



ACCESS for ELLs 2.0 Attemptedness Criteria FAQ

What are attemptedness criteria?

Attemptedness criteria help to determine which testing attempts made by students included a sufficient level of engagement with a test item to award the student a score. All standardized K-12 assessments employ some form of attemptedness criteria in their scoring.

What is unique about attemptedness criteria for English language proficiency testing?

Attemptedness criteria for English language proficiency testing must permit beginning English language learners to show what they know and can do and still receive a score even if they are unable to respond in English. However, the criteria must also ensure that students who did not meaningfully engage with a test are not awarded a beginning English language proficiency score when that might not accurately represent their language abilities.

What happened to the attemptedness criteria in 2016-17?

In 2016-17, WIDA Consortium state education agency representatives voted to update WIDA's attemptedness criteria for ACCESS for ELLs 2.0. The changes are summarized below:

Past ACCESS for ELLs Attemptedness Criteria	Summary of 2016-17 ACCESS for ELLs 2.0 Attemptedness Criteria*
<p>Listening, Reading, Speaking, and Writing:</p> <p>A student's test did not have a Do Not Score code applied for the domain.</p> <p>AND</p> <p>Paper-based testing: A test booklet was submitted for the student.</p> <p>Online testing: Students logged in with their test ticket credentials and clicked "Begin test" on a domain.</p>	<p>Listening and Reading:</p> <p>There is at least one scored item in the domain with a response captured/bubbled.</p> <p>Speaking:</p> <p>Online: There is a sound file with an utterance (ambient sound and breathing are not enough to be considered "attempted").</p> <p>Paper: Something has been bubbled on the Speaking response page.</p> <p>Writing:</p> <p>Keyboarding: a visible key stroke is attempted (e.g., a letter, a symbol). Space bar and returns do not count as attempted.</p> <p>Handwriting: there is some marking on the booklet in the response space.</p>

*Note that Attemptedness Criteria for Kindergarten and Alternate ACCESS for ELLs are unique. To review the full 2016-17 Attemptedness Criteria, please visit www.wida.us/scorereport.



The following table summarizes the impact of the attemptedness criteria on students and their scores.

Impact of Implementing Attemptedness Criteria	
Past ACCESS for ELLs Attemptedness Criteria	2016-17 ACCESS for ELLs 2.0 Attemptedness Criteria
A student whose blank booklet was submitted without a Do Not Score code (paper) or who logged in to a domain test but did not respond to any items (online) received the lowest possible scale score (proficiency level 1.0) for the domain.	A test event meeting the attemptedness criteria results in a scale score.
Only a test event with a Do Not Score code applied for the domain resulted in no score.	A test event failing to meet the attemptedness criteria OR with a Do Not Score code applied for the domain results in no score.
<p>Composite scores were calculated incorporating domain scores for students who were seated for testing but did not engage with a scorable item. Sometimes students' composite scores were lower than expected due to the lowest possible scale score being awarded for one or more domains as a result.</p> <p>For example, a student who scored 5.0 in three domains but did not respond in Speaking received a 3.1 overall composite proficiency level.</p>	<p>Composite scores are NOT awarded if the domains involved in calculating that composite have a blank (no score).</p> <p>For example, a student with a blank Speaking score would also receive blank Oral Language and Overall composite scores.</p>

What if a student received the “NA” Notation rather than a blank for a domain?

NA appears on the score report if one of the four Do Not Score codes has been filled in. These include ABS (absent), INV (invalidate), DEC (declined), or SPD (Deferred Special Education/504). NA appears both for the language domain marked with the Do Not Score code and any composite scores calculated using the domain, including the Overall score. If a student has both a blank domain and a domain marked NA, NA trumps blank fields and NA will appear in place of any composite scores impacted by the NA domain. More information on Do Not Score codes can be found in the ACCESS for ELLs 2.0 Test Administrator Manual.

What should I do if I am concerned about blank scores appearing for my students?

You may wish to discuss how the student was engaged in testing and give feedback to Test Administrators about how to best promote students' active engagement in the future. Consider:

- Did the Test Administrator closely monitor the students recording their Speaking on the online test?
- Did the Test Administrator verify that all students were producing Writing responses?
- Did the Test Administrator check in with the student during the Reading and Listening tests to make sure they were completing items?

If you feel a review is warranted, please contact your state education agency for instructions. Your SEA may ask you to provide the student ID numbers for a few impacted students. Please keep in mind that out of many blank score reviews conducted by WIDA and DRC in April and May 2017, none were found to be in error. No technical errors in the transferring of scores to reports have been discovered.