

WIDA ACCESS for ELLs 2.0

What is ACCESS for ELLs 2.0?

ACCESS for ELLs 2.0 is an English *language proficiency* assessment for Grades K–12. The test is administered every year to help school districts monitor the English *language development* of students identified as *English language learners*.

What is the purpose of the test?

ACCESS for ELLs 2.0 measures students' abilities to understand and produce English used within school settings. The four sections of the test are Listening, Reading, Speaking, and Writing.

Why does my child have to take the test?

Your child is identified as an *English language learner*. Your child will take the test every year until his/her scores meet the criteria to exit the language support program. Contact your child's school for more information on how your child was identified as an English language learner.

When will my child take the test?

Every state sets a time frame for schools to administer ACCESS for ELLs 2.0. Schools schedule when students will take the four sections of the test during the testing time frame. Contact your child's school for more specific information on when your child is scheduled to take ACCESS for ELLs 2.0.

How are the test scores used?

Scores from ACCESS for ELLs 2.0 can be used in many ways. Parents can use the scores to advocate for their child. Teachers use the scores to plan instruction and assessments. Districts use the scores to evaluate their language support programs, to monitor student progress in acquiring English, and to determine if a student is eligible to exit an English language support program. Scores are also used to meet federal and state accountability requirements.

Questions to Ask

Parents can use the following questions to obtain more information about their child's testing experience:

- How will my child take the test?
- Who will give my child ACCESS for ELLs 2.0?
- Where will my child take the test?
- Did someone from the school explain the test to my son/daughter?
- Are all of my child's teachers aware that he/she is taking the test?
- If my child has an Individualized Education Program (IEP), what accommodations will be provided to him/her during the test?
- When and how will the scores be shared with me?

Contact your child's school if you have questions about ACCESS for ELLs 2.0.

Kindergarten ACCESS for ELLs

Students in Kindergarten take a paper format of the test which engages students with cards, books, and grade-appropriate test items. Students at this grade level take the test individually with a test administrator.

Key Terms to Know

English language learners are students who are eligible to receive support at school with the English language.

Language proficiency is a measurement of where students are in the process of language development.

Language development is a process that takes time. Students move along this process at different rates.

Parent/Guardian Guide to the Individual Student Report, Grades Kindergarten-12

ACCESS for ELLs 2.0 is an English **language proficiency** assessment for Grades K–12. The test measures the English **language development** of students identified as **English language learners**.

What is the Individual Student Report?

The Individual Student Report shows your child's scores on the ACCESS for ELLs 2.0 assessment. This report is for families and educators.

The top of the report includes your child's name, date of birth, grade level, test **tier**, school and district name, state, and the district and state identification numbers.

	ACCESS for ELLs 2.0 [®] English Language Proficiency Test	Sample Student 1
		Birth Date: mm/dd/yyyy Grade: grade
		Tier: Sample Tier
		District ID: XXXXXXXXXXXXXXXXXX State ID: XXXXXXXXXXXXXXXXXX
		School: Sample School District: Sample District State: Sample State

What does the Individual Student Report tell me?

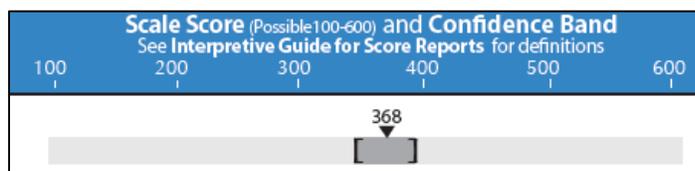
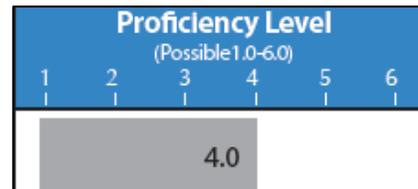
The report shows the eight scores your child could receive on the test. If your child took all four sections of the test, he/she will receive all eight scores. NA, or not available, indicates no score was reported. There are four *Language Domain* scores and four *Composite Scores*.

Language Domain scores are reported for Listening, Speaking, Reading, and Writing. These scores reflect the four sections of the test.

Composite Scores are combinations of your child's Language Domain scores. The four Composite Scores are Oral Language, Literacy, Comprehension, and the Overall score.

How are the scores reported?

Proficiency Level scores are reported as numbers that range from 1.0 – 6.0, for example 4.0 or 2.2. These scores correspond to the six WIDA English Language Proficiency Levels. A score of 1.0 can be thought of as a “beginner” score, while a 6.0 can be thought of as an “advanced” score in regards to English proficiency. The graph on the report is shaded to represent your child's Proficiency Level score. The table at the bottom of the report provides examples of what students at your child's proficiency level can do with English.



Scale Scores are reported as numbers that range from 100 – 600, for example 356 or 220. These scores reflect your child's grade level and difficulty level of the test items that he/she successfully completed. Scale

scores are helpful to see the progress your child makes in English language development from year to year. The graph on the report shows your child's Scale Score for each of the eight scores, and it also shows the *Confidence Band* for each of his/her Scale Scores.

Confidence Bands are the shaded area around each of your child's Scale Scores. This shows the possible range for your child's score with a 95% probability of accuracy. In other words, if your child took the same test repeatedly, there is a 95% chance that his/her scores would be within the shaded range.

What should I look for in my child's report?

We encourage families to look at all of the scores reported for their child. Here are some suggestions for how to interpret, or make sense of, your child's scores:

- *Look at the Language Domain scores.* Look at his/her Proficiency Level scores for Listening, Speaking, Reading and Writing. Which scores are closer to 6.0? Which scores are closer to 1.0?
- *Look at the Composite Scores.* Look at his/her Proficiency Level scores for Oral Language, Literacy, Comprehension, and the Overall Score. Which scores are closer to 6.0? Which scores are closer to 1.0?
- *Compare this year's scores with last year's scores, if available.* If your child took ACCESS for ELLs 2.0 last year, compare his/her scores from one year to the next. Is there a difference in his/her Proficiency Level scores? Is there a difference in his/her Scale Scores?

How are the test scores used?

Scores from ACCESS for ELLs 2.0 can be used in many ways. Parents can use the scores to advocate for their child. Teachers use the scores to plan instruction and assessments. Districts use the scores to evaluate their language support programs, to monitor student progress in acquiring English, and to determine if a student is eligible to exit an English language support program. Scores are also used to meet federal and state accountability requirements.

Questions to ask

We encourage families to discuss the scores with their child's teacher(s). Here are some questions to ask:

- What scores does he/she need to exit the English language support program?
- Will my child take this test every year?
- How are the scores shared with his/her teachers?
- What type of English language support do you provide my child?
- What would you like to know about how my child uses language at home?
- Why did my child receive a score of NA?
- What does a score of NA mean?

If you have questions about your child's ACCESS for ELLs 2.0 scores, please contact your child's school.

ACCESS for ELLs 2.0 reports the following eight scores:

- Listening
- Speaking
- Reading
- Writing
- Oral Language
- Literacy
- Comprehension
- Overall

Scores are reported as *Proficiency Level* scores and *Scale Scores*.

Key Terms to Know

English language learners are students who are eligible to receive support at school with the English language.

Language development is a process that takes time. Students move along this process at different rates.

Language proficiency is a measurement of where students are in the process of language development.

Tier refers to the difficulty level of the test assigned to a student. Tiers are designed for specific levels of language proficiency. Students are assigned to a tier that is appropriate for his/her current level of English language proficiency.