

What is the World-class Instructional Design and Assessment ACCESS for ELLs 2.0?

The tasks on the WIDA ACCESS for ELLs 2.0 assessment evaluate the language students need to process or produce in various school contexts. Each assessment item and task targets at least one of the five WIDA ELD Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies



Important WIDA Information

The [WIDA Performance Definitions](#) are rubrics which measure students' reading, writing, speaking, and listening proficiency levels by grade level. To be considered proficient in English, ELL students must meet or exceed the specified proficiency level for each language domain. The WIDA Performance Definitions are designed to be correlated to the Common Core Standards for English. Students must be able to demonstrate their ability to use genre specific language in each of the core subject areas. For instance, in the Writing subtest students need to be able to write using appropriate scientific language and structures.

Assessment Procedures

The different language domains are assessed as follows:

Listening:

- Students play pre-recorded listening passages on the computer
- Students select a response from multiple choice options on the computer screen
- The test platform captures and scores student responses

Reading:

- Students read passages on the computer screen
- Students select a response from multiple choice options on the computer screen
- The test platform captures and scores student responses

Writing:

- Grades 1-3 students complete the full Writing test (prompts and responses) on paper
- Grades 4-12 students read prompts on the computer screen
- Grades 4-5 students keyboard or handwrite responses based on each state's guidelines (WIDA AMS default setting) and individual students' comfort with keyboarding
- Grades 6-12 students keyboard responses (WIDA AMS default setting) unless unable to keyboard
- Based on their performance on previous items, the test engine will determine appropriate next items for individual students
- Students will complete the appropriate tiered test form (based on the Tier Placement Protocol)
- Students' performance on Listening and Reading determines their placement in Speaking and Writing

Speaking:

- Students play pre-recorded speaking prompts on the computer
- Students speak into headsets to record their answers

- Students' responses are automatically sent to DRC for rating and scoring

The Speaking test requires students to respond to speaking tasks as the virtual Test Administrator, Ms. Lee, guides them through sets of questions. These questions are designed to elicit language at progressively higher target proficiency levels. Students record their responses by speaking into a microphone. **It is important that students practice using a microphone prior to taking the Speaking test as they will be assessed on the quality of their responses and will not be prompted to provide additional information or details.**

First, students listen to the model student respond to a task at a targeted proficiency level. Then, they respond to a similar task at that same proficiency level, using the model student's response as an example. The speaking tasks are developed to obtain responses at Proficiency Levels 1, 3, and 5. Expectations for each level are as follows:

- Students produce single words, chunks of language or short phrases in response to a Proficiency Level 1 (P1) task.
- Students produce sentences that are generally comprehensible and incorporate general and some specific language in response to a Proficiency Level 3 (P3) task.
- Students produce task-specific vocabulary in cohesive extended discourse in response to a Proficiency Level 5 (P5) task.

Responses are scored based on fluency, vocabulary, and discourse. Students can score well even with factual inaccuracies and minor grammatical errors.

Nothing can replace the opportunity to practice good spoken language during instruction.

Order of Administration:

WIDA recommends that students take the Listening test first, followed by the Reading test. Then, students may take Speaking and Writing in either order. Keyboarded responses are automatically sent to DRC; handwritten responses will need to be mailed.

Additional links:

The links below are published for use in the various grade levels to prepare, motivate, and support students. The contents will assist teachers in thinking about skills necessary for participating in the regular education classroom across the curriculum areas.

<https://www.wida.us/assessment/ACCESS20.aspx#StudentPrep>

https://www.wida.us/assessment/ACCESS%202.0/documents/WIDA_flyer_Speaking%201-3.pdf

Assessment Practice tests are available on the following link:

<https://wbte.drcedirect.com/WIDA/portals/wida/ott1?index=1&adminId=596604&displayOTT=ACCESS+for+ELLs<sup>%26reg%3B<%2Fsup>+2.0+--+Test+Practice&display=ACCESS+for+ELLs<sup>%26reg%3B<%2Fsup>+2.0>

CCSD ELL Supports Provided as part of the Academic Language and Content Achievement Model: ALCA-M

Year 1	Year 2
Session 1: Building an Asset Oriented School/Classroom Culture	Session 9: Introduction to Formative Assessment for Language Development
Session 2: Leveraging Students' Assets	Session 10: Components and Conditions for Formative Assessment
Session 3: Supporting Students' Academic Language Development -- 1	Session 11: Content Standards as the Basis for Learning Goals and Performance Criteria
Session 4: Supporting Students' Academic Language Development -- 2	Session 12: Key Uses and Expected Language Use
Session 5: Supporting Students' Academic Language Development -- 3	Session 13: Developing Opportunities for Student Discourse
Session 6: Supporting Students' Academic Language Development -- 4	Session 14: Formative Assessment Using Student Discourse Moves
Session 7: Supporting Students' Academic Language Development -- 5	Session 15: Formative Assessment Using Teacher Discourse Moves
Session 8: Year 1 Summary	Session 16: Year 2 Summary