

**Additional Information  
for  
ACCESS for ELLs®**

**Types of Reports**

The WIDA consortium provides both paper and online reports. Reports that schools and districts can download from the WIDA Assessment Management System (WIDA AMS) secure portal include Student Roster Reports and Frequency Reports.

- Student Roster Reports provide the student’s scale score and proficiency level for each domain (listening, reading, speaking, and writing) and each composite score (Oral Language, Literacy, Comprehension, and Overall Score).
- Individual Student Reports (ISRs) provide the student’s scale score (with a confidence band) and proficiency level for each domain and for each composite score.
- School and District Frequency Reports provide the number and percent of students achieving each proficiency level.

**ACCESS for ELLs Proficiency Levels**

Proficiency levels are derived from the scale scores and range from 1.0 to 6.0.

- 1.0 - Entering
- 2.0 - Emerging
- 3.0 - Developing
- 4.0 - Expanding
- 5.0 - Bridging
- 6.0 - Advanced

Proficiency levels in grades one through twelve are used to determine whether a student is ready to exit English language learner (ELL) services. To exit ELL status, students must score a minimum proficiency level of 4.0 on each domain, and an overall composite of at least 4.4.

Scale scores, rather than proficiency level scores, should be used when monitoring student progress over time because they provide more detailed information. However, scale scores from different domains are not comparable (a 300 on one domain does not mean the same thing as a 300 on another domain).

**Test Score Interpretation**

Being aware of the purposes, uses, and limitations of any assessment is key to understanding and interpreting results. The *WIDA™ ACCESS for ELLs® 2.0 Spring 2019 Interpretive Guide for Score Reports Kindergarten–Grade 12* states, “The purpose of ACCESS for ELLs 2.0 is to monitor student progress in English language proficiency (ELP) on a yearly basis and to serve as a criterion to aid in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers.” An additional purpose is ACCESS for ELL scores are included in state and federal accountability reporting. This guide is a useful resource for teachers, school leaders, and district staff. A copy of this guide and the *WIDA™ Alternate ACCESS for ELLs® Spring 2018 Interpretive Guide for Score Reports Grades 1-12* are attached.

ACCESS for ELLs is a criterion-based or standards-based assessment. ACCESS for ELLs items are aligned to WIDA's *English Language Development (ELD) Standards*. These standards were adopted by the South Carolina State Board of Education. To aid interpretation, the *WIDA Can Do Booklets* (sample attached), were developed to supplement the ELD Standards and provide examples of the cognitive processes that ELL students are able to perform at each grade and proficiency level. This document is useful when teachers and school leaders speak with parents concerning their child's progress in learning English. These booklets, as well as other resources, can be found on WIDA's website at <https://wida.wisc.edu/resources>.

ACCESS for ELLs scores constitute a single source of information that should be used in conjunction with other relevant information to make decisions about instruction. Results enable teachers to draw inferences about the level of student performance relative to the tested domains: Listening, Reading, Writing, and Speaking. Student scores on this test are not an indication of academic achievement or knowledge in subject areas. Teachers may infer students' strengths and weaknesses from the scores for each domain and can use scores to plan instruction. When interpreting results, it is important to remember that students acquire ELP at different rates.

### **Roles of Schools and Districts**

Following receipt, schools and districts should provide assessment results to parents and guardians as soon as possible.

Districts and schools receive two paper copies of the ISR for each student. One copy of the report is for the school and the second copy is for the student's parents or guardians. Test results should be accompanied by an explanation of the results such as the Parent/Guardian Guide that is located in Interpretive Guide for Score Reports. Attached is a copy of a sample letter that can be used when providing scores to parents. Translations of the memo can be downloaded from [ACCESS Parent Letters](#). Translated versions of score reports can be created from WIDA AMS. Under the "Report Delivery" tab, select "On-Demand Reports," then select the ACCESS administration, the district, the school, and "Translated Reports."

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