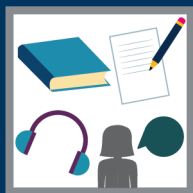


# Appropriate and Inappropriate Uses of ACCESS for ELLs Results

## Appropriate



**Use individual student results to guide English Language Development (ELD) instruction**

*Why: To support English Learners (ELs) in developing the English language skills needed to fully participate in the classroom*



**Compare results across student groups**

*Why: To help identify underlying inequities and highlight promising instructional practices*



**Monitor individual student progress**

*Why: To inform EL reclassification and exiting decisions*



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

*Why: To look at individual progress over time since the domain and composite scores use the same scale across grade levels*



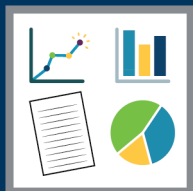
**Look at proficiency levels for a grade, school and/or district**

*Why: To monitor progress in learning academic English, as described by 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 instruction and general content 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



**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 or rigorous course taking*



**Compare scale scores across domains**

*For example: Comparing a 350 in Speaking to a 350 in Writing when they are not equivalent*



**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 Academic Standards, Instruction and Assessment at

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