



ACCESS for ELLs[®]
INTERPRETIVE GUIDE
FOR SCORE REPORTS

SPRING 2014



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Introduction

Welcome to the *ACCESS for ELLs Interpretive Guide for Score Reports (Comprehensive), 2014*. This Interpretive Guide is divided into two parts. Part 1 describes the types of scores generated from ACCESS for ELLs and part 2 describes each score report for ACCESS for ELLs and offers information on the meaning and the use of the data in the reports.

Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs), a large-scale language proficiency test for K–12 students, is one component of the World-Class Instructional Design and Assessment (WIDA[®]) Consortium’s comprehensive, standards-driven system designed to improve the teaching and learning of English language learners (ELLs). The test, developed in partnership with the Center for Applied Linguistics, was inaugurated in spring 2005 in three states after extensive development and pilot and field testing. ACCESS for ELLs was administered to more than 1,000,000 students across the Consortium.

As with all assessments, ACCESS for ELLs scores should be considered one of multiple criteria used in educational decision making.

The purpose of ACCESS for ELLs is to monitor student progress in English language proficiency (ELP) on a yearly basis and to serve as a criterion to aid in determining when ELLs have attained language proficiency comparable to that of their English-proficient peers. The test is carefully crafted to be representative of the social and academic language demands within a school setting as exemplified in the *WIDA English Language Development Standards* (2004, 2007, 2012).

ACCESS for ELLs exceeds the requirements stipulated under Titles I and III of the 2001 No Child Left Behind Act in both its coverage and reporting. It is vertically scaled across tiers and grade-level clusters so that interpretation of scores is identical across grades. The measure is secure, given by personnel certified in its administration who meet reliable levels of inter-rater agreement on the scoring of the speaking subsection. States administer ACCESS for ELLs under standard conditions within a designated testing window.

WIDA Technical Report #1, *Development and Field Test of ACCESS for ELLs* (2006), provides extensive information on the conceptualization of the assessment, from its anchor in the ELD standards through each developmental phase. It details the procedures for standards-setting, which determined the cut-scores for the six language proficiency levels. Annual Technical Report #4 explains how grade-level **cluster** cut scores were converted to grade **specific** cut-scores in 2007, which is how proficiency level scores are now reported. To obtain a copy of these reports, please visit www.wida.us.

The high quality of ACCESS for ELLs technical properties ensures that the test is a reliable and valid measure of English language proficiency. Therefore, the test developers are confident that the information contained in the score reports is an accurate reflection of the students’ English language proficiency at a given point in time.

Part I: Description of ACCESS for ELLs Scores

This section provides detailed information about the types of scores generated by ACCESS for ELLs.

Description of ACCESS for ELLs

ACCESS for ELLs is a secure, large-scale ELP test anchored in the WIDA ELD Standards. Test forms are broken down into five grade-level clusters: Kindergarten, 1-2, 3-5, 6-8, and 9-12. Within each grade-level cluster (except Kindergarten), ACCESS for ELLs is divided into three overlapping tiers: A (Beginning), B (Intermediate), and C (Advanced) to best represent the entire range of English language proficiency for this diverse student population.

ACCESS for ELLs uses multiple choice questions to assess Listening and Reading. These sections are machine scored at MetriTech, Inc. For grade levels 1–12, Speaking is assessed through a scripted face-to-face interview that is adaptive, allowing students to demonstrate proficiency at the different WIDA language proficiency levels. Speaking is scored locally by the test administrator using the Speaking Rubric (the *Speaking/Writing Rubrics of the WIDA Consortium* can be found in Part 2, pages 41-42, of this Guide). For Writing in grades 1–12, students receive three or four group-administered tasks depending on the tier. Writing is centrally scored by trained raters at MetriTech, Inc. using the Writing Rubric. All sections of the Kindergarten test are individually administered and scored locally by the test administrator (see page 13 for specific information on the Kindergarten test).

ACCESS for ELLs Scores (Grades 1–12)

An individual student's results on the ACCESS for ELLs are reported in three ways: raw scores, scale scores, and English language proficiency (ELP) levels. Raw scores are converted to corresponding ACCESS for ELLs scale scores, which are interpreted and reported as language proficiency levels. Raw scores are reported for Comprehension, Speaking, and Writing. Scale scores and proficiency levels are reported for the four language domains (Listening, Speaking, Reading, and Writing) and four different combinations of language domains. These combinations include: Oral Language (Listening and Speaking), Literacy (Reading and Writing), Comprehension (Listening and Reading), and Overall or Composite Score (a combination of all four language domains).

Raw Scores

Raw scores indicate the actual number of items or tasks to which the student responded correctly out of the total number of items or tasks. Raw score data does not represent item difficulty levels and because the total number of items tested varies by standard and by test form they are a very rough indicator of a student's performance in the different domains, providing some information about a student's proficiency in individual standards, such as the Language of Mathematics.

The reporting of raw scores differs slightly for each of the three types of response modes: 1) multiple choice (Listening and Reading); 2) orally constructed response (Speaking); and 3) written constructed response (Writing). Raw scores for Listening and Reading are combined for Comprehension. For Speaking, raw scores are reported by the number of tasks for which the student met or exceeded task expectations of a specific language proficiency level as defined by the

Raw scores should be used with caution and are not appropriate to track students' progress between school years or compare different students on different tiers or grade clusters of ACCESS for ELLs. For most interpretations of students' performance, **you will want to work with the psychometrically derived scale scores which have been extensively validated.**

Speaking Rubric. Similarly, raw scores for Writing are reported by the number of points the student received for each of the three components of the Writing rubric: Linguistic Complexity, Vocabulary Usage, and Language Control.

Raw scores are reported by WIDA ELD Standard or by a combination of standards. Raw scores appear ONLY on the Teacher Report (see pages 32-40).

Scale Scores

Scale scores allow raw scores across grades and tiers to be compared on a single vertical scale from Kindergarten to Grade 12. With the vertical scale, scale scores across grades can be compared to one another within (not across) a language domain (Listening, Speaking, Reading, or Writing). There is a separate scale for each domain; therefore, a scale score of 300 in Listening is *not* the same as 300 in Speaking.

Scale scores can be used to monitor a student's growth over time within (not across) a language domain (Listening, Speaking, Reading or Writing)

The range of possible scale scores for the entire battery of ACCESS for ELLs forms, Kindergarten through grade-level cluster 9-12 is 100-600. However, depending on the tier and grade level, each form has a different range of possible scale scores that fall within this 100-600 range. For example, the Kindergarten ACCESS for ELLs test form only has a possible scale score range of 100-400.

Scaling makes it possible to see differences in difficulty as students move across *tiers* within a grade-level cluster. Tier A, for example, contains easier items than Tier C. For example, a student who gets 10 items correct in Listening on the Tier A form will receive a *lower* ACCESS for ELLs scale score in Listening than a student who gets 10 items correct in Listening on the Tier C form, to reflect the difficulty of the Tier C form.

Scaling also makes it possible to see differences in difficulty as students move across *grade-level clusters*. This means that a student taking the grade-level cluster 3-5 Reading Test who gets 10 items correct on Tier B will receive a *lower* scale score than a student who gets 10 items correct on the grade cluster 6-8 Tier B Reading Test. For example, the 3-5 student would receive a scale score of 316 while the 6-8 student would score 341.

Proficiency Level Scores

The proficiency level scores are *interpretive scores*. That is, they are an interpretation of the scale scores. They describe student performance in terms of the six WIDA language proficiency levels (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching). Proficiency level scores are presented as whole numbers followed by a decimal. The whole number indicates the student's language proficiency *level* as based on the WIDA ELD Standards. The decimal indicates the *proportion* within the proficiency level range that the student's scale score represents, rounded to the nearest tenth. Proficiency level scores do *not* represent interval data meaning that the value between intervals are not equally divided. That is, the interval between corresponding scale scores for 2.2 to 3.2, for example, is not necessarily the same as between a 3.2 and a 4.2.

The interpretation of scale scores to proficiency level (PL) scores is grade specific not grade-level cluster specific. For example, a Reading scale score of 303 for a fifth grade student will be interpreted

as PL 2.0. The same scale score for a fourth grader will result in PL 2.4, and for a third grade student that scale score will result in PL 3.1.

There is a separate scale for each domain; therefore, the same scale score in Listening and Reading will *not* become the same PL score. For example, for a sixth grade student in grade-level cluster 6-8, a scale score of 380 for Listening becomes a PL score of 5.0, while a scale score of 380 for Reading becomes a PL score of 5.9.

Proficiency level scores for each of the four composite scores are derived from a combination of the scale scores, not the proficiency level scores (see section below for more information on composite scores). To figure the PL for a composite score, the scale scores of the relevant domains are multiplied by their percent of weighting, and then the scores are added together. To determine the PL for Comprehension (70% Reading plus 30% Listening), you would use the following equation to find the Comprehension scale score. It is from this score that the Comprehension PL is determined.

$$(\text{Reading scale score} \times .7) + (\text{Listening scale score} \times .3) = \text{Comprehension scale score}$$

The PL scores in the four language domains (Listening, Speaking, Reading and Writing) and combinations of domains offer a profile of student performance. This information, along with WIDA's *CAN DO Descriptors* (see pages 23-24) and *English Language Development Standards* (2004, 2007, 2012) (available at www.wida.us), helps determine the most appropriate instructional strategies for ELLs.

The table below summarizes the three types of scores available on ACCESS for ELLs and offers suggestions, and cautions, on their use.

Key Points on PL scores:

- They are interpretations of grade level specific (not grade-level cluster) scale scores.
- The interpretation of scale scores to PL scores is domain specific.
- They describe student performance based on WIDA's six ELP levels.
- The Literacy, Oral, Comprehension, and Overall (or Composite) PLs are derived from the scale scores for the domains, not the PL scores.
- To monitor growth over time, it is recommended to use scale scores and not the PL scores.

Table 1: Suggestions and Cautions on the use of Raw, Scale, and Proficiency Level Scores

	Information provided & Suggested uses	Inappropriate/Incorrect conclusions & uses
Raw Scores	<ul style="list-style-type: none"> • Provides the number of items the student answered correctly out of the total number of items • Provides a glimpse into how a student performs by language domain by ELD Standard • Provides some information about where language instruction can improve • Only provided on the Teacher Report 	<ul style="list-style-type: none"> • Generalizations about student performance such as academic content knowledge or classroom achievement • Tracking student progress between school years • Comparing results with other students • Does not represent item difficulty levels
Scale Scores	<ul style="list-style-type: none"> • Provides a psychometrically derived score (accounting for all tier and grade level differences) for each language domain (Listening, Speaking, Reading, and Writing) • Scores are reflected in a scale from 100-600 • Monitor Student growth over time (within a language domain, using growth charts) • Provided on the Teacher & Student Roster Reports 	<ul style="list-style-type: none"> • Comparisons cannot be made <i>across</i> Listening, Speaking, Reading, and Writing domains only <i>within</i> domains
Proficiency Level Scores	<ul style="list-style-type: none"> • Provides a score in terms of the six WIDA language proficiency levels • Provides individual domain scores which can be used with the WIDA CAN DO Descriptors to get a realistic profile of the student's English language performance • Inform targeted language instruction using the WIDA ELD Standards • Provides information to help determine program eligibility • Provided on the Parent/Guardian, Teacher and Student Roster Reports 	<ul style="list-style-type: none"> • Provide one source of data and should be used in conjunction with other data sources to making decisions about instruction, assessment and services for English Language Learners. • To monitor growth over time, it is recommended to use scale scores and not the PL scores.

Only students that complete all sections of ACCESS for ELLS will receive the four types of composite scores.

Composite scores should be used with caution after careful consideration of their compensatory nature. Attention must be given to the individual language domain scores that comprise the composite score as well as their weights.

The same Overall Scale Score for two students can reflect two very different profiles. For example, one student may be very strong in Listening and Reading, but weaker in Speaking and Writing, while another student with the same Overall Scale Score is strong in Reading and Writing, but weaker in Listening and Speaking. **A student’s individual performance in each language domain provides a more comprehensive and realistic profile than that from a single overall score.**

Composite Scores

Students receive four different composite scores derived from a combination of weighted scale scores from the language domains. Table 1 presents the percent contribution, or the weighting, of language domains for each composite score. **Composite scores are compensatory.** Compensatory means 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.

The language proficiency level designations of the composite scores correspond to the scale scores for Oral Language, Literacy, Comprehension, and Overall Score and are not derived from a combination or average of proficiency level designations of the individual domains.

- 1. Oral Language:** The Oral Language composite score combines equally weighted scale scores from Listening (50%) and Speaking (50%).
- 2. Literacy:** The Literacy composite score combines equally weighted scale scores from Reading (50%) and Writing (50%).
- 3. Comprehension:** The Comprehension composite score combines the scale scores for Listening (30%) and Reading (70%).

- 4. Overall Scale Score:** The Overall Scale Score reflects a weighted score based on the scales scores for Listening (15%), Speaking (15%), Reading (35%), and Writing (35%). The weighting of the scores reflects the differential contributions of each language domain required for academic success, with heavier emphasis placed on literacy development.

Table 2: Contribution of Language Domains to ACCESS for ELLs Composite Scores

Type of Composite Score	Contribution of Language Domains (By Percent)			
	Listening	Speaking	Reading	Writing
Oral Language	50%	50%	–	–
Literacy	–	–	50%	50%
Comprehension	30%	–	70%	–
Overall	15%	15%	35%	35%

Special Notes Regarding ACCESS for ELLs Scores

Listening & Reading Score Caps for Tier A and Tier B: For students who took Tier A or Tier B forms of ACCESS for ELLs, scores for the language domains of Listening and Reading (and the Comprehension composite) are capped. Placing a cap on the tier means that students cannot receive a language proficiency level above 4.0 for Tier A and above 5.0 for Tier B. Scale scores at the upper end are collapsed so that students who correctly answer most or all of the items on Tier A or Tier B will not receive a scale score that would equate to a language proficiency level above 4.0 and 5.0 respectively.

As a consequence of capping scores for Listening and Reading, students who take Tier A or Tier B forms are unlikely to receive an Overall Score above language proficiency level 4.0 or 5.0, respectively.

Absences: If a Non-Scoring Code,¹ noting that a student was not tested, was marked on the ACCESS for ELLs test booklet for one or more language domains, the student will receive a notation of *NA*, or Not Attempted, for the language domain or domains. Composite or overall scores will **not** be computed if any language domain is missing. For example, if a student is absent for the Speaking part of the test, the student would receive *NA* for Speaking, Oral Language, and the Overall Score. Similarly, a student who has a non-scoring code marked for Reading would receive *NA* for Reading, Literacy, Comprehension, and the Overall Score.

Blank booklets or sections within booklets: If an ACCESS for ELLs test booklet is returned to MetriTech, Inc. with completed demographic information, either on a Pre-ID label or bubbled in, it is scanned and scored. If sections of the test are left blank, and none of the non-scoring codes are marked on the booklet, MetriTech, Inc. assumes that the student has attempted the section. Consequently, the student receives the lowest possible score for the blank section(s) for the designated grade level.

The WIDA Consortium Board of Directors, composed of representatives from every WIDA state, decided unanimously to cap the scores for Tier A and Tier B. Students who take Tier A do not face items targeting proficiency levels 4 and above and students who take Tier B do not face items targeting level 5 and above; therefore, students taking these forms cannot demonstrate English language proficiency at these higher levels.

¹ Non-Scoring Codes include: ABS (Absent); INV (Invalidate); DEC (Declined); and SPD (Deferred Special Education/504).

Confidence Bands Depicting Standard Error of Measurement

The Teacher Report includes confidence bands for both domain and composite scale scores. Confidence bands are a graphic depiction of the Standard Error of Measurement (SEM) of the scale score.

Figure 1: Sample Language Domain and Composite Scores Table

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions						Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	600	
Listening	361			324	---◆---	398		3.8
Speaking	435				379	-----◆-----	491	6.0
Reading	358			337	◆-	379		3.5
Writing	332			316	◆-	348		2.8
Oral Language ^A	398				370	-◆--	426	5.6
Literacy ^B	345			330	◆-	360		3.0
Comprehension ^C	359			336	◆-	382		3.6
Overall Score ^D (Composite)	361			347	◆-	375		3.8

ACCESS for ELLs is a reliable and valid test of English language proficiency. Nevertheless, it—like all tests—is subject to a statistical concept known as the Standard Error of Measurement. This error is unrelated to potential errors introduced by scoring; MetriTech, Inc.'s advanced scoring systems assure over 99.99% scoring accuracy. The SEM quantifies the variation of scores achieved if a student was able to take the same test over and over again without any change in his or her ability.

Confidence Bands are important, as they remind test users that a single test score represents a range of possible outcomes and should never be interpreted as the only possible outcome.

Statistically speaking, the Confidence Bands, such as those used for ACCESS for ELLs, assure that there is a 95% probability that the student's average score, if he or she were to take the test over and over again, is within the Confidence Band reported on the score report.

In the ACCESS for ELLs score report, the SEM is represented graphically by Confidence Bands around the student's score. These bands, which correspond to scale scores and not proficiency level scores, illustrate a student's possible range of language proficiency based on his or her test score with a 95% probability of accuracy.

The SEMs for domain scores and the SEMs for composite scores are estimated differently. For domain scores, the SEMs are computed based on modern test theory using conditional SEMs; that is, each score on a domain test form (e.g., Reading, grades 3-5, Tier A) has a different estimated SEM. For composite scores, the SEMs are estimated based on classical test theory and each composite score (e.g., Literacy, grades 3-5) has the same SEM.

Grade Level Cut Scores

Cut scores delineate the junction where one language proficiency level ends and the next begins. These cut scores, along the scale score range 100-600, are interpreted as the ELP levels. They are based on both statistical and human judgment and, as is true with all measurement, they should be socially mediated.

Grade specific proficiency level cut scores account for both the maturational and the language proficiency growth of ELLs. Looking at cut scores can help administrators and teachers have a more precise measurement of their ELLs' annual progress in acquiring English language proficiency. Grade specific proficiency level cut scores makes it easier to create a trajectory of estimated student growth in any single or combination of language domains from year to year. As yearly maturation has been taken into account, change in student profiles is a direct reflection of differences in their English language proficiency. Therefore, articulating the status of ELLs from grade to grade, and teacher to teacher, should be greatly facilitated. **See the Appendix for cut scores by domain and composites for all grades.**

The Kindergarten ACCESS for ELLs

The original *WIDA English Language Proficiency Standards* (2004) guided the initial development of ACCESS for ELLs. The 2004 Edition of the standards described model performance indicators (MPI) for a K–2 grade-level cluster. The second edition of the *WIDA English Language Proficiency Standards* (2007) separated Kindergarten from grades 1–2 and instead placed it within a PreK–K set of MPIs. The 2007 Edition of the standards were used to develop the current K-ACCESS test which was introduced in the 2008-09 school year.

The kindergarten test form is individually-administered and adaptive. Additional features embedded in the test design make it much more developmentally appropriate for this age group. Reading and Writing items allow students to demonstrate pre-literacy skills that many kindergarteners are still in the process of acquiring. Rather than including a wide variety of themes and topics as the different domains are assessed, tasks for all four domains were developed around just two unifying themes: a narrative text and an expository text. This minimizes the number of cognitive leaps a student has to make within each test section. Additionally, many items involve the use of manipulative cards to engage the students in familiar types of activities. All of these characteristics were designed to help create a more developmentally-appropriate instrument.

Summary of Important Points

- Kindergarten ACCESS for ELLs scale scores are part of the 100–600 range that spans all grade levels (K–12).
- Unlike other grade levels, Kindergarteners will receive two interpretive proficiency level scores: one for *instructional* purposes and another for *accountability* purposes.
- Instructional proficiency levels only appear on the Teacher Report. All other score reports, including the Parent/Guardian Report, list only the accountability proficiency levels.
- Kindergarteners may score up to 6.0 for all domains and composite scores. WIDA advises the use of multiple criteria when making high-stakes decisions about student placement, particularly for this age group.

Types of Scores on Kindergarten ACCESS for ELLs

Scale Scores

Like grades 1–12, scale scores on K-ACCESS are provided for each of the four language domains—Listening, Speaking, Reading, and Writing—and the four composite scores—Oral Language (Listening and Speaking), Comprehension (Reading and Listening), Literacy (Reading and Writing), and Overall (Reading, Writing, Listening, and Speaking). All K-ACCESS scale scores are measured with the same continuum of scale scores (100–600) as the ACCESS for ELLs for grades 1 to 12, allowing educators to compare scores from year to year as students progress through their educational experience.

Proficiency Level Scores

The proficiency level scores are *interpretive scores*. That is, they are an interpretation of the scale scores. They describe student performance in terms of the six WIDA language proficiency levels (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching). Proficiency level

scores in the Parent/Guardian Report are represented by bar graphs. In the Teacher Report, they are presented as whole numbers followed by a decimal. The whole number indicates the student’s language proficiency *level* as based on the WIDA ELD Standards. The decimal indicates the *proportion* within the proficiency level range that the student’s scale score represents, rounded to the nearest tenth. Proficiency level scores do *not* represent interval data. The interval between corresponding scale scores for 2.2 to 3.2, for example, is not necessarily the same as between a 3.2 and a 4.2.

Rationale for Two K-ACCESS Proficiency Level Scores

The MPIs for the PreK–K cluster are more developmentally appropriate for Kindergarten students; they place less emphasis on true reading and writing, with more weight on pre-literacy skills. The lower proficiency levels, as defined by the PreK-K MPIs, involve the use of pre-literacy skills. Only at the higher proficiency levels were students actually demonstrating the ability to read and write, marking the start of their journey to develop academic English language proficiency.

Two proficiency level interpretations are provided for K-ACCESS, one for **instructional** purposes and the other for **accountability** purposes. The instructional scores will be marked by the prefix ‘K’, for example, “K2.8”.

In making decisions about students, most states use the overall composite proficiency level, in which literacy skills are weighted heavily. While WIDA always advocates the use of multiple criteria for high-stakes decision-making, it is reasonable to acknowledge that test scores play an important role. Since there is a lack of research on how well pre-literacy skills predict ELLs’ future performance in school, the instructional cut scores established in the K-ACCESS standards setting study, particularly for Reading and Writing, may not be adequate predictors of future academic success. If they were to be used as criteria for exit from support services, this could lead to many Kindergarten students being placed out of English language support services without sufficient evidence that they are ready to continue building their literacy skills without such support. Thus, after reviewing the impact of applying the current operational cut scores that are along the same scale as grades 1–12, the WIDA Consortium Board decided that these cut scores should remain in effect to inform program design and **instruction** and that a separate set of cut scores should be used for **accountability** purposes.

The instructional proficiency levels are based on interpretations of the PreK–K standards and take into account pre-literacy skills. Teachers may use these scores to plan instruction for their ELL students.

The accountability scores can be used as a baseline to monitor growth over time.

The following figure graphically illustrates the relationship between the instructional proficiency levels and the accountability proficiency levels for the domain of Writing. The accountability levels are superimposed on the instructional levels, with a scale score range of 100-600.² From this it can be seen that a student would have to be rated as a high K3 in order to place into accountability proficiency level 2. This is because in grades 1–2, even at the lowest proficiency level (1.0), the MPIs assume that the student can do some basic writing, at least copying, and at level 2.0, that the student is writing at least at the word

² Please note that while scale scores on Kindergarten ACCESS do not exceed a score of 400 (see Table 3), all grades on ACCESS share a common scale that ranges from 100 to 600.

level. However, in the PreK–K MPIs, levels K1.0, K2.0 and K3.0 tend to show a progression of “pre-writing” activities. At level K1.0, the student is generally drawing, at level K2.0, the student is generally copying, often only at the level of letters (rather than words). At level K3.0, the child may be copying at the word level. Therefore, the instructional proficiency levels are based on interpretations of the new PreK–K standards, in which the first three levels describe pre-literacy writing skills such as tracing and copying, all of which are subsumed under proficiency level 1 in the grade-level cluster 1–2 standards.

Figure 2: Comparing Accountability and Instructional Proficiency Levels for Kindergarten Writing

Accountability PL	1		2	3	4	5	6
Instructional PL	K1	K2	K3	K4	K5		K6
Scale Score	100						400

Proficiency Level Scores—Instructional Purposes

The instructional proficiency levels, always denoted by a prefix “K,” can be used along with the WIDA ELD Standards or CAN DO Descriptors to help teachers create lessons geared toward and intended to advance a student’s level of language proficiency. Like the K-ACCESS assessment, the PreK–K Reading and Writing strands of the standards progress from pre-literacy skills at the lower levels to more advanced reading and writing tasks as students approach academic language proficiency. The goal of Kindergarten instruction is to gradually move students forward along that continuum.

For teachers, the most important information to be gleaned from test results is how individual students are performing in relation to standards developed with those students in mind. The instructional proficiency level scores provide this information about Kindergarteners, as they are based on the PreK–K MPIs.

Proficiency Level Scores—Accountability Purposes

Like the instructional proficiency level scores, the accountability proficiency levels are also interpretations of the scale scores. The accountability proficiency levels for Kindergarten are on the same scale and have the same meaning as proficiency level scores for grades 1–12. They may also be compared to a school or district’s Kindergarten proficiency level scores from previous years. When proficiency level scores (rather than scale scores) are used for accountability purposes, including charting student progress over time, scores from the Kindergarten year serve as the base line data. By starting with the Kindergarten accountability proficiency level, schools and districts will be able to chart student progress over time. If the instructional score were used for this purpose, it might look as though many students lost English language proficiency between Kindergarten and first grade, due to the higher literacy demands on the grades 1–12 assessments.

For schools deciding where to place students in first grade, the important question is whether a student can be expected to succeed without English language support. The accountability proficiency level score can help guide ELL support decisions for first grade teachers. This score mathematically accounts for the fact that K-ACCESS measures pre-literacy as well as early literacy, and therefore must be lower to protect the ELL placement status of students who may appear to have high levels of English language proficiency according to the instructional scores, but who have yet to fully develop literacy skills, a process that may require support. The accountability scores will be a useful starting point for discussions between Kindergarten and Grade 1 teachers about where students should be

placed for the next school year or if they can be exited from ELL support at the end of Kindergarten. Remember, test scores should never be used as the only criterion for high-stakes decision-making. Rather, WIDA recommends the use of multiple criteria including teacher judgment.

The Kindergarten Teacher Report lists both students' instructional and accountability proficiency level scores. A blank sample of the Kindergarten Teacher Report may be found on page 34 of this Guide. The following tables offer a comprehensive look at how the scale scores and two types of proficiency level scores compare for each language domain and composite score.

Table 3: Look Up Tables for Kindergarten Instructional and Accountability Proficiency Levels

Scale Score Range	Listening		Reading		Writing		Speaking	
	Instructional	Accountability	Instructional	Accountability	Instructional	Accountability	Instructional	Accountability
100-110	K1.0 - K1.1	1.0 - 1.1	K1.0 - K1.5	1.0 - 1.1	K1.0 - K1.2	1.0	K1.0 - K1.1	1.0
111-120	K1.1 - K1.3	1.1 - 1.2	K1.5 - K1.9	1.1 - 1.1	K1.2 - K1.4	1.0	K1.1 - K1.1	1.0
121-130	K1.3 - K1.4	1.2 - 1.2	K2.0 - K2.2	1.2 - 1.2	K1.5 - K1.7	1.0	K1.1 - K1.2	1.0
131-140	K1.4 - K1.5	1.2 - 1.3	K2.3 - K2.5	1.2 - 1.3	K1.7 - K1.9	1.0	K1.2 - K1.3	1.0
141-150	K1.5 - K1.7	1.3 - 1.4	K2.5 - K2.8	1.3 - 1.4	K1.9 - K2.1	1.0	K1.3 - K1.3	1.0
151-160	K1.7 - K1.8	1.4 - 1.5	K2.8 - K3.0	1.4 - 1.4	K2.1 - K2.2	1.0	K1.3 - K1.4	1.0
161-170	K1.8 - K1.9	1.5 - 1.5	K3.0 - K3.2	1.4 - 1.5	K2.2 - K2.3	1.0	K1.4 - K1.4	1.0
171-180	K1.9 - K2.2	1.6 - 1.6	K3.3 - K3.5	1.5 - 1.6	K2.4 - K2.5	1.0	K1.5 - K1.5	1.0 - 1.1
181-190	K2.2 - K2.5	1.6 - 1.7	K3.5 - K3.7	1.6 - 1.7	K2.5 - K2.6	1.0	K1.5 - K1.6	1.1 - 1.2
191-200	K2.6 - K2.9	1.7 - 1.8	K3.7 - K3.9	1.7 - 1.7	K2.6 - K2.8	1.0 - 1.1	K1.6 - K1.6	1.2 - 1.3
201-210	K2.9 - K3.2	1.8 - 1.9	K3.9 - K4.3	1.7 - 1.8	K2.8 - K2.9	1.1 - 1.5	K1.6 - K1.7	1.3 - 1.4
211-220	K3.2 - K3.4	1.9 - 1.9	K4.3 - K4.7	1.8 - 1.9	K2.9 - K3.1	1.5 - 1.8	K1.7 - K1.8	1.4 - 1.5
221-230	K3.5 - K3.7	1.9 - 2.0	K4.7 - K5.1	1.9 - 1.9	K3.1 - K3.5	1.9 - 2.1	K1.8 - K1.8	1.5 - 1.6
231-240	K3.8 - K4.0	2.1 - 2.4	K5.1 - K5.4	1.9 - 2.2	K3.5 - K3.8	2.2 - 2.4	K1.8 - K1.9	1.6 - 1.7
241-250	K4.0 - K4.3	2.5 - 2.9	K5.5 - K5.8	2.2 - 2.9	K3.9 - K4.2	2.5 - 2.7	K1.9 - K1.9	1.7 - 1.8
251-260	K4.3 - K4.5	3.0 - 3.3	K5.9 - K6.0	3.0 - 3.9	K4.3 - K4.6	2.8 - 3.0	K1.9 - K2.1	1.8 - 1.9
261-270	K4.5 - K4.8	3.4 - 3.7		4.0 - 4.7	K4.7 - K5.0	3.1 - 3.3	K2.2 - K2.5	1.9 - 2.0
271-280	K4.8 - K5.0	3.7 - 4.3		4.8 - 5.3	K5.0 - K5.2	3.3 - 3.6	K2.5 - K2.8	2.0 - 2.2
281-290	K5.0 - K5.3	4.4 - 5.2		5.3 - 5.8	K5.2 - K5.4	3.6 - 3.9	K2.9 - K3.2	2.3 - 2.5
291-300	K5.3 - K5.5	5.2 - 5.6		5.8 - 6.0	K5.4 - K5.5	3.9 - 4.2	K3.3 - K3.7	2.5 - 2.7
301-310	K5.5 - K5.7	5.7 - 6.0			K5.6 - K5.7	4.2 - 4.5	K3.7 - K4.1	2.7 - 2.9
311-320	K5.7 - K5.9				K5.7 - K5.9	4.6 - 4.9	K4.1 - K4.4	2.9 - 3.2
321-330	K5.9 - K6.0				K5.9 - K6.0	4.9 - 5.3	K4.4 - K4.6	3.2 - 3.6
331-340						5.3 - 5.6	K4.7 - K4.9	3.6 - 3.9
341-350						5.7 - 6.0	K4.9 - K5.3	3.9 - 4.3
351-360							K5.4 - K5.8	4.3 - 4.7
361-370							K5.8-K6.0	4.8 - 5.2
371-380								5.3 - 5.8
381-390								5.9 - 6.0

Table 3, Continued: Look Up Tables for Kindergarten Instructional and Accountability Proficiency Levels

Scale Score Range	Oral Language		Literacy		Comprehension		Overall Composite	
	Instructional	Accountability	Instructional	Accountability	Instructional	Accountability	Instructional	Accountability
100-110	K1.0 - K1.1	1.0	K1.0 - K1.3	1.0	K1.0 - K1.3	1.0 - 1.1	K1.0 - K1.2	1.0
111-120	K1.1 - K1.2	1.0	K1.3 - K1.6	1.0	K1.3 - K1.5	1.1 - 1.1	K1.2 - K1.3	1.0
121-130	K1.2 - K1.3	1.0	K1.6 - K1.9	1.0	K1.6 - K1.8	1.2 - 1.2	K1.4 - K1.5	1.0
131-140	K1.3 - K1.3	1.0 - 1.0	K1.9 - K2.1	1.0	K1.8 - K2.1	1.2 - 1.3	K1.5 - K1.7	1.0
141-150	K1.4 - K1.4	1.0 - 1.1	K2.1 - K2.3	1.0	K2.1 - K2.3	1.3 - 1.4	K1.7 - K1.9	1.0 - 1.1
151-160	K1.4 - K1.5	1.1 - 1.2	K2.3 - K2.5	1.0 - 1.1	K2.4 - K2.6	1.4 - 1.4	K1.9 - K2.0	1.1 - 1.2
161-170	K1.5 - K1.6	1.2 - 1.3	K2.5 - K2.7	1.1 - 1.2	K2.7 - K2.9	1.5 - 1.5	K2.1 - K2.3	1.2 - 1.3
171-180	K1.6 - K1.7	1.3 - 1.4	K2.7 - K2.8	1.2 - 1.3	K2.9 - K3.2	1.5 - 1.6	K2.3 - K2.5	1.3 - 1.4
181-190	K1.7 - K1.8	1.4 - 1.5	K2.9 - K3.0	1.3 - 1.5	K3.2 - K3.4	1.6 - 1.7	K2.5 - K2.7	1.4 - 1.5
191-200	K1.8 - K1.9	1.5 - 1.6	K3.1 - K3.3	1.5 - 1.6	K3.4 - K3.6	1.7 - 1.7	K2.7 - K2.9	1.5 - 1.6
201-210	K1.9 - K1.9	1.6 - 1.7	K3.3 - K3.6	1.6 - 1.7	K3.7 - K3.9	1.7 - 1.8	K2.9 - K3.1	1.6 - 1.7
211-220	K1.9 - K2.1	1.7 - 1.7	K3.6 - K3.9	1.7 - 1.8	K3.9 - K4.2	1.8 - 1.9	K3.2 - K3.4	1.7 - 1.8
221-230	K2.2 - K2.5	1.8 - 1.8	K3.9 - K4.2	1.9 - 1.9	K4.2 - K4.5	1.9 - 1.9	K3.5 - K3.7	1.8 - 1.9
231-240	K2.5 - K2.8	1.8 - 1.9	K4.3 - K4.6	1.9 - 2.3	K4.6 - K4.9	1.9 - 2.3	K3.8 - K4.0	1.9 - 2.1
241-250	K2.9 - K3.2	1.9 - 2.0	K4.7 - K5.0	2.4 - 2.8	K4.9 - K5.2	2.4 - 2.9	K4.1 - K4.4	2.2 - 2.5
251-260	K3.2 - K3.5	2.1 - 2.3	K5.0 - K5.3	2.8 - 3.2	K5.2 - K5.5	3.0 - 3.6	K4.4 - K4.7	2.5 - 2.9
261-270	K3.6 - K3.9	2.4 - 2.6	K5.3 - K5.5	3.3 - 3.7	K5.5 - K5.8	3.7 - 4.3	K4.8 - K5.1	2.9 - 3.3
271-280	K3.9 - K4.2	2.6 - 2.9	K5.5 - K5.7	3.7 - 4.1	K5.8 - K6.0	4.4 - 5.1	K5.1 - K5.3	3.3 - 3.7
281-290	K4.2 - K4.4	2.9 - 3.3	K5.8 - K5.9	4.1 - 4.6		5.1 - 5.6	K5.3 - K5.6	3.7 - 4.1
291-300	K4.5 - K4.7	3.3 - 3.6	K6.0 - K6.0	4.6 - 5.0		5.6 - 6.0	K5.6 - K5.8	4.2 - 4.6
301-310	K4.7 - K4.9	3.6 - 3.9		5.1 - 5.5			K5.8 - K6.0	4.7 - 5.1
311-320	K5.0 - K5.3	4.0 - 4.6		5.5 - 5.9				5.2 - 5.6
321-330	K5.3 - K5.6	4.7 - 5.2		5.9 - 6.0				5.6 - 6.0
331-340	K5.6 - K5.9	5.3 - 5.7						
341-350	K5.9 - K6.0	5.8 - 6.0						

Part 2: ACCESS for ELLs Score Reports: Explanations and Uses of Data

This section details the information contained in each of the five ACCESS for ELLs score reports and explains potential use of the data in various contexts. Table 4 summarizes the target audience or stakeholders for each score report and the types of information available from the test. Along with the score reports, teachers and administrators are encouraged to share the information on the performance of ELLs by referring to the *WIDA ELD Standards* (2004, 2007, 2012) and CAN DO Descriptors.

Table 4: A List of ACCESS for ELLs Score Reports, Audiences, Types of Information, and Potential Uses

Score Report	Audience or Stakeholder	Types of Information	Potential Uses
Parent/ Guardian	<ul style="list-style-type: none"> • Students • Parents/Guardians • Teachers • School Teams 	Proficiency levels for each language domain and four composite scores. This report is available in multiple languages on the WIDA website (www.wida.us)	Share with parents at parent/teacher conferences
Teacher	<ul style="list-style-type: none"> • Teachers • Administrators • School Teams 	Individual student's scale scores and language proficiency levels for each language domain, and four composites: Oral Language, Literacy, Comprehension, and Overall Score; Raw scores for Comprehension items and Speaking and Writing Tasks by ELD standard; Confidence bands	Share with all teachers who work with ELLs in order to inform classroom instruction and assessment
Student Roster	<ul style="list-style-type: none"> • Teachers • Program Coordinators/Directors • Administrators 	Scale scores and language proficiency levels for each language domain, and four composites (Oral Language, Literacy, Comprehension, and the Overall Score) by school, grade, student, tier, and grade-level cluster	Share with grade level teams of teachers to inform classroom instruction and assessment
School Frequency	<ul style="list-style-type: none"> • Program Coordinators/Directors • Administrators 	Number of students and percent of total tested at each proficiency level for each language domain, Oral Language, Literacy, Comprehension, and Overall Score for grade within a school	Share with all building staff, use to inform building level programmatic decisions
District Frequency	<ul style="list-style-type: none"> • Program Coordinators/Directors • Administrators • Boards of Education 	Number of students and percent of total tested at each proficiency level for each language domain, Oral Language, Literacy, Comprehension, and Overall Score by proficiency levels for grades within a district	Share with district staff, use to inform district level programmatic decisions

Suggestions to Member States on How to Use ACCESS for ELLs Scores

The *Interpretive Guide for Score Reports (Comprehensive), 2014*, is a resource for all member states in the WIDA Consortium. As the Consortium is currently comprised of multiple member states, this guide presents overarching suggestions with broad applicability. It is intended to assist stakeholders familiar with the test in interpreting the scores and using the information to help describe the English language proficiency of their ELLs. Individual member states are welcome to supplement this information.

ACCESS for ELLs represents a new generation of ELP tests. One difference from former ELP tests is its correspondence to and representation of WIDA's ELD standards. By being standards-referenced, information from ACCESS for ELLs is presented in different ways. Stakeholders should take time to discuss the meaning of the results in relation to the standards and how the results affect the services, curriculum, instruction, and classroom assessment of ELLs.

Before examining data in the score reports, teachers and administrators should familiarize themselves with the WIDA Performance Definitions for the levels of English language proficiency. Table 5 displays the criteria that shape these definitions.

Dissemination of ACCESS for ELLs Results

The following are suggestions for disseminating the ACCESS for ELLs score results:

- Target certain reports to specific stakeholders. Perhaps add a rationale for state or local policies or procedures that are being contemplated, formulated, or implemented based on test results. Provide a state specific context that will help administrators and teachers understand the meaning and significance of the reports.
- Offer professional development opportunities to the various stakeholders impacted by the results to help them better understand scores and how to use them. For teachers, in particular, ensure that the test results are referenced to the ELD standards. For purposes of interpreting the scores and information, present examples of reports of students/schools (with their identities withheld) for discussion.
- Summarize or consolidate the suggestions for using the information from each score report to target specific audiences. In the case of the Parent/Guardian Report, any additional information accompanying the report should be parent friendly and translated into your state's major languages.
- Examine different configurations of the data in the reports (by language domain and combinations of language domains, including the overall score) for individual and groups of students (such as by grade or tier) to develop a statewide, district or school plan for organizing services for ELLs for the upcoming school year.
- Archive copies of the guide along with copies of the score reports so that new personnel can become familiar with data from ACCESS for ELLs.

Table 5: Performance Definitions for the Levels of English Language Proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 - Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 - Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 - Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 - Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 - Emerging	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 - Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

CAN DO Descriptors for the Levels of English Language Proficiency

The CAN DO Descriptors are an extension of the Performance Definitions for the ELD standards. The descriptors inform the use of ACCESS for ELLs scores as they may assist teachers and administrators in interpreting the meaning of the score reports as well as sharing them with students and their families.

The CAN DO Descriptors offer teachers and administrators working with ELLs a range of expectations for student performance within a designated ELP level of the WIDA ELD Standards. The PreK-12 CAN DO Descriptors are included in score reports returned to schools and are duplicated here. The CAN DO Descriptors are also available by grade-level cluster (PreK-K, 1-2, 3-5, 6-8, 9-12) in the Standards and Instruction section of the WIDA website (www.wida.us).

The CAN DO Descriptors are broad in nature, focusing on language functions generally found in the school setting, rather than language skills related to specific academic topics. A distinguishing feature of these descriptors, although not explicitly mentioned, is the presence of sensory, graphic, or interactive supports that enable ELLs to access the language and content required for success in school. Given the broad nature of these descriptors, educators need to keep in mind the variability of students' cognitive development, age and grade level differences, and their diversity of educational experiences.

The descriptors are not instructional or assessment strategies, per se. They are samples of what ELLs may do to demonstrate comprehension in listening and reading as well as production in speaking and writing within a school setting. Unlike the strands of model performance indicators within the standards matrix, the descriptors do not form a developmental strand encompassing a shared topic or theme. Rather, each ELP level is to be viewed as an independent set of descriptors.

The CAN DO Descriptors do not constitute a comprehensive list of students' abilities at each language proficiency level. Teachers are encouraged to supplement these bulleted points with additional ones from their classroom experience. In that way, educators will have a more complete understanding of what ELLs "can do" as they move along the stages or levels of second language acquisition.

The descriptors are presented in matrix format similar to the ELD standards across the language domains for the five levels of English language proficiency. ELP level 6, Reaching, is reserved for those students who have completed the continuum of English language proficiency development.

The *WIDA ELD Standards* (2004, 2007, 2012) as well as the CAN DO Descriptors in Spanish located within the 2007 *Resource Guide* can be found on the WIDA Consortium website at www.wida.us.

Table 6: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

Language Domain	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures, or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare and contrast functions or relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions or infer from oral information Construct models based on oral discourse Make connections between ideas based on oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer wh- (who, what, when) or choice questions 	<ul style="list-style-type: none"> Ask wh- or choice questions Describe pictures, events, objects, people Restate facts or statements 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples, and justify responses Express and defend points of view 	

Variability of students’ cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable) are to be considered in using this information.

The CAN DO Descriptors are available by grade-level cluster (PreK-K, 1-2, 3-5, 6-8, 9-12) at www.wida.us.

Table 6, Continued: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support** English language learners can:

Language Domain	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases, or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Glean information from multiple sources Draw conclusions or infer from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Draw in response to oral directions Label objects, pictures, diagrams Produce icons, symbols, words, to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/ contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms of writing 	

Variability of students’ cognitive development due to age, grade level spans, their diversity of educational experiences, and diagnosed learning disabilities (if applicable), are to be considered in using this information.

The CAN DO Descriptors are available by grade-level cluster (PreK-K, 1-2, 3-5, 6-8, 9-12) at www.wida.us.



ACCESS for ELLs[®] English Language Proficiency Test

Parent/Guardian Report – 2014

Parent/Guardian Report—Description

The individual student report for parents and guardians is provided in English. Translations of the report are available in forty additional languages on the WIDA website (www.wida.us)³. (The Spanish translation and the official form in English are included in this *Guide*.) So that they may be meaningfully shared with parents and guardians, the translations are blank to allow educational personnel to fill in students' actual scores. The translated report should accompany (not replace) the official report in English.

Communication with the student's home is important. It is suggested that a letter be sent along with the Parent/Guardian Reports in English and in the family's native language when possible. A sample letter is provided in the figure below.

Figure 3: Sample Parent/Guardian Letter

Dear Parent or Guardian,

This past year, all ELLs in grades Kindergarten (K) through twelve (12) took the ACCESS for ELLs[®] test. The purpose of the test is to find out how much English your child has learned. We will use this information to help your child improve in listening, speaking, reading, and writing each year.

Here are your child's results on ACCESS for ELLs[®]. The Parent/Guardian Report tells you about your child's English using Proficiency Levels. These levels go from 1 (Entering) to 6 (Reaching). This information is for you to review and keep.

If you have any questions on how your child did on these tests, please contact your child's teacher, principal, or me.

Sincerely,

(School ELL coordinator, principal, or teacher)

³ If a language you seek is not available please send a request to WIDA's Client Services Center at help@wida.us. We will do our best to provide the translation.

Figure 4: Blank Parent/Guardian Report



ACCESS for ELLs[®] English Language Proficiency Test

Parent/Guardian Report

District:	Student:	
School:	State ID:	District ID:
Grade:	Birth Date:	

Report Purpose: This report gives information about your child’s level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student’s English Language Proficiency Level

Test Section	1 – Entering	2 – Emerging	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching	
Listening							
Speaking							
Reading							
Writing							
Oral Language^A (Listening and Speaking)							
Literacy^B (Reading and Writing)							
Comprehension^C (Listening and Reading)							
Overall Score^D (Listening, Speaking, Reading, and Writing)							

Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social 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
Other Information	Test Section Is Blank – If the student was absent for this Section of the test A – Oral Language = 50% Listening + 50% Speaking – will be blank if student was absent for one or both of the Sections B – Literacy = 50% Reading + 50% Writing – will be blank if student was absent for one or both of the Sections C – Comprehension Score = 70% Reading + 30% Listening – will be blank if student was absent for one or both of the Sections D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking – will be blank if student was absent for one or more of the Sections

Figure 5: Blank Parent/Guardian Report (Spanish)



ACCESS for ELLs[®] Prueba de competencia del inglés
Informe para padres/tutores legales – [insertar año]

Distrito:	Alumno/a:	
Escuela:	ID estatal:	ID del distrito:
Grado:	Fecha de nacimiento:	

Finalidad del informe: Este informe le proporciona información sobre el nivel de competencia de su hijo/a en el idioma inglés, tanto en el lenguaje social como en el académico. El lenguaje social se usa para la comunicación diaria. El lenguaje académico se usa para comunicar el contenido de las siguientes materias: Lenguaje, Matemáticas, Ciencias y Estudios Sociales (Ciencias Sociales).

Nivel de desempeño en el idioma inglés del alumno

Sección de la prueba	1 – Pre-principiante	2 - Principiante	3 – En desarrollo	4 – En expansión	5 - Enlace	6 - Completo	
Escuchar							
Hablar							
Leer							
Escribir							
Lenguaje oral ^A (Escuchar y hablar)							
Lenguaje escrito ^B (Leer y escribir)							
Comprender ^C (Escuchar y leer)							
Puntaje general ^D (Escuchar, hablar, leer y escribir - compuesto)							

Nivel de competencia	Descripción de los niveles de desempeño en el idioma inglés
1 – Pre principiante	Conoce y usa un mínimo de lenguaje social y un mínimo de lenguaje académico con algún apoyo
2 – Principiante	Conoce y usa un poco de inglés social y lenguaje académico general con algún apoyo
3 – En desarrollo	Conoce y usa inglés social y cierto lenguaje académico específico con algún apoyo
4 – En expansión	Conoce y usa inglés social y cierto lenguaje académico técnico con algún apoyo
5 – Enlace	Conoce y usa lenguaje social y académico conforme al grado escolar
6 – Completo	Conoce y usa lenguaje social y académico al nivel más alto que mide esta prueba
Información adicional	La Sección del examen está en blanco – Si el estudiante estuvo ausente para esta sección del examen A – Lenguaje oral: 50% escuchar y 50% hablar B – Lenguaje escrito: 50% leer y 50% escribir C – Puntaje de comprensión = 70% Leer + 30% Escuchar - estará en blanco si el estudiante estuvo ausente en una o ambas secciones D – Puntaje general = 35% Leer + 35% Escribir + 15% Escuchar + 15% Hablar - estará en blanco si el estudiante estuvo ausente en una o más de las secciones

Demographic Information about the Student

Identifying information is located in boxes at the top of the score report. On the left-hand side is the name of the school district, school, and grade of the student; on the right-hand side is the student's name (last, first, and middle initial), state and district identification numbers, and student's date of birth.

Description of English Language Proficiency Levels

A brief definition of the levels of English language proficiency, from 1 (Entering) to 6 (Reaching), is located under the bar graph in the report.

Student's English Language Proficiency Level by Language Domains

Results of ACCESS for ELLs are reported graphically by test section. The horizontal bar graph shows a student's performance in relation to the levels of English language proficiency (Entering, Emerging, Developing, Expanding, and Bridging). ELLs who obtain level 6, Reaching, have moved through the entire second language continuum, as defined by the test.

The Language Domains: Listening, Speaking, Reading, and Writing

ACCESS for ELLs has four independent subsections, one for each language domain. In the score report, each language domain is represented by a label, icon, and visual display of the results. The shaded bar reflects the exact position of the student on the six point ELP scale that corresponds to the numerical scale score and proficiency level reported in the Teacher Report.

Oral Language (Listening and Speaking)

The Oral Language score combines equally weighted scale scores from Listening and Speaking.

Literacy (Reading and Writing)

The Literacy score combines equally weighted scale scores from Reading and Writing.

Comprehension (Listening and Reading)

The Comprehension score reflects a student's understanding of oral and written English; it is derived by combining the Listening and Reading subscale scores according to their relative weights. This composite scale score is interpreted into its corresponding ELP level and presented graphically.

Overall Score

The Overall Score is the global indicator of a student's English language proficiency as determined by ACCESS for ELLs; it is derived by combining the scale scores of the four language domains according to their relative weights. As discussed in Part I of this document, students with the identical Overall Scores may have very different profiles in terms of their oral language and literacy development.

Description of English Language Proficiency Levels

The English language proficiency spectrum is divided into six levels as outlined in the WIDA Performance Definitions. The first five levels correspond to the strands of model performance indicators within the standards; the sixth level, Reaching, is reserved for those students who have completed the entire continuum. The descriptors of the levels mark the milestones along the developmental pathway to English language proficiency. The brief definition of each proficiency level in the report highlights the student's relative understanding and use of social and academic language.

(See the WIDA ELD Standards for a more thorough discussion.) In addition, the CAN DO Descriptors elaborate expected student performance at each level of English language proficiency.

Other Information

This box provides the formulae used to create the Oral Language, Literacy, Comprehension and Overall Scores. The Oral Language score consists of 50% of the Listening scale score and 50% of the Speaking scale score. The Literacy score consists of 50% of the Reading scale score and 50% of the Writing scale score. The Comprehension score consists of 70% of the Reading scale score and 30% of the Listening scale score. Literacy (Reading and Writing) scale scores carry greater weight than scale scores for oral language (Listening and Speaking) due to their relative emphasis and importance to success in school. The Overall Score consists of 35% each of Reading and Writing with 15% each devoted to Listening and Speaking.

In the Parent/Guardian Report, there may be blank areas which mean that the student was absent or did not complete one language domain. If any one subsection has been missed all applicable composite scores, including the Overall Score will also be blank.

Use of Information in the Parent/Guardian Report

Explanation about English Language Proficiency

- This report gives information on a student’s English language proficiency, the language needed to access content and succeed in school; it does **not** give information on a student’s academic achievement or knowledge of the content areas. It provides family members and students (and other stakeholders) with a graphic representation of the extent to which an ELL listens, speaks, reads, and writes English. It also provides information on a student’s Oral Language, Literacy, Comprehension and Overall Score based on WIDA’s ELD Standards.
- The report shows **how much** English a student has acquired **in each language domain** as indicated by the levels of English language proficiency.
- Oral language development (listening and speaking) contributes to literacy (reading and writing) development. Generally, the acquisition of oral language outpaces that of literacy. Likewise, acquisition of receptive language (listening and reading), generally proceeds at a faster rate than that for productive language (speaking and writing). Of the four language domains, writing is usually the last for ELLs to master.
- The students’ foundation in their home or primary language is a predictor of their English language development. Those who have strong literacy backgrounds in their native language will most likely acquire literacy in English at a quicker pace than those students who do not. Therefore, for some students, gains in their English language proficiency may be explained by their performance in their primary language.

Communication about data contained within the Parent Report

- The Parent/Guardian Report describes one indicator of a student’s English language proficiency—the extent to which the student has acquired listening, speaking, reading, and writing—that is reflective of an ELP test given on an annual basis. School work and local assessment throughout the year provide evidence from additional sources of a student’s English language development.

- A baseline is established the first time a student takes a test. To determine year to year progress of a student’s English language proficiency, reports of results from ACCESS for ELLs for two consecutive years need to be compared. Three or more consecutive years of results from ACCESS for ELLs establish ELP trend data for that student.
- Information from the report is to be shared with family members, such as at parent conferences or family nights, or during home visits. The CAN DO Descriptors that describe the expectations of ELLs at each level of English language proficiency may be a helpful tool to share with family members (and they are available in Spanish). Teachers might explain the results from ACCESS for ELLs by showing what their student “can do” in each language domain.
- Information from the Parent/Guardian Report may be useful in meetings at school (for example, for Pre-referral Teams, School Improvement, or local Boards of Education), when family members are present, in explaining a student’s English language proficiency. To the extent feasible, family members should receive the Parent/Guardian Report in their native language and in English (available at www.wida.us).



ACCESS for ELLs[®] English Language Proficiency Test
Teacher Report – 2014

Figure 6: Blank Teacher Report



ACCESS for ELLs[®] English Language Proficiency Test

Teacher Report

District:			Student:		
School:			State ID:		District ID:
Grade	Tier:	Grade Level Cluster:	Birth Date:		

Report Purpose: This report provides information regarding the levels of social and academic English language proficiency the student has attained. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies. This report can be used to monitor progress from year to year and to help determine instructional strategies by content areas and standards. Please refer to the ACCESS for ELLs[®] Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English proficiency by language domains

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band					Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	
Listening							
Speaking							
Reading							
Writing							
Oral Language ^A							
Literacy ^B							
Comprehension ^C							
Overall Score ^D (Composite)							

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

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalide, Declined or Deferred Special Education/504

C - Comprehension = 70% Reading + 30% Listening

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

Overall Scores are computed when all 4 domains have been completed

Student's performance by WIDA English Language Development Standards

Due to varying numbers of items and their levels of difficulty, raw scores should be used with caution. See the Interpretive Guide for Score Reports for details.

COMPREHENSION (Listening and Reading)

English Language Development Standards	# of Items Correct	Total # of Items
Social & Instructional Language		
Language of Language Arts		
Language of Mathematics		
Language of Science		
Language of Social Studies		

SPEAKING TASKS

English Language Development Standards	Raw Score	Total # of Items
Social & Instructional		
Language Arts/Social Studies		
Mathematics/Science		

WRITING TASKS

English Language Development Standards Scores based on writing rubric	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional						
Language Arts						
Mathematics & Science						
Language Arts & Social Studies						

Description of Proficiency Levels

- 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

Figure 7: Blank Kindergarten Teacher Report



ACCESS for ELLs[®] English Language Proficiency Test

Kindergarten Teacher Report

District:		Student:	
School:		State ID:	District ID:
Grade:	Grade Level Cluster:	Birth Date:	

Report Purpose: This report can be used to monitor individual student progress in developing English language proficiency and to examine performance by language domains. Note that for each scale score there are two proficiency level interpretations for Kindergarten: (1) the **Accountability** proficiency level and (2) the **Instructional** proficiency level (preceded by the notation "K"). Refer to the ACCESS for ELLs[®] Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English language proficiency by language domains for accountability purposes (for program, district and state use)

Accountability levels describe student performance across the entire *K-12 continuum*. They take into consideration that the student will be entering first grade, where the language demands, especially literacy, are higher than in kindergarten.

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions						Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	600	
Listening								
Speaking								
Reading								
Writing								
Oral Language ^A								
Literacy ^B								
Comprehension ^C								
Overall Score ^D (Composite)								

Student's level of English language proficiency by domains for instructional purposes (for classroom use)

Language Domain	Scale Score (Possible 100 - 600)	Interpretation of the English Language Proficiency Levels for Kindergarten Students	Proficiency Level (Possible K1.0 - K6.0)
Listening		The Instructional levels (right) describe a student's proficiency relative to the PreK-K cluster of the WIDA ELD Standards. The Instructional levels indicate how a student is doing <i>in Kindergarten</i> , where pre-literacy and early literacy skills are being developed by all students.	
Speaking			
Reading			
Writing			
Oral Language ^A			
Literacy ^B			
Comprehension ^C			
Overall Score ^D (Composite)			

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

B · Literacy = 50% Reading + 50% Writing

NA · Not Attempted – Student Booklet is marked with a Non-Scoring Code of Absent, Invalidate, Declined or Deferred Special Education/504

C · Comprehension = 70% Reading + 30% Listening

D · Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

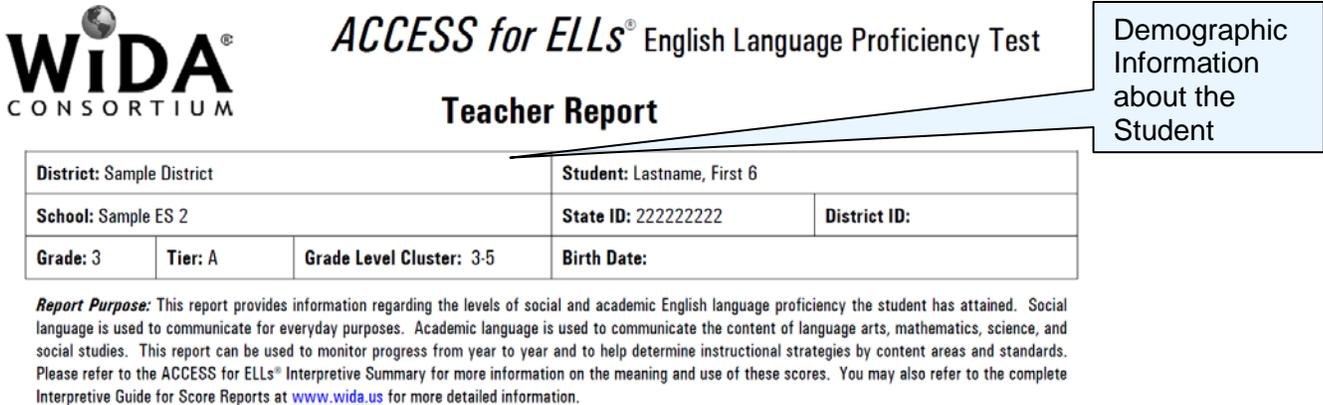
Overall Scores are computed when all 4 domains have been completed

Teacher Report—Description

Demographic Information about the Student

Identifying information is located in the top boxes of the score report. There are two additional variables to those named in the Parent/Guardian Report. The tier refers to the form of ACCESS for ELLs given to the student; A (Beginning), B (Intermediate), or C (Advanced). In addition to the student's grade level, this report indicates the grade-level cluster (K, 1-2, 3-5, 6-8, or 9-12) of the test that was administered.

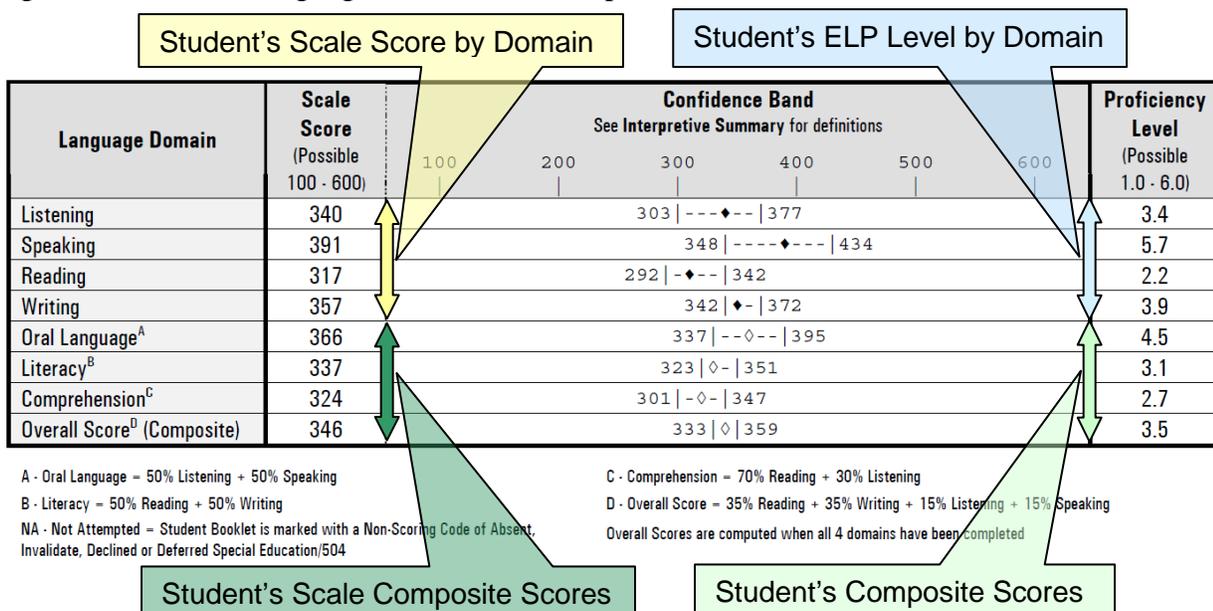
Figure 8: Student Demographic Information from the Teacher Report



Student's Level of English Proficiency by Language Domains

The four language domains are the basis for determining all ACCESS for ELLs scores. In the left-hand column, the independent scores for each language domain (Listening, Speaking, Reading, and Writing) are followed by different combinations of these scores to formulate Oral Language (Listening and Speaking), Literacy (Reading and Writing), Comprehension (Listening and Reading), and the Overall Score (Composite) of all four language domains. The three adjacent columns to each of these entries provide scale scores, confidence bands around scale scores, and the scale score conversion to ELP levels.

Figure 9: Student's Language Domain and Composite Scores



The Language Domains: Listening, Speaking, Reading, and Writing

ACCESS for ELLs scale scores (the second column) allow raw scores across grades and tiers to be compared on a vertical scale. Each language domain has a separate scale score that forms a single vertical scale from Kindergarten through grade 12. The range of scale scores is from 100 (in Kindergarten) to 600.

The third column depicts the Confidence Bands, which are graphic representations of the Standard Error of Measurement (SEM) of the scale score, a statistical calculation of a student's likelihood of scoring within a particular range of scores if he or she were to take the same test repeatedly without any change in ability. **Confidence Bands are important because they remind test users that a single test score represents a range of possible outcomes and should never be interpreted as the only possible outcome.**

The Proficiency Level (the fourth column) is presented as a whole number followed by a decimal. The whole number reflects a student's ELP level (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching) in accord with the WIDA ELD Standards. The decimal indicates the proportion within the proficiency level range that the student's scale score represents, rounded to the nearest tenth. For example, a proficiency level score of 3.5 is half way between the 3.0 and 4.0 cut scores.

Oral Language (Listening and Speaking)

The Oral Language scale score is a combination of the Listening and Speaking scale scores, with each contributing 50% to the total.

Literacy (Reading and Writing)

The Literacy scale score is a combination of the Reading and Writing scale scores, with each contributing 50% to the total.

Comprehension (Listening and Reading)

The Comprehension scale score is a combination of the Reading and Listening scale scores, with Reading contributing 70% and Listening 30% to the total.

Overall Score (Composite)

The Overall Score (Composite) scale score is a combination of the Listening, Speaking, Reading, and Writing scale scores. Reading and Writing scale scores contribute 35% each while Listening and Speaking scale scores contribute 15% each. **Note:** If a student is absent or does not complete one language domain, NA (Not Attempted) will be inserted in that language domain as well as all applicable composite scores, including the Overall Score.

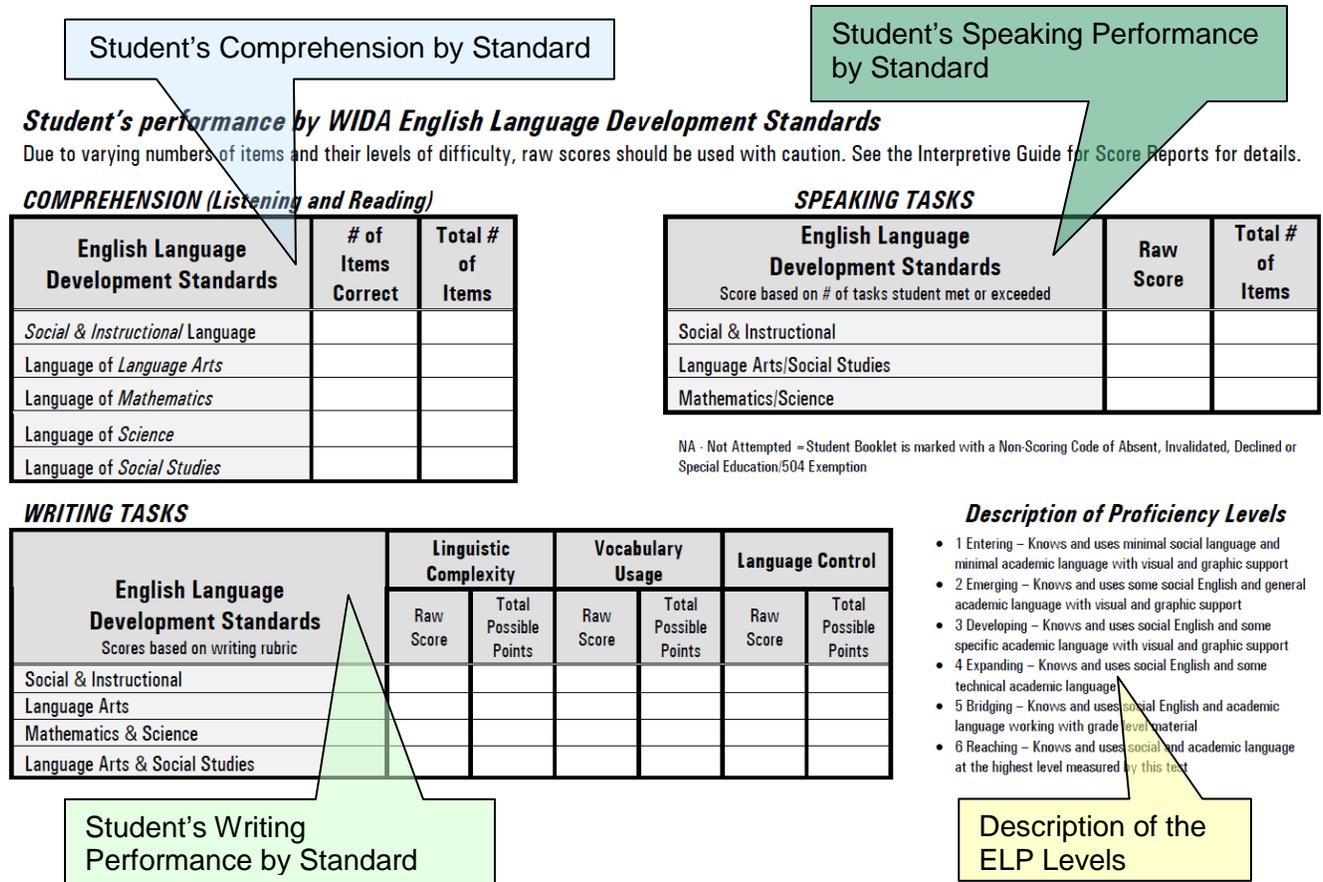
For Kindergarteners, proficiency level scores are interpreted twice (once for accountability purposes and a second time for instructional purposes within the classroom). The Kindergarten Teacher Report does not provide information on students' raw scores by WIDA English Language Development Standard. To learn more about Kindergarten scores, please refer back to Part I, pages 13-18.

Student’s Performance by WIDA English Language Development Standards

This section provides standards-referenced information for ELLs in grades 1–12. The total number of items varies by standard and by test form. A ‘Not Attempted’ (NA) in the score box indicates the student was absent or did not complete the tasks for the language domain(s).

Raw scores are used to indicate the number of correct items or credit the student received for the specific ELD standard(s) for Comprehension, Speaking and Writing; they do not apply to Kindergarten students.

Figure 10: Student’s performance by WIDA English Language Development Standards



Comprehension (Listening and Reading)

Listening and Reading are multiple-choice, group administered subsections. This table shows the number of items the student answered correctly, and the total number of items by language proficiency standard. The larger pool of items created by combining Listening and Reading in the Comprehension score enables all ELD standards to be represented.

Speaking Tasks

Speaking is given on an individual basis and immediately scored by an educator certified to administer the subsection. This table shows the raw score that indicates the number of items (or tasks) in which the student has met or exceeded expectations for a given level of English language proficiency. Tasks for Standard 1, Social and Instructional language, are reported separately. Tasks for ELD standards 2 and 5, the language of Language Arts and the language of Social Studies, as well as Standards 3 and 4,

the language of Mathematics and the language of Science, are combined. The Speaking Rubric and Scoring Scale, at the end of this section, describe the components of speaking (Linguistic Complexity, Vocabulary Usage, and Language Control) used to score the speaking tasks by level of English language proficiency.

Writing Tasks

Writing is a group administered subsection that is scored by trained personnel at MetriTech, Inc. There are three Writing tasks for all grade-level clusters and tiers. The only **exceptions** are the Writing Tests for grade-level cluster 1–2, Tier A, which has four tasks and grade kindergarten, which have an entirely different format. As displayed in the figure below, the three criteria from the Writing Rubric are used to score the student’s writing samples: Linguistic Complexity, Vocabulary Usage, and Language Control.

The total possible points that can be earned in each criteria per task is six. This corresponds to the six levels on the Writing Rubric. A task could test one standard or multiple standards. For detailed information about the different writing test forms and the standards each address please refer to the *ACCESS for ELLs Test Administration Manual* (www.wida.us). If a standard is tested in more than one task, the total possible points for that standard would increase by increments of 6 depending on how many times the standard is tested. For example, the grade-level cluster 1–2, Tier A Writing test addresses ELD standard 1, Social and Instructional language in all four tasks. Thus 24 points would be the total possible points a student could earn for Standard 1. If a standard is not tested, the total possible points for that standard would be zero. For example, the grade-level cluster 1–2, Tier A Writing test does not address ELD standards 2, 3, 4, and 5, thus the total possible points for those standards would be listed as 0.

Writing samples can earn 1 to 6 points in each criteria for each task. Raw scores of 0 are only assigned when samples do not have a response, are totally illegible, or are written entirely in a language other than English. The Raw Score area is only left blank when a standard is not tested on a task. WIDA Writing Rubric of the WIDA Consortium, Table 8 in this section, outlines the components of writing used to score student writing samples.

Figure 11: Writing Tasks Raw Score Table

WRITING TASKS

English Language Development Standards <small>Scores based on writing rubric</small>	Linguistic Complexity		Vocabulary Usage		Language Control	
	Raw Score	Total Possible Points	Raw Score	Total Possible Points	Raw Score	Total Possible Points
Social & Instructional						
Language Arts						
Mathematics & Science						
Language Arts & Social Studies						

Description of English Language Proficiency Levels

Brief definitions of the levels of English language proficiency are located in the lower right-hand corner of the report. This is the same information as that presented in the Parent/Guardian Report and is related to the proficiency levels for all domains and composite scores; it is not particular to Writing.

Use of Information in the Teacher Report

Explanation about English Language Proficiency

- Data generated from ACCESS for ELLs are based on WIDA’s ELD Standards. The results, by being standards-referenced, help inform curriculum, instruction, and assessment of ELLs. This information, along with the CAN DO Descriptors of expected student performance at each level of English language proficiency, is a starting point for teacher planning and collaboration.
- The Overall Score is a single number that is a summary of a student’s global language proficiency. It is compensatory. As such, high scores in some language domains may raise low scores in other domains. Students with the same Overall Score may have different ELP profiles. Therefore, a student’s performance in individual domains should be examined to determine the relative strength of each language domain and its contribution to the varying composites (Oral Language, Literacy, and Comprehension).
- The scale scores and proficiency levels yield a profile of a student’s English language proficiency. The individual components of the profile may serve as the basis for differentiating instruction and assessment. As there is a strong relationship between scores on ACCESS for ELLs and WIDA’s ELD Standards, ideas for differentiation for the varying levels of language proficiency can be taken from the standards’ strands of model performance indicators.
- Two rubrics are useful in interpreting performance-based information in this score report. They are the Speaking Rubric and the Writing Rubric of the WIDA Consortium (included at the end of this section). These rubrics define the components of productive language that are used in scoring these sections of ACCESS for ELLs. The criteria in the Rubrics, which scaffold across the levels of language proficiency, may also be applicable in assessing classroom tasks and projects.
- The scoring for Speaking Tasks represents a standards-referenced way of thinking. **Teachers do not judge tasks as correct or incorrect, but rather the extent to which the student has met the expectations for the particular language proficiency level being assessed.** These expectations are based on Linguistic Complexity, Vocabulary Usage, and Language Control.
- The scores for the Writing Tasks provide diagnostic information as they are reported by the same criteria outlined in the Performance Definitions of the ELD standards. Linguistic Complexity applies to a student’s quantity and quality of written discourse. Vocabulary Usage entails a student’s use of general, specific, or technical language within a given context to communicate meaningfully. Language Control refers to how well a student demonstrates consistency in conveying meaning when producing original text. Aspects of Language Control include grammar (syntax), word choice in conveying a message (semantics), and mechanics (spelling, punctuation, capitalization).

Communication about Data Contained within the Teacher Report

- **No single score or language proficiency level**, including the Overall Score (Composite) and its corresponding proficiency level, should be used as the sole determiner for making decisions regarding a student’s English language proficiency.

- Sharing student information from score reports is encouraged for all educators who work with ELLs. This information may be useful in serving as one criterion for entry and exit decisions, determining the extent and type of language service, suggesting placement in classes, or curriculum planning.
- The data in the reports need to be contextualized to be meaningful; that is, to the extent possible, include both historical and demographic information on the students when presenting the results. In addition, when disseminating information on the students' productive language, refer to criteria in the speaking and writing rubrics. In addition, the CAN DO Descriptors may help further explain student expectations at each level of English language proficiency.
- As each language domain has its own scale, comparisons cannot be made across Listening, Speaking, Reading, and Writing based on scale scores. For example a scale score of 425 in Listening is not indicative of the same language proficiency level as that for the identical scale score in Speaking. In contrast, the Proficiency Levels (as scale score interpretations) may be used to make comparisons across domains.
- Scale scores for Oral Language, Literacy, Comprehension, and the Overall Score are weighted by language domain, as indicated in the report. This weighting reflects the relative contribution of the language domains stressed in instruction that lead to success in school; therefore, Reading and Writing (Literacy) are emphasized over Listening and Speaking (Oral Language).
- The standards-based information for Comprehension Tasks, Speaking Tasks, and Writing Tasks (the lower half of the report) is based on a small number of tasks and the results should not be generalized; it provides a glimpse into how a student performs by language domain by ELD standard. Given that caveat, a closer inspection of the model performance indicators associated with the ELD standards of the specific grade-level cluster may be helpful in targeting instruction and classroom assessment.
- A student's progress or growth in English language proficiency can only be determined when two consecutive years of data are available. Data from the Bridge Study (see WIDA Technical Report #2, October 2005), where comparability is established between scores on ACCESS for ELLs and those of the previous generation of ELP tests, may prove useful in making comparisons for those states that launched ACCESS for ELLs for the first time this school year.

Table 7: Speaking Rubric of the WIDA Consortium

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	Generally comprehensible and fluent when using memorized language; communication may be significantly impeded when going beyond the highly familiar
2 Emerging	Phrases, short oral sentences	General language related to the content area; groping for vocabulary when going beyond the highly familiar is evident	Generally comprehensible and fluent when using simple discourse; communication may be impeded by groping 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 grope for needed vocabulary at times	Generally comprehensible and fluent when communicating in sentences; communication may from time to time be impeded by groping 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; groping for needed vocabulary may be occasionally evident	Generally comprehensible and fluent at all times, 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; errors don't impede communication and may be typical of those an English proficient peer may make

Speaking Test Scoring Scale	
1	Exceeds Task Level Expectations in <i>quantity</i> and/or <i>quality</i>
1	Meets Task Level Expectations in <i>quantity</i> and <i>quality</i>
0	Approaches Task Level Expectations but falls short in <i>quantity</i> and/or <i>quality</i>
0	No response Response incomprehensible; student unable to understand task directions

Table 8: Writing Rubric of the WIDA Consortium

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 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



ACCESS for ELLs[®] English Language Proficiency Test

Student Roster Report – 2014

Student Roster Report—Description

Tier

ACCESS for ELLs has three forms within a grade-level cluster (except Kindergarten). **Tier** refers to the form of the test administered that roughly corresponds to a student's position along the second language acquisition continuum: Tier A (Beginning); Tier B (Intermediate); or Tier C (Advanced).

Cluster

ACCESS for ELLs is divided into grade-level clusters that mirror those of the ELD standards; Kindergarten, 1-2, 3-5, 6-8, and 9-12. The Parent/Guardian Report only includes information on the student's grade while the Teacher Report and Student Roster Report include information on a student's grade, tier, and grade-level cluster.

Scale Score (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Scale scores for individual students on each language domain (Listening, Speaking, Reading, and Writing) and composite score (Oral Language, Literacy, Comprehension, and Overall Score) are provided. They are identical to those in the Teacher Report.

ACCESS for ELLs scale scores form a vertical scale across tiers and grade-level clusters. Each language domain score and composite score are independent and have their own vertical scale. The range of possible scale scores for the entire battery of ACCESS for ELLs forms, Kindergarten through grade-level cluster 9-12 is 100-600.

Proficiency Level (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Each scale score is interpreted into an ELP level, presented as a whole number and a decimal. The whole number indicates the student's ELP level as based on the WIDA ELD standards (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching). The decimal indicates the proportion within the proficiency level range that the student's scale score represents, rounded to the nearest tenth. For example, a student at language proficiency level 4.5 has a scale score that falls half way between the cut points for level 4 and for level 5.

Additional Information

Additional information, presented below the report refers to the relative contribution of each language domain in scoring the different combinations of language domains to form composite scores. It repeats the information presented in the other score reports.

Use of Information in the Student Roster Report

The Student Roster lists individual scale scores along with their corresponding ELP levels for each grade according to tiers and grade-level clusters for ACCESS for ELLs. It is not intended for teachers or administrators to make comparisons between students or grades. As this language proficiency test is standards-referenced, any comparison should be made between students in relation to the criteria or standards.

Explanation about English Language Proficiency

- This report has both a gross estimate of a student’s range of English language proficiency as well as a student’s actual scores and proficiency levels. The gross estimate, represented by the tier, was selected by a teacher prior to administration of the test. It may or may not be currently appropriate.
- At the lower end (Tier A), ACCESS for ELLs test takers are newcomers, students with limited or interrupted formal schooling, or ELLs whose initial literacy development is in their native language. These students may cluster toward the bottom of the scale. The majority of students fall mid-range (Tier B) along the ELP scale. At the upper end (Tier C) are those students who have progressed through the continuum of second language acquisition and are approaching the “Reaching” level of English language proficiency.
- The same data from the language domains are combined to create the Oral Language, Literacy, Comprehension and Overall scale scores. However, every combination of language domains is comprised of a different weighting. For example, Reading is a language domain in Literacy, Comprehension and Overall Score, however, it carries different weights. For Literacy, Reading constitutes 50% of the total score; for Comprehension, Reading contributes 70%, while for the Overall Score, Reading represents 35% of the total.
- School or district administrators, including coordinators or directors of language services, principals and assistant superintendents may examine the scores from each language domain within a tier and grade-level cluster to detect any patterns in student performance. Here are some questions to ask:
 - What are the similarities and differences in student performance for individual and combined language domains within a grade and tier?
 - To what extent are differences attributed to students’ second language development, the design or delivery of instructional services, or other factors?
 - Are these differences justifiable or explainable, such as having students enrolled in dual language programs or having a recent influx of new ELLs?
 - How might we begin to address these differences using the ELD standards?

Although these questions may not be easily answered, if there are sizable differences between Listening, Speaking, and Reading in comparison with Writing among groups of students, for example, then further investigation may be warranted.

Communication about Data Contained within the Student Roster Report

- In making year to year comparisons about students, it might be useful to show gains in both scale scores and language proficiency levels (using numerals and decimals). As there are five levels (with level 6 meaning the student has completed the continuum), the distance between each proficiency level represents a range of approximately 20%. Therefore, there may be some students who progress within a language proficiency level without crossing over to the next highest one; these gains may want to be captured.
- By having tier, scale score, and language proficiency levels for students by grade and grade-level cluster, the information in this report may be useful in developing school and district

improvement plans for ELLs. These data provide a snapshot of the performance of the students at one point in time. (The Teacher Report has more detailed, individual student information.)

- As the Student Roster Report lists all students by tier and grade-level cluster, it may be used as a starting point for grouping students for support services, according to their Overall Score or by their profiles according to language domains. In many elementary schools, for example, students are grouped homogeneously for reading, so that score may be one indicator weighted in the selection process.
- This score report may be useful in examining the profiles of students who are within potential range of exiting support services and to consider what other data sources are needed to make that decision. Conversely, for profiles of other student groups, student results may trigger some ideas for professional development of teachers serving ELLs for the upcoming year.
- The scores in this report may serve as the basis for determining one criterion for state Annual Measurable Achievement Objectives (AMAOs); that is, the number and/or percent of students who have attained English language proficiency by cohort group. According to Title III of the No Child Left Behind Act, each state has latitude in making that determination and selecting the specific level or range of English language proficiency that it considers “attained.” Therefore, depending on the state, schools may gain insight into their status within a district.
- How individual states have set up their cohort groups will affect whether this report has the necessary information for figuring the “attainment” criterion. For example, if the AMAO criterion depends on a cohort of students based on grade or grade-level cluster, having the number of students who have reached a specific level of English language proficiency will be sufficient. If, on the other hand, the state uses the length of time receiving continuous language support to define its cohorts, which is not reported, then data will need to be disaggregated by that variable.



ACCESS for ELLs[®] English Language Proficiency Test
School Frequency Report – 2014

Figure 13: Blank School Frequency Report



ACCESS for ELLs® English Language Proficiency Test

District:
School:
Grade:
Cluster:

SCHOOL FREQUENCY REPORT

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
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																
Highest Score																
Lowest Score																
Total Tested:																

A - Oral Language = 50% Listening + 50% Speaking
 B - Literacy = 50% Reading + 50% Writing
 C - Comprehension = 70% Reading + 30% Listening
 D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

School Frequency Report—Description

Proficiency Level

The six levels of English language proficiency with their brief definitions form the vertical axis of this table. They are presented from top to bottom, starting at the lowest level, 1-Entering, to the highest, 6-Reaching.

Number of Students at Level (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Each language domain (Listening, Speaking, Reading, and Writing) and combination of domains (Oral Language, Literacy, Comprehension, and Overall Score) are divided into two columns. The first column relates the number of students who scored at each language proficiency level in the stated grade in the specified school.

% of Total Tested (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

The second column under each language domain or combination of domains reports the percentage of total number of ELLs tested at each level in the stated grade of the specified school (shown in the upper right-hand corner of the report).

Additional Information

Additional information, presented in the lower right-hand corner, refers to the relative contribution of each language domain in scoring the different combinations of language domains to form composite scores. It repeats the information presented in the other score reports.

Highest Score/Lowest Score

The highest and lowest scale scores are reported in the four language domains for ELLs tested in the stated grade of the specified school. The lowest possible scale score is 100 for Kindergarten; the highest possible scale score is 600, although scale scores over 500 are rare. The difference between the highest and lowest score is the range of performance.

Total Tested

This shaded row at the bottom left-hand side of the page relates the total number of ELLs tested on ACCESS for ELLs in the stated grade of the specified school.

Use of Information in the School Frequency Report

Explanation about English Language Proficiency

- This report shows the distribution of ELLs according to their language proficiency levels for each language domain and combination of domains in a stated grade of a specified school. In low incidence schools, these numbers might be quite small; in urban areas, the numbers of students might be substantially larger. The results should not be generalized unless there are relatively large numbers of students.
- Information provided in this report may have to be further contextualized to be meaningful; numbers alone cannot explain why the distribution of students assigned to language proficiency levels falls as it does. For example, there may be a rather large proportion of ELLs at the lower

end of the continuum in all language domains. The reasons for these results may not be evident unless student demographics and educational history are considered. Perhaps the school recently received new students with limited formal education who have spent time in refugee camps. Perhaps the students in this grade have high degrees of mobility and have not had continuous, uninterrupted schooling.

- Teacher characteristics may also help explain the results. Perhaps teachers working with ELLs have not been afforded ample opportunities for professional development or have not had time for joint planning with the English as a Second Language, bilingual, or content teachers. Perhaps the service delivery model is such that coverage of ELD standards needs to involve all teachers who work with ELLs and become a grade level or school-wide responsibility.

Communication about Data Contained within the School Frequency Report

- For states which have administered ACCESS for ELLs at least twice, School Frequency Reports for two consecutive years provide cross-sectional data (unless the set of students from one year to the next is identical, which is highly unlikely). Keep this fact in mind when inspecting how the first graders, for example, performed at a specified school in year 1 in comparison to second graders in year 2. A group of first graders one year compared with a group of first graders the next year also represents cross-sectional data.
- In communicating the results of this report, use both the numbers of students at each language proficiency level and the corresponding percents of total tested. If numbers are low, the percents may appear distorted if shown in isolation.
- Use the information contained in the report to gain a sense of the school-wide effort in educating ELLs. Compare results of ELLs with those of proficient English students, in particular, former ELLs who are being monitored as well as other linguistically and culturally diverse students. Use multiple data sources, including performance on their state academic achievement tests, to see if there is any crossover.



ACCESS for ELLs[®] English Language Proficiency Test
District Frequency Report – 2014

Figure 14: Blank District Frequency Report



ACCESS for ELLs[®] English Language Proficiency Test

District:
Grade:
Cluster:

DISTRICT FREQUENCY REPORT

Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering <small>Knows and uses minimal social language and minimal academic language with visual and graphic support</small>																
2 – Emerging <small>Knows and uses some social English and general academic language with visual and graphic support</small>																
3 – Developing <small>Knows and uses social English and some specific academic language with visual and graphic support</small>																
4 – Expanding <small>Knows and uses social English and some technical academic language</small>																
5 – Bridging <small>Knows and uses social English and academic language working with grade level material</small>																
6 – Reaching <small>Knows and uses social and academic language at the highest level measured by this test</small>																
Highest Score																
Lowest Score																
Total Tested:																

A - Oral Language = 50% Listening + 50% Speaking
 B - Literacy = 50% Reading + 50% Writing
 C - Comprehension = 70% Reading + 30% Listening
 D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

District Frequency Report—Description

The presentation of information in this report is identical to that of the School Frequency Report except the numbers and percents refer to ELLs in a stated grade of a specified district rather than a school. Therefore, the descriptions of the features of this report are repeated from those previously stated.

Proficiency Level

The six levels of English language proficiency with their brief definitions form the vertical axis of this table. They are presented top to bottom, starting from the lowest level, 1-Entering, to the highest, 6-Reaching.

Number of Students (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

Each language domain (Listening, Speaking, Reading, and Writing) and combination of domains (Oral Language, Literacy, Comprehension, and Overall Score) are divided into two columns. This first column relates the number of students who scored at each language proficiency level in the stated grade in the specified district.

% of Total Tested (Listening, Speaking, Reading, Writing, Oral Language, Literacy, Comprehension, Overall Score)

The second column under each language domain or combination of domains reports the percentage of total number of ELLs tested at each level in the stated grade in the specified district (shown in the upper right-hand corner of the report).

Additional Information

Additional information, presented in the lower right-hand corner, refers to the relative contribution of each language domain in scoring the different combinations of language domains to form composite scores. It repeats the information presented in the other reports.

Highest Score/ Lowest Score

The highest and lowest scale scores are reported in the four language domains for ELLs tested in the stated grade in the district. The lowest possible scale score is 100 for Kindergarten; the highest possible scale score is 600, although scale scores above 500 are rare. The difference between the highest and lowest score is the range of performance.

Total Tested

This shaded row at the bottom left-hand side of the page relates the total number of ELLs tested on ACCESS for ELLs in the stated grade for the district.

Use of Information in the District Frequency Report

Explanation about English Language Proficiency

- As with the School Frequency Report, this report may be used in conjunction with the Student Roster Report to better explain student performance. The distribution of students along the six ELP levels, to some extent, is a function of the tier that was administered. For example, as students in Tier A are considered “Beginners”, they should not be expected to, nor will they be able to score at the highest levels of English language proficiency. In contrast, those students in

Tier C received the most challenging items representative of the higher levels of English language proficiency.

- Just as in the School Frequency Report, information provided in this report may have to be further contextualized to be meaningful. A description of the students in terms of their language, cultural, and experiential backgrounds would provide a fuller portrait of a district's ELLs.
- This report provides a glimpse of the performance of all ELLs across language domains and combination of domains in a district at the time of testing.

Communication about data contained within the District Frequency Report

- Based on an individual state's criteria for "attainment" of English language proficiency and its definition of cohort groups, this report may serve as a district's estimate of the number and/or percent of students who have met that criterion for Annual Measurable Achievement Objectives (AMAOs) under Title III. Likewise, the School Frequency Report offers the same breakdown by grade within a school.
- For purposes of communicating information to various stakeholders, such as local Boards of Education or community groups, the data may be graphically displayed in the form of a histogram. The numbers of students or percent of total tested could serve as the vertical axis and the language domains and combination of domains could form the horizontal axis. Each language level could then be color-coded and positioned under the corresponding language domains.
- In the same vein, differences in performance of students by grade from year to year on ACCESS for ELLs may be graphically displayed. To interpret the results more accurately, it is important to note the percent of matched pairs of students; that is, how many ELLs in one year remained in the program and district the next year.
- Information in this report may be useful in planning, developing, or restructuring language services for ELLs at a district level. Variation in students' language proficiency across individual and combined language domains may help shape their type and amount of support. In some states, native language is also a component of support that is to be taken into account in program design.

Appendix: Proficiency Level Cut Scores by Grade Level

	Grade	1.0	2.0	3.0	4.0	5.0	6.0
List	0	100	229	251	278	286	308
List	1	104	238	267	295	305	330
List	2	108	247	281	311	324	350
List	3	112	255	295	325	340	367
List	4	116	264	307	338	355	383
List	5	120	274	318	350	368	397
List	6	124	283	328	359	380	409
List	7	128	293	337	368	390	418
List	8	132	302	345	375	399	426
List	9	136	312	352	381	406	432
List	10	140	322	358	386	412	436
List	11	144	332	363	389	416	438
List	12	148	343	366	391	418	439

	Grade	1.0	2.0	3.0	4.0	5.0	6.0
Read	0	100	238	251	261	274	295
Read	1	141	253	269	283	294	314
Read	2	150	267	286	303	312	331
Read	3	158	279	302	320	328	347
Read	4	166	291	316	336	343	360
Read	5	175	302	328	350	355	372
Read	6	183	312	340	360	366	382
Read	7	191	321	349	369	375	391
Read	8	200	329	358	376	382	398
Read	9	208	336	364	381	387	402
Read	10	216	341	370	383	390	406
Read	11	224	346	374	384	392	407
Read	12	233	350	376	385	393	408

	Grade	1.0	2.0	3.0	4.0	5.0	6.0
Writ	0	197	225	259	295	323	350
Writ	1	203	238	272	308	336	362
Writ	2	209	251	285	320	348	373
Writ	3	215	264	297	330	360	384
Writ	4	221	275	308	340	371	394
Writ	5	227	287	319	350	381	403
Writ	6	233	298	329	361	391	412
Writ	7	239	308	339	371	399	420
Writ	8	245	318	348	381	408	428
Writ	9	251	327	356	389	415	435
Writ	10	257	336	363	397	422	441
Writ	11	263	344	370	404	428	447
Writ	12	269	352	377	410	434	452

	Grade	1.0	2.0	3.0	4.0	5.0	6.0
Spek	0	172	269	314	343	366	383
Spek	1	173	278	318	344	367	385
Spek	2	174	286	322	345	368	386
Spek	3	175	293	326	346	369	389
Spek	4	176	299	329	348	371	391
Spek	5	177	305	333	350	374	394
Spek	6	178	310	337	353	377	397
Spek	7	179	314	340	358	380	400
Spek	8	180	317	344	361	384	404
Spek	9	181	319	347	366	388	407
Spek	10	182	321	351	371	393	412
Spek	11	183	322	354	377	399	416
Spek	12	184	323	357	384	405	421

	Grade	1.0	2.0	3.0	4.0	5.0	6.0
Oral	0	136	249	283	311	326	346
Oral	1	139	258	293	320	336	358
Oral	2	141	267	302	328	346	368
Oral	3	144	274	311	336	355	378
Oral	4	146	282	318	343	363	387
Oral	5	149	290	326	350	371	396
Oral	6	151	297	333	356	379	403
Oral	7	154	304	339	363	385	409
Oral	8	156	310	345	368	392	415
Oral	9	159	316	350	374	397	420
Oral	10	161	322	355	379	403	424
Oral	11	164	327	359	383	408	427
Oral	12	166	333	362	388	412	430

	Grade	1.0	2.0	3.0	4.0	5.0	6.0
Litr	0	154	232	255	278	299	323
Litr	1	177	246	271	296	315	338
Litr	2	185	259	286	312	330	352
Litr	3	192	272	300	325	344	366
Litr	4	199	283	312	338	357	377
Litr	5	206	295	324	350	368	388
Litr	6	213	305	335	361	379	397
Litr	7	220	315	344	370	387	406
Litr	8	228	324	353	379	395	413
Litr	9	235	332	360	385	401	419
Litr	10	242	339	367	390	406	424
Litr	11	249	345	372	394	410	427
Litr	12	256	351	377	398	414	430

	Grade	1.0	2.0	3.0	4.0	5.0	6.0
Cpnh	0	100	235	251	266	278	299
Cpnh	1	130	249	268	287	297	319
Cpnh	2	137	261	285	305	316	337
Cpnh	3	144	272	300	322	332	353
Cpnh	4	151	283	313	337	347	367
Cpnh	5	159	294	325	350	359	380
Cpnh	6	165	303	336	360	370	390
Cpnh	7	172	313	345	369	380	399
Cpnh	8	180	321	354	376	387	406
Cpnh	9	186	329	360	381	393	411
Cpnh	10	193	335	366	384	397	415
Cpnh	11	200	342	371	386	399	416
Cpnh	12	208	348	373	387	401	417

	Grade	1.0	2.0	3.0	4.0	5.0	6.0
Over	0	145	237	263	288	307	329
Over	1	162	249	277	303	321	344
Over	2	168	261	290	316	335	357
Over	3	174	272	303	328	347	369
Over	4	179	283	314	340	359	380
Over	5	185	293	324	350	369	390
Over	6	191	302	334	359	379	399
Over	7	197	311	342	368	386	407
Over	8	203	319	350	375	394	414
Over	9	208	327	357	382	400	419
Over	10	214	333	363	387	405	424
Over	11	220	340	368	391	409	427
Over	12	226	346	372	395	413	430