



Research Brief

WIDA ACCESS 2.0 A Summative Assessment for English Language Learners (ELLs)

Overview

In Sarasota, at the end of the 2016-2017 school year, a total of 2796 students were assessed on the WIDA ACCESS for ELLs 2.0 assessment (see Table 1). WIDA ACCESS for ELLs 2.0 is an English language proficiency assessment for grades K–12. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. The test is administered every year to help school districts monitor the English language development of students identified as English language learners. The purpose of ACCESS for ELLs 2.0 is to monitor student progress in English language proficiency (ELP) on a yearly basis and to serve as a criterion to aid in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers. The test is carefully designed to be representative of the social and academic language demands within a school setting.

Of the 2796 students assessed, 1309 of them also were assessed on the FSA-ELA assessment. The FSA-ELA statewide assessment program is designed to provide parents, teachers, policy makers, and the general public with information regarding how well students, grades 3-10, are learning Florida's academic standards. The 1309 students assessed make up 98% of ELL students in the associated grades also assessed on WIDA ACCESS for ELLs 2.0.

Table 1

School	ELL Students assessed on WIDA ACCESS 2.0	ELL Students who were assessed on both WIDA ACCESS 2.0 & FSA-ELA	Percent of students assessed on both assessments in associated grades
Elementary Schools	2022 (Grades K-5)	720 (Grades 3-5)	99%
Middle Schools	341 (Grades 6-8)	335 (Grades 6-8)	98%
High Schools	433 (Grades 9-12)	254 (Grades 9,10)	96%
Total	2796	1309	98%

WIDA Performance Definitions

An individual student’s results on ACCESS for ELLs are reported as scale scores and as English language proficiency level scores for each of the four language domains, Listening, Speaking, Reading, and Writing.

- Listening- process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking- engage in oral communication in a variety of situations for a variety of purposes and audiences
- 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

The proficiency level scores are transformed interpretive scores. They provide stakeholders with an interpretation of the test raw scale scores. They help stakeholders understand what the raw numeric scores mean in terms of the language skills of the student. They describe student performance in terms of the six WIDA English language proficiency levels. At the given level of English language proficiency, English language learners will process, understand, produce or use:

Level 1: Entering

- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support
- oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

Level 2: Beginning

- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

Level 3: Developing

- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

Level 4: Expanding

- Specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Level 5: Bridging

- Specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs

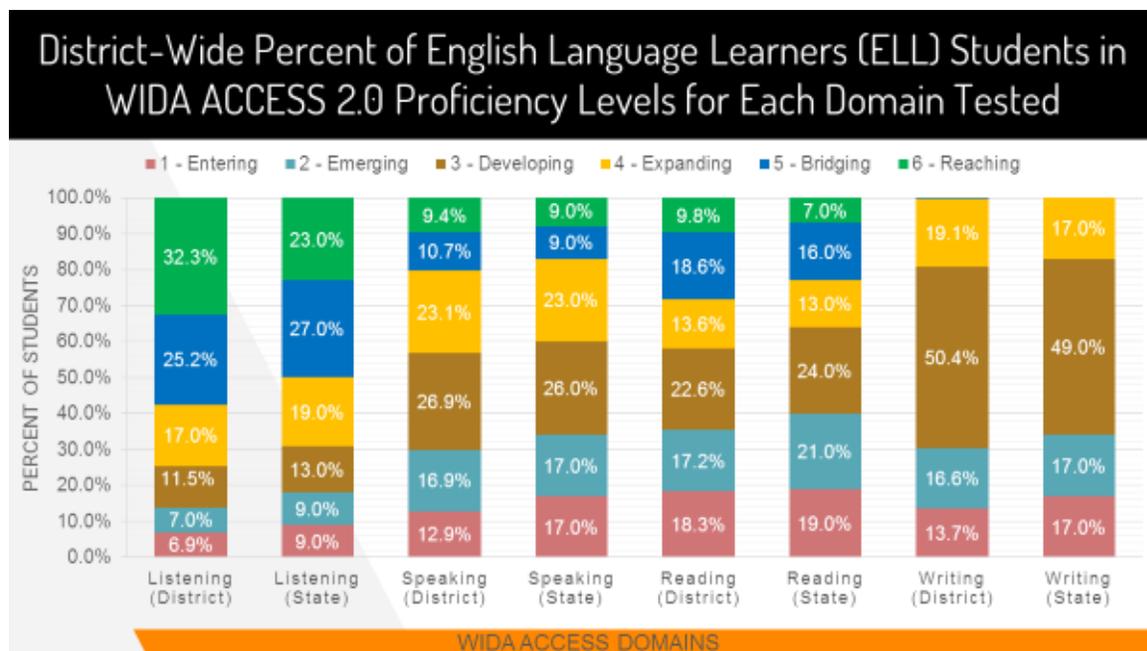
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Level 6: Reaching

- Specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

Table 2

District-Wide Percent of ELLs in WIDA ACCESS 2.0 Proficiency Levels for each Domain Tested

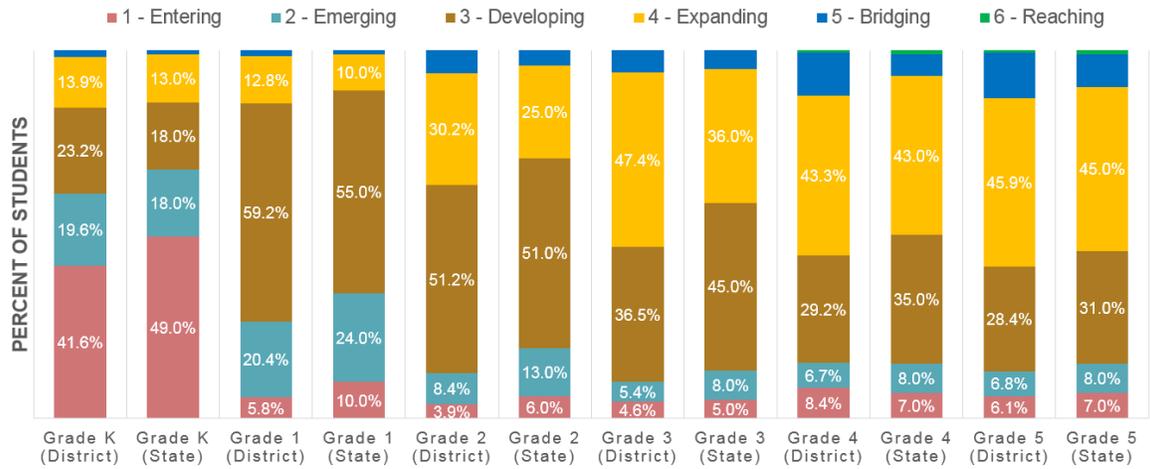


- 74.5% of districted students scored in the highest three levels in the listening domain.
- 43.2% of districted students scored in the highest three levels in the speaking domain.
- 58.1% of districted students scored in the lowest three levels in the reading domain.
- There appears to be a significant deficit in the Writing domain, which consist of engaging in written communication in various situations and purposes. Over 80% of ELLs fell in the lower three proficiency levels.

Table 3

District-Wide Percent of English Language Learners Students (ELL) in WIDA ACCESS 2.0 Overall Composite Score for Elementary School Grade Levels.

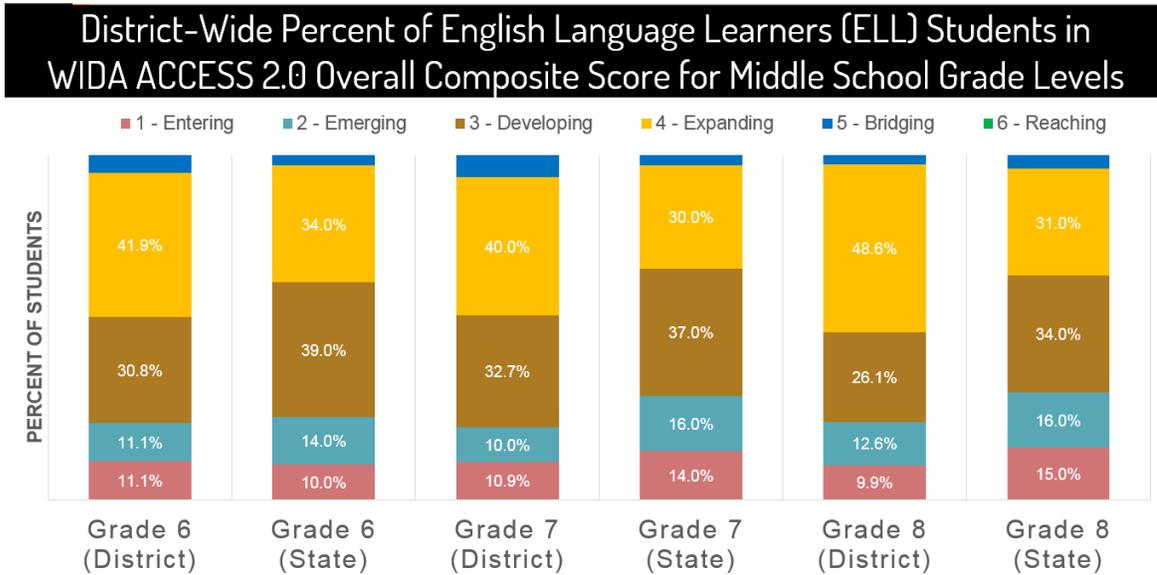
District-Wide Percent of English Language Learners Students (ELL) in WIDA ACCESS 2.0 Overall Composite Score for Elementary School Grade Levels



- Most the district’s Kindergarten ELL students score in the level 1-Entering range.
- Most the district’s grades 1 and 2 ELL students scored in the level 3-Developing range.
- Most the district’s grades 3-5 ELL students scored in the level 4-Expanding range.

Table 4

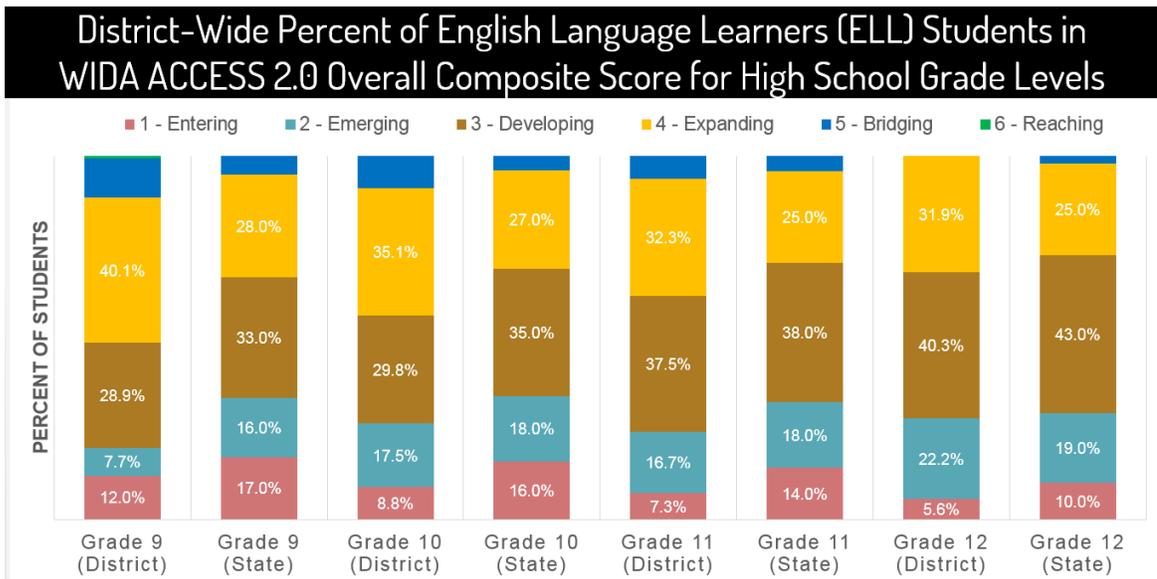
District-Wide Percent of English Language Learners (ELL) Students in WIDA ACCESS 2.0 Overall Composite Score for Middle School Grade Levels.



- Most the district's grades 6-8 ELL students scored in the level 4-Expanding range.

Table 5

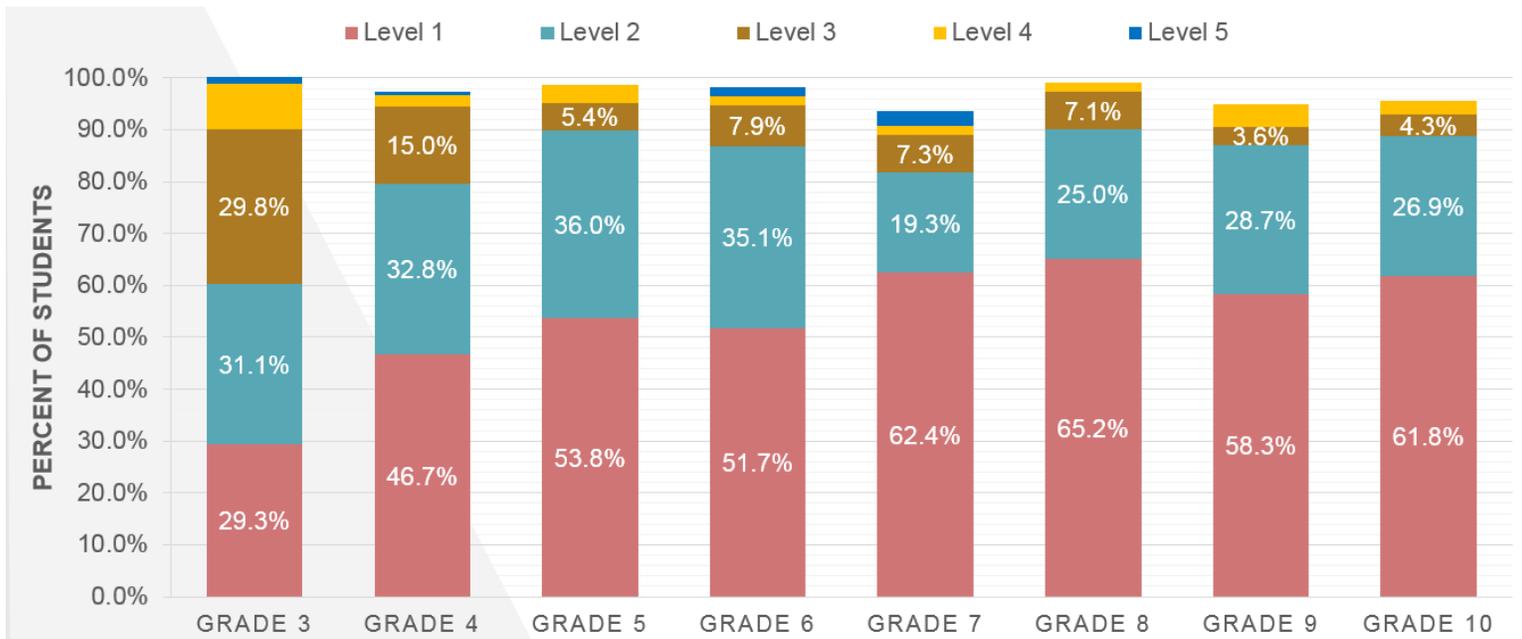
District-Wide Percent of English Language Learners (ELL) Students in WIDA ACCESS 2.0 Overall Composite Score for High School Grade Levels.



- Most the district's grades 9 and 10 ELL students scored in the level 4-Expanding range.
- Most the district's grades 11 and 12 ELL students scored in the level 3-Developing range.

Table 6

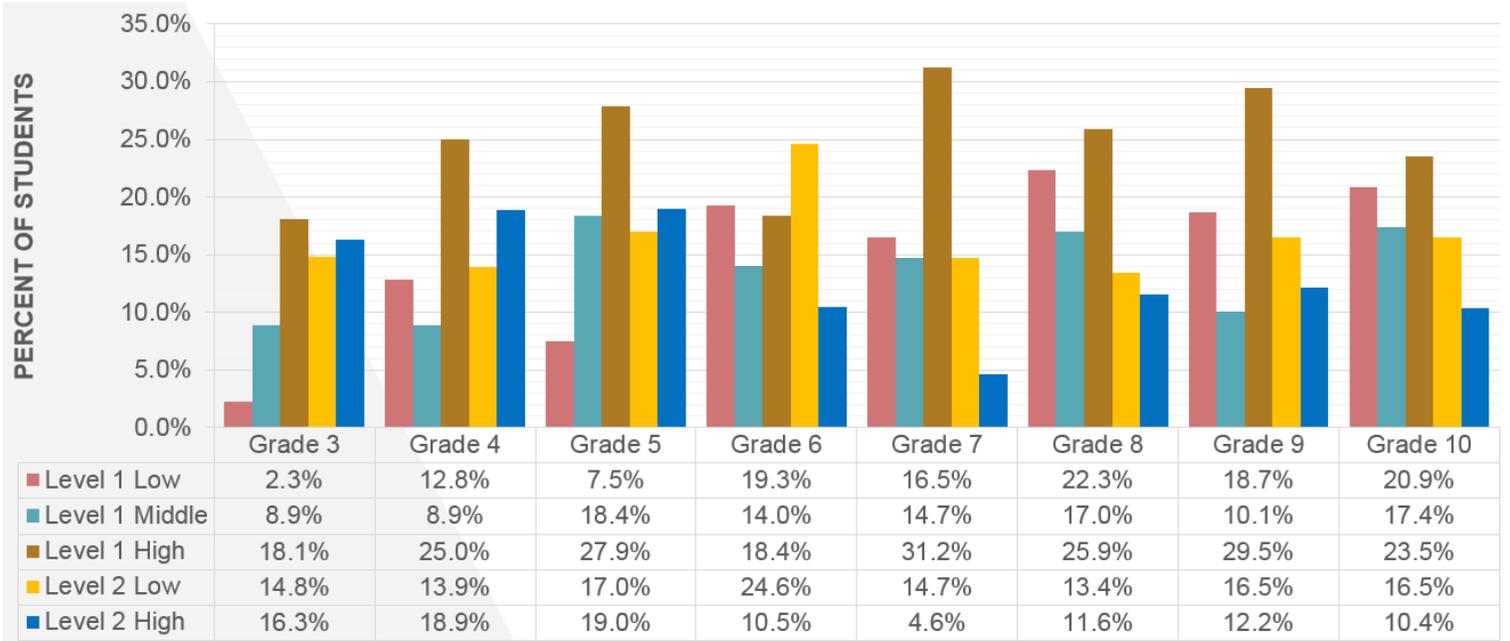
District-Wide Percent of ELLs in FSA-ELA Proficiency Level for Each Grade Level



- Between 60% and 90% of ELLs in Grades 3 through 10 scored a Level 1 or 2 on the FSA-ELA in Spring 2017.

Table 7

District-Wide Percent of ELLs in FSA-ELA Proficiency Level 1 or 2 for Each Grade Level



- The above chart is broken down to the sub-levels for FSA-ELA Level 1 and 2.
- Most students in grades 3,4,5,7,8,9, and 10 are in the FSA ELA Level 1 High
- Most students in Grade 6 are in the FSA ELA Level 2 Low