

Appropriate and Inappropriate Uses of ACCESS Results

Appropriate Uses of Results



Using individual student results to guide English Language Development (ELD) instruction

Appropriate ELD instruction supports English learners (ELs) in developing the language skills needed to fully participate in the classroom.



Comparing results across student groups

Comparing results across student groups can help determine where there may be underlying inequities and highlight promising instructional practices.



Monitoring individual student progress

Individual progress can be used to inform EL program placement as well as reclassification and exit decisions.



Using domain-specific or composite scale scores to calculate individual student growth

Composite scale scores and scale scores within each domain can be used to track student growth over time and across grades because they use the same scale.



Looking at proficiency levels for a grade, school and/or district

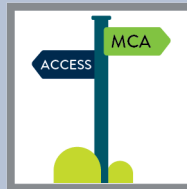
Proficiency levels provide one perspective on the population on ELs enrolled and the programming that will best support these students.



Using as one of multiple data points for school and district decision-making

Decision-making processes are strengthened by using multiple pieces of evidence.

Inappropriate Uses of Results



Using Reading ACCESS scores in place of Reading MCA scores

Reading ACCESS scores do not measure achievement on Minnesota English Language Arts (ELA) standards. The ELA standards are assessed on the Reading MCA.



Using results as a disqualifying factor for program placement

A student's language ability should not limit the enrichment opportunities and academic programs available to them.



Comparing scale scores across different domains

Scores are not equivalent across different domains and should not be compared. For example, a 350 in Writing is not equivalent to a 350 in Listening.



Using results in isolation to evaluate teacher effectiveness

Teacher effectiveness should be evaluated using multiple data sources.



Setting goals to improve proficiency rates over time

Because the group of students who are ELs changes each year as students are reclassified, it is not likely that the proficiency rate will consistently increase year-to-year.

Questions?

Contact Academic Standards, Instruction and Assessment at mde.testing@state.mn.us.