

Information for Educators

What is ACCESS for ELLs 2.0™?

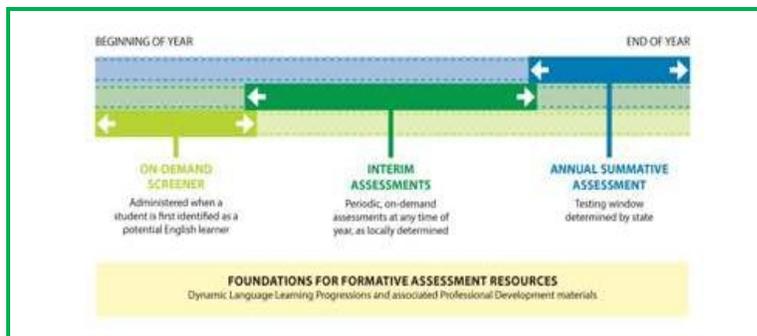
ACCESS for ELLs 2.0™ is a computer-based, secure annual assessment of the developing social and academic English language proficiency (ELP) of English language learners (ELLs). In 2015-16, ACCESS for ELLs 2.0™ will replace the paper-based version of ACCESS for ELLs™, Wisconsin's required annual ELP assessment. (The Kindergarten assessment will continue as an interactive, paper-based kit.) This newly designed assessment allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of reading, listening, speaking, and writing. It will be aligned with the World-Class Instructional Design and Assessment's (WIDA's) English Language Development (ELD) Standards available at <http://assetsproject.org/theoryToPractice/standards.aspx>.

ACCESS for ELLs 2.0™'s Summative Assessment is one of four components in WIDA's new balanced assessment model. This model also includes an ELP screener, interim assessments to inform instructional practices, as well as Formative Assessment resources. The formative assessment resources will be grounded in empirically-based research from University of California, Los Angeles (UCLA), on Dynamic Language Learning Progressions (DLLPs).

The new ACCESS for ELLs 2.0™ system will allow for:

- Integrated audio and visual prompts on the computer screen
- Student access to practice items
- Student responses captured electronically via audio-recording and keyed-in as multiple-choice answers or constructed responses, with answers to be scored on-site or at a centralized location by trained scorers
- Incorporation of handwritten responses for students new to computers for the writing domain
- Modeling of expected responses via textual, visual, and audio supports
- Flexible test administration, allowing for multi-grade and multi-tier testing in individual and small group settings

The WIDA Balanced Assessment System



How can the Interim Assessments be used to inform instructional practices?

- Targeted interim assessments will enable educators to chart student progress in "finer" increments.
- The data and reports can be used to guide instructional practices.
- Partial-credit scoring and analysis of patterns across responses can be used to enhance feedback quickly and easily.

More information is available at <http://assetsproject.org/assessmentSystem/interim.aspx>.

What are the Dynamic Language Learning Progressions?

- DLLPs serve as the foundations for the Formative Assessment resources. They provide empirical support in understanding how language functions in an instructional setting (e.g., to explain, describe, define, compare).
- DLLPs are dynamic because they are designed to:
 1. Capture multiple pathways to the development of English language proficiency.
 2. Take into account multiple components that influence the pathways of language development, such as contexts of language use and students' linguistic background.

More information and specific resources on using the DLLPs are available at www.dllp.org.

ACCESS for ELLs 2.0™ test results will be used to:

- Provide teachers with information they can use to enhance instruction and learning for ELLs
- Serve as one of multiple measures used to determine if students are prepared to exit ELL support services
- Meet federal requirements, such as Annual Measurable Achievement Objectives 1 and 2
- Provide data to help students understand their current level of ELP along the developmental continuum

Where can I find sample or practice test questions?

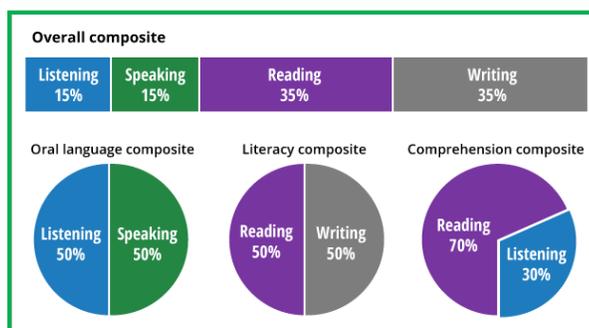
Sample test questions from ACCESS for ELLs™'s paper-based test can be found at http://www.wida.us/assessment/access/access_sample_items.pdf.

Note: While the format of ACCESS for ELLs 2.0™ is different, the sample items from ACCESS for ELLs™ provided are sufficient to obtain an understanding of their link to the WIDA ELD Standards.

What type of scores will be provided?

The computerized scoring for ACCESS for ELLs 2.0™ will include an Overall Composite, Language Composites, and the four individual language domains. Student reports will include:

- Vertically aligned scale scores for Grades 1-12 in the domains of listening, reading, writing, and speaking
- Grade level proficiency scores ranging from 1.0 to 6.0 in relation to the WIDA ELD Standards



When does testing take place?

Wisconsin will be field testing ACCESS for ELLs 2.0™ from December 2014 through early February 2015. Districts will have an opportunity to participate in the Listening domain and in select cases, additional Reading items or other domains. ACCESS for ELLs 2.0™ will be operational in 2015-16. The ELP Screener will be made available at the start of the 2016 school year.

More Information

More information about WIDA and ACCESS for ELLs 2.0™ can be found at www.wida.us and www.assetsproject.org/.

DPI Contact Information

If you would like to join the DPI EL professional learning community or have any related questions, please contact Audrey Lesondak at audrey.lesondak@dpi.wi.gov or 608-267-5153.