ACCESS for ELLs 2.0 Attemptedness Criteria FAQ, 2017-18

What are attemptedness criteria?
Attemptedness criteria refers the policies used to determine the minimum interaction test takers need to have with a test to show that they have had an opportunity to respond. For ACCESS for ELLs 2.0, students must demonstrate that they have responded or attempted to respond to *at least one item* per domain test in order for that test to be counted.

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 are the attemptedness criteria in 2017-18?
The attemptedness criteria for 2017-18 are the same as 2016-17, with one exception in the Speaking domain for online testing. Last year, there needed to be an audible utterance by the student. This year the criteria has been relaxed so that as long as the "Record" button has been pushed for one scored item, the student will be considered to have attempted a response. The attemptedness criteria for ACCESS for ELLs Online and Paper are summarized in the tables below:

Attemptedness Criteria, 2017-18*	
ACCESS for ELLs 2.0 Paper	**ACCESS for ELLs 2.0 Online**
Listening and Reading: Students must indicate an answer by bubbling in a response to *at least one* scored (not practice) item in the domain. **Speaking:** The Test Administrator must bubble a response for *at least one* scored item. **Writing:** Students must make a *visible* mark in the writing response space.	**Listening and Reading:** Students must indicate an answer by clicking a response for *at least one* scored (not practice) item in the domain. **Speaking:** Students must push the "Record" button for *at least one* scored item. A human voice need not be detected in the recording. **Writing:** Students must make a *visible* mark in the writing response space: a visible key stroke if keyboarding (e.g., a letter, a symbol; not space bar or return) and a visible mark in the booklet if handwriting.

*Note that Attemptedness Criteria for Kindergarten and Alternate ACCESS for ELLs are unique and remain unchanged from 2016-17.

What is the impact of the attemptedness criteria on students and their scores?
A domain test event meeting the attemptedness criteria results in a scale score for the domain. A test event failing to meet the attemptedness criteria results in no score, or "blank." Composite scores are NOT awarded if the domains involved in calculating that composite have a blank (no score). For example, a student with a blank Speaking score would also receive blank Oral Language and Overall composite scores.

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 to ensure my students meet the attemptedness criteria?
You may wish to form a plan or discuss with your team of Test Administrators about how to best promote students' active engagement in the test, considering the following:

- How will you closely monitor the students recording their Speaking on the online test?
- How will you verify that all students produce Writing responses?
- How will you check in with students during the Reading and Listening tests to make sure they complete items?