



ACCESS for ELLs Interpreting Score Reports

ELPA Webinar Series 2022-2023: Meeting Three
September 15, 2022



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?



What do WIDA Screener & ACCESS for ELLs measure?

WIDA ELD Standard Statements



- 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



Language Domain	
Listening	
Speaking	
Reading	
Writing	

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
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What do WIDA Screener & ACCESS for ELLs measure?

Dimensions of Language and Performance Criteria



• 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/phrase choice

Dimension	Performance Criteria	Features
Discourse	Linguistic Complexity <i>(Quantity and variety of oral and written text in communication)</i>	<ul style="list-style-type: none"> • 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 <i>(Types, array, and use of language structures in communication)</i>	<ul style="list-style-type: none"> • 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 <i>(Specificity of word or phrase choice in communication)</i>	<ul style="list-style-type: none"> • 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

Within sociocultural contexts for processing language...			
Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
<p>Level 6 - Reaching</p> <p>English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.</p>			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
Level 5 Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, WH- questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • General content-related words • Everyday social, instructional and some content-related words and phrases

Writing &
Speaking

Within sociocultural contexts for language use...			
Discourse Dimension		Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity		Language Forms and Conventions	Vocabulary Usage
<p align="center">Level 6 - Reaching</p> <p>English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.</p>			
<p align="center">At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...</p>			
Level 5 Bridging	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
	<ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> • Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> • Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions
	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions
Level 2 Emerging	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions
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Level 1 Entering	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions
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Student Performance Scores Overview

ACCESS for ELLs Scores Types

ACCESS for ELLs Reported Scores

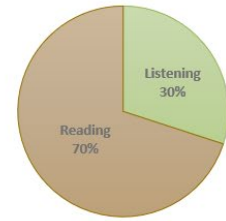
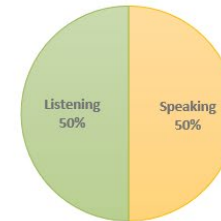
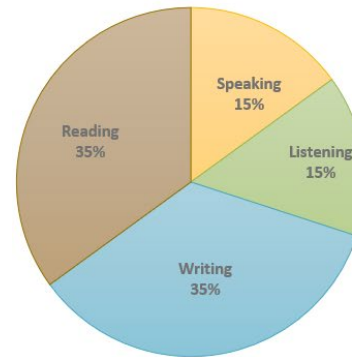


Student Performance Scores Overview

Types of Reported Scores



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

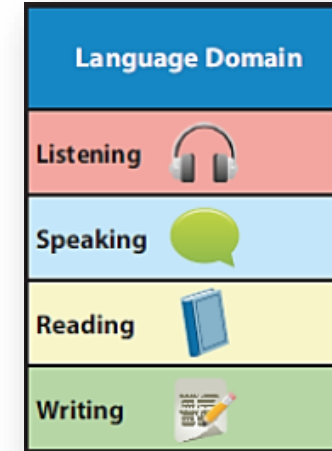


Student Performance Scores Overview Reported Domain & Composite Scores



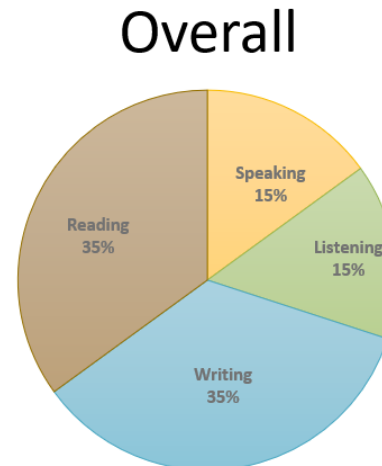
• Language Domains Scores

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

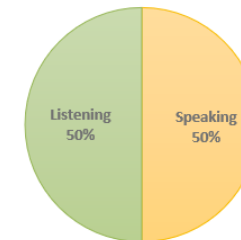


• Composite Scores

- Overall*
- Oral
- Literacy
- Comprehension



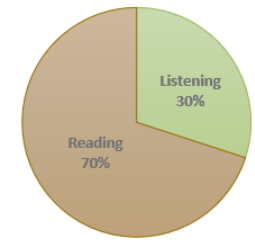
Oral Language



Literacy



Comprehension



* Used for State EL Accountability Indicator

Student Performance Scores Overview

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 (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)

Student Performance Scores Overview

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					
	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* 15% Reading + 35% Writing + 15% Listening + 15% Speaking				352		

Student Performance Scores Overview

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 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

Student Performance Scores Overview

Evaluation & Use – Scale Score(s)



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

Student Performance Scores Overview

Types of Reported Scores – Proficiency Level



- 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)



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

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			
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			

Student Performance Scores Overview

Evaluation & Use – Proficiency Level Score(s)



- 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

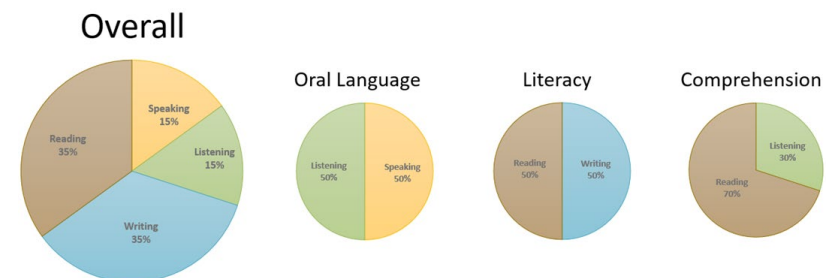


Student Performance Scores Overview

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





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 returned 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	<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

WIDA ACCESS for ELLs 2.0[®] English Language Proficiency Test

Sample Student
 Birth Date: mm/dd/yyyy | Grade: sample grade
 Title: sample tier
 District ID: XXXXXXXXXX | State ID: XXXXXXXXXX
 School: sample school
 District: sample district
 State: sample state

Individual Student Report 20XX
 This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level	Scale Score (range) and Confidence Band
Listening	4.0	100-120
Speaking	2.2	50-70
Reading	3.4	80-100
Writing	3.5	80-100
Oral Language 50% Listening + 50% Speaking	3.2	70-90
Literacy 50% Reading + 50% Writing	3.5	80-100
Comprehension 10% Reading + 35% Writing + 15% Listening + 15% Speaking	3.7	90-110
Overall	3.4	80-100

*Overall score is calculated only when all four domains have been assessed. NA: Not available.

Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> understand oral language in English related to specific topics in school and can participate in class discussions, for example: - Exchange information and ideas with others - Connect people and events based on oral information - Identify positions or points of view on issues in oral discussions
Speaking	2	<ul style="list-style-type: none"> communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: - Share about what, when, or where something happened - Compare objects, people, pictures, events - Express opinions
Reading	3	<ul style="list-style-type: none"> understand written language related to common topics in school and can participate in class discussions, for example: - Identify main ideas and examples in written information - Identify main information that tells who, what, when or where something happened - Recognize language related to claims and supporting evidence
Writing	3	<ul style="list-style-type: none"> communicate in writing in English using language related to common topics in school, for example: - Describe familiar issues and events - Create stories or short narratives - Describe processes and procedures with some details - Give opinions with reasons in a few short sentences

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.

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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 ^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															

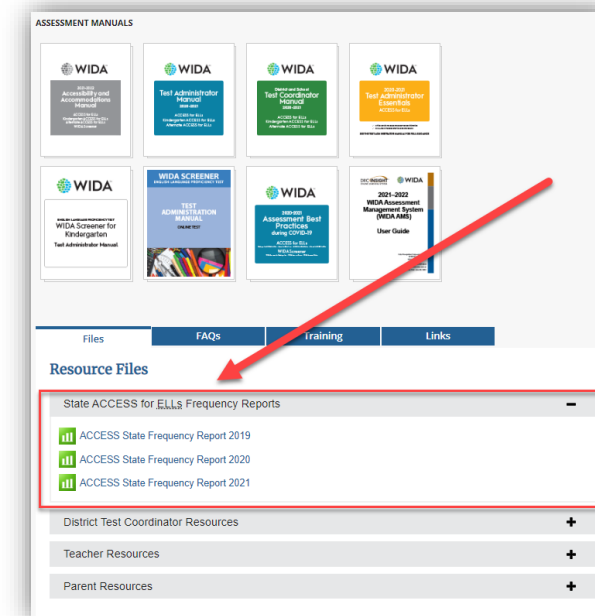
A – Oral Language = 50% Listening + 50% Speaking
 B – Literacy = 50% Reading + 50% Writing
 C – Comprehension = 70% Reading + 30% Listening
 D – Overall Score = 35% Reading + 33% Writing + 15% Listening + 15% Speaking

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.
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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 – 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/>



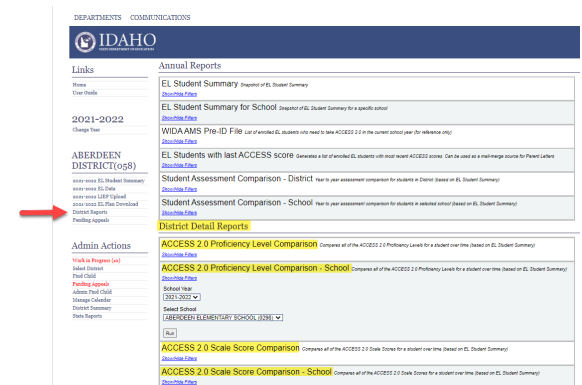
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Available Reports

ELMS – District Detail Reports



- 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>

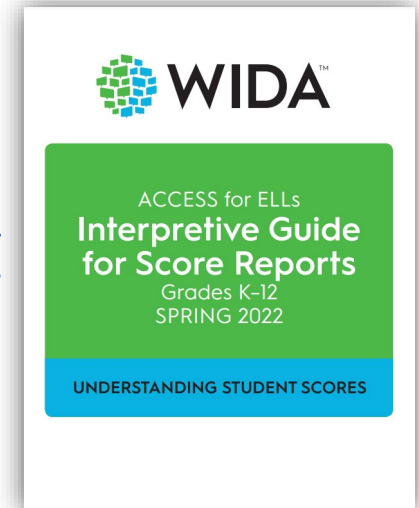
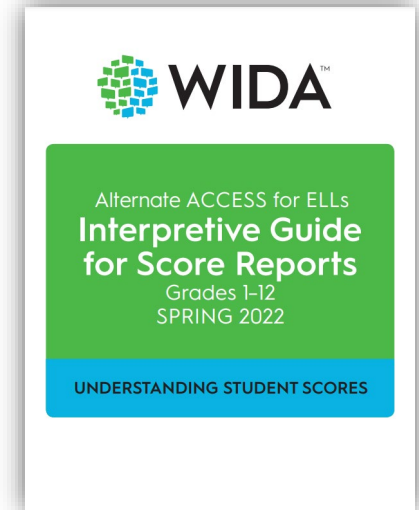
- Alternate ACCESS for ELLs:

<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>



Resources to Interpret Student Performance Results

WIDA Screener



- 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

Resources to Interpret Student Performance Results Proficiency Level Descriptors



• WIDA ELD Standards Framework 2020 - Proficiency Level Descriptors

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (my family) with words, pictures, phrases, or chunks of language	around topics (all about me) with repetition, rhyming, and common language patterns	around topics (all about me) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose (to inform, narrate, entertain) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words	patterned language with repetitive words and phrases (This is a duck. The duck says quack, quack. This is a goat.)	repetitive words and phrases across a text (Brown bear, brown bear, what do you see?)	some frequently used cohesive devices (demonstratives: this, these, that, those)	a few different types of cohesive devices (repetition, pronoun, referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, repetition)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	labels with single nouns (ball, car)	frequently used single noun groups (my toys, my car, your ball?)	frequently used multi-word noun groups (my favorite book)	multi-word noun groups with connectors (a shiny truck and a red ball)	expanded noun groups with classifiers (the red fire truck)	expanded noun groups with prepositional phrases (the red fire truck in the station)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, and phrases (Anna's chair)	words, pictures, phrases, and chunks of language (ran to her room)	chunks of language (sat in her chair, jumps on her bed)	simple sentences (She picked it up.)	related simple sentences (She picked it up. She carried it to her room.)	multiple related simple sentences (She picked it up. She carried it to her room. She opened it up.)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a few words and phrases in familiar contexts and topics (map, desk, hello)	repeated words and phrases in familiar contexts and topics (sound it out, think first)	frequently used words and phrases in familiar contexts (time to clean up)	situation-specific words and phrases (What sounds do we hear?)	an increasing number of words and phrases (We need four different colors to make a pattern.)	a growing number of words and phrases in a variety of contexts (special visitor, school assembly)

• WIDA Can Do Descriptors – Key Language Uses Edition

By the end of each of the given levels of English language proficiency, English language learners can...

2-3		ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
KEY USE OF ARGUE	LISTENING	<ul style="list-style-type: none"> Process arguments by <ul style="list-style-type: none"> Indicating personal points of view in response to oral phrases or short sentences (e.g., by thumbs up/thumbs down, agree/disagree cards) Identifying preferences from short oral statements 	<ul style="list-style-type: none"> Process arguments by <ul style="list-style-type: none"> Distinguishing opinions from facts from peers' oral presentations Categorizing content-based pictures or objects from oral descriptions (e.g., "swims that form groups to help members survive") 	<ul style="list-style-type: none"> Process arguments by <ul style="list-style-type: none"> Distinguishing similarities and differences from oral content-related materials or equipment Identifying different points of view in short oral dialogues 	<ul style="list-style-type: none"> Process arguments by <ul style="list-style-type: none"> Identifying information from different sides Identifying opposing sides of arguments in dialogues 	<ul style="list-style-type: none"> Process arguments by <ul style="list-style-type: none"> Interpreting oral arguments with representations and models Identifying claims in oral presentations 	<ul style="list-style-type: none"> Process arguments by <ul style="list-style-type: none"> Comparing oral arguments to support claims/opinions from multimedia Following agreed-upon rules for discussions around differing opinions
	SPEAKING	<ul style="list-style-type: none"> Argue by <ul style="list-style-type: none"> Stating a claim or position from models or examples Sharing facts as evidence using sentence starters or sentence frames 	<ul style="list-style-type: none"> Argue by <ul style="list-style-type: none"> Telling what comes next and showing why Sharing reasons for opinions or claims (e.g., science experiments) 	<ul style="list-style-type: none"> Argue by <ul style="list-style-type: none"> Describing or organizing content-related information (e.g., fields, forests, deserts) Asking and answering questions in collaborative groups 	<ul style="list-style-type: none"> Argue by <ul style="list-style-type: none"> Defend claims or opinions to content-related topics Posing different solutions to content-related issues or problems 	<ul style="list-style-type: none"> Argue by <ul style="list-style-type: none"> Expressing and supporting different ideas with examples Providing evidence to defend own ideas 	<ul style="list-style-type: none"> Argue by <ul style="list-style-type: none"> Connecting personal comments to the remarks of others to build a case for ideas or opinions Summarizing ideas or opinions from two sides

- Communicative functions – Recount, Discuss, Argue, Explain
- Grade-level cluster specificity (K, 1, 2-3, 4-5, 6-8, 9-12)

Resources to Interpret Student Performance Results WIDA Data Dashboard



- **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*



[Assessment Training](#) [Professional Learning](#) [Webinars](#) [Resources](#) [My Certifications](#)

WIDA Data Dashboard

Data Dashboard Home

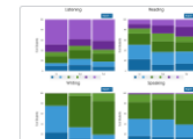
WIDA Consortium members can use the Data Dashboard to generate reports based on aggregated ACCESS for ELLs data.

Help



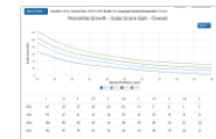
ACCESS Demographics

Current and historical student distribution according to multiple demographics.



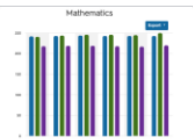
ACCESS Proficiency Level

Proficiency level distributions by grade level and domain.



ACCESS Percentile Growth

Reported by domain, grade, and school year.



NAEP Performance

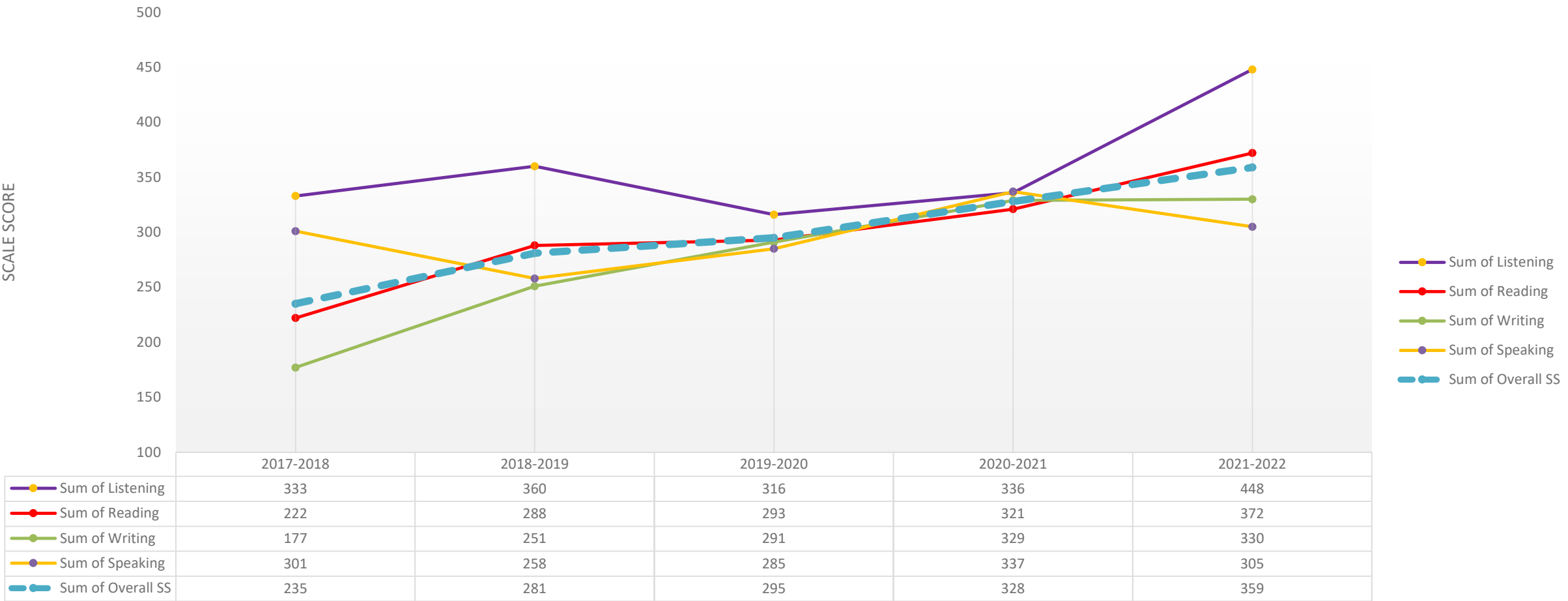
Mean scale scores on the NAEP assessment in Reading, Writing, Math and Science for non-ELLs, former ELLs, and current ELLs.

Resources to Interpret Student Performance Results

Observing Data

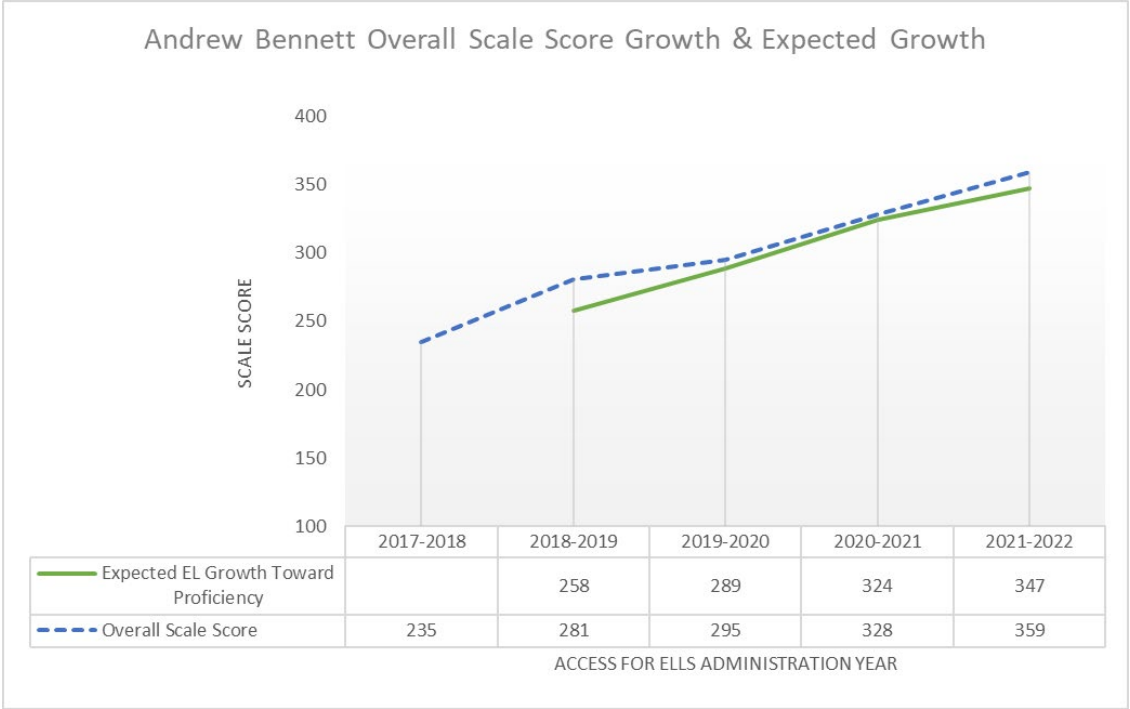
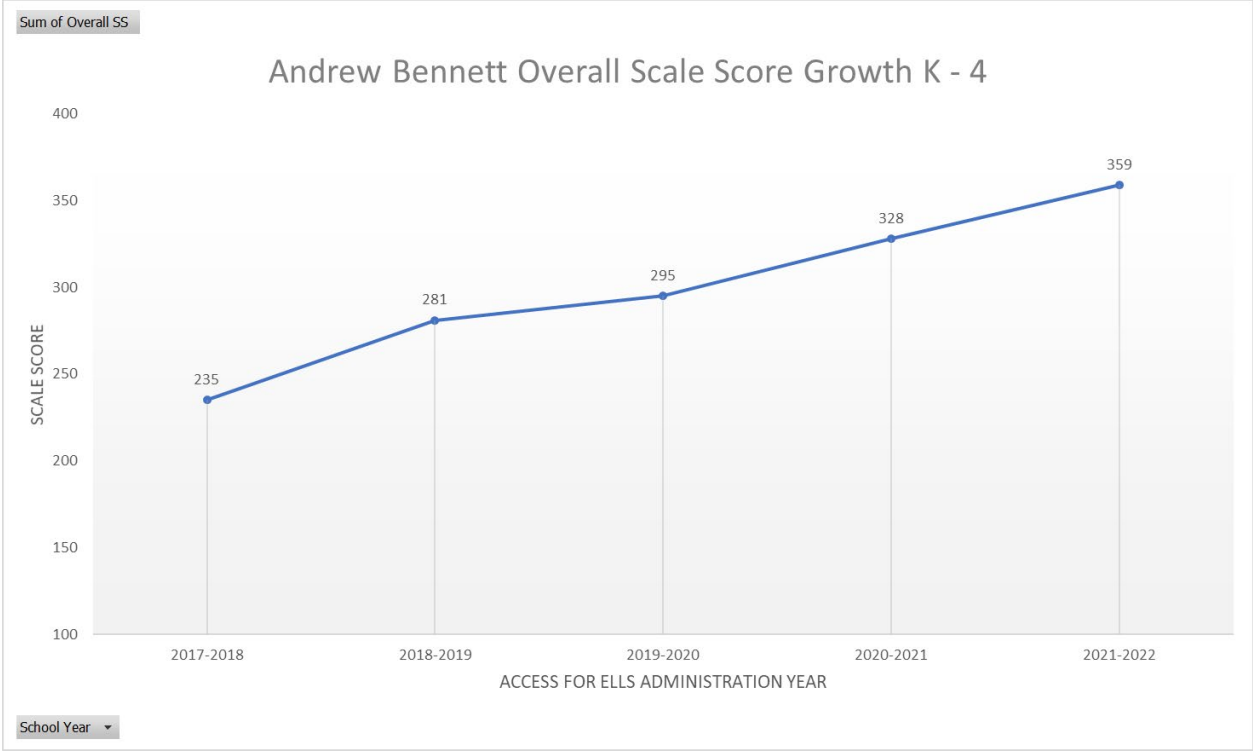


Andrew Bennett Overall & Language Domain Scale Score Growth K - 4



ACCESS FOR ELLS ADMINISTRATION YEAR

Resources to Interpret Student Performance Results Observing Data



Next Monthly Meeting



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!

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