

New Jersey Department of Education



WIDA Alternate ACCESS Cut Scores

Office of Assessment

Division of Teaching and Learning Services





Agenda



- Background: Federally Required Assessments
- Overview of the WIDA Alternate ACCESS
- Standard Setting
- Cut Scores



Federally Required Assessments



- The federal Every Student Succeeds Act (ESSA) requires States to administer standardized assessments in the following areas:

ELA (All Students)

Math (All Students)

Science (All Students)

English Language Proficiency (Multilingual Learners [MLs] Only)

NJ Uses: NJSLA and DLM Assessments

NJ Uses: ACCESS for ELLs and WIDA Alternate ACCESS Assessments



Federally Required Assessments



English Language Proficiency (ACCESS for ELLs and WIDA Alternate ACCESS)

More than 99% of MLs took ACCESS for ELLs (Online, Paper, Kindergarten)

Less than 1% of MLs (only those with the most significant intellectual disabilities) took WIDA Alternate ACCESS





WIDA Consortium (1 of 2)



- WIDA's Mission
 - Advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research and professional learning for educators.
- Brief History
 - In 2003, WIDA began with three states who received an Enhanced Assessment Grant that was used to develop the English Language Proficiency Standards, which served as the basis for the ACCESS for ELLs test of English Language Proficiency.
 - New Jersey became a consortium member in 2005.
 - Today, the WIDA Consortium has grown to include 42 states and territories.





WIDA Consortium (2 of 2)



- The responsibilities of the consortium include:
 - Developing and delivering the assessments,
 - Establish performance level cut scores, and
 - Deliver reports based on those cut scores.
- All other states and territories that are part of the WIDA consortium utilize the consortium established cut scores.
 - If a state decided to establish their own unique cut scores, that state would be responsible for completing their own performance level standard setting, generating their own reports, and distributing those reports.
 - New Jersey has used the consortium cut scores while we have been a member state.

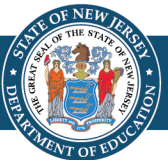




ACCESS for ELLs (Background)



- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is the collective name for World-Class Instructional Design and Assessment's (WIDA's) suite of summative English language proficiency (ELP) assessments.
- ACCESS assessments:
 - Serve as New Jersey's ELP assessments as required by ESSA and N.J.A.C. 6A:15-1.10(b).
 - Measure English proficiency growth tied to the WIDA ELP standards, which are aligned to the academic content area standards.
 - Are administered in grades K–12 to students who have been identified as multilingual learners (MLs).
- MLs are students whose native language is other than English with varying degrees of ELP in any one of the language domains of speaking, reading, writing, and listening.





Use of ACCESS Results (Background)



- ACCESS results are used:
 - For instructional planning, monitoring student progress, and accountability purposes.
 - As one of the multiple measures by which MLs are exited from program services.
- ACCESS scoring and reporting:
 - The test includes four **domains**: Listening, Speaking, Reading, and Writing. Each domain is scored and reported separately.
 - Composite scores are reported for different combinations of the language domains: Oral Language (Listening and Speaking), Literacy (Reading and Writing), Comprehension (Reading and Listening), and Overall (All Four Domains).
 - The scale score for each domain and each combination of domains, aligns with a proficiency level established by the Consortium (1.0 through 6.0).
 - A student's Overall proficiency level is one of the multiple measures by which MLs are exited from program services (e.g., proficiency level 4.5 or higher for ACCESS for ELLs).



WIDA Alternate ACCESS



- WIDA Alternate ACCESS is the alternate ELP assessment administered to multilingual learners with the most significant intellectual disabilities. These students:
 - Have been identified as MLs in accordance with New Jersey’s ML identification process; and
 - Meet the Dynamic Learning Maps (DLM) participation criteria as reflected in their Individualized Education Programs (IEPs).
- The students who take WIDA Alternate ACCESS are a subset of the students who take the Dynamic Learning Maps (DLM).
- During the 2023-2024 administration, over 850 New Jersey MLs with the most significant intellectual disabilities took WIDA Alternate ACCESS in February and March.
 - When compared to approximately 137,000 MLs who took ACCESS for ELLs the same year, WIDA Alternate ACCESS participation represents about 0.6% of all ACCESS test takers.





Background on the WIDA Alternate ACCESS



- Prior to 2023 the WIDA Alternate ACCESS was offered in grades 1-12.
- ESSA requires the administration of the ELP assessment to all multilingual learners in Kindergarten through grade 12.
- To meet this requirement, in 2023 the Kindergarten assessment was field tested, and in 2024, it was used operationally for the first time.



Standard Setting



- In 2024, substantial changes were made to the grade 1-12 assessments such that only 15% of the original items remained in the operational test bank.
- The overall construct of the test remained the same, but the academic language expectations are greater which increased the rigor of the assessment.
- In July, WIDA conducted a standard setting at all grade levels for the WIDA Alternate ACCESS assessments.



Changes to the Performance Levels



- Previously the performance levels were titled A1, A2, A3, P1 and P2.
- They have been renamed to P1, P2, P3, P4, and P5.
- The scale of the assessment was previously 910 – 960.
- The scale has been changed to 900 – 980.
- The scale score for each domain and each combination of domains, aligns with a proficiency level established by the Consortium.



Performance Levels



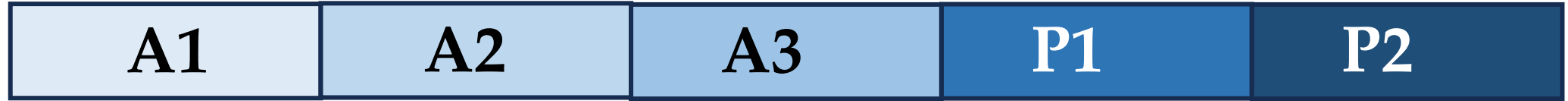
- P1 – Entering
- P2 – Emerging
- P3 – Developing
- P4 – Expanding
- P5 – Bridging



Scale Change



Scaled used through 2023



910

960

Scaled used starting 2024



900

980



Composite Cut Scores by Grade Band



Overall Composite Cut Scores

Grade	P1	P2	P3	P4	P5
K-2	900-940	941	949	957	964
3-5	900-942	943	951	958	965
6-8	900-944	945	952	960	968
9-12	900-945	946	953	961	970



Cut Scores by Grade Level by Domain (1 of 2)



Listening

Grade	P2	P3	P4	P5
K-2	937	943	949	959
3-5	940	948	954	961
6-8	943	950	958	962
9-12	945	951	959	965

Reading

Grade	P2	P3	P4	P5
K-2	943	950	957	963
3-5	943	950	957	965
6-8	944	950	957	967
9-12	944	950	957	968

Writing

Grade	P2	P3	P4	P5
K-2	941	951	960	968
3-5	942	953	960	968
6-8	945	955	963	972
9-12	947	957	965	975

Speaking

Grade	P2	P3	P4	P5
K-2	941	948	958	962
3-5	946	953	959	965
6-8	946	954	961	966
9-12	946	954	961	966



Cut Scores by Grade Level by Domain (2 of 2)



Comprehension

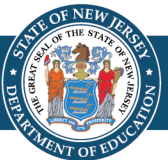
Grade	P2	P3	P4	P5
K-2	941	948	955	962
3-5	942	949	956	964
6-8	944	950	957	966
9-12	944	950	958	967

Literacy

Grade	P2	P3	P4	P5
K-2	942	951	959	966
3-5	943	952	959	967
6-8	945	953	960	970
9-12	946	954	961	972

Oral

Grade	P2	P3	P4	P5
K-2	939	946	954	961
3-5	943	951	957	963
6-8	945	952	960	964
9-12	946	953	960	966





Thank You!



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