

Assessment Results Webinar Series: ACCESS

November 19, 2019



Agenda

- Statewide Assessment and ACCESS
- Understanding ACCESS Results
- 2019 ACCESS Statewide Results
- Using ACCESS Data
- Resources to use with educators and parents

Statewide Assessment and ACCESS

Why are statewide assessments important?

What is ACCESS?

What does ACCESS assess?



Why are statewide assessments important?

- Statewide assessments give teachers, students, and families information about student progress, school performance, and how to improve teaching and learning.
- These assessments fulfill federal requirements as well as help us measure how well our state, districts, and schools are doing in English Language Arts/Literacy, Mathematics, Science, and English Language Proficiency.

What is ACCESS?

- ACCESS for ELs 2.0 is a high-quality assessment for students in grades K-12, designed to measure students' social and academic proficiency in English associated with language arts, mathematics, science, and social studies
- ACCESS is aligned to WIDA English Language Development Standards
 - Rhode Island is a member of the WIDA Consortium which is comprised of 40 states and territories and led by the Wisconsin Center for Education Research
 - WIDA develops English language development standards and assessments
- Alternate ACCESS is a paper based test individually administered to students in grades 1-12 who are identified as English language learners with significant cognitive disabilities; it is intended for ELLs who participate (or would be likely to participate) in the state's alternate assessment (DLM)
- ACCESS for ELs 2.0 and Alternate ACCESS meet federal requirements under IDEA and ESSA for monitoring and reporting ELs' progress toward English language proficiency



What does ACCESS assess?

- Listening: Process, understand, interpret, and evaluate spoken language in a variety of situations
- Reading: Process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency
- Writing: Engage in written communication in a variety of situations for a variety of purposes and audiences
- Speaking: Engage in oral communication in a variety of situations for a variety of purposes and audiences



Understanding ACCESS Results

How can we find results for statewide assessments?

How are results reported?

ACCESS 2.0 Proficiency Levels

ACCESS 2.0 Individual Student Report

Alternate ACCESS Individual Student Report



How can we find results for statewide assessments?

- RIDE's Assessment Results page: www.ride.ri.gov/Assessment-Results
 - Links to the public and confidential data portals
 - Supplemental materials and results archive for current/past statewide assessments
- Public Rhode Island Assessment Data Portal (RI-ADP): <https://lms.backpack.education/public/ride>
 - Aggregate data downloads and dashboard visualizations
 - In-depth presentation of district, school, and student subgroup data for all Rhode Island state assessments starting with SY 2017-18
- Confidential Educator Access through RIDEmap: <https://ridemap.ride.ri.gov>
 - Access for district leaders, school leaders, and educators to student level data through links created between educators and students from course data submitted by districts
 - If you do not have a RIDEmap account, please register for a new account on the RIDEmap home page, or contact your district data manager
- WIDA Portal: <https://wida.wisc.edu/login>



How are results reported?

ACCESS results are reported in a number of ways so that districts, schools, teachers, and parents can see how students performed on each assessment:

- Proficiency Level
- Scale Score and Confidence Band

* Remember that **all assessment data**, scale scores, proficiency levels, and item statistics, should be used in conjunction with other data sources – attendance, local achievement data, observations – when making *instructional* decisions.



ACCESS 2.0 Proficiency Levels

1

- **Entering**
- Knows and uses minimal social language and minimal academic language with visual and graphic support

2

- **Emerging**
- Knows and uses some social English and general academic language with visual and graphic support

3

- **Developing**
- Knows and uses social English and some specific academic language with visual and graphic support

4

- **Expanding**
- Knows and uses social English and some technical academic language





5

- **Bridging**
- Knows and uses social and academic language working with grade level material

6

- **Reaching**
- Knows and uses social and academic language at the highest level measured by this test

ACCESS 2.0 Individual Student Report

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	4.0						368					
Speaking 	2.2						320					
Reading 	3.4						356					
Writing 	3.5						355					
Oral Language 50% Listening + 50% Speaking	3.2						344					
Literacy 50% Reading + 50% Writing	3.5						356					
Comprehension 70% Reading + 30% Listening	3.7						360					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4						352					







ACCESS 2.0 Individual Student Report – Domain Proficiency Levels

Domain	Proficiency Level	Students at this level generally can...
Listening	4	<p>understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	<p>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</p> <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	<p>understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	<p>communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport

Alternate ACCESS Individual Student Report

Student's level of English Proficiency by language domain												
Language Domain	Proficiency Level**						Scale Score (Possible 910-960) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	A1	A2	A3	P1	P2	(P3)	910	920	930	940	950	960
Listening 	A1							920				
Speaking 	A2							925				
Reading 	A3							930				
Writing 				P1					935			
Oral Language 50% Listening + 50% Speaking					P2					945		
Literacy 50% Reading + 50% Writing						P3					955	
Comprehension 70% Reading + 30% Listening	A2								940			
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking				P1						945		



Alternate ACCESS Individual Student Report

	# 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 Environment		
Familiar environment to student (e.g. familiar classroom, office, home)	YES	
Quiet environment		
Minimal distractions	YES	
One-to-one interaction		
Areas of the test where accommodations were used		
Test directions	YES	
Test Administrator Title		
Response format	Special education teacher	
Setting format	ESL/Bilingual test	
Test Administrator's knowledge of student's abilities		
Timing/schedule	General education	
Other	Speech/language	
	School psychologist	
	School counselor	
	LEA test administrator	
	Other	
	Knowledge of student's current IEP	YES
	Knowledge of the student's academic programming	YES
	Has previously implemented accommodations for the student	YES
	Has an established relationship with the student	YES
	Limited knowledge of the student's abilities	
	Unfamiliar with student's abilities	

Alternate ACCESS Individual Student Report

At each grade level, toward the end of a given alternate level of English language proficiency, and with instructional support...

	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 	<p>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.</p>
Level P2 Emerging	<ul style="list-style-type: none"> • General content words and expressions across content areas • Social and instructional words and expressions across content areas • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas • Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas • Multiple related simple statements • An idea with details

Alternate ACCESS Individual Student Report

<p>Level P1 Entering</p>	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions • Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • General content-related words • Social and instructional words and expressions • Simple grammatical constructions • Common social and instructional forms and patterns • Single statements or questions • An idea within words, phrases, or chunks of language
<p>Level A3 Engaging</p>	<ul style="list-style-type: none"> • Familiar words associated with daily routine • Representations of sounds, words, or ideas with drawing symbols, letters, or numbers • Routinely practiced patterns associated with common social and instructional situations • Oral approximations of words or phrases • Symbols or letters to represent ideas 	<ul style="list-style-type: none"> • Symbols, letters, and/or numbers • Spoken social and instructional words and familiar expressions • Routinely practiced social and instructional forms and patterns • Familiar statements or questions associated with daily routine • An idea within visual representations or familiar language
<p>Level A2 Exploring</p>	<ul style="list-style-type: none"> • Different sounds and gestures to communicate • Markings or symbols to communicate (e.g., with writing utensil or assistive device) • Approximations of routinely practiced words • Varied tone and inflection to convey needs, desires, or moods (to convey adherence to social norms) 	<ul style="list-style-type: none"> • Routinely practiced oral cues • Familiar visual representations associated with daily routines • Environmental symbols and shapes • Spoken words associated with familiar people, daily routine, and/or environment
<p>Level A1 Initiating</p>	<ul style="list-style-type: none"> • Imitations of sounds • Varied body movements to communicate (e.g., eye gaze, grasp writing utensil) 	<ul style="list-style-type: none"> • Familiar voices and communicative sounds • Change in expression (e.g., facial, body, vocal)



2019 ACCESS Statewide Results

Understanding the Data: ACCESS

2019 ACCESS English Language Proficiency by Grade

2019 ACCESS English Language Proficiency by Years of Multilingual Program Service

RICAS ELA Performance by English Proficiency



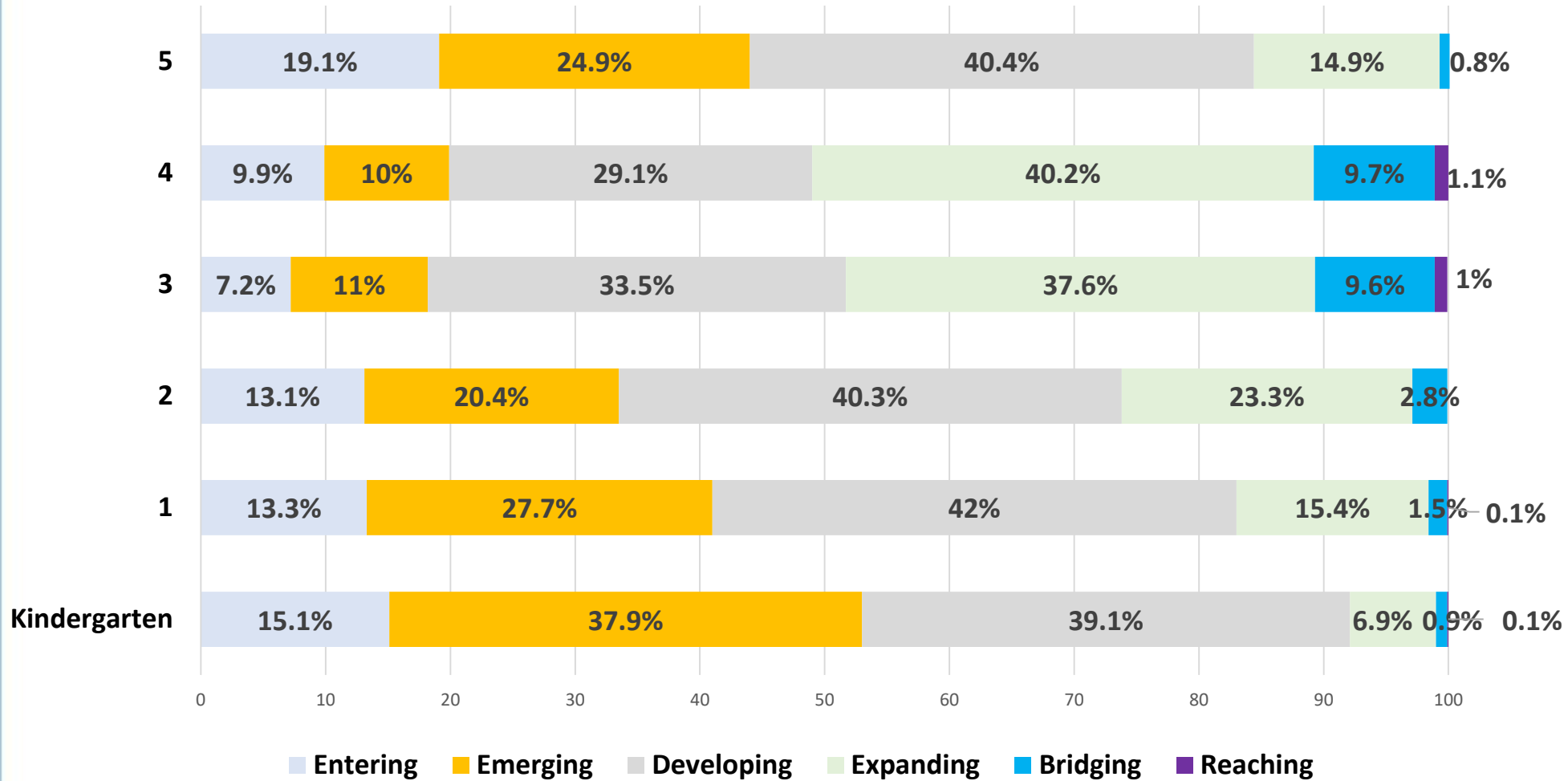
Understanding the Data: ACCESS

In 2019, assessed over 13,800 students:

- ~ 2,600 in their first year of ELL/MLL services
- ~ 6,900 completed 1-3 years
- ~ 3,000 completed 4-6 years

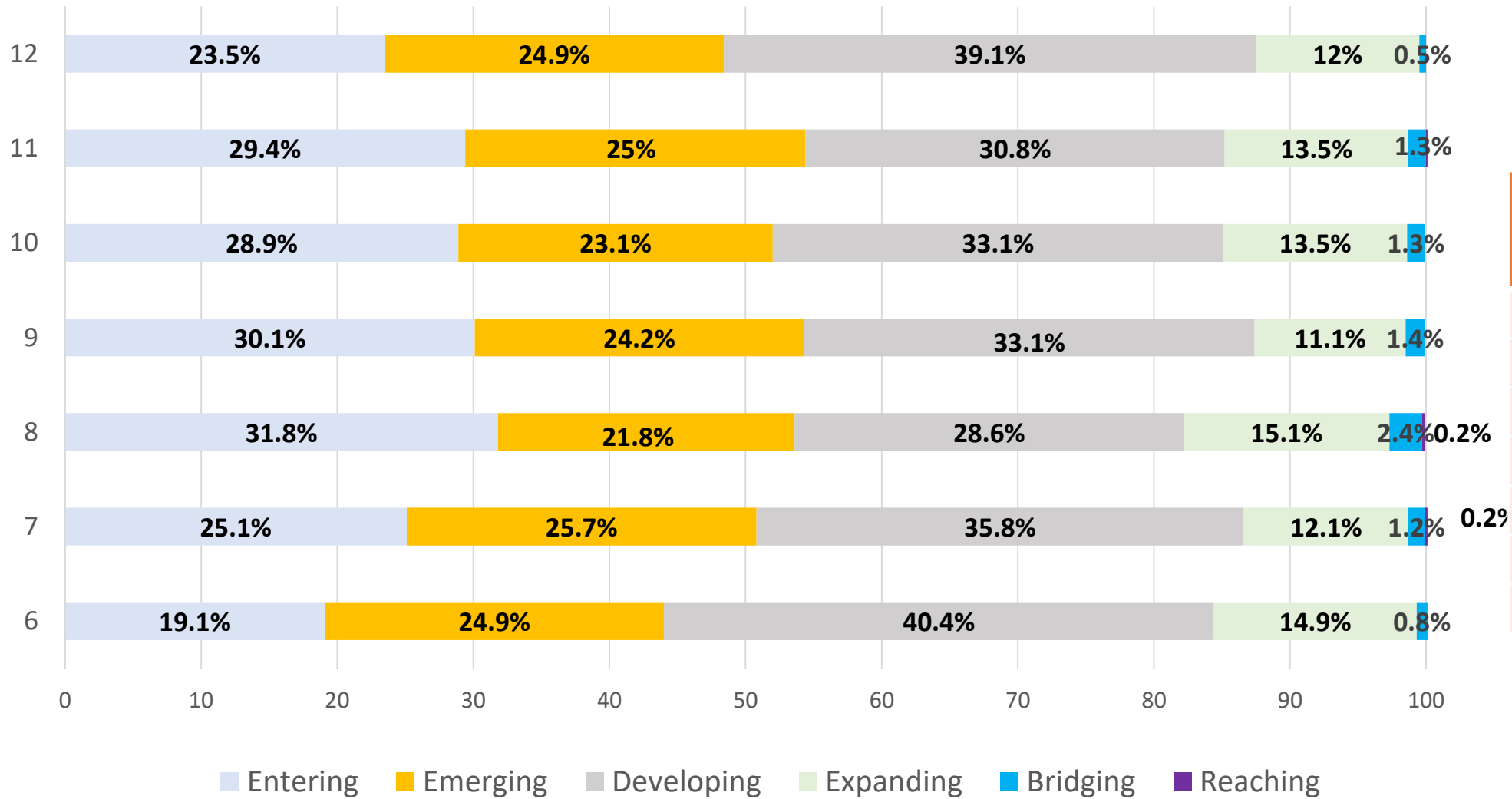


2019 ACCESS English Language Proficiency by Grade (K-5)



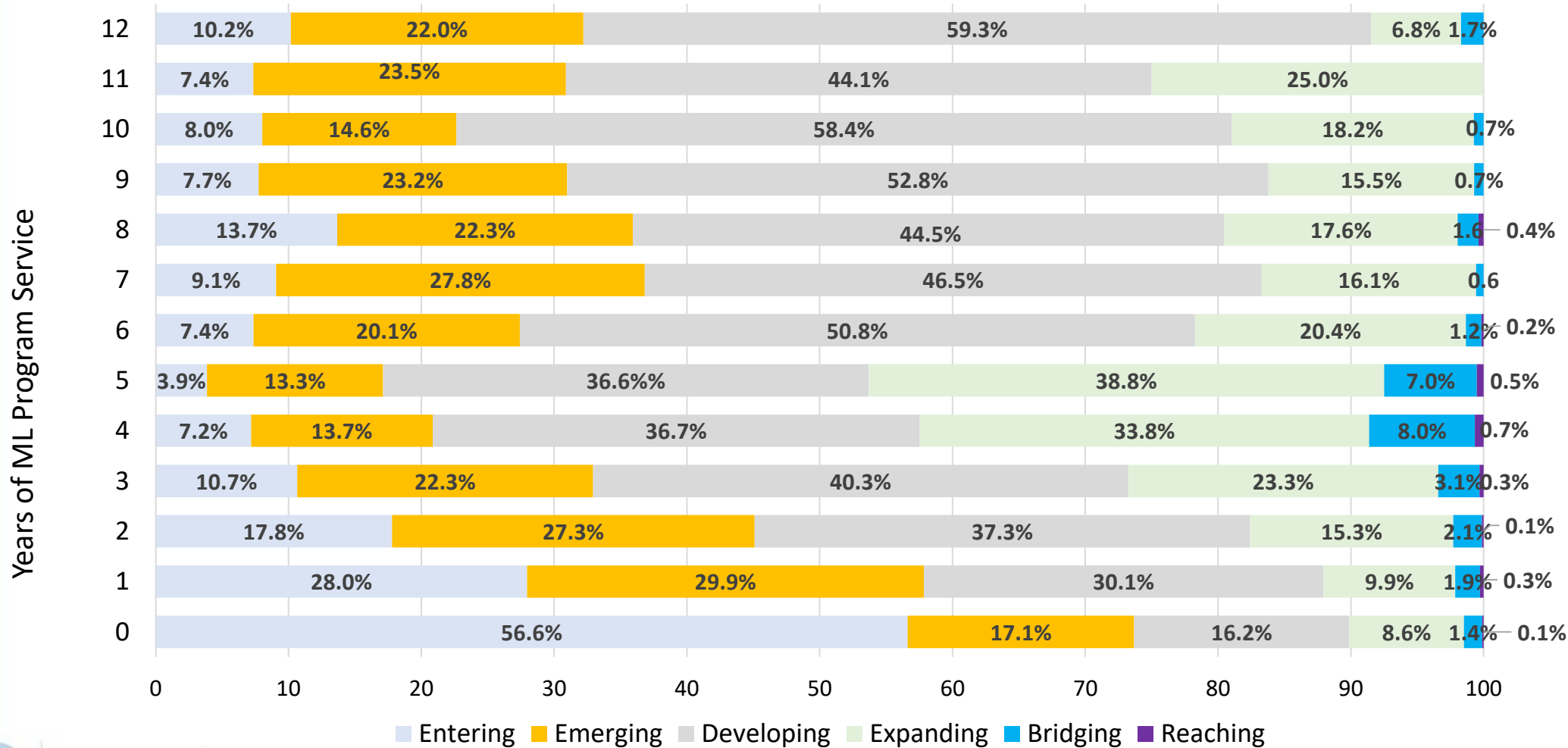
Grade	Number Students Tested
Kindergarten	1,219
1	1,268
2	1,374
3	1,468
4	1,392
5	1,218

2019 ACCESS English Language Proficiency by Grade (6-12)



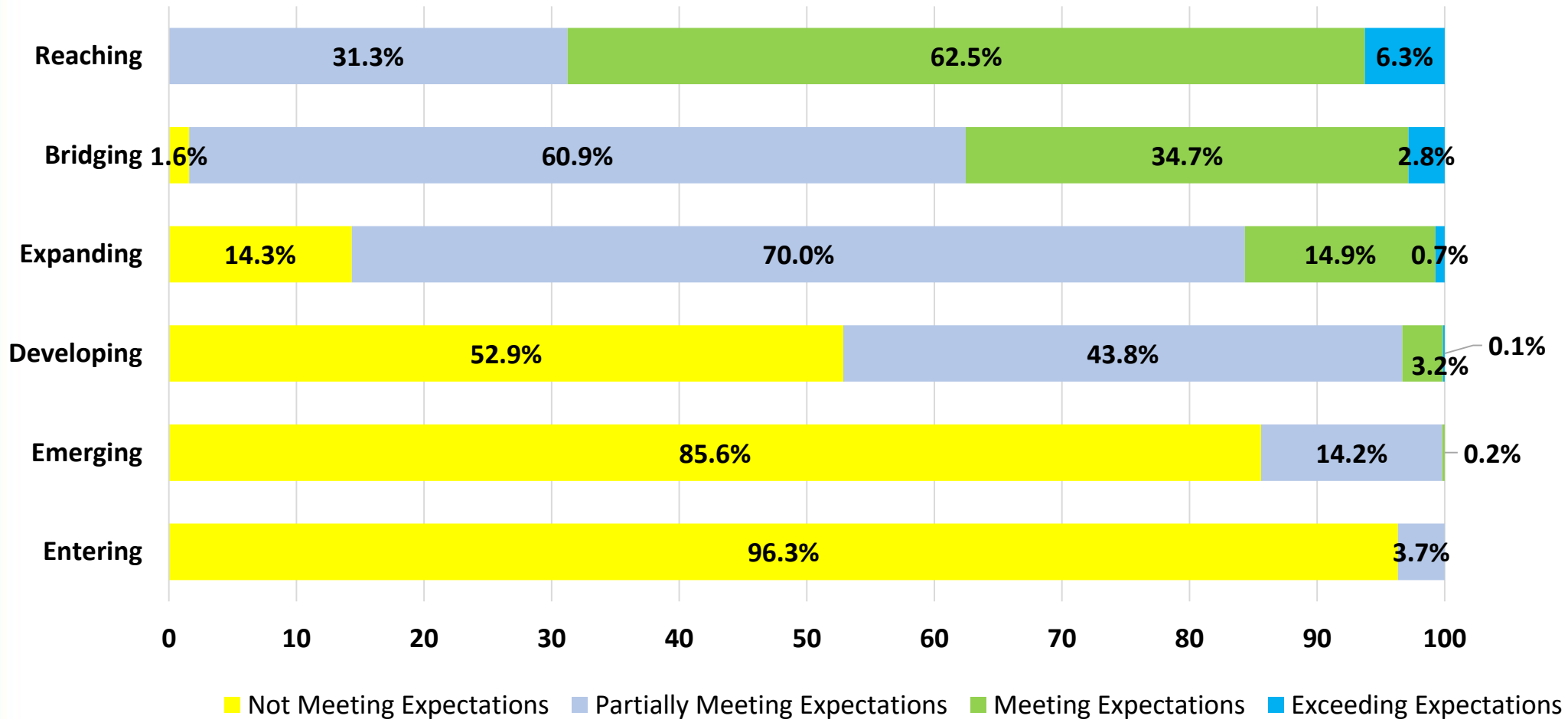
Grade	Number Students Tested
6	912
7	853
8	826
9	970
10	864
11	868
12	650

2019 ACCESS English Language Proficiency by Years of Multilingual Program Service



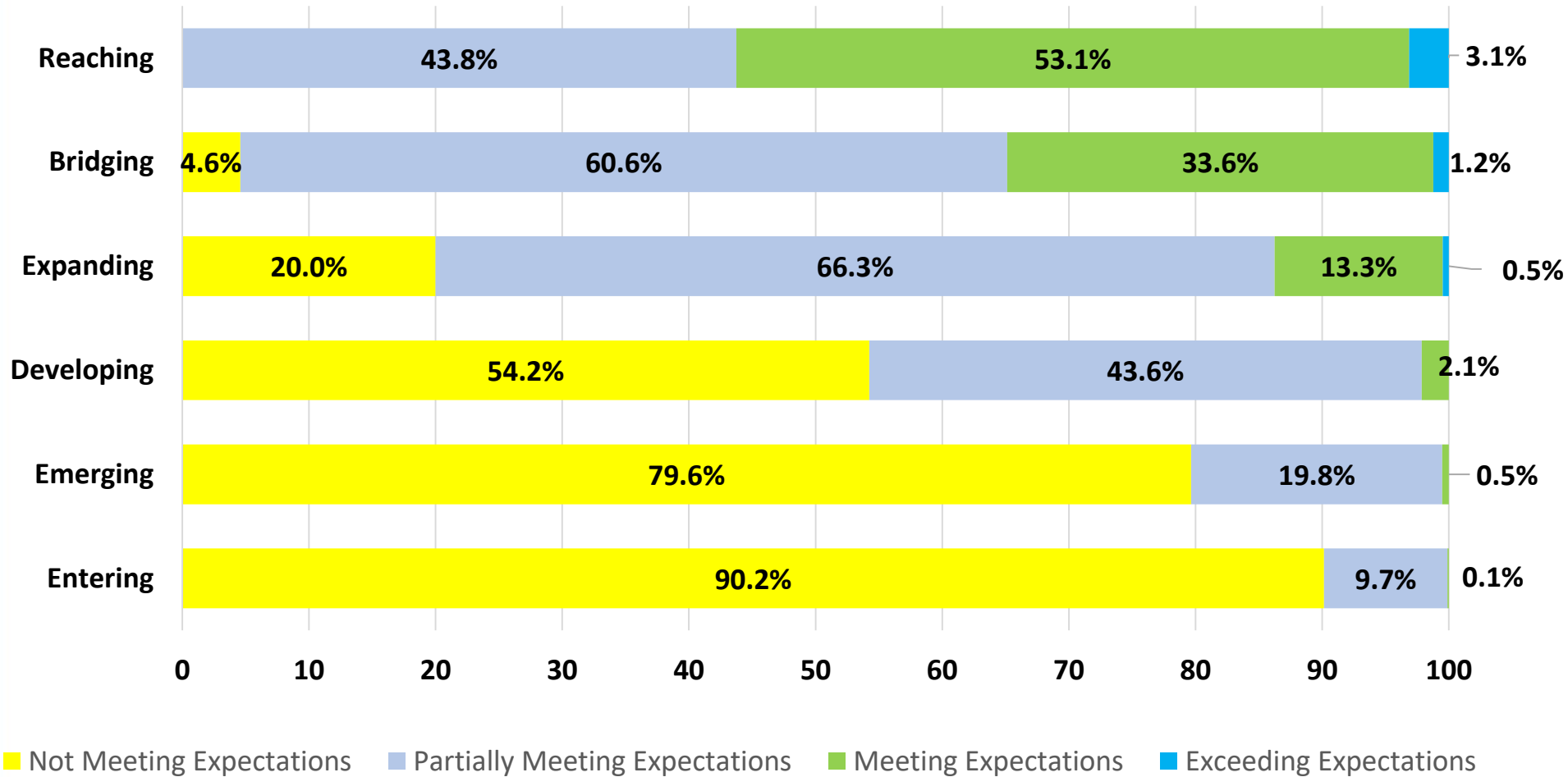
Length of ML Service	Number Students Tested
0	2,626
1	2,624
2	2,326
3	1,876
4	1,380
5	987
6	598
7	353
8	256
9	142
10	137
11	68
12	59

RICAS English Language Arts Performance by English Proficiency



English Language Proficiency Level	Number Students Tested
Entering	657
Emerging	1,105
Developing	2,240
Expanding	1,668
Bridging	317
Reaching	32

RICAS Mathematics Performance by English Proficiency



English Language Proficiency Level	Number Students Tested
Entering	1,026
Emerging	1,179
Developing	2,288
Expanding	1,695
Bridging	327
Reaching	32

Using ACCESS Data

How to use ACCESS scores?

What other data and resources can we use with ACCESS?

Some queries to use with the RI-ADP



How to use ACCESS scores?

Individual Student Level

- Determine extent and type of language service
- Monitor student progress
- Assist with interpretation of test scores on academic statewide assessments.

School/District Level

- Evaluate type and efficacy of services when considered along with other data (e.g., attendance, years of service)
- Develop school and district improvement plans for ELs
- Use in conjunction with WIDA ELD Standards to inform instruction
- Develop professional learning for teachers serving ELs
- Assist with interpretation of test scores on academic statewide assessments.

How to use ACCESS scores?

- Cautions to keep in mind:
 - ACCESS data should be used in conjunction with other sources of data to provide a complete picture of student performance, as well as overall teaching and learning – it should not be the sole data used to decide students' supports or coursework
 - ACCESS is not interchangeable with the ELA RICAS, PSAT 10, or SAT: ACCESS measures English language proficiency – it does not measure a student's academic achievement or knowledge of content areas
 - Students do not typically acquire proficiency in the different domains at the same pace
 - Oral language (L+S) is acquired faster than literacy (R+W)
 - Receptive language (L+R) is acquired faster than productive language (S+W)
 - Writing is usually the last domain to be mastered.
 - “Lower is faster, and higher is slower” (Cook et al., 2008). The rate of language acquisition is faster for students at lower grades and beginning levels of English language proficiency



What other data and resources can we use with ACCESS?

- RICAS (e.g., comparing achievement levels on ACCESS and RICAS)
- Released student work samples
- Local summative assessments
- Formative and interim assessments
- Attendance data

Some queries to use with the RI-ADP:

- Subgroup performance (e.g., students without disabilities vs. students with disabilities)
- RICAS by ACCESS ELP level (e.g., RICAS meeting expectations vs. ACCESS bridging or reaching)
 - Identify a pattern of strength or need
 - Are students progressing in both English proficiency and academic content as expected?
 - Are there students who may be ready for advanced math coursework with language supports?
- Review your ACCESS and alternate ACCESS results by number of years of EL services
 - What stands out?
 - What are any strengths, challenges, and concerns for changes over time?
- Schools within your district at the same grade level / (public) schools in other districts with similar demographics
- Compare achievement level data for your school with local attendance data

How to explain data to families

- RIDE’s “Resources for Families” page: www.ride.ri.gov/Families
 - FAQs, guidance, and flyers about content standards and assessments
 - Report shells in various languages for all assessments
- WIDA [resources to strengthen connections with families](#)
 - Explain how taking ACCESS provides valuable information about a student’s progress toward English language proficiency
 - Share how language development is a process that takes time and students move along this process at different rates
- WIDA [Parent Guide for ACCESS for ELLs Score Reports](#) (multiple languages):
 - Explain the Language Domain scores, the Composite Scores, and compare this year’s scores with last year’s scores (if applicable)
 - Discuss the questions listed on the Parent Guide

Next Steps...

- Review ACCESS data at district, school, and student levels
- Look for patterns and identify areas for improvement
- Dig into the Sample/Released Items
- Review current supports and services in light of school and district data: how might this analysis refocus current instruction for multilingual learners?

Resources



ACCESS Resources

- RIDE Assessment Results: www.ride.ri.gov/Assessment-Results
(includes resources to support interpretation of results, ISR shells and translations)
- Released Items: www.ride.ri.gov/Released-Items
- RIDE Resources for Families: www.ride.ri.gov/Families
- Interpretive guides for score reports: [ACCESS 2.0](#) and [Alternate ACCESS](#)
- [WIDA Can Do Descriptors](#)
- [WIDA ELD Standards](#)
- RI Assessment Data Portal:
 - Public: <https://lms.backpack.education/public/ride>
 - Confidential: <http://ridemap.ride.ri.gov>
 - September 2019 Test Coordinator Webinar: information about accessing the RI-ADP



Thank you!

If you have questions about this presentation, please contact assessment@ride.ri.gov

