Understanding WIDA Score Reports

WIDA | **ACCESS for ELLs 2.0**
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

> Student information is contained in this section, including birthdate, grade, and school attended.

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA 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.

> Students are tested in four domains of language and receive a score between 1.0 and 6.0. By comparing the domain score year to year, you can follow your child's growth toward English proficiency.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band
Listening	4.0	368
Speaking	2.2	320
Reading	3.4	356
Writing	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

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

> The Scale Scores display the range of scores the student would receive if they took the test again. They also provide more detail about a student's growth over time when compared with the Overall score.

> An Overall score of 4.5 means the student is English proficient, therefore, they can function in any classroom without additional supports for language.

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

> This section describes what the student is able to do in each domain: Listening, Speaking, Reading, and Writing. Additional information is contained on the http://wida.wisc.edu/ website under the ACCESS for ELLS 2.0.

> Please schedule time with your child's teacher to discuss supports available on the journey to English language proficiency.

Curriculum, Instruction, and Assessment Unit
Assessment, Accountability, Research, and School Improvement Division
Assessment Department

May 2019