Role of ACCESS for ELLs Assessment

- On an annual basis, monitor the progress of ELLs’ English language proficiency (ELP) in grade levels K-12
- Establish when ELLs have attained ELP according to state criteria
- Inform classroom instruction and assessment
- Provide a reliable and valid data source for accountability and aid in decision-making
- Inform evaluation of the effectiveness of ESL/bilingual programs
- Meet federal and state reporting requirements
- Enhance instruction and learning in programs for English language learners.
Session Outcomes

- Explain the connection between ACCESS for ELLs® assessments and the English Language Proficiency Standards
- Use the ACCESS for ELLs® Score Reports (Teacher, Parent/Guardian, Student Roster, School and District Frequency) to discuss student progress and growth with various stakeholders
- Interpret composite scores, scale scores, and proficiency level scores to inform instruction and programming

How do we use ACCESS Scores?

- Standards-based results help inform curriculum, instruction and assessment of ELLs.
- The Overall Composite Score summarizes student’s global language proficiency.
- Domain subscale scores allow for examination of strengths and weakness by domain.
- Raw scores by standards allow for examination of strengths and weaknesses by content area language.
- Individual report components offer a starting point for differentiating instruction and assessment.
Tip #1 for Applying Data

- When disseminating information on the students’ language, refer to criteria in the speaking and writing rubrics.

Linguistic/Discourse Complexity
Vocabulary Usage
Language Control (Language Forms and Conventions)

Tip #2 for Applying Data

- Performance Definitions and CAN DO Descriptors may help further explain student expectations at each level of English language proficiency.

CAN DO Name Charts

- Can serve as an individual student profile or a classroom profile describing the domain levels of all the ELLs in a certain classroom or learning group.
Meaningful Access

- WIDA Writing and Speaking Rubrics may be used in assessing classroom tasks and projects throughout the year.
- PA ELPS must be used to adapt instruction to students' proficiency levels.
- ELL Overlays for Literacy and Mathematics can be used to scaffold across the levels of language proficiency.

Linking to ELD Standards

Strands of Model Performance Indicators (MPIs) can serve as examples for content teachers as they plan instruction and assessment that is differentiated for the ELLs in the room.

PA ELL Overlays

- The PA ELL Overlays for English Language Arts and Mathematics assist educators in developing instructional units, lessons, or activities that are meaningful and comprehensible for English language learners.
- They illustrate the dynamic process of adapting instruction and assessment based on the English language proficiency of students.
- The PA ELL Overlays for English Language Arts and Mathematics are models that exemplify adaptations for a select instructional context and provide resources to extend this process to other instructional units.
PA ELL Overlays

ELD Strand Template

Individual Student Growth
Mee is a middle school student of Asian origin. Last year she received a composite scale score of 338 on ACCESS (proficiency level of 2.8). In her most recent test this year she scored a 363 (proficiency level of 3.8). She gained 25 scale score points and one proficiency level. So....

- Is that good?
- Is that normal?
- Is that what you'd expect?

Ell student growth principle:

*Lower is faster, higher is slower*

- Growth = This year’s score - Last year’s score

- Two types of growth to consider
  - Individual student growth
  - Classroom, school or district growth

**Individual Growth**

<table>
<thead>
<tr>
<th>Proficiency Level Band</th>
<th>Average Score Gain Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0-1.9</td>
<td>20-40</td>
</tr>
<tr>
<td>2.0-2.9</td>
<td>30-54</td>
</tr>
<tr>
<td>3.0-3.9</td>
<td>65-86</td>
</tr>
<tr>
<td>4.0-4.9</td>
<td>95-117</td>
</tr>
</tbody>
</table>

**Starting Language Proficiency Level**

<table>
<thead>
<tr>
<th>Starting Language Proficiency Level</th>
<th>Range High</th>
<th>Range Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0-1.9</td>
<td>20-40</td>
<td>5-15</td>
</tr>
<tr>
<td>2.0-2.9</td>
<td>30-60</td>
<td>5-15</td>
</tr>
<tr>
<td>3.0-3.9</td>
<td>65-90</td>
<td>5-15</td>
</tr>
<tr>
<td>4.0-4.9</td>
<td>95-117</td>
<td>5-15</td>
</tr>
</tbody>
</table>
Individual Growth

- Mee is in the shade. She is within the range of scores (20 – 48) that represent "average" student growth on ACCESS for ELLs®.
- Students in the shade are making average growth with reference to all WIDA states.
- Each state is unique and may have slightly different individual growth profiles based on its student population.
- Students below the shaded area are not making average growth.
- Note: Not all students grow the same!!!
- Students below the shade should may need further support or intervention.

FOLLOW THESE STEPS:

1. Obtain the student’s WIDA ACCESS for ELLs Teacher Report from the previous two years (at least).
2. Write down his/her proficiency level from last year, you will use this as the initial proficiency level.
3. Solve the following equation for students you have questions about in their language development.

   \[ \text{Student's Scale Score from this year} - \text{Student's Scale Score from last year} = \text{GROWTH!} \]

4. Plot the students' scores on the growth charts to see if they are on target, meaning their data point falls within the colored Lines.
Looks like this...

- What is it that we expect our students to learn? (*Academic content and English language growth expectations*)
- How will we know when they learned it? (*Academic assessment in L1 and L2, and L2 proficiency assessment*)
- How will we respond as they are learning it? (*Just in time differentiation rather than intervention*)
- How will we respond when they already know it? (*Acceleration and transition*)

  - Nguyen (2012), WIDA Roll-out Events
And this...

- Use the curriculum mapping process to help you organize your students’ learning.
- Referencing the 2012 ELD and the CCS, set both language and content learning goals for your students.
- Set your goals and benchmarks in a way so that your curriculum is guaranteed and deliverable.
- Use multiple assessments to track student success.
- Adjust as you go, based on your assessment results and your students’ needs.

- Nguyen (2012), WIDA Roll-out Events

Programmatic Implications: High Scores

High scores (Levels 5–6) may indicate a need for Monitoring or Targeted Support. School teams should consider:

- Is it appropriate to exit the student from ELL services? Does this student have the language skills necessary to access the content in the mainstream classroom without additional language support services? What additional evidence is needed to make a determination?
- Is the student’s English proficiency weak in a particular language domain (e.g., Writing)? If so, consider additional language instruction in that domain.
- Is the student’s English proficiency weak in a particular standard area (e.g., the language of Social Studies)? If so, consider additional content language support.

Programmatic Implications: Mid-Level Scores

Mid-level scores (Levels 3–4) may indicate a need for 1-3 more years of ELL support services. School teams should consider:

- A balanced, long-term approach that focuses on grade-level academic standards and English proficiency standards, and utilizes strategies that increase comprehension and communication in English (e.g., sheltered instruction)
- Enhancement of both oral language and literacy development
- Providing L1 instruction (first language/bilingual education) and/or support where feasible

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Programmatic Implications: Beginner-Level Scores

Beginner level scores (Levels 1–2) may need 5 or 6 more years of ELL support services. School teams should consider:

- Providing targeted communicative/social & instructional English
- Enrolling student in "newcomer" program if available and appropriate
- Using content-based strategies (e.g., sheltered instruction) and L1 instruction, if possible
- Scaffolding within programs and school
  - Graphic support
  - Peer support
  - Supplemental and modified materials

Beginner level scores (Levels 1–2) may need 5 or 6 more years of ELL support services. School teams should consider:

WIDA Resources

- [http://www.wida.us/assessment/ACCESS/#scores](http://www.wida.us/assessment/ACCESS/#scores)
- The ACCESS for ELLs Interpretive Guide for Score Reports
- Sample Letters to Accompany Parent/Guardian Score Report
- Translations of Parent Guardian Score Report
- Focus on Growth
- Focus on Language Growth (2013)
- ACCESS for ELLs Growth Report Sample
- ACCESS for ELLs Growth Report Users Guide

PDE Resources

- [http://www.pdesas.org/curriculumframework/elloverlay/](http://www.pdesas.org/curriculumframework/elloverlay/)
- ELL Overlays for Literacy
- ELL Overlays for Mathematics
## 2013-14 ACCESS for ELLs Testing Schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA Test Administrator Training Window</td>
<td>--</td>
<td>01/26/14</td>
</tr>
<tr>
<td>LEAs Order Test Materials</td>
<td>11/11/13</td>
<td>12/13/13</td>
</tr>
<tr>
<td>PIMS Precode Data Collection period for ACCESS for ELLs®</td>
<td>11/1/13</td>
<td>12/13/13</td>
</tr>
<tr>
<td>LEAs Receive Test Materials</td>
<td>--</td>
<td>01/13/14</td>
</tr>
<tr>
<td>Test Window</td>
<td>01/27/14</td>
<td>03/07/14</td>
</tr>
<tr>
<td>Order Additional Materials Deadline</td>
<td>--</td>
<td>02/21/14</td>
</tr>
<tr>
<td>PIMS ACCESS for ELLs Data Collection Snapshot Date</td>
<td>--</td>
<td>03/07/14</td>
</tr>
<tr>
<td>PIMS ACCESS for ELLs Data Collection Period</td>
<td>02/24/14</td>
<td>02/14/14</td>
</tr>
<tr>
<td>LEAs Ship Completed Materials to MetriTech</td>
<td>--</td>
<td>03/14/14</td>
</tr>
<tr>
<td>MetriTech Data Validation website open for LEAs to correct demographic information</td>
<td>04/22/14</td>
<td>04/25/14</td>
</tr>
<tr>
<td>PIMS ACCESS for ELLs Correction Window</td>
<td>04/22/14</td>
<td>04/25/14</td>
</tr>
<tr>
<td>PIMS ACCESS for ELLs data corrections (only for LEAs notified by PDE)</td>
<td>05/12/14</td>
<td>05/15/14</td>
</tr>
<tr>
<td>Reports Shipped to District*</td>
<td>Week of 06/09/14*</td>
<td></td>
</tr>
</tbody>
</table>

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## PA State Exit Criteria


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For more information, please contact the WIDA Help Desk: 1-866-276-7735 or help@wida.us

World Class Instructional Design and Assessment, [www.wida.us](http://www.wida.us)

Center for Applied Linguistics, [www.cal.org](http://www.cal.org)

MetriTech, Inc., [www.metritech.com](http://www.metritech.com)