

WIDA ACCESS

A SUMMATIVE ASSESSMENT
FOR ENGLISH LANGUAGE LEARNERS

2016-2017

Office of Research, Assessment, and Evaluation
Sarasota County Public Schools

WIDA ACCESS

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

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.
- ▶ 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.

Purpose and Use of ACCESS for ELLs 2.0

- ▶ Helps students and families understand students' current level of English language proficiency along the developmental continuum
- ▶ Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs
- ▶ Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support
- ▶ Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners
- ▶ Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs
- ▶ Meets, and exceeds, federal requirements for the monitoring and reporting of ELLs' progress toward English language proficiency

BIG PICTURE

WIDA ACCESS

2796 Students were assessed

* All grade levels

Elementary - 2022

Middle - 341

High - 433

FSA ELA

1309 Sarasota students were assessed on both FSA & WIDA (98% of associated grades)

Elementary – 720 (99% of ELL Students)

Middle – 335 (98% of ELL Students)

High – 254 (96% of ELL Students)

- In the 2016-17 school year, 278,970 ELLs across the state, in grades K–12, took the ACCESS for ELLs 2.0 as a paper-based assessment. Across all grades, 24% of these students were proficient in English on the ACCESS ELLs 2.0.
- In the 2016-17 school year, 2796 ELLs across the district, in grades K–12, took the ACCESS for ELLs 2.0 as a paper-based assessment. Across all grades, 30% of these students were proficient in English on the ACCESS ELLs 2.0.

**For the Spring 2017 ACCESS for ELLs 2.0 administration, proficiency criteria requires a student to achieve a Composite Overall English Language Proficiency Level of 4.0 or greater AND at least a Proficiency Level of 4.0 in the Reading domain. The percentage of students who achieved a Composite Overall English Language Proficiency Level of 4.0 or greater alone does not equal the Percentage Proficient.*

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

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

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

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

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

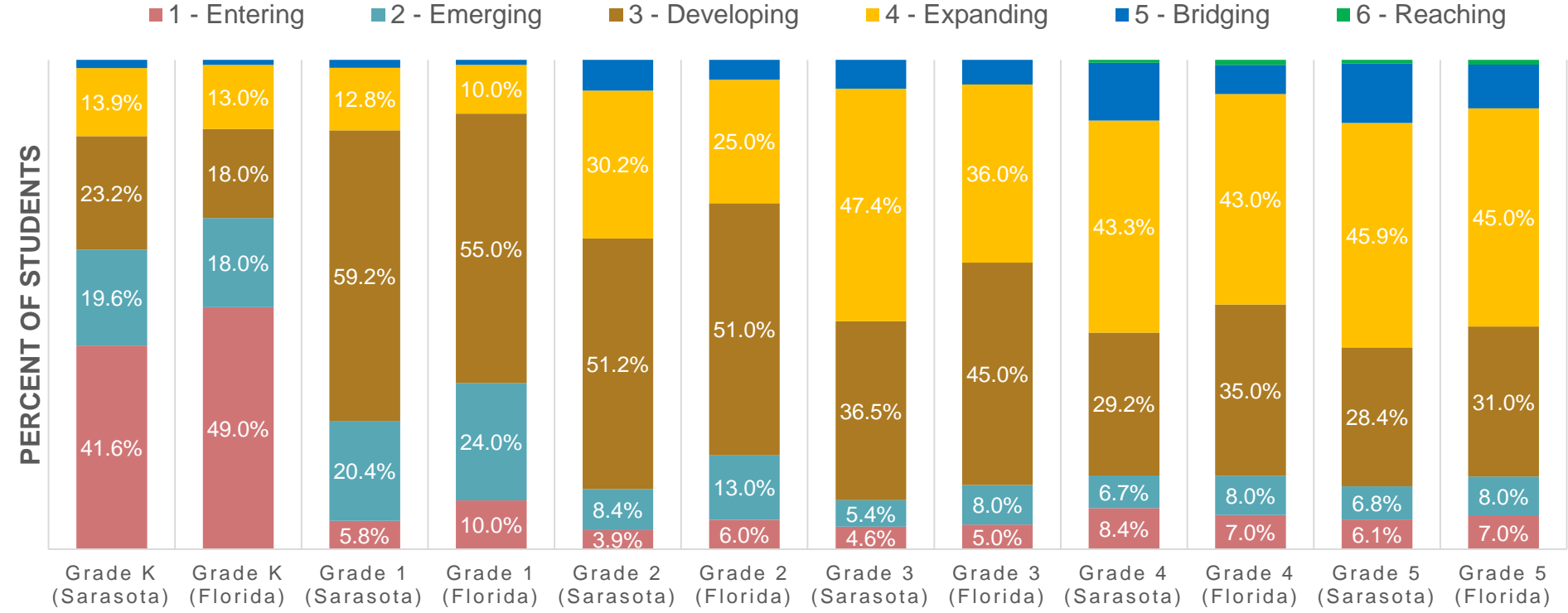
5-Bridging

- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports
- oral or written language approaching comparability to that of English-proficient peers when presented with grade level material

6-Reaching

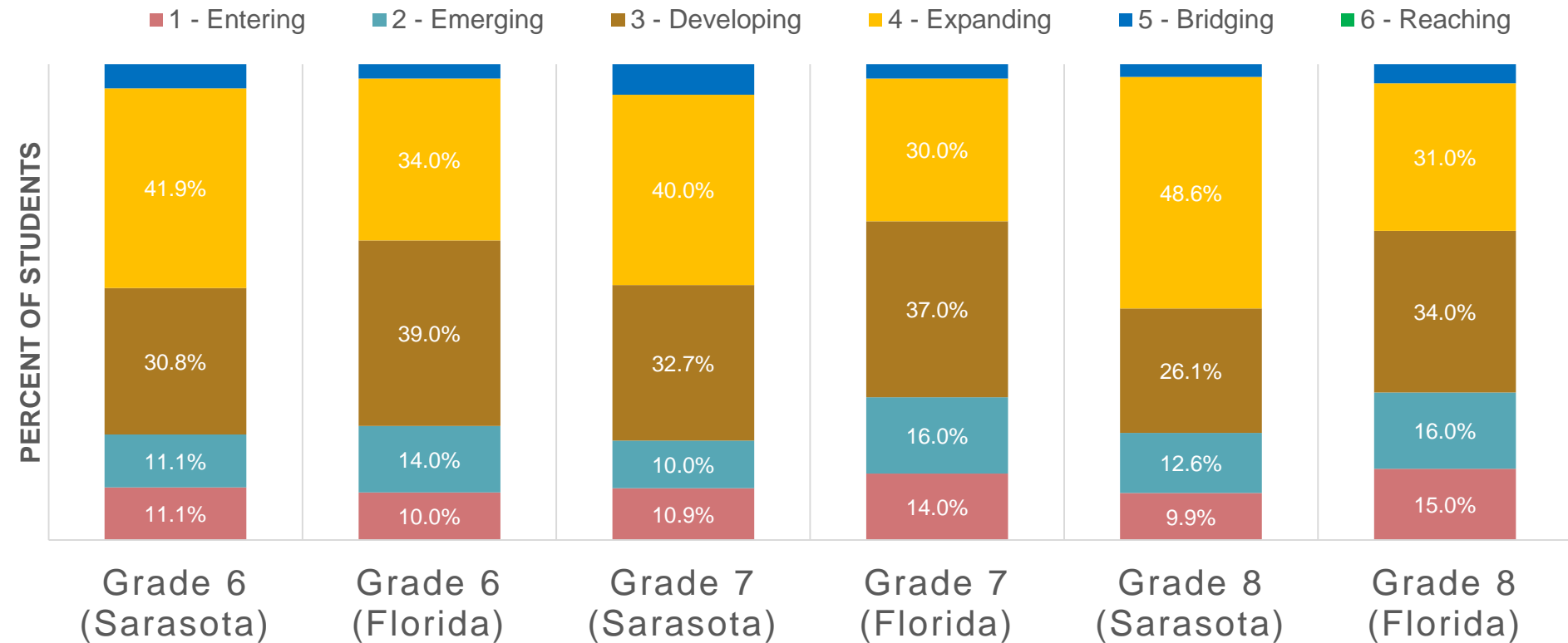
- Specialized or technical language reflective of the content areas at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to English-proficient peers

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



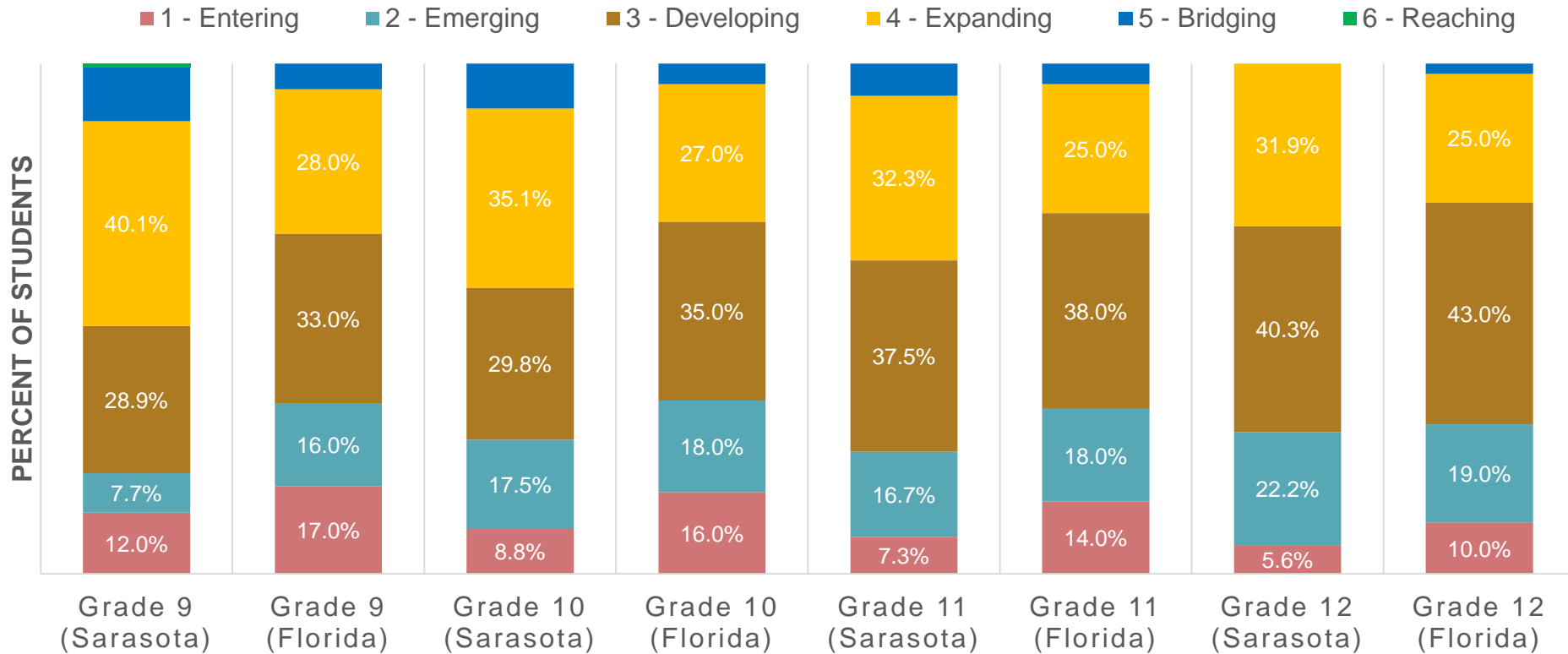
- The majority of the district's Kindergarten ELL students score in the level 1-Entering range.
- The majority of the district's grades 1 and 2 ELL students scored in the level 3-Developing range.
- The majority of the district's grades 3-5 ELL students scored in the level 4-Expanding range.

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



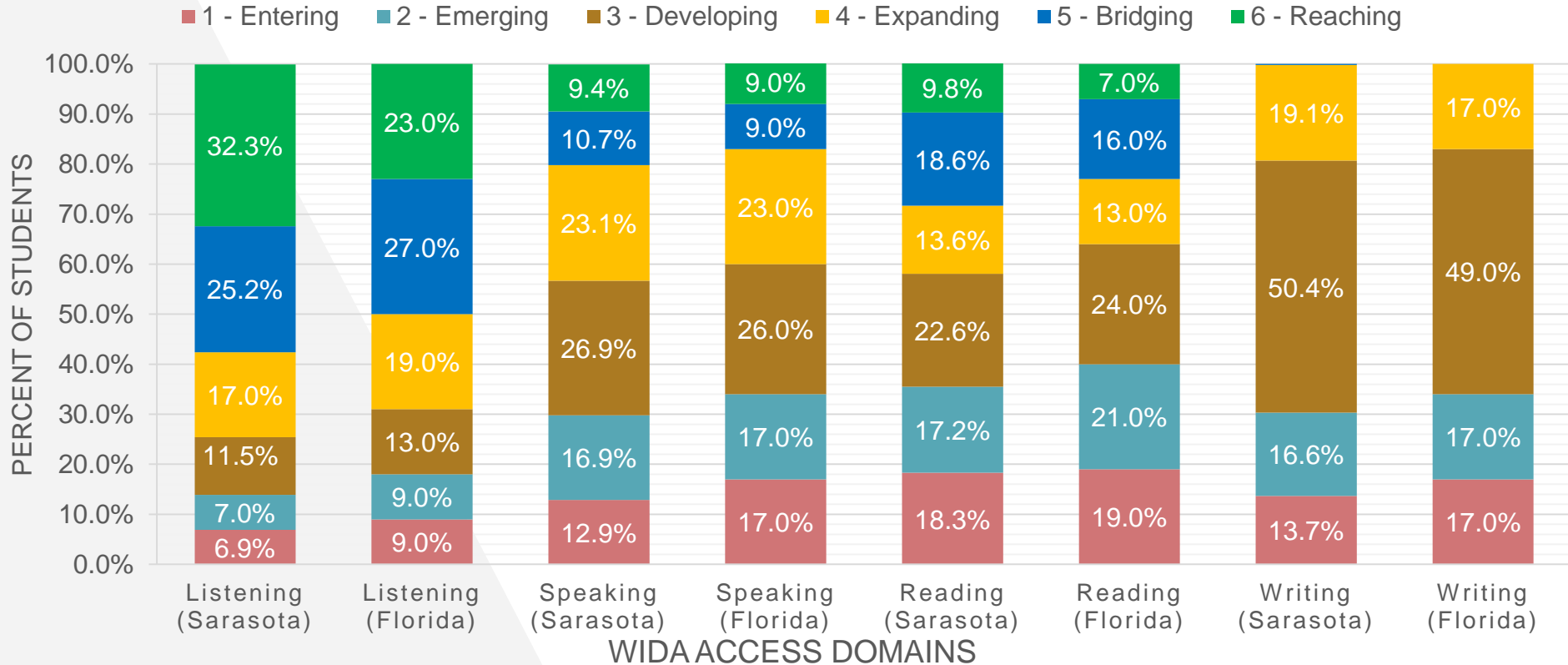
➤ The majority of the district's grades 6-8 ELL students scored in the level 4-Expanding range.

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

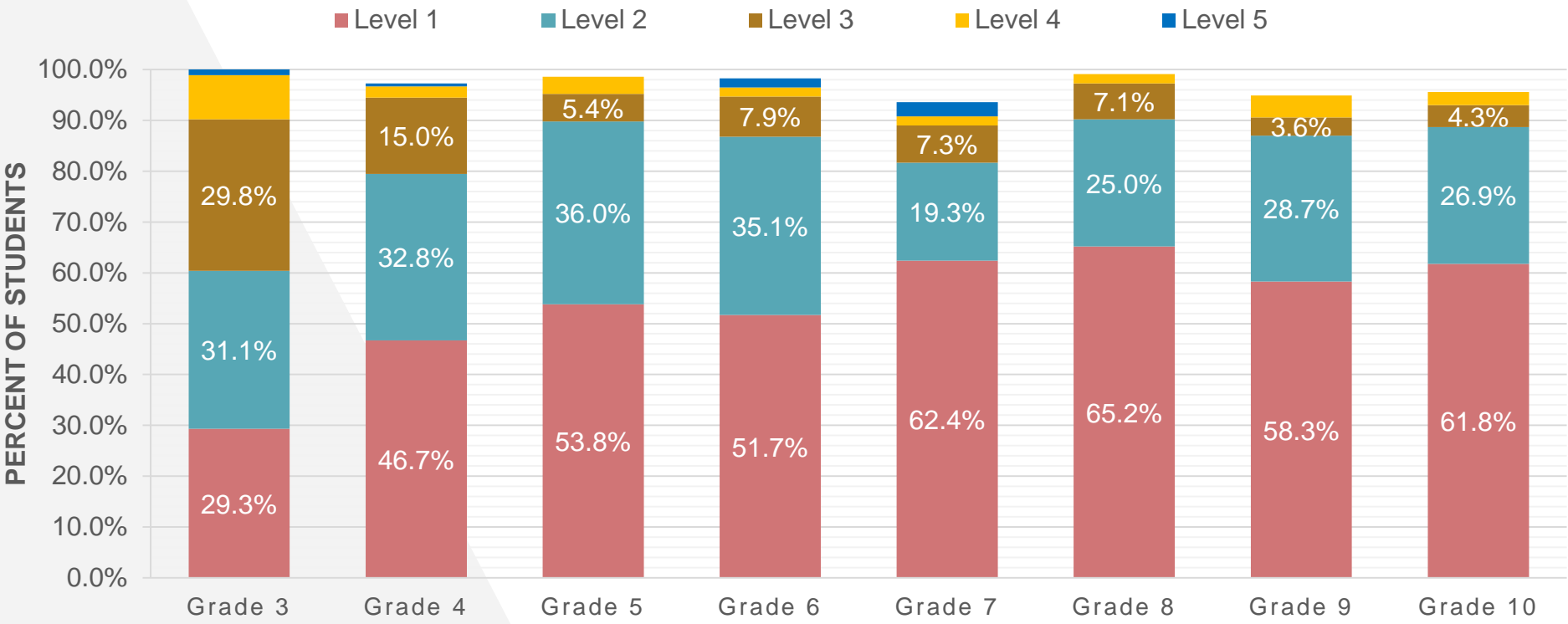


- The majority of the district's grades 9 and 10 ELL students scored in the level 4-Expanding range.
- The majority of the district's grades 11 and 12 ELL students scored in the level 3-Developing range.

Sarasota District-Wide Percent of English Language Learners (ELL) Students in WIDA ACCESS 2.0 Proficiency Levels for Each Domain Tested

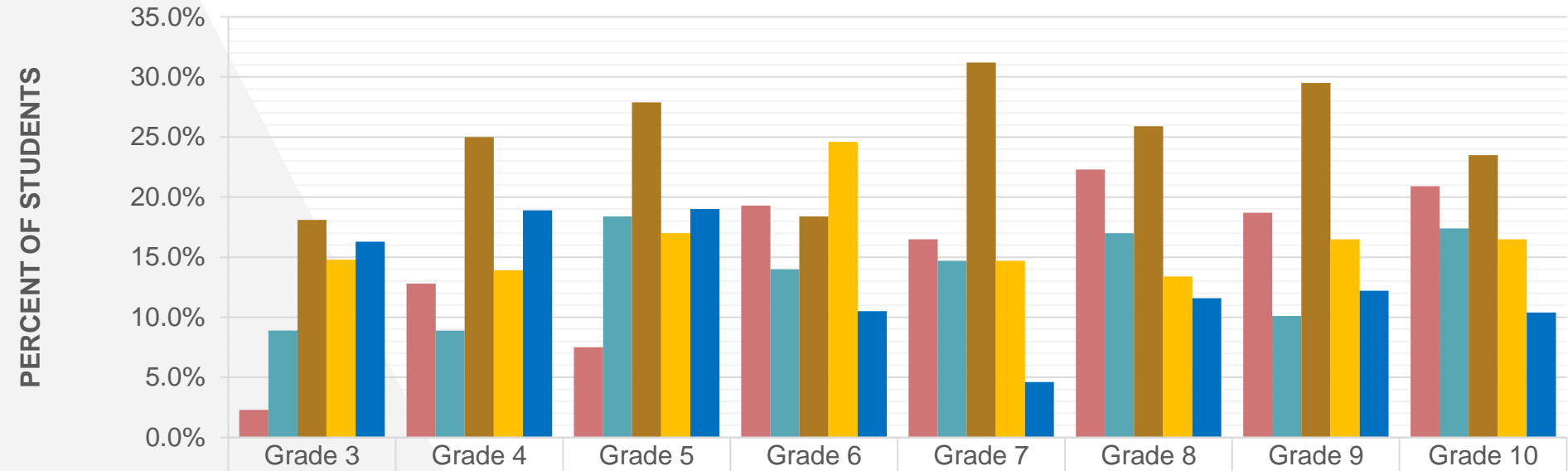


Sarasota District-Wide Percent of English Language Learners (ELL) Students within Florida Standards Assessment English Language Arts (FSA-ELA) Proficiency Levels by Grade Level



➤ Between 46% to 65% of students in Grades 4 through 10 scored by Level 1 on the FSA-ELA in Spring 2017.

Sarasota District-Wide Percent of English Language Learners (ELL) Students who have a Levels 1 and 2 on the Florida Standards Assessment (FSA) English Language Arts (ELA) Assessment by Grade Level



| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|----------------|---------|---------|---------|---------|---------|---------|---------|----------|
| Level 1 Low | 2.3% | 12.8% | 7.5% | 19.3% | 16.5% | 22.3% | 18.7% | 20.9% |
| Level 1 Middle | 8.9% | 8.9% | 18.4% | 14.0% | 14.7% | 17.0% | 10.1% | 17.4% |
| Level 1 High | 18.1% | 25.0% | 27.9% | 18.4% | 31.2% | 25.9% | 29.5% | 23.5% |
| Level 2 Low | 14.8% | 13.9% | 17.0% | 24.6% | 14.7% | 13.4% | 16.5% | 16.5% |
| Level 2 High | 16.3% | 18.9% | 19.0% | 10.5% | 4.6% | 11.6% | 12.2% | 10.4% |