

Appropriate and Inappropriate Uses of ACCESS for ELLs Results



Appropriate Uses

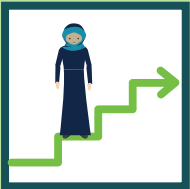


Use individual student results for English Language Development (ELD) instruction

Why: To meet individual student needs

Look at student groups and their performance

Why: To focus on equity by asking why differences exist



Monitor individual student progress

Why: To inform English Learner (EL) reclassification and exiting decisions

Use domain-specific or composite scale scores to calculate individual student growth

Why: The domain and composite scores use the same scale across grade levels



Look at proficiency levels by a grade, school, and/or district

Why: To evaluate the implementation of the WIDA ELD Standards

Look at proficiency levels over time for student groups, grades, schools, and/or the district

Why: To support the evaluation of ELD and content curriculum and instruction

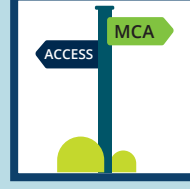


Use as one of multiple data points for school and district decision-making

Why: To strengthen the decision-making process by using multiple pieces of evidence



Inappropriate Uses



Use Reading ACCESS scores in place of Reading MCA scores

For example: Using Reading ACCESS scores to look at mastery of English language arts standards

Use as a mandatory indicator for program placement

For example: Making decisions about gifted and talented programming



Compare scale scores across domains

For example: A 350 in Speaking is not equivalent to a 350 in Writing

Compare percent of students proficient over time or across schools

For example: Expecting proficiency rates to rise, even though proficient ELs are exited



Use in isolation to evaluate teacher effectiveness

For example: Only using ACCESS scores and no local considerations or data

Questions?

Contact Statewide Student Assessment and Data Analytics at
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