ACCESS for ELLs® Score Interpretation
Georgia Department of Education
May 11 & 12, 2011 via Elluminate Webinar

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Georgia Department of Education
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- Secure and Confidential Information -

Follow Georgia Test Security Guidelines
WIDA Consortium 2010-2011

- Alabama
- Alaska 2011
- Delaware
- District of Columbia
- Georgia 2005 – 11th
- Hawaii
- Illinois
- Kentucky
- Maine
- Minnesota 2010
- Mississippi
- Missouri 2010
- New Hampshire
- New Jersey
- New Mexico
- North Carolina
- North Dakota
- Oklahoma
- Pennsylvania
- Rhode Island
- South Dakota
- Vermont
- Virginia
- Wisconsin
- Wyoming

25 WIDA States represent approximately 940,000 English Language Learners (ELLs)

Standards Adoption: Colorado & Utah

2011 ACCESS for ELLs® Score Interpretation
Organization of Consortium Activities

WIDA Management
WCER
SEA Steering Committee

Test Development
Center for Applied Linguistics & WIDA Test Item Committee

PDSR
MetriTech, Inc

Standards Development
Margo Gottlieb & WIDA Standards Committee
Training Objectives

• Who was tested in Georgia?
• Overview of ACCESS for ELLs®
• ACCESS for ELLs® Scores
• ACCESS for ELLs® Reports and Stakeholders
• Time for Questions
• Specific Exit Criteria for Georgia
• Programmatic Implications of ACCESS for ELLs®
• Things to Remember & Time for Questions
• Online Evaluation
### ACCESS for ELLs® Administration
#### Important Dates for Georgia

<table>
<thead>
<tr>
<th>Task</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Ordering</td>
<td>10/18/10</td>
<td>11/29/10</td>
</tr>
<tr>
<td>Systems order online through MetriTech’s secure website.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-ID Ordering</td>
<td>10/18/10</td>
<td>12/10/10</td>
</tr>
<tr>
<td>Systems submit student demographic data to MetriTech.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Assessment Training</td>
<td>11/16/10</td>
<td>11/19/10</td>
</tr>
<tr>
<td>Systems Receive Test Materials</td>
<td>1/06/11</td>
<td>01/11/11</td>
</tr>
<tr>
<td>Test Window</td>
<td>01/24/11</td>
<td>03/04/11</td>
</tr>
<tr>
<td>Systems Ship Completed Material to MetriTech</td>
<td>03/07/11</td>
<td>03/10/11</td>
</tr>
<tr>
<td>MetriTech Ships Reports to Systems*</td>
<td>05/05/11</td>
<td>05/10/11</td>
</tr>
<tr>
<td>Correction Window</td>
<td>05/09/11</td>
<td>05/27/11</td>
</tr>
<tr>
<td>Post-Assessment Training</td>
<td>05/11/11</td>
<td>05/12/11</td>
</tr>
</tbody>
</table>

* To ensure that reports are shipped on time, all testing materials for the State of Georgia must be received at MetriTech by March 14, 2011.
## The Jargon

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS</td>
<td>WIDA’s Annual English language proficiency test</td>
</tr>
<tr>
<td>ELL</td>
<td>English language learner (student)</td>
</tr>
<tr>
<td>ELL-M</td>
<td>Once an ELL exits ESOL services, there is a federally required 2 calendar year monitoring period. Students are designated as ELL-M during the monitoring period</td>
</tr>
<tr>
<td>ELL-Y</td>
<td>Coding used to identify ELLs in the district Student Information System (SIS)</td>
</tr>
<tr>
<td>ELP</td>
<td>English language proficiency</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language (program)</td>
</tr>
<tr>
<td>ESOL</td>
<td>English Speakers of Other Languages (program)</td>
</tr>
<tr>
<td>HLS</td>
<td>Home Language Survey</td>
</tr>
<tr>
<td>LEP</td>
<td>Limited English Proficient (student)</td>
</tr>
<tr>
<td>MODEL</td>
<td>English language proficiency “Screener” – Option for W-APT</td>
</tr>
<tr>
<td>PHLOTE</td>
<td>Primary home language other than English</td>
</tr>
<tr>
<td>W-APT</td>
<td>WIDA “Screener” of English language proficiency</td>
</tr>
<tr>
<td>WIDA</td>
<td>World-Class Instructional Design and Assessment</td>
</tr>
<tr>
<td>WIDA Consortium</td>
<td>Collection of 25 WIDA member states</td>
</tr>
</tbody>
</table>
Identification of GA’s ELLs

- Under federal law, schools must identify all PHLOTE students and screen them for eligibility for language assistance services.

- The Home Language Survey (HLS) should be administered to all students as part of the enrollment process.

- If the answer to any of the three questions is any language other than “English,” the student is considered a PHLOTE student and must be screened for eligibility for language assistance services.

- Georgia’s ESOL program is a K-12 program only.

- Identification, screening and parental notification of eligible students within 30 days of enrollment at the beginning of the school year.

- Once the school year is underway, the window for identification, screening and parental notification of eligibility is within two weeks of enrollment.
Identification of GA’s ELLs

- Georgia is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium

- All members of the WIDA Consortium utilize the same instruments to assess eligibility for language assistance services:

  1) **W-APT**: Downloadable at no cost to district

  or

  2) **MODEL**: Districts have the option to use, but associated costs are the district’s responsibility. Title III funds may not be used to purchase MODEL
Eligibility Criteria for Language Assistance Services for English Language Learners

Kindergarten

Administer the Home Language Survey to Determine the Student's Home Language

- What is the student's home language?
- What is the student's first language?
- What language is used most by the student?

If all three responses are "English," then the student is a native speaker and language assistance for English is not required.

If one or more responses indicate a language other than English, administer the Listening and Speaking portions of the Kindergarten W-APT, the State approved screening test for eligibility.

If the student's combined Listening and Speaking Raw Score is 29 or higher, the student meets the minimum criteria for English language proficiency. However, the school districts have the discretion of using additional indicators to inform a final decision.

If the student's combined Listening and Speaking Raw Score is between 19 and 28, administer the Reading and Writing Tests.

If the student's combined Listening and Speaking Raw Score is less than 19, then the student shall be eligible for language support services.

If the student's Reading Score is 11 or higher and Writing Score is 12 or higher, then the student meets the minimum criteria for English language proficiency. However, the school districts have the discretion of using additional indicators to inform a final decision.

If the student's Reading Score is NOT 11 or higher and the Writing Score is NOT 12 or higher, then the student shall be eligible for language support services.

http://www.gadoe.org/ci_iap_esol.aspx
Eligibility Criteria for English Language Assistance using the WIDA Kindergarten MODEL Screener

Note: If the W-APT is administered for Kindergarten screening please refer to separate Kindergarten Eligibility Chart for use with the W-APT

Administer the Home Language Survey to Determine the Student's Home Language

- What is the student's home language?
- What is the student's first language?
- What language is used most by the student?

If all three responses are "English," then the student is a native speaker and language assistance for English is not required.

If one or more responses indicate a language other than English, administer the MODEL or the W-APT, the State approved screenings for eligibility for English language assistance.

If a Kindergarten student scores below 5.0 on the MODEL, the student is eligible for language assistance services.

If a Kindergarten student scores 6.0 on the MODEL, the district has the flexibility to consider additional factors to determine eligibility for language assistance services.

If the Kindergarten student is screened using the W-APT, refer to the separate K-W-APT eligibility chart.

Kindergarten MODEL™ Identification - Eligibility for Language Assistance Services for ELLs

http://www.gadoe.org/ci_iap_esol.aspx
1st -12th Grades - W-APT

Eligibility for Language Assistance Services for ELLs

http://www.gadoe.org/ci_iap_esol.aspx
Purposes of ACCESS for ELLs®

1. Monitor annual progress of the ELLs’ English language proficiency in grade levels K-12
2. Establish when ELLs have attained English language proficiency
3. Inform classroom instruction and assessment
4. Provide a reliable and valid data source for accountability and aid in decision-making
Overall Organization of the 2007 Standards & ACCESS for ELLs®

- Frameworks for Formative & Summative Assessment (2)
- English Language Proficiency Standards (5)
- Language Domains (4)
- Grade Level Clusters (5)
- Language Proficiency Levels (6)

Model Performance Indicators (MPIs) are the lowest level of expression of the Standards and where test items begin.
### Organization of MPIs within Standards

<table>
<thead>
<tr>
<th>Example Topics</th>
<th>Level 1: Entering</th>
<th>Level 2: Beginning</th>
<th>Level 3: Developing</th>
<th>Level 4: Expanding</th>
<th>Level 5: Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources &amp; supplies</td>
<td>Identify needed resources or supplies for activities from pictures and oral statements (e.g., “pencils,” “paper,” “computers”)</td>
<td>Categorize needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators &amp; math books)</td>
<td>Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse</td>
<td>Evaluate and select needed resources for tasks or projects based on oral discourse</td>
<td></td>
</tr>
<tr>
<td>Instructions/Assignments</td>
<td>Respond to WH-questions or commands based on oral instructions or visually supported assignments</td>
<td>Paraphrase or retell oral instructions or visually supported assignments (e.g., recall of information)</td>
<td>Recount steps for following oral instructions or visually supported assignments (through drawings or models)</td>
<td>Summarize oral instructions or visually supported assignments appropriate for grade level</td>
<td>Explain, with details, reasons for instructions or assignments appropriate for grade level</td>
</tr>
<tr>
<td><strong>READING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of information</td>
<td>Locate words or phrases on socially-related topics (e.g., school dances) from visually supported information (e.g., on posters)</td>
<td>Identify sentence level information on socially-related topics from illustrated texts (e.g., in advertisements or instructions)</td>
<td>Summarize information on socially-related topics from illustrated paragraphs</td>
<td>Interpret information on socially-related topics from illustrated text (e.g., directions for board or video games)</td>
<td>Infer information on socially-related topics from text</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
<td>Make lists associated with school life from visuals and word/phrase banks (e.g., subjects, classes, activities)</td>
<td>Outline or complete graphic organizers about school life (e.g., weekly schedule with times and subjects)</td>
<td>Discuss different aspects of school life using graphic organizers (e.g., likes and dislikes, favorite subjects on T chart)</td>
<td>Suggest ideas for making changes to school life (e.g., rearranging schedules or adding clubs) using graphic organizers</td>
<td>Propose changes to school life and give reasons for choices (e.g., policies or procedures)</td>
</tr>
</tbody>
</table>

**ELP Standard 1: Social and Instructional Language, Summative Framework**

*Grades 6-8*
# Individual MPIs as Basis of Test Items

**Grades 6-8**  
**Standard 1: Social and Instructional Language**  
**Listening**  
**Example Topic: Resources & Supplies**

<table>
<thead>
<tr>
<th>Example Topics</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources &amp; supplies</td>
<td>Identify needed resources or supplies for activities from pictures and oral statements (e.g., “pencils,” “paper,” “computers”)</td>
<td>Match needed resources or supplies with types of activities from pictures and oral statements (e.g., calculators &amp; math books)</td>
<td>Categorize needed resources or supplies with types of activities from pictures and oral descriptions</td>
<td>Analyze tasks or projects by activities and match with needed resources based on pictures and oral discourse</td>
<td>Evaluate and select needed resources for tasks or projects based on oral discourse</td>
</tr>
</tbody>
</table>

**Level 2: Beginning**  
Match needed resources or supplies with type of activities from pictures and oral statements (e.g., calculators & math books)
Five ELP Standards Assessed by ACCESS for ELLs®

**Standard 1:** ELLs communicate for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

**Standard 2:** ELLs communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.

**Standard 3:** ELLs communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.

**Standard 4:** ELLs communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.

**Standard 5:** ELLs communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.
The Same Grade-Level Clusters

The WIDA ELP Standards and ACCESS for ELLs® are clustered.

- PreK-K
- Grades 1–2
- Grades 3–5
- Grades 6–8
- Grades 9–12
The Four Language Domains of ELP Standards & ACCESS for ELLs®

Listening
Speaking
Reading
Writing
### Performance Definitions

**Figure 5B: Performance Definitions**

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6- Reaching</td>
<td>- specialized or technical language reflective of the content areas at grade level &lt;br&gt; - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level &lt;br&gt; - oral or written communication in English comparable to proficient English peers</td>
</tr>
<tr>
<td>5- Bridging</td>
<td>- specialized or technical language of the content areas &lt;br&gt; - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports &lt;br&gt; - oral or written language approaching comparability to that of proficient English peers when presented with grade level material</td>
</tr>
<tr>
<td>4- Expanding</td>
<td>- specific and some technical language of the content areas &lt;br&gt; - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs &lt;br&gt; - oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>3- Developing</td>
<td>- general and some specific language of the content areas &lt;br&gt; - expanded sentences in oral interaction or written paragraphs &lt;br&gt; - oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>2- Beginning</td>
<td>- general language related to the content areas &lt;br&gt; - phrases or short sentences &lt;br&gt; - oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>1- Entering</td>
<td>- pictorial or graphic representation of the language of the content areas &lt;br&gt; - words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</td>
</tr>
</tbody>
</table>
Same Three Performance Criteria

- **Linguistic Complexity**: The amount and quality of speech or writing for a given situation
- **Vocabulary Usage**: The specificity of words or phrases for a given context
- **Language Control**: The comprehensibility of the communication based on the amount and type of errors
Test Alignment with Proficiency Levels

Grades 1-12

Tier A

Tier B

Tier C

Kindergarten Adaptive to 6.0
Interaction of Performance Level Definitions and MPIs

Language Proficiency
(Performance Level Descriptions)

Linguistic Complexity

Vocabulary Usage

Language Control

5 Bridging

4 Expanding

3 Developing

2 Beginning

1 Entering

PIs

L 5

L 4

L 3

L 2

L 1
Types of Scores

ACCESS for ELLs® Scores

- Raw
- Scale
- ELP Levels
Raw Scores

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
<th># of Items Correct</th>
<th>Total # of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Instructional Language</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Language of Language Arts</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Language of Mathematics</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Language of Science</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Language of Social Studies</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

**CAUTION** using Raw Scores:
- Don’t compare student-to-student
- Don’t track an ELL’s progress for year-to-year

### COMPREHENSION (Listening and Reading)

### SPEAKING TASKS

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
<th>Raw Score</th>
<th>Total # of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Instructional Language</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Language Arts/Social Studies</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

*E - Raw score based on # of tasks for that standard or combination of standards
NA - Not Attempted = Student Booklet is marked with a Non-Scorin Code of Absent, Invalidated, Refused or Special Education/504 Exemption*
WIDA ACCESS for ELLs® Scale Scores are \textit{psychometrically derived} measures of student proficiency

- Range from 100 to 600 (above 500 is rare)
- Single vertical scale applies to all grades and all test forms
- Vertically equated scale scores take into account grade level differences
Example: Scale score of 350

<table>
<thead>
<tr>
<th>Grades</th>
<th>Domain</th>
<th>Scale Score</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Overall</td>
<td>350</td>
<td>5.1</td>
</tr>
<tr>
<td>4</td>
<td>Overall</td>
<td>350</td>
<td>4.6</td>
</tr>
<tr>
<td>5</td>
<td>Overall</td>
<td>350</td>
<td>4.0</td>
</tr>
</tbody>
</table>
Proficiency Level Scores

_Socially-derived_ interpretations of the ACCESS for ELLs® in terms of the six WIDA Standards’ proficiency levels.

Comprised of two numbers, e.g. 2.5

- First number indicates the proficiency level into which the student’s scale score places him or her (e.g. 2 = Beginning)
- Second number indicates how far, in tenths, the student’s scale score places him or her between the lower and the higher cut score of the proficiency level (e.g. 2.5 = 5/10 or ½ of the way between the cut score for level 2 and level 3)

_Never, never, never round-up!!_
## Example: Proficiency Level of 5.0

<table>
<thead>
<tr>
<th>Grades</th>
<th>Domain</th>
<th>Scale Score</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Overall</td>
<td>347</td>
<td>5.0</td>
</tr>
<tr>
<td>4</td>
<td>Overall</td>
<td>359</td>
<td>5.0</td>
</tr>
<tr>
<td>5</td>
<td>Overall</td>
<td>369</td>
<td>5.0</td>
</tr>
</tbody>
</table>
Use of Proficiency Levels

- Provides a more precise measurement of ELLs’ annual progress in English language proficiency
- Eases the creation of a trajectory of estimated student growth, in any one/combined language domains, from year to year
- Facilitates articulation from grade to grade, and teacher to teacher, of the status of ELLs
- Helps in the calculation of Annual Measurable Achievement Objectives (AMAOs). States with at least three consecutive years of data have trend data.
ACCESS for ELLs® Scores

Listening
Speaking
Reading
Writing
Composite Scores
Oral
Literacy
Comprehension
Overall
Weights as Percentage of Overall Composite Score

Test Weights (Percent)

- Speaking, 15%
- Listening, 15%
- Writing, 35%
- Reading, 35%
Composite Scores

Oral Score = Listening (50%) + Speaking (50%)

Literacy Score = Reading (50%) + Writing (50%)

Comprehension Score = Listening (30%) + Reading (70%)

Overall Composite Score = Listening (15%) + Reading (35%) + Speaking (15%) + Writing (35%)
## ACCESS for ELLs®
### Score Reports & Stakeholders

<table>
<thead>
<tr>
<th>Score Report</th>
<th>Audience or Stakeholder</th>
<th>Types of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parent/Guardian</td>
<td>Students, Parents/Guardians, Teachers, School Teams</td>
<td>Proficiency levels for each language domain, Overall Score Comprehension. Available in multiple languages on the WIDA website.</td>
</tr>
<tr>
<td>2. Teacher</td>
<td>Teachers, Administrators, School Teams</td>
<td>Individual student’s scale scores and language proficiency levels for each language domain and four composites. Raw scores for Comprehension Tasks, Speaking and Writing Tasks by English language proficiency standard.</td>
</tr>
<tr>
<td>3. Student Roster</td>
<td>Teachers, Program Coordinators/Directors, Administrators</td>
<td>Scale scores and language proficiency levels for each language domain and four composites by school, grade, student, Tier, and grade level cluster.</td>
</tr>
<tr>
<td>4. School Frequency</td>
<td>Program Coordinators/Directors, Administrators</td>
<td>Number of students and percent of total tested at each proficiency level for each language domain and four composites within a school.</td>
</tr>
<tr>
<td>5. District Frequency</td>
<td>Program Coordinators/Directors, Administrators, Boards of Education</td>
<td>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.</td>
</tr>
</tbody>
</table>
Parent/Guardian Report
Be sure to share with:

- Parents/Guardians

- Students!

2011 Additions
Parent/Guardian Report

Currently available in PDF or Word in **32 Languages**

<table>
<thead>
<tr>
<th>Language</th>
<th>Language</th>
<th>Language</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amharic</td>
<td>Gujarati</td>
<td>Polish</td>
<td>Urdu</td>
</tr>
<tr>
<td>Arabic</td>
<td>Hmong</td>
<td>Portuguese</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>Bengali</td>
<td>Hindi</td>
<td>Punjabi</td>
<td></td>
</tr>
<tr>
<td>Bosnian-Croatian</td>
<td>Japanese</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>Burmese</td>
<td>Khmer (Cambodian)</td>
<td>Serbian Cyrillic</td>
<td></td>
</tr>
<tr>
<td>Chinese-Simplified</td>
<td>Korean</td>
<td>Somali</td>
<td></td>
</tr>
<tr>
<td>Chinese-Traditional</td>
<td>Lao</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Creole</td>
<td>Malayalam</td>
<td>Swahili</td>
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</tr>
<tr>
<td>English</td>
<td>Mandingo</td>
<td>Turkish</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>Nepali</td>
<td>Ukrainian</td>
<td></td>
</tr>
</tbody>
</table>

Additional translations will be added to [www.wida.us](http://www.wida.us), as they become available.

**NEW & FREE for 2011** via MetriTech’s secure login, districts have the opportunity to **produce** parent reports in the above languages (free). More information: MetriTech Customer Service at 800.747.4868 or email wida@metritech.com with district information.
Parent/Guardian Report Letter

Dear Parent or Guardian,

This past year, all ELLs in grades kindergarten (K) through twelve (12) took the ACCESS for ELLs® test. The purpose of the test is to find out how much English your child has learned. We will use this information to help your child improve in listening, speaking, reading, and writing each year.

Here are your child's results on ACCESS for ELLs®. The Parent/Guardian Report tells you about your child's English using Proficiency Levels. These levels go from 1 (Entering) to 6 (Reaching). This information is for you to review and keep.

If you have any questions on how your child did on these tests, please contact your child's teacher, principal, or me.

Sincerely, ____________________________________________

(School ELL coordinator, principal, or teacher)

Parent sample letters to accompany Parent/Guardian score reports are available as two forms, PDF and Word in 22 languages at: http://www.wida.us/assessment/ACCESS/ScoreReports/index.aspx
ACCESS for ELLs® English Language Proficiency Test

Teacher Report – 2011

Student’s level of English proficiency by language domains

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Scale Score (Possible 100 - 600)</th>
<th>Confidence Band</th>
<th>Proiciency Level (Possible 1.0 - 6.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>361</td>
<td>3261 - 4080</td>
<td>3.8</td>
</tr>
<tr>
<td>Speaking</td>
<td>435</td>
<td>3791 - 4191</td>
<td>3.0</td>
</tr>
<tr>
<td>Reading</td>
<td>358</td>
<td>3271 - 4279</td>
<td>3.5</td>
</tr>
<tr>
<td>Writing</td>
<td>332</td>
<td>2161 - 2960</td>
<td>2.8</td>
</tr>
<tr>
<td>Oral Language</td>
<td>398</td>
<td>3701 - 4142</td>
<td>5.6</td>
</tr>
<tr>
<td>Literacy</td>
<td>345</td>
<td>3301 - 3560</td>
<td>3.0</td>
</tr>
<tr>
<td>Comprehension</td>
<td>359</td>
<td>3461 - 4182</td>
<td>3.6</td>
</tr>
<tr>
<td>Overall Score (Composite)</td>
<td>361</td>
<td>2471 - 61278</td>
<td>3.8</td>
</tr>
</tbody>
</table>

A. Oral Language = 50% Listening + 50% Speaking
B. Literacy = 50% Reading + 50% Writing
NA - Not Attempted = Student booklet is scored with a Non-Score Code of Absent, Invalidated, Declined or Special Education/504 Exception

Student’s performance by WIDA English Language Proficiency Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
<th># of Items Correct</th>
<th>Total # of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Instructional Language</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Language of Mathematics</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Language of Science</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Language of Social Studies</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

WRITING TASKS

<table>
<thead>
<tr>
<th>English Language Proficiency Standards</th>
<th>Raw Score</th>
<th>Total Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social &amp; Instructional</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics &amp; Science</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Language Arts &amp; Social Studies</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

Description of Proficiency Levels

1. Speaking – Students who know and use social language and minimal academic language with visual and graphic support
2. Beginning – Students who use social and minimal general academic language with visual and graphic support
3. Structuring – Students who know and use social language and some specific academic language with visual and graphic support
4. Expanding – Students who are able to use social language and some technical academic language
5. Bridging – Students who use social and academic language working with graphic support
6. Reaching – Students who use social and academic language at the highest level as assessed by this test

March 24, 2011

Teacher Report Critical Piece for:

- ESL Staff
- Mainstream Teachers

2011 Addition
**Kindergarten Teacher Report**

**WiDA® Consortium**

**ACCESS for ELLs® English Language Proficiency Test**

**Kindergarten Teacher Report - 2011**

<table>
<thead>
<tr>
<th>District: Sample District</th>
<th>Student: SAMPLE, AGATHA</th>
<th>District ID: 11111111</th>
</tr>
</thead>
<tbody>
<tr>
<td>School: Sample School</td>
<td>State ID: 11111111</td>
<td>Birth Date: 04/29/2005</td>
</tr>
<tr>
<td>Grade: 0</td>
<td>Grade Level Cluster: K</td>
<td></td>
</tr>
</tbody>
</table>

**Report Purpose:** This report can be used to monitor individual student progress in developing English language proficiency and to examine performance by language domains. Note that for each scale score there are two proficiency level interpretations for Kindergarten: (1) the Accountability proficiency level and (2) the Instructional proficiency level (preceded by the notation “I”). Refer to the 2011 ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete 2011 Interpretive Guide for Score Reports at www.wida.us for more detailed information.

**Student’s level of English language proficiency by language domains for accountability purposes (for program, district and state use)**

Accountability levels describe student performance across the entire K-12 continuum. They take into consideration that the student will be entering first grade, where the language demands, especially literacy, are higher than in kindergarten.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Scale Score (Possible 100 - 600)</th>
<th>Confidence Band</th>
<th>Proficiency Level (Possible 1.0 - 6.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>290</td>
<td>249 ------------</td>
<td>5.2</td>
</tr>
<tr>
<td>Speaking</td>
<td>375</td>
<td>301 ------------</td>
<td>5.6</td>
</tr>
<tr>
<td>Reading</td>
<td>280</td>
<td>237 ------------</td>
<td>5.3</td>
</tr>
<tr>
<td>Writing</td>
<td>258</td>
<td>219 ------------</td>
<td>5.1</td>
</tr>
<tr>
<td>Oral Language*</td>
<td>333</td>
<td>206 ------------</td>
<td>5.4</td>
</tr>
<tr>
<td>Literacy*</td>
<td>285</td>
<td>250 ------------</td>
<td>5.3</td>
</tr>
<tr>
<td>Comprehension*</td>
<td>283</td>
<td>263 ------------</td>
<td>5.3</td>
</tr>
<tr>
<td>Overall Score*</td>
<td>285</td>
<td>273 ------------</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**Student’s level of English language proficiency by domains for instructional purposes (for classroom use)**

The Instructional levels (right) describe a student’s proficiency relative to the Pre-K cluster of the WIDA ELP Standards. The instructional levels indicate how a student is doing in Kindergarten, where pre-literacy and early literacy skills are being developed by all students.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Scale Score (Possible 100 - 600)</th>
<th>Interpretation of the English Language Proficiency Levels for Kindergarten Students</th>
<th>Proficiency Level (Possible 4.0 - 5.5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>290</td>
<td>The Instructional levels (right) describe a student’s proficiency relative to the Pre-K cluster of the WIDA ELP Standards. The instructional levels indicate how a student is doing in Kindergarten, where pre-literacy and early literacy skills are being developed by all students.</td>
<td>5.3</td>
</tr>
<tr>
<td>Speaking</td>
<td>375</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>Reading</td>
<td>280</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>Writing</td>
<td>258</td>
<td></td>
<td>4.6</td>
</tr>
<tr>
<td>Oral Language*</td>
<td>333</td>
<td></td>
<td>5.7</td>
</tr>
<tr>
<td>Literacy*</td>
<td>285</td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>Comprehension*</td>
<td>283</td>
<td></td>
<td>6.0</td>
</tr>
<tr>
<td>Overall Score*</td>
<td>285</td>
<td></td>
<td>5.5</td>
</tr>
</tbody>
</table>

*A: Oral Language = 50% Listening + 50% Speaking
B: Literacy = 50% Reading + 50% Writing
C: Comprehension = 70% Reading + 30% Listening
D: Overall Score = 25% Reading + 25% Writing + 15% Listening + 15% Speaking
N/A: Not Attempted - Student Booster was not available with a Non-Scoreable Code of Absent, Invalidated, Declined or Special Education/SID Exemption

March 24, 2011
Kindergarten Scores

Two proficiency level interpretations are provided:

- The **instructional proficiency levels**, denoted by a prefix “K” on the score report, can be used along with the WIDA ELP Standards or CAN DO Descriptors to help teachers create lessons geared toward and intended to advance a student’s level of language proficiency.

- The **accountability proficiency level score** mathematically accounts for the fact that K-ACCESS measures pre-literacy as well as early literacy, and therefore is lower to protect the ELL placement status of students who may appear to have high levels of English language proficiency according to the instructional scores, but who have yet to fully develop literacy skills. This proficiency level score is used for AMAO calculations.
The **accountability** PLs are superimposed on the instructional levels, with a scale score range of 100–400. From this it can be seen that a student would have to be rated as a high K3 in order to place into accountability PL2.

The **instructional** PLs are based on interpretations of the new PreK–K standards, in which the first three levels describe pre-literacy writing skills such as tracing and copying, all of which are subsumed under PL1 in the grade level cluster 1–2 standards for the domain of Writing.
Kindergarten Scores

K-ACCESS Score Reports

- Teacher Reports include the **instructional** performance levels (PLs).

- All other reports, including the Parent/Guardian Report, will include only the **accountability** PLs.
ACCESS for ELLs®
Teacher Report

- The Overall Score summarizes student’s global language proficiency and allows examination of strengths and weaknesses by domain.

- Individual report components offer a starting point for informing the areas of curriculum, instruction, and assessment of ELL’s. Suggestions for the differentiation across levels of language proficiency can be found in the strands of the model performance indicators.

- Rubrics in the Interpretative Guide – Writing and Speaking – scaffold across levels of language proficiency and may be used in classroom instruction and assessment throughout the year.
# Student Roster Report

## ACCESS for ELLs® English Language Proficiency Test

### STUDENT ROSTER REPORT – 2011

<table>
<thead>
<tr>
<th>Student Name</th>
<th>State Student ID</th>
<th>Tier</th>
<th>Cluster</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Language</th>
<th>Literacy</th>
<th>Comprehension</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Name, Alphonsa</td>
<td>11111111</td>
<td>C</td>
<td>6-8</td>
<td>408 5.7</td>
<td>431 6.0</td>
<td>596 4.9</td>
<td>395 5.4</td>
<td>382 4.9</td>
<td>384 5.7</td>
<td>395 5.4</td>
<td>391 5.3</td>
</tr>
<tr>
<td>Last Name, Beatrice</td>
<td>22222222</td>
<td>C</td>
<td>6-8</td>
<td>398 5.3</td>
<td>343 2.8</td>
<td>391 4.7</td>
<td>401 6.0</td>
<td>382 4.9</td>
<td>372 4.3</td>
<td>377 4.5</td>
<td>395 5.4</td>
</tr>
<tr>
<td>Last Name, Catherine</td>
<td>33333333</td>
<td>B</td>
<td>6-8</td>
<td>398 5.3</td>
<td>411 6.0</td>
<td>381 5.4</td>
<td>384 4.9</td>
<td>428 6.0</td>
<td>414 6.0</td>
<td>396 5.9</td>
<td>398 5.7</td>
</tr>
<tr>
<td>Last Name, Danielle</td>
<td>44444444</td>
<td>C</td>
<td>6-8</td>
<td>398 5.3</td>
<td>411 6.0</td>
<td>381 5.4</td>
<td>384 4.9</td>
<td>421 6.0</td>
<td>396 5.9</td>
<td>396 5.9</td>
<td>398 5.7</td>
</tr>
<tr>
<td>Last Name, Estella</td>
<td>55555555</td>
<td>C</td>
<td>6-8</td>
<td>398 5.3</td>
<td>411 6.0</td>
<td>381 5.4</td>
<td>384 4.9</td>
<td>421 6.0</td>
<td>396 5.9</td>
<td>396 5.9</td>
<td>398 5.7</td>
</tr>
</tbody>
</table>

- **Tier**: Indicates the tier level of the student's proficiency.
- **Grade Level Cluster**: Represents the grade level range.
- **Scale Score and ELP Level by Domain**: Shows scores in different domains.
- **Scale Score and ELP Level by Composite**: Provides overall scores.

*Note: All data shown is for demonstration purposes only.*
How do we use Student Roster Reports?

- District administrators may examine scores from each language domain within a Tier and grade level cluster to detect any patterns. To what extent are there differences in student performance between the language domains? Are these differences attributed to second language development or delivery of instructional services?

- Development of school and district improvement plans for ELLs; development of school staffing plans and scheduling.

- A starting point support services for ELLs according to their Overall Score or by their profiles according to language domains (ex: homogeneous groupings for Reading in elementary schools).
## School Frequency Report

### ACCESS for ELLs® English Language Proficiency Test

#### SCHOOL FREQUENCY REPORT - 2011

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Language*</th>
<th>Literacy*</th>
<th>Comprehension*</th>
<th>Overall Score*</th>
</tr>
</thead>
</table>
|             | % 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
| % of Students at Level | % of Total Tested

- **Highest Score:** 460
- **Lowest Score:** 305
- **Total Tested:** 12

#### Number of Students Tested
- who scored at each ELP level
- by Domain and Composite

#### % of Total Students Tested
- who scored at each ELP level
- by Domain and Composite

#### Highest & Lowest Scores
- Highest Score: 460
- Lowest Score: 305

#### Total Tested
- Total Tested: 12
How do we use School Frequency Reports?

- Information may be useful in setting or monitoring goals in school improvement planning.
- School administrators can use this information to make decisions on placement and allocation of staff and resources.
- Over time, data can be used to evaluate effectiveness of services, program model or curriculum.
District Frequency Report

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Language</th>
<th>Literacy</th>
<th>Comprehension</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Students at Level</td>
<td>% of Total Tested</td>
<td># of Students at Level</td>
<td>% of Total Tested</td>
<td># of Students at Level</td>
<td>% of Total Tested</td>
<td># of Students at Level</td>
<td>% of Total Tested</td>
</tr>
<tr>
<td>1 - Entering</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2 - Beginning</td>
<td>2</td>
<td>17%</td>
<td>1</td>
<td>8%</td>
<td>1</td>
<td>9%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 - Developing</td>
<td>2</td>
<td>17%</td>
<td>2</td>
<td>17%</td>
<td>2</td>
<td>17%</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>4 - Expanding</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 - Bridging</td>
<td>3</td>
<td>25%</td>
<td>3</td>
<td>25%</td>
<td>4</td>
<td>33%</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>6 - Reaching</td>
<td>4</td>
<td>33%</td>
<td>4</td>
<td>33%</td>
<td>3</td>
<td>71%</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>Highest Score</td>
<td>460</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lowest Score</td>
<td>305</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Students Tested who scored at each ELP level by Domain and Composite

% of Total Students Tested who scored at each ELP level by Domain and Composite

Total Tested

Highest & Lowest Scores
How do we use District Frequency Reports?

- Information may be useful in planning, designing or restructuring program services
- District administrators can use this information to make decisions on allocation of staff and resources
- Report may serve as a district’s estimate of the number and/or percents of ELLs who have met that criterion for Annual Measurable Achievement Objectives (AMAO)
Scoring Caps

- **Kindergarten** form of ACCESS for ELLs®: maximum overall English language proficiency level that a student taking the test can receive is **6.0**.

- For **Grades 1-12**
  - **Tier A** Listening and Reading are capped are **4.0**.
  - **Tier B** Listening and Reading are capped at **5.0**.
  - **Speaking** and **Writing** are **not** capped. Therefore, a student can receive a composite score above 4.0 (Tier A) and 5.0 (Tier B).
Further considerations on the use of ACCESS for ELLs® Score Reports

1. Target certain reports to specific stakeholders
2. Offer professional development on how to understand and use the information on the reports
3. Consider summarizing or consolidating suggestions for using information from each score report according to target audience
4. Look at configurations of data in the reports for individual and group placement or to develop a plan for organizing services for ELLs for the coming school year
5. Archive copies of the Interpretive Guide along with copies of the score reports so that new personnel for the 2010-2011 academic year can become acclimated with data from ACCESS for ELLs®
Optional Services Order

- The availability of 2011 ACCESS for ELL data in CD format is still pending. More details will be available soon.

- Additional copies of provided reports may be ordered for a fee.

REMINDER: ACCESS for ELLs® Data on CD

WIDA Consortium / CAL / Metritech

2011 ACCESS for ELLs® Score Interpretation 52
For more information, download the ACCESS for ELLs® Interpretive Guide for Score Reports 2011 at www.wida.us
Kindergarten English Language Learners
Exit Criteria from Language Assistance Services

Administer Kindergarten ACCESS for ELLs

The 2010 Kindergarten ACCESS Score Reports will reflect 2 separate Composite Proficiency Levels (CPL): one for Accountability purposes and one for Instructional purposes.

The Accountability CPL will be used for calculation of Title III AAMOs.

The “Accountability” CPL will be used to determine future eligibility for ESOL services. The maximum overall (composite) score for Accountability purposes for the 2010 Kindergarten form of the ACCESS for ELLs is 6.0.

For purposes of exiting ESOL services, a Kindergarten student must score an “Accountability” Composite Proficiency Level (CPL) of 5.0 with no individual domain score less than 5.0.

Other criteria such as student’s age and grade level; meeting or exceeding standards in appropriate skills assessed by GKIDS; on or above level performance on local inventory checklists; and other local assessments should be considerations for determining readiness to exit.

GaDOE recommends a very conservative approach to the exit of Kindergarten students as no kindergarten student at this age or grade level can be deemed truly proficient in the domains of Reading or Writing. Experience has demonstrated that many students who were exited at this grade level struggle academically within one to three years following exit.

KINDERGARTEN ESOL
2010-2011 Exit Criteria
Georgia Department of Education
Guidance for English to Speakers of Other Languages (ESOL) Program
Exit Criteria for 1st and 2nd Grade Students from the ESOL Program
Effective for the 2010-2011 School Year

State Board Rule 160-4-5-.02 (2)(c)(2) states that exit from ESOL be based on a student’s proficient score on ACCESS [Tier C] and on the “state reading assessment” [CRCT/GHS/GT/EOCT]. The Criterion-Referenced Competency Tests (CRCT) will not be administered for grades 1 and 2. Therefore, the intent of this guidance document is to provide local school districts with options to replace the Reading CRCT data that has previously been used to exit students from the ESOL Program.

Exit from ESOL if a 1st or 2nd grade student scores:

- Proficient on the OAS-released CRCT Reading assessment
  - AND
  - Composite Proficiency Level ≥ 5.0 on ACCESS Tier C

- NOT Proficient on the OAS-released CRCT Reading assessment
  - BUT
  - Composite Proficiency Level ≥ 5.0 on ACCESS Tier C
  - AND
  - LAC Exit Determination

- Composite Proficiency Level 4.0 - 4.9 on ACCESS Tier C
  - AND
  - Proficient on the OAS-released CRCT Reading assessment
  - AND
  - LAC Exit Determination

- Composite Proficiency Level ≥ 5.0 on ACCESS Tier C
  - AND
  - Literacy sub-score ≥ 4.7 on ACCESS Tier C

CRCT Flexible Options Guidance for Grades 1-2

This additional exit option has been recommended as an amendment to State Board Rule and is expected to be officially adopted at the July 21, 2011 State Board meeting.
Grades 1-12 ESOL 2010-2011 Exit Criteria

* Grades 1-8: "Proficiency" is a score of 2 (Meets Standards) or higher on the CRCT- Reading Total (Grades 1 and 2 students who do not take a CRCT Reading assessment, "Proficiency" is an ACCESS Tier C literacy score of ≥ 4.7. No LAC is permitted when using this exit method.)
* High School: "Proficiency" is a score of "Pass" or higher on the GHSGT Language Arts Total or "Proficiency" is a score of "70" or higher on an English Language Arts EOCT
Reminder….

Do not change student record status of Exiting ELLs from ELL-Y to ELL-M before **July 1st**

2010-2011 data is not finalized until the end of June!
ACCESS for ELLs ®
Programmatic Implications
High Scores
Programmatic Implications

Overall Composite Levels 5-6 may indicate a need for Monitoring or Targeted Support.

Some things to 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)?

- 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.
Mid-Level Scores
Programmatic Implications

Overall Composite Levels 3-4 may indicate a need for 1-3 more years of ELL support services.

Some things to 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
Beginner-Level Scores

Programmatic Implications

Overall Composite Levels 1-2 may need 5-6 more years of ELL support services.

Some things to consider:

- Provide brief targeted English - social and instructional
- Enroll ELLs in “newcomer” programs (if available)
- Use content-based strategies (e.g., sheltered instruction)
- Scaffold within programs and school
  - Graphic support
  - Peer support
  - Supplemental and modified materials
Why are English language proficiency (ELP) Standards necessary?

- To facilitate ELL students’ English proficiency attainment, access to content knowledge and ultimately, their academic success
- To provide a curriculum/assessment resource anchored in academic content standards
- To establish a common yardstick to define and measure how ELLs acquire language across the domains of listening, speaking, reading and writing
- To comply with federal law (No Child Left Behind Act of 2001) requiring ELP standards and ELP standards-based assessments
To obtain the WIDA ELP Standards...

To download free, go to: www.wida.us/standards/elp.aspx

The book, which is discounted at $15 for WIDA Consortium members, can be ordered at: http://wida.wceruw.org/events/TESOL/ELP_Standards_4.08.pdf
Save the Dates . . .

GaDOE & WIDA Professional Development:

- November 15-16-17, 2011 – Pre-ACCESS for ELLs®
  Separate webinars provided for District Test Coordinators (DTCs), New DTCs & Test Administrators (TAs) and Veteran TAs
- January 17-March 2, 2012 -- ACCESS for ELLs®
  Testing Window
- May 9-10, 2012 – ACCESS Score Interpretation
  Three, two-hour webinar offerings
Overage Charges

Veteran Test Administrator November 17-18
2010 training forewarned Districts about overage charges. **Districts will be assessed** for:

1) Unused ACCESS for ELLs® test booklets in excess of 15% of their total order $3 = **booklet not scored**

2) ELL-M (Monitored) should **NOT** have been tested with ACCESS for ELLs®. If these students were tested, LEAs will be assessed $23 = **ELL-M ACCESS booklet scored**
Questions or Comments?

- For production, distribution, scoring and reporting questions, contact **MetriTech**: 1-800-747-4868 or wida@metritech.com

- For questions specific to Georgia’s ACCESS for ELLs® test administration, contact **Deborah Houston, Assessment**: 1-404-657-0251 or Dhouston@GaDOE.k12.ga.us

- For questions specific to Georgia’s W-APT and ESOL support of ELLs, contact **Carol Johnson, ESOL & Title III**: 1-404-463-1858 or cjohnson@GaDOE.k12.ga.us

For other questions, contact the **WIDA Help Desk**: 1-866-276-7735 or help@wida.us