


WIDA Alternate ACCESS ISR for Families

- Demographic information, accommodations used
- Overall and domain proficiency level scores
- Explains what students can typically do at that overall proficiency level

On the back:

- How will the results be used?
- How can I use this information to help my child?
- Where can I get more information? (link to proficiency level descriptors)

Two pages long, available in 49 languages


WIDATM WIDA Alternate ACCESS
UNIVERSITY OF WISCONSIN - MADISON
English Language Proficiency Test for Students with Significant Cognitive Disabilities

CRUZ, EMILY
 Birth Date: 10/14/2009 Grade: 10
 District ID: WS99999 State ID: 249110014
 School: Training Reports School
 District: WIDA Use Only - Sample District
 State: WS
 Accommodation(s):

2025 Individual Student Report for Families

This is EMILY's Individual Score Report on the WIDA Alternate ACCESS English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure EMILY's progress in learning English. Scores are reported as Alternate English Language Proficiency Levels.

What are Alternate English Language Proficiency Levels?

Alternate English language proficiency levels describe how multilingual learners with significant cognitive disabilities use and understand English language and communication. Each proficiency level builds upon the previous level.

Descriptions about each of these levels are called alternate proficiency level descriptors and help parents and teachers understand language development at various levels in Listening, Speaking, Reading, and Writing.

EMILY's Individual Domain Score		Alternate English Language Proficiency Levels (PL)				
		1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Listening	1					
Speaking	3					
Reading	1					
Writing	3					
EMILY's Overall Proficiency Level*	2					

*Overall score, as shown, in the last row in the table above, is calculated only when all four domains have been assessed. NA: Not available

Students with EMILY's **Overall Proficiency Level of 2**, typically can:


- ✓ Understand simple words spoken in English
- ✓ Read or decode multiple elements or short phrases
- ✓ Communicate chunks of language or phrases (at least two)
- ✓ Write a single word

WIDA Alternate ACCESS ISR for Educators

- Demographic information, accommodations used
- Proficiency levels - each domain, and four composites
- Scale scores and confidence bands
- Explains what students can typically do at that overall proficiency level
- Link to where to find more information on scores/uses

Also:

- What students can typically do at each level (expressive and interpretive)
- Information reported on the Individual Characteristics Questionnaire (ICQ)


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ACCESS

CRUZ, EMILY
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 State: WS
 Accommodation(s):

UNIVERSITY OF WISCONSIN-MADISON
 English Language Proficiency Test for Students
 with Significant Cognitive Disabilities

2025 Individual Student Report for Educators

This report provides information about the student's scores on the WIDA Alternate ACCESS English language proficiency test. This test is based on the WIDA Alternate English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Alternate English Language Proficiency Levels and as Scale Scores.

Important terms

- **Proficiency levels (PL)** provide an interpretation of scores that range from levels 1-5.
- **Scale scores** track student growth over time and across grades. Scale scores consider differences in item difficulty; therefore, they place all students on a single continuum that stretches from kindergarten—grade 12. If the student were to test again, the student's score would likely fall within the lines on either side of the point.
- **Confidence bands** are a reminder that scale scores represent just one point in a range of potential student performance outcomes. They reflect the expected score variation.
- **Composite scores** describe different combinations of the language domains. The composite scores are: Overall, Comprehension, Literacy, and Oral Language.

STUDENT'S LEVEL OF ENGLISH PROFICIENCY BY LANGUAGE DOMAIN		
Language Domain	Proficiency Level	Scale Score (Possible 900-980) and Confidence Band
		See Interpretive Guide for Score Reports for definitions
Listening	1	938
Speaking	3	956
Reading	1	932
Writing	3	968
Oral Language 50% Listening + 50% Speaking	2	947
Literacy 50% Reading + 50% Writing	2	948
Comprehension 70% Reading + 30% Listening	1	934
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	2	948

*Overall score, as shown, in the last row in the table above, is calculated only when all four domains have been assessed. NA: Not available

Students with an **Overall Composite Score of Proficiency Level 2**, typically can:

- ✓ Understand simple words spoken in English
- ✓ Read or decode multiple elements or short phrases
- ✓ Communicate chunks of language or phrases (at least two)
- ✓ Write a single word.

How to find more information on scores and their uses

Go to the Alternate ACCESS Score and Reports page on the WIDA website to learn more about scores:
wida.wisc.edu/assess/slt-access/scores-reports

CRUZ, EMILY
140275-000125-01428

How to Read the Score Reports

- Information regarding how to read the score reports and how scores are calculated can be found in the article [Everything you've ever wanted to know: Scoring ACCESS for ELLs](#).
- Information about the WIDA Alternate ACCESS score reports can be found [here](#).
- Reminders:
 - WIDA Alternate ACCESS proficiency levels are reported without decimals.
 - Composite scores are calculated from the scale score, not proficiency level score.
 - Domains with “NA” indicate a Do Not Score code was applied.
 - Imputed overall scores will be provided by DESE in DropBox/Edwin in **August** for students with up to two SPD codes applied. Students with more than two Do Not Score codes will not receive imputed overall scores.

Post-Reporting Data Validation and Service Now Form: Test Discrepancy

Post-Reporting Data Validation:

May 14–22

- Your last chance to unite student records and correct errors
 - A complete record = 4 domain tests in a single record
 - Slight differences in demographic data may result in “split records”, preventing the reporting of composite scores
 - Correct these errors in AMS between **May 14–22, 2025** (last chance)

First name	Date of Birth	Accommodations used
Last name	SASID	Do Not Score codes
Grade		(do not remove or apply INV codes)
- Updated results will be available in AMS on June 6, 2025.
- Imputed overall scores for students with disabilities will not be in AMS. They will be in DropBox Central and Edwin Analytics in August. These scores are calculated by DESE, not WIDA or DRC. Information on imputed scores can be found in [DESE ACCESS Score Imputations](#).

Service Now Form: Test Discrepancies – Request a Scoring Appeal or Test Booklet Search

- Service Now Form closes on **June 13, 2025**.
- Scoring Appeal
 - Example - student took the Speaking or Writing test online but there are no results in AMS
- Booklet Search
 - Example - student's test booklet returned using a District label with incorrect information
 - Example - booklet was filled out using something other than a number 2 pencil
- You will be notified by the Department if your request can be processed; there is a very limited number of requests that can be submitted to DRC.

Complete the [Service Now Form: Test Discrepancies — Request a Scoring Appeal or Test Booklet Search](#) found on the [DESE ACCESS web page](#).

Parent Notification and Educator Resources

Options for Parent Notification

- Schools can provide results to parents by:
 - Secure email (password-protected)
 - Parent portal (if available)
 - Other secure method used by the district
 - Text or app to notify parents that results are available to discuss, **or**
 - Print ISRs in languages other than English and mail to parents
- Schools will receive ISRs in English on May 14. English ISRs can be mailed to parents along with other language ISRs downloaded from the ACCESS Translated dropdown in WIDA AMS (see slides 19 and 20).

Additional Parent Resources

The following may be printed and mailed or sent electronically with the ISR, at the district's discretion:

- [ACCESS for ELLs Parent Letters](#) – copy to district letterhead and send with child's results. Available in the same 49 languages as the ISRs.
- [What Is ACCESS for ELLS?](#) – two-page flyer explaining the basics of the ACCESS tests. Available in 17 languages.
- [ACCESS for ELLs: Understanding Your Child's Scores](#) – two-page document that explains the ISR. Available in 17 languages.

Note: The ISRs are confidential; these resources are not.

Resources for Educators and Administrators

On the [DESE ACCESS web page](#) under “ACCESS for ELLs Tests – Test Administration and Reporting Resources”:

- The [ACCESS for ELLs Interpretive Guide for Score Reports 2025](#) explains the types of scores reported by ACCESS for ELLs for students in K-12.
- The [WIDA Alternate ACCESS Interpretive Guide for Score Reports 2025](#) provides a comprehensive explanation of the types of scores reported by Alternate ACCESS for students in grades K-12.

Webinars available in the [WIDA Secure Portal](#):

- [Interpreting ACCESS Score Reports](#)
- [ACCESS for ELLs Online: The Speaking Test and How it is Scored](#)