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|---|--|-------------|
| Student: ALTERNATE, TEST SEVEN | | |
| Birth Date: 12/08/2015 | Grade: 09 | IEP Status: |
| District ID: WS99999 | State ID: 7890123 | |
| School: WIDA Use Only - Sample School | District: WIDA Use Only - Samp | State: WS |
| Does the student take any state alternate assessment(s)?: Yes | # of years student has been exposed to academic English: 04 | |
| Primary Disability: Visual Impairment, incl Blindness | Secondary Disability (if applicable): Autism Spectrum Disorder | |

This report provides information about the student's scores on the Alternate ACCESS for ELLs 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 Language Proficiency Levels and as Scale Scores.

| Student's level of English Proficiency by language domain | | |
|--|---------------------|--|
| Language Domain | Proficiency Level** | Scale Score (Possible 910-960) and Confidence Band See Interpretive Guide for Score Reports for definitions |
| | | |
| Listening  | P2 | 947 |
| Speaking  | P2 | 945 |
| Reading  | P2 | 948 |
| Writing  | P1 | 941 |
| Oral Language 50% Listening + 50% Speaking | P2 | 946 |
| Literacy 50% Reading + 50% Writing | P2 | 945 |
| Comprehension 70% Reading + 30% Listening | P2 | 948 |
| Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking | P2 | 945 |

*Overall score is calculated only when all four domains have been assessed. NA: Not available

**The Listening, Speaking, and Reading domains do not include test items targeting proficiency levels P3 and above; therefore, students cannot demonstrate English proficiency at levels P3 and higher. However, in Writing, students may score up to proficiency level P3.

Student's performance within the Listening and Reading Domains

Each task in the Listening and Reading domains provides students with three opportunities (Cue A, Cue B, & Cue C) to demonstrate what they can do. Cue A provides the initial prompt and question. If the score for Cue A is Incorrect or No Response, Cue B is administered. Cue B simplifies the initial prompt. If the score for Cue B is Incorrect or No Response, Cue C is administered. Cue C includes the simplified prompt and provides the answer to the question. The table below provides the number of correct responses to the Listening and Reading domains and does not report information on tasks that were not administered, incorrect, or to which the student did not respond.

| | # of Correct Responses (out of 9) | Less Support → More Support | | | | | |
|------------------|-----------------------------------|--|------------------------|-----------|------------------------|-----------|------------------------|
| | | Cue A | | Cue B | | Cue C | |
| | | # Correct | % of Correct Responses | # Correct | % of Correct Responses | # Correct | % of Correct Responses |
| Listening | 9 | 9 | 100% | 0 | 0% | 0 | 0% |
| Reading | 9 | 9 | 100% | 0 | 0% | 0 | 0% |

Test Administration Information

| Test Environment | |
|---|-----|
| Familiar environment to student (e.g. familiar classroom, office, home) | |
| Quiet environment | YES |
| Minimal distractions | YES |
| One-to-one interaction with test administrator | |

| Areas of the test where accommodations were used | |
|--|-----|
| Test directions | YES |
| Presentation format | YES |
| Response format | YES |
| Setting format/environment | YES |
| Timing/scheduling | YES |
| Other | YES |

| Test Administrator Title | |
|-----------------------------|-----|
| Special education teacher | |
| ESL/Bilingual teacher | YES |
| General education teacher | YES |
| Speech/language pathologist | YES |
| School psychologist | YES |
| School counselor | YES |
| LEA test administrator | YES |
| Other | |

| Test Administrator's knowledge of student's abilities | |
|---|-----|
| Knowledge of student's current IEP | YES |
| Knowledge of the student's academic programming | YES |
| Has previously implemented accommodations for the student | YES |
| Has an established relationship with the student | YES |
| Limited knowledge of the student's abilities | YES |
| Unfamiliar with student's abilities | YES |

At each grade level, toward the end of a given alternate level of English language proficiency, and with instructional support...

| | English language learners with significant cognitive disabilities will produce (Productive): | English language learners with significant cognitive disabilities will process (Receptive): |
|--------------------------------|---|---|
| Level P3 Developing | <ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas • Repetitive grammatical structures with occasional variation • Sentence patterns across content areas • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple ideas | <p>Students may score up to alternate proficiency level P3 in the domain of Writing. The domains of Listening, Speaking, and Reading do not include test items targeting alternate proficiency level P3 and above; therefore, students taking this test cannot demonstrate English language at alternate proficiency level P3 and higher in those domains.</p> |
| Level P2 Emerging | <ul style="list-style-type: none"> • General content words and expressions across content areas • Social and instructional words and expressions across content areas • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas • Phrases or short sentences • Emerging expression of ideas | <ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas • Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas • Multiple related simple statements • An idea with details |
| Level P1 Entering | <ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions • Phrase-level grammatical structures • Phrasal patterns associated with common social and instructional situations • Words, phrases, or chunks of language • Single words used to represent ideas | <ul style="list-style-type: none"> • General content-related words • Social and instructional words and expressions • Simple grammatical constructions • Common social and instructional forms and patterns • Single statements or questions • An idea within words, phrases, or chunks of language |
| Level A3 Engaging | <ul style="list-style-type: none"> • Familiar words associated with daily routine • Representations of sounds, words, or ideas with drawing symbols, letters, or numbers • Routinely practiced patterns associated with common social and instructional situations • Oral approximations of words or phrases • Symbols or letters to represent ideas | <ul style="list-style-type: none"> • Symbols, letters, and/or numbers • Spoken social and instructional words and familiar expressions • Routinely practiced social and instructional forms and patterns • Familiar statements or questions associated with daily routine • An idea within visual representations or familiar language |
| Level A2 Exploring | <ul style="list-style-type: none"> • Different sounds and gestures to communicate • Markings or symbols to communicate (e.g., with writing utensil or assistive device) • Approximations of routinely practiced words • Varied tone and inflection to convey needs, desires, or moods (to convey adherence to social norms) | <ul style="list-style-type: none"> • Routinely practiced oral cues • Familiar visual representations associated with daily routines • Environmental symbols and shapes • Spoken words associated with familiar people, daily routine, and/or environment |
| Level A1 Initiating | <ul style="list-style-type: none"> • Imitations of sounds • Varied body movements to communicate (e.g., eye gaze, grasp writing utensil) | <ul style="list-style-type: none"> • Familiar voices and communicative sounds • Change in expression (e.g., facial, body, vocal) |

...within sociocultural contexts for language use.