





ACCESS for ELLs[®] English Language Proficiency Test

Parent/Guardian Report – 201'

District: Sample District	Student: Sample, Jose Carlos	
School: Sample School	State ID: 222222222	District ID: 222222222
Grade: 7	Birth Date: 03/17/1997	

Report Purpose: This report gives information about your child’s level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student’s English Language Proficiency Level

Test Section	1 – Entering	2 – Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening 						
Speaking 						
Reading 						
Writing 						
Oral Language^A (Listening and Speaking)						
Literacy^B (Reading and Writing)						
Comprehension^C (Listening and Reading)						
Overall Score^D (Listening, Speaking, Reading and Writing)						

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	Test Section Is Blank – If the student was absent for this Section of the test A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections

Teacher Report – 2013

District: Sample District			Student: SAMPLE, JOSE CARLOS		
School: Sample School			State ID: 2222222		District ID: 2222222
Grade: 7	Tier: B	Grade Level Cluster: 6-8	Birth Date: 03/17/1997		

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band					Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	
Listening	361			324 --- ◆ --- 398			3.8
Speaking	435			379 - - - - - ◆ - - - - - 491			6.0
Reading	358			337 - ◆ - 379			3.5
Writing	332			316 - ◆ 348			2.8
Oral Language ^A	398			370 - ◆ - - 426			5.6
Literacy ^B	345			330 ◆ - 360			3.0
Comprehension ^C	359			336 - ◆ - - 382			3.6
Overall Score ^D (Composite)	361			347 - ◆ 375			3.8

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English Language Proficiency Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	4	9
Language of Language Arts	10	12
Language of Mathematics	5	12
Language of Science	3	6
Language of Social Studies	5	9

SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score	Total # of Items
Social & Instructional	3	3
Language Arts/Social Studies	5	5
Mathematics/Science	5	5

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

WRITING TASKS

English Language Proficiency Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional	3	6	3	6	3	6
Mathematics		0		0		0
Mathematics & Science	3	6	2	6	2	6
Language Arts & Social Studies	2	6	2	6	2	6

Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test

Kindergarten Teacher Report – 2013

District: Sample District		Student: SAMPLE, AGATHA	
School: Sample School		State ID: 111111111	District ID: 111111111
Grade: 0	Grade Level Cluster: K	Birth Date: 04/29/2005	

Report Purpose: This report can be used to monitor individual student progress in developing English language proficiency and to examine performance by language domains. Note that for each scale score there are two proficiency level interpretations for Kindergarten: (1) the **Accountability** proficiency level and (2) the **Instructional** proficiency level (preceded by the notation “K”). Refer to the 2011 ACCESS for ELLs[®] Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete 2011 Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student’s level of English language proficiency by language domains for accountability purposes (for program, district and state use)

Accountability levels describe student performance across the entire *K-12 continuum*. They take into consideration that the student will be entering first grade, where the language demands, especially literacy, are higher than in kindergarten.

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band					Proficiency Level (Possible 1.0 - 6.0)	
		See Interpretive Summary for definitions						
		100	200	300	400	500	600	
Listening	290							5.2
Speaking	375							5.6
Reading	280							5.3
Writing	258							2.9
Oral Language ^A	333							5.4
Literacy ^B	269							3.6
Comprehension ^C	283							5.3
Overall Score ^D (Composite)	288							4.0

Student’s level of English language proficiency by domains for instructional purposes (for classroom use)

Language Domain	Scale Score (Possible 100 - 600)	Interpretation of the English Language Proficiency Levels for Kindergarten Students	Proficiency Level (Possible K1.0 - K6.0)
Listening	290	The Instructional levels (right) describe a student’s proficiency relative to the PreK-K cluster of the WIDA ELP Standards. The Instructional levels indicate how a student is doing <i>in Kindergarten</i> , where pre-literacy and early literacy skills are being developed by all students.	5.3
Speaking	375		6.0
Reading	280		6.0
Writing	258		4.6
Oral Language ^A	333		5.7
Literacy ^B	269		5.5
Comprehension ^C	283		6.0
Overall Score ^D (Composite)	288		5.5

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

STUDENT ROSTER REPORT – 2013

STUDENT NAME STATE STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
			Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
Last Name, Alphonso 11111111	A	6-8	305	2.3	329	2.6	316	1.9	342	3.1	317	2.4	329	2.5	313	2.0	325	2.5
Last Name, Beatrice 22222222	C	6-8	408	5.7	355	3.9	356	3.4	339	3.0	382	4.9	348	3.2	372	4.3	358	3.6
Last Name, Carlos 33333333	C	6-8	444	6.0	411	6.0	401	6.0	373	4.1	428	6.0	387	5.0	414	6.0	399	5.7
Last Name, Daniella 44444444	C	6-8	431	6.0	411	6.0	381	5.4	355	3.5	421	6.0	368	3.9	396	5.9	384	4.9
Last Name, Estella 55555555	C	6-8	398	5.3	391	5.6	381	5.4	397	4.9	395	5.4	389	5.1	386	5.3	391	5.3
Last Name, Franco 66666666	C	6-8	408	5.7	411	6.0	387	5.8	359	3.6	410	6.0	373	4.2	393	5.7	384	4.9
Last Name, George 77777777	B	6-8	351	3.5	372	4.7	333	2.4	357	3.6	362	3.9	345	3.0	338	2.8	350	3.3
Last Name, Hanna 88888888	C	6-8	444	6.0	411	6.0	393	6.0	349	3.3	428	6.0	371	4.1	408	6.0	388	5.1
Last Name, Iris 99999999	B	6-8	370	4.1	391	5.6	375	5.0	363	3.8	381	4.9	369	3.9	374	4.5	372	4.2
Last Name, Jesus 10101010	B	6-8	351	3.5	372	4.7	367	3.9	367	3.9	362	3.9	367	3.9	362	3.7	365	3.9
Last Name, Kyle 01111111	B	6-8	332	2.9	372	4.7	343	2.8	330	2.7	352	3.6	337	2.8	340	2.9	341	2.9
Last Name, Lawrence 01212121	C	6-8	460	6.0	391	5.6	393	6.0	391	4.7	426	6.0	392	5.3	413	6.0	402	5.8

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

SCHOOL FREQUENCY REPORT – 2013

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Beginning Knows and uses some social English and general academic language with visual and graphic support	2	17%	1	8%	2	17%	1	8%	1	8%	2	17%	3	25%	2	17%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	2	17%	1	8%	2	17%	8	67%	3	25%	5	42%	1	8%	3	25%
4 – Expanding Knows and uses social English and some technical academic language	1	8%	3	25%	0	0%	3	25%	2	17%	2	17%	2	17%	3	25%
5 – Bridging Knows and uses social English and academic language working with grade level material	3	25%	3	25%	4	33%	0	0%	1	8%	3	25%	3	25%	4	33%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	4	33%	4	33%	3	25%	0	0%	5	42%	0	0%	3	25%	0	0%
Highest Score	460		411		401		397		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							
Lowest Score	305		329		316		330									
Total Tested:	12															

DISTRICT FREQUENCY REPORT – 2013

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# 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
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Beginning Knows and uses some social English and general academic language with visual and graphic support	2	17%	1	8%	2	17%	1	8%	1	8%	2	17%	3	25%	2	17%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	2	17%	1	8%	2	17%	8	67%	3	25%	5	42%	1	8%	3	25%
4 – Expanding Knows and uses social English and some technical academic language	1	8%	3	25%	0	0%	3	25%	2	17%	2	17%	2	17%	3	25%
5 – Bridging Knows and uses social English and academic language working with grade level material	3	25%	3	25%	4	33%	0	0%	1	8%	3	25%	3	25%	4	33%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	4	33%	4	33%	3	25%	0	0%	5	42%	0	0%	3	25%	0	0%
Highest Score	460		411		401		397		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							
Lowest Score	305		329		316		330									
Total Tested:	12															

Teacher Report

District: SAMPLE SCHOOL DISTRICT			Student: SAMPLE, PAKOU		
School: SAMPLE MS			State ID: 123456789		District ID: 444444
Grade: 8	Tier: B	Grade Level Cluster: 6-8	Birth Date: 01/05/1998		

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions						Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	600	
Listening	389			349	---◆---	429		4.6
Speaking	367			327	---◆---	407		4.3
Reading	362			342	-◆-	382		3.2
Writing	353			338	-◆	368		3.2
Oral Language ^A	378			350	-◇--	406		4.4
Literacy ^B	358			341	◇-	375		3.2
Comprehension ^C	370			348	--◇-	392		3.8
Overall Score ^D (Composite)	364			349	-◇	379		3.6

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English Language Proficiency Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

English Language Proficiency Standards	# of Items Correct	Total # of Items
Social & Instructional Language	5	6
Language of Language Arts	7	12
Language of Mathematics	8	12
Language of Science	5	9
Language of Social Studies	4	9

SPEAKING TASKS

English Language Proficiency Standards Score based on # of tasks student met or exceeded	Raw Score	Total # of Items
Social & Instructional	3	3
Language Arts/Social Studies	5	5
Mathematics/Science	2	5

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

WRITING TASKS

English Language Proficiency Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional	3	6	3	6	3	6
Mathematics		0		0		0
Mathematics & Science	3	6	4	6	3	6
Language Arts & Social Studies	3	6	2	6	3	6

Description of Proficiency Levels

- 1 Entering – Knows and uses minimal social language and minimal academic language with visual and graphic support
- 2 Beginning – Knows and uses some social English and general academic language with visual and graphic support
- 3 Developing – Knows and uses social English and some specific academic language with visual and graphic support
- 4 Expanding – Knows and uses social English and some technical academic language
- 5 Bridging – Knows and uses social English and academic language working with grade level material
- 6 Reaching – Knows and uses social and academic language at the highest level measured by this test