

## 2024 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
	1 2 3 4 5	900 920 940 960 980
Listening	2	919
Speaking	4	940
Reading	1	917
Writing	4	944
Oral Language 50% Listening + 50% Speaking	2	930
Literacy 50% Reading + 50% Writing	2	931
Comprehension 70% Reading + 30% Listening	1	918
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	2	930

\*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/alt-access/scores-reports](http://wida.wisc.edu/assess/alt-access/scores-reports).

**At each grade level, toward the end of a given alternate level of English language proficiency, and with individualized instruction, appropriate supports\*, accommodations, and communication tools...**

	<b>Expressive</b> ... multilingual learners with significant cognitive disabilities will produce ...	<b>Interpretive</b> ... multilingual learners with significant cognitive disabilities will interpret and respond to ...
End of Proficiency Level 5 Bridging	<ul style="list-style-type: none"> <li>• Connected ideas with recognizable organization, including connectors and details</li> <li>• Simple and compound, connected sentence(s)</li> <li>• A growing selection of everyday and content-area words and phrases within and across familiar and novel social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Connected ideas with recognizable organization, including connectors and details</li> <li>• A variety of sentences (e.g., simple, compound, and complex sentences)</li> <li>• A growing selection of everyday and content-area words and phrases within and across familiar and novel social and academic contexts</li> </ul>
End of Proficiency Level 4 Expanding	<ul style="list-style-type: none"> <li>• Connected ideas with emerging details</li> <li>• Simple, connected sentence(s)</li> <li>• A selection of everyday and content-area words and phrases applicable in familiar social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Connected ideas with emerging details</li> <li>• Simple and compound, connected sentence(s)</li> <li>• A selection of everyday and content-area words and phrases applicable in familiar and novel social and academic contexts</li> </ul>
End of Proficiency Level 3 Developing	<ul style="list-style-type: none"> <li>• Familiar ideas with occasional details</li> <li>• <i>Spoken</i> simple sentences and <i>written</i> chunks of language, phrases, or simple clauses (e.g., subject + verb)</li> <li>• High-frequency, familiar words and phrases as part of routine and familiar social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar ideas with occasional details</li> <li>• Simple, connected sentence(s)</li> <li>• High-frequency, familiar words and phrases as part of routine and familiar social and academic contexts</li> </ul>
End of Proficiency Level 2 Emerging	<ul style="list-style-type: none"> <li>• Intentional communication of familiar ideas with attempted details</li> <li>• <i>Spoken</i> chunks of language, phrases, or simple clauses (e.g., subject + verb) and <i>written</i> word(s)</li> <li>• High-frequency, familiar words and phrases relying on concrete, immediate social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Intentional communication of familiar ideas with attempted details</li> <li>• Chunks of language, phrases, or simple clauses (e.g., subject + verb)</li> <li>• High-frequency, familiar words and phrases relying on concrete, immediate social and academic contexts</li> </ul>
End of Proficiency Level 1 Entering	<ul style="list-style-type: none"> <li>• Intentional communication of familiar idea</li> <li>• Emerging expression of letters or a word</li> <li>• Frequently reoccurring emerging expressions based on immediate social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Intentional communication of familiar ideas</li> <li>• Emerging expressions of letters or word(s)</li> <li>• Frequently reoccurring emerging expressions based on immediate social and academic contexts</li> </ul>

\*Appropriate supports included use of multimodalities and translanguaging

**Individual Characteristics Questionnaire**

The following information was reported by the test administrator at the time of testing. The information may be used, as well as additional classroom information, to inform classroom instructional practices or to support reclassification and exit decisions. For a full copy of the ICQ, see [wida.wisc.edu/resources/individual-characteristics-questionnaire](http://wida.wisc.edu/resources/individual-characteristics-questionnaire). Make sure to talk with your student's test administrator if you have additional questions about the information reported regarding your students' abilities.

Is there an English language acquisition specialist on the IEP team? (e.g., ESL teacher, ESL coordinator)	No
Does the student take the alternate assessment in English language arts, mathematics, and/or science based on alternate academic achievement standards (AAAS)?	No
Student's most recent performance on the state's annual content assessment. English Language Arts Mathematics Science	Emerging Nearing Target At or Exceeds Target
Approximate hours the student spends in classrooms where... Instruction is in English Instruction is in languages other than English Instruction is focused on English language Development	Less than 1 2-3 hours All
Student receives the following EL service model...	Other
Student communicates through...	Augmentative and alternative communication (AAC) device

The students' receptive communication abilities include:	In English	Language Other Than English
Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)	No Response	No Response
Can perform simple actions, movements, or activities when asked (e.g., comes to the teacher's location, gives an object to the teacher or peer, locates or retrieves an object)	No Response	No Response
Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")	No Response	No Response
Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed	No Response	No Response
Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed	Yes	Yes
Follows two-step directions presented verbally and/or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)	No Response	No Response
Unknown/Not sure	No Response	No Response

**Individual Characteristics Questionnaire (continued)**

<b>Student's expressive communication abilities with speech include:</b>	<b>In English</b>	<b>Language other than English</b>
Regularly combines 3 or more spoken words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)	No Response	No Response
Usually uses 2 spoken words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)	Yes	Yes
Usually uses only 1 spoken word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)	Yes	Yes
Student does not use spoken language	No Response	No Response
Unknown/Not sure	No Response	No Response
<b>Student's level of engagement</b>		
Initiates and sustains social interactions	No Response	No Response
Responds with social interaction, but does not initiate or sustain social interactions	Yes	Yes
Alerts to others speaking	Yes	Yes
Does not alert to others speaking	No Response	No Response
Unknown/Not sure	No Response	No Response
<b>Student's reading ability</b>		
Reads fluently with critical understanding in print (e.g., to differentiate fact/opinion, point of view, emotional responses)	No Response	No Response
Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational text	Yes	Yes
Reads basic sight words, simple sentences, directions, bullets, and/or lists in print	Yes	Yes
Aware of text, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text	No Response	No Response
No observable awareness of print	No Response	No Response
Unknown/Not sure	No Response	No Response
<b>Student's mathematic ability</b>		
Applies computational procedures to solve real-life or routine word problems from a variety of contexts	No Response	No Response
Does computational procedures with or without a calculator	No Response	No Response
Counts 1:1 correspondence to at least 10, and/or makes numbered sets of items	Yes	Yes
Counts by rote to five	Yes	Yes
No observable awareness of use of numbers	No Response	No Response
Unknown/Not sure	No Response	No Response
<b>Student's writing ability</b>		
Writes full sentences	No Response	No Response
Writes phrases	No Response	No Response
Writes words	No Response	No Response
Writes letters	Yes	Yes
Does not write	Yes	Yes
Unknown/Not sure	No Response	No Response