Spring 2021 Assessment Administration Frequently Asked Questions

Maine
Department of
Education

Contents

At this time, although Maine did solicit public comment regarding the request for a waiver from the administration of federally mandated assessments, this waiver was not submitted to the US Department of Education. Secretary DeVos's September 3rd 2020 letter, addressed to all state education agencies and chief state school officers, clearly communicated that the Department of Education would not be approving requests from states to waive assessments for the 20/21 school year.

This document is structured to address the more generalized assessment questions that may be applicable to the administration of assessments across all content areas, followed by assessment/content area specific questions.

Many associate the term MEA with the administration of only the math and EL.A/Literacy assessment or science assessments. For the purposes of this document, MEA references all Math, ELA/Literacy, Science, and English Language Proficiency assessments, including the alternate assessments.

The Maine Comprehensive Assessment System (MeCAS) includes all MEA assessments in addition to National and International assessments.

The contact information for each assessment coordinator is provided throughout this document. Alternatively, please reach out to Janette Kirk, Chief of Learning Systems/Assessment Director, with additional questions.

General Assessment Related Questions
Assessment Director: **Janette Kirk**

Q: **Are we administering MEAs this year?**

A: At the current time, all MEAs remain scheduled with the goal of an in-person administration of the assessments. Assessment administration dates are outlined in the MEA calendar. The majority of these assessments are designed to only be administrated in-person and are not supported through a remote administration. Because the administration of these assessments takes months of planning, we do request that schools/districts complete all pre-assessment activities – primarily materials ordering (ACCESS assessment only) and scheduling. The Department recognizes that the status of instruction with ME schools/districts continues to evolve in light of the COVID-19 pandemic and it will continue to work with schools/districts to support them in this process.

Q: **Why are we taking the time to assess during a global pandemic?**

A: During this unprecedented year and the impact to both instructional time and opportunities to learn, it has perhaps never been more critical to have a quantitative measure of where Maine students are with regards to academic development, so that educators – ranging from superintendents to principals to teachers to aides - can participate in data-driven planning for curriculum, instruction and assessment which will address these gaps in learning.

ESSA requires states to test students in reading or language arts and mathematics every year in grades 3-8 and once in grades 9 through 12. ESSA requires states to test students at least three times in science, once in 3-5, once in grade 6-9, and once in grades 10-12. ESSA Section 1111(b)(2)

Q: **We are short on technology to administer the assessments this year. How can we administer the assessment?**

A: The Department conducted five (5) iterations of a technology device and connectivity survey to support schools in obtaining additional connection options and devices. As in prior administrations of state assessments, schools may opt to have students participate using their own assigned devices or utilize devices earmarked for assessment only. Time should be allotted to ensure additional cleaning and sanitizing of devices to be used by multiple users.

Q: **The data comes back in the fall of the next school year which is too late to be useful. Why do we administer the assessment?**

A: The Department recognizes the receipt of data from the state summative assessments is not immediate. State assessments are generally summative in nature and, as such, the purpose is to examine **curriculum implementation at a systems level--** the purpose of a summative assessment is to examine student performance in relation to the content standards within the Maine Learning Results (e.g. has the student met the learning expectations for the applicable grade?). This data, used in combination with other locally administered assessments, provides a well-rounded picture of student performance and assists educators in ensuring the needs of students are addressed within classroom instruction and subsequent interventions if necessary.

Q: **What do I do if the district is remote?**

A: A large number of districts are implementing a hybrid approach to instruction which includes identified days engaged in remote and in-person learning. The Department anticipates the extension of assessment windows for assessment administration provides increased opportunity for students to participate in the assessment on days when they are attending in person. Should a school have all students within any one assessment grade, typically 3-8 and 3rd year of high school, engaged in remote learning for 100% of the time during the entire assessment window, please reach out to the assessment team. For individual students who may be engaged in 100% remote learning and are unable to attend school in-person as a direct result of COVID-19, a [special consideration request](#) may be submitted on behalf of the student.

Q: **What is a special consideration?**

A: A Special Consideration is a request for a student to be exempt from participation in a required Maine Educational Assessments (MEA) for medical reasons. Special Consideration requests must be submitted within the open assessment window of each specific applicable Maine Educational Assessment.

Q: **Can my district opt out of administering assessments?**

A: Following a tradition of local control within Maine, the Department defers decisions related to the administration of the assessments, district capacity and the safety, health and wellbeing of students to district superintendents. The Department would expect a good faith effort to administer the assessments be implemented. However, should the administration pose additional safety concerns for staff and students, a district should proceed accordingly. Non-participation may have unintended consequences in relation to the state's ability to apply for additional waivers. For example, a 1% alternate assessment participation cap is imposed on States by the US Department of Education, a participation rate of less than 95% will impact the state's ability to apply for a waiver and may impact funding received from the US Department of Education.

Q: **What happens if a school goes remote for the a large portion of the assessment window, and a student has not completed all sessions within an assessment?**

A: In the event that an entire school/district transitions to fully remote instruction for an extended period of time with significant impact to the assessment window, please reach out to the applicable assessment coordinator.

ACCESS for ELLs/Alternate ACCESS for ELLs
Assessment Coordinator: **Jodi Bossio-Smith**

The ACCESS assessment begins in January and is administered to students identified as English Learners (ELs). Unlike other state administered assessments, the ACCESS provides English language proficiency data points in the domains of speaking, listening, reading and writing in addition to supporting the following:

- Establishing when multilingual learners have attained English proficiency according to state criteria/a benchmark by which to guide program exit decisions;
- Informing classroom instruction and assessment;
- Fulfilling the federal requirement, as outlined by Every Student Succeeds Act (ESSA), requiring states to standardize statewide criteria for designating students' English learners and for reclassifying them as no longer needing extra language instruction.

The length of time to participate in the ACCESS assessment has long been and continues to be a concern, especially during this time of COVID-19 when instructional time with students is the most precious commodity. We continue to listen, acknowledge and advocate on behalf of Maine educators and students to WIDA with respect to assessment administration time and receipt of student data. The student data from ACCESS assessments provide valuable, quantitative measures of student progress toward English language proficiency. This data can be used at both the district and school levels in instructional and curricular decision making and the development of Lau Plans. Additionally, the data can be used at the individual student level to inform instruction and develop Individual Language Acquisition Plans.

In addition, ESSA is clear regarding the administration of an English language proficiency assessment on an annual basis and the participation of English learners.

Q: What happens if the school goes remote for the remainder of the assessment window, while a student has not completed all domains of the assessment?

A: In the event that an entire school/district has gone fully remote for an extended period of time with impact to the assessment window, please reach out to the assessment team.

Q: Why would we administer the assessment when the data comes back late?

A: The ACCESS for ELLs assessment is a summative assessment, and it is a common frustration that summative data is returned to schools/districts 2-3 months after the assessment administration. While this is an unfortunate delay, it does not render the ACCESS for ELLs data useless. The ACCESS data comes to schools/districts in several different formats, with multiple opportunities to inform instruction, progress monitoring, individual language acquisition planning and informing parents of student progress towards proficiency. [*See Appendix A; Interpretive Guide for Score Reports*[GN1]]

Q: Why would we administer the assessment when we can't use the data?

A: The ACCESS for ELLs data can be utilized in several meaningful ways.

Individual student reports provide detailed information regarding a student's proficiency in each of the four domains of language: listening, speaking, reading and writing, as well as across the four composite areas: language arts, mathematics, social studies and science. The proficiency scores are aligned to the [WIDA English Language Development Standards 2020](#) as well as the [WIDA Can Do Descriptors,](#) providing educators with the opportunity and resources to impact student learning. These include:

- Establishing when multilingual learners have attained English language proficiency according to state criteria
- Making decisions about program entry and exit
- Informing classroom instruction and assessment, including:
    - Which domains teachers could focus on
    - Creation of speaking/writing rubrics which include criteria aligned to both the student's current level of proficiency as well as the next level of proficiency
    - What the WIDA ELD Standards say about students' current proficiency levels, thus informing the student's [Individual Language Acquisition Plan [ILAP]](#)
    - How teachers can scaffold using the next level up
- Monitoring student progress by comparing current scores to previous scores

The individual student reports should also be shared with parents as a quantitative measure of student progress towards proficiency and **one snapshot** of student progress over time. It is helpful for educators to share with parents how the data is used in instructional and programmatic decision making.

School and district reports provide the number and percentage of students in each school/district achieved the different proficiency levels. This data are one critical component that must be considered as each district revisits its [LAU Plan](#) on an annual basis.

[_See Appendix A; Interpretive Guide for Score Reports_][KJ2]

Mathematics and ELA/Literacy
Assessment Coordinator: **Nancy Godfrey**

Q: Although an assessment has not yet formally been announced, should districts forge ahead and administer their interim assessments as planned?

A: Yes, districts should continue to administer interim assessments as planned in their regularly scheduled winter interim assessment window.

Q: Will districts who already subscribe to the selected interim assessment be reimbursed by DOE?

A: We continue to be in talks to secure an interim assessment. Should a district already subscribe to the selected assessment, the intent would be to reimburse costs.

Q: When will districts who do not currently use the selected assessment receive the ability to administer? January/February? Not until later/spring?

A: The expectation is for two administrations this year, the first being completed by February 28, 2021 (anticipated availability) and the second be completed between March 1, 2021 - May 28, 2021. Implementation of the assessment will be dependent upon the execution of the contract with the vendor.

Q: When will professional development begin for districts who are new to using the selected assessment?

A: We are hopeful this will be implemented as soon as possible once a signed contract is in place in order to ensure schools and staff are comfortable with administration.

Q: Will there be specific protocols for how the assessment should be implemented?

A: For the winter administration we're relying on districts to do what makes sense for students and the community. In the spring there will be protocols for administering within the applicable assessment window (March 1 – May 28, 2021). We understand that due to community circumstances, some students and subsequent administration may be remote, in-person or a hybrid.

Q: Who will provide access to the assessment training? The vendor, DOE or both?

A: It will be a combination of both the vendor and the DOE. The DOE will work with the vendor to ensure that training is provided for administration and use of assessment data

Q: Are schools required to administer the assessment three times per year like a traditional interim assessment?

A: The Department would expect schools/districts to participate in two administrations of the assessment. This typically would be fall and spring administrations, however, due to the pandemic and timing of assessment selection this year it will be a winter and spring administration requirement.

[Multi-State Alternate Assessment (MSAA – Math & ELA/Literacy)](#)
Assessment Coordinator: **[Jodi Bossio-Smith](#)**

Q: **Will the MSAA assessment be administered this spring?**

A: At the current time, Maine assessments, including alternate assessments, remain scheduled with the goal of an in-person administration of the assessments. Assessment administration dates are outlined in the [MEA calendar](#). The alternate assessments are designed to only be administrated in-person and are not supported through a remote administration. Because the administration of these assessments takes months of planning, we do request that schools/districts complete all pre-assessment activities – primarily assessment training, reviewing student participation rosters, and scheduling. The Department recognizes that the status of schools/districts continues to evolve in light of the COVID-19 pandemic and it will continue to work with schools/districts to support them in this process.

Q; **What if I have a student who is remote? Do I have to administer the assessment?**

A: A large number of districts are implementing a combination of instructional models: in person, hybrid and fully remote. It is hoped that assessment administration windows are long enough to allow for students to participate in the assessment on days when they are attending in person. Should a school have all students in assessment grades, typically 3-8 and 3rd year of high school, engaged in remote learning for 100% of the time during the entire assessment window, please reach out to the assessment team. For individual students who may be engaged in 100% remote learning and are unable to attend school in-person as a direct result of COVID-19, a [special consideration request](#) may be submitted on behalf of the student.

Q: **When and how will there be MSAA assessment training this year?**

A: The Department has partnered with the assessment vendor to create an MSAA assessment training to be held the first week of March. This training will be in the form of a live webinar and is scheduled for two hours with time built in for questions. The training will cover both the ELA/literacy & mathematics as well as the science alternate assessments, and the focus will be on practical steps for getting organized, familiarizing with the MSAA platform, and an overview of the assessment. Registration for this webinar will be shared in late February in advance of the assessment window. This training is optional and highly encouraged. It will also be recorded.

Additionally, there are two online training modules within the MSAA platform that assessment administrators must complete in order to administer the assessment. These are required. The online training modules will go live in the MSAA System on March 1st, 2021.

[National Assessment of Educational Progress (NAEP)](#)
Assessment Contact: **[Dr. Regina Lewis](#)**

Q: **Will NAEP be administered during the Spring of 2021?**

A: Due to circumstances associated with the COVID-19 pandemic across the country, the National Center for Educational Statistics (NCES) with the consultation and support of the National Assessment Governing Board (NAGB) postponed the NAEP assessments. However, this postponement did not include the associated NAEP Survey Questionnaires customarily administered to administrators and content teachers. The assessments are currently scheduled to take place during the spring of 2022.

This postponement of NAEP assessment administration was shared in a [letter to state Chiefs](#) on November 24, 2020. More detailed information from NCES and Commissioner Woodworth is available on the [NCES website](#).

Q: **Does this mean that the NAEP Survey Questionnaires will still be administered during the Spring of 2021?**

A: With the support of Commissioner Makin, Maine DOE has decided to support the administration of this special study. Our state will receive useful data that will increase our understanding of the impact of the pandemic within Maine schools including variations in instructional practices. The administration of the survey will occur online February 15 through March 26, 2021.

Q: **Why is NCES still proceeding with the NAEP Survey Questionnaires during the Spring of 2021?**

A: The goal of the study is to gather important contextual information from schools and teachers on student learning opportunities and experiences during times of school closures, remote instruction, and hybrid instruction. NCES plans to release national and state results in the fall of 2021.

Q: **How do I know if a school or district needs to complete the NAEP 2021 Survey Questionnaires?**

A: Superintendents and Principals of the districts and schools that were originally notified of selection for NAEP 2021 will receive informational notices pertaining to this special study in early February. Beginning February 15, 2021, NAEP representatives will be contacting schools with more specific directions. School Coordinators will need to provide the names and email addresses of mathematics and reading teachers of the selected grade.

Q: **When do the NAEP 2021 Survey Questionnaires need to be completed?**

A: The administration of the survey will occur February 15 through March 26, 2021 and will be completed online.

Q: **Who needs to complete NAEP 2021 Survey Questionnaires?**

A: *Teachers of grade 4 and 8 mathematics and reading*, as well as *school administrators* at the selected schools will be completing the NAEP survey questionnaires. There are no student questionnaires for spring 2021.

Q: **Will a school identified to participate in the spring of 2021 now have to participate in the spring of 2022?**

A: A new sample of schools will be selected for the spring 2022 administration of the NAEP assessment. The same sampling procedure of proportional probability will be used to select schools. While there is no guarantee that a school will or will not be a part of the sample at this time, the complex methodology of sampling creates a greater likelihood that larger schools will be selected for participation than smaller schools.

Additional NAEP Updates

- NAEP will be conducted during the 2021-2022 school year

- 12th grade reading and math will be conducted during the 2023-2024

- Next biennial NAEP following 2021-2022 shall occur in the 2023-2024 school year

Science / Alternate Science
Assessment Coordinators: **Nancy Godfrey**/ **Jodi Bossio-Smith**

Q: Are we administering a science assessment in the spring of 2021?

A: Yes. Maine Department of Education completed a request for proposals (RFP) for a general science assessment late summer 2020. The selected bidder, New Meridian, is in current contract negotiations. The general assessment will be administered May 17-28, 2021.

Q: Who is required to participate in the science assessment?

A: Students in grades 5, 8 and 3rd year of high school are required to participate in the science assessment.

Q: What's new and different about this general science assessment?

A: The New Meridian assessment (name TBD) assess what students know and can do related to the Next Generation Science Standards (NGSS). Maine adopted NGSS as part of the Maine Learning Results for science and engineering. These standards were signed into law on April 19, 2019. The 2021 administration will be the first year Maine students will be assessed using these newly adopted standards.

Q: Will this be an online assessment?

A: Yes. For the first time, the Maine science assessment will be administered online which, in time, will allow more opportunities for simulations, technology enhanced items, etc.

Q: Will there be an opportunity for educators to see released items?

A: New Meridian will provide training for educators which will include limited access to assessment items in this first year.

Q: Will students eligible to participate in the alternate assessment participate in the New Meridian assessment?

A: No, students participating in alternate assessments will participate in the Science Alternate Assessment (SAA). Maine is one of two states using the SAA as part of the MSAA consortium.

Special Considerations
Contact: **Cheryl Brackett**

Q: Where can we find the webinar power point for Special Considerations?

A: The slide deck with notes, webinar recording, and the Q&A document are posted on the assessment homepage.

Q: Should the teacher or principal be submitting Special Consideration requests during an open testing window? Is it ONLY the principals who have access to the NEO logins?

A: The principal should be submitting the requests during the open assessment window. The individual submitting the request must have user access/login credentials to the Special Consideration module. This access is determined at the SAU/administrative level. The Special Considerations module is not in the NEO public access dashboard.

Q: If in March/ April, you check the COVID/Quarantine option for a remote student for any assessment, does that also exempt them from other tests?

A: A separate request must be submitted for each individual assessment for which the student is eligible.

Q: What if student(s) is/are totally remote this year? We have been completely remote since March and very likely will continue through the end of the year. What is the process? Is/are the student(s) exempt for all assessments based on this COVID/Quarantine definition? We will have to submit EL students who are fully remote per school.

A: In most cases, individual exemption requests are submitted per student and per assessment. If a particular assessment cannot be administered remotely, and a district/school/(class) is fully remote for all students during the entire assessment window, please reach out to the applicable Assessment Coordinator:

- ACCESS/MSAA/MSAA Jodi.bossio-smith@maine.gov (207) 530-1462
- General Math & ELA/Literacy and Science nancy.godfrey@maine.gov (207) 530-1273

Q: If granted a special considerations exemption, the assessment will simply not be given for a year until the next window?
A: Special Consideration exemption requests are submitted and determined on an annual basis at the individual student level. A special consideration can only be submitted for an assessment for which the student is eligible.

Q: Are there make-up windows for each assessment?

A: Make-up windows are not established for each individual assessment. For each assessment, the window is established and can be located on the [assessment calendar webpage](#). If a student is absent form school during the administration of an assessment, it is the school's responsibility to reschedule and provide the student an opportunity to complete the assessment. All sessions must be completed during the applicable assessment window.

Q: **For purposes of reporting the number of ELLs in our district, we will continue to use the student's status from last year, correct?**

A: Students who are identified as English learners with an EL start date in Synergy, and who are unable to participate in the ACCESS assessment this year due to one of the special considerations criteria, will remain in EL status.

Q: **How long will it take to get a Special Consideration determination/decision from DOE? i.e. how late in the window can we wait before submitting a request? For example, if the student is remote in early April, is that a good time to submit the form?**

A: Once spring Maine Educational Assessments begin to open, the Assessment Team/Special Consideration Review Panel meets regularly each week to review exemption requests. The Department will aim to respond to requests within three (3) business days from submission. The final determination (approved/denied) may differ depending on the length of the assessment window, and the back-and-forth MEA portal communication/comments between DOE and the requesting school district.
      NOTE: The windows for each assessment vary in length (2-weeks or up to 14-weeks) therefore, a student must be unable to participate for the entire duration of the applicable assessment window.

Q: **What are schools using for alternate assessments?**

A: For students with significant cognitive disabilities in grades 3-8 and 3rd year of high school, Maine will continue to administer Multi-State Alternate Assessment (MSAA) for math and English Language Arts (ELA)/ Literacy. Students with significant cognitive disabilities in grades 5, 8 and 3rd year of high school will be participating in the Multi-State Alternate Assessment in science which is new this year.

Q: **How do special consideration approvals impact participation rates?**

A: If a Special Consideration request is submitted and APPROVED, the student is removed from the participation calculation. If a Special Consideration request is submitted and DENIED, the student is considered a non-participant in the applicable assessment.

Q: **Is it accurate that students with multiple physical and cognitive disabilities must be given an alternate assessment?**

A: The Alternate Assessment is utilized by students with the most significant cognitive disabilities as determined by a special education team and IEP process. The student must meet all participation criteria descriptors. Please visit the following for additional information:

- [Maine Department of Education MSAA home page](#)
- [Maine Department of Education MSAA Science home page](#)
- Resources for Determining Eligibility - These resources are designed to support IEP teams in making data-driven decisions about eligibility and participation in the alternate assessments.
- [Participation Decision Flowchart](#)
- [Alternate Assessment Participation Checklist](#)

Q: Should I do a Special Consideration for a very low, non-verbal, non-responsive student.

A: Students with significant cognitive disabilities may qualify for Alternate Assessments based on a special education team and IEP process. All students eligible for assessments should be given the opportunity to participate.

Q: If students are receiving in-person instruction and do not have a medical emergency, can they be exempted?

A: A student is eligible to receive a special consideration for the a spring 2021 assessment administration if they meet one of the two following criteria:

- **Significant Medical Emergency** includes long-term hospitalization without access to academics, severe trauma, mental health crisis, placement in hospice care or mental health facility. A Medical Emergency may also include medically fragile students that are not able to participate in any academic activity and/or statewide assessments due to a debilitating disease.

- **COVID/Quarantine** includes student who has positive COVID test results, is unable to participate in statewide assessment due to the condition of quarantine according to Maine DOE [COVID19 Toolkit](#), or has elected for full remote instruction during each individual assessment window.

If an assessment can be administered remotely and the student does not have a medical emergency or COVID-related health concern, the student is expected to participate. Several federally required assessments do not have the ability to be administered remotely. If a student is receiving 100% remote instruction and is unable to come to a school facility for in-person assessment administration during the entire assessment administration window, a Special Consideration request should be submitted.

Q: Does the Parental Consent Form that principals will print and place in a student's cumulative file require a parent signature?

A: Yes. Parent consent is needed to acknowledge the following:

- I have consulted with the school district and agree with this request to exempt my child from statewide assessment. I understand that this means I will have no statewide assessment data for my child for the year of instruction being assessed
- I **do /** I **do not** (check one) give the district permission to seek an exemption for my child from statewide assessment for medical or other extraordinary reasons.
- I **do /** I **do not** (check one) give permission for the district to discuss the request if necessary, with a member of the Special Considerations Review Panel.

Q: Can a parent exempt the student from taking the assessment with a letter?

A: A parent can request that the school submit an exemption request for either of the Medical Emergency or COVID/Quarantine reasons and include any required supplemental documentation to support the request. If parents submit a letter requesting exemption from assessments for any other reason, the district/school may document this request, but the request must address one (1) of the two (2) reasons as defined in the [special considerations module](#).

Q: Do we know the assessments so we can begin to think about accommodations that may be needed? I am wondering about the regular education assessments so I can think about accommodations as we are meeting. I heard it was changing.

A: The general Math & ELA/Literacy and general Science will be new assessments and administered in the spring of 2021. The Department continues to negotiate contracts for these assessments and will provide additional information as the contracts are regarding supports and/or accommodations for each assessment as soon as it becomes available.

Q: How do you recommend getting the parent exemption form signed if the parent is also [medically] unable to join a meeting?

A: The consent form for requesting Special Considerations should be distributed to parents in the customary way the school sends other parental notifications and should likewise be returned to the school.
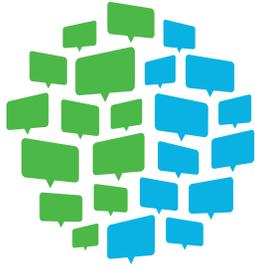
WIDA™

ACCESS for ELLs
**Interpretive Guide
for Score Reports**
Grades K–12
SPRING 2020

UNDERSTANDING STUDENT SCORES

Contents

This document helps educators understand what students' ACCESS for ELLs scores mean and what to do with that information. It also introduces some of the tools available to program coordinators and district administrators interested in reviewing and taking action on group performance on ACCESS for ELLs.

This document presents recommendations from WIDA for interpreting and using ACCESS for ELLs scores. Keep in mind that state and district policies on test score use differ from each other and may vary from the recommendations presented in this document.

The Every Student Succeeds Act of 2015 requires that all students identified as ELLs be assessed annually for English language proficiency. ACCESS for ELLs meets federal accountability requirements and provides educators with a measure of the English language proficiency growth of ELLs.

Understanding ACCESS for ELLs Scores

Before diving into your students' score reports, take some time to familiarize yourself with the resources on the Can Do Descriptors page of the WIDA website. The Can Do Descriptors and the corresponding WIDA Performance Definitions for Speaking and Writing and Listening and Reading can help you understand what test scores mean in practical terms. As you examine and discuss the English language proficiency profile that each Individual Student Report shows, use WIDA resources to help you move from scores to practical recommendations for the services, instructional support, and future assessment needs of each student.

Consider holding an in-service session for your school or district ELL teachers to talk through the WIDA English Language Development Standards, review sample score reports, and discuss how students' scores might inform your plans for classroom instruction and support.

WIDA also offers a variety of professional development sessions, both in-person and online, that can help educators and administrators better understand and make the best use of WIDA assessment scores, standards, and other resources. Check out the current professional learning offerings and don't miss the annual offerings of a variety of ACCESS for ELLs webinars. Find this year's schedule and recorded webinars in the Download Library in the Secure Portal.

> **Don't keep ACCESS for ELLs information to yourself!** Your students' scores can help parents or guardians and other educators better understand a student's abilities. Find resources for sharing ACCESS for ELLs scores with parents on the Family Engagement page of the WIDA website.

Use resources like the Model Performance Indicators, included in the *2012 Amplification of the English Language Development Standards*, to identify and describe the language abilities a student already has, the skills a student can work on, and the instructional supports that might be effective as a student develops new language abilities. Share the profile and plans you develop with your students' content teachers. Translate your plans into the student's home language and share them with the student's family during conferences, family nights, or home visits so that home can be a place of active language learning.

ACCESS for ELLs is a suite of large-scale English language proficiency tests for K–12 students. It is one component of a comprehensive, standards-driven system that supports the teaching and learning of English language learners (ELLs). The purpose of ACCESS for ELLs is to monitor student progress in English language proficiency on a yearly basis and to serve as just one of the many criteria that educators consider to determine when English learners have attained an English language proficiency level comparable to that of their English-proficient peers.

For more information about ACCESS for ELLs, visit wida.wisc.edu/assess/access.

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ACCESS for ELLs is a standards referenced test, meaning that student performance is compared to English language development standards WIDA has defined. Any student can achieve any score, and students are not ranked against each other or against the expected performance of monolingual English speakers.

Visit wida.wisc.edu/teach/standards for more information on using WIDA standards.

ACCESS for ELLs Score Reports

Individual Student

Detailed report of a single student's performance, including proficiency level and scale scores for each language domain and four composite areas.

Audience	*Use*
• Students • Parents & Guardians • Teachers • School Teams	Share with students to set language goals. Share with parents and guardians as part of discussions around student progress and achievement. Share with teachers who work with the student to inform classroom instruction and assessment.

Student Roster

Overview report on the performances of a group of students, including proficiency level and scale scores for each language domain and composite area by school, grade, student, tier, and grade-level cluster.

Audience	*Use*
• Teachers • Program Coordinators & Directors • Administrators	Share with administrators, teachers, and grade-level teams of teachers to inform classroom instruction and assessment.

Translated versions of the Individual Student Report are available in WIDA AMS.

Available languages include: Albanian, Amharic, Arabic (MSA), Bengali, Bosnian, Burmese, Chamorro, Chinese (Simplified), Chinese (Traditional), Chuukese, French (European), German, Gujarati, Haitian Creole, Hawaiian, Hindi, Hmong, Ilokano, Italian, Japanese, Karen, Khmer (Cambodian), Korean, Lao, Malayalam, Mandingo, Marshallese, Nepali, Polish, Portuguese (Brazilian), Punjabi, Romanian, Russian, Samoan, Serbian, Somali, Spanish (International), Swahili, Tagalog, Telugu, Tongan, Turkish, Ukrai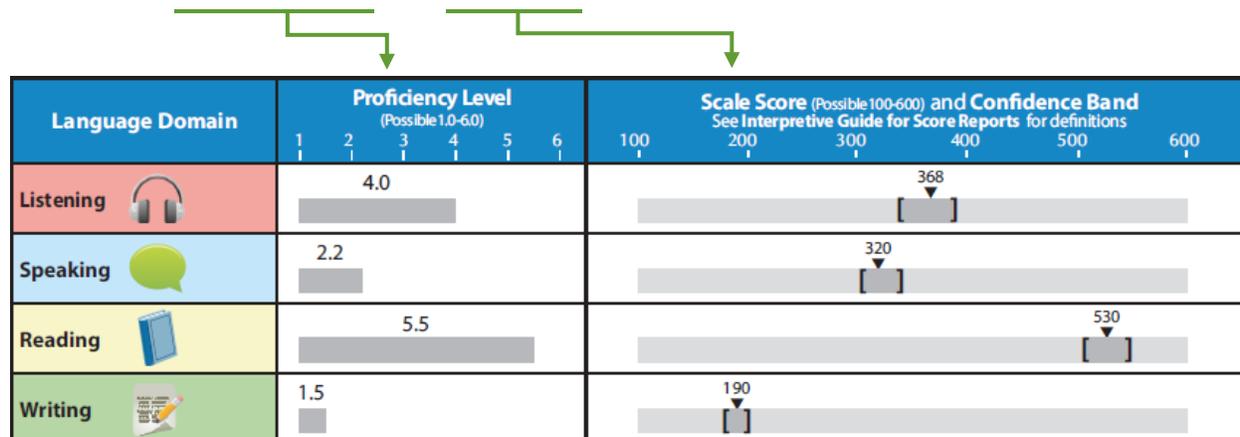nian, Urdu, Vietnamese, and Wolof. **Translated reports provided to students' families should accompany—not replace!—official reports in English.**

School, District, and State Frequency

High-level reports for a single grade within a school, district, or state on the number and percentage of tested students that achieved each proficiency level for each language domain and composite area.

School Report Audience	*Use*
• Program Coordinators & Directors • Administrators	Share with school and district staff to inform school-level programmatic decisions.

District Report Audience	*Use*
• Program Coordinators & Directors • Administrators • Boards of Education	Share with district staff to inform district-level programmatic decisions.

State Report Audience	*Use*
• State and District Program Staff • Policy Makers & Legislators	Use to prepare reports for policymakers and legislators and to inform state- and district-level programmatic decisions.

> **View sample reports at wida.wisc.edu/assess/access/scores-reports.**

Individual Student Scores

Domain Scores

The Individual Student Report contains detailed information about a student's performance on each section of the ACCESS for ELLs assessment. It is primarily for students, parents or guardians, teachers, and school teams. It provides a snapshot of how well the student understands and can produce the language needed to access academic content and succeed in school. The Individual Student Report shows both a proficiency level and a scale score for each of the four domains of ACCESS for ELLs.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band
Listening	4.0	368
Speaking	2.2	320
Reading	5.5	530
Writing	1.5	190

Proficiency levels are interpretive scores. In other words, they are based on, but separate from, scale scores. The proficiency level score describes the student's performance in terms of the six WIDA English language proficiency levels:

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching

The proficiency level score is a whole number followed by a decimal. The whole number reflects the student's proficiency level, and the number after the decimal reflects how far the student has progressed within that level. For example, a student with a score of 3.7 is at proficiency level 3, and is over halfway toward achieving proficiency level 4. At the bottom of the Individual Student Report, each proficiency level the student achieved is explained in terms of what the student can do using English. See the Appendix A for a complete list of these proficiency level descriptors.

Proficiency level scores are grade-specific.
For example, a fifth grader at proficiency level 4 might earn a scale score (see explanation below) of 355. That same scale score for a third grader might translate to a proficiency level score of 5.2.

*Proficiency level scores are domain-specific.*
For example, a sixth grader at proficiency level 4.3 in Listening might have a scale score of 370. That same student who earns a scale score of 370 in Reading might have a Reading proficiency level of only 3.8.

> **Use proficiency levels…**
>
> … to make comparisons across domains.
> … with the WIDA Can Do Descriptors to develop a student-specific English language skill profile.
> … as one of multiple criteria to determine a student's eligibility for English language support services.

Take care when comparing proficiency level scores across grades. A second grader with a 4.0 in Listening and a 3.0 in Speaking has more-developed listening skills than speaking skills. However, proficiency levels are relevant to the context of a particular grade level. A second grader with a 4.0 in Listening and an eighth grader with a 4.0 in Listening are exposed to very different, grade-level appropriate content as they test. While their score reports reflect the same proficiency level, the eighth grader is demonstrating more skill by responding to more challenging content.

The same concept applies when students in different grades take the same grade-level cluster test. For example, when a sixth grader and an eighth grader take the Grades 6–8 test and both earn proficiency level scores of 4.0, this is the result of the eighth grader earning a higher scale score. The eighth grader must perform better than the sixth grader to earn the same proficiency level score because the proficiency level is grade-specific.
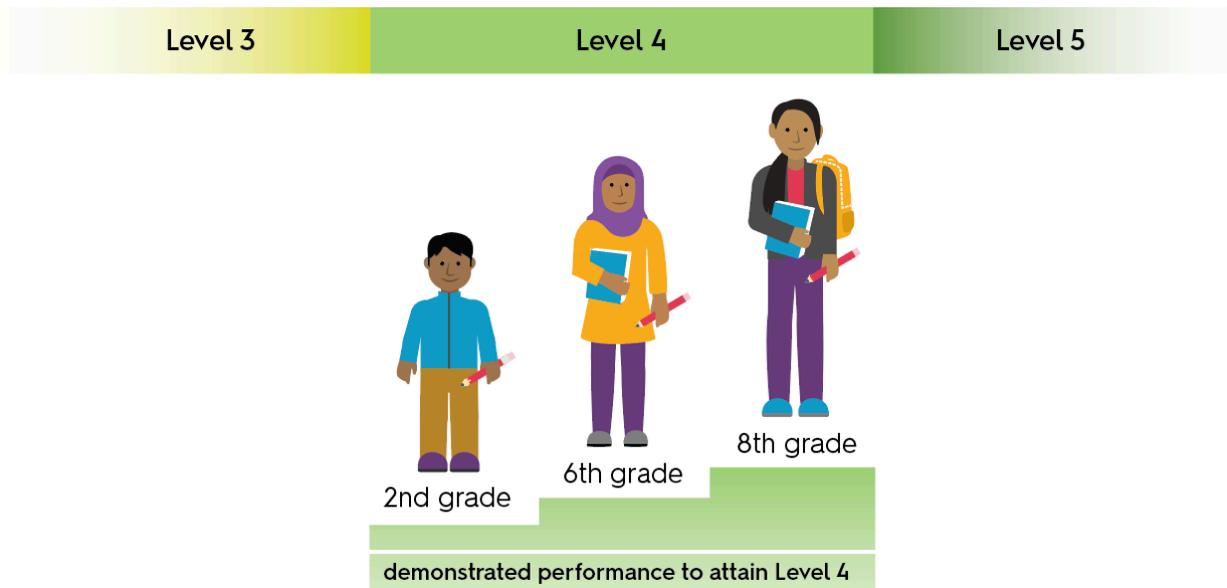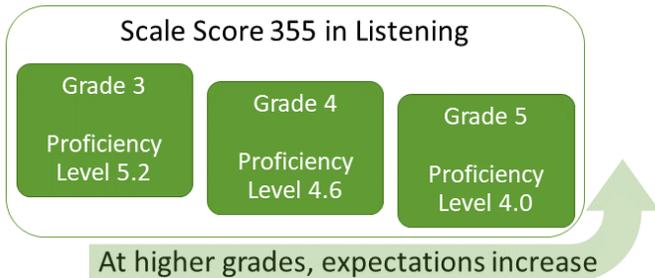

Scale scores precisely track student growth over time and across grades. Because scale scores take into account differences in item difficulty, they place all students on a single continuum that stretches from kindergarten through Grade 12. In addition, scale scores allow you to compare student performance across grades, within each domain, with more granularity than you'll see with proficiency levels. For example, using scale scores, you can track how much a student's reading ability increases from sixth to seventh grade or you might compare the writing skills of your school's second graders to that of the fifth graders when evaluating curricula.

Scale scores are not raw scores. A raw score is simply the number of correct responses a student provides. Raw scores are not reported for ACCESS for ELLs because they do not provide a meaningful measure of student performance. For example, consider two students taking ACCESS for ELLs Online. As the students move through the test, their performances determine which questions they see. The lower-proficiency student sees easier items, and the higher-proficiency student sees more difficult items. Scale scores reflect the fact that a student who correctly answers 10 difficult questions has demonstrated a higher level of proficiency than a student who correctly answers 10 easy questions.
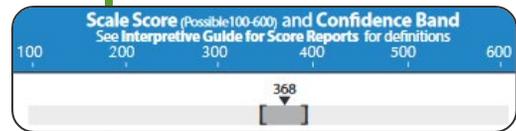
Use scale scores…

… to make comparisons across grade levels, but not across domains. A scale score of 355 in Listening is not the same as a 355 in Speaking!

… to monitor student growth over time within a domain.

Scale Score 355 in Listening

Grade 3 Proficiency Level 5.2	Grade 4 Proficiency Level 4.6	Grade 5 Proficiency Level 4.0

At higher grades, expectations increase

Different methods are used to score the different domain tests of ACCESS for ELLs.

- The multiple-choice items of the Listening and Reading domains are machine scored.
- The constructed response items of the Writing domain are scored by trained raters who use the WIDA Writing Scoring Scale.
- The constructed response items of the Speaking domain are scored locally by certified test administrators when students take ACCESS for ELLs Paper. Recorded responses are scored centrally by trained raters when students take ACCESS for ELLs Online. Both test administrators and centralized raters use the WIDA Speaking Scoring Scale.

A scale score is reported as a single point within a confidence band that shows the Standard Error of Measurement (SEM). In other words, the box beneath the scale score shows the range of scores a student might receive if she took ACCESS for ELLs over and over again at her current proficiency level.

Scale Score (Possible 100-600) and Confidence Band
See Interpretive Guide for Score Reports for definitions
100   200   300   400   500   600
368

Confidence bands are a reminder that scales scores represent just one of a range of potential student performance outcomes. Consider, for example, three different test scenarios:

1) The student is healthy and well-rested. The test session goes smoothly.
2) The student isn't feeling well. The testing session goes smoothly.
3) The student is healthy and well-rested. The testing session is repeatedly interrupted by loud noises in the room next door.

Even though the student is the same, has the same proficiency level, and responds to the same test questions in all three scenarios, she is most likely to achieve the highest score in the first scenario. Because ACCESS for ELLs is a statistically reliable assessment, the scores in each scenario would be similar—but probably not exactly the same. The confidence band reflects the expected score variation.

More tailored to instructional planning than the scoring scales are the WIDA Speaking and Writing Rubrics. These rubrics detail the types of spoken and written language expected of students at each proficiency level. For example, one characteristic of students at Level 2—Emerging is "repetitive sentence and phrasal patterns and formulaic grammatical structures." Students at this proficiency level might benefit from classroom activities that encourage them to experiment with new phrases and sentence structures. These documents, from which the scoring scales are derived, provide a practical list of specific skills that educators can reference as they plan classroom supports.

> **Find WIDA rubrics at wida.wisc.edu/resources?keys=rubrics.**

Composite Scores

In addition to proficiency level and scale scores for each domain, students receive a proficiency level score and a scale score for different combinations of the language domains. These composite scores are Oral Language, Literacy, Comprehension, and Overall.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band
Listening	4.0	368
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

Only students who complete all four domains receive all four composite scores. If a student does not complete a particular domain, scores for that domain and any associated composite scores will be missing from the student's score report. See Appendix C for detail on blank or NA spaces on score reports.

Composite scores demand careful consideration. An Overall score, for example, can helpfully summarize student performance. However, students with identical Overall scores might have very different profiles in terms of their oral language and literacy development. One student might have very strong Speaking skills, while another might excel at Reading. Because a high score in one domain can inflate a composite score, a student's individual performance in each domain is more informative than a single composite score.

> **Proficiency levels are always calculated from scale scores.** A Literacy proficiency level is based on the Literacy scale score. The Literacy proficiency level is not an average of the student's proficiency level scores in the individual Reading and Writing domains.

Understanding Student Growth

Both proficiency levels and scale scores can help you understand student growth year over year. Proficiency levels are a practical way to understand students' skills, while scale scores offer a more nuanced measure of how much a student's language use and control is changing. As you review ACCESS for ELLs scores and consider student growth, keep the following information in mind:

- A student's foundation in a home or primary language is a good predictor of English language development. For example, a student with a strong literacy background in a home language is likely to acquire literacy in English at a quicker pace than a student with lower levels of home language literacy.
- The pace of language development is different for each individual. It is common for younger students and those at the beginning proficiency levels to make progress more quickly than older students and those at more advanced proficiency levels.
- Students rarely acquire proficiency across domains at the same pace. Often, oral language skills (listening and speaking) develop faster than literacy skills (reading and writing). At the same time, receptive language skills (listening and reading) often develop faster than productive language skills (speaking and writing). Every student's growth is different, but it's not unusual that students need longer to develop skills in Writing than in any other domain.
- Multiple consecutive years of data are necessary to analyze student growth. Consider the first year a student takes ACCESS for ELLs as an opportunity to establish a baseline of test performance. Results from the second year can show growth, and only with three years or more of test results can you see trends in the student's language development.

ACCESS for ELLs scores from 2016–2017 and after can be analyzed together and compared. Scores from before 2016–2017 are not comparable to the scores of subsequent tests. Consult your state education agency for guidance on working with test scores from 2016-2017 and prior test administration years.

•

State education agencies set reclassification policies, which include determining exit criteria and establishing guidelines for the use of ACCESS for ELLs scores.

Interpreting Student Scores

- ACCESS for ELLs scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge.
- Both proficiency level scores and scale scores show growth. However, scale scores are more nuanced and provide a more sensitive measure of language development.
- The ACCESS for ELLs assessment and score reports are not designed or intended to provide any meaningful information about an individual educator's skills or performance. School- and district-wide trends are more meaningful as a means to evaluate long-term program impacts than as a method to evaluate any one individual or any particular small group of students.
- WIDA recommends using ACCESS for ELLs scores as one of multiple pieces of information that inform high-stakes reclassification or exit decisions. Schoolwork, in-class assessments, and educator insights are all valuable evidence that can help you understand a student's English language proficiency and development.

Kindergarten Scores

Kindergarten ACCESS for ELLs is designed with age-appropriate tasks that presume students are still developing full literacy skills. Because the test does not assess advanced reading and writing skills—as young learners with typical language development would not be expected to have these skills—kindergartners cannot earn scale scores above 400, a Reading proficiency level above 5.0, or a Writing proficiency level above 4.5.

Domain	Listening	Speaking	Reading	Writing
Highest possible proficiency level	6.0	6.0	5.0	4.5

Group Scores

Student Roster Report

The Student Roster Report contains information on a group of students within a single school and grade. Like the Individual Student Report, the Student Roster Report provides scale scores and proficiency levels for individual language domains and composite areas for each student, giving teachers, administrators, and program coordinators and directors an overview of their students' English language skills and a place to look for patterns in student performance.

Individual Student Report	**Proficiency levels**	**Student Roster Report**
Confidence bands Proficiency level descriptors	Scale scores	Multiple students' results

Use the Student Roster Report…

- … to identify patterns in student performance. Consult with colleagues about factors that might explain similarities and differences in how various groups of students perform.
- … to verify that student scores reflect reasonable expectations. For example, you can expect that students new to an English language school context or who have had limited or interrupted formal schooling will be at the lower end of the scale. For students with particularly high scores, consider whether their classroom engagement and schoolwork support this indicator that they might be ready to exit language support programs.
- … to group students for instructional planning or classroom support purposes.
- … to develop school and district improvement plans or educator professional development opportunities that target the areas in which students are struggling.

Frequency Reports

Frequency reports provide a snapshot of a particular student population. Available for individual schools, districts, and states, these reports show the number and percentage of students in each grade to attain each proficiency level. In addition, the reports provide the highest and lowest scale scores attained in each of the four language domains. (The individual students who earned these high and low scores are not identified.)

Administrators, program coordinators and directors, and boards of education can review frequency reports as they plan the type and amount of English language support services their schools, districts, or states will offer. In combination with educator input and the results of content assessments, frequency reports can help high-level decision and policy makers compare the progress and success of ELL students to that of former ELLs and their English-proficient peers.

Frequency Reports do not show the performance of individual students. Instead, they show the performance of a group of students using both real numbers of test-takers and percentages of the total test-taker population. Be sure to use both of these numbers as you consider student performance. Percentages are a useful way to compare populations of different sizes. However, a small population size can distort percentage results—knowing that 100% of students achieved a particular proficiency level isn't all that meaningful if the population size is 1.

As with all student achievement reports, keep in mind that context is crucial. When you share frequency reports with decision makers, also provide information about your students' backgrounds in terms of the languages, cultures, and experiences that they bring to your school, district, or state. The frequency report itself cannot explain why students are distributed as they are among the proficiency levels. A school with more new students or a particularly mobile or linguistically diverse student population is likely to have more students in the lower proficiency levels than another school with an equally strong English language support program but a more stable and homogeneous student population.

ACCESS for ELLs Paper features two separate test forms for each grade-level cluster, an easier one (Tier A) and a more challenging one (Tier B/C).

ACCESS for ELLs Online features adaptive Listening and Reading tests, meaning students see easier or harder questions based on their performance. The tier shown on score reports reflects the average difficulty level of the questions the student answered.

The ACCESS for ELLs Speaking test is unique in offering a Pre-Tier A level. This test, intended specifically for newcomer students, doesn't allow students to earn a proficiency score above level 1.

What next? Now that you're an expert in student score reports, revisit the Understanding ACCESS for ELLs Scores section of this document for resources that can help you connect test scores to classroom practices!

Appendix A: Proficiency Level Descriptors (Grades 1–12)

LISTENING

Level	Students at this level generally can
6	understand oral language in English and participate in all academic classes, for example: • Synthesize information from multiple speakers • Recognize language that conveys information with precision and accuracy • Create models or visuals to represent detailed information presented orally • Identify strengths and limitations of different points of view
5	understand oral language in English and participate in all academic classes, for example: • Expand on others' ideas • Distinguish events, people, or situations from oral descriptions • Recall key information and details about processes or concepts discussed orally • Identify examples and reasons that support an opinion or viewpoint
4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
3	understand oral language related to specific common topics in school and can participate in class discussions, for example: • Connect spoken ideas to own experiences • Find, select, and order information from oral descriptions • Identify the causes and effects of events or situations discussed orally • Classify pros and cons of issues in discussions
2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main topics in discussions • Categorize or sequence information presented orally using pictures or objects • Follow short oral directions with the help of pictures • Sort facts and opinions stated orally
1	understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example: • Recognize familiar words and phrases in conversations • Match information from oral descriptions to objects, figures, or illustrations • Follow one-step oral directions • Show agreement or disagreement with oral statements

SPEAKING

Level	Students at this level generally can
6	use English to communicate orally and participate in all academic classes, for example: • React and respond to multiple points of view • Organize and present research-based information • Clarify how or why something happens • Persuade others based on opinions, examples, and reasons
5	use English to communicate orally and participate in all academic classes, for example: • Discuss the causes and impact of events • Summarize and relate information • Present and justify ideas showing how or why • Express and defend opinions backed by examples and reasons
4	communicate orally in English using language related to specific topics in school and can participate in class discussions, for example: • Compare stories, issues, and concepts • Paraphrase and summarize information • State ideas to show how or why with examples • Give opinions supported by detailed reasons
3	communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example: • Relate stories or events • Share ideas and provide details • Describe processes or procedures • Give opinions with reasons
2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, and events • Describe steps in cycles or processes • Express opinions
1	communicate orally in English using gestures and language that may contain a few words, for example: • Ask and answer simple questions about what, when, or where something happened • Name familiar objects, people, and pictures • Show how to solve problems using words and gestures • Express personal preferences

READING

Level	Students at this level generally can
6	understand written language in English from all academic classes, for example: • Evaluate written information from various sources of information • Conduct research and synthesize information from multiple sources • Distinguish various processes based on details in written texts • Recognize different ideas, claims, and evidence about a variety of issues
5	understand written language in English from all academic classes, for example: • Summarize information on a variety of topics and for a variety of purposes • Compare ideas and information across various texts • Identify causes, effects, and consequences of events from written information • Recognize claims and supporting evidence around specific issues or concepts
4	understand written language related to specific topics in school, for example: • Distinguish viewpoints and justifications described in editorials and other written texts • Identify main ideas and details in informational and fictional texts • Recognize biases and diverse perspectives in written text • Connect claims, evidence, and examples in a variety of written sources
3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when, or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: • Identify main ideas in written information • Identify main actors and events in stories and simple texts with pictures or graphs • Sequence pictures, events, or steps in processes • Distinguish between claim and evidence statements
1	understand written texts that include visuals and may contain a few words or phrases in English, for example: • Interpret information from graphs, charts, and other visual information • Comprehend short text with illustrations and simple and familiar language • Identify steps in processes presented in graphs or short texts with illustrations • Identify words and phrases that express opinions and claims

WRITING

Level	Students at this level generally can
6	communicate in writing in English using language from all academic classes, for example: • Produce clearly organized commentaries and editorials on various issues • Elaborate narratives with rich, descriptive language and complex organization • Create formal written reports on a variety of issues, ideas, and information • Produce well-organized persuasive essays using complex and technical language
5	communicate in writing using language from all academic classes, for example: • Create detailed opinion pieces about a variety of topics • Write summaries of various types of texts • Describe causes, effects, and consequences of processes and events • Express and defend positions supported by examples and reasons
4	communicate in writing in English using language related to specific topics in school, for example: • Produce papers describing specific ideas or concepts • Narrate stories with details of people, events, and situations • Create explanatory text that includes details or examples • Provide opinions supported by reasons with details
3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences
2	communicate in writing in English using language related to familiar topics in school, for example: • Describe ideas or concepts using phrases or short sentences • Label illustrations describing what, when, or where something happened • State steps in processes or procedures • Express opinions about specific topics or situations
1	communicate in writing using visuals and symbols that may contain few words in English, for example: • Express ideas or concepts using text and illustrations • Share personal experiences through drawings and words • Label steps in processes presented in graphs or short texts • State opinions or preferences through text and illustrations

Appendix B: Proficiency Level Descriptors (Kindergarten)

Level	Students at this level generally can
6	understand detailed stories and ideas related to a variety of topics and situations, including language with multiple meanings and original language
5	understand stories, messages, or directions and detailed information, including technical and specific language related to a variety of topics and situations
4	understand main ideas and details in stories, messages, or directions, including language specific to particular topics or situations
3	understand ideas and some details in language that is related to school
2	understand messages or directions involving language related to routines and familiar experiences
1	understand brief messages and short commands

SPEAKING

Level	Students at this level generally can
6	communicate connected ideas in a variety of situations using language appropriately and taking risks in using language in new and creative ways
5	communicate details about ideas or stories or elaborate on topics using language specific to the topic or situation
4	communicate ideas using a series of sentences related to the topic
3	communicate ideas using short sentences related to routines and familiar situations
2	communicate ideas using words and phrases related to everyday routines or situations
1	communicate using familiar words, gestures, or body language

READING

Level	Students at this level generally can
6*	identify new information and details for a variety of purposes in illustrated text
5	identify new information and some details in illustrated text
4	identify main ideas about familiar topics and some details in illustrated text
3	identify familiar repetitive language in illustrated text
2	identify language represented visually in illustrated text
1	identify meaning or messages in drawings, symbols, or other visual representations

WRITING

Level	Students at this level generally can
6*	communicate details about ideas or stories for a variety of purposes and situations
5*	communicate ideas and information using language related to specific topics and situations
4	communicate ideas and information with some details using language related to familiar topics and situations
3	communicate ideas and information using language related to familiar topics
2	communicate messages using visual and written language related to everyday routines and situations
1	communicate messages using drawings, symbols, or other visual representations

Kindergarten ACCESS for ELLs does not assess advanced literacy skills, so these proficiency levels cannot be earned on the assessment.

Appendix C: Blank or NA on the Individual Student Report

NA appears on the Individual Student Report when a test booklet or data entered in WIDA AMS indicate that a particular domain test should not be scored. When NA appears for an individual language domain, NA also appears for the composite scores calculated using that domain, including the Overall score.

The space on the score report for a domain score is left blank when a test booklet was returned or an online test submitted without any evidence that the student engaged with the test content. (Practice items are not scored, so completing the practice items does not indicate that the student attempted to complete the test.)

Domain	Minimum criteria for attempting a domain
Listening	A response is captured or marked for at least one scored item.
Reading	A response is captured or marked for at least one scored item.
Speaking	**ACCESS for ELLs Online:** The Record function was activated for at least one scored item. A human voice need not be detected in the recording. **ACCESS for ELLs Paper:** A task was scored on the Speaking Test Scoring Sheet in the student's test booklet.
Writing	**ACCESS for ELLs Online, keyboarding:** At least one visible character (not a space or a return) was entered in the response box. **ACCESS for ELLs Paper and ACCESS for ELLs Online, handwriting:** Markings appear in a Writing response space in the student's test booklet.

Examples

- A student has a Do Not Score code marked for the Reading domain. NA appears for the Reading, Literacy, Comprehension, and Overall scores.

- A student logged in to the Speaking test, but never clicked the Record button for any scored items. The Speaking, Oral Language, and Overall scores spaces are blank.

- NA appears for the Listening score. The Speaking score space is blank. In this scenario, NA appears for the Oral Language and Overall scores.