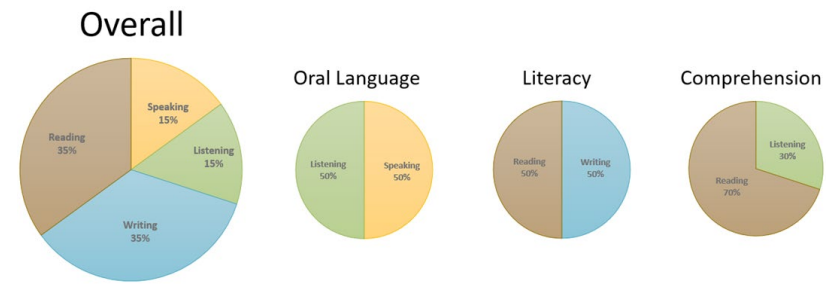
* Used for EL Accountability

ACCESS for ELLs

Avoiding the Pitfalls



- 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



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

ACCESS for ELLs – Score Evaluation & Use Proficiency Level Score(s)



- 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



2021-2022 ELPA Cycle Available Score 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

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

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.(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!

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



Supporting Schools and Students to Achieve

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