

Functional Rules for the Scoring of ACCESS for ELLs 2.0 Online,
2018-19 Testing Season (Series 403 OP)

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Center for Applied Linguistics
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REVIEW LOG – For reviews prior to WIDA sign off

This section should be updated by whoever makes the changes to the document. Be specific in the notes, including Section numbers where updates are made.

Date	Active Author	Notes
7/27	CAL	Baseline Copy for S403
8/3	WIDA	Delete the last two stage routing rule(be consistent with the general routing rule) Updated Logit values & scale scores of cluster based LOSS Mixed tier situation (refer to the table of mixed tier “To calculate reported tier”) Moved composite CSEM file under supplemental file section
8/29/18	WIDA	Update the Reported Tier Table Updated the file name for CSEM in 3.3 Accepted changes from CAL’s prior version

NOTE: Please do not add any changes to review log after document sign-off is completed.

CHANGE LOG – for changes made *after* WIDA sign off

This section should only be updated by WIDA.

Date	Version	Reason for Update	WIDA sign-off date

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This document details the psychometric documentation needed to administer, score, and report proficiency levels for students taking the ACCESS 2.0 multi state computer adaptive test.

Red text indicates critical content changes between the 402 administration (2017-18) and the 403 administration (2018-2019).

Summary of Supplemental Materials – Final Materials

This section should list final materials that should be operationalized by DRC.

- **Omnibus Scoring Tables**
- 403_LS_01_FinalParameters.xlsx
- 403_LS_23_FinalParameters.xlsx
- 403_LS_45_FinalParameters.xlsx
- 403_LS_68_FinalParameters.xlsx
- 403_LS_912_FinalParameters.xlsx
- 403_RD_01_FinalParameters.xlsx
- 403_RD_23_FinalParameters.xlsx
- 403_RD_45_FinalParameters.xlsx
- 403_RD_68_FinalParameters.xlsx
- 403_RD_912_FinalParameters.xlsx
- 403_S_W_TierPlacement_8_30_2018.xlsx

Summary of Supplemental Materials – Reference Materials

These are CAL to WIDA deliverables.

Filename	Purpose	File Location	Date Received from CAL	WIDA sign off date
403_LS_01_FinalParameters.xlsx	Final item parameters, G1-12, Listening	https://transfer.wceruw.org/file/d/Assessments-2018-2019/ACCESS/Accepted/	6/25/18	7/9/18
403_LS_23_FinalParameters.xlsx			6/25/18	7/9/18
403_LS_45_FinalParameters.xlsx			6/25/18	7/9/18
403_LS_68_FinalParameters.xlsx			6/25/18	7/9/18
403_LS_912_FinalParameters.xlsx			6/25/18	7/9/18
403_RD_01_FinalParameters.xlsx	Final item parameters, G1-12, Reading		6/25/18	7/9/18
403_RD_23_FinalParameters.xlsx			6/25/18	7/9/18
403_RD_45_FinalParameters.xlsx			6/25/18	7/9/18
403_RD_68_FinalParameters.xlsx			6/25/18	7/9/18
403_RD_912_FinalParameters.xlsx			6/25/18	7/9/18
PL Lookup for DRC_9_30_2016.xlsx	Scale score to PL lookup tables, all	https://transfer.wceruw.org/file/d/Assessments-2018-2019/ACCESS/Accepted/	n/a	n/a

	domains & composites			
403_S_W_TierPlacement_8_30_2018.xlsx	Tier Placement coefficients, intercepts and cuts	https://transfer.wceruw.org/file/d/Assessments-2018-2019/ACCESS/Accepted/	8/30/18	8/31/18
403Online_Spek_G01_12_Scoring_Tables[DATE].xlsx	Speaking scoring tables			
403Online_Writ_G01_03_Scoring_Tables[DATE].xlsx	Writing scoring tables			
403Online_Writ_G04_12_Scoring_Tables[DATE].xlsx	Writing scoring tables			
403Online_Composite_CSEM[DATE].xlsx	CSEM for composite		WIDA produces this file; not a CAL to WIDA deliverable	

- NOTE: [DATE] in each filename will include the actual date of delivery for each file as it is delivered.

1. Multi-stage adaptive testing (L and R)

1.1 Adaptive Computations

1.1.1 Estimation of Ability and Standard Error

ACCESS 2.0 uses a Rasch item response theory measurement model to estimate item difficulty, person ability and conditional standard errors. Specifically, the procedures described in <http://www.rasch.org/rmt/rmt102t.htm> outline the estimation approach used for item and test calibration.

1.1.2 Adaptivity rules

For L and R, the algorithm for choosing the next folder is as follows:

- If $\Theta + \text{CSEM} \geq \text{Tier C threshold (converted to logits)} + 0.693$, go to Tier C
- If $\Theta + \text{CSEM} \leq \text{Tier A threshold (converted to logits)} + 0.693$, go to Tier A
- Else go to Tier B
- The following exceptions apply for the last two folders:

To terminate at tier A:

- On the Listening test, after stage 6, if $\Theta + \text{CSEM} \leq \text{Tier A threshold (converted to logits)} + 0.693$, then terminate the test session.
- On the Reading test, after stage 8, if $\Theta + \text{CSEM} \leq \text{Tier A threshold (converted to logits)} + 0.693$, then terminate the test session.

To route tier B:

- On the Listening test, after stage 6, if $\Theta + \text{CSEM} > \text{Tier A threshold (converted to logits)} + 0.693$, go to Tier B.
- On the Reading test, after stage 8, if $\Theta + \text{CSEM} > \text{Tier A threshold (converted to logits)} + 0.693$, go to Tier B.
- On the Listening test, after **stage 7**, if $\Theta + \text{CSEM} \leq \text{Tier A threshold (converted to logits)} + 0.693$, go to Tier B.
- On the Reading test, after **stage 9**, if $\Theta + \text{CSEM} \leq \text{Tier A threshold (converted to logits)} + 0.693$, go to Tier B.

To route tier C:

- On the Listening test, after stage 6, if $\Theta + \text{CSEM} \geq \text{Tier C threshold (converted to logits)} + 0.693$, go to Tier C.
- On the Reading test, after stage 8, if $\Theta + \text{CSEM} \geq \text{Tier C threshold (converted to logits)} + 0.693$, go to Tier C.

Notes:

1. Threshold A is ACCESS 1.0's PL2.5 cut and Threshold C is ACCESS 1.0's PL5 cut
2. Prior to the 400 operational ACCESS test administration it was found that students' who terminated at tier A could still get PL2.5 or higher, which DRC thought held much more significance than it actually did. A decision to tweak the routing rules for the last two folders was decided so that students who would receive a PL2.5 or higher would continue taking item instead of terminating. The logit cuts found in Table 1 below are calculated by un-scaling the integer of the threshold.

Where:

- Θ = estimated ability of a student (in logits) based on that student's performance up to that point (using a dichotomous Rasch model)
- CSEM is the standard error of ability estimate (in logits) based on the student's performance up to that point
- 0.693 is an adjustment (in logits) to account for the desired probability¹ of a student answering an item at the target PL correctly

¹ As a matter of policy, WIDA has fixed that desired probability at 0.67. In the Rasch model, this adjustment = $\ln(\text{Prob}/(1 - \text{Prob}))$.

- Logit to scale conversions can be found in Table 1, below. Logit values in Table 1 do not include the addition of the 0.693 adjustment constant.

Table 1: Logit cut for tier A and C

domain	grade	LOSS	ScaleScore tier A cut	ScaleScore tier c cut	constant A	constant B	logit tier A cut	logit tier c cut	logit LOSS
Listening	1	104	251	305	316.637	37.571	-1.747	-0.3097	-5.6596
	2	112	262	324	316.637	37.571	-1.4542	0.1959	-5.44667
	3	112	273	340	316.637	37.571	-1.1614	0.6218	-5.44667
	4	120	283	355	316.637	37.571	-0.8952	1.021	-5.23374
	5	120	294	368	316.637	37.571	-0.6025	1.367	-5.23374
	6	132	303	380	316.637	37.571	-0.3629	1.6864	-4.91435
	7	132	313	390	316.637	37.571	-0.0968	1.9526	-4.91435
	8	132	321	399	316.637	37.571	0.1161	2.1921	-4.91435
	9	148	330	406	316.637	37.571	0.3556	2.3785	-4.48849
	10	148	338	412	316.637	37.571	0.5686	2.5382	-4.48849
	11	148	346	416	316.637	37.571	0.7815	2.6446	-4.48849
	12	148	353	418	316.637	37.571	0.9678	2.6979	-4.48849
Reading	1	141	260	294	323.272	26	-2.4335	-1.1258	-7.01046
	2	158	276	312	323.272	26	-1.8181	-0.4335	-6.35662
	3	158	289	328	323.272	26	-1.3181	0.1818	-6.35662
	4	175	302	343	323.272	26	-0.8181	0.7587	-5.70277
	5	175	314	355	323.272	26	-0.3566	1.2203	-5.70277
	6	200	325	366	323.272	26	0.0664	1.6433	-4.74123
	7	200	334	375	323.272	26	0.4126	1.9895	-4.74123
	8	200	342	382	323.272	26	0.7203	2.2587	-4.74123
	9	233	349	387	323.272	26	0.9895	2.451	-3.472
	10	233	354	390	323.272	26	1.1818	2.5664	-3.472
	11	233	359	392	323.272	26	1.3741	2.6433	-3.472
	12	233	362	393	323.272	26	1.4895	2.6818	-3.472

1.1.3 Item parameters

Item parameters for listening and reading items are provided in the following excel spreadsheets:

Listening

- 403_LS_01_FinalParameters.xlsx
- 403_LS_23_FinalParameters.xlsx
- 403_LS_45_FinalParameters.xlsx
- 403_LS_68_FinalParameters.xlsx
- 403_LS_912_FinalParameters.xlsx

Reading

- 403_RD_01_FinalParameters.xlsx
- 403_RD_23_FinalParameters.xlsx
- 403_RD_45_FinalParameters.xlsx
- 403_RD_68_FinalParameters.xlsx
- 403_RD_912_FinalParameters.xlsx

1.2 Scale score, CSEM, and PL score calculated for domain.

Documentation needed:

1.2.1 Logit-to-scale-score conversion formulas per domain (L and R)

- Computation for ability and CSEM is in logits. Use the 4 decimal point (truncated at 4 decimal places) values then convert into scale scores
- Converting logits to scale scores (L and R):
 - The following formulas are used to convert logits to scale scores (we include here only L and R, as those will need to be calculated on the fly during test administration):
 - L: $(\text{Ability Measure in Logits} * 37.571) + 316.637$
 - R: $(\text{Ability Measure in Logits} * 26.000) + 323.272$
 - The following formulas are used to convert CSEMs in logits to scale score points:
 - L: $\text{CSEM} * 37.571$
 - R: $\text{CSEM} * 26.000$
 - To calculate the CSEM for score reports, multiply the CSEM by 1.96 and truncate the result.

1.2.2 Rounding/truncating rules for logits

- When deriving scale scores from logits (see below), we round the result to the nearest whole number,
 - e.g., 323.4 becomes 323 and 323.5 becomes 324.
- When deriving CSEMs for the score reports (see below), we truncate the result,
 - e.g., 18.4 and 18.6 both become 18.

1.2.3 Bottom end of scale – Scale scores

- For all domains, a raw score of 0 always becomes the scale score equivalent of the PL1.0 floor for the **highest grade in the grade-level cluster for that domain**

- For example, on the Reading test, a raw score of 0 = 141 for 1st grade. A raw score of 0 is 158 for 2nd grade (the PL1.0 floor of the highest grade in the 2-3 cluster), etc.
- For all domains, any scale score below the PL1.0 floor for the domain will be raised to that floor
 - For example, on the Reading test, a scale score of 130 becomes 141 for 1st grade, 158 for 2nd grade, etc.
- Scale score values for raw score zero, for Listening and Reading, by grade, are found in Table 2. Note that these values are also provided for convenience in Table 1.

Table 2: LOSS (Lowest Observable Scale Score)

Domain	Listening				
Cluster	1	2-3	4-5	6-8	9-12
LOSS	104	112	120	132	148
Domain	Reading				
Cluster	1	2-3	4-5	6-8	9-12
LOSS	141	158	175	200	233

1.2.4 Bottom end of scale – CSEM values

Note: The text in this section is authored by WIDA, not by the Center for Applied Linguistics.

The CSEM of a raw score of 0 will be assigned the CSEM value of the unadjusted scale score.

This rule applies when the unadjusted scale score is below or above the lowest obtainable scale score or LOSS. Here is the example:

Raw score	Original Scale score	Original CSEM	LOSS	Final Scale Score	Final CSEM
0	130	96	141	141	96
0	143	112	141	141	112

1.2.5 Top end of scale – Scale scores

- The scale scores corresponding to the top three score points (e.g., scores 28-30 on a 30 item test) will be adjusted for the end-of-scale effect as follows:
 - Calculate the difference between the scale score for the two previous score points (e.g., on a 30 item test, the difference between the scale score for raw score 26 and raw score 27)
 - Add that difference to the scale score for the previous score point
 - Repeat for the remaining two score points
 - e.g., on a 30 item test:
 - Raw score 26 = 317
 - Raw score 27 = 325
 - Difference = 325 - 317 = 8
 - Raw score 28 = 325 + 8 = 333
 - Raw score 29 = 333 + 8 = 341
 - Raw score 30 = 341 + 8 = 349

1.2.6 Top end of scale – CSEM values

Note: The text in this section is authored by WIDA, not by the Center for Applied Linguistics.

The top three scores' CSEM values will follow the CSEM values of the unadjusted scale scores.

Here is the example.

Raw score	Scale Score	CSEM	Raw score difference	Final Scale Score	Final CSEM
26	317	18		317	18
27	325	21	325(raw 27) - 317(raw 26) = 8	325	21
28	341	24		325 (raw 27) +8= 333	24
29	364	28		333 (scale score of raw 28) +8= 341	28
30	382	54		341 (scale score of raw 29) +8= 349	54

1.2.7 Computing Proficiency Level for Listening and Reading

Correspondences between scale scores and proficiency levels for Listening and Reading are provided in the Omnibus Scoring Tables.

2 Constructed response testing (S and W)

2.1 Tier Placement

Students are placed into tiers based on their performance on L and R.

Probability values obtained from logistic prediction rules will be truncated at the 4th decimal place.

Here is the example: .7231622 -> .7231

2.1.1 Placement into Tier pre-A Speaking

A student will be placed into Pre-A Speaking if they receive a PL below 2.0 in both the Listening and Reading domains.

In cases where only one of the Listening and Reading scores is available, a student will be placed into Pre-A Speaking if they receive a PL below 2.0 in the remaining domain.

2.1.2 Placement rules: Tiers A and B/C

For both Writing and Speaking, the probability that a test-taker of a given grade-level should be assigned to Tier B/C is determined via a binary logistic model and that probability is compared against a cut threshold: If the probability exceeds the threshold, the test-taker is assigned to the Tier B/C initial folder; if the probability is below or equal to the threshold, the test-taker is assigned to the Tier A initial folder. The logistic equation for predicting P_g , the probability that a test-taker of a given grade, g , should be assigned to Tier B/C for a given Domain takes the form:

$$P_g(\text{Tier B/C}) = \frac{1}{1 + e^{-(lg(Lg-100) + rg(Rg-100) + cg)}}, \text{ where}$$

g is the grade;

l_g is the coefficient (slope parameter) for Listening;

L_g is the test-taker's Listening scale score;

r_g is the coefficient (slope parameter) for Reading;

R_g is the test-taker's Reading scale score; and

c_g is a constant (intercept) which varies by the placement domain (Writing or Speaking) and grade-level.

Listening and Reading coefficients, intercepts, and the cuts by grade for Writing and Speaking, are provided in the file 403_S_W_TierPlacement[DATE].xlsx

2.1.3 Placement rules (Tiers A and B/C) when only one domain score is available

It is possible, but unlikely, that Writing and Speaking placement decisions will be required to be made when a student only has a score on one of the two predictive domains. To address this contingency, four additional Grade-level models were fit: predicting Writing via Listening, predicting Writing via Reading, predicting Speaking via Listening, and predicting Speaking via Reading. For each of these models, new optimal cuts were calculated to maximize classification accuracy.

2.1.3.1 Predicting Speaking and Writing when only Listening is available

When only a Listening score is available, Probability is calculated as:

$$P_g(\text{Tier B/C}) = \frac{1}{1 + e^{-(l_g(L_g - 100) + c_g)}}, \text{ where}$$

g is the grade;

l_g is the coefficient (slope parameter) for Listening;

L_g is the test-taker's Listening scale score; and

c_g is a constant (intercept) which varies by the placement domain (Writing or Speaking) and grade-level.

Listening coefficients, intercepts, and the cuts by grade for Writing and Speaking, are provided in the file 403_S_W_TierPlacement[DATE].xlsx

2.1.3.2 Predicting Speaking and Writing when only Reading is available

When only a Reading score is available, Probability is calculated as:

$$P_g(\text{Tier B/C}) = \frac{1}{1 + e^{-(r_g(R_g - 100) + c_g)}}, \text{ where}$$

g is the grade;

r_g is the coefficient (slope parameter) for Reading;

R_g is the test-taker's Reading scale score; and

c_g is a constant (intercept) which varies by the placement domain (Writing or Speaking) and grade-level.

Reading coefficients, intercepts, and the cuts by grade for Writing and Speaking, are provided in the file "403_S_W_TierPlacement_8_30_2018.xlsx"

2.2 Calculating final raw scores (Speaking and Writing)

Students' responses are scored and final raw scores are produced. Documentation needed:

2.2.1 Speaking – final raw scores

Although for administration purposes the Speaking test is tiered (Pre-A, A, and B/C), for scoring purposes we treat the test as one form for each grade-level cluster. For each grade level cluster, then, the Speaking test consists of three folders, each testing the language of one or more standards, with three tasks per folder, as illustrated below. Within a folder, each task is designed to elicit language at an increasingly higher level of proficiency. The first task within a folder is aimed at Proficiency Level 1 (P1), the second at Proficiency Level 3 (P3), and the third at Proficiency Level 5 (P5). Students in Pre-A are administered only the P1 tasks, students in Tier A the P1 and P3 tasks, and students in Tier C the P3 and P5 tasks.

SIL	LoLA/SS	LoMA/SC
P5	P5	P5
P3	P3	P3
P1	P1	P1

Final Speaking raw scores are calculated thusly:

- A rating is assigned to each student response.
 - Potential ratings for P1 tasks include No response, Attempted, and Adequate
 - Potential ratings for P3 and P5 tasks include No response, Attempted, Adequate, Strong, and Exemplary.

Table 3

Relationship between Rating and Scored Responses for Speaking, for P1, P3, and P5 tasks

Rating	Speaking Scored Response P1 tasks	Speaking Scored Response P3 tasks	Speaking Scored Response P5 tasks
No response	0	0	0
Attempted	1	1	1
Adequate	2	2	2
Strong		3	3
Exemplary		4	4

NOTE: Table 3 also applies to Field Test (FT) tasks

2.2.1.1 Total scored response Speaking Pre-A, all grades

For Tier Pre-A, the scores from each task are summed to create the total scored response, and the maximum possible total is 6, as shown in Table 4.

Table 4

Range of possible scored responses and maximum possible scored response, Speaking Pre-A, all grades

Task	P1
SIL	0-2
LoLa/SS	0-2
LoMa/SC	0-2
Maximum possible scored response	6

2.2.1.2 Total scored response Speaking Tier A, all grades

For Tier A, the scores from each task are summed to create the total scored response, and the maximum possible total is 18, as shown in Table 5.

Table 5

Range of possible scored responses and maximum possible scored response, Speaking Tier A, all grades

Task	P1	P3
SIL	0-2	0-4
LoLa/SS	0-2	0-4
LoMa/SC	0-2	0-4
Maximum possible scored response	18	

2.2.1.3 Total scored response Speaking Tier B/C, all grades

For Tier B/C, the scores from each task are summed to create the total scored response, and then 6 is added to this total.² The maximum possible total is 30 as shown in Table 6.

Table 6

Range of possible scored responses and maximum possible scored response, Speaking Tier BC, all grades

Task	P3	P5
SIL	0-4	0-4
LoLa/SS	0-4	0-4
LoMa/SC	0-4	0-4
Maximum possible scored response	6+24=30	

2.2.2 Writing – final raw scores

Table 7 shows the correspondences between the rating scale values (range: non-scorable—6) and the scored response values (0-9). These correspondences apply to all grades and tiers.

Table 7

² Although Tier B/C students do not take the P1 tasks, it is assumed that students taking the Tier B/C test would achieve the maximum possible score points on the P1 tasks. Therefore, the maximum possible score points on the P1 tasks (6) is added to the Tier B/C total.

Correspondence between rating scale and scored response values for Writing, all grades and tiers

Rating	Scored Response
Non-scorable (NS)	0
1	1
1+	2
2	3
2+	4
3	5
3+	6
4	7
4+	8
5	9
5+	9
6	9

NOTE: Table 7 also refers to FT tasks.

2.2.2.1 *Total Scored Response: Grade 1 Tier A*

There are four tasks in the Grade 1 Tier A Writing test.

- Task 1 uses a modified version of the rating scale. The rating for this task ranges from NS (Non-scorable)-1; the scored response ranges from 0-1. This task has a weight of 1.
- Task 2 uses a modified version of the rating scale. The rating for this task ranges from NS-2; the scored response ranges from 0-3. This task has a weight of 1.
- Task 3 uses the full rating scale. The rating for this task ranges from NS-6; the scored response ranges from 0-9. This task has a weight of 1.
- Task 4 uses the full rating scale. The rating for this task ranges from NS-6; the scored response ranges from 0-9. This task has a weight of 3, for a total weighted score range of 0-27.
- The total weighted score range for the Grade 1 Tier A Writing test is 0-40.
- Table 8 summarizes the ranges for the ratings, scored responses and weighted responses, and provides the maximum possible weighted responses for Grade 1 Tier A Writing.

Table 8

Ranges for ratings, scored responses, and weighted responses, and maximum possible total weighted response for Grade 1 Tier A Writing

	Task 1: SI	Task 2: SI	Task 3: SI	Task 4: SI	

	Rating	Scored response	Weighted response (weight = 1)	Rating	Scored response	Weighted response (weight = 1)	Rating	Scored response	Weighted response (weight = 1)	Rating	Scored response	Weighted response (weight = 3)	Max possible weighted response
01A	NS-1	0-1	0-1	NS-2	0-3	0-3	NS-6	0-9	0-9	NS-6	0-9	0-27	40

2.2.2.2 Total Scored Response: Grade 2-12 Tier A

Tests in Tier A for grade-level clusters 2-3, 4-5, 6-8, and 9-12 each have three tasks.

- Each of these three tasks uses the full rating scale. The rating for these tasks ranges from NS-6; the scored responses range from 0-9.
- Each of these tasks has a weight of 1.
- The total weighted score range for the Tier A Writing tests in clusters 2-3, 4-5, 6-8, and 9-12 is 0-27.
- Table 9 summarizes the ranges for the ratings, scored responses and weighted responses, and provides the maximum possible weighted responses for Grade 2-12 Tier A Writing.

Table 9

Ranges for ratings, scored responses, and weighted responses, and maximum possible total weighted response for Grades 2-12 Tier A Writing

	Task 1: SI			Task 2: LA			Task 3: MS			Max possible weighted response
	Rating	Scored response	Weighted response (weight = 1)	Rating	Scored response	Weighted response (weight = 1)	Rating	Scored response	Weighted response (weight = 1)	
23A	NS-6	0-9	0-9	NS-6	0-9	0-9	NS-6	0-9	0-9	27
45A	NS-6	0-9	0-9	NS-6	0-9	0-9	NS-6	0-9	0-9	27
68A	NS-6	0-9	0-9	NS-6	0-9	0-9	NS-6	0-9	0-9	27
912A	NS-6	0-9	0-9	NS-6	0-9	0-9	NS-6	0-9	0-9	27

2.2.2.3 Total Scored Response: Tier B/C, all grade-level clusters

Tests in Tier B/C for all grade-level clusters have three tasks.

- Each of these three tasks uses the full rating scale. The rating for these tasks ranges from NS-6; the scored responses range from 0-9.
- Task 1 has a weight of 1, for a total weighted score range of 0-9.
- Task 2 has a weight of 2, for a total weighted score range of 0-18.
- Task 3 has a weight of 3, for a total weighted score range of 0-27.
- The total weighted score range for the Tier BC Writing test in all clusters is 0-54.
- Table 10 summarizes the ranges for the ratings, scored responses and weighted responses, and provides the maximum possible weighted responses for Tier B/C Writing for all grades.

Table 10

Ranges for ratings, scored responses, and weighted responses, and maximum possible total weighted response for Grades 1-12 Tier B/C Writing

	Task 1: SI			Task 2: MS			Task 3: IT			Max possible weighted response
	Rating	Scored response	Weighted response (weight = 1)	Rating	Scored response	Weighted response (weight = 2)	Rating	Scored response	Weighted response (weight = 3)	
01BC	NS-6	0-9	0-9	NS-6	0-9	0-18	NS-6	0-9	0-27	54
23BC	NS-6	0-9	0-9	NS-6	0-9	0-18	NS-6	0-9	0-27	54
45BC	NS-6	0-9	0-9	NS-6	0-9	0-18	NS-6	0-9	0-27	54
68BC	NS-6	0-9	0-9	NS-6	0-9	0-18	NS-6	0-9	0-27	54
912BC	NS-6	0-9	0-9	NS-6	0-9	0-18	NS-6	0-9	0-27	54

2.3 Scale Score and Proficiency Levels, Speaking and Writing

Raw score to scale score, and scale score to proficiency level correspondences for Speaking and Writing are found in the Omnibus Scoring Tables.

3 Composite Scores

The Literacy, Comprehension, Oral, and Overall Composite scale scores are created using weighed formulae of domain scores. Composite PL scores are then assigned based on the weighted composite scale scores.

3.1 Weighting rules for composites

- Composite scores are calculated using the scale scores from the four domains as follows:
 - Comprehension: $\text{Round}(0.30*L+0.70*R)$
 - Oral: $\text{Round}(0.50*L+0.50*S)$
 - Literacy: $\text{Round}(0.50*R+0.50*W)$
 - Overall: $\text{Round}(0.15*L+0.35*R+0.35*W+0.15*S)$
- CSEMs for composite scores will be provided in the [Omnibus Scoring Tables](#).

3.2 Rounding rule for composites

- When deriving composite scores (see below) we round the result to the nearest whole number
 - e.g., 314.3 becomes 314 and 314.6 becomes 315

3.3 CSEM for composites

SEM values for composites are found in the following file:

[Omnibus Scoring Tables](#)

3.4 Grade-level PL lookup tables for composites

Correspondences between scale scores and proficiency levels for composites are provided in the [Omnibus Scoring Tables](#).

4 Exception Handling

Note: The text in this section is authored by WIDA, not by the Center for Applied Linguistics.

Off Grade Testing Scenarios

If a student is administered an off cluster test (i.e., if a student's grade and cluster do not match), scale scores are assigned based on the tested cluster and proficiency levels are assigned based on the student's grade. Here are two examples. If a 5th grader took a grade 6-8 test, s/he would be assigned a scale score from the grade 6-8 cluster; however, s/he would receive a proficiency level from the grade 5 look up table. Similarly, if a 9th grader took a grade 6-8 cluster test, s/he would be assigned a scale score from the grade 6-8 cluster but receive a proficiency level from the grade 9 look up table.

For off grade cluster testing cases, if a student's scale score from the cluster test is below the grade's LOSS, then assign the most adjacent grade's LOSS in the cluster test he or she took. For example, 9th grader took 6-8 grade cluster Listening test and his scale score was 73 which is below any of 6 through 8 grade's LOSS. Then his final assigned scale score will be 8th grade's LOSS, which is 132. There may be cases where a student's assigned LOSS is lower than their current grade's LOSS. In such cases, assign a proficiency level of 1.0 for that score.

Scenario	Domain Scale Score is created using the Test grade:	Domain Proficiency Level is created using the Students grade:	What grade/tier* does this student appear on the ISR	What grade does this student appear on the Roster Report (the student's name will appear/display on which grade page of the Roster)	What grade does this student count get included when calculating the Frequency Report (the student will be counted on which grade page of the Frequency)
<p>Grade 1 student took a Grade 2 Paper Tier A, all four Domains and Grade 2-3 Online (L, R, S); To make a complete highest score test, Grade 2 Paper Tier A Writing and Grade 2-3 Online (L, R, S) were used.</p>	<p>L & R: Use Summative Scoring tables for Grade 2 (online test)</p> <p>S: Use summative scoring tables for Grade 2, whichever Tier that student took</p> <p>W: Using the Summative Scoring tables, the test is Grade 2 Tier A and uses Grade 2 Tier A Scale Score</p>	<p>Using the ACCESS 2.0 Scoring tables, the student is Grade 1 and uses the Grade 1 Proficiency Level</p>	<p>Summative ISR under Grade 1</p> <p>For tier, see "Reported Tier" table</p>	<p>Summative Roster under Grade 1</p> <p>Grade level = "1"</p> <p>"Cluster" = "2-3"</p> <p>"Tier" = For tier, see "Reported Tier" table</p>	<p>Summative Frequency under Grade 1</p> <p>Grade level = "1"</p> <p>"Cluster" = "2-3"</p>

Scenario	Domain Scale Score is created using the Test grade:	Domain Proficiency Level is created using the Students grade:	What grade/tier* does this student appear on the ISR	What grade does this student appear on the Roster Report (the student's name will appear/display on which grade page of the Roster)	What grade does this student count get included when calculating the Frequency Report (the student will be counted on which grade page of the Frequency)
Grade for student was blank but they took a Grade 4-5 Online test. (Emails on 3/25/16 – “students with a blank grade level will be assigned the lowest grade level in the cluster test they took.”	Using the Summative Scoring tables, the test is Grade 4-5 and uses Grade 4 Tier A Scale Score Use the tier based on the Speaking/Writing Combination table	Using the ACCESS 2.0 Scoring tables, the student is Grade 4 and uses the Grade 4 Proficiency Level	Summative ISR under Grade 4 For tier, see “Reported Tier” table	Summative Roster under Grade 4 Grade level = “4” "Cluster" = “4-5” “Tier” = For tier, see “Reported Tier” table	Summative Roster under Grade 4 Grade level = “4” "Cluster" = “4-5”

Reported Tier

Reported Tier 2018-19		
Speaking	Writing	Reported Tier
<blank>	<blank>	<blank>
<blank>	A	A
<blank>	BR	C
<blank>	B/C	C
Pre A	<blank>	A
A	<blank>	A

BR	<blank>	C
B/C	<blank>	C
Pre A	A	A
Pre A	BR	B
Pre A	B/C	B
A	A	A
A	BR	B
A	B/C	B
BR	A	B
BR	BR	C
BR	B/C	C
B/C	A	B
B/C	BR	C
B/C	B/C	C