Revising ACCESS: The Impact of the Standards Framework, 2020 Edition

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Hi! I'm Jason!
And I'm Sharon! We're with the WIDA Assessment Team,
and this is the first video in our Revising ACCESS series
that highlights our work to update WIDA ACCESS,
which will be the new name
of the assessment starting in the 2025-26 school year.
We hope this video series will help educators
and multilingual learners be ready for the release
of the revised version of ACCESS.
In this video, we take a look at the ACCESS test
and the impact of the 2020 Edition
of the Standards on ACCESS.
Let's check in on what ACCESS is and why you use it.
ACCESS is a large-scale summative English
language proficiency test.
Federal laws require
that multilingual learners receive equal opportunities
for academic advancement,
and ACCESS helps state education agencies meet the federal
mandate for monitoring students' progress
in acquiring English language proficiency
for academic contexts.
Also, ACCESS scores can be used in placement

and reclassification decisions, and for programming purposes,
ACCESS is not a test of content knowledge.
Instead, ACCESS uses academic content as the vehicle
for assessing English language proficiency.

ACCESS is made up of four tests: Listening,
Reading, Speaking, and Writing.
All students identified as English learners
in the WIDA Consortium take ACCESS once a year.
Sharon, please tell us how ACCESS is connected
to the Standards.
ACCESS is a standards-referenced test.
This means that student performance is compared
to the WIDA ELD Standards.
Any student can achieve any score,
and students are not ranked against each other
or against the expected performance
of monolingual English speakers.
The 2020 Edition of the Standards is guiding updates
to ACCESS. In the 2025-26 school year,
multilingual learners across the WIDA Consortium will take a
version of ACCESS that reflects the 2020 Edition
of the Standards for the first time.
Now, let's take a look at the WIDA ELD Standards Framework.
In December 2020, we published the 2020 Edition
of our English Language Development Standards Framework.
The WIDA ELD Standards Framework is centered on equity
and fosters the assets, contributions,
and potential of multilingual learners.
The Standards Framework provides a foundation
for curriculum, instruction,
and assessment for multilingual learners in kindergarten
through grade 12. There are four Big Ideas in the framework:
Equity of opportunity and access:
This is essential for multilingual learners' preparation
for college, career and civic lives.

Integration of content and language:
Academic content is the context for language learning,
and language is the means for learning academic content.
Collaboration among stakeholders:
Stakeholders share responsibility
for educating multilingual learners.
Functional approach to language development:

This approach helps educators focus on the
purposeful use of language.
Additionally, the Framework consists of four components:
The WIDA ELD Standards Statements:
The Standards illustrate the integration of content
and language by showing language
in use of learning. Key Language Uses:
Sometimes known by their initials, KLUs,
these describe prominent ways
that language is used in school, across all disciplines.
Language Expectations: The Language Expectations set goals
for content-driven language learning.
They are the statements most similar to
what educators find in academic content standards.
Proficiency Level Descriptors:
The six Proficiency Level Descriptors, also known as PLDs,
describe a continuum of language development activities
that target Language Expectations.
Now, let's wrap up this video
by taking a look at a specific update to the Standards
and its impact on the development of ACCESS.
We've made a minor revision to the five Standard Statements.
Instead of focusing on the "language of" a content area,
the 2020 Edition places emphasis on "language for"
content areas.
This slight adjustment emphasizes the use of language
for specific purposes.

The Five ELD Standards are: language for Social
and Instructional Purposes, Language for Language Arts,
Language for Mathematics, Language for Science,
and Language for Social Studies.
In our next video, we will describe the updates planned
for the Listening and Reading tests.
We hope this video series and the other resources
and test preparation materials we're developing will help
educators and multilingual learners be ready for the release
of the revised version of ACCESS.

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We will continue sharing updates
as we approach the 2025-26 school year.
We hope you'll continue to engage with this content,
as we're excited about the upcoming changes
to all things ACCESS!
Please bookmark our Revising ACCESS page on the WIDA
website to stay up to date.