

Appropriate and Inappropriate Uses of WIDA ACCESS Results

Appropriate Uses of Results



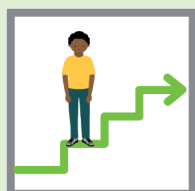
Using individual student results to guide English Language Development (ELD) instruction

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

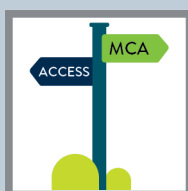
Proficiency levels offer insight into the population of ELs enrolled and help inform the programming that will best support their needs.



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 WIDA ACCESS Reading scores in place of Reading MCA scores

The WIDA ACCESS Reading and the Reading MCA assess different standards, so the scores are not interchangeable.



Using results as a disqualifying factor for program placement

A student's language ability should not limit access to any educational program or enrichment opportunity.



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.