



Alternate ACCESS for ELLs
Interpretive Guide for
Score Reports

© 2016 Board of Regents of the University of Wisconsin System, on behalf of WIDA. *Alternate ACCESS for ELLs Interpretive Guide for Score Reports* may not be reproduced, modified, or distributed without prior written permission from WIDA. This interpretive guide is for your personal, noncommercial use only. Fair use of this interpretive guide includes reproduction for the purpose of training or teaching (including multiple copies for lesson planning).

Contents

Introduction.....	3
Scores.....	8
Confidence Bands and Cut Scores.....	13
Alternate ACCESS for ELLs Score Reports	14
Individual Student Report.....	16
Student Roster Report.....	19
School Frequency Report	21
District Frequency Report	23
Appendix A: Alternate ACCESS for ELLs Performance Definitions	25
Appendix B: Alternate ACCESS for ELLs Speaking and Writing Rubrics.....	26
Appendix C: Proficiency Level Cut Scores by Domain and Composites	27

Introduction

About Alternate ACCESS for ELLs

Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in Grades 1–12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in ACCESS for ELLs. The No Child Left Behind Act (NCLB; 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). For this reason, WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELLs with significant cognitive disabilities.

Alternate ACCESS for ELLs helps educators monitor student progress in English language development on an annual basis. It also serves as a criterion to aid in determining when ELLs with significant cognitive disabilities have attained language proficiency comparable to that of their English- proficient peers.

This test is one component of the WIDA Consortium’s comprehensive, standards-driven system designed to improve the teaching and learning of English language learners (ELLs). The first operational year of Alternate ACCESS for ELLs was 2013 with 7,591 students participating from 29 states.

This document, the Interpretive Guide to Score Reports, provides detailed descriptions of Alternate ACCESS for ELLs scores and is designed for district personnel who make decisions based on a close examination of the data. It does not provide information about how to use the scores to guide instruction in the classroom. As with all assessments, Alternate ACCESS for ELLs scores should be considered one of multiple criteria used in educational decision making.

WIDA Technical Brief, Alternate ACCESS for ELLs, Series 100 Development and Operational Field Test (2012), provides extensive information on the conceptualization of the assessment, from its anchor in the ELD standards through each developmental phase. WIDA’s Alternate ACCESS for ELLs Standard Setting Study: Technical Brief (2012) details the procedures for standards-setting, which determined the cut-scores for the six language proficiency levels. To obtain copies of the Alternate ACCESS for ELLs technical reports, please visit www.wida.us.

Criteria for Participation in Alternate ACCESS for ELLs

Participation in the Alternate ACCESS for ELLs test is decided by IEP teams. All of the following criteria must be met in order for a student to be administered the test:

- The student is classified as an ELL.
- The student has a significant cognitive disability and receives special education services under IDEA (2004).

- An IEP Team determined that the student will participate in an alternate curriculum.
- The student routinely uses accommodations and modifications within the general education curriculum.
- The decision to participate in the alternate curriculum is not primarily due to social, cultural, or economic factors.
- The student's curriculum more closely reflects the Alternate Model Performance Indicators than typical age-or grade-appropriate benchmarks. More information about the AMPIs can be found on the WIDA website.
- The student is or will be participating in his or her statewide alternate accountability assessment for academic content areas.

Grade Level Clusters

Alternate ACCESS for ELLs test forms are divided into four grade-level clusters.

- Grades 1–2
- Grades 3–5
- Grades 6–8
- Grades 9–12

Description of the WIDA English Language Development Standards

The design of Alternate ACCESS for ELLs is built upon the foundational WIDA ELD Standards. The five WIDA ELD standards are:

- Standard 1—Social and Instructional Language (SIL)
English language learners communicate in English for social and instructional purposes in the school setting.
- Standard 2—Language of Language Arts (LoLA)
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- Standard 3—Language of Mathematics (LoMA)
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math.
- Standard 4—Language of Science (LoSC)
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- Standard 5—Language of Social Studies (LoSS)*
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

*Please note that Standard 5—Language of Social Studies is not tested on the Alternate ACCESS for ELLs assessment.

Domains

Alternate ACCESS for ELLs tests four domains.

- Listening
- Reading
- Speaking
- Writing

Proficiency Levels

The Alternate ELP levels for Alternate ACCESS for ELLs were developed to define proficiency levels that would be more sensitive to the English language proficiency of ELLs who have significant cognitive disabilities and thus would give those students a chance to demonstrate progress. The Alternate ELP levels defined for Alternate ACCESS for ELLs are:

- A1: Initiating
- A2: Exploring
- A3: Engaging
- P1: Entering
- P2: Emerging
- P3: Developing

These levels are illustrated in Figure 1 below.

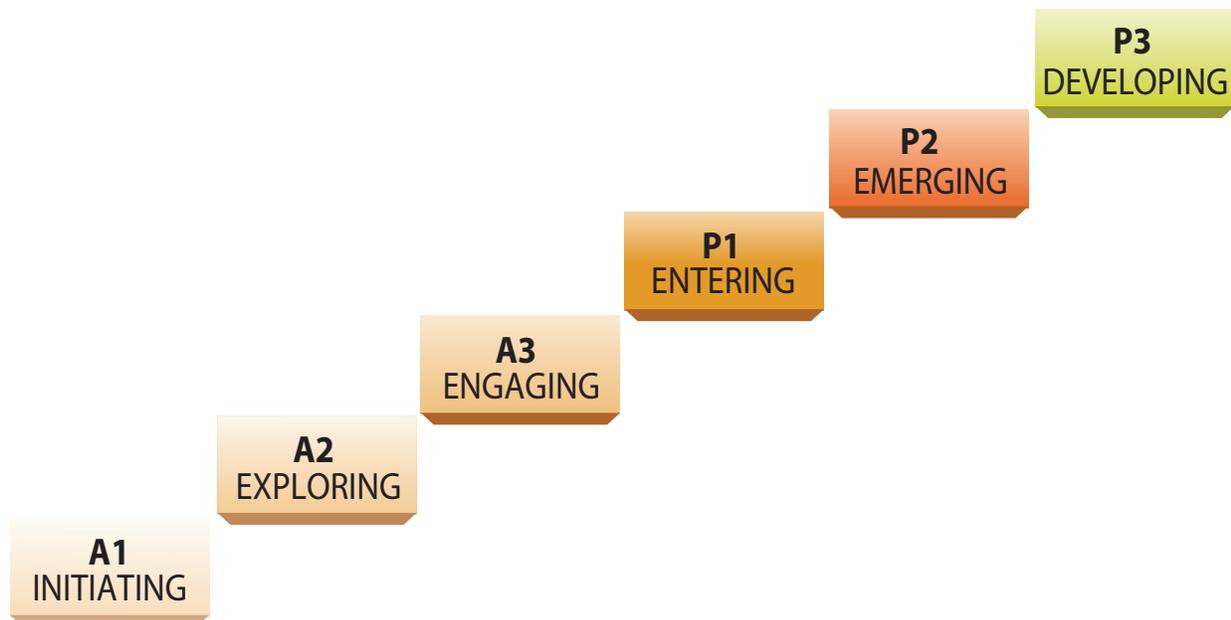


Figure 1: Alternate ACCESS for ELLs Proficiency Levels

The Performance Definitions

The Performance Definitions for the Alternate ELP levels are provided with the Individual Student Report and are included in Appendix A. These definitions provide a global overview of the language acquisition process and serve as a summary and synthesis of the alternate model performance indicators (AMPIS) for each language proficiency level. These definitions were formed using three criteria or descriptors. They are based on ELL students' increasing comprehension and production in these areas:

- Linguistic complexity – the amount and quality of speech or writing for a given situation
- Language Forms and Conventions – the syntactic and conventional uses of language
- Vocabulary usage – the specificity of words or phrases for a given context

AMPIS

Alternate Model Performance Indicators (AMPIS) provide examples of how students may use or process language across various alternate model performance levels.

Additional Support

Alternate ACCESS for ELLs provides ELLs with significant cognitive disabilities additional supported opportunities to demonstrate their developing English language proficiency. Such features of the test include simplified language; repetition of questions; modeling of tasks; heavy reliance on graphics rather than on text; larger size of testing materials, font and graphics; and availability of cues and supplemental questions. During test administration, individualized instructional supports and accommodations that meet state-specific guidelines may be used.

The cueing system for the Listening and Reading sections provide students with multiple opportunities to successfully complete each selected response task. Cue A provides the initial prompt and question and may be repeated allowing two opportunities to respond. If the score for Cue A is Incorrect or No Response, Cue B is administered. Cue B simplifies the initial prompt. If the score for Cue B is Incorrect or No Response, Cue C is administered. Cue C includes the simplified prompt and provides the answer to the question.

The three prompts within each task are labeled as:

- CUE A: Initial Prompt
- CUE B: Simplified Prompt
- CUE C: Simplified Prompt & Answer

On the first page of the Individual Student Report, under the section labeled “Student’s performance within the Listening and Reading Domains”, there is a table which specifies how many tasks were correct and whether it was scored correct at Cue A, Cue B, or Cue C. The table is intended to illustrate the relationship between student performance and the amount of support provided.

Reminders:

- A score of Correct Cue A earns a slightly higher quantitative score than a Correct Cue B score and a Correct Cue B score earns a slightly higher quantitative score than a Correct Cue C score.
- The percentages for each cue are derived from the number of correct responses, not the total number of tasks.

For any three Incorrect or No Response scores in a row, test administrators will discontinue administration of the Listening or Reading section and mark the remaining tasks in that section as Not Administered.

The Speaking section is a series of constructed response questions that include multiple opportunities within each task for a student to provide a response. The levels of support remain constant during the multiple attempts provided for each task with scripted rephrasing of the question(s) to encourage a response. Depending on the response, a task can be scored as Meets, Approaches, or No Response.

The Writing section, comprised of three parts (Parts A, B, and C), is a series of constructed response questions, each of which provides several opportunities for the student to produce an expected answer to a particular task. The tasks in Writing Parts A and B (Tasks 1 – 8) are leveled tasks targeting alternate proficiency levels A1 – P1. Prior to the prompt, each task in Parts A and B are first modeled for the student by the test administrator. Depending on the response, a task can be scored as Meets, Approaches, or No Response. In Writing Part C (Tasks 9 – 10), test takers are provided with two open- ended tasks aimed at eliciting responses at levels P1 – P3. Responses are scored using the Alternate ACCESS for ELLs Writing Rubric and can be rated at P1 through P3 on the writing rubric, Approaches, or No Response. (See Appendix B for copies of the Speaking and Writing Rubrics.)

Scores

This section describes the types of scores generated from participation on the alternate assessment for ELLs and how the scores are calculated.

Alternate ACCESS for ELLs assesses the language domains of Listening, Reading, Speaking, and Writing. Repetition and stopping criteria are built in for each domain section to encourage and assist the student through the test. All sections of the test (Listening, Reading, Speaking, and Writing) are locally scored by the test administrator or teacher.

The Listening and Reading sections are assessed through 9 multiple-choice questions each. All multiple choice questions are arranged by increasing linguistic difficulty. Speaking domain tasks are presented in two parts (A and B) and require the student to respond verbally. Tasks within each part of the Speaking section are arranged by increasing linguistic difficulty. The Writing section consists of three parts (A, B, and C) and tasks target written language from the student. Tasks in each part of the Writing section are also arranged by increasing linguistic difficulty.

An individual student's results are reported in two ways: scale scores and English language proficiency levels. For each domain, the total raw score is converted into a scale score for reporting and then interpreted as proficiency levels for reporting.

Scale Scores

Scale scores report raw scores in a consistent way to remove differences in item difficulty between test administrations. Scale scores are reported on a consistent scale that allows stakeholders to compare scores across periods of time and between students. Scale scores allow raw scores across grades to be compared on a single vertical scale from Grade 1 to Grade 12. With the vertical scale, scale scores across grades can be compared to one another within (but not across) a language domain (Listening, Reading, Speaking, and Writing). Each domain has a separate scale; therefore, a scale score of 920 in Listening is not the same as 920 in Speaking. The range of possible scale scores for the Alternate ACCESS for ELLs test form, grade level cluster 1–2 through grade level cluster 9–12 is 910 – 960.

Scale scores can be used to monitor a student's growth over time within a language domain.

Proficiency Level Scores

The proficiency level (PL) scores are *interpretive scores*. That is, they provide stakeholders with an interpretation of the scale scores. They help stakeholders to understand what the numeric score means in terms of the language skills of the student. They describe student performance in terms of the six Alternate language proficiency levels (A1-Initiating, A2-Exploring, A3-Engaging, P1-Entering, P2-Emerging, and P3-Developing). Proficiency level scores are presented as whole numbers indicating the student's language proficiency level. Each language proficiency level is defined in the Alternate ACCESS for ELLs Performance Definitions (Appendix A).

Proficiency level scores are reported for each of the four individual language domains (Listening, Reading, Speaking, and Writing) and four composite scores (see the following section for more information on

each type of composite score). The PL scores in the four individual language domains and combinations of domains offer a profile of student performance. This information, along with the Alternate ACCESS for ELLs Performance Definitions and Alternate Model Performance Indicators help give a picture of what students can do in English and may inform educators about appropriate English language support.

The Listening, Reading, and Speaking domains have possible proficiency level scores of up to P2 – Emerging, and the Writing domain has a possible proficiency level of up to P3 – Developing.

Raw Scores

Raw scores indicate the actual number of correct responses. Information about raw scores is only available for the Listening and Reading domains.

Each Task in the Listening and Reading Sections provide students with multiple opportunities (Cue A, Cue B, and Cue C) to demonstrate what they can do. The cueing system allows tasks to be administered, increasing the level of support from Cue A through to Cue C (see the previous section Additional Supports for more detail on the cueing system).

A task can be scored as Correct Cue A, Correct Cue B, Correct Cue C, Incorrect, or No Response. The Individual Student Report includes a table providing the total number of correct responses and whether the correct response was scored at Cue A, Cue B, or Cue C for the Listening and Reading domains. Please note that the table from the Individual Student Report does not include information on tasks that were not administered, incorrect, or the student did not respond.

A score of Correct Cue A earns a slightly higher quantitative score than a Correct Cue B score and a Correct Cue B score earns a slightly higher quantitative score than a Correct Cue C score.

Raw Scores are provided to give educators a sense of the level of support at which their students were most successful. They are not intended to be used to monitor growth, but rather to as additional information to inform instructional support decisions.

The figure below summarizes the three types of scores available and offers suggestions and cautions on their use.

	Information Provided & Suggested Uses	Keep in Mind
Scale Scores	<ul style="list-style-type: none"> Provides a psychometrically derived score for each language domain (Listening, Reading, Speaking, and Writing) Scores are reflected in a scale from 910-960 Monitor student growth over time (within a language domain) Provided on the Individual Student & Student Roster Reports 	<ul style="list-style-type: none"> Comparisons cannot be made across Listening, Reading, Speaking, and Writing domains; only <i>within</i> domains
Proficiency Level Scores	<ul style="list-style-type: none"> Provides a score in terms of the Alternate ACCESS for ELLs language proficiency levels Provides individual domain scores Provide one source of data and should be used in conjunction with other data sources to making decisions about instruction, assessment, and services for English Language Learners with significant cognitive disabilities. Provided on the Individual Student and Student Roster Reports 	<ul style="list-style-type: none"> To monitor growth over time, it is recommended to use scale scores and not the PL scores. Proficiency level scores do not represent interval data, meaning that the value between intervals is not equally divided. That is, the interval between corresponding scale scores for A2 to A3, for example, is not necessarily the same as between A3 and P1.
Raw Scores	<ul style="list-style-type: none"> Provides the total number of correct responses and whether the correct response was scored at Cue A, Cue B, or Cue C for the Listening and Reading domains May shed light on the amount of support the student needed prior to successfully engaging and responding to a prompt Provided on the Individual Student Report 	<ul style="list-style-type: none"> Generalizations about student performance such as academic content knowledge or classroom achievement cannot be made Does not include information on tasks that were not administered, incorrect, or the student did not respond Student progress cannot be tracked between school years Results cannot be compared with other students Scores do not represent item difficulty levels

Table 1: Suggestions and Cautions on the use of Scale, Proficiency Level, and Raw Scores

Composite Scores

Individual scores on the four domains can be grouped in different combinations to provide another way of looking at performance. For example, when you examine a student's scale scores in both Listening and Reading together, you can understand more about a student's comprehension. WIDA has identified several different ways to group scale scores to create composite scores in Oral Language, Literacy, Comprehension, and an Overall score. These groupings are known as composite scores and are provided along with the student's individual domain scores.

Composite scores are calculated using weighted domain scale scores. They are not calculated using a combination or average of domain proficiency level scores. Once composite scale scores are calculated, they are then interpreted into corresponding composite proficiency levels. Only students that complete all sections of Alternate ACCESS for ELLs will receive all of the four composite scores.

Composite scores are weighted. Table 2 presents the percent contribution, or the weighting, of language domains for each composite score.

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

Table 2: Contribution of Language Domains to Composite Scores

Composite scores are compensatory. Compensatory means that a high score in one language domain could inflate the composite score, compensating for a low score in another language domain; conversely, a low score in a language domain could bring down the composite.

Composite scores should be used with caution after careful consideration of their compensatory nature. Attention must be given to the individual language domain scores that comprise the composite score as well as their weights.

The same Overall Scale Score for two students can reflect two very different profiles. For example, one student may be very strong in Listening and Reading, but weaker in Speaking and Writing, while another student with the same Overall Scale Score is strong in Reading and Writing, but weaker in Listening and Speaking. A student's individual performance in each language domain provides a more comprehensive and realistic profile than that from a single overall score.

Variables that Can Affect Scores

Absences: If a Non-Scoring Code¹, noting that a student was not tested, was marked on the back cover of the Alternate ACCESS for ELLs test booklet for one or more language domains, the student will receive a notation of *NA* (Not Available) for the language domain or domains. Composite scores will not be computed if any language domain for that combination is missing. For example, if a student is absent for the Speaking part of the test, the student would receive *NA* for Speaking, Oral Language, and the Overall score. Similarly, a student who has a non-scoring code marked for Reading would receive *NA* for Reading, Literacy, Comprehension, and the Overall score.

Blank booklets or sections within booklets: If an Alternate ACCESS for ELLs test booklet is returned to with completed demographic information, either on a Pre-ID label or bubbled in, it is scanned and scored. If sections of the test are left blank, and none of the non-scoring codes are marked on the booklet, it is assumed that the student has attempted the section. Consequently, the student receives the lowest possible score for the blank section(s) for the designated grade level.

¹ Non-Scoring Codes include: ABS (Absent); INV (Invalidate); DEC (Declined); and SPD (Deferred Special Education/504)

Confidence Bands and Cut Scores

Confidence Bands

The Individual Student Report includes confidence bands for both domain and composite scale scores. Confidence bands are a graphic depiction of the Standard Error of Measurement (SEM) of the scale score.

Confidence Bands are important, as they remind test users that a single test score represents a range of possible outcomes and should never be interpreted as the only possible outcome. Statistically speaking, the Confidence Bands, such as those used for Alternate ACCESS for ELLs, assure that there is a 95% probability that the student's average score, if he or she were to take the test over and over again, is within the Confidence Band reported on the score report.

Alternate ACCESS for ELLs is a reliable and valid test of English language proficiency. Nevertheless, like all tests, it is subject to a statistical concept known as the Standard Error of Measurement (SEM). This error is unrelated to potential errors introduced by scoring; Data Recognition Corporation (DRC)'s advanced scoring systems assure over 99.99% scoring accuracy. The SEM quantifies the variation of scores achieved if a student was able to take the same test over and over again without any change in his or her ability.

Cut Scores

Cut scores indicate the score point where one language proficiency level ends and the next begins. These cut scores, along the scale score range 910-960, identify the beginning of each proficiency level. They are based on both statistical and human judgment. See Appendix C for proficiency level cut scores by domain and composites.

Alternate ACCESS for ELLs Score Reports

Alternate ACCESS for ELLs scores are provided in four different types of reports designed for different audiences. Each report contains different types of information.

Type of Score Report	Audience or Stakeholder	Types of Information	Potential Uses
Individual Student	<ul style="list-style-type: none"> • Students • Parents/Guardians • Teachers • Administrators • School Teams 	Individual student's scale scores and language proficiency levels for each language domain, and four composites; Raw scores in the Listening and Reading domains; Confidence bands	<p>Share with parents at parent/teacher conferences</p> <p>Share with all teachers who work with ELLs in order to inform classroom instruction and assessment</p>
Student Roster	<ul style="list-style-type: none"> • Teachers • Program Coordinators/ Directors • Administrators 	Scale scores and language proficiency levels for each language domain, and four composites by school, grade, student, and grade-level cluster	Share with grade level teams of teachers to inform classroom instruction and assessment
School Frequency	<ul style="list-style-type: none"> • Program Coordinators/ Directors • Administrators 	Number of students and percent of total tested at each proficiency level for each language domain, and four composites by grade within a school	Share with building staff; use to inform building level programmatic decisions
District Frequency	<ul style="list-style-type: none"> • Program Coordinators/ Directors • Administrators • Boards of Education 	Number of students and percent of total tested at each proficiency level for each language domain and composite scores by proficiency levels for grades within a district	Share with district staff; use to inform district level programmatic decisions

Table 3: Alternate ACCESS for ELLs Score Reports, Audiences, Types of Information, and Potential Uses

How to Use the Reports

This section is intended to assist stakeholders familiar with the test in interpreting the scores and using the information to help describe the English language proficiency of their ELLs. Individual member states are welcome to supplement this information.

Before examining data in the score reports, teachers and administrators should familiarize themselves with the Alternate ACCESS for ELLs Performance Definitions for the levels of English language proficiency. See Appendix A for more about the Alternate ACCESS for ELLs Performance Definitions.

The following are suggestions for disseminating Alternate ACCESS for ELLs score results.

- Target certain reports to specific stakeholders. Perhaps add a rationale for state or local policies or procedures that are being contemplated, formulated, or implemented based on test results. Provide a state specific context that will help administrators and teachers understand the meaning and significance of the reports.
- Offer professional development opportunities to the various stakeholders impacted by the results to help them better understand scores and how to use them. For teachers, in particular, ensure that the test results are referenced to the Alternate ACCESS for ELLs Performance Definitions. For purposes of interpreting the scores and information, present examples of reports of students/schools (with their identities withheld) for discussion.
- Summarize or consolidate the suggestions for using the information from each score report to target specific audiences. In the case of the Parent/Guardian Report, any additional information accompanying the report should be parent friendly and translated into your state's major languages.
- Examine different configurations of the data in the reports (by language domain and combinations of language domains, including the Overall score) for individual and groups of students (such as by grade) to develop a statewide, district or school plan for organizing services for ELLs with significant cognitive disabilities for the upcoming school year.
- Archive copies of the guide along with copies of the score reports so that IEP teams and new personnel can become familiar with data from Alternate ACCESS for ELLs.

Individual Student Report

This report is designed for students, family members, and teachers. One report is provided for each individual student. This report provides detailed information about a student's English language proficiency, including scale scores in each of the language domains for allows for tracking a student's progress over time. The report also provides English language proficiency levels for comparing performance across domains, and for guiding instruction. The report also shows a student's proficiency in oral language, literacy, comprehension, and overall proficiency in English by combining these four domain skills.

The front page of the Individual Student Report contains three sections: demographic information, English proficiency levels, and student performance within the Listening and Reading domains.

The student's demographic information is located in the table at the top of the first page of the score report. This demographic information table provides information including the student's name (last, first and middle initial), birth date, grade level, IEP status, the student's district and state identification number, and the school, district, and state where the student is enrolled. Additionally, the demographic table has data about whether the student participates in other alternate assessments, the number of years exposed to academic English and the student's primary and/or secondary disability.

The section labeled "Student's level of English Proficiency by language domain" lists the Scale Score, Confidence Band, and Proficiency Level Score for each individual domain section (Listening, Speaking, Reading, and Writing) and composite score (Oral Language, Literacy, Comprehension, and Overall score).

The section labeled "Student's performance within the Listening and Reading Domains" provides information on the number of correct responses received on the Listening and Reading Sections. The table specifies how many tasks were correct and whether it was scored correct at Cue A, Cue B, or Cue C (see detailed descriptions of the cueing system in the Additional Supports and Raw Scores sections). This table is intended to illustrate the relationship between student performance and the amount of support provided.

Reminders:

- A score of Correct Cue A earns a slightly higher quantitative score than a Correct Cue B score and a Correct Cue B score earns a slightly higher quantitative score than a Correct Cue C score.
- The percentages for each cue are derived from the number of correct responses, not the total number of tasks.

Page two of the score report provides information about the testing session and the test administrator. Test administrators were asked to identify information about the test environment and accommodations provided to the student during the testing session. Information about the test administrator's role and familiarity of the student's abilities were also identified.

Page three contains a copy of the performance level descriptors for the Alternate ACCESS for ELLs (see Appendix A). The descriptors provide a context to help interpret language skills which may be seen by students at each performance level.

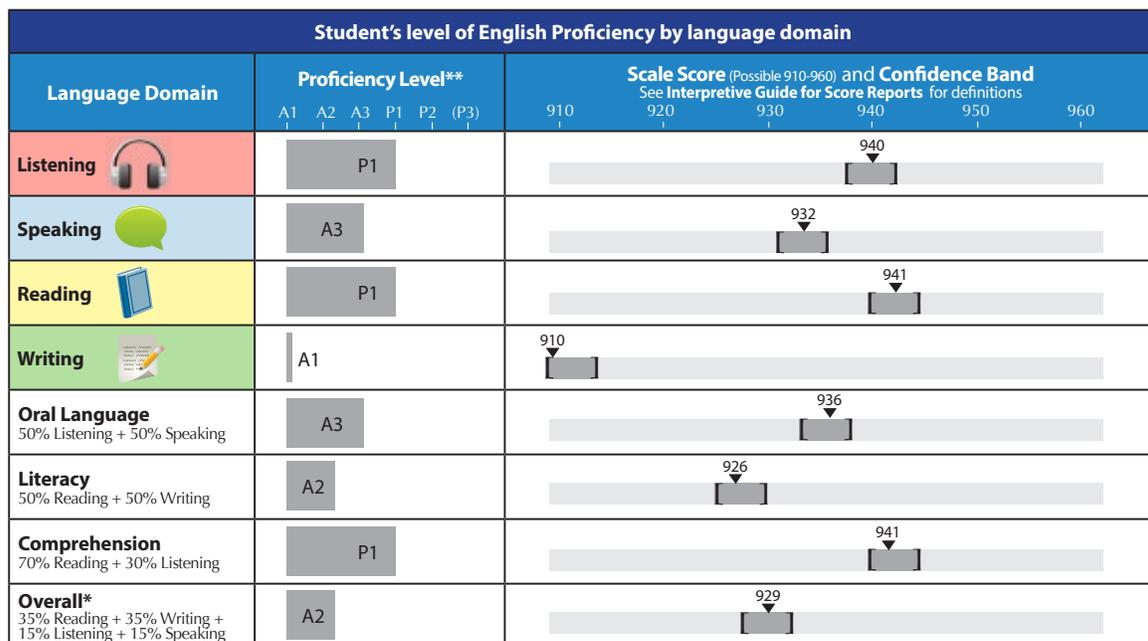
Here are some things to remember about this report, particularly when sharing it with parents/guardians and students:

- Scale scores are determined from a student's raw scores (the actual number of correct answers). You can use scale scores to monitor a student's growth within a language domain over time. WIDA uses the scale scores to determine a student's English Language Proficiency level.
- The report shows a student's achievement along a continuum of the WIDA Alternate English Language Proficiency levels: A1 – Initiating, A2 – Exploring, A3 – Engaging, P1– Entering, P2– Emerging, and P3 – Developing. Proficiency level scores are presented as whole numbers. Teachers and administrators can use the proficiency levels to make comparisons across domains.
- The report does not give information about a student's academic achievement or content knowledge—only information about that student's English language proficiency.
- Oral language development (listening and speaking) contributes to literacy (reading and writing) development. Acquisition of receptive language (listening and reading), generally proceeds at a faster rate than that for expressive language (speaking and writing).
- The students' foundation in their home or primary language is a predictor of their English language development. Those who have strong literacy backgrounds in their native language will most likely acquire literacy in English at a quicker pace than those students who do not. Therefore, for some students, gains in their English language proficiency may be explained by their performance in their primary language.
- Each language domain (Listening, Reading, Speaking, and Writing) has its own scale. Thus, you cannot make comparisons across domains. For example, a scale score of 920 in Listening does not indicate the same level of proficiency as a score of 920 in Speaking.
- The Individual Student Report shows confidence bands. Confidence bands remind test users that a single test score represents a range of possible outcomes and should never be interpreted as the only possible outcome. Statistically speaking, the confidence bands assure that there is a 95% probability that the student's average score, if he or she were to take the test over and over again, would fall within the confidence band reported on the score report.
- The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency level P3.
- Some scores may be blank if the student did not participate in one or more of the language domains.
- No single score or language proficiency level, including the Overall Score and its corresponding proficiency level, should be used as the sole determiner for making decisions regarding a student's English language proficiency. The data in the reports need to be contextualized to be meaningful; that is, to the extent possible, include both historical, demographic, and IEP information about the students when presenting the results.



Student:		
Birth Date: mm/dd/yyyy	Grade: sample grade	IEP Status:
District ID: sample ID	State ID: sample ID	
School: sample school	District: sample district	State: sample state
Does the student take any state alternate assessment(s)?:	# of years student has been exposed to academic English:	
Primary Disability:	Secondary Disability (If applicable):	

This report provides information about the student's scores on the Alternate ACCESS for ELLs English language proficiency test. This test is based on the WIDA Alternate English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.



*Overall score is calculated only when all four domains have been assessed. NA: Not available
 **The Listening, Speaking, and Reading domains do not include test items targeting proficiency levels P3 and above; therefore, students cannot demonstrate English proficiency at levels P3 and higher. However, in Writing, students may score up to proficiency level P3.

Student's performance within the Listening and Reading Domains

Each Task in the Listening and Reading Sections provide students with three opportunities (Cue A, Cue B, & Cue C) to demonstrate what they can do. Cue A provides the initial prompt and question. If the score for Cue A is Incorrect or No Response, Cue B is administered. Cue B simplifies the initial prompt. If the score for Cue B is Incorrect or No Response, Cue C is administered. Cue C includes the simplified prompt and provides the answer to the question. The table below provides the number of correct responses to the Listening and Reading Sections and does not report information on tasks that were not administered, incorrect, or to which the student did not respond.

	# of Correct Responses (out of 9)	Less Support → More Support					
		Cue A		Cue B		Cue C	
		# Correct	% of Correct Responses	# Correct	% of Correct Responses	# Correct	% of Correct Responses
Listening	5	1	20%	3	60%	1	20%
Reading	3	0		1	33.3%	2	66.6%

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/altreport

Figure 2: Alternate ACCESS for ELLs Individual Student Report (Page 1)

Student Roster Report

The Student Roster report is designed for teachers, principals, and other school personnel. One report is provided for each grade within a school, and each report shows information about all the students in that grade that took the Alternate ACCESS for ELLs test.

This report lists individual scale scores, along with their corresponding proficiency levels for each grade, according to grade-level clusters for Alternate ACCESS for ELLs. It is not intended for teachers or administrators to make comparisons between students or grades. As this language proficiency test is standards-referenced, any comparison should be made between the student in relation to the criteria or standards.

School or district administrators, including coordinators or directors of language and special education services, principals and assistant superintendents may examine the scores from each language domain and grade-level cluster to detect any patterns in student performance. Here are some questions to ask:

- What are the similarities and differences in student performance for individual and combined language domains within a grade?
- To what extent are differences attributed to students' second language development, the design or delivery of instructional services, or other factors?
- Are these differences justifiable or explainable, such as having students enrolled in dual language programs or having a recent influx of new ELLs significant cognitive disabilities or a lack of communication systems?
- How might we begin to address these differences using English language acquisition supports, special education services, and best practice?

Although these questions may not be easily answered, if there are sizable differences among Listening, Speaking, and Reading in comparison with Writing among groups of students, for example, then further investigation may be warranted.

Communicating about the data in this report

In making year-to-year comparisons about students, scale scores would be useful to show gains. By having scale scores and language proficiency levels for students by grade and grade-level cluster, the information in this report may be useful in developing school and district improvement plans for ELLs with significant cognitive disabilities. These data provide a snapshot of the performance of the students at one point in time. (The Individual Student Report has more detailed, individual student information.)

This score report may be useful in examining the profiles of students who are within potential range of exiting support services and to consider what other data sources are needed to make that decision. Conversely, for profiles of other student groups, student results may trigger some ideas for professional development of teachers serving ELLs with significant cognitive disabilities for the upcoming year.

The scores in this report may serve as the basis for determining one criterion for state Annual Measurable Achievement Objectives (AMAOs). According to Title III of the No Child Left Behind Act, each state has latitude in making that determination and selecting the specific level or range of English language proficiency that it considers "attained." Therefore, depending on the state, schools may gain insight into their status within a district.

School Frequency Report

This report is designed for individual school administrators. It shows the number and percentage of students tested who scored at each English language proficiency level for each domain. One report is provided for each grade within a school.

English language proficiency

The School Frequency Report shows the distribution of ELLs according to their language proficiency levels for each language domain and combination of domains in a stated grade of a specified school. In low incidence schools, these numbers might be quite small; in urban areas, the numbers of students might be substantially larger. The results should not be generalized unless there are relatively large numbers of students.

Perhaps teachers working with ELLs with significant cognitive disabilities have not been afforded ample opportunities for professional development or have not had time for joint planning with the English as a Second Language, bilingual, special education or content teachers. Perhaps the service delivery model is such that coverage of Alternate ACCESS for ELLs performance definitions needs to involve all teachers who work with ELLs and become a grade level or school-wide responsibility.

Communicating About the data in the School Frequency report

For states that have administered the Alternate ACCESS for ELLs two or more times, School Frequency Reports for two consecutive years provide cross-sectional data (unless the set of students from one year to the next is identical, which is highly unlikely). Keep this fact in mind when inspecting how the first graders, for example, performed at a specified school in Year 1 in comparison to second graders in Year 2. A group of first graders one year compared with a group of first graders the next year also represents cross-sectional data.

In communicating the results of this report, use both the numbers of students at each language proficiency level and the corresponding percentages of total tested. If numbers are low, the percentages may appear distorted if shown in isolation.



Alternate ACCESS for ELLs[®]

English Language Proficiency Test for ELL Students
with Significant Cognitive Disabilities

District:
School:
Grade:
Cluster:

School Frequency Report – 2016																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
A1- Initiating																
A2- Exploring																
A3- Engaging																
P1- Entering																
P2- Emerging																
P3- Developing*																
Highest Score																
Lowest Score																
Total Tested																

A - Oral Language = 50% Listening + 50% Speaking
 B - Literacy = 50% Reading + 50% Writing
 C - Comprehension = 70% Reading + 30% Listening
 D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

*The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency level P3.

Figure 4: Blank School Frequency Report

District Frequency Report

The presentation of information in this report is identical to that of the School Frequency Report except the numbers and percentages refer to ELLs in a stated grade of a specified district rather than a school.

English language proficiency

This report may be used in conjunction with the Student Roster Report to better explain student performance overall at the district level. Just as in the School Frequency Report, information provided in this report may have to be further contextualized to be meaningful. A description of the students in terms of their language, cultural, experiential backgrounds, and special education needs would provide a fuller portrait of a district's ELLs with significant cognitive disabilities.

This report provides a glimpse of the performance of all ELLs with significant cognitive disabilities across language domains and combination of domains in a district at the time of testing.

Information in this report may be useful in planning, developing, or restructuring language and special education support services for ELLs with significant cognitive disabilities at a district level. Variation in students' language proficiency across individual and combined language domains may help shape their type and amount of support. In some states, native language is also a component of support that is to be taken into account in program design.



Alternate ACCESS for ELLs[®]
 English Language Proficiency Test for ELL Students
 with Significant Cognitive Disabilities

District:
 Grade:
 Cluster:

District Frequency Report – 2016																	
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d		
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	
A1- Initiating																	
A2- Exploring																	
A3- Engaging																	
P1- Entering																	
P2- Emerging																	
P3- Developing*																	
Highest Score																	
Lowest Score																	
Total Tested																	

A - Oral Language = 50% Listening + 50% Speaking
 B - Literacy = 50% Reading + 50% Writing
 C - Comprehension = 70% Reading + 30% Listening
 D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

*The domains of Listening, Speaking, and Reading do not include test items targeting levels P3 and above; therefore, students taking this test cannot demonstrate English language proficiency at levels P3 and higher. However, in the Writing domain, students may score up to Proficiency level P3.

Figure 5: Blank District Frequency Report

Appendix A: Alternate ACCESS for ELLs Performance Definitions

	Alternate ACCESS for ELLs[®] English Language Proficiency Test for ELL Students with Significant Cognitive Disabilities	Individual Student Report 2016
At each grade level, toward the end of a given alternate level of English language proficiency, and with instructional support...		
	English language learners with significant cognitive disabilities will produce (Productive):	English language learners with significant cognitive disabilities will process (Receptive):
Level P3 Developing	<ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas • Repetitive grammatical structures with occasional variation • Sentence patterns across content areas • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple ideas 	<p>Students may score up to alternate proficiency level P3 in the domain of Writing. The domains of Listening, Speaking, and Reading do not include test items targeting alternate proficiency level P3 and above; therefore, students taking this test cannot demonstrate English language at alternate proficiency level P3 and higher in those domains.</p>
Level P2 Emerging	<ul style="list-style-type: none"> • General content words and expressions across content areas • Social and instructional words and expressions across content areas • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas • Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas • Multiple related simple statements • An idea with details
Level P1 Entering	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions • Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • General content-related words • Social and instructional words and expressions • Simple grammatical constructions • Common social and instructional forms and patterns • Single statements or questions • An idea within words, phrases, or chunks of language
Level A3 Engaging	<ul style="list-style-type: none"> • Familiar words associated with daily routine • Representations of sounds, words, or ideas with drawing symbols, letters, or numbers • Routinely practiced patterns associated with common social and in-structional situations • Oral approximations of words or phrases • Symbols or letters to represent ideas 	<ul style="list-style-type: none"> • Symbols, letters, and/or numbers • Spoken social and instructional words and familiar expressions • Routinely practiced social and instructional forms and patterns • Familiar statements or questions associated with daily routine • An idea within visual representations or familiar language
Level A2 Exploring	<ul style="list-style-type: none"> • Different sounds and gestures to communicate • Markings or symbols to communicate (e.g., with writing utensil or assistive device) • Approximations of routinely practiced words • Varied tone and inflection to convey needs, desires, or moods (to convey adherence to social norms) 	<ul style="list-style-type: none"> • Routinely practiced oral cues • Familiar visual representations associated with daily routines • Environmental symbols and shapes • Spoken words associated with familiar people, daily routine, and/or environment
Level A1 Initiating	<ul style="list-style-type: none"> • Imitations of sounds • Varied body movements to communicate (e.g., eye gaze, grasp writing utensil) 	<ul style="list-style-type: none"> • Familiar voices and communicative sounds • Change in expression (e.g., facial, body, vocal)
...within sociocultural contexts for language use.		

Figure A-1 Alternate ACCESS for ELLs Performance Definitions

Appendix B: Alternate ACCESS for ELLs Speaking and Writing Rubrics

Level	Speech Features
P2—Emerging	<p>Phrases or short sentences.</p> <p>General language related to the task; groping for vocabulary when going beyond the highly familiar is evident.</p> <p>When using simple discourse, is generally comprehensible and fluent; communication may be impeded by groping for language structures or by phonological, syntactic, or semantic errors when going beyond phrases and short, simple sentences.</p>
P1—Entering	<p>Single words or chunks of memorized oral language.</p> <p>General vocabulary from school setting and related to task.</p> <p>When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar.</p>
A3—Engaging	<p>Single words or chunks of mimicked oral language.</p> <p>Mimicked high frequency vocabulary words related to the task.</p> <p>When using mimicked language, is generally comprehensible; communication may be significantly impeded when going beyond mimicked language.</p>
A2—Exploring	<p>Single syllables or syllables of single words; speech is mimicked.</p> <p>Mimicked sounds and syllables of high frequency vocabulary words related to the task.</p> <p>Language is minimal.</p>
A1—Initiating	<p>Communicative vocalizations, which may be imitated (e.g., grunts).</p> <p>Indiscriminant sounds and syllables.</p>

Table B-1: Alternate ACCESS for ELLs Speaking Rubric

Level	Text Features
P3-Developing	One or more simple and expanded sentences. Words in the sentence(s) may be original or adapted from model or source text. Generally comprehensible. Comprehensibility may be impeded from time to time by errors when text becomes more complex. Text is related to the task.
P2-Emerging	One or more simple phrases. Text is original or adapted from the model or source text. Comprehensible when text is adapted from model or source text. Comprehensibility may be impeded by errors in original text. Text is related to the task.
P1-Entering	One or more general content words. Text is original or adapted from the model or source text. Generally comprehensible when text is adapted from model or source text. Comprehensibility may be significantly impeded in original text. Text is related to the task.
A3-Engaging	Single words and numbers. All or part of text is copied. If original text is present, it is not related to the task. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A2-Exploring	Common single-digit numbers, letters, symbols, or syllables. All or part of text is copied. Comprehensibility of the text may be significantly impeded by imprecise letter, symbol, or number formation. Text may or may not be related to the task.
A1-Initiating	Pictorial representations and imprecise, but intentional markings, such as drawings and scribbles. Representations may or may not be related to the task.

Table B-2: Alternate ACCESS for ELLs Writing Rubric

Appendix C: Proficiency Level Cut Scores by Domain and Composites

Domain	A1	A2	A3	P1	P2	P3
Listening	910	925	932	937	942	
Reading	910	924	932	937	942	
Speaking	910	925	930	939	945	
Writing	910	923	931	938	947	953
Oral Composite	910	925	931	938	944	
Literacy Composite	910	924	932	938	945	
Comprehension Composite	910	924	932	937	942	
Overall Composite	910	924	931	938	944	

Table C-1 Proficiency Level Cut Scores by Domain and Composites



©2016 Board of Regents of the University of Wisconsin System,
on behalf of WIDA

www.wida.us