

Analyzing ACCESS for ELLs Data

May 29–31, 2019
NJTESOL/NJBE Spring 2019 Conference
New Brunswick, NJ

Objectives

- Provide overview of the different sources of ACCESSSS data available
 - Individual student reports
 - Student roster reports
 - School frequency reports
 - District frequency reports
 - State frequency reports
- Discuss what can be gleaned and utilized from those reports
- Discuss Alternate ACCESS for ELLs score reports

ACCESS for ELLs

- Purpose of ACCESS for ELLs is to monitor student yearly progress in developing English academic language proficiency and to support decisions on students exiting English-language support services
- Grounded in WIDA English Language Development Standards and emphasizes importance of academic language
- Four domains: Listening, Reading, Writing, and Speaking
- Online and Paper versions

ACCESS for ELLs Online

- ACCESS Online **Listening** and **Reading** domains are adaptive by **stages**
 - Six common entry items are administered, then students routed every three items (thematically linked folders) based on performance
 - Tier A, Tier B, Tier C
 - Tier A has six fewer total items than Tier B and C
- Listening and Reading must be administered first; these scores inform tier placement for the productive domains of Speaking and Writing

ACCESS Online Listening test structure



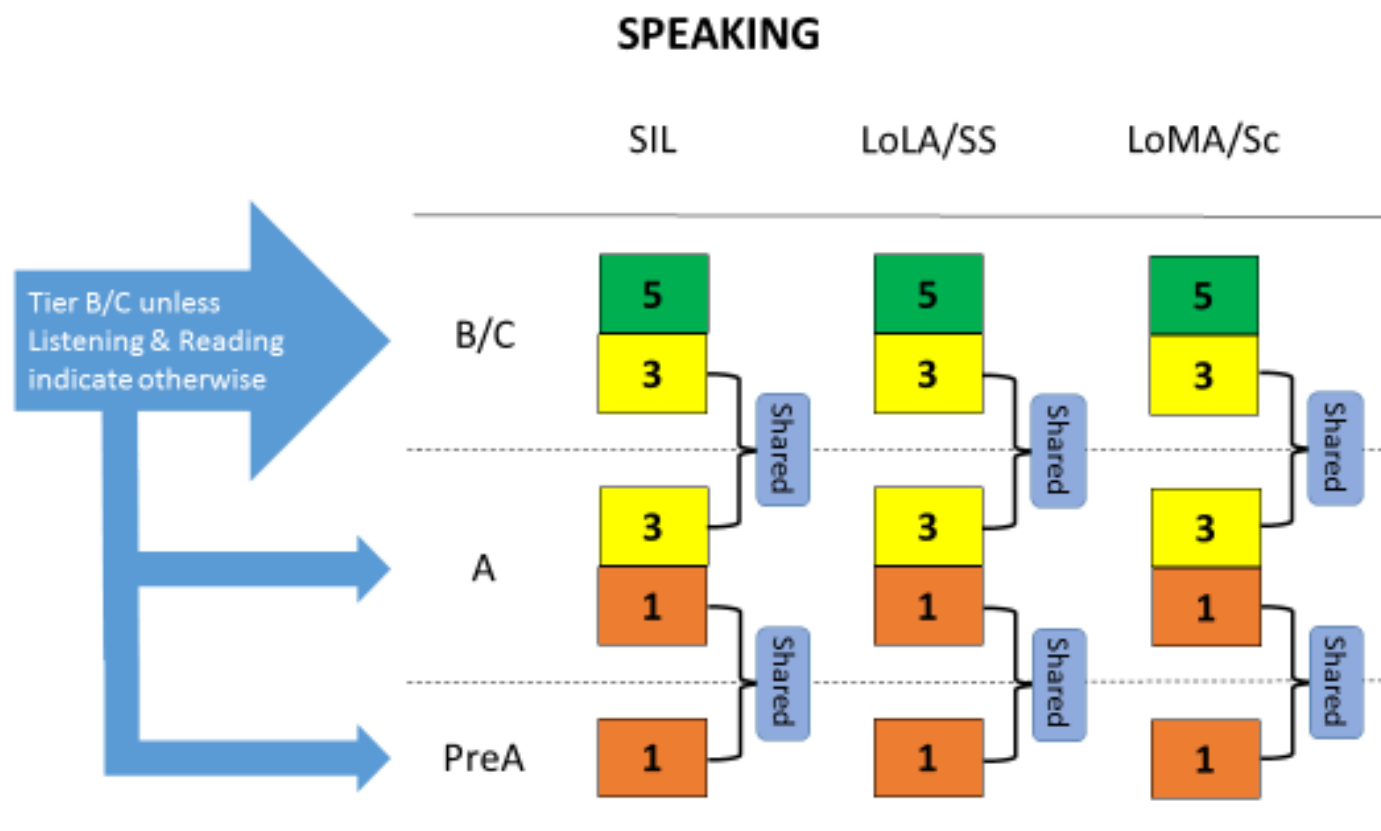
ACCESS Online Reading test structure



ACCESS for ELLs Online Speaking

- Within Speaking and Writing domains, **no tier changing after initial placement**
- Speaking tier placement (Listening scores given slightly greater weight than Reading)
 - Tier Pre-A
 - Tier A
 - Tier B/C

ACCESS Online Speaking test structure

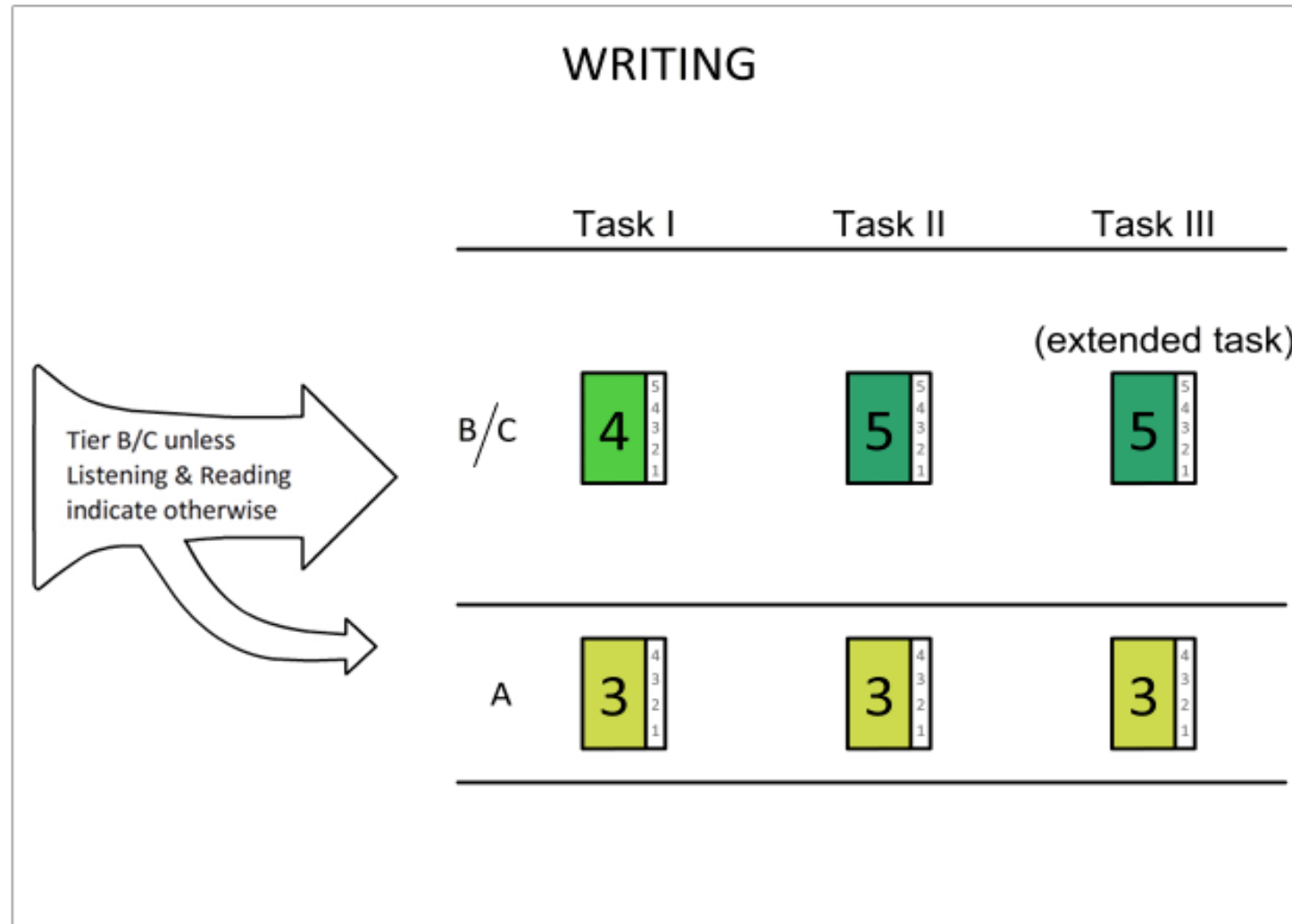


ACCESS for ELLs Online Writing

- Within Speaking and Writing domains, **no tier changing after initial placement**
- Writing tier placement (Reading scores given slightly greater weight than Listening)
 - Tier A
 - Tier B/C

**ACCESS Online Speaking and Writing
both scored centrally by trained raters**

ACCESS Online Writing test structure



ACCESS for ELLs Paper

- Teachers select tier placement for students for all four domains
 - Tier A
 - Tier B/C
- Listening & Reading domains are machine-scored
- Writing responses centrally scored by trained human raters
- Speaking scored locally by Speaking test administrators

Interpretive Guide for Score Reports

- Contains detailed information on ACCESS scores
- Contains information on ACCESS for ELLs score reports
- Updated annually
- Available on WIDA website:
<https://wida.wisc.edu/resources/access-ells-interpretive-guide-score-reports>



ACCESS for ELLs scores

- Raw scores – actual number of items or tasks students responded to correctly; raw scores are not reported because generally not useful for interpreting student performance
- Scale scores
 - Take into account differences in item difficulty
 - ACCESS is vertically scaled to allow for comparisons over time – **within a domain**

350 scale score for Reading is not necessarily equal to 350 scale score for Writing

ACCESS for ELLs scores

- Proficiency level (PL) scores are:
 - Interpretations of **grade-level** specific scale scores
 - Domain specific
 - But can be compared across domains
 - Based on the six WIDA ELP levels
 - Useful for monitoring growth over time

A Reading scale score of 355 for a 4th grader may convert to a 4.5 PL, but 355 in Reading for a 5th grader may convert to a 4.0 PL

As grade goes up, so do expectations

ACCESS for ELLs scores

- Composite scores
 - Oral language (50% Speaking & 50% Listening)
 - Literacy (50% Writing & 50% Reading)
 - Comprehension (70% Reading & 30% Listening)
 - Overall (35% Reading, 35% Writing, 15% Listening, & 15% Speaking)
- Use composite scores with caution – they're compensatory and can mask uneven profiles

ACCESS Score Reports: Individual Score Reports

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.







ACCESS for ELLs 2.0[®]
English Language Proficiency Test

Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX
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 1-6)						Scale Score (Possible 100-600) and Confidence Band	
	1	2	3	4	5	6	100	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	

*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



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		

*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	<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

Individual Student Reports

- Utilize information in the Proficiency Level descriptors, but keep in mind these aren't comprehensive; more information in:
 - Performance Level Definitions for all domains (Appendix A, Interpretive Guide for Score Reports)
 - Interpretive Rubrics for Speaking and Writing (Appendix E, Interpretive Guide for Score Reports)
- If previous year's ISR is available to compare, how much growth was shown? How contrast with how much growth expected?

ACCESS Score Reports: Student Roster Reports

Score Report	Audience or Stakeholder	Types of Information
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.

Score Report	Audience or Stakeholder	Types of Information
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.
5. State Frequency	<ul style="list-style-type: none"> • State and District Program staff • Policy-makers • Lawmakers 	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 state.

ACCESS Score Reports: Student Roster Reports

Score Report	Audience or Stakeholder	Types of Information
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.

ACCESS Score Reports: Student Roster Reports



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	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
[REDACTED]	C	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

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, Invalidated, 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

ACCESS Score Reports: Student Roster Reports

Eight 10th Grade students at School XYZ

Student	Tier	Listening	Speaking	Reading	Writing	Overall
S1	C	5.4	4.1	5.5	4.5	4.9
S2	C	4.2	4	4.5	4	4.2
S3	C	4.6	4.2	4.4	4.5	4.4
S4	A	3.2	3.8	2	3.5	3.0
S5	C	4.9	4.5	5.7	4.5	5.0
S6	C	4.5	2.5	4	2.9	3.5
S7	A	2	2.2	2.5	2.6	2.4
S8	C	4.8	3.4	4.5	3	3.9

**S1 & S5 are exiting
– do we know their
performances from
last year?**

**S3 is very close – is
there case for
exiting?**

**Can S2 and S8 (and
possibly S3) be
grouped for
instruction?**

**S4 and S7 – are
they newcomers?
Were they
assessed last year?**

Student	Tier	Listening	Speaking	Reading	Writing	Overall
S1	C	5.4	4.1	5.5	4.5	4.9
		4	3.5	4	3.5	3.8
S2	C	4.2	4	4.5	4	4.2
		3.8	3.5	4	3.8	3.8
S3	C	4.6	4.2	4.4	4.5	4.4
		3	4	3	3.5	3.3
S4	A	3.2	3.8	2	3.5	3.0
		3	2.5	2	3	2.6
S5	C	4.9	4.5	5.7	4.5	5.0
		4	4	4.5	4	4.2
S6	C	4.5	2.5	4	2.9	3.5
		NA	NA	NA	NA	NA
S7	A	2	2.2	2.5	2.6	2.4
		new	new	new	new	New
S8	C	4.8	3.4	4.5	3	3.9
		3.5	3	4	2.5	3.3

ACCESS Score Reports: Student Roster Reports

- Look for patterns in the data
- (But be careful not to generalize! Samples too small)

ACCESS Score Reports: School Frequency Reports



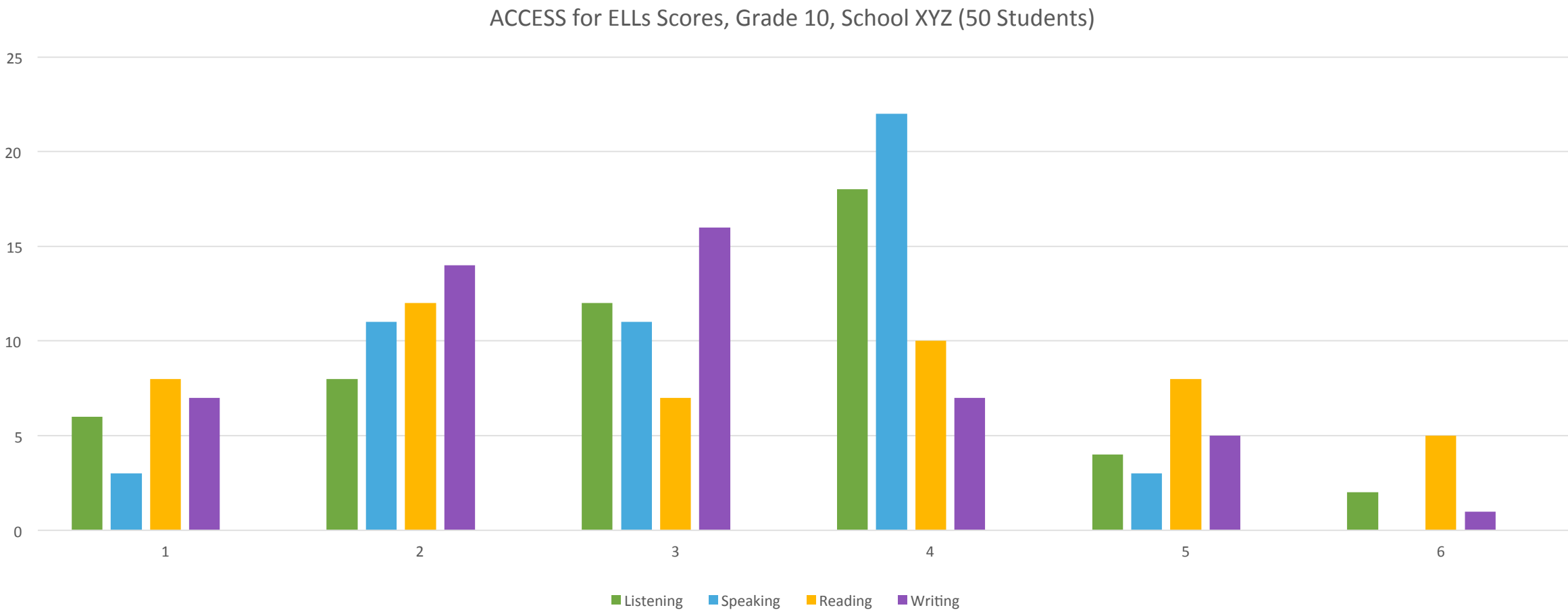
ACCESS for ELLs 2.0®
English Language Proficiency Test

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		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	323		307		339		336									
Total Tested	20															




ACCESS Score Reports: School Frequency Reports



ACCESS Data Recap

- Individual Score Reports are clearly essential for supporting individual students
- Other score reports may reveal actionable patterns on small scale:
 - Student Roster Reports
 - School Frequency Reports
- All become richer when previous year's data is available as well

Alternate ACCESS Individual Score Report



Alternate ACCESS for ELLs*
 English Language Proficiency Test for ELL Students
 with Significant Cognitive Disabilities

Individual Student Report
 20XX

Student: Sample Student 1		
Birth Date: mm/dd/yyyy	Grade: grade	IEP Status: IEP
District ID: XXXXXXXXXXXXXXXX	State ID: XXXXXXXXXXXXXXXX	
School: Sample School	District: Sample District	State: Sample State
Does the student take any state alternate assessment(s)? Yes	# of years student has been exposed to academic English: Years	
Primary Disability: Disability	Secondary Disability (if applicable): Disability	

This report provides information about the student's scores on the Alternate ACCESS for ELLs English language proficiency test. This test is based on the WIDA Alternate 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.

Student's level of English Proficiency by language domain							
Language Domain	Proficiency Level**	Scale Score (910-950) and Confidence Band <small>See Interpretive Guide for Score Reports for definitions</small>					
		A1	A2	A3	P1	P2	P3
Listening	A1	920					
Speaking	A2	925					
Reading	A3	930					
Writing	P1	935					
Oral Language <small>50% Listening + 50% Speaking</small>	P2	945					
Literacy <small>50% Reading + 50% Writing</small>	P3	955					
Comprehension <small>70% Reading + 30% Listening</small>	A2	940					
Overall* <small>35% Reading + 35% Writing + 15% Listening + 15% Speaking</small>	P1	945					

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

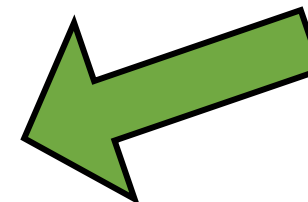
**The Listening, Speaking, and Reading domains do not include test items targeting proficiency levels P3 and above; therefore, students cannot demonstrate English proficiency at levels P3 and higher. However, in Writing, students may score up to proficiency level P3.

Student's performance within the Listening and Reading Domains
 Each task in the Listening and Reading domains provides students with three opportunities (Cue A, Cue B, & Cue C) to demonstrate what they can do. Cue A provides the initial prompt and question. If the score for Cue A is Incorrect or No Response, Cue B is administered. Cue B simplifies the initial prompt. If the score for Cue B is Incorrect or No Response, Cue C is administered. Cue C includes the simplified prompt and provides the answer to the question. The table below provides the number of correct responses to the Listening and Reading domains and does not report information on tasks that were not administered, incorrect, or to which the student did not respond.

	# of Correct Responses (out of 9)	Less Support → More Support			
		Cue A	Cue B	Cue C	
		# Correct	% of Correct Responses	# Correct	% of Correct Responses
Listening	5	1	20%	3	60%
Reading	3	0		1	33.3%

Student Name or ID
14017500000-20018

ALT-SR




Similar
information
as ACCESS

Alternate ACCESS Individual Score Report

	# of Correct Responses (out of 9)	Less Support —————→ More Support					
		Cue A		Cue B		Cue C	
		# Correct	% of Correct Responses	# Correct	% of Correct Responses	# Correct	% of Correct Responses
Listening	5	1	20%	3	60%	1	20%
Reading	3	0		1	33.3%	2	66.6%


Unlike ACCESS, Listening & Reading raw scores reported

Alternate ACCESS Individual Score Report (page 2)

	Alternate ACCESS for ELLs* English Language Proficiency Test for ELL Students with Significant Cognitive Disabilities	Individual Student Report 20XX
Test Administration Information		
Test Environment		
Familiar environment to student (e.g. familiar classroom, office, home)		YES
Quiet environment		YES
Minimal distractions		YES
One-to-one interaction with test administrator		YES
Areas of the test where accommodations were used		
Test directions		YES
Presentation format		YES
Response format		YES
Setting format/environment		YES
Timing/scheduling		YES
Other		
Test Administrator Title		
Special education teacher		YES
ESL/Bilingual teacher		
General education teacher		
Speech/language pathologist		
School psychologist		
School counselor		
LEA test administrator		
Other		
Test Administrator's knowledge of student's abilities		
Knowledge of student's current IEP		YES
Knowledge of the student's academic programming		YES
Has previously implemented accommodations for the student		YES
Has an established relationship with the student		YES
Limited knowledge of the student's abilities		
Unfamiliar with student's abilities		
Student Name or ID 140079-08003-2018		

Information
about test
administrator

Alternate ACCESS Individual Score Report (page 3)



Alternate ACCESS for ELLs[®]
 English Language Proficiency Test for ELL Students
 with Significant Cognitive Disabilities

Individual Student Report
 20XX

At each grade level, toward the end of a given alternate level of English language proficiency, and with instructional support...

	English language learners with significant cognitive disabilities will produce (Productive):	English language learners with significant cognitive disabilities will process (Receptive):
Level P3 Developing	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas Repetitive grammatical structures with occasional variation Sentence patterns across content areas Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple ideas 	Students may score up to alternate proficiency level P3 in the domain of Writing. The domains of Listening, Speaking, and Reading do not include test items targeting alternate proficiency level P3 and above; therefore, students taking this test cannot demonstrate English language at alternate proficiency level P3 and higher in those domains.
Level P2 Emerging	<ul style="list-style-type: none"> General content words and expressions across content areas Social and instructional words and expressions across content areas Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas Multiple related simple statements An idea with details
Level P1 Entering	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> General content-related words Social and instructional words and expressions Simple grammatical constructions Common social and instructional forms and patterns Single statements or questions An idea within words, phrases, or chunks of language
Level A3 Engaging	<ul style="list-style-type: none"> Familiar words associated with daily routine Representations of sounds, words, or ideas with drawing symbols, letters, or numbers Routinely practiced patterns associated with common social and instructional situations Oral approximations of words or phrases Symbols or letters to represent ideas 	<ul style="list-style-type: none"> Symbols, letters, and/or numbers Spoken social and instructional words, and familiar expressions Routinely practiced social and instructional forms and patterns Familiar statements or questions associated with daily routine An idea within visual representations or familiar language
Level A2 Exploring	<ul style="list-style-type: none"> Different sounds and gestures to communicate Markings or symbols to communicate (e.g., with writing utensil or assistive device) Approximations of routinely practiced words Varied tone and inflection to convey needs, desires, or moods (to convey adherence to social norms) 	<ul style="list-style-type: none"> Routinely practiced oral cues Familiar visual representations associated with daily routines Environmental symbols and shapes Spoken words associated with familiar people, daily routine, and/or environment
Level A1 Initiating	<ul style="list-style-type: none"> Imitations of sounds Varied body movements to communicate (e.g., eye gaze, grasp writing utensil) 	<ul style="list-style-type: none"> Familiar voices and communicative sounds Change in expression (e.g., facial, body, vocal)

...within sociocultural contexts for language use.

Alternate ACCESS Score Reports

- Individual Student Reports
- Student Roster Reports
- School Frequency Reports
- District Frequency Reports
- State Frequency Reports
- Alternate ACCESS for ELLS Interpretive Guide for Score Reports:
<https://wida.wisc.edu/sites/default/files/resource/Alt-Interpretive-Guide.pdf>

Additional Online Resources for Score Reports

- Individual Student Score Notes:

<https://wida.wisc.edu/resources/access-ells-individual-student-score-notes>

- ACCESS for ELLs Parent Handout:

<https://wida.wisc.edu/resources/access-ells-parent-handout-english>

- Score Report Guide for Parents:

<https://wida.wisc.edu/resources/parent-guide-access-ells-score-reports-english>

- Parent Score Reports Overview PowerPoint:

- <https://wida.wisc.edu/resources/score-report-powerpoint-slides>

In conclusion..

ACCESS for ELLs & Alternate ACCESS score reports contain an abundance of useful information

- Utilize the annual interpretive guides as much as possible

ACCESS for ELLs

<https://wida.wisc.edu/resources/access-ells-interpretive-guide-score-reports>

Alternate ACCESS for ELLs

<https://wida.wisc.edu/sites/default/files/resource/Alt-Interpretive-Guide.pdf>



Thank you – Questions?

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