WIDA MODEL
Interpretive Guide for Score Reports
Grades K-12

Contents

Introduction

Welcome to the *WIDA MODEL Interpretive Guide for Score Reports: Grades K–12*. The aim of the Interpretive Guide is to assist stakeholders in understanding the scores reported for WIDA MODEL test takers.

WIDA MODEL is an English language proficiency assessment for students in kindergarten through grade 12. For kindergarten, it is a paper-based test only. For grades 1–12 (in grade-level clusters 1–2, 3–5, 6–8 and 9–12), it is available in either an online or paper version. Students who take WIDA MODEL complete four domain tests (Speaking, Listening, Reading, and Writing). The first section of this document explains reported scores on WIDA MODEL. The second section addresses WIDA MODEL score reports.

WIDA MODEL can be used in the following ways:

In the US WIDA Consortium	Outside of the US WIDA Consortium
Serve as an interim assessment during the school year, providing information that informs instructional planning and other decisions related to students' education	Serve as an assessment during the school year, providing information that informs instructional planning and other decisions related to students' education
Guide instructional and curricular decisions while waiting for ACCESS for ELLs score reports	Track student progress (growth) annually to help inform whether students are on track with their English language development
Determine tier placement on ACCESS for ELLs (ACCESS for ELLs Paper)	Support decisions to exit students from English language support services, when used with other criteria such as teacher recommendations and performance in content classes
Some schools use WIDA MODEL for Kindergarten for identification or placement of incoming kindergarten students	Some schools use WIDA MODEL for Kindergarten for identification or placement of incoming kindergarten students

In this document, unless otherwise specified, WIDA MODEL refers to both the online testing mode and the paper-based testing mode. Much of the information about grades 1–12 is also applicable to WIDA MODEL for Kindergarten. Information that is specific to online, paper-based, or kindergarten will be labeled as such.

WIDA MODEL Technical Reports are available in the Resource Library of the WIDA website (wida.wisc.edu/resources).

- Technical reports from 2012 provide detailed descriptions of the development of the original paper-based MODEL, which was later adapted into the online assessment.

- The 2020 Field Test Technical Report describes the 2020 content refreshment and field test of WIDA MODEL Online tests for grades 1–12.
- WIDA MODEL for Kindergarten was developed at the same time as the kindergarten form of ACCESS for ELLs. As such, the technical report for Kindergarten ACCESS for ELLs applies to WIDA MODEL for Kindergarten as well.

WIDA MODEL Scores

WIDA MODEL assesses English language proficiency in four domains and scores are reported for all domains. However, the way scores are calculated varies by domain and whether WIDA MODEL Paper or WIDA MODEL Online is being administered.

Student responses to the WIDA MODEL Speaking and Writing domain tests are scored by staff at the local level (school or district staff). These raters of the Speaking and Writing responses are referred to as "local raters" within this document.

How Scores Are Calculated

For both the online and paper modes (including kindergarten), scores are calculated in the same way. First, raw scores (the total number of items correct for Listening and Reading or the total number of points awarded for an initial rating for Speaking and Writing) are tallied. Raw scores are not very meaningful by themselves, because they do not account for the overall difficulty of the items or tasks. That is, if a student responds correctly to several difficult questions, they should receive a higher score overall than if they get the same number of easier questions correct.

Next, raw scores are transformed into scale scores using a statistical process. Scale scores account for the difficulty of the items and tasks, even across grade levels. Then, scale scores are converted into proficiency levels (PLs). The scale scores that mark where one proficiency level ends and the next begins are referred to as cut scores. For WIDA MODEL, cut scores were determined through linking studies with ACCESS for ELLs.

More detailed information about how scores for WIDA MODEL Online, WIDA MODEL Paper, and WIDA MODEL for Kindergarten are calculated is outlined below.

WIDA MODEL Online

- Local raters score the Speaking and Writing tests using the WIDA MODEL Rubrics and enter these scores within the WIDA MODEL Test Administrator Interface (TAI) (wida-model.metritechtesting.com).
  - Speaking scores must be assigned before administering the Listening test. That is, the Speaking domain test must be administered before the Listening domain.

- Speaking scores based on the Speaking Rubric must be entered into the TAI in order for scores to be generated. You can see the Speaking Rubric in the [Appendix](#).

- A Quick Score for Writing (Low, Mid, or High) must be assigned before administering the Reading test. That is, the Writing domain test must be administered before the Reading domain.

- A Writing final score based on the Writing Rubric must be entered into the TAI in order for scores to be generated. You can see the Writing Rubric in the [Appendix](#).

- Listening and Reading scores are automatically calculated after the student takes the test.

- The TAI calculates the domain and composite scores. See the [Composite Scores](#) section for more information about how composite scores are calculated.

WIDA MODEL Paper (Grades 1–12)

- Local raters score the Speaking and Writing tests using the Speaking Rubric and the Writing Rubric (see the [Appendix](#)).

- Test administrators use the answer sheets in each Student Response Booklet to record and add up the number of correct answers for Step 1 and Step 2 for Listening and Reading.

- All four raw domain scores are entered into the [WIDA MODEL Score Calculator](#) (wida.wisc.edu/assess/model/calculator), which calculates the domain and composite scores.

WIDA MODEL for Kindergarten

- Test administrators use the summary score sheets that are included in the WIDA MODEL for Kindergarten kits to record the domain scores (Listening, Speaking, Writing and Reading) for all domains that the students take.

- If the students attempt all domains (at the stakeholder's discretion, not all domains must be attempted), composite scores can be generated using the chart on page 1 of the Summary Score Sheet, or via the [WIDA MODEL Score Calculator](#).

Interpreting MODEL Scores

For grades 1–12, both WIDA MODEL Online and Paper report scale scores and proficiency level scores. WIDA MODEL for Kindergarten reports proficiency level scores only.

Scale Scores

Scale scores track student growth over time and across grades. Because scale scores account for differences in item difficulty, they place all students on a single continuum. In

addition, scale scores allow you to compare student performance across grades and within each domain with more precision over time than you'll see with proficiency levels. For example, you can use scale scores to track how much a student's listening ability increases from grade 6 to grade 7.

Scale scores are not raw scores. A raw score is simply a tally of correct responses and does not provide a meaningful measure of student performance. For example, in the Listening and Reading tests on WIDA MODEL Online and WIDA MODEL Paper (grades 1–12), students are routed into one of three tracks (Low, Mid, or High), so that they are presented with test items and tasks at an appropriate level of difficulty. A student at beginning proficiency is routed into the Low track and sees easier items, and a higher-proficiency student is routed into the High track and sees more difficult items. Scale scores reflect the fact that a student who correctly answers 10 difficult questions demonstrates a higher level of proficiency than a student who correctly answers 10 less challenging questions.

Proficiency Levels

Proficiency levels are interpretive scores. They are interpretations of scale scores that may be used to show what students can do with their language development, based on their performance on the assessment. In other words, they are based on, but separate from, scale scores. Proficiency level scores are reported from 1.0 to 6.0. They describe the student's performance in terms of the six WIDA English Language Proficiency Levels:

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Emerging	Developing	Expanding	Bridging	Reaching

The proficiency level score is a whole number followed by a decimal. The whole number reflects the student's proficiency level, and the number after the decimal point reflects how far the student has progressed within that level. For example, a student with a score of 3.7 is at proficiency level 3 and is over halfway toward achieving proficiency level 4.

Take care when comparing proficiency level scores across grades. A second grader with a 4.0 in Listening and a 3.0 in Speaking is demonstrating more developed listening skills than speaking skills. However, proficiency levels are relevant to the context of a particular grade level. A second grader with a 4.0 in Listening and an eighth grader with a 4.0 in Listening are exposed to very different, grade-level appropriate content as they test. While their score reports reflect the same proficiency level, the eighth grader is demonstrating more skill by responding to more challenging content.

It is also important to consider grade-appropriate expectations when students in different grades take the same grade-level cluster test. For example, when a sixth grader and an eighth grader take the grades 6–8 test and both earn proficiency level scores of 4.0, this is the result of the eighth grader earning a higher scale score. The eighth grader must perform better than the sixth grader to earn the same proficiency level score, because the proficiency level is grade specific.

Proficiency levels may be interpreted using the descriptors on the Individual Student Report (WIDA MODEL Online only), the MODEL Speaking and Writing rubrics, and the WIDA Can Do Descriptors (wida.wisc.edu/teach/can-do/descriptors). The WIDA Can Do Descriptors provide detailed information about the expected abilities of students who have attained particular proficiency level scores.

The following table summarizes the two types of scores reported for WIDA MODEL and provides suggestions and cautions regarding their uses.

Understanding Scale Scores and Proficiency Level Scores

	Information Provided & Suggested Uses	Keep in Mind
Scale Scores	• Report scores on a scale from 100–600 • Provide psychometrically derived scores that reflect student performance and account for differences in item difficulty • Can be used to make comparisons across grade levels but not across domains. • Can be used to monitor student growth over time within a domain	• Scale scores cannot be used to make comparisons across domains. A scale score of 355 in Listening is not the same as a 355 in Speaking! • To monitor growth over time, it is recommended to use scale scores, not proficiency level scores. • Increasing expectations at higher grades mean scale scores do not translate to equivalent proficiency levels across grades. A scale score of 335 in Listening translates to a proficiency level of 4.7 for a student in grade 3, and a proficiency level of 3.5 for a student in grade 5.
Proficiency Level Scores	• Provide a score in terms of the six WIDA language proficiency levels, from 1.0 to 6.0 • Can be used to make comparisons across domains but not across grades. • Can be used with the WIDA Can Do Descriptors to develop a student-specific language skill profile • Provide information to help determine a student's eligibility for English language support services	• Proficiency levels cannot be used to make comparisons across grades, because proficiency levels are grade specific. A fifth grader who earns a scale score of 350 is at proficiency level 4.0, while that same scale score for a third grader might generate a proficiency level score of 5.1. • Proficiency levels are domain specific. A third grader who earns a scale score of 347 in Reading is at proficiency level 6.0. That same student who earns a scale score of 347 in Listening has a Listening proficiency level of only 5.3.

Composite Scores

In addition to proficiency level and scale scores for each language domain, students receive a proficiency level score and a scale score for different combinations of the language domains. These composite scores are Oral Language, Literacy, and Overall.

WIDA MODEL composite scores are calculated using one or more of the domain scores. They are calculated the same way that they are on ACCESS for ELLs:

Contribution of Language Domains (by Percent)

Type of Composite Score	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	-	-
Literacy	-	-	50%	50%
Overall	15%	15%	35%	35%

Composite scores are compensatory, meaning 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.

For WIDA MODEL Paper (K–12), if a score is not entered in the WIDA MODEL Score Calculator, relevant fields will be blank. To receive all domain and composite scores, students must take all four domains of WIDA MODEL. WIDA MODEL Online score reports should never have blank fields for scores, because in order to generate a score report all four domains must be completed.

Score Caps

On both WIDA MODEL Online and WIDA MODEL Paper (grades 1–12), students are routed into one of three tracks for the Listening and Reading tests (Low, Mid, or High). This is so that students can be presented with test items and tasks at an appropriate level of difficulty. Students who are routed into the Low track may not attain a score above PL 4.0, as the items and tasks in the Low track target beginning levels of language proficiency.

Reported Scores for Kindergarten MODEL

WIDA MODEL for Kindergarten assesses English language proficiency in four domains and scores are reported for all domains. There are no score caps on the kindergarten test. However, note that scores for WIDA MODEL for Kindergarten are only reported as proficiency levels. That is, unlike WIDA MODEL Paper (grades 1–12) and WIDA MODEL Online, scale scores are not reported.

Score Reports

WIDA MODEL Online Score Reports (Grades 1–12)

Three score reports are available for WIDA MODEL Online: the Individual Student Report, the Location Roster Report, and the District Roster Report.

Score reports can be generated once all four language domains have been completed and a final Writing score has been entered.

The Individual Student Report (next page) shows a student's scores in one document and is intended for teachers, administrators, and parents/guardians. It contains the following information:

- Demographic information about the student. This is the information entered into the WIDA MODEL Online TAI.

- The WIDA MODEL test form the student completed, including which writing task was taken.

- Numerical scale scores for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).

- Numerical proficiency levels for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).

- A one-sentence summary of each proficiency level in the table below the student's scores.

The Individual Student Report can be generated in English (US), Arabic, Chinese (Simplified), French, German, Hindi, Japanese, Korean, Portuguese (Brazil), Russian, and Spanish (Mexico).

The Location Roster Report (page 9) shows student scores for all students from a single school, or for students from a single grade or grade-level cluster within a school. It is intended to be used by teachers and administrators and can be downloaded in PDF format or as a Microsoft Excel spreadsheet.

The District Roster Report shows student scores for all students from all schools within a district, in one exported Microsoft Excel spreadsheet. The report is intended for use by those who want to look across locations and grade-level clusters.

Sample Individual Student Report for WIDA MODEL Online

WIDA™ MODEL Online   **Individual Student Report**

Florence Price

Birth Date: Grade: 4
Student ID: 14851
School: W School
Test Date: 6/29/2020

WIDA MODEL Gr. 3-5 Summative with Writing Task 2

This report provides information about the student's level of English proficiency in Listening, Speaking, Writing, and Reading. WIDA MODEL Online assesses Social Instructional language, and Academic language in the following subject areas: Language Arts, Mathematics, Science, and Social Studies.

Language Domain	Proficiency Level	Scale Score
Listening	6.0	388 (pointer near 400)
Speaking	3.9	345
Writing	2.8	301
Reading	6.0	364
Oral Language 50% Listening + 50% Speaking	5.1	366
Literacy 50% Reading + 50% Writing	3.8	332
Overall 30% Oral Language + 70% Literacy	4.1	341

Scale Score axis markers: 100, 200, 300, 400, 500, 600

Description of Proficiency Level	
1	Entering - Knows and uses minimal social language and minimal academic language with visual and graphic support
2	Emerging - 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

What are English Language Proficiency Levels?

Proficiency levels describe a student's ability to use (speak and write) and process (read and listen) social and academic English in terms of the six WIDA English language proficiency levels *(1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching)*. These levels represent the stages of English language development. For instance, a student who is new to the English language (or a beginner) may have scores in Level 1 or Level 2, whereas a student with more proficiency in English may have scores ranging from Level 4 to Level 6. See the WIDA Can Do Descriptors for more information.

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Sample Location Roster Report for WIDA MODEL Online

WIDA™

English Language Proficiency Test
WIDA MODEL - All Test Forms

Location Roster Report

School: W School
Grade: 7

STUDENT NAME STUDENT ID	Test Form	Test Date	Listening		Speaking		Writing		Reading		Oral Language[A]		Literacy[B]		Overall Score[C]	
			Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score	Scale Score	Prof Score
Beach, Amy 37020	6-8 Summ. WT3	7/7/2020	429	6.0	406	6.0	414	5.8	394	6.0	417	6.0	404	5.9	407	6.0
Copland, Aaron 72091	6-8 Screener WT 3	7/2/2020	386	4.8	400	6.0	359	3.6	374	4.8	393	5.3	366	3.9	373	4.3
Liszt, Franz 66726	6-8 Summ. WT2	6/29/2020	432	6.0	363	4.2	359	3.6	399	6.0	397	5.5	379	4.6	384	4.9
Sousa, John 92165	6-8 Summ. WT1	6/30/2020	368	4.0	259	1.6	328	2.7	369	4.0	313	2.3	348	3.2	336	2.8

A - Oral Language = 50% Listening + 50% Speaking
B - Literacy = 50% Writing + 50% Reading
C - Overall Score = 30% Oral Language + 70% Literacy
Overall Scores are computed when all 4 domains have been completed
NA - Not Attempted – Student did not complete the test for the specified domain

4/19/2022

Downloading Score Reports

WIDA MODEL Online score reports are available in the Reports > Score Reports section of the TAI.

You can also download the Individual Student Report from the Student Test Results page.

WIDA MODEL Paper Score Report (Grades 1-12)

One score report is available for WIDA MODEL Paper. It shows a student's scores in one document and is intended for teachers and administrators. It can be downloaded directly from the WIDA MODEL Score Calculator (wida.wisc.edu/assess/model/calculator) and contains the following information:

- Demographic information about the student, which can be filled in after you enter scores into the calculator and select **Printer Friendly Version**.

- Numerical scale scores for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).

- Numerical proficiency levels for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).

Sample Student Score Report for WIDA MODEL Paper

WIDA MODEL™ Score Calculator

District		**Student**	
School		**Date Administered**	04/19/2022
State ID		**District ID**	
Grade	3-5	**Birth Date** mm/dd/yyyy	⌄ / ⌄ / ⌄
Classroom Teacher		**Test Administrator**	
Home Language		**Version Administered**	MODEL

Language Domain	Scale Score (Possible 100-600)	Proficiency Level (Possible 1.0-6.0)
Speaking	350	4.0
Listening	358	4.5
Writing	373	4.8
Reading	350	4.0
Oral Language[A]	354	4.2
Literacy[B]	361	4.6
Overall Score[C] (Composite)	358	4.4

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

B - Literacy = 50% Reading + 50% Writing

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

WIDA MODEL for Kindergarten Score Report

One score report is available for WIDA MODEL for Kindergarten. It shows a student's scores in one document and is intended for teachers and administrators. It contains the following information:

- Demographic information about the student, which can be filled in after you enter scores into the calculator and select **Printer Friendly Version**.

- Numerical proficiency levels for the four domains (Listening, Speaking, Reading, Writing) and three composite scores (Oral Language, Literacy, and Overall score).

Kindergarten score reports are the Printer Friendly Versions generated after scores have been entered, and they can be downloaded directly from the WIDA MODEL Calculator (wida.wisc.edu/assess/model/calculator).

Sample Score Report for WIDA MODEL for Kindergarten

WIDA MODEL™ Score Calculator

District		**Student**	
School		**Date Administered**	04/19/2022
State ID		**District ID**	
Grade	K	**Birth Date mm/dd/yyyy**	▼ / ▼ / ▼
Classroom Teacher		**Test Administrator**	
Home Language			

Listening PL	3	Reading PL	4
Speaking PL	3	Writing PL	4
Oral Language PL	3	Literacy PL	4
Overall Composite PL	3.7		

Score Uses

WIDA MODEL scores are intended to be used to support decisions about students' English language proficiency, but the scores provide only one element in the decision-making process. Decisions about students, especially high-stakes ones, should be supported by additional evidence, such as schooling in English or another language, recommendations from current or previous teachers, the child's home language survey, or any of the recommended or required criteria as determined by your local context.

Some general tips when interpreting MODEL scores are as follows:

- The Overall Score is the most meaningful single score to use when making decisions, because it takes the student's performance on all four domains into account. This is the score WIDA recommends for high-stakes decision-making purposes.

- When possible, it is helpful to consider the profile created by all of the student's scores (both domain scores and composite scores). Because composite scores are compensatory, different performances may underlie a similar overall score. For instance, one student may perform similarly on all four domains, while another student may receive high scores in two domains and low scores in the other two. Examining such patterns may be helpful when targeting instruction and making grouping or placement decisions.

Proficiency levels can be used in conjunction with the WIDA Can Do Descriptors (wida.wisc.edu/teach/can-do/descriptors).

Appendix: Speaking and Writing Rubrics

WIDA MODEL Speaking Rubric

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
1 Entering	Single words, set phrases or chunks of memorized oral language	Highest frequency vocabulary from school setting and content areas	When using memorized language, is generally comprehensible; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; searching for vocabulary when going beyond the highly familiar is evident	When using simple discourse, is generally comprehensible and fluent; communication may be impeded by searching for language structures or by phonological, syntactic or semantic errors when going beyond phrases and short, simple sentences
3 Developing	Simple and expanded oral sentences; responses show emerging complexity used to add detail	General and some specific language related to the content area; may search for needed vocabulary at times	When communicating in sentences, is generally comprehensible and fluent; communication may from time to time be impeded by searching for language structures or by phonological, syntactic, or semantic errors, especially when attempting more complex oral discourse
4 Expanding	A variety of oral sentence lengths of varying linguistic complexity; responses show emerging cohesion used to provide detail and clarity	Specific and some technical language related to the content area; searching for needed vocabulary may be occasionally evident	At all times generally comprehensible and fluent, though phonological, syntactic, or semantic errors that don't impede the overall meaning of the communication may appear at times; such errors may reflect first language interference
5 Bridging	A variety of sentence lengths of varying linguistic complexity in extended oral discourse; responses show cohesion and organization used to support main ideas	Technical language related to the content area; facility with needed vocabulary is evident	Approaching comparability to that of English proficient peers in terms of comprehensibility and fluency; errors don't impede communication and may be typical of those an English proficient peer might make

WIDA MODEL Writing Rubric GRADES 1-12

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Reaching	A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization	Consistent use of just the right word in the just the right place; precise Vocabulary Usage in general, specific, or technical language	Has reached comparability to that of English proficient peers functioning at the "proficient" level in state-wide assessments
5 Bridging	A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization	Usage of technical language related to the content area; evident facility with needed vocabulary	Approaching comparability to that of English proficient peers; errors don't impede comprehensibility
4 Expanding	A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity	Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident	Generally comprehensible at all times, errors don't impede the overall meaning; such errors may reflect first language interference
3 Developing	Simple and expanded sentences that show emerging complexity used to provide detail	Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident	Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text
2 Emerging	Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced	Usage of general language related to the content area; lack of vocabulary may be evident	Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors
1 Entering	Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language	Usage of highest frequency vocabulary from school setting and content areas	Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text

WIDA Writing Rubric PRE-K-KINDERGARTEN

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
6 Evidence Complete "Story"	• Text presents **one** clear example of a successful attempt at producing related, connected English phrases and sentences • At least **two** clear sentences are present • A logical sequence or relationship between phrases and sentences is present • Each phrase or sentence contains at least **two** "words"	• Words" go beyond memorized, high frequency vocabulary, though some sight words and easily decodable words may be present and written accurately • "Words" are clearly recognizable and contain beginning, middle and ending sounds (in longer words)	• Invented spelling and/or lack of mechanics may impede full comprehensibility of the text • Inventive spelling closely approximates standard spelling • Evidence of capitalization and punctuation may be present • No clear observable influence of native language is present
5 Evidence "Story"	• Text contains at least **one** clear example of a successful attempt at producing at least **two** related or connected English phrases or sentences • At least **one** clear sentence is present • A logical or sequential word order within phrases or sentences is present • Each phrase or sentence contains at least **two** "words"	• "Words" go beyond memorized, high frequency vocabulary • "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) • All key "words" in the related or connected phrases or sentences are attempted	• Invented spelling and/or lack of mechanics may impede comprehensibility of the text • Evidence of word boundaries is present • Observable influence of native language may be present
4 Evidence "Phrase or sentence"	• Text contains at least **one** clear example of a successful attempt at producing an English phrase or short sentence • The phrase or short sentence contains at least **three** "words"	• At least one "word" in the phrase or short sentence goes beyond "memorized" text (e.g., 'I like…,' 'I play…') • "Words" are generally recognizable and contain attempts at beginning, middle and ending sounds (in longer words) • Letter sounds within words may be out of order • All key "words" in the phrase or short sentence are attempted	• Invented spelling and lack of clear word boundaries may impede comprehensibility of the text • Attempts at word boundaries may be present • Observable influence of native language may be present

Task Level	Linguistic Complexity	Vocabulary Usage	Language Control
3 Evidence: "Words"	• Text contains at least **two** clear, independently produced examples of successful attempts at producing English words	• At least one "word" goes beyond memorized, high frequency words (e.g., 'cat', 'dog') • "Words" may be recognizable and contain attempts at beginning, middle and ending sounds (in longer words) • Letter sounds within words may be out of order	• Invented spelling and lack of clear word boundaries may impede comprehensibility of the words • Observable influence of native language may be present
2 Evidence: Sound/letter correspond-dence	• Text contains at least **two** clear, independently produced examples of successful attempts at producing English sound/ letter correspondence	• Evidence of knowledge of sound/letter correspondence may be provided by attempts at any of the following: o beginning and ending word sounds o beginning and middle word sounds o middle and ending word sounds o beginning word sounds only o a single sound representing a word • Examples of letters may be in list form, written vertically or horizontally • Evidence of "memorized" writing in English (e.g., proper names, 'mom,' 'dad') may be present	• Poor letter formation and/or lack of any type of boundaries within text may impede recognition of attempts of producing sound/letter correspondences • Observable influence of native language may be present
1 Evidence: Letter copying	• Text contains clear evidence of successful attempts at writing at least **two** letters, of which one may display knowledge of sound/ letter correspondence	• Evidence of ability to write letters may be provided by any of the following: o writing own name o copied letter(s) o random letter(s) o traced letter(s) o scribble writing	• Poor letter formation quality may impede recognition of letters
0 Evidence: Letter and/or picture	• Text contains no more than one clear, independently written letter • No response	• Symbols or pictures, perhaps copied from graphics, may be present	• No language control is evident due to lack of text