

Finding Your Students' Superpowers: Using ACCESS for ELLs Score Reports

Analyze

- Understand your students' English language proficiency; use the Interpretive Guide to learn more.
- Score reports should always be used alongside other data sources, including teacher observations, to get the complete picture.
- Cross-reference ACCESS scores with other data sources, such as academic achievement tests and daily assignments.
- Use the data to find your students' strengths!

Communicate

- Schedule a time to talk with students and families.
- Use translated reports, as needed.
- Use the [WIDA Can Do Descriptors](#) to empower your students, their families, and other teachers with awareness of what they CAN DO.

Collaborate

- Enhance curriculum based on students' strengths and focus areas.
- Update school and district improvement plans for ELLs to ensure all instructional needs are being met.
- Develop professional learning ideas for teachers serving ELLs.
- Review entry and exit processes.

Act on your Findings

- Use the [WIDA ELD Standards](#) to inform instruction.
- Adjust student goals and learning objectives if necessary.
- Monitor students' performance just prior to and after program exit.



Students can do so many things!
Help them demonstrate their superpowers
throughout the school year!

RESOURCES

- [Interpretive Guide for Score Reports](#)
- [Alternate ACCESS for ELLs Interpretive Guide](#)
- [Interpreting Score Reports Webinar](#)
- [Individual Student Score Notes Template](#)
- [Parent Guide for ACCESS for ELLs 2.0 Score Reports](#) (translated into multiple languages)
- [Customizable PowerPoint presentation](#) designed for use with parents/families
- [Lesson plans](#) for helping students develop awareness of their own language growth

**Knowledge
is power!**

BAM!

More Information about ACCESS for ELLs Scores

Student Growth

You can measure student growth by comparing scores from one year to the next. Scores from before 2016-2017 are not comparable due to the 2017 score changes.

- Scale scores (not proficiency levels) are the best measurement for analyzing growth.
- Use scores to identify program trends, rather than looking at individual students or teachers.
- Use multiple criteria for high-stakes decisions.

ELLs with Disabilities

- Use ACCESS scores to help evaluate the amount and frequency of language development and/or special education program support provided.
- Update the student's present levels of academic achievement and functional performance in the IEP to include current English language proficiency data.
- Revise student goals and objectives (e.g., for speech and language) to reflect their current English language proficiency levels if needed.

Administrators

- Strategize coaching and professional learning priorities.
- Track impact to programming and funding in areas such as:
 - Hiring and placement of staff
 - Class assignments and scheduling
 - Purchasing of curricular materials
- Include culturally responsive practices in district policies and procedures.
- Score Reports should always be used alongside other data sources, including teacher observations, to get the complete picture.

