



Interpreting ACCESS for ELLs Score Reports

Idaho's English Language Proficiency Assessment



Supporting Schools and Students to Achieve

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Agenda



- Overview of ACCESS for ELLS
- Define ACCESS for ELLs scale score and proficiency level scores
- Interpreting Score Reports - Can Do Descriptors
- Review ACCESS for ELLS Score Reports
- Open Discussion



The Idaho ELPA - ACCESS for ELLs

Overview of Idaho's English Language Proficiency Assessment



What is ACCESS for ELLs?

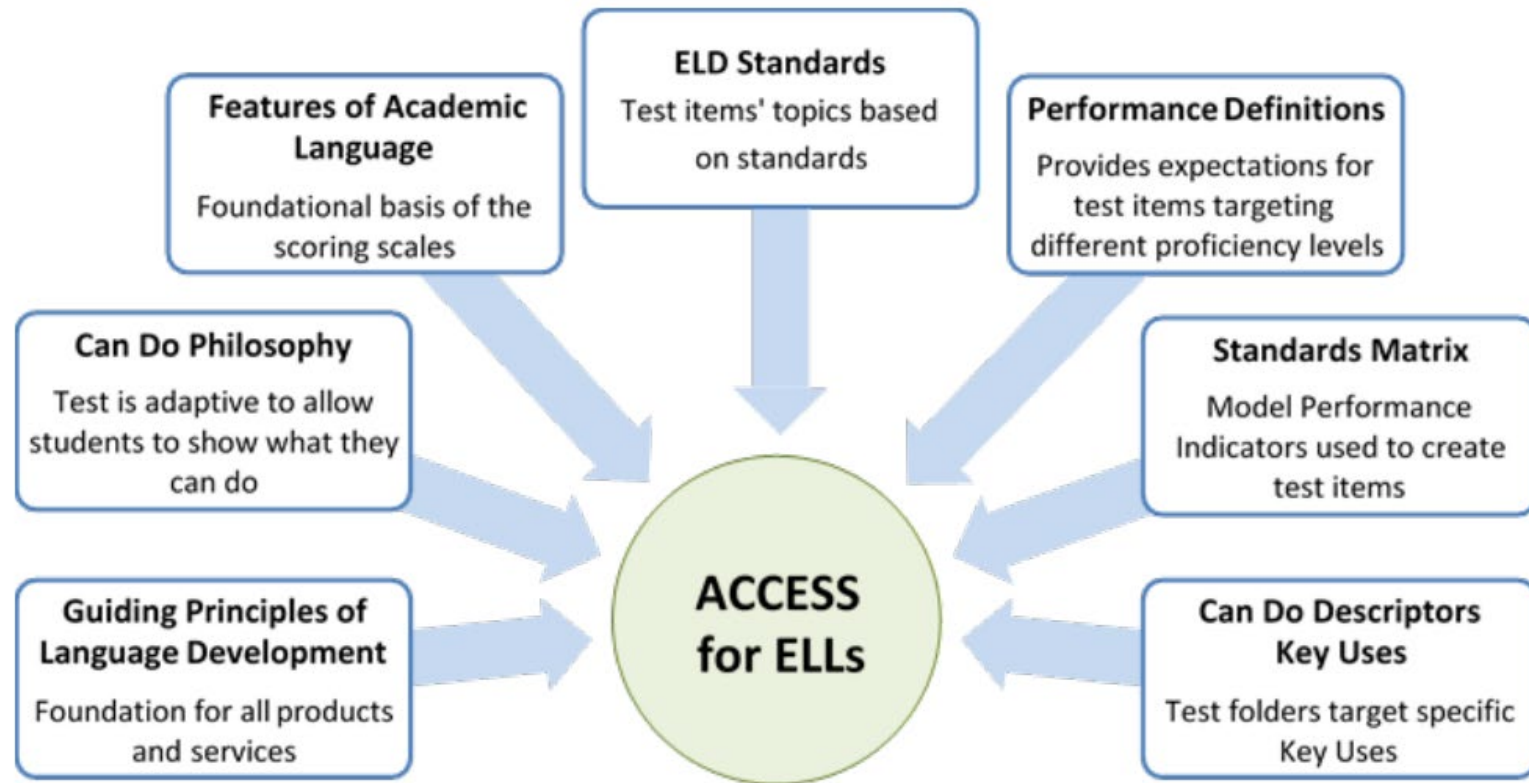


- **Assessing Comprehension and Communication in English State-to-State for English Language Learners**



WIDATM

What is ACCESS for ELLs?



<https://wida.wisc.edu/assess/access>

What Does ACCESS for ELLs Measure? English Language Development Standards



WIDA English Language Development Standards Statements
Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

- ACCESS for ELLs measures a child's ability to use English to communicate ideas, information, and concepts in the content areas of:
 - Language Arts;
 - Mathematics;
 - Science;
 - Social Studies.
- ACCESS for ELLs measures a child's ability to use English in social and instructional contexts – the language of schooling

How Does ACCESS Measure English Language Proficiency?

Language Domains Assessed



Level 1
Entering

Level 2
Emerging

Level 3
Developing

Level 4
Expanding

Level 5
Bridging

Level 6
Reaching

Listening

- Process, understand, interpret and evaluate spoken language in a variety of situations

Reading

- Process, understand, interpret and evaluate written language, symbols, and text with understanding and fluency

Receptive

Speaking

- Engage in oral communication in a variety of situations for a variety of purposes and audiences

Writing

- Engage in written communication in a variety of situations for a variety of purposes and audiences

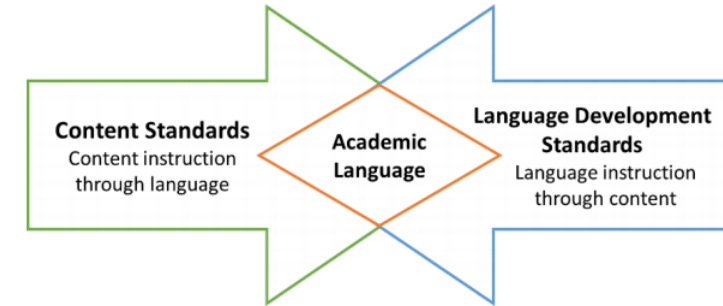
Productive

How Does ACCESS Measure English Language Proficiency?

Features of Academic Language



- Three Dimensions of Language
 - Discourse
 - Sentence
 - Word/Phase
- Scored Performance Criteria
 - Linguistic Complexity
 - Language Forms and Conventions
 - Vocabulary Usage
- Features of Academic Language is the criteria used to score a child's language response



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

How Does ACCESS Measure English Language Proficiency? Performance Definitions



Receptive Language Skills Listening & Reading

Within sociocultural contexts for processing language...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching 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.		
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

Productive Language Skills Writing & Speaking

Within sociocultural contexts for language use...

Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching 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.		
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...		
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
Level 4 Expanding <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 3 Developing <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
Level 2 Emerging <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 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

Level 1
Entering

Level 2
Emerging

Level 3
Developing

Level 4
Expanding

Level 5
Bridging

Level 6
Reaching

How Does ACCESS Measure English Language Proficiency? Performance Definitions



Level 3
Developing

- A child who attained a proficiency level 3 (Developing) on the Writing section of ACCESS for ELLs can (at the time of the test) produce texts with:
 - **Linguistic complexity:**
 - *Short and some expanded sentences with emerging complexity*
 - *Expanded expression of one idea or emerging expression of multiple related ideas across content areas*
 - **Language forms and conventions:**
 - *Simple and compound grammatical structures with occasional variation*
 - *Sentence patterns across content areas*
 - **Vocabulary usage:**
 - *Specific content language, including cognates and expressions*
 - *Words or expressions with multiple meanings used across content areas*



ACCESS for ELLs – Types of Scores

Student performance scores

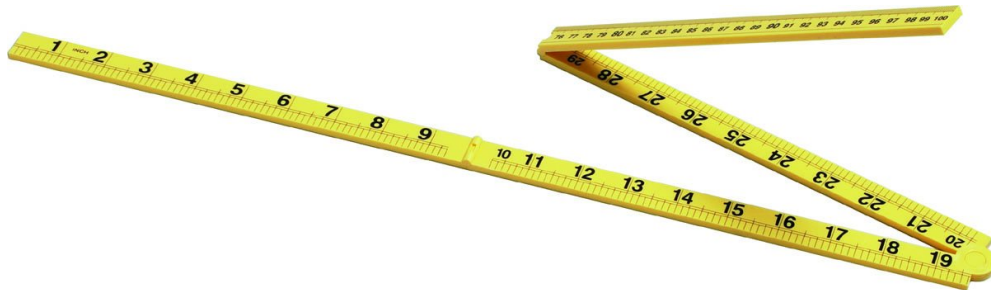


ACCESS for ELLs – Types of Scores

Types of Scores Reported

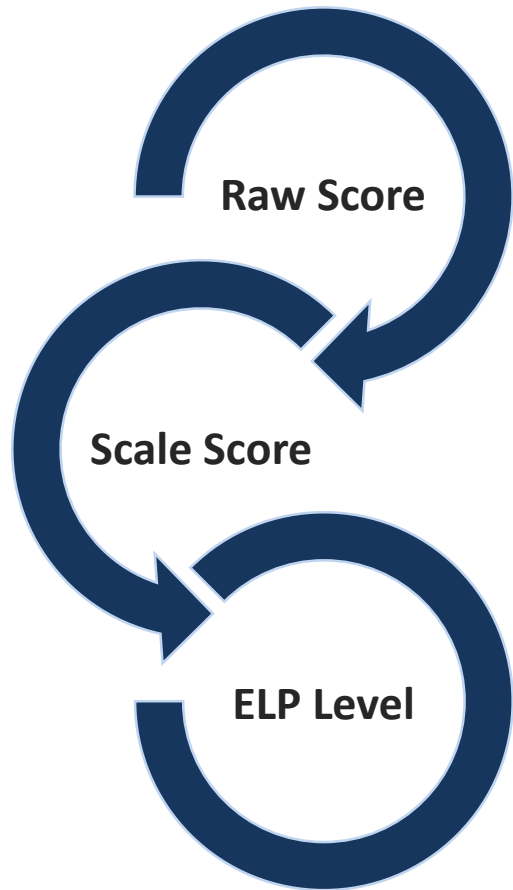


- Student performance on ACCESS for ELLS is reported as two types of scores:
 - Scale score
 - English language proficiency level



ACCESS for ELLs – Types of Scores

Raw, Scale, English Language Proficiency Level Score(s)



- **Raw Score:** Number of correct responses
- **Scale Score:** vertical scale of proficiency
 - Consider grade-level and item difficulty
- **Proficiency Level:** Interpretive score based on scale score

ACCESS for ELLs – Types of Scores

Scale Score(s)



- Psychometrically derived vertical scale of English proficiency K-12
 - **ACCESS for ELLs**
 - Range 100-600
 - **Kindergarten ACCESS for ELLs**
 - Range 100-400
 - Limits Reading PL - 5.0
 - Limits Writing PL - 4.5
 - **Alternate ACCESS for ELLs**
 - Range 910-953

ACCESS for ELLs - Types of Scores

Proficiency Level Score(s)



- Proficiency Level Score
 - Interpretative score based on scale scores
 - Describes a child's performance as they relate 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

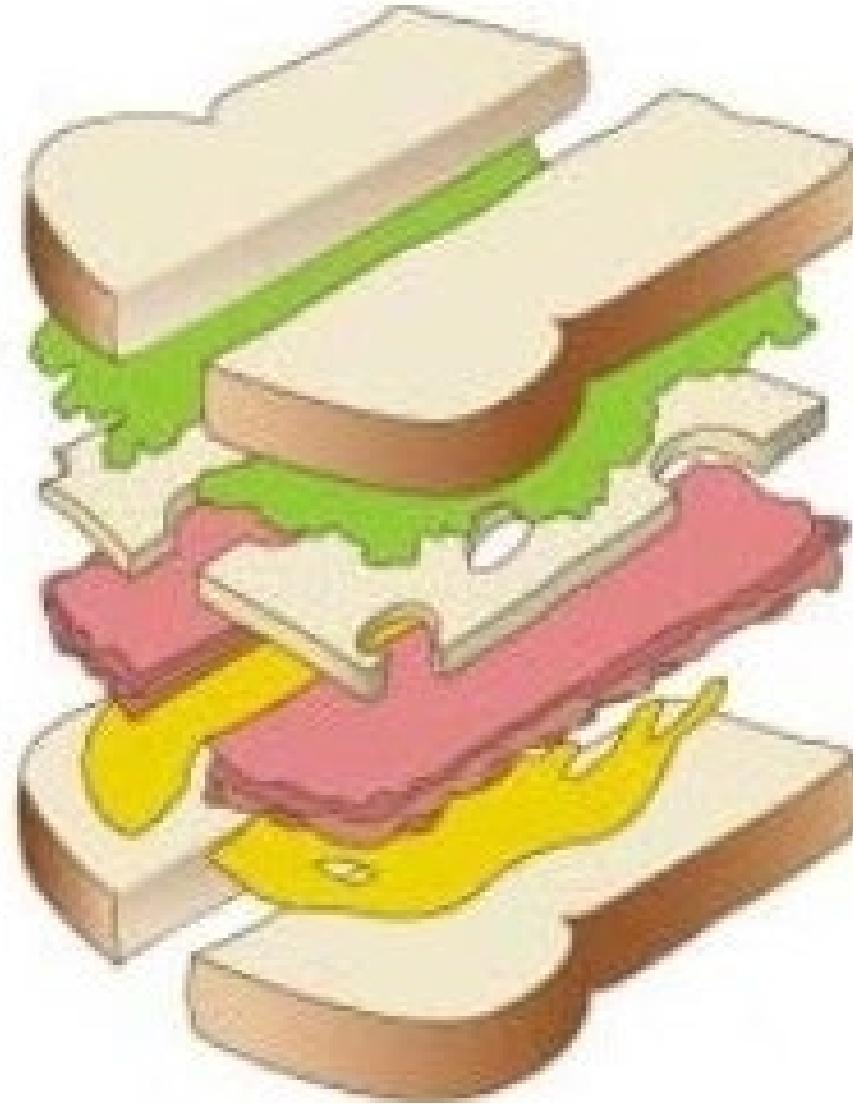


ACCESS for ELLs – Reported Scores



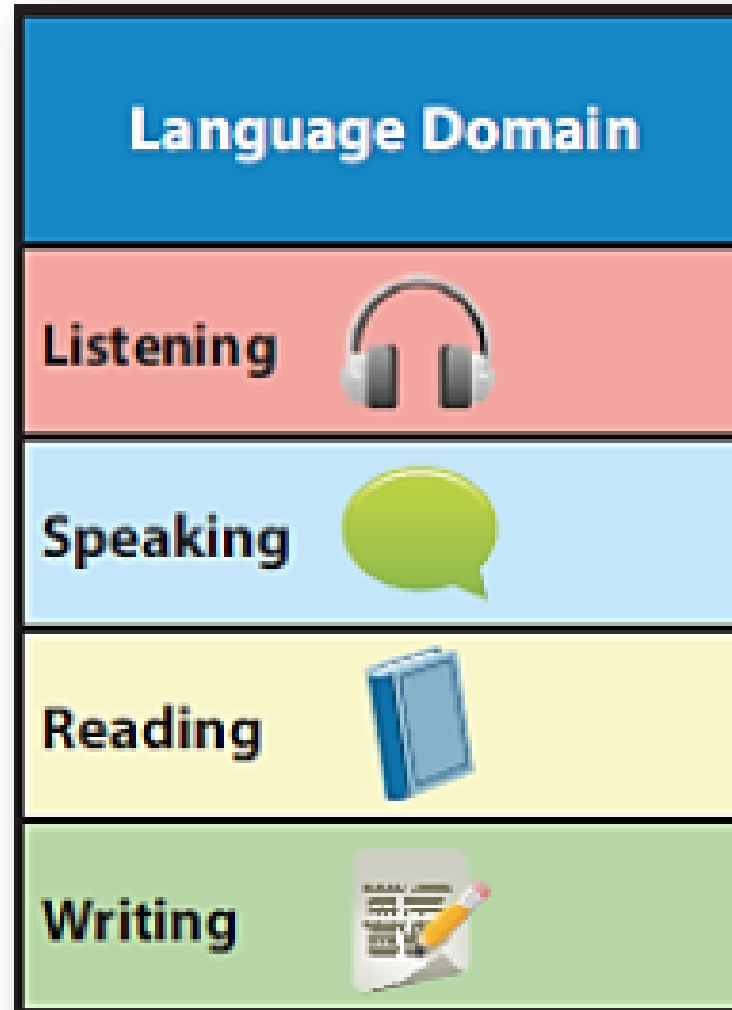
ACCESS for ELLs – Reported Scores

Lets Make a Sandwich



ACCESS for ELLs - Reported Scores

Domain Scores

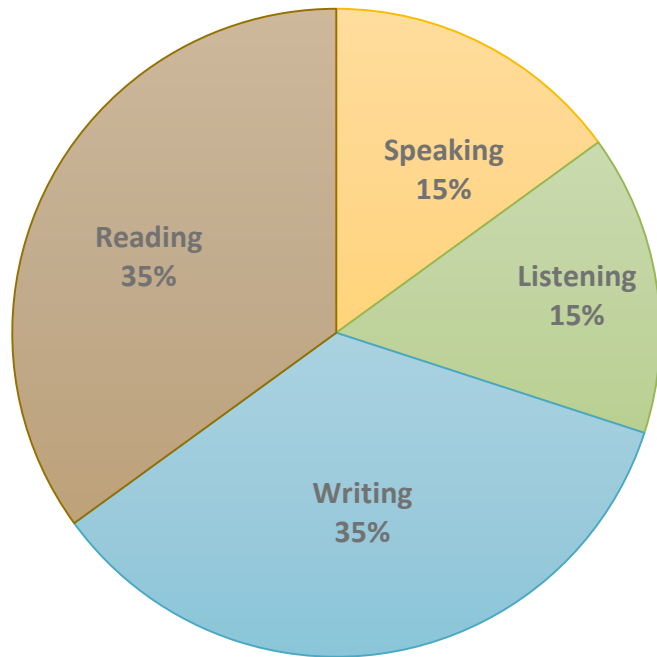


ACCESS for ELLs - Reported Scores Composite Scores

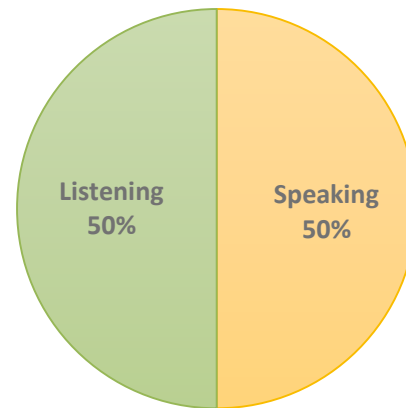


- Calculated by a weighted language domains

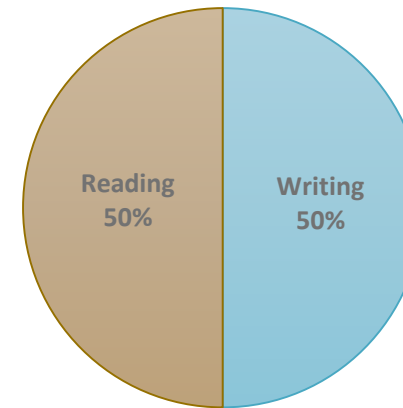
Overall



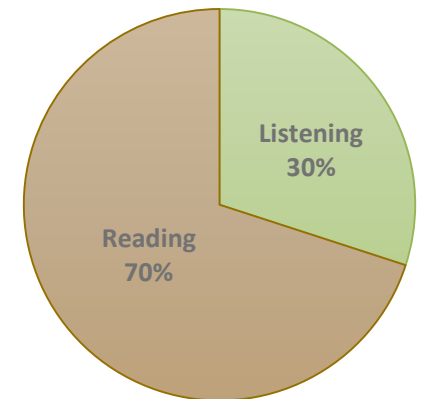
Oral Language



Literacy



Comprehension



ACCESS for ELLs - Reported Scores

Composite Scores – Avoiding the Pitfalls



- When considering composite scores, dig a little deeper into how each language domain influences the composite outcome
 - Compensatory nature of a composite score
 - Not all domains are weighted equally
 - A high or low score in one domain may give a distorted picture of a student's language proficiency





Score Evaluation & Use



ACCESS for ELLs - Score Evaluation & Use Scale Score(s) to PL – Between Grades



Scale Score 355 in Listening

Grade 3

**Proficiency
Level 5.2**

Grade 4

**Proficiency
Level 4.6**

Grade 5

**Proficiency
Level 4.0**

Listening Domain

Grade	PL 2	PL 3	PL 4	PL 5	PL 6
0	229	251	278	286	308
1	236	259	291	303	327
2	245	283	314	330	354
3	262	300	331	349	374
4	275	313	343	363	388
5	285	323	354	375	401
6	294	332	363	385	411
7	302	340	370	394	420
8	308	347	377	402	427
9	314	353	383	409	434
10	325	358	389	415	441
11	335	364	394	420	447
12	342	368	398	426	452

ACCESS for ELLs - Score Evaluation & Use Scale Scores to PL – Between Domains



**6th Grade Student with a
Scale Score 370**



Listening

Proficiency Level 4.3



Reading

Proficiency Level 3.8

Listening Domain

Grade	PL 2	PL 3	PL 4	PL 5	PL 6
0	229	251	278	286	308
1	236	259	291	303	327
2	245	283	314	330	354
3	262	300	331	349	374
4	275	313	343	363	388
5	285	323	354	375	401
6	294	332	363	385	411

Reading Domain

Grade	PL 2	PL 3	PL 4	PL 5	PL 6
0	241	259	279	289	310
1	264	286	304	315	334
2	283	307	326	337	355
3	297	323	342	352	370
4	307	335	354	364	382
5	316	345	364	373	391
6	323	353	373	382	399

ACCESS for ELLs – Score Evaluation & Use

Scale Score(s)



- Evaluating scale score(s):
 - Scale scores are a means of comparing equivalent knowledge across grades
 - Scores typically increase faster when a student starts to acquire English and slows as depth of knowledge increases
- Using scale score(s):
 - Analyzing growth and programmatic trends
 - Make comparisons across grade levels
 - Language domains: Reading, Writing, Listening, Speaking
 - Calculate percentile growth
 - Student, School, District
 - Make a short and long term goals

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



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

1	<p>...understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none">• Interpret information from graphs, charts, and other visual information• Comprehend short text with illustrations and simple and familiar language• Identify steps in processes presented in graphs or short texts with illustrations• Identify words and phrases that express opinions and claims
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ACCESS for ELs – Score Evaluation

Can Do Descriptors

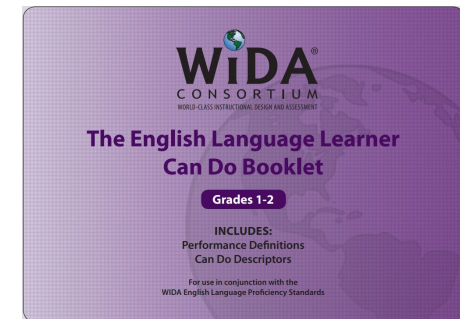


- Can Do Descriptors

- How ELs process language and use language in each language domain
 - Ex. Reading G1-2 PL1: “Identify symbols, icons and environmental print”

- Key Uses Edition– Communicative Purpose

- provides examples of academic language use for four specific communicative purposes: discuss, argue, recount, explain
 - Ex. Reading G1 PL1 Recount: “Use pictures and illustrations to identify themes or storylines”
 - Ex. Reading G1 PL1 Explain: “Sort objects according to their use based on labeled illustrations”



ACCESS for ELs – Score Evaluation

Can Do Descriptors – Grade 1/PL 1



Can Do Descriptors

Level 1 Entering	
READING	<ul style="list-style-type: none">Identify symbols, icons, and environmental printConnect print to visualsMatch real-life familiar objects to labelsFollow directions using diagrams or pictures
WRITING	<ul style="list-style-type: none">Copy written languageUse first language (L1, when L1 is a medium of instruction) to help form words in EnglishCommunicate through drawingsLabel familiar objects or pictures

Can Do Descriptors Key Uses

ELP Level 1 Entering	
READING	Process recounts by <ul style="list-style-type: none">Using pictures and illustrations to identify themes or storylinesMatching vocabulary to illustrated stories
WRITING	Recount by <ul style="list-style-type: none">Forming words using a variety of strategiesAnswering Wh- oral questions or using icons to plan stories

ELP Level 1 Entering	
READING	Process explanations by <ul style="list-style-type: none">Identifying icons from illustrated texts or media with a partnerSorting objects according to their use based on labeled illustrations
WRITING	Explain by <ul style="list-style-type: none">Designing, drawing and labeling content-specific modelsIdentifying topics through photographs, illustrated word walls, or software

ELP Level 1 Entering	
READING	Process arguments by <ul style="list-style-type: none">Categorizing labeled pictures or photographsIdentifying opinions from illustrated statements (e.g., likes and dislikes)
WRITING	Argue by <ul style="list-style-type: none">Indicating agreement with opinions of others using labeled drawingsDrawing icons or symbols to represent preferences

ELP Level 1 Entering	
ORAL LANGUAGE	Discuss by <ul style="list-style-type: none">Tracking the speakers to demonstrate understandingSharing pictures, created work, or visuals to contribute to conversations



WIDA AMS - ACCESS Reports

Individual Student Reports

School Roster Reports

School/District/State Frequency Reports

District Student Responses File



WIDA Assessment Management System ACCESS for ELLs Score Reports



- Available WIDA AMS Score Reports:
 1. District Student Response (DSR) Files
 - “DSR Files – District (csv.)”
 - Most comprehensive student-level ACCESS report
 2. District/School Frequency Report
 3. School Roster Report
 4. Individual Student Reports

WIDA ACCESS for ELLs 2.0 English Language Proficiency Test

District: BONNEVILLE JOINT DISTRICT
Grade: 03
Cluster: 2-3

Proficiency Level	Initial Language		Intermediate		Comprehensive		Overall Score	
	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total	# of Students	% of Total
1 - Entering	7	8%	2	2%	4	5%	2	2%
2 - Emerging	16	18%	11	12%	14	17%	16	18%
3 - Developing								
4 - Expanding								
5 - Bridging								
6 - Reaching								
Highest Score								
Lowest Score	117		118		119			
Total Tested	81							

WIDA ACCESS for ELLs 2.0 Student Roster Report — 2020

ACCESS for ELLs 2.0 English Language Proficiency Test

Student ID	First Name	Last Name	Grade	Cluster	Score	Level
1	John	Doe	03	2-3	117	1
2	Jane	Doe	03	2-3	118	1
3	John	Doe	03	2-3	119	1
4	Jane	Doe	03	2-3	120	2
5	John	Doe	03	2-3	121	2
6	Jane	Doe	03	2-3	122	2
7	John	Doe	03	2-3	123	3
8	Jane	Doe	03	2-3	124	3
9	John	Doe	03	2-3	125	3
10	Jane	Doe	03	2-3	126	3
11	John	Doe	03	2-3	127	4
12	Jane	Doe	03	2-3	128	4
13	John	Doe	03	2-3	129	4
14	Jane	Doe	03	2-3	130	4
15	John	Doe	03	2-3	131	5
16	Jane	Doe	03	2-3	132	5
17	John	Doe	03	2-3	133	5
18	Jane	Doe	03	2-3	134	5
19	John	Doe	03	2-3	135	6
20	Jane	Doe	03	2-3	136	6

WIDA AMS Reports

Permission Sets & Available Reports



WIDA Assessment Management System

- ***District Test Coordinators*** can view both district school, and student reports
- ***School Test Coordinators*** can view school school-level reporting only
- ***Test Administrators*** are unable to view reports

WIDA AMS User Guide

- Detailed instructions on downloading reports from are found with the WIDA AMS User Guide pp. 136-137



Individual Student Reports

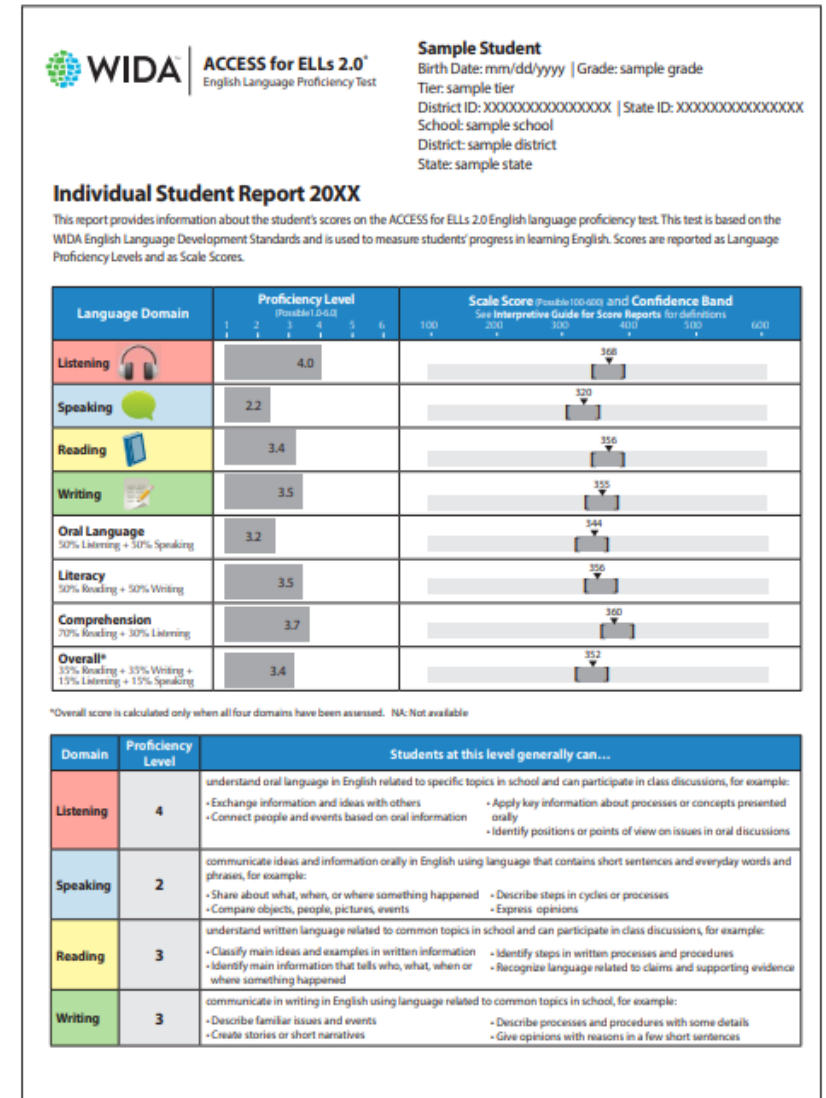


Individual Student Reports



Individual Student Report (ISR)

- Language domain and composite scores
 - Scale scores
 - Proficiency levels
- Descriptions of what a student could generally do in English within a specific language domain and proficiency level at the time the assessment was given



Individual Student Reports (ISR)



Audience

- Students
- Parents
- Teachers
- School teams

Uses

- Goal setting, reflection of student progress/student achievement, monitoring tool, identify strengths and areas for growth
- Available in over 40 languages

WIDA | **ACCESS for ELLs 2.0**
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: 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 (Possible 1-5)	Scale Score (Possible 100-600)	Confidence Band (See Interpretive Guide for Score Reports for definitions)
Listening	4.0	568	
Speaking	2.2	320	
Reading	3.4	356	
Writing	3.5	325	
Oral Language 50% Listening + 50% Speaking	3.2	344	
Literacy 50% Reading + 50% Writing	3.5	356	
Comprehension 70% Reading + 30% Listening	3.7	360	
Overall* 55% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352	

*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	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 • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	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 • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	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



School Roster Reports



- Tier of ACCESS
- Grade-level cluster
- Language domain
- Composite scores
 - Scale score
 - Proficiency level

ELPA Monthly Meeting Series - Interpreting ACCESS Score Reports – September 2021 | 35

- Teachers
- Program coordinators
- School administrators

- Identify language proficiency differences in groups of students
- Planning groupings of students with similar PLs for instruction
- Easy analysis for beginning of year Professional Learning Communities

ELPA Monthly Meeting Series - Interpreting ACCESS Score Reports – September 2021 | 36



Frequency Reports



WIDA AMS – Available Reports

School/District/State Frequency Report



Frequency Reports

- Number and percent of students at each English proficiency level
 - Grade
 - Language domain
 - Composite Scores

Reported Scores

- Highest and lowest language domain scale scores
- Percent of students by grade in each PL



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		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							
Lowest Score	313		295		322		278									
Total Tested	9															

School/District/State Frequency Report



Audience

- Program coordinators
- Administrator
- School board members

Use

- Provide the percentage and number of ELs in each PL
 - language domains
 - composite scores
- Assess the type of support offered to students at a school or district
- Inform school-level/district-level programmatic decisions
 - Review Can-Do-Descriptors



ACCESS for ELLs®
English Language Proficiency Test

District: 04
Grade: 4-5
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		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							
Lowest Score	313		295		322		278									
Total Tested	9															



District Student Response File



District Student Response File (DSR)



DSR File

- Comprehensive student level data file

Reported Fields

- All

Audience

- District test coordinators
- Program coordinators

Uses

- Analysis of student level data

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC									
1	Unique ID	Reported	State Name	District	District	School	School	Student	Student	Birth	Gender	State	District	St	Grade	Cluster	1-Cluster	R-Cluster	S-Cluster	V-Tier	Liste	Tier	Real	Tier	Spe	Tier	Wrt	Reported	Ethnicity	Race	Am	Race	Asi	Race	Blai	Race	Pac	Ra
2			1	ID	ABERDEEN	ID058	ABERDEEN									1	1	1	1	1		BC	A	B	Y													
3			1	ID	ABERDEEN	ID058	ABERDEEN									2	2	2	2	2		A	A	A	Y													
4			1	ID	ABERDEEN	ID058	ABERDEEN									1	1	1	1	1		A	A	A	Y													
5			1	ID	ABERDEEN	ID058	ABERDEEN									0	0	0	0	0		-	-	-	Y													
6			1	ID	ABERDEEN	ID058	ABERDEEN									5	4	4	4	4		PA	A	A	Y													
7			1	ID	ABERDEEN	ID058	ABERDEEN									2	2	2	2	2		BC	BC	C	Y													
8			1	ID	ABERDEEN	ID058	ABERDEEN									3	2	2	2	2		A	BC	B	Y													
9			1	ID	ABERDEEN	ID058	ABERDEEN									2	2	2	2	2		PA	A	A	Y													
10			1	ID	ABERDEEN	ID058	ABERDEEN									3	2	2	2	2		BC	BC	C	Y													
11			1	ID	ABERDEEN	ID058	ABERDEEN									3	2	2	2	2		BC	BC	C	Y													
12			1	ID	ABERDEEN	ID058	ABERDEEN									4	4	4	4	4		BC	BC	C	Y													
13			1	ID	ABERDEEN	ID058	ABERDEEN									1	1	1	1	1		A	A	A	Y													
14			1	ID	ABERDEEN	ID058	ABERDEEN									6/6/2010	4	4	4	4		A	A	A	Y													
15			1	ID	ABERDEEN	ID058	ABERDEEN									3	2	2	2	2		BC	BC	C	Y													
16			1	ID	ABERDEEN	ID058	ABERDEEN									8/6/2013	2	2	2	2	2		A	A	A	Y												
17			1	ID	ABERDEEN	ID058	ABERDEEN									2	2	2	2	2		BC	BC	C	Y													
18			1	ID	ABERDEEN	ID058	ABERDEEN									3	2	2	2	2		BC	BC	C	Y													
19			1	ID	ABERDEEN	ID058	ABERDEEN									2	2	2	2	2		A	A	A	Y													
20			1	ID	ABERDEEN	ID058	ABERDEEN									3	2	2	2	2		BC	BC	C	Y													
21			1	ID	ABERDEEN	ID058	ABERDEEN									2	2	2	2	2		BC	BC	C	Y													
22			1	ID	ABERDEEN	ID058	ABERDEEN									9/8/2012	2	2	2	2	2		BC	BC	C	Y												
23			1	ID	ABERDEEN	ID058	ABERDEEN									4	4	4	4	4		BC	BC	C	Y													
24			1	ID	ABERDEEN	ID058	ABERDEEN									3	2	2	2	2		BC	BC	C	Y													
25			1	ID	ABERDEEN	ID058	ABERDEEN									2	2	2	2	2		A	A	A	Y													
26			1	ID	ABERDEEN	ID058	ABERDEEN									4	4	4	4	4		BC	BC	C	Y													
27			1	ID	ABERDEEN	ID058	ABERDEEN									3/6/2014	1	1	1	1	1		A	A	A	Y												
28			1	ID	ABERDEEN	ID058	ABERDEEN									4	4	4	4	4		BC	BC	C	Y													
29			1	ID	ABERDEEN	ID058	ABERDEEN									1	1	1	1	1		A	A	A	Y													
30			1	ID	ABERDEEN	ID058	ABERDEEN									4	4	4	4	4		BC	BC	C	Y													
31			1	ID	ABERDEEN	ID058	ABERDEEN									1	1	1	1	1		A	A	B	Y													
32			1	ID	ABERDEEN	ID058	ABERDEEN									4	4	4	4	4		BC	BC	C	Y													
33			1	ID	ABERDEEN	ID058	ABERDEEN									5	4	4	4	4		BC	BC	C	Y													
34			1	ID	ABERDEEN	ID058	ABERDEEN									4	4	4	4	4		BC	BC	C	Y													
35			1	ID	ABERDEEN	ID058	ABERDEEN									3	2	2	2	2		BC	BC	C	Y													
36			1	ID	ABERDEEN	ID058	ABERDEEN									5	4	4	4	4		BC	BC	C	Y													
ID058_SummativestudRRR_File_202																																						



Retrieving ACCESS for ELLs Score Reports

WIDA AMS



WIDA Assessment Management System ACCESS for ELLs Score Reports



- ACCESS for ELLs data are housed within the WIDA Assessment Management System (AMS)
 - <https://www.drcedirect.com/all/eca-portal-v2-ui/#/login>
- The Data Recognition Corporation (DRC) is WIDA's test vendor
 - WIDA AMS is managed via the DRC Insight web platform

A screenshot of the DRC INSIGHT Sign In web form. The form is white with a light gray border. At the top center is the DRC INSIGHT logo, with "DRC" in black and "INSIGHT" in orange. Below the logo is the text "Sign In". There are two input fields: "Username *" and "Password *". The "Password *" field has a "Show Text" checkbox to its right. Below the input fields is a large gray "Sign in" button. At the bottom of the form is a blue link that says "Forgot your password?".

DRC INSIGHT™

Sign In

Username *

Password *

☐ Show Text

Sign in

[Forgot your password?](#)

WIDA Assessment Management System

Downloading ACCESS for ELLs Reports



- Retrieving ACCESS for ELLs reports

1. Under “My Applications” select “Report Delivery”
2. Select “Test Results”
3. “Administration” field – select desired administration year
4. “School” field – select “(ALL)”
5. “Report” field – select the desired score report
6. Select “Show Reports”
7. Select the “CSV.” or “PDF” icon to download and save a report file

The screenshot shows the 'WIDA REPORT DELIVERY' interface. The 'Test Results' tab is selected. The 'Administration' dropdown is set to 'ID ACCESS for ELLs - 2020-2021'. The 'District' dropdown is set to 'ABERDEEN DISTRICT'. The 'School' dropdown is set to '(ALL)'. The 'Report' dropdown is set to '(ALL)'. The 'Show Reports' button is highlighted. Below the filters, a table lists various reports with columns for Administration, Report, Title, District, School, Date, and Save/Download. The table contains 10 rows of data. The 'Save/Download' column contains icons for CSV and PDF. The 'Show Reports' button is highlighted with a red circle 6. The 'Test Results' tab is highlighted with a red circle 2. The 'Administration' dropdown is highlighted with a red circle 3. The 'School' dropdown is highlighted with a red circle 4. The 'Report' dropdown is highlighted with a red circle 5. The 'Save/Download' icons are highlighted with a red circle 7.

Administration	Report	Title	District	School	Date	Save/Download
ID ACCESS for ELLs - 2020-2021	SSR Files - State - Reported Record (.csv)	Alternate State/District Student Response File			7/29/2021	
ID ACCESS for ELLs - 2020-2021	SSR Files - State - Reported Record (.csv)	Summative State/District Student Response File			7/29/2021	
ID ACCESS for ELLs - 2020-2021	Student Response Files - State (.csv)	Alternate State/District Student Response File			7/29/2021	
ID ACCESS for ELLs - 2020-2021	Student Response Files - State (.csv)	Summative State/District Student Response File			7/29/2021	
ID ACCESS for ELLs - 2020-2021	SSR Files - District (.csv)	Summative State/District Student Response File	ID058		7/7/2021	
ID ACCESS for ELLs - 2020-2021	Student Reports - English	Summative Student Report	ID058	0036	7/7/2021	
ID ACCESS for ELLs - 2020-2021	Student Reports - Spanish	Summative Student Report Spanish	ID058	0036	7/7/2021	
ID ACCESS for ELLs - 2020-2021	Student Reports - English	Summative Student Report	ID058	0298	7/7/2021	
ID ACCESS for ELLs - 2020-2021	Student Reports - Spanish	Summative Student Report Spanish	ID058	0298	7/7/2021	
ID ACCESS for ELLs - 2020-2021	Student Reports - English	Summative Student Report	ID058	0299	7/7/2021	



English Learner Management System (ELMS) Reports

What reports are available in ELMS?



English Learner Management System Reports



- [English Learner Management System](#)
 - Idaho EL tracking and reporting system
- **EL Students With Last ACCESS Score**
 - English Proficiency Level
 - Language domains (Listening, Speaking, Reading, Writing)
 - Composite scores (Oral, Literacy, Comprehension, Overall)
- **Student Assessment Comparison**
 - District and school level reports
 - ACCESS, IRI, ISAT scores



ELMS Data Reports

Student Assessment Comparison



- Lists enrollment year and assessment scores
 - ACCESS for ELLs English proficiency levels
 - 1-6
 - Idaho Reading Indicator tier
 - Tier 1, 2, or 3
 - Idaho Standards Achievement proficiency level
 - 1-4

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Student Assessment Comparison - School																	
2	Eduld	Given Name	Family Name	School Year	Grade Level	IRI Fall	IRI Winter	IRI Spring	ACCESS Overall	ACCESS Listening	ACCESS Reading	ACCESS Writing	ACCESS Speaking	ISAT Math	Smarter Balanced Math	ISAT Language	ISAT Reading	Smarter Balanced ELA
3	Andrew Bennett			2015-2016	1	Basic			3.8	6	5.1	3.3	2.6					
4				2016-2017	2			Proficient	4	5.6	6	3.6	2.7					
5				2017-2018	3	Proficient		Proficient	4.2	6	5.8	3.7	3.1		Level 2			Level 4
6				2018-2019	4				4.7	6	6	4.2	2.5		Level 2			Level 3
7				2019-2020	5				5.2	6	6	4	4					
8				2020-2021	6										Level 2			Level 3
9						Below		Proficient	1.9	4.1	1.5	1.9	4					

ELMS Data Reports

Student Assessment Comparison



- Select “District Reports”
- Under “Student Assessment Comparison – District / School”
 - Select “Show/Hide Filters”
 - Define “School Year”
 - Define “School”
- Select “Run”

DEPARTMENTS COMMUNICATIONS



Links

[Home](#)
[User Guide](#)

2021-2022

[Change Year](#)

BONNEVILLE JOINT DISTRICT(093)

[2021-2022 EL Student Summary](#)

[2021-2022 EL Data](#)

[2021-2022 LIEP Upload](#)

[2021-2022 EL Plan Download](#)

[District Reports](#)

[Pending Appeals](#)

Admin Actions

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[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](#)

[WIDAAMS Pre-ID File](#) List of enrolled EL students who need to take ACCESS 2.0 (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](#)

Select Year

2020-2021

Select School

MOUNTAIN VALLEY ELEMENTARY SCHOOL (1250)

[Run](#)

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

[Show/Hide Filters](#)

Select School Year

2021-2022

[Run](#)

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

[Show/Hide Filters](#)

Select School Year

2020-2021

Select School

BRIDGEWATER ELEMENTARY SCHOOL (2518)

[Run](#)

Next Monthly Meeting



Supports for Special Populations

Wed Oct 13th 12:00pm - 1:00pm (MDT)

Join Andrew Bennett, the English Language Development Coordinator, for monthly webinars which focus on providing timely assessment information, updates and resources to successfully navigate the imple ...



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/>

www.sde.idaho.gov



Supporting Schools and Students to Achieve

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