What types of scores are provided?

- Scale scores on K-12 vertical scales in the domains of Listening, Reading, Writing, and Speaking.
- Proficiency level scores interpret the scale scores in terms of six proficiency levels.
- Composite scores in Oral Language, Literacy, Comprehension, and an Overall Composite.

What are the English Language Development Standards?

The WIDA English Language Development (ELD) Standards are the foundation for the ACCESS for ELLs assessment and all WIDA resources. These standards represent the language students need to be successful in early childhood programs and grades K-12.

The Standards are available at https://wida.wisc.edu/teach/standards/eld.

Where can I find sample test questions?

Sample test questions are available at https://dpi.wi.gov/assessment/ell/sample-items. These can be used by students to become familiar with the test format prior to testing. They also allow teachers and parents to understand what their students are expected to be able to do to demonstrate their English proficiency.

For more information contact the Office of Student Assessment at osamail@dpi.wi.gov

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

dpi.wi.gov/assessment/ell

August 2020

ACCESS for ELLS

Information for Families

ACCESS for ELLs®

What is ACCESS for ELLs?

ACCESS for ELLs is a secure annual assessment of the developing social and academic English language proficiency of English learners (ELs) in grades K through 12. This assessment allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing. ACCESS for ELLs is aligned with WIDA's English Language Development (ELD) Standards.

The ACCESS for ELLS is a computer-based assessment. Students will listen to prompts and directions through headphones rather than their teacher reading them. Students in grades 1-3 will take most of the test on a computer, but will still take the Writing test in a paper/pencil format. All remaining grades will take the writing test on the computer.

The tasks on the ACCESS for ELLs assessment replicate the kinds of communicative situations (and the language needed to be processed or produced within them) that is encountered in different school settings. Each assessment item and task targets at least one of the five WIDA ELD Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

ACCESS for ELLs is part of an assessment system that strategically uses multiple types of resources:

- **A screener** - The WIDA Screener measures the English language proficiency (ELP) of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether a student is in need of English language instructional services, and if so, at what level.

- **A summative assessment** - ACCESS for ELLs is a standardized assessment which measures students' ELP at a single point in time. This annual assessment of ELP is a checkpoint to see how much a student has progressed from the previous year.

- **Interim assessments** – While not provided by DPI, schools may choose to purchase the WIDA MODEL assessment. This is similar to ACCESS for ELLs, but can be administered multiple times per year to inform instructional practices.

- **Foundations for formative assessments** – Dynamic language learning progressions form the basis of materials and trainings designed to help teachers develop formative assessment strategies. These strategies are informal check-ins done mid-lesson to determine if the lesson is working.

How are ACCESS for ELLs results used?

- Students use them to understand their current level of ELP along the developmental continuum.

- Teachers use them to enhance instruction and learning.

- Schools use them as one of multiple measures used to determine if a student has reached full English proficiency.

- School districts use them to evaluate the effectiveness of their ESL/bilingual programs and to meet federal requirements to monitor the progress of ELs toward English language proficiency.