

## Critical Element 6.4 – Reporting

	Evidence	Notes
<p>The State reports its assessment results for all students assessed, and the reporting facilitates timely, appropriate, credible, and defensible interpretations and uses of those results by parents, educators, State officials, policymakers and other stakeholders, and the public.</p> <p>The State reports to the public its assessment results on <b>English language proficiency for all ELs including the number and percentage of ELs attaining ELP.</b></p> <p>For the <b>ELP assessment</b>, the State provides coherent and timely information about each student’s attainment of the State’s ELP standards to parents that:</p> <ul style="list-style-type: none"> <li>• Reports the <b>ELs’ English proficiency</b> in terms of the State’s grade level/grade-band ELP standards (including performance-level descriptors);</li> <li>• Are provided in an understandable and uniform format;</li> <li>• Are, to the extent practicable, written in a language that parents and guardians can understand or, if it is not practicable to provide written translations to a parent or guardian with limited English proficiency, are orally translated for such parent or guardian;</li> <li>• Upon request by a parent who is an individual with a disability as defined by the ADA, as</li> </ul>	<p><b>6.4-1</b> <i>ACCESS FOR ELLs® 2.0 SPRING 2018 Interpretive Guide for Score Reports Kindergarten–Grade 12</i></p> <p><b>6.4-2</b> <i>ALTERNATE ACCESS for ELLs SPRING 2018 Interpretive Guide for Score Reports Grades 1-12</i></p>	<p>For the guidance WIDA provides on the appropriate uses and limitations of ACCESS for ELLs scores, see:</p> <p><b>ACCESS for ELLs Online &amp; ACCESS for ELLs Paper ACCESS FOR ELLs® 2.0 SPRING 2018 Interpretive Guide for Score Reports Kindergarten–Grade 12 [document 6.4-1]</b></p> <ul style="list-style-type: none"> <li>♦ See p. 14-15 for descriptions of the variety of score reports WIDA provides.</li> <li>♦ See p. 15-16 for WIDA’s recommendations on how to use those reports.</li> <li>♦ See p. 19, 23, and 26 for example reports, including student roster reports (p.23) and school, state, and district frequency reports (p. 24-26).</li> <li>♦ See p. 30-31 for detail on WIDA’s efforts to provide reports in students’ and parents’ primary language.</li> <li>♦ See p. 32-33 for detail on the information WIDA recommends schools provide to parents along with the sample parent guide for score reports.</li> </ul> <p><b>Alternate ACCESS for ELLs ALTERNATE ACCESS for ELLs SPRING 2018 Interpretive Guide for Score Reports Grades 1-12 [document 6.4-2]</b></p> <ul style="list-style-type: none"> <li>♦ See p. 14-15 for descriptions of the variety of score reports WIDA provides.</li> <li>♦ See p. 19-20, 23, and 26 for example reports.</li> <li>♦ See p. 29 for performance level descriptors.</li> <li>♦ See p. 32-34 for detail on the information WIDA recommends schools provide to parents along with score reports.</li> </ul> <p>Key recommendations of the above documents include sharing student achievement with parents</p>

<p>amended, are provided in an alternative format accessible to that parent.</p>		<p>and using scores to make programmatic decisions. The guides caution stakeholders against using score reports to make assumptions about any student's English language acquisition capabilities.</p> <p>WIDA relies on state and local education agencies to supplement the provided score reports as needed by, for example, providing alternative formats or additional languages to expand parent access to test information.</p>
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