

Parent/Guardian Guide to the 2016 Alternate ACCESS for ELLs Score Report

Alternate ACCESS for ELLs is an English **language proficiency** assessment for Grades 1–12. The test measures the English **language development** of students identified as **English language learners** with significant cognitive disabilities.

What is the Individual Student Report?

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

The top of the report includes your child's name, date of birth, grade level, school and district name, state, and the district and state identification numbers. It also includes information related to your child's special education services.

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

What does the Individual Student Report tell me?

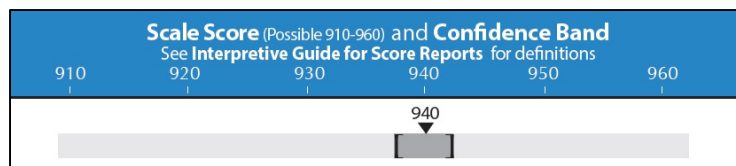
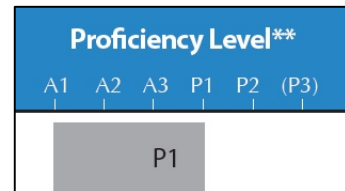
The report shows the eight scores your child could receive on the test. If your child took all four sections of the test, he/she will receive all eight scores. NA, or not available, indicates no score was reported. There are four *Language Domain* scores and four *Composite Scores*.

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 a letter and number combination, for example A2 or P1. These scores correspond to the six WIDA English Language Proficiency Levels. A score beginning with the letter "A" can be thought of as a beginner score, while a "P" can be thought of as a more advanced score in regards to English proficiency. The graph on the report is shaded to represent your child's Proficiency Level score. A score of P3 can only be received in Writing. The table on page 3 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 910 – 960, for example 920. 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.

Performance within the Listening and Reading Domains shows the number of correct responses your child received with different levels of support. For example, Cue A means your child heard the question repeated twice. Cue B means the wording of the question was simplified and then repeated. Cue C means the wording of the question was simplified and repeated; and that clues to the correct answer were also provided. These supports are designed to measure how much English your child understands.

	# 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%

Test Administration Information can be found on page 2 of your child’s score report. The image to the right is an example of page 2. This page of the score report provides you helpful information about where your child took the test (top section), what supports were provided to your child (2nd section), and information about the person who gave your child the test (last two sections). If you have any questions on the information reported on page 2, please contact your child’s school.

WIDA™	Alternate ACCESS for ELLs®	Individual Student Report
	English Language Proficiency Test for ELL Students with Significant Cognitive Disabilities	2016
Test Administration Information		
Test Environment		
Familiar environment to student (e.g. familiar classroom, office, home)		
Quiet environment		
Minimal distractions		
One-to-one interaction with test administrator		
Areas of the test where accommodations were used		
Test directions		
Presentation format		
Response format		
Setting format/environment		
Timing/scheduling		
Other		
Test Administrator Title		
Special education teacher		
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		
Knowledge of the student's academic programming		
Has previously implemented accommodations for the student		
Has an established relationship with the student		
Limited knowledge of the student's abilities		
Unfamiliar with student's abilities		

Proficiency level descriptions can be found on page 3 of your child’s score report. Descriptions of what children at each level of language proficiency can do are provided for speaking and writing (*productive*) and listening and reading (*receptive*). The image below shows the proficiency level descriptions for P3 Developing.

	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.

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 P2? Which scores are closer to A1?
- *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 A1? Which scores are closer to P2?
- *Compare this year's scores with last year's scores, if available.* If your child took Alternate ACCESS for ELLs 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 the amount of support he/she is receiving in Listening and Reading?

How are the test scores used?

Scores from Alternate ACCESS for ELLs can be used in many ways. Parents can use the scores to advocate for their child, especially when meeting with the school team that creates their child's Individualized Education Program (IEP). 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 Alternate ACCESS for ELLs scores, please contact your child's school.

Alternate ACCESS for ELLs reports the following eight scores:

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

Scores are reported as

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.