



ACCESS for ELLs<sup>®</sup> 2.0

SPRING 2017  
**Interpretive Guide for  
Score Reports**  
Kindergarten–Grade 12

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## Introduction

Welcome to the ACCESS for ELLs 2.0 Interpretive Guide for Score Reports, 2017. The aim of the Interpretive Guide is to assist stakeholders in understanding the scores reported for ACCESS for ELLs 2.0 test takers.

### About the Assessment

ACCESS for ELLs 2.0, a large-scale language proficiency test for K–12 students, is one component of WIDA’s comprehensive, standards-driven system designed to improve teaching and learning for English language learners (ELLs). The test was developed in partnership with the Center for Applied Linguistics. In 2015–16, ACCESS for ELLs 2.0 was delivered online for the first time. Prior to that year, the test had been available only as a paper and pencil assessment.

ACCESS for ELLs 2.0 scores should be considered one of multiple criteria used in educational decision making.

The purpose of ACCESS for ELLs 2.0 is to monitor student progress in English language proficiency (ELP) on a yearly basis and to serve as a criterion to aid in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers. The test is carefully designed to be representative of the social and academic language demands within a school setting as exemplified in the WIDA English Language Development (ELD) Standards (2004, 2007, 2012).

WIDA Technical Report #1, *Development and Field Test of ACCESS for ELLs* (2006), provides extensive information on the conceptualization of the assessment, from its anchor in the WIDA ELD Standards through each developmental phase. It details the procedures for the initial standard setting study, which determined the cut scores for the six language proficiency levels. Annual Technical Report #4 explains how grade-level cluster cut scores were converted to grade-specific cut scores in 2007. To obtain a copy of these reports, please visit the WIDA website: [www.wida.us](http://www.wida.us). In 2016 WIDA and the Center for Applied Linguistics conducted two new standard setting studies. These studies and their impact on test scores are described in this guide.

The high quality of ACCESS for ELLs 2.0’s technical properties ensures that the test is a reliable and valid measure of English language proficiency. Therefore, WIDA is confident that the information contained in the score reports is an accurate reflection of the students’ English language proficiency at a given point in time.

### Organization of This Guide

Part I addresses the two standard setting studies conducted by WIDA in 2016, explaining the reasons for the studies, the results, and the expected impact on test scores.

Part II addresses the types of scores reported by ACCESS for ELLs 2.0. Students in Grades 1–12 may take the test entirely online, entirely using paper booklets, or take the test online while completing the writing domain on paper. Unless stated otherwise, information about the test and score reports refer to all

methods of test delivery and student response. Part II also discusses Kindergarten ACCESS for ELLs 2.0 and the differences between the Kindergarten and Grades 1–12 tests.

Part III provides examples of each type of score report. Along with each sample, detailed information is offered on the meaning and the use of the data in the reports.

## **PART I:**

# **2016 Standard Setting and Impact on ACCESS for ELLs 2.0 Scores**

In July and August, 2016, WIDA held two related standard setting studies. The results of the second study (new cut scores) have been implemented into the scoring processes of ACCESS for ELLs 2.0 for the 2016–17 school year and will have an impact on students’ scores. This section of the Interpretive Guide briefly describes:

- The reasons for conducting these standard setting studies
- The results of the standard setting studies
- The impact of the studies on this year’s test scores

## **Rationale for Conducting Standard Setting Studies**

WIDA decided to conduct these standard setting studies in 2016 for several reasons. ACCESS for ELLs 2.0 has undergone significant changes in recent years; this is the primary reason for the studies. In 2015 ACCESS for ELLs 2.0 changed from being an exclusively paper and pencil test to being a largely computer delivered assessment. As part of this change, the Speaking domain test was significantly revised. The Speaking domain test is now different in design in both the paper and online versions of ACCESS for ELLs 2.0 and responses to the online test are scored centrally. Previously, students’ spoken responses were scored locally.

In addition, ACCESS for ELLs 2.0 is having to adapt to the influence of the new college- and career-ready state standards and the associated shift in linguistic demands and increased academic language rigor identified in these standards. In light of these significant changes, it was deemed prudent to hold standard setting studies to revisit how scores on ACCESS for ELLs 2.0 should be interpreted and to support better understanding of students’ language proficiency.

## **Results of the Standard Setting Studies**

In the first standard setting study, panelists recommended English proficient cut scores of approximately 5.5 in the Listening and Reading domains and between 4.3 and 4.7 (depending on grade level) in the Speaking and Writing domains. For more on proficiency level scores, refer to Part II of this guide.

In the second standard setting study, panelists generally recommended that higher scale scores be required to reach each proficiency level. This was the case in most grades and all domains, although the Listening domain experienced the smallest changes. This means that standards have been raised for all students who take ACCESS for ELLs 2.0 in 2016–17 as compared to those who took ACCESS in previous years.

Consider, for example, Overall scores. In 2016–17, students who achieve the lowest scale score required to attain a proficiency level score of 5.0 would have scored an Overall proficiency level score of 5.9 or 6.0 (depending on grade level) in previous years. In general, proficiency level expectations for all grades and all domains have increased notably. Almost all of the 54 panelists involved in the second standard setting study advocated for these more robust standards and WIDA has implemented these results and recommendations for the 2016–17 administration of ACCESS for ELLs 2.0.

## Impact of the Standard Setting Results on Test Scores

In general, we should expect proficiency level scores for students taking ACCESS for ELLs 2.0 to be lower in 2016–17 than they were in 2015–16. Scale scores and proficiency levels will be affected by the results of standard setting.

Please note that the impact of the results of standard setting are only estimates, based on a comparison of how the new cut scores would have impacted the students who took the 2015–16 ACCESS for ELLs 2.0 test. It is impossible to predict the abilities of the students who take the 2016–17 test. These students may be more or less proficient than those who took the 2015–16 test and the possible impact of the results of standard setting described below is based on an assumption of no change in overall proficiency for the students who take the 2016–17 test.

WIDA advises caution when comparing 2016–17 ACCESS for ELLs 2.0 scores to those of 2015–16 as a measure of growth. As a result of the standard setting studies of 2016 and the introduction of new cut scores in the 2016–17 testing season, comparing scores across the two years may be challenging and conclusions drawn about students' growth may be misleading. WIDA would caution against using growth measures for high-stakes decisions in 2016–17.

In summary, proficiency level expectations are now more rigorous on ACCESS for ELLs 2.0 as a result of the 2016 standard setting studies. Proficiency level scores are likely to drop across all grades and domains. Speaking was the most impacted, followed by Reading and Writing. Listening was minimally impacted.

For more detail about the standard setting than is provided here, please refer to the following report:

Cook, H. G. & MacGregor, D. (2017). *The ACCESS for ELLs 2.0 2016 Standard Setting Study* (Technical Report). Madison, WI: Board of Regents of the University of Wisconsin System.

This report will be posted on the WIDA website. For assistance in locating and interpreting this report, please contact the WIDA Client Services Center at [help@wida.us](mailto:help@wida.us).



## PART II:

## ACCESS for ELLs 2.0 Scores

This section provides some general information about ACCESS for ELLs 2.0 that you should keep in mind when considering scores. It also provides details about the types of scores generated by ACCESS for ELLs 2.0.

### ACCESS for ELLs 2.0 Grade Level Clusters

ACCESS for ELLs 2.0 test forms are divided into grade-level clusters, as shown in the following table.

Format	Grade-Level Clusters
Online	1, 2–3, 4–5, 6–8, 9–12
Paper	K, 1, 2, 3, 4–5, 6–8, 9–12

ACCESS for ELLs 2.0 uses multiple choice questions and constructed response performance-based tasks to assess the four domains of Listening, Reading, Writing, and Speaking. Different methods are used to score these four domains.

- Listening and Reading are machine scored by WIDA’s test delivery partner Data Recognition Corporation (DRC).
- Writing in Grades 1–12 is assessed through a set of performance-based tasks. Whether keyboarded or handwritten, student responses are centrally scored by trained raters at DRC, using the WIDA Writing Scoring Scale; see Speaking and Writing Scoring Scales in Part III of this guide.
- Speaking in Grades 1–12 is assessed through a set of performance-based tasks and the method used to score Speaking depends on the administration mode. Responses from students taking the online test are captured by the computer and sent to be scored centrally at DRC. Responses from students taking the paper-based Speaking test are scored locally by the Test Administrator. Both the online and paper Speaking tests are rated using the same WIDA Speaking Scoring Scale; see Speaking and Writing Scoring Scales in Part III of this guide.

### ACCESS for ELLs 2.0 Online Test versus Paper Test

ACCESS for ELLs 2.0 may be administered online or as a paper-based test. Both formats generate the same types of scores. Therefore, this document does not go into much detail about how the tests differ, but the following table briefly outlines the difference.

Online Test	Paper Test
The grade-level clusters are 1, 2–3, 4–5, 6–8, and 9–12.	The grade level clusters are 1, 2, 3, 4–5, 6–8, and 9–12.
The adaptive Listening and Reading tests are administered first, and the student’s performance determines his or her tier placement for Speaking and Writing.	Teachers must select which tier of the test to give to each of their students prior to the start of the test.
Writing tests are scored centrally; keyboarded responses are sent automatically to be scored, and handwritten responses need to be mailed.	Handwritten responses are mailed in and the Writing responses are scored centrally.
For the Speaking test, students speak into a headset to record their answers, which are centrally scored.	The paper-based Speaking test is administered and scored locally.

**Grades 1–12 ACCESS for ELLs 2.0 Scores**

An individual student’s results on ACCESS for ELLs are reported as scale scores and as English language proficiency level scores for each of the four language domains, Listening, Speaking, Reading, and Writing.

Scale scores and proficiency levels are also reported for four different combinations of language domains. These combinations are known as composite scores, and include the following:

- Oral Language (Listening and Speaking)
- Literacy (Reading and Writing)
- Comprehension (Listening and Reading)
- Overall Composite Score (a combination of all four language domains)

**Raw Scores**

Raw scores indicate the actual number of items or tasks to which the student responded correctly out of the total number of items or tasks. However, raw scores are not reported on ACCESS for ELLs 2.0 score reports because they are generally not useful for interpreting student performance. This is because raw scores do not take item difficulty into account and the total number of items correct does not provide a meaningful measure of students’ language proficiency; indeed, these scores can provide misleading information about student ability.

**Scale Scores**

In contrast to raw scores, scale scores are reported in a consistent way to take into account differences in item difficulty between test administrations. Because they are reported on a consistent scale, they allow stakeholders to compare scores across periods of time and between students. Scaling allows scores across grades and tiers to be compared on a single vertical scale from Kindergarten through Grade 12.

Scale scores can be used to monitor a student’s growth; however, because of the scale change, **using scale scores to monitor growth is not recommended this year.**

With the vertical scale, scale scores across grades can be compared to one another within (but not across) a language domain (Listening, Speaking, Reading, or Writing). Each domain has a separate scale; therefore, a scale score of 300 in Listening is not the same as 300 in Speaking.

The range of possible scale scores across all ACCESS for ELLs 2.0 forms, Kindergarten through grade-level cluster 9–12 is 100–600. However, depending on the tier and grade level, each form has a different range of possible scale scores that fall within this 100–600 range. For example, the Kindergarten ACCESS for ELLs test form only has a possible scale score range of 100–400.

The online version of ACCESS for ELLs 2.0 is an adaptive test, so as students progress through the test, their performances determine what questions they see next. A low-proficiency student sees easier items, and a student with a higher level of English proficiency sees more difficult questions. The student who gets 10 difficult items correct demonstrates more proficiency than the student who gets 10 easy items correct. Scaling takes this level of performance into account.

Scaling is also necessary for the paper-based test. For the paper test, students are given tiered forms of different difficulty levels. Scaling accounts for the differences in difficulty of each tiered form (A, B, or C) within a grade-level cluster. Tier A, for example, contains easier items than Tier C. To reflect the difficulty of the Tier C form, a student who gets 10 items correct on the Tier C Listening test receives a higher ACCESS for ELLs 2.0 scale score in Listening than a student who gets 10 items correct on the Tier A Listening test.

Scaling also accounts for the differences in difficulty of the test forms across grade-level clusters. This means that a student taking the grade-level cluster 4–5 Tier B Reading test who gets all items correct receives a lower scale score in Reading than a student who gets all items correct on the grade-level cluster 6–8 Tier B Reading test.

## Proficiency Level Scores

The proficiency level scores are interpretive scores. That is, they provide stakeholders with an interpretation of the scale scores. They help stakeholders understand what the numeric score means in terms of the language skills of the student. They describe student performance in terms of the six WIDA English language proficiency levels: 1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, 6–Reaching.

Proficiency level scores are presented as whole numbers followed by a decimal. The whole number indicates the student’s language proficiency level based on the WIDA ELD Standards. The decimal indicates the proportion within the proficiency level range that the student’s scale score represents, rounded to the nearest tenth.

### Key Points on Proficiency Level Scores

- They are interpretations of grade level specific (not grade-level cluster) scale scores.
- The interpretation of scale scores to proficiency level scores is domain specific.
- They describe student performance based on six ELP levels.
- The Literacy, Oral, Comprehension, and Overall (or Composite) proficiency levels are derived from the scale scores for the domains, not the proficiency level scores.
- To monitor growth over time, it is recommended to use scale scores and not the proficiency level scores.

The interpretation of scale scores to proficiency level scores is grade specific, not grade-level cluster specific. For example, a Reading scale score of 355 for a fifth grade student is interpreted as Level 4.0. The same scale score for a fourth grader results in Level 4.6, and for a third grade student that scale score results in Level 5.2.

Each domain reports a separate score; therefore, the same scale score in Listening and Reading does not become the same proficiency level score. For example, consider a sixth grade student in grade-level cluster 6–8. She has a scale score of 370 for Listening and therefore has a proficiency level score of 4.3, while she has a scale score of 370 for Reading and therefore has a proficiency level score of 3.8.

## Score Caps

Proficiency level scores for the language domains of Listening and Reading (and subsequently the Comprehension composite) on the paper test are capped for the Tier A and Tier B forms of ACCESS for ELLs 2.0. This means that students cannot receive a proficiency level score above 4.0 for Tier A and above 5.0 for Tier B, even if they answer most or all of the items correctly. The Tier A and Tier B test forms don't contain enough high proficiency test items to allow a student to demonstrate proficiency levels above 4.0 (Tier A) or 5.0 (Tier B). Because these tiers are capped, students who take Tier A or Tier B forms are less likely to receive an Overall Score above proficiency level 4.0 or 5.0, respectively.

Listening and Reading scores for the online test are not capped, because these domains of the online test are adaptive, meaning that as the student navigates through the test content, the test items presented become easier or more difficult based on the student's performance on previous items. Students will be placed into the appropriate tier for Speaking and Writing based on their performance on the Listening and Reading domains. Students who test online may be placed into a Pre-A Tier for Speaking. The Pre-A Speaking test is a special test form that has been developed for newcomers with minimal ability to produce spoken English. It is a shortened and simplified Speaking test, and as such, scores are capped at Proficiency Level 1.

## Choosing When to Use Scale Scores vs. Proficiency Levels

<p><b>Use scale scores to make comparisons across grade levels, but not across domains.</b></p> <p>For example, a scale score of 425 in Listening does not indicate the same proficiency level as a 425 in Speaking. This is because each domain has its own scale.</p>	<p><b>Use Proficiency Levels to make comparisons across domains, but take care when comparing across grades.</b></p> <p>For example, a 2nd grade student who receives Proficiency Level 4.0 in Listening and 3.0 in Speaking indeed has progressed further in acquiring Listening than Speaking.</p> <p>Using proficiency levels across grades is trickier, because they do not go up at the same rate as scale scores.</p>
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## Composite Scores

Students receive four different composite scores derived from a combination of weighted language domain scores. The four composite scores are Oral Language, Literacy, Comprehension, and Overall score.

### Composite scores are compensatory.

Compensatory means that a high score in one language domain could inflate the composite score, compensating for a low score in another language domain; conversely, a low score in a language domain could bring down the composite.

Composite scores are reported as both scale scores and as proficiency levels.

### Composite Scale Scores

To arrive at the composite scale scores, the relevant language domains are weighted and then added together. Literacy (Reading and Writing) scale scores carry greater weight than scale scores for oral language (Listening and Speaking) due to their relative emphasis and importance to success in school.

The weighting used to calculate each of the composite scale scores is shown in the following table:

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

Once composite scale scores have been calculated, they are interpreted as composite proficiency levels. The proficiency level scores in the four language domains (Listening, Speaking, Reading and Writing) and combinations of domains offer a portrait of student language performance. This information, along with the WIDA Standards Framework components, including the *WIDA Can Do Descriptors, Key Uses Edition*, the Performance Definitions, the Model Performance Indicators, and the *WIDA 2012 Amplification of the English Language Development (ELD) Standards* (available at [www.wida.us](http://www.wida.us)), help determine the most important instructional strategies of ELLs.

**Only students that complete all domains of ACCESS for ELLS 2.0 will receive the four composite scores.**

**Composite scores should be used with caution after careful consideration of their compensatory nature.** Attention must be given to the individual language domain scores that comprise the composite score as well as their weights.

**The same Overall Scale Score for two students can reflect two very different profiles.** For example, one student may be very strong in Listening and Reading, but weaker in Speaking and Writing, while another student with the same Overall Scale Score is strong in Reading and Writing, but weaker in Listening and Speaking. **A student's individual performance in each language domain provides a more comprehensive profile than that from a single overall score.**

The following table summarizes the two types of scores reported on ACCESS for ELLs 2.0 and offers suggestions and cautions on their uses.

	Information Provided & Suggested Uses	Keep in Mind
<b>Scale Scores</b>	<ul style="list-style-type: none"> <li>Provides a psychometrically derived score (accounting for all tier and grade level differences) for each language domain (Listening, Speaking, Reading, and Writing)</li> <li>Reports scores on a scale from 100–600</li> <li>Provides way to monitor student growth over time (within a language domain)</li> <li>Provided on the Individual Student &amp; Student Roster Reports</li> </ul>	<ul style="list-style-type: none"> <li>Comparisons cannot be made across Listening, Speaking, Reading, and Writing domains; only within domains</li> <li>To monitor growth over time, it is recommended to use scale scores and not the proficiency level scores.</li> </ul>
<b>Proficiency Level Scores</b>	<ul style="list-style-type: none"> <li>Provides a score in terms of the six WIDA language proficiency levels</li> <li>Provides individual domain scores which can be used with the WIDA Can Do Descriptors to get a profile of the student’s English language performance</li> <li>Informs targeted language instruction using the WIDA ELD Standards</li> <li>Provides information to help determine program eligibility</li> <li>Provided on the Individual Student and Student Roster Reports</li> </ul>	<ul style="list-style-type: none"> <li>Scores provide only one source of data and should be used in conjunction with other data sources when making decisions about instruction, assessment and services for English Language Learners.</li> <li>The range of scale score points for each proficiency level cut differs depending on the grade and domain and therefore proficiency level scores do not represent interval data.</li> </ul>

## Kindergarten ACCESS for ELLs Scores

### About Kindergarten ACCESS for ELLs

Most of the information about ACCESS for ELLs 2.0 applies to all students in Grades K–12. However, the Kindergarten test is distinct from Grades 1–12 in several ways.

- The ACCESS for ELLs Kindergarten assessment remains a paper-based, face-to-face test.
- The Kindergarten test form is individually administered and adaptive.
- In the WIDA English Language Proficiency Standards (2007), a set of model performance indicators (MPIs) specific to Kindergarten were created. These standards were used to develop the current Kindergarten ACCESS test.
- Additional features embedded in the test design make it developmentally appropriate for this age group.
- Reading and Writing items allow students to demonstrate preliteracy skills that many Kindergarteners are still in the process of acquiring.
- Rather than including a wide variety of themes and topics as the different domains are assessed, tasks for all four domains were developed around just two unifying themes, a narrative text and an expository text. This minimizes the number of cognitive leaps a student has to make within each test domain.

- Many items involve the use of manipulative cards to engage the students in familiar types of activities.
- All of these characteristics were designed to help create a developmentally appropriate instrument.

### Limited Scale Score Range

While the entire range of possible scale scores for the entire battery of ACCESS for ELLs 2.0 forms (K–12) is 100–600, the possible scale score range specifically for the Kindergarten ACCESS test form is 100–400.

### Reported Kindergarten Scores

Prior to the 2016–2017 testing year, Kindergarten students received two proficiency level scores, an “Instructional” score and an “Accountability” score. This necessitated two different score reports, one for parents/guardians containing the accountability score, and one for teachers that contained both proficiency level scores.

As a result of the standard setting described in Part I of this guide, it is no longer necessary to report these two different scores and the same proficiency score can now be used for both instructional and accountability purposes. Therefore, Kindergarten students and educators will now receive the same Individual Student Report as students in Grades 1–12.

### Incomplete or Non-scored Domains and Composites

Some score reports may have one or more language domains left blank or marked “NA” (Not Available). Composite scores are not computed if any language domain score is missing.

### NA Notation

NA appears on the score report if one of the four Do Not Score codes has been filled in. 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.

### Incomplete or Blank Tests

The space on the score report for a domain score is left blank when:

- Do Not Score Codes were not filled in
- There is no evidence the student engaged with any scorable test item, as outlined by the attemptedness criteria.

Domain	Minimum Criteria for “Attempting” the domain (Online/Paper)
Listening	There is at least one scored item in the domain with a response captured/bubbled.
Reading	There is at least one scored item in the domain with a response captured/bubbled.
Speaking	There is a sound file with an utterance (ambient sound and breathing are not enough to be considered “attempted”)/something has been bubbled on the Speaking response page.
Writing	Keyboarding: a visible key stroke is attempted. (Example, a letter, a symbol.) Space bar and returns do not count as attempted. Handwriting: there is some marking on the booklet in the response space.

*\*Practice items are not scored items and therefore do not count towards an “attempt.”*

The score report will be left blank for both the individual language domain and any composite scores calculated using the domain.

## Examples

Example 1: A student has a Do Not Score code marked for the Reading part of the test. The student receives NA for Reading, Literacy, Comprehension, and the Overall Score.





Example 2: A student logged in to the Speaking test, but while breathing is audible on the sound files, there are no audible utterances, and Do Not Score codes were not filled in. This indicates that the student did not meet the attemptedness criteria. Therefore, the Speaking, Oral Language, and the Overall Scores will be left blank.

Example 3: Listening is marked NA and Speaking is blank. NA trumps blank fields, so Oral Language and Overall Score will be marked NA.

## Confidence Bands Depicting Standard Error of Measurement

The Individual Student Report includes confidence bands for both domain and composite scale scores. Confidence bands are a graphic depiction of the Standard Error of Measurement (SEM) of the scale score. Figure 1 shows a sample.

**Figure 1: Sample Language Domain and Composite Scores**

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
<b>Listening</b> 	4.0						368					
<b>Speaking</b> 	2.2						320					
<b>Reading</b> 	3.4						356					
<b>Writing</b> 	3.5						355					
<b>Oral Language</b> 50% Listening + 50% Speaking	3.2						344					
<b>Literacy</b> 50% Reading + 50% Writing	3.5						356					
<b>Comprehension</b> 70% Reading + 30% Listening	3.7						360					
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4						352					

ACCESS for ELLs 2.0 is a reliable and valid test of English language proficiency. Nevertheless, it—like all tests—is subject to a statistical concept known as the Standard Error of Measurement (SEM). This error is unrelated to potential errors introduced by scoring; DRC’s advanced scoring systems assure over 99.99% scoring accuracy. The SEM quantifies the variation of scores achieved if a student were able to take the same test over and over again without any change in ability.



In other words, imagine a hypothetical student, Lisa, taking ACCESS for ELLs 2.0 under these different conditions:

- Scenario 1: Lisa is healthy and well rested the day she takes the test.
- Scenario 2: Lisa is feeling sick the day she takes the test.
- Scenario 3: While Lisa takes the test, she hears loud noises in the next room.

Even though Lisa sees all the same test questions in each scenario, and her English proficiency level is constant, she will probably not get exactly the same score in every scenario.

Because ACCESS for ELLs 2.0 is a reliable test, her scores would still be very similar to each other—but not exactly the same.

Therefore, ACCESS for ELLs 2.0 uses the SEM, which quantifies this variation. Applying the SEM, confidence bands are calculated to show a range of scores—so even if Lisa took the test under one of the other scenarios, her score would still fall in that range.

In the ACCESS for ELLs 2.0 score report, confidence bands are placed around the student's score as a graphical representation of the SEM. These bands, which correspond to scale scores and not proficiency level scores, illustrate a student's possible range of language proficiency based on his or her test score with a 95% probability of accuracy.

The SEMs for domain scores and the SEMs for composite scores are estimated differently. For domain scores, the SEMs are computed based on modern test theory using conditional SEMs; that is, each score on a domain test form (e.g., Reading, Grades 4–5, Tier A) has a different estimated SEM. For composite scores, the SEMs are estimated based on classical test theory and each composite score (e.g., Literacy, Grades 4–5) has the same SEM.

**Confidence bands are important, as they remind test users that a single test score represents a range of possible outcomes and should never be interpreted as the only possible outcome.**

Statistically speaking, the confidence bands, such as those used for ACCESS for ELLs 2.0, assure that there is a 95% probability that the student's average score, if he or she were to take the test over and over again, is within the Confidence Band reported on the score report.

## PART III: ACCESS for ELLs 2.0 Score Reports

### Introduction

This section details the information contained in each of the ACCESS for ELLs 2.0 score reports and explains potential use of the data in various contexts. The following table summarizes the target audience or stakeholders for each score report and the types of information available from the test. Along with the score reports, teachers and administrators are encouraged to interpret ELL's performance by referring to the WIDA ELD Standards (2004, 2007, 2012) and the WIDA Can Do Descriptors.

Score Report	Audience or Stakeholder	Types of Information	Potential Uses
Individual Student	<ul style="list-style-type: none"> <li>• Students</li> <li>• Parents/ Guardians</li> <li>• Teachers</li> <li>• School Teams</li> </ul> <p>This report is available in multiple languages through DRC's WIDA AMS system.</p>	<p>Individual student's scores for each language domain, and four composites: Oral Language, Literacy, Comprehension, and Overall Score.</p> <p>Reported scores:</p> <ul style="list-style-type: none"> <li>• scale scores</li> <li>• confidence bands</li> <li>• language proficiency levels</li> </ul>	<p>Share with students to set language goals, parents/ guardians to demonstrate progress and attainment, and with all teachers who work with ELLs in order to inform classroom instruction and assessment</p>
Student Roster	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Program Coordinators/ Directors</li> <li>• Administrators</li> </ul>	<p>Scale scores and language proficiency levels for each language domain and composite score by school, grade, student, tier, and grade-level cluster</p>	<p>Share with administrators, teachers, and grade level teams of teachers to inform classroom instruction and assessment</p>
School Frequency	<ul style="list-style-type: none"> <li>• Program Coordinators/ Directors</li> <li>• Administrators</li> </ul>	<p>Number of students and percent of total tested at each proficiency level for each language domain and composite score for a single grade within a school</p>	<p>Share with district program coordinators/ directors and all building staff, use to inform building level programmatic decisions</p>
District Frequency	<ul style="list-style-type: none"> <li>• Program Coordinators/ Directors</li> <li>• Administrators</li> <li>• Boards of Education</li> </ul>	<p>Number of students and percent of total tested at each proficiency level for each language domain and composite score for a single grade within a district.</p>	<p>Share with district staff, use to inform district level programmatic decisions</p>

Score Report	Audience or Stakeholder	Types of Information	Potential Uses
State Frequency	<ul style="list-style-type: none"> <li>State and District Program staff</li> <li>Policy-makers and lawmakers</li> </ul>	Number of students and percent of total tested at each proficiency level for each language domain and composite score for a single grade within a state.	<p>Use to inform State and District level programmatic decisions</p> <p>Use to Prepare reports for stakeholders, policy-makers and state legislatures</p>

## Suggestions on How to Use ACCESS for ELLs 2.0 Scores

The Interpretive Guide for Score Reports, 2017, is a resource for all member states in the WIDA Consortium. As the Consortium is currently comprised of multiple member states, this guide presents overarching suggestions with broad applicability. It is intended to assist stakeholders familiar with the test in interpreting the scores and using the information to help describe the English language proficiency of their ELLs. Individual member states are welcome to supplement this information.

ACCESS for ELLs 2.0 is an English language proficiency (ELP) test that is a representation of the WIDA ELD Standards. As such, stakeholders should note that ACCESS for ELLs 2.0 is a standards-referenced assessment. Stakeholders should take time to discuss the meaning of the results in relation to the standards and how the results affect the services, curriculum, instruction, and classroom assessment of ELLs.

Before examining data in the score reports, teachers and administrators should familiarize themselves with the WIDA Performance Definitions and the *Can Do Descriptors, Key Uses Edition*. The Performance Definitions are in Appendix A. The Can Do Descriptors are on the WIDA website. A more detailed discussion of the Can Do Descriptors is in the next section.

The following are suggestions for disseminating ACCESS for ELLs 2.0 score results:

- **Target certain reports to specific stakeholders.** Perhaps add a rationale for state or local policies or procedures that are being contemplated, formulated, or implemented based on test results. Provide a state-specific context that will help administrators and teachers understand the meaning and significance of the reports.
- **Offer professional development opportunities** to the various stakeholders impacted by the results to help them better understand scores and how to use them. For teachers, in particular, ensure that the test results are referenced to the ELD Standards. For purposes of interpreting the scores and information, present examples of reports of students/schools (with their identities withheld) for discussion.
- **Summarize or consolidate the suggestions for using the information** from each score report to target specific audiences. In the case of the Individual Student Report, any additional information accompanying the report should be parent friendly and translated into your state's major languages.

- **Examine different configurations of the data in the reports** (by language domain and combinations of language domains, including the overall score) for individual and groups of students (such as by grade or tier) to develop a statewide, district or school plan for organizing services for ELLs for the upcoming school year.
- **Archive copies of the guide along with copies of the score reports** so that new personnel can become familiar with data from ACCESS for ELLs 2.0.

## Can Do Descriptors

The *Can Do Descriptors, Key Uses Edition* is a WIDA publication that provides examples of what students can do at various levels of English language proficiency in Listening, Speaking, Reading, and Writing. The descriptors inform the use of ACCESS for ELLs 2.0 scores as they may assist teachers and administrators in interpreting the meaning of the scores. Educators may use the Can Do Descriptors in conjunction with the other components of the WIDA Standards Framework including Performance Definitions and Model Performance Indicators along with the original edition of the Can Do Descriptors.

The Can Do Descriptors are organized by grade-level bands: K, 1, 2–3, 4–5, 6–8, and 9–12 and correspond to those in ACCESS for ELLs 2.0. Within each grade-level band, the descriptors are organized by Key Use: Recount, Explain, Argue, and Discuss and within each Key Use, there are examples across WIDA’s six levels of language proficiency.

The WIDA ELD Standards as well as the *Can Do Descriptors, Key Uses Edition* can be found on the WIDA Consortium website at [www.wida.us](http://www.wida.us).

## Individual Student Report

### About This Report

The Individual Student Report contains detailed information about the performance of a single student within Grades K–12. Its primary users are students, parents/guardians, teachers, and school teams. It describes one indicator of a student’s English language proficiency, the language needed to access content and succeed in school.

The Individual Student Report is provided in English. Translations of the report are available in 46 additional languages through DRC’s WIDA AMS system. The translated report should accompany (not replace) the official report in English. The list of languages and the Spanish translation are included in Appendix B.

#### What does the report show?

A profile of a student’s English language proficiency:

- how much English the student has acquired in each language domain
- information on the student’s Oral Language, Literacy, and Comprehension
- a graphic representation of the extent to which the student listens, speaks, reads, and writes English

Communication with the student's parents/guardians is important. In 2016, WIDA developed a Parent Guide for ACCESS for ELLs Score Reports. Whenever possible, send a Parent Guide in the family's native language along with the Individual Student Reports in English. The English Parent Guide to ACCESS for ELLs Score Reports is provided in Appendix C. Translations of the Parent Guide are provided on the WIDA website at <https://www.wida.us/assessment/ACCESS20.aspx#scoring>

## Report at a Glance

### Demographic Information about the Student

Identifying information is located at the top right of the score report. This consists of the student's name (last, first, and middle initial), date of birth, grade, and test tier, as well as state and district identification numbers, school, district, and state.

### Student's English Language Proficiency Level by Language Domains

ACCESS for ELLs 2.0 assesses language in four domains (Listening, Speaking, Reading, Writing). In the score report, each language domain is represented by a label, icon, and visual display of the results.

The four domain scores are followed by the four composite scores (Oral Language, Literacy, Comprehension, Overall Score). In the score report, each composite score is represented by a label, a breakdown of how individual domains are used to calculate it, and a visual display of the results.

The proficiency level is presented both graphically and as a whole number followed by a decimal. The shaded bar of the graph reflects the exact position of the student's performance on the six point ELP scale. The whole number reflects a student's ELP level (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching) in accord with the WIDA ELD Standards. ELLs who obtain Level 6, Reaching, have moved through the entire second language continuum, as defined by the test and the WIDA ELD Standards.

The decimal indicates the proportion within the proficiency level range that the student's scale score represents, rounded to the nearest tenth. For example, a proficiency level score of 3.5 is half way between the 3.0 and 4.0 cut scores.

To the right of the proficiency level is the reported scale score and associated confidence band. The confidence band reflects the Standard Error of Measurement (SEM) of the scale score, a statistical calculation of a student's likelihood of scoring within a particular range of scores if he or she were to take the same test repeatedly without any change in ability. **Confidence bands are important because they remind test users that a single test score represents a range of possible outcomes and should never be interpreted as the only possible outcome.**

If a student does not complete one or more language domain(s), NA (Not Available) is inserted in that language domain as well as all applicable composite scores, including the Overall Score. As discussed in Part II of this document, students with identical Overall Scores may have very different profiles in terms of their oral language and literacy development.

## Description of English Language Proficiency Levels

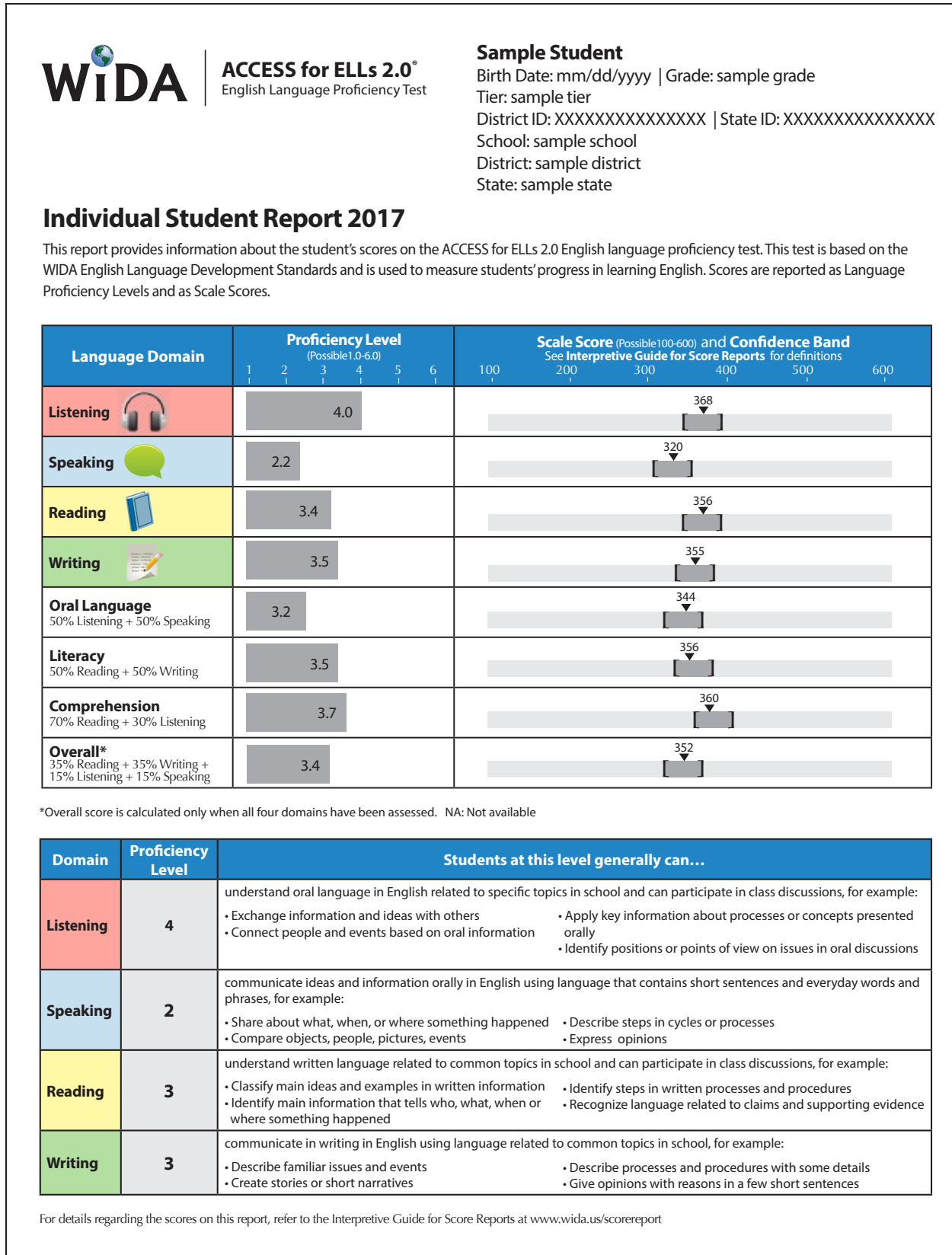
The Individual Student Report provides information about the proficiency levels obtained by the student and describes what many students at the reported proficiency level may be expected to be able to do in English. For example, if the student received a proficiency level score of 2.2 for Speaking, his or her report will include a description of the type of spoken language he or she may be expected to be able to produce. A full list of the performance level descriptors for Kindergarten and Grades 1–12 are available in Appendix D. Figure 2 shows a sample Individual Student Report.

## How to Use This Report

How can the Individual Report be used when talking with parents/guardians, and what additional resources for doing so are available?	
<p>Help family members understand the student’s English language proficiency at:</p> <ul style="list-style-type: none"> <li>• parent conferences</li> <li>• family nights</li> <li>• home visits</li> </ul> <p>The Can Do Descriptors, which describe the expectations of ELLs at each level of English language proficiency, may be a helpful tool to share with family members. Teachers might explain the results from ACCESS for ELLs 2.0 by showing what their student “can do” in each language domain.</p>	Can Do Descriptors (English and Spanish) <a href="http://www.wida.us">www.wida.us</a>
	A copy of the Individual Student Report in the family’s native language, through WIDA AMS
	Parent Guide for ACCESS for ELLs 2.0 Score Report, available in 13 languages on <a href="http://www.wida.us">www.wida.us</a>

How else can educators use this report?	
Entry and exit decisions	<p>WIDA encourages sharing the Individual Student Report with all educators working with ELLs. As a tool to aid in teacher planning and collaboration, it can provide information that serves as one criterion when determining:</p>
The extent and type of language service	
Placement in classes	
Curriculum planning	
A student’s progress or growth (if two or more consecutive years are available)	

**Figure 2: Individual Student Report**



When interpreting scores, keep in mind:

- The report provides information on English proficiency. It does not provide information on a student's academic achievement or knowledge of content areas.
- Students do not typically acquire proficiency in Listening, Speaking, Reading, and Writing at the same pace. Generally:
  - Oral language (L+S) is acquired faster than literacy (R+W)
  - Receptive language (L+R) is acquired faster than productive language (S+W)
  - Writing is usually the last domain to be mastered.
- The students' foundation in their home or primary language is a predictor of their English language development. Those who have strong literacy backgrounds in their native language will most likely acquire literacy in English at a quicker pace than those students who do not.
- The Overall Score is helpful as a summary of other scores and because sometimes you may need a single number for reference. However, it's important to always remember that it is compensatory; a particularly high score in one domain may effectively raise a low score in another. Similar overall scores can mask very different performances on the test.
- **No single score or language proficiency level**, including the Overall Score (Composite), should be used as the sole determiner for making decisions regarding a student's English language proficiency. School work and local assessment throughout the school year also provide evidence of a student's English language development.
- **Do not compare scale scores from different domains.** Each domain has its own scale, so scale scores should not be compared across domains, such as comparing Listening to Reading. Proficiency Level Scores can be used for such comparisons.
- As for comparing test scores from different **years**, either Scale Scores or Proficiency Level Scores can be used, though it will be easier to see changes when examining Scale Scores. This is discussed in more detail in Part II.

## Speaking and Writing Interpretive Rubrics

Two interpretive rubrics are useful in interpreting performance-based information in this score report. They are the WIDA Speaking Rubric and the WIDA Writing Rubric (see Appendix E).

These rubrics may be used to help interpret the ACCESS for ELLs 2.0 Speaking and Writing scores and also to help inform instructional practices. The interpretive rubrics provide detailed information on the types of spoken and written language proficiency students may be expected to exhibit, based on their reported proficiency levels.

For example, the Sentence Level descriptions of the rubric address language forms and conventions. One characteristic of Level 2 (Emerging) is "repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas." Students at this level of proficiency may benefit from classroom activities which focus on improving their ability to use a wider range of written phrases and structures.

Please note that these rubrics are not used for operational scoring of the Speaking and Writing domains.



## Speaking and Writing Scoring Scales

For operational scoring, raters use the Speaking Scoring Scale and the Writing Scoring Scale (see Appendix F). The scoring scales are derived from the interpretive rubrics. The differences between the interpretive rubrics and the scoring scales may seem subtle but are in fact important.

The scoring scales are designed to be as straightforward as possible for use in operational scoring, with the goal of maximizing rater reliability. For this reason, the scoring scales present less detailed descriptions of student performance than within the interpretive rubrics. The aim of the scoring scales is to retain the detail that is most important for raters to reliably score a student speaking or writing performance. These scales are for operational scoring only and should not be used to interpret test scores or inform classroom instruction.

Interpretive Rubrics	Scoring Scales
Used by teachers to understand scores and incorporate them into instruction.	Used by trained raters to assign scores operationally.

## Student Roster Report

### About This Report

The Student Roster Report contains information on a group of students within a single school and grade. It provides scale scores for individual students on each language domain and composite score are provided, identical to those in the Individual Student Report. Its intended users are teachers, program coordinators/directors, and administrators.

### Report at a Glance

The only information from the Individual Student Report that does not carry over to the Student Roster Report is the confidence bands. The information is also presented more compactly. The table format allows the performances of multiple individuals to be viewed at once. To put it another way:

Compared to the Individual Student Report, the Student Roster Report:		
Also provides scale scores and proficiency levels (the same)	Allows you to see the results of multiple students at once (different)	Does not include graphic depictions of scores or proficiency level descriptions (different)

### Demographic Information

The top of the report shows the district, school, and grade. Student names and their state IDs are listed along the left, followed by tier and grade-level cluster.

Tier: ACCESS for ELLs 2.0 has three forms within a grade-level cluster (except Kindergarten). Tier refers to the form of the test administered that roughly corresponds to a student's position along the second language acquisition continuum: Tier A (Beginning); Tier B (Intermediate); or Tier C (Advanced).

Cluster: ACCESS for ELLs 2.0 is divided into grade-level clusters that mirror those of the ELD Standards. While the Individual Student Report includes information on the student’s grade and tier, the Student Roster Report also includes grade-level cluster.

### Scale Scores

Scale scores for individual students on each language domain (Listening, Speaking, Reading, and Writing) and composite score (Oral Language, Literacy, Comprehension, and Overall Score) are provided. They are identical to those in the Individual Student Report.

### Proficiency Levels

Each scale score is interpreted into an ELP level, presented as a whole number and a decimal. The whole number indicates the student’s ELP level as based on the WIDA ELD Standards (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching). The decimal indicates the proportion within the proficiency level range that the student’s scale score represents, rounded to the nearest tenth. For example, a student at ELP Level 4.5 has a scale score that falls half way between the cut points for Level 4 and for Level 5.

Figure 3 shows a sample Student Roster Report.

### How to Use This Report

Because the Student Roster Report shows the results of multiple students from the same grade-level cluster, it is a useful way to look for patterns in student performance.

For example, among a group of students who all received an overall proficiency of 3.0, some may have received 3.0 for all the language domains. Others, however, may have a score profile of **higher** PLs for Listening, Reading, & Speaking, and a **lower** PL for Writing. Identifying such a pattern could help a teacher make decisions about how to group students and how to target writing support.

When examining the results of multiple students, remember that ACCESS for ELLs 2.0 is **standards-referenced**. The following table details the differences between norm-referenced and standards-referenced assessments.

Norm-referenced ✘	Standards-referenced ✔
<ul style="list-style-type: none"> <li>• Ranks students</li> <li>• Identifies group's high and low achievers</li> <li>• Not possible for all students to receive the same score</li> </ul>	<ul style="list-style-type: none"> <li>• Determines whether each student has achieved specific skills or concepts.</li> <li>• Any student could receive any score: the number of proficiency level 5.0s assigned is not capped.</li> </ul>

This is important to remember because it means that any student can achieve any score on the test. Each student’s score comes from his/her performance only, not in comparison to anyone else.

So, how can you analyze and compare the results in the student roster report? First, identify the similarities and differences in student performance for individual and combined language domains within a grade.



- Are the differences justifiable or explainable, based on your knowledge of the students?
- Can they be attributed to students’ second language development, the design or delivery of instructional services, or other factors?

Lower end of the scale	➔	Upper end of the scale
<p>You may reasonably expect to see:</p> <ul style="list-style-type: none"> <li>• newcomers</li> <li>• students with limited or interrupted formal schooling</li> <li>• ELLs whose initial literacy development is in their native language</li> </ul>	<p>The majority of students’ scores fall mid-range along the English language proficiency level scale.</p> <p>However, comparing their score profiles can also tell you a lot.</p>	<p>Students who are approaching the “Reaching” level of English language proficiency can also be scrutinized.</p> <ul style="list-style-type: none"> <li>• examine the profiles of students who are within potential range of exiting support services</li> <li>• consider what other data sources are needed to make that decision</li> </ul>

Now that you’ve noted the similarities and differences, what can you do with them? They can be one factor considered as you do any of the following things:

- Group students for support services
- Develop school and district improvement plans for ELLs
- Use the WIDA ELD Standards to inform instruction
- Come up with professional development ideas for teachers serving ELLs in the upcoming year

## Frequency Reports

### About These Reports

There are three types of frequency reports. They all show the number and percent of tested students to attain each proficiency level within a given population. The three frequency reports are

- School Frequency Report
- District Frequency Report
- State Frequency Report (new in 2017 by state request)

The primary audience for frequency reports typically includes program coordinators/directors, administrators, and boards of education.

### Reports at a Glance

The six levels of English language proficiency with their brief definitions form the vertical axis of this table. Then, each language domain and combination of domains

**Like the Roster Report, Frequency Reports also:**

- include the results of multiple students at once
- include all language domains and combinations of domains

**Frequency Reports are different from Roster Reports in that they:**

- group students by proficiency level, and do not show the performance of individual students, other than range
- do not show scale scores or information about tier placement
- show groups as both real numbers and as the percent of a total

is divided into two columns. The first column reports how many students scored at each language proficiency level. The second column shows the same group, but as a percentage of the total number of students in that grade tested by the school/district/state.

The Frequency Report provides the highest and lowest scale scores reported in the four language domains for ELLs tested in the stated grade of the specified school/district/state. For example, on the School Frequency Report for Grade 2 at Sample School, you would see the number and percent of the school's second graders to receive each proficiency level for all the domains and composites. You would also see the highest and lowest scores received by a second grade student for Listening, Reading, Speaking and Writing, though it would not identify the student(s) who received those scores. Kindergarten scale scores go from 100 to 400. Scale score for Grades 1–12 go from 100 to 600, although scale scores over 500 are rare. The difference between the highest and lowest score is the range of performance.

The shaded row at the bottom left-hand side of the page relates the total number of ELLs tested on ACCESS for ELLs 2.0 in the stated grade of the specified school/district/state.

Figure 4 shows a sample School Frequency Report. Again, the District Frequency Report and State Frequency report will look the same, just with a different name and with information reflecting the district and state level respectively. Appendix G provides samples of the District Frequency Report and State Frequency Report.

## How to Use These Reports

How can the Frequency Reports be used by educators at the school, district, and state level?

- They provide a glimpse of the performance of all ELLs across language domains and combination of domains at the time of testing.
- They help you gain a sense of the school/district/state-wide effort towards educating ELLs.
- They can shape the type and amount of support offered to students.
- They are useful when planning, developing, or restructuring language services for ELLs.
- They can (and should) be cross-referenced with other data sources, such as academic achievement tests, to compare ELL students with proficient English students (especially former ELLs being monitored and other linguistically and culturally diverse students).
- Do not generalize the results unless there are relatively large numbers of students. Use both the actual student number and the percent.

Why do the frequency reports include both actual student numbers and percentages? Which one is better to use?

- Using percentages is a useful way to compare populations of different sizes.
- However, a small population size distorts percentage results, and should not be generalized.

Figure 4: School Frequency Report

Proficiency Level		Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>		
		# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%		
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	3	15%	0	0%	3	15%	3	15%	2	10%	3	15%	4	20%	2	10%		
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	4	20%	1	5%	2	10%	1	5%	2	10%	1	5%	2	10%	2	10%		
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	6	30%	3	15%	1	5%	7	35%	3	15%	5	25%	1	5%	2	10%		
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	4	20%	1	5%	6	30%	9	45%	5	25%	9	45%	8	40%	9	45%		
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	3	15%	13	65%	8	40%	0	0%	7	35%	2	10%	5	25%	4	20%		
<b>Highest Score</b>	457		428		439		422											
<b>Lowest Score</b>	323		307		339		336											
<b>Total Tested</b>	20																	

A – Oral Language = 50% Listening + 50% Speaking  
 B – Literacy = 50% Reading + 50% Writing  
 C – Comprehension = 70% Reading + 30% Listening  
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

07/05/2016

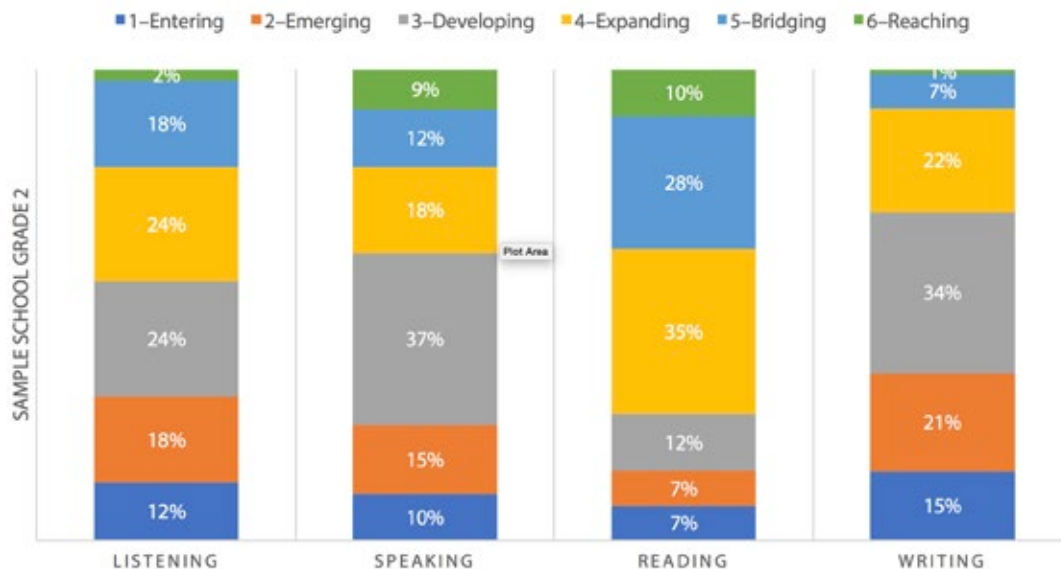
**Keep in mind that adding description of the students in terms of their language, cultural, and experiential backgrounds helps contextualize the frequency reports.**

- Information provided in this report may have to be further contextualized to be meaningful; numbers alone cannot explain why the distribution of students assigned to language proficiency levels falls as it does. For example:
  - Perhaps School A recently received new students with limited exposure to English, and School B did not.
  - Perhaps students in District A are highly mobile while those in District B have experienced more continuous, uninterrupted schooling.
  - Perhaps students in State A are more linguistically diverse than those in State B, where most students share a common native language. Note that in some states, students' native language is a component of support that is to be taken into account in program design.

### Suggestions for Sharing Results

For purposes of communicating information to various stakeholders, such as local boards of education or community groups, the data may be graphically displayed in the form of a histogram, with each language level color-coded. In Figure 5 below, the students appear to be achieving greater proficiency in reading than the other domains (note: sample does not contain real data).

**Figure 5: Sample Frequency Histogram**



In the same vein, differences in performance of students by grade from year to year on ACCESS for ELLs 2.0 may be graphically displayed. To interpret the results more accurately, it is important to note the percent of matched pairs of groups of students; that is, how many ELLs in one year remained in the program and district the next year.

# Appendix A: WIDA Performance Level Definitions

Figure A-1: WIDA Performance Definitions Listening and Reading, Grades K–12

## WIDA Performance Definitions - Listening and Reading Grades K–12

### Within sociocultural contexts for processing language...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<p><b>Level 6 – Reaching</b></p> <p>English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.</p>			
<p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...</p>			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized, related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Complex grammatical structures</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas specific to particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content-area language and expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social, instructional and some content-related words and phrases</li> </ul>





Figure A-2: WIDA Performance Definitions Speaking and Writing, Grades K–12

## WIDA Performance Definitions - Speaking and Writing Grades K–12

### Within sociocultural contexts for language use...


Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 – Reaching</b>		
<p>English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.</p> <p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...</p>		
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with precise meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>

## Appendix B: List of Available Languages

### List of Report Translations Available

Albanian	Hmong	Romanian
Amharic	Ilokano	Russian
Arabic	Italian	Samoan
Bengali	Japanese	Serbian
Bosnian	Karen	Somali
Burmese	Khmer	Spanish
Chamarro	Krom (Cambodian)	Swahili
Chinese (Simplified)	Korean	Tagalog
Chinese (Traditional)	Lao	Telugu
Chuukese	Malayalam	Tongan
French	Mandingo	Turkish
German	Marshallese	Ukrainian
Gujarati	Nepali	Urdu
Haitian Creole	Polish	Vietnamese
Hawaiian	Portuguese	Woloff
Hindi	Punjabi	

**Figure B-1: Individual Student Report (Spanish)**



**ACCESS for ELLs 2.0\***  
Prueba de desempeño lingüístico en inglés

**Sample Student**

Fecha de nacimiento: mm/dd/yyyy | Grado: sample grade  
 Nivel: sample tier  
 ID del distrito: XXXXXXXXXXXXXXXX | ID estatal: XXXXXXXXXXXXXXXX  
 Escuela: sample school  
 Distrito: sample district  
 Estado: sample state

### Informe individual del estudiante 2017

Este informe brinda información sobre el nivel de desarrollo del alumno en la prueba de desempeño lingüístico en inglés ACCESS for ELLs 2.0. Esta prueba se basa en los estándares de desarrollo del idioma inglés de WIDA y se emplea para medir el progreso de los alumnos en el aprendizaje del inglés. Los resultados se informan como Niveles de desempeño lingüístico del idioma y como Escalas de puntaje.

Forma de lenguaje	Nivel de desempeño lingüístico	Escala de puntaje	Intervalo de confianza
	(Posible 1.0-6.0)	(Posible 100-600)	Consulte la Guía de interpretación de los informes de puntuaciones si desea obtener definiciones
<b>Escuchar</b>	4.0	368	[ 368 ]
<b>Hablar</b>	2.2	320	[ 320 ]
<b>Leer</b>	3.4	356	[ 356 ]
<b>Escribir</b>	3.5	355	[ 355 ]
<b>Lenguaje oral</b> 50% escuchar + 50% hablar	3.2	344	[ 344 ]
<b>Capacidad de leer y escribir</b> 50% leer + 50% escribir	3.5	356	[ 356 ]
<b>Comprender</b> 70% leer + 30% escuchar	3.7	360	[ 360 ]
<b>Puntaje global*</b> 35% leer + 35% escribir + 15% escuchar + 15% hablar	3.4	352	[ 352 ]

\*El puntaje global se calcula solamente después de evaluar las cuatro formas de lenguaje. NA (por sus siglas en inglés): No disponible

Forma de lenguaje	Nivel de desempeño lingüístico	En este nivel, los alumnos generalmente pueden hacer lo siguiente:
<b>Escuchar</b>	<b>4</b>	Entender el lenguaje oral en inglés relacionado con temas específicos en la escuela y participar en discusiones en clase, por ejemplo: <ul style="list-style-type: none"> <li style="width: 50%;">• Intercambiar información e ideas con los demás.</li> <li style="width: 50%;">• Aplicar información clave sobre procesos o conceptos presentados de manera oral.</li> <li style="width: 50%;">• Relacionar personas y acontecimientos basados en información oral.</li> <li style="width: 50%;">• Identificar posturas o puntos de vista sobre temas en discusiones orales.</li> </ul>
<b>Hablar</b>	<b>2</b>	Comunicar ideas e información en inglés de manera oral utilizando un lenguaje que contenga oraciones cortas y palabras y frases cotidianas, por ejemplo: <ul style="list-style-type: none"> <li style="width: 50%;">• Compartir sobre qué, cuándo y dónde sucede algo.</li> <li style="width: 50%;">• Describir los pasos en ciclos o procesos.</li> <li style="width: 50%;">• Comparar objetos, personas, imágenes y acontecimientos.</li> <li style="width: 50%;">• Expresar opiniones.</li> </ul>
<b>Leer</b>	<b>3</b>	Entender el lenguaje escrito relacionado con temas frecuentes en la escuela y participar en discusiones en clase, por ejemplo: <ul style="list-style-type: none"> <li style="width: 50%;">• Clasificar las ideas y los ejemplos principales en información escrita.</li> <li style="width: 50%;">• Identificar los pasos en procesos y procedimientos escritos.</li> <li style="width: 50%;">• Identificar la información principal que diga quién, qué, cuándo o dónde sucede algo.</li> <li style="width: 50%;">• Reconocer el lenguaje relacionado con declaraciones y la evidencia que las sustenta.</li> </ul>
<b>Escribir</b>	<b>3</b>	Comunicarse en inglés a través de la escritura utilizando el lenguaje relacionado con temas frecuentes en la escuela, por ejemplo: <ul style="list-style-type: none"> <li style="width: 50%;">• Describir temas y acontecimientos familiares.</li> <li style="width: 50%;">• Describir procesos y procedimientos con algunos detalles.</li> <li style="width: 50%;">• Crear historias o relatos cortos.</li> <li style="width: 50%;">• Dar opiniones con razones en algunas oraciones cortas.</li> </ul>

Si desea obtener detalles sobre los resultados en este informe, consulte la Guía de interpretación de los informes de puntuaciones en [www.wida.us/scorereport](http://www.wida.us/scorereport)

Sum-ISR-SPAN  
03/29/2016

# Appendix C: Sample Parent Guide for ACCESS for ELLs 2.0 Score Reports

Figure C-1: Sample Parent Guide for ACCESS for ELLs 2.0 Score Reports

## Parent/Guardian Guide to the Individual Student Report, Grades Kindergarten-12

**What is the Individual Student Report?**  
The Individual Student Report shows your child's scores on the ACCESS for ELLs 2.0 assessment. This report is for families and educators.

The top of the report includes your child's name, date of birth, grade level, test tier, school and district name, state, and the district and state identification numbers.

**What does the Individual Student Report tell me?**  
The report shows the eight scores your child could receive on the test. If your child took all four sections of the test, he/she will receive all eight scores. NA, or not available, indicates no score was reported. There are four *Language Domain* scores and four *Composite Scores*.

ACCESS for ELLs 2.0 is an English language proficiency assessment for Grades K–12. The test measures the English language development of students identified as English language learners.

**Sample Student**  
 Birth Date: mm/dd/yyyy | Grade: sample grade  
 Tier: sample tier  
 District ID: XXXXXXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXXXXXX  
 School: sample school  
 District: sample district  
 State: sample state

*Language Domain* scores are reported for Listening, Speaking, Reading, and Writing. These scores reflect the four sections of the test.

*Composite Scores* are combinations of your child's Language Domain scores. The four Composite Scores are Oral Language, Literacy, Comprehension, and the Overall score.

**How are the scores reported?**  
*Proficiency Level* scores are reported as numbers that range from 1.0 – 6.0, for example 4.0 or 2.2. These scores correspond to the six WIDA English Language Proficiency Levels. A score of 1.0 can be thought of as a “beginner” score, while a 6.0 can be thought of as an “advanced” score in regards to English proficiency. The graph on the report is shaded to represent your child's Proficiency Level score. The table at the bottom of the report provides examples of what students at your child's proficiency level can do with English.

**Scale Score (Possible 100-600) and Confidence Band**  
See Interpretive Guide for Score Reports for definitions

*Scale Scores* are reported as numbers that range from 100 – 600, for example 356 or 220. These scores reflect your child's grade level and difficulty level of the test items that he/she successfully completed. Scale scores are helpful to see the progress your child makes in English language development from year to year. The graph on the report shows your child's Scale Score for each of the eight scores, and it also shows the *Confidence Band* for each of his/her Scale Scores.

*Confidence Bands* are the shaded area around each of your child's Scale Scores. This shows the possible range for your child's score with a 95% probability of accuracy. In other words, if your child took the same test repeatedly, there is a 95% chance that his/her scores would be within the shaded range.

www.wida.us

**ACCESS for ELLs 2.0**  
English Language Proficiency Test

### What should I look for in my child's report?

We encourage families to look at all of the scores reported for their child. Here are some suggestions for how to interpret, or make sense of, your child's scores:

- *Look at the Language Domain scores.* Look at his/her Proficiency Level scores for Listening, Speaking, Reading and Writing. Which scores are closer to 6.0? Which scores are closer to 1.0?
- *Look at the Composite Scores.* Look at his/her Proficiency Level scores for Oral Language, Literacy, Comprehension, and the Overall Score. Which scores are closer to 6.0? Which scores are closer to 1.0?
- *Compare this year's scores with last year's scores, if available.* If your child took ACCESS for ELLs 2.0 last year, compare his/her scores from one year to the next. Is there a difference in his/her Proficiency Level scores? Is there a difference in his/her Scale Scores?

### How are the test scores used?

Scores from ACCESS for ELLs 2.0 can be used in many ways. Parents can use the scores to advocate for their child. Teachers use the scores to plan instruction and assessments. Districts use the scores to evaluate their language support programs, to monitor student progress in acquiring English, and to determine if a student is eligible to exit an English language support program. Scores are also used to meet federal and state accountability requirements.

### Questions to ask

We encourage families to discuss the scores with their child's teacher(s). Here are some questions to ask:

- What scores does he/she need to exit the English language support program?
- Will my child take this test every year?
- How are the scores shared with his/her teachers?
- What type of English language support do you provide my child?
- What would you like to know about how my child uses language at home?
- Why did my child receive a score of NA?
- What does a score of NA mean?

If you have questions about your child's ACCESS for ELLs 2.0 scores, please contact your child's school.

### ACCESS for ELLs 2.0 reports the following eight scores:

- Listening
- Speaking
- Reading
- Writing
- Oral Language
- Literacy
- Comprehension
- Overall

Scores are reported as *Proficiency Level* scores and *Scale Scores*.

### Key Terms to Know

**English language learners** are students who are eligible to receive support at school with the English language.

**Language development** is a process that takes time. Students move along this process at different rates.

**Language proficiency** is a measurement of where students are in the process of language development.

**Tier** refers to the difficulty level of the test assigned to a student. Tiers are designed for specific levels of language proficiency. Students are assigned to a tier that is appropriate for his/her current level of English language proficiency.

## Appendix D: Performance Level Descriptors on Score Reports

**Figure D-1: Proficiency Level Descriptors on Grade 1–12 Score Reports**

SPEAKING	
Level	Students at this level generally can
6	<p>use English to communicate orally and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• React and respond to multiple points of view</li> <li>• Organize and present research-based information</li> <li>• Clarify how or why something happens</li> <li>• Persuade others based on opinions, examples and reasons</li> </ul>
5	<p>use English to communicate orally and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Discuss the causes and impact of events</li> <li>• Summarize and relate information</li> <li>• Present and justify ideas showing how or why</li> <li>• Express and defend opinions backed by examples and reasons</li> </ul>
4	<p>communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Compare stories, issues, concepts</li> <li>• Paraphrase and summarize information</li> <li>• State ideas to show how or why with examples</li> <li>• Give opinions supported by detailed reasons</li> </ul>
3	<p>communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:</p> <ul style="list-style-type: none"> <li>• Relate stories or events</li> <li>• Share ideas and provide details</li> <li>• Describe processes or procedures</li> <li>• Give opinions with reasons</li> </ul>
2	<p>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</p> <ul style="list-style-type: none"> <li>• Share about what, when, or where something happened</li> <li>• Compare objects, people, pictures, events</li> <li>• Describe steps in cycles or processes</li> <li>• Express opinions</li> </ul>
1	<p>communicate orally in English using gestures and language that may contain a few words, for example:</p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions about what, when, or where something happened</li> <li>• Name familiar objects, people, pictures</li> <li>• Show how to solve problems using words and gestures</li> <li>• Express personal preferences</li> </ul>

LISTENING	
Level	Students at this level generally can
6	<p>understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Synthesize information from multiple speakers</li> <li>• Recognize language that conveys information with precision and accuracy</li> <li>• Create models or visuals to represent detailed information presented orally</li> <li>• Identify strengths and limitations of different points of view</li> </ul>
5	<p>understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Expand on others' ideas</li> <li>• Distinguish events, people or situations from oral descriptions</li> <li>• Recall key information and details about processes or concepts discussed orally</li> <li>• Identify examples and reasons that support an opinion or viewpoint</li> </ul>
4	<p>understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Exchange information and ideas with others</li> <li>• Connect people and events based on oral information</li> <li>• Apply key information about processes or concepts presented orally</li> <li>• Identify positions or points of view on issues in oral discussions</li> </ul>
3	<p>understand oral language related to specific common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Connect spoken ideas to own experiences</li> <li>• Find, select, order information from oral descriptions</li> <li>• Identify the causes and effects of events or situations discussed orally</li> <li>• Classify pros and cons of issues in discussions</li> </ul>
2	<p>understand oral language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Identify main topics in discussions</li> <li>• Categorize or sequencing information presented orally using pictures or objects</li> <li>• Follow short oral directions with the help of pictures</li> <li>• Sort facts and opinions stated orally</li> </ul>
1	<p>understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> <li>• Recognize familiar words and phrases in conversations</li> <li>• Match information from oral descriptions to objects, figures or illustrations</li> <li>• Follow one-step oral directions</li> <li>• Show agreement or disagreement with oral statements</li> </ul>

READING	
Level	Students at this level generally can
6	<p>understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Evaluate written information from various sources of information</li> <li>• Conduct research and synthesizing information from multiple sources</li> <li>• Distinguish various processes based on details in written texts</li> <li>• Recognize different ideas and claims and evidence about a variety of issues</li> </ul>
5	<p>understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Summarize information on a variety of topics and for a variety of purposes</li> <li>• Compare ideas and information across various texts</li> <li>• Identify causes, effects and consequences of events from written information</li> <li>• Recognize claims and supporting evidence around specific issues or concepts</li> </ul>
4	<p>understand written language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Distinguish view points and justifications described in editorials and other written texts</li> <li>• Identify main ideas and details in informational and fictional texts</li> <li>• Recognize biases and diverse perspectives in written text</li> <li>• Connect claims, evidence and examples in a variety of written sources</li> </ul>
3	<p>understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Classify main ideas and examples in written information</li> <li>• Identify main information that tells who, what, when or where something happened</li> <li>• Identify steps in written processes and procedures</li> <li>• Recognize language related to claims and supporting evidence</li> </ul>
2	<p>understand written language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Identify main ideas in written information</li> <li>• Identify main actors and events in stories and simple texts with pictures or graphs</li> <li>• Sequence pictures, events or steps in processes</li> <li>• Distinguish between claim and evidence statements</li> </ul>
1	<p>understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none"> <li>• Interpret information from graphs, charts, and other visual information</li> <li>• Comprehend short text with illustrations and simple and familiar language</li> <li>• Identify steps in processes presented in graphs or short texts with illustrations</li> <li>• Identify words and phrases that express opinions and claims</li> </ul>



WRITING	
Level	Students at this level generally can
6	<p>communicate in writing in English using language from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Produce clearly organized commentaries and editorials on various issues</li> <li>• Elaborate narratives with rich, descriptive language and complex organization</li> <li>• Create formal written reports on a variety of issues, ideas and information</li> <li>• Produce well organized persuasive essays using complex and technical language</li> </ul>
5	<p>communicate in writing using language from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Create detailed opinion pieces about a variety of topics</li> <li>• Write summaries of various types of texts</li> <li>• Describe causes, effects and consequences of processes and events</li> <li>• Express and defend positions supported by examples and reasons</li> </ul>
4	<p>communicate in writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Produce papers describing specific ideas or concepts</li> <li>• Narrate stories with details of people, events and situations</li> <li>• Create explanatory text that includes details or examples</li> <li>• Provide opinions supported by reasons with details</li> </ul>
3	<p>communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Describe familiar issues and events</li> <li>• Create stories or short narratives</li> <li>• Describe processes and procedures with some details</li> <li>• Give opinions with reasons in a few short sentences</li> </ul>
2	<p>communicate in writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Describe ideas or concepts using phrases or short sentences</li> <li>• Label illustrations describing what, when, or where something happened</li> <li>• State steps in processes or procedures</li> <li>• Express opinions about specific topics or situations</li> </ul>
1	<p>communicate in writing using visuals, symbols and may contain few words in English, for example:</p> <ul style="list-style-type: none"> <li>• Express ideas or concepts using text and illustrations</li> <li>• Share personal experiences through drawings and words</li> <li>• Label steps in processes presented in graphs or short texts</li> <li>• State opinions or preferences through text and illustrations</li> </ul>

**Figure D-2: Proficiency Level Descriptors on Kindergarten Score Reports**

<b>SPEAKING</b>	
Level	Students at this level generally can
6	communicate connected ideas in a variety of situations using language appropriately and taking risks in using language in new and creative ways
5	communicate details about ideas or stories or elaborate on topics using language specific to the topic or situation
4	communicate ideas using a series of sentences related to the topic
3	communicate ideas using short sentences related to routines and familiar situations
2	communicate ideas using words and phrases related to everyday routines or situations
1	communicate using familiar words, gestures, or body language

<b>LISTENING</b>	
Level	Students at this level generally can
6	understand detailed stories and ideas related to a variety of topics and situations, including language with multiple meanings and original language
5	understand stories, messages or directions and detailed information, including technical and specific language related to a variety of topics and situations
4	understand main ideas and details in stories, messages or directions, including language specific to particular topics or situations
3	understand ideas and some details in language that is related to school
2	understand messages or directions involving language related to routines and familiar experiences
1	understand brief messages and short commands

READING	
Level	Students at this level generally can
6	identify new information and details for a variety of purposes in illustrated text
5	identify new information and some details in illustrated text
4	identify main ideas about familiar topics and some details in illustrated text
3	identify familiar repetitive language in illustrated text
2	identify language represented visually in illustrated text
1	identify meaning or messages in drawings, symbols, or other visual representations

WRITING	
Level	Students at this level generally can
6	communicate details about ideas or stories for a variety of purposes and situations
5	communicate ideas and information using language related to specific topics and situations
4	communicate ideas and information with some details using language related to familiar topics and situations
3	communicate ideas and information using language related to familiar topics
2	communicate messages using visual and written language related to everyday routines and situations
1	communicate messages using drawings, symbols, or other visual representations

# Appendix E: WIDA Interpretive Rubrics

Figure E-1: WIDA Speaking Interpretive Rubric

Speaking Rubric of the WIDA™ Consortium Grades 1-12			
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms	Vocabulary Usage
<b>Level 6 Reaching</b>	<p>Response is fully comprehensible, fluent, and appropriate to purpose, situation and audience; comparable to the speech of English proficient students meeting college- and career-readiness standards; characterized by:</p> <ul style="list-style-type: none"> <li>sustained, connected oral language characterized by confidence, coherence, and precision in the expression of ideas tailored to purpose, situation, and audience</li> <li>clear evidence of consistency in conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a full range of oral phrase and sentence patterns and grammatical structures matched to content area topics</li> <li>controlled, skilled use of oral language to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>consistent usage of just the right word or expression in just the right context related to content area topics</li> <li>facility with precise vocabulary usage in general, specific, or technical language</li> </ul>
<b>Level 5 Bridging</b>	<p>Response is comprehensible, fluent, and generally related to purpose; generally comparable to the speech of English proficient peers; characterized by:</p> <ul style="list-style-type: none"> <li>sustained, connected oral language that shows appropriate and coherent expression of ideas related to purpose, situation and audience</li> <li>clear evidence of conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a broad range of oral phrase and sentence patterns and grammatical structures matched to the content area topic</li> <li>controlled, fluid use of oral language to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>usage of technical and abstract content-area words and expressions as appropriate</li> <li>usage of words and expressions with precise meaning related to content area topics as appropriate</li> <li>vocabulary usage that fulfills the speaking purpose</li> </ul>
<b>Level 4 Expanding</b>	<p>Response is generally comprehensible, fluent, and related to purpose; characterized by:</p> <ul style="list-style-type: none"> <li>connected oral language that supports the expression of expanded or related ideas through emerging coherence, detail and clarity</li> <li>some evidence of conveying an appropriate perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>a range of oral phrase and sentence patterns and grammatical structures characteristic of the content area</li> <li>generally controlled and fluid use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of specific and some technical content-area words and expressions as appropriate</li> <li>usage of words and expressions with multiple meanings or common idioms across content areas as appropriate</li> <li>vocabulary usage that generally fulfills the speaking purpose</li> </ul>
<b>Level 3 Developing</b>	<p>Response is generally comprehensible (though comprehensibility and fluency may from time to time be compromised in more complex speech); characterized by:</p> <ul style="list-style-type: none"> <li>oral language that shows the development of connected language in the expression of an expanded idea or multiple related ideas</li> <li>evidence of a developing sense of perspective and register</li> </ul>	<ul style="list-style-type: none"> <li>developing range of oral phrase and sentence patterns and grammatical structures common to content areas</li> <li>developing control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of some specific content words and expressions as appropriate</li> <li>usage of words or expressions used frequently in content areas, as appropriate</li> <li>vocabulary usage that attempts to fulfill the speaking purpose</li> </ul>
<b>Level 2 Emerging</b>	<p>Response is generally comprehensible (though comprehensibility and fluency may often be compromised in more complex speech); characterized by:</p> <ul style="list-style-type: none"> <li>oral language that shows emerging expression of ideas; some attempt at connecting ideas may at times be evident</li> <li>some amount of language that may be repeated from the prompt</li> </ul>	<ul style="list-style-type: none"> <li>chunks of language, repetitive oral phrase patterns, and formulaic grammatical structures used in social and instructional situations or across content areas</li> <li>variable control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of general content words and expressions</li> <li>usage of social and instructional words and expressions across content areas</li> <li>possible usage of general vocabulary where more specific language is needed</li> </ul>
<b>Level 1 Entering</b>	<p>Response is generally comprehensible (though comprehensibility and fluency may be significantly compromised in language beyond words, oral phrases, or memorized chunks); characterized by:</p> <ul style="list-style-type: none"> <li>words, oral phrases, or memorized chunks of oral language used to represent ideas</li> <li>varying amounts of language that may be repeated from the prompt</li> </ul>	<ul style="list-style-type: none"> <li>words, chunks of language, or simple phrasal patterns associated with common social and instructional situations</li> <li>occasional control in use of oral language to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of highest frequency general content-related words</li> <li>usage of everyday social and instructional words and expressions</li> </ul>

**Figure E-2: WIDA Writing Interpretive Rubric**

Revised Writing Rubric of the WIDA™ Consortium Grades 1-12			
	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 Reaching</b>	<p>Text is fully comprehensible and appropriate to purpose, situation, and audience; comparable to the writing of English proficient students meeting college- and career-readiness standards; and includes:</p> <ul style="list-style-type: none"> <li>extended connected text (single or multiple paragraphs) that is organized and shows tight cohesion in the precise expression of ideas</li> <li>clear evidence of consistency in conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a full range of sentence patterns and grammatical structures matched to content area topics</li> <li>consistent use of appropriate conventions to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>consistent usage of just the right word or expression in just the right context related to content area topics</li> <li>facility with precise vocabulary usage in general, specific, or technical language</li> </ul>
<b>Level 5 Bridging</b>	<p>Text is comprehensible and related to purpose; generally comparable to the writing of English proficient peers; and includes:</p> <ul style="list-style-type: none"> <li>extended connected text (single or multiple paragraphs) that is organized and shows a cohesive and coherent expression of ideas</li> <li>clear evidence of conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a broad range of sentence patterns and grammatical structures matched to the content area topic</li> <li>nearly consistent use of appropriate conventions to convey meaning, including for effect</li> </ul>	<ul style="list-style-type: none"> <li>usage of technical and abstract content-area words and expressions as appropriate</li> <li>usage of words and expressions with precise meaning related to content area topics as appropriate</li> <li>vocabulary usage that fulfills the writing purpose</li> </ul>
<b>Level 4 Expanding</b>	<p>Text is generally comprehensible at all times; approaches comparability to the writing of English proficient peers; and includes:</p> <ul style="list-style-type: none"> <li>connected text (sentences or paragraphs) that shows an organized expression of ideas with emerging cohesion</li> <li>some evidence of conveying an appropriate perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a range of sentence patterns and grammatical structures characteristic of the content area</li> <li>generally consistent use of appropriate conventions to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of specific and some technical content-area words and expressions as appropriate</li> <li>usage of words and expressions with multiple meanings or common collocations and idioms across content areas as appropriate</li> <li>vocabulary usage that generally fulfills the writing purpose</li> </ul>
<b>Level 3 Developing</b>	<p>Original text is generally comprehensible (though comprehensibility may from time to time be compromised in more complex original text) and includes:</p> <ul style="list-style-type: none"> <li>text that shows developing organization in the expression of an expanded idea or multiple related ideas</li> <li>evidence of a developing sense of perspective, register, and genre</li> </ul>	<ul style="list-style-type: none"> <li>a developing range of sentence patterns and grammatical structures common to content areas</li> <li>developing use of conventions to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>usage of some specific content words and expressions as appropriate</li> <li>usage of common cognates, words, or expressions related to content areas as appropriate</li> <li>vocabulary usage that attempts to fulfill the writing purpose</li> </ul>
<b>Level 2 Emerging</b>	<p>Some original text and text adapted from model or source text is generally comprehensible (though comprehensibility may often be compromised in attempts at more complex original text) and includes:</p> <ul style="list-style-type: none"> <li>text that shows emerging expression of an idea or ideas and may demonstrate some attempt at organization</li> <li>some amount of text that may be copied or adapted</li> </ul>	<ul style="list-style-type: none"> <li>repetitive sentence and phrasal patterns and formulaic grammatical structures used in social and instructional situations or across content areas</li> <li>variable use of conventions</li> </ul>	<ul style="list-style-type: none"> <li>usage of general content words and expressions</li> <li>usage of social and instructional words and expressions across content areas</li> <li>possible usage of general vocabulary where more specific language is needed</li> </ul>
<b>Level 1 Entering</b>	<p>Text that is copied or adapted from model or source text is generally comprehensible (though comprehensibility may be significantly compromised in original text) and includes:</p> <ul style="list-style-type: none"> <li>language that represents an idea or ideas</li> <li>varying amounts of text that may be copied</li> <li>adapted text that may contain some original language</li> </ul>	<ul style="list-style-type: none"> <li>words, chunks of language, or simple phrasal patterns associated with common social and instructional situations</li> <li>possible use of some conventions</li> </ul>	<ul style="list-style-type: none"> <li>usage of highest frequency general content-related words</li> <li>usage of everyday social and instructional words and expressions</li> </ul>

# Appendix F: WIDA Scoring Scales

Figure F-1: WIDA Speaking Test Scoring Scale

ACCESS for ELLs 2.0 Speaking Scoring Scale	
Score point	Response characteristics
<b>Exemplary</b> use of oral language to provide an elaborated response	<ul style="list-style-type: none"> <li>• Language use comparable to or going beyond the model in sophistication</li> <li>• Clear, automatic, and fluent delivery</li> <li>• Precise and appropriate word choice</li> </ul>
<b>Strong</b> use of oral language to provide a detailed response	<ul style="list-style-type: none"> <li>• Language use approaching that of model in sophistication, though not as rich</li> <li>• Clear delivery</li> <li>• Appropriate word choice</li> </ul>
<b>Adequate</b> use of oral language to provide a satisfactory response	<ul style="list-style-type: none"> <li>• Language use not as sophisticated as that of model</li> <li>• Generally comprehensible use of oral language</li> <li>• Adequate word choice</li> </ul>
<b>Attempted</b> use of oral language to provide a response in English	<ul style="list-style-type: none"> <li>• Language use does not support an adequate response</li> <li>• Comprehensibility may be compromised</li> <li>• Word choice may not be fully adequate</li> </ul>
<b>No response (in English)</b>	<ul style="list-style-type: none"> <li>• Does not respond (in English)</li> </ul>

Scoring processes
Select the score point that best describes the overall response relative to the qualities of the model <ul style="list-style-type: none"> <li>• Check to ensure each bullet point is met</li> <li>• If not, check one level below</li> </ul>
Scoring notes & rules
<ul style="list-style-type: none"> <li>• For P1 tasks, assign a score of <b>Adequate and above</b> if the response includes more than one word in English. This includes an article plus noun (e.g., “a chair”), and words repeated verbatim from the model.</li> <li>• For P3 and P5 tasks, students may take up and use language from the model and should not be penalized for this. This is particularly relevant for personal-preference tasks.</li> <li>• At all task levels, simply repeating or reading all or part of the task question should be scored <b>Attempted</b>.</li> <li>• At all task levels, responses of “I don’t know” should be scored <b>Attempted</b>.</li> </ul> <p><b>Off-task response:</b> The response shows no understanding of or interaction with the prompt. It may answer another, unrelated task. A response that is entirely off task receives a score of <b>Attempted</b>.</p> <p><b>Off-topic response:</b> The response shows a misinterpretation of the instructions. An off-topic response is <i>related</i> to the prompt, but does not address it. (Note that this does not refer to task completion—for example, if a student is asked for 3 reasons and gives 1, this should be scored based on language use and is not considered off topic.) <b>The maximum score for an off-topic response is Adequate.</b> If any part of the response is on topic, the entire response is scored as on topic.</p>

For scoring use only

**Figure F-2: WIDA Writing Test Scoring Scale**

For scoring ACCESS for ELLs 2.0 and the WIDA Screener only		8/20/2015
<b>ACCESS for ELLS 2.0 Writing Scoring Scale, Grades 1–12</b>		
5+	<b>Score Point 6:</b>	D: Sophisticated organization of text that clearly demonstrates an overall sense of unity throughout, tailored to context (e.g., purpose, situation, and audience) S: Purposeful use of a variety of sentence structures that are essentially error-free W: Precise use of vocabulary with just the right word in just the right place
	<b>Score Point 5:</b>	D: Strong organization of text that supports an overall sense of unity, appropriate to context (e.g., purpose, situation, and audience) S: A variety of sentence structures with very few grammatical errors W: A wide range of vocabulary, used appropriately and with ease
	<b>Score Point 4:</b>	D: Organized text that presents a clear progression of ideas demonstrating an awareness of context (e.g., purpose, situation, and audience) S: Complex and some simple sentence structures, containing occasional grammatical errors that don't generally interfere with comprehensibility W: A variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning
3+	<b>Score Point 3:</b>	D: Text that shows developing organization including the use of elaboration and detail, though the progression of ideas may not always be clear S: Simple and some complex sentence structures, whose meaning may be obscured by noticeable grammatical errors W: Some vocabulary beyond the stimulus and prompt, although usage is noticeably awkward at times
	<b>Score Point 2:</b>	D: Text that shows emerging organization of ideas but with heavy dependence on the stimulus and prompt and/or resembles a list of simple sentences (which may be linked by simple connectors) S: Simple sentence structures; meaning is frequently obscured by noticeable grammatical errors when attempting beyond simple sentences W: Vocabulary primarily drawn from the stimulus and prompt
1+	<b>Score Point 1:</b>	D: Minimal text that represents an idea or ideas S: Primarily words, chunks of language and short phrases rather than complete sentences W: Distinguishable English words that are often limited to high frequency words or reformulated expressions from the stimulus and prompt

# Appendix G: District and State Frequency Reports

Figure G-1: District Frequency Report

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	1	1%	8	7%	6	5%	1	1%	2	2%	0	0%	0	0%	1	1%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	5	4%	7	6%	12	10%	10	9%	6	5%	12	10%	10	9%	8	7%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	16	14%	23	20%	36	31%	53	45%	18	15%	51	44%	34	29%	32	27%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	39	33%	24	21%	20	17%	53	45%	35	30%	50	43%	23	20%	58	50%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	37	32%	18	15%	36	31%	0	0%	35	30%	4	3%	40	34%	16	14%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	19	16%	37	32%	7	6%	0	0%	21	18%	0	0%	10	9%	2	2%
<b>Highest Score</b>	472		416		402		379									
<b>Lowest Score</b>	251		178		288		295									
<b>Total Tested</b>	117															

District: ██████████  
 Grade: 06  
 Cluster: 6-8

**ACCESS for ELLs 2.0<sup>®</sup>**  
 English Language Proficiency Test



## District Frequency Report - 2017

A – Oral Language = 50% Listening + 50% Speaking  
 B – Literacy = 50% Reading + 50% Writing  
 C – Comprehension = 70% Reading + 30% Listening  
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking



Figure G-2: State Frequency Report

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language <sup>A</sup>		Literacy <sup>B</sup>		Comprehension <sup>C</sup>		Overall Score <sup>D</sup>	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
<b>1 – Entering</b> Knows and uses minimal social language and minimal academic language with visual and graphic support	1	1%	8	7%	6	5%	1	1%	2	2%	0	0%	0	0%	1	1%
<b>2 – Emerging</b> Knows and uses some social English and general academic language with visual and graphic support	5	4%	7	6%	12	10%	10	9%	6	5%	12	10%	10	9%	8	7%
<b>3 – Developing</b> Knows and uses social English and some specific academic language with visual and graphic support	16	14%	23	20%	36	31%	53	45%	18	15%	51	44%	34	29%	32	27%
<b>4 – Expanding</b> Knows and uses social English and some technical academic language	39	33%	24	21%	20	17%	53	45%	35	30%	50	43%	23	20%	58	50%
<b>5 – Bridging</b> Knows and uses social and academic language working with grade level material	37	32%	18	15%	36	31%	0	0%	35	30%	4	3%	40	34%	16	14%
<b>6 – Reaching</b> Knows and uses social and academic language at the highest level measured by this test	19	16%	37	32%	7	6%	0	0%	21	18%	0	0%	10	9%	2	2%
<b>Highest Score</b>	472		416		402		379									
<b>Lowest Score</b>	251		178		288		295									
<b>Total Tested</b>	117															

A – Oral Language = 50% Listening + 50% Speaking  
 B – Literacy = 50% Reading + 50% Writing  
 C – Comprehension = 70% Reading + 30% Listening  
 D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking







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