

## Individual Student Score Notes

for \_\_\_\_\_ (Student name)

**Purpose:** This document is intended to support educators as they prepare to discuss 2017 ACCESS for ELLs 2.0 score reports with students and their parents/families. To support meaningful communication with families of language learners, we encourage educators to plan in advance for assistance with interpretation.

In 2017, some students may see lower scores than expected due to a change in the scores, and fewer students may exit English language learner program support. It is important that students and their families have information about this change and how it impacted their scores so they do not worry. See [www.wida.us/proficiency](http://www.wida.us/proficiency) to learn more.

Here are some important things to share and discuss regarding your student's English language development:

<b>Linguistic Strengths</b>	What can the student do in English and in other languages?
Observed in school	
Test scores tell us	

<b>Areas of Focus</b>	What aspects of language is the student still working to develop?
Observed in school	
Test scores tell us	
What I am doing/will do to support these areas in school	
What parents/family members are doing/will do to support the student outside of school	

## Explaining 2017 ACCESS for ELLs 2.0 Scores

It is important to make sure parents and family members know that even though their child's test scores may go down from last year, this does not mean they are doing worse in English. This is due to a change in the test scores, not the student. If you are concerned about communicating a student's unexpected scores, you can convert their 2016 test scores to the new score scale at [www.wida.us/proficiency](http://www.wida.us/proficiency) (login required). This allows for meaningful comparisons of the test scores.

2016 Scores Converted to 2017 Scale		2017 Scores	
Listening		Listening	
Speaking		Speaking	
Reading		Reading	
Writing		Writing	
Oral Language		Oral Language	
Literacy		Literacy	
Comprehension		Comprehension	
Overall		Overall	

## Other Talking Points for Conversations with Students, Parents, and Families

Information to Share
<ul style="list-style-type: none"><li>• Define what it means to be an English language learner. Go over the student's linguistic strengths, areas of focus, and test scores (see other side).</li><li>• Explain the goals of the language support program and tell about what support is offered.</li><li>• Discuss the purpose of ACCESS for ELLs 2.0 and share when it was administered.</li><li>• Show sample test items (available at <a href="http://www.wida-ams.us">www.wida-ams.us</a>).</li><li>• Explain any accommodations used on the test (if the student has an IEP or 504 Plan).</li><li>• Describe how you and other educators use the test scores.</li><li>• List the scores needed to exit the English language learner program and any additional exit criteria.</li></ul>
Questions to Ask
<ul style="list-style-type: none"><li>• How does the student use language outside of school?</li><li>• How do you envision your child using language in the future? What language(s) do you want them to be able to speak, read, or write?</li><li>• What support do you think would help you/your child the most?</li><li>• Do you have any questions about ACCESS for ELLs 2.0 or its scores?</li><li>• How do you feel about the test scores?</li><li>• What else would you like me to know about you/your child?</li></ul>
Notes from our Conversation