

Montana

Office of Public Instruction

What to Do with Your ACCESS for ELLs Results OPI 2020 Data and Assessment Conference

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Session Objectives

- Item 1: ACCESS for ELLs Scores and Reports
- Item 2: Resources for Stakeholders

Warm-Up!



- How do you use testing results in your content areas?
- What do you think the ACCESS for ELLs test measures?

Item I: ACCESS for ELLs Scores and Reports



MontCAS Montana Comprehensive
Assessment System
Montana Office of Public Instruction



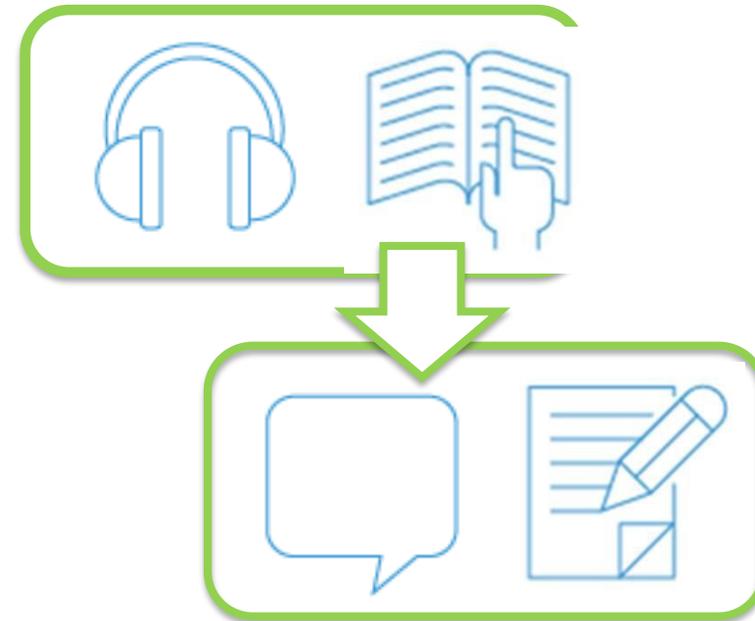
Important Dates 2019-20

STATE TESTING DATES 2019-2020

| Testing Specifics | | Start Date | End Date |
|-----------------------|---|--------------------|--------------------|
| Pre-Testing | DRC Provides Site Data to SEA | Fri 8/9/19 | Fri 8/9/19 |
| | SEA Provides Site Changes to DRC | 8/12/2019 | Thu 9/19/19 |
| | Test Materials Ordering via Pre-ID File (SEA) | Fri 10/25/19 | Fri 10/25/19 |
| | SEA Loads Pre-ID File into AMS | Fri 10/25/19 | Fri 10/25/19 |
| | WIDA AMS Test Setup Available for Test Sessions | Fri 11/1/19 | Wed 1/29/20 |
| | Districts Receive Test Materials (On) | Fri 11/22/19 | Fri 11/22/19 |
| During Testing | Test Window | Wed 12/4/19 | Wed 1/29/20 |
| | Additional Test Material Ordering Window in AMS | Fri 11/22/19 | Wed 1/22/20 |
| Post-Testing | Deadline for Shipping Completed Test Materials to DRC | Wed 2/5/20 | Wed 2/5/20 |
| | Pre-Reporting Data Validation – Data File to SEA | Tue 2/25/20 | Tue 2/25/20 |
| | Pre-Reporting Data Validation – DRC Receives Data File From SEA | Mon 3/2/20 | Mon 3/2/20 |
| | Reports and Data Files Available - Online (On) | Fri 4/24/20 | Fri 4/24/20 |
| | Reports Available in Districts - Printed (On) | Tue 5/5/20 | Tue 5/5/20 |
| | Data Posted in AMS | Fri 4/24/20 | Fri 4/24/20 |

ACCESS for ELLs Online

- Grade Clusters
- Adaptive listening and reading test item determine placement in speaking and writing
- All test items scored by DRC





WIDA AMS (DRC)



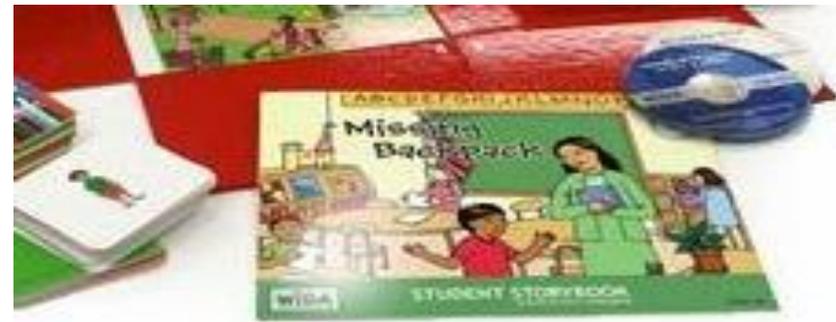
WIDA Assessment Management System (AMS)

- Supports preparation and administration of ACCESS for ELLs and WIDA Screener online
- DRC serves as the operational test vendor for ACCESS for ELLs, both online and paper

Kindergarten ACCESS for ELLs

- Individually administered
- Completely adaptive
- Includes manipulatives
- All components are scored by the Test Administrator during test administration

Kindergarten - Adaptive



ACCESS for ELLs Domains

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

Writing

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

Speaking

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



Policy Level Descriptors

Novice

Student demonstrates minimal understanding of and ability to apply the knowledge and skills associated with college content readiness

Nearing Proficiency

Student demonstrates partial understanding of and ability to apply the knowledge and skills associated with college content readiness.

Proficient

Student demonstrates adequate understanding of and ability to apply the knowledge and skills associated with college content readiness.

Advanced

Student demonstrates thorough understanding of and ability to apply the knowledge and skills associated with college content readiness.



Types of Scores

- **Raw Scores** are the actual number of items or tasks the student responded to correctly.
- **Scale Scores** take item difficulty into account, so educators can use them to examine groups of students, or student performances over time.
- **Proficiency Level Scores** are an interpretation of scale scores.



Score Reports and Stakeholders

| Score Report | Audience or Stakeholder | Types of Information |
|------------------------------|--|---|
| 1. 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. |
| 2. Student Roster | <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. |
| 3. School Frequency | <ul style="list-style-type: none"> • Program Coordinators/ Directors • Administrators | Number of students and percent of total tested at each proficiency level for each language domain and four composites within a school. |
| 4. District Frequency | <ul style="list-style-type: none"> • Program Coordinators/ Directors • Administrators • Boards of Education | Number of students and percent of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district. |



ACCESS for ELLs Individual Student Report

ACCESS for ELLs Individual Student Report (grades K–12)



ACCESS for ELLs 2.0*
English Language Proficiency Test

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

Individual Student Report 2017

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 <small>(Possible 1P-6.0)</small> | Scale Score <small>(Possible 100-600)</small> and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small> | | | | |
|---|---|--|-----|-----|-----|-----|
| | | 100 | 200 | 300 | 400 | 500 |
| Listening | 4.0 | | | | 368 | |
| Speaking | 2.2 | | | 320 | | |
| Reading | 3.4 | | | 356 | | |
| Writing | 3.5 | | | 355 | | |
| Oral Language <small>50% Listening + 50% Speaking</small> | 3.2 | | | 344 | | |
| Literacy <small>50% Reading + 50% Writing</small> | 3.5 | | | 356 | | |
| Comprehension <small>70% Reading + 30% Listening</small> | 3.7 | | | 360 | | |
| Overall* <small>35% Reading + 35% Writing + 15% Listening + 15% Speaking</small> | 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 | <ul style="list-style-type: none"> <li style="width: 50%;">understand oral language in English related to specific topics in school and can participate in class discussions, for example: <li style="width: 50%;">• Exchange information and ideas with others <li style="width: 50%;">• Apply key information about processes or concepts presented orally <li style="width: 50%;">• Connect people and events based on oral information <li style="width: 50%;">• Identify positions or points of view on issues in oral discussions |
| Speaking | 2 | <ul style="list-style-type: none"> <li style="width: 50%;">communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <li style="width: 50%;">• Describe steps in cycles or processes <li style="width: 50%;">• Share about what, when, or where something happened <li style="width: 50%;">• Express opinions <li style="width: 50%;">• Compare objects, people, pictures, events |
| Reading | 3 | <ul style="list-style-type: none"> <li style="width: 50%;">understand written language related to common topics in school and can participate in class discussions, for example: <li style="width: 50%;">• Identify steps in written processes and procedures <li style="width: 50%;">• Classify main ideas and examples in written information <li style="width: 50%;">• Recognize language related to claims and supporting evidence <li style="width: 50%;">• Identify main information that tells who, what, when or where something happened |
| Writing | 3 | <ul style="list-style-type: none"> <li style="width: 50%;">communicate in writing in English using language related to common topics in school, for example: <li style="width: 50%;">• Describe processes and procedures with some details <li style="width: 50%;">• Describe familiar issues and events <li style="width: 50%;">• Give opinions with reasons in a few short sentences <li style="width: 50%;">• Create stories or short narratives |

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

ACCESS for ELLs Individual Student Report

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: XXXXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 2017

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 (1-6) |
|--|----------------------------|
| 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 |



ACCESS for ELLs 2.0[®]
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

*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: <ul style="list-style-type: none"> 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 | <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: <ul style="list-style-type: none"> Share about what, when, or where something happened Compare objects, people, pictures, events Describe steps in cycles or processes 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: <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> 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 |

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

ACCESS for ELLs Individual Student Report

| Language Domain | Proficiency Level (Possible 1.0-6.0) | | | | | | Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions | | | | |
|---|---|---|---|---|---|---|--|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 100 | 200 | 300 | 400 | 500 |
| Listening  | 4.0 | | | | | | 368 | | | | |
| Speaking  | 2.2 | | | | | | 320 | | | | |
| Reading  | 3.4 | | | | | | 356 | | | | |
| Writing  | 3.5 | | | | | | 355 | | | | |
| 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* 35% 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

ACCESS for ELLs Individual Student Report

| Language Domain | Proficiency Level (Possible 1.0-6.0) | | | | | | Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions | | | | | |
|---|---|---|---|---|---|---|--|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 100 | 200 | 300 | 400 | 500 | 600 |
| Listening  | 4.0 | | | | | | 368 | | | | | |
| Speaking  | 2.2 | | | | | | 320 | | | | | |
| Reading  | 3.4 | | | | | | 356 | | | | | |
| Writing  | 3.5 | | | | | | 355 | | | | | |
| 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* 35% Reading + 35% Writing + 15% Listening + 15% Speaking | 3.4 | | | | | | 352 | | | | | |



ACCESS for ELLs Individual Student Report

| Language Domain | Proficiency Level (Possible 1.0-6.0) | | | | | | Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions | | | | | |
|--|---|---|---|---|---|---|--|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 100 | 200 | 300 | 400 | 500 | 600 |
| Listening  | 4.0 | | | | | | 368 | | | | | |
| Speaking  | 2.2 | | | | | | 320 | | | | | |
| Reading  | 3.4 | | | | | | 356 | | | | | |
| Writing  | 3.5 | | | | | | 355 | | | | | |
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| Comprehension 70% Reading + 30% Listening | 3.7 | | | | | | 360 | | | | | |
| Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking | 3.4 | | | | | | 352 | | | | | |

Proficiency Criteria for ACCESS for ELLs



Montana Proficiency Criteria



ACCESS for ELLs Individual Student Report

| Domain | Proficiency Level | Students at this level generally can... |
|-----------|-------------------|--|
| Listening | 4 | <p>understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • 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 | <p>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</p> <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions |
| Reading | 3 | <p>understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • 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 | <p>communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> • 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 |



Interpreting Scale Scores into Proficiency Levels on ACCESS for ELLs

| 3 rd grade | 4 th grade | 5 th grade |
|--|--|--|
| Scale Score= 355 Proficiency Level= 5.2 | Scale Score= 355 Proficiency Level= 4.6 | Scale Score= 355 Proficiency Level= 4.0 |

As grade goes up, so do our expectations.



Score Reports and Stakeholders

| Score Report | Audience or Stakeholder | Types of Information |
|------------------------------|--|---|
| 1. 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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| 3. School Frequency | <ul style="list-style-type: none"> • Program Coordinators/ Directors • Administrators | Number of students and percent of total tested at each proficiency level for each language domain and four composites within a school. |
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Student Roster Report



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: [REDACTED]
School: [REDACTED]
Grade: 10

Student Roster Report — 20XX

| STUDENT NAME STATE STUDENT ID | Tier | Cluster | Listening | | Speaking | | Reading | | Writing | | Oral Language ^a | | Literacy ^b | | Comprehension ^c | | Overall Score ^d | |
|----------------------------------|------|---------|-------------|------------|-------------|------------|-------------|------------|-------------|------------|----------------------------|------------|-----------------------|------------|----------------------------|------------|----------------------------|------------|
| | | | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level | Scale Score | Prof Level |
| [REDACTED] | B | 9-12 | 377 | 3.7 | 369 | 3.9 | 344 | 2.1 | 369 | 3.2 | 373 | 3.8 | 357 | 2.7 | 354 | 2.6 | 361 | 2.9 |
| [REDACTED] | C | 9-12 | 422 | 5.4 | 384 | 4.6 | 405 | 5.9 | 408 | 4.5 | 403 | 5.0 | 407 | 5.1 | 410 | 5.8 | 405 | 5.0 |
| [REDACTED] | C | 9-12 | 391 | 4.2 | 428 | 6.0 | 401 | 5.7 | 397 | 4.0 | 410 | 5.4 | 399 | 4.6 | 398 | 5.1 | 402 | 4.9 |
| [REDACTED] | C | 9-12 | 402 | 4.6 | 428 | 6.0 | 401 | 5.7 | 408 | 4.5 | 415 | 5.6 | 405 | 4.9 | 401 | 5.2 | 408 | 5.2 |
| [REDACTED] | A | 9-12 | 363 | 3.2 | 411 | 5.9 | 341 | 2.0 | 380 | 3.5 | 387 | 4.3 | 361 | 2.8 | 348 | 2.4 | 368 | 3.2 |
| [REDACTED] | C | 9-12 | 408 | 4.9 | 428 | 6.0 | 405 | 5.9 | 413 | 4.7 | 418 | 5.8 | 409 | 5.2 | 406 | 5.5 | 412 | 5.4 |
| | | | | | | | | | | | | | | | | | | |
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Overall Scores are computed when all 4 domains have been completed
 NA – Not available = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidate, Declined or Deferred Special Education/504

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



Score Reports and Stakeholders

| Score Report | Audience or Stakeholder | Types of Information |
|------------------------------|--|---|
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| 3. School Frequency | <ul style="list-style-type: none">• Program Coordinators/ Directors• Administrators | Number of students and percent of total tested at each proficiency level for each language domain and four composites within a school. |
| 4. District Frequency | <ul style="list-style-type: none">• Program Coordinators/ Directors• Administrators• Boards of Education | Number of students and percent of total tested at each proficiency level for each language domain and four composites by proficiency levels for grades within a district. |



School Frequency Report (Grades K-12)



ACCESS for ELLs 2.0®
English Language Proficiency Test

District: [REDACTED]
School: [REDACTED]
Grade: 09
Cluster: 9-12

School Frequency Report - 20XX

| 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% | 1 | 5% | 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 | 3 | 15% | 0 | 0% | 3 | 15% | 3 | 15% | 2 | 10% | 3 | 15% | 4 | 20% | 2 | 10% |
| 3 – Developing Knows and uses social English and some specific academic language with visual and graphic support | 4 | 20% | 1 | 5% | 2 | 10% | 1 | 5% | 2 | 10% | 1 | 5% | 2 | 10% | 2 | 10% |
| 4 – Expanding Knows and uses social English and some technical academic language | 6 | 30% | 3 | 15% | 1 | 5% | 7 | 35% | 3 | 15% | 5 | 25% | 1 | 5% | 2 | 10% |
| 5 – Bridging Knows and uses social and academic language working with grade level material | 4 | 20% | 1 | 5% | 6 | 30% | 9 | 45% | 5 | 25% | 9 | 45% | 8 | 40% | 9 | 45% |
| 6 – Reaching Knows and uses social and academic language at the highest level measured by this test | 3 | 15% | 13 | 65% | 8 | 40% | 0 | 0% | 7 | 35% | 2 | 10% | 5 | 25% | 4 | 20% |
| Highest Score | 457 | | 428 | | 439 | | 422 | | | | | | | | | |
| Lowest Score | 323 | | 307 | | 339 | | 336 | | | | | | | | | |
| Total Tested | 20 | | | | | | | | | | | | | | | |

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



Score Reports and Stakeholders

| Score Report | Audience or Stakeholder | Types of Information |
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District Frequency Report



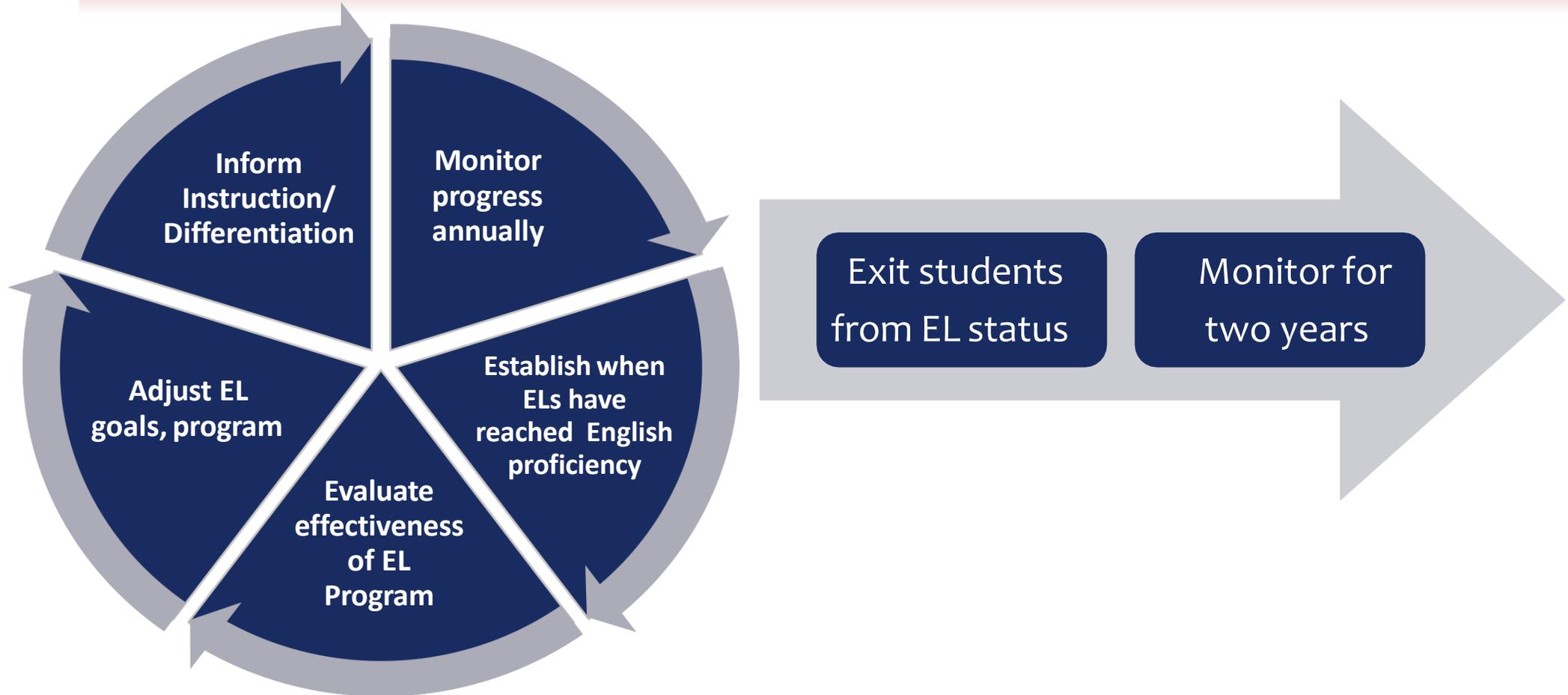
ACCESS for ELLs 2.0®
English Language Proficiency Test

District: XXXXXXXXXX
Grade: 06
Cluster: 6-8

| District Frequency Report - 20XX | | | | | | | | | | | | | | | | |
|---|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|----------------------------|-------------------|------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|
| 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 | 1 | 1% | 8 | 7% | 6 | 5% | 1 | 1% | 2 | 2% | 0 | 0% | 0 | 0% | 1 | 1% |
| 2 – Emerging Knows and uses some social English and general academic language with visual and graphic support | 5 | 4% | 7 | 6% | 12 | 10% | 10 | 9% | 6 | 5% | 12 | 10% | 10 | 9% | 8 | 7% |
| 3 – Developing Knows and uses social English and some specific academic language with visual and graphic support | 16 | 14% | 23 | 20% | 36 | 31% | 53 | 45% | 18 | 15% | 51 | 44% | 34 | 29% | 32 | 27% |
| 4 – Expanding Knows and uses social English and some technical academic language | 39 | 33% | 24 | 21% | 20 | 17% | 53 | 45% | 35 | 30% | 50 | 43% | 23 | 20% | 58 | 50% |
| 5 – Bridging Knows and uses social and academic language working with grade level material | 37 | 32% | 18 | 15% | 36 | 31% | 0 | 0% | 35 | 30% | 4 | 3% | 40 | 34% | 16 | 14% |
| 6 – Reaching Knows and uses social and academic language at the highest level measured by this test | 19 | 16% | 37 | 32% | 7 | 6% | 0 | 0% | 21 | 18% | 0 | 0% | 10 | 9% | 2 | 2% |
| Highest Score | 472 | | 416 | | 402 | | 379 | | | | | | | | | |
| Lowest Score | 251 | | 178 | | 288 | | 295 | | | | | | | | | |
| Total Tested | 117 | | | | | | | | | | | | | | | |

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

How Do We Use ACCESS for ELLs Data?



Item 2: Resources for Stakeholders



Materials



In your shipment, you will receive...

- An Individual Student Report for each student who took ACCESS 2.0, Kindergarten ACCESS, and Alternate ACCESS
- Student Roster Reports
- School Frequency Reports
- District Frequency Reports



In WIDA AMS, you can generate...

- Additional copies of Individual Student Reports
- Translations of Individual Student Reports
- Data files for download of roster reports and school and district frequency reports



Student Score Notes

Individual Student Score Notes

for _____ (Student name)

Purpose: Use this form as you prepare to discuss ACCESS for ELLs score reports with colleagues, students, and their parents/families. We encourage you to plan in advance for interpretation/translation services, if needed.

Here are some important things to share and discuss regarding your student's English language development:

| Linguistic Strengths | What can the student do in English and in other languages? |
|----------------------|--|
| Observed in school | |
| Test scores tell us | |

| Areas of Focus | What aspects of language is the student still working to develop? |
|--|---|
| Observed in school | |
| Test scores tell us | |
| What I am doing/will do to support these areas in school | |
| What parents/family members are doing/will do to support the student outside of school | |

Download this template at wida.wisc.edu/assess/access/scores-reports



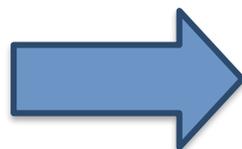
Online Resources for Score Reports

| Resource | Intended Audience | Test type | Description |
|--|------------------------------|-------------------|---|
| ACCESS for ELLs 2.0 Parent Handout | Parents | K-12, Alt | One-page flyer providing answers to several basic questions about ACCESS for ELLs 2.0. Translations are available in 7 languages. |
| Interpretive Guide | Educators | K-12, Alt | Detailed description of each score report and how to interpret scores; available on the WIDA website. |
| Score Report Guide for Parents/Guardians | Parents (primary), educators | K-12, Alt | 2-page document that explains the score report; available on the WIDA website. Translations are available in multiple languages. |
| Score Report Translations | Parents | K-12 ISR, Alt ISR | Available in 46 languages in AMS and on the WIDA website. |

ACCESS for ELLs Interpretive Guide



SPRING 2019
**Interpretive Guide for
 Score Reports**
 Kindergarten–Grade 12

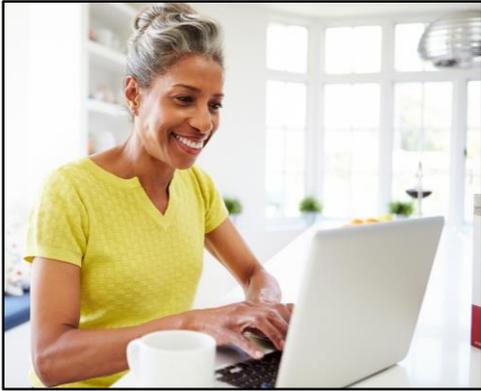


The following table summarizes the two types of scores reported on ACCESS for ELLs 2.0 and offers suggestions and cautions on their uses.

| | Information Provided & Suggested Uses | Keep in Mind |
|---------------------------------|---|---|
| Scale Scores | <ul style="list-style-type: none"> Provides a psychometrically derived score (accounting for all tier and grade level differences) for each language domain (Listening, Speaking, Reading, and Writing) Reports scores on a scale from 100–600 Provides way to monitor student growth over time (within a language domain) Provided on the Individual Student & Student Roster Reports | <ul style="list-style-type: none"> Comparisons cannot be made across Listening, Speaking, Reading, and Writing domains; only within domains To monitor growth over time, it is recommended to use scale scores and not the proficiency level scores. |
| Proficiency Level Scores | <ul style="list-style-type: none"> Provides a score in terms of the six WIDA language proficiency levels Provides individual domain scores which can be used with the WIDA Can Do Descriptors to get a profile of the student's English language performance Informs targeted language instruction using the WIDA ELD Standards Provides information to help determine program eligibility Provided on the Individual Student and Student Roster Reports | <ul style="list-style-type: none"> Scores provide only one source of data and should be used in conjunction with other data sources when making decisions about instruction, assessment and services for English Language Learners. The range of scale score points for each proficiency level cut differs depending on the grade and domain and therefore proficiency level scores do not represent interval data. |



WIDA Self-paced eWorkshop



Classroom Teachers

School Leaders

EL Specialists

Earn renewal units for each completed course!

- Foundational Concepts
- Language for Learning in Math
- Doing and Talking STEM
- Engaging Newcomer Multilingual Learners
- WIDA Writing Rubric
- Leading For Equity: Classroom Walkthrough



Who to Contact?



Data Recognition Corp

- WIDA AMS
- Score Report Shipment
- Downloading Student Scores
- Data Validation
- TSM to COS-SD

wida@datarecognitioncorp.com | 1-866-276-7735



WIDA Client Services

- Content of Individual Student Reports
- ACCESS training and certification
- WIDA accounts
- ACCESS test administration
- WIDA screener

help@wida.us | 1-866-276-7735

Cool-Down!



- What is your biggest takeaway from this session?
- How will you use your ACCESS for ELLs score reports?



Questions?

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