



Spring 2022 Alternate ACCESS for ELLs Score Report Resources

What is Alternate ACCESS for ELLs?

Alternate ACCESS for ELLs assesses a student's English language proficiency in Grades 1–12. The test is administered every year to help school districts monitor the English language development of students identified as English language learners who have significant cognitive disabilities in the four language domains of Listening, Reading, Speaking, and Writing.

1. View the [Individual Student Report](#) and identify scores that are used to determine proficiency.

2. Review and share Alternate ACCESS for ELLs resources for Score Reports.

3. If available, print resources in the student's home language to accompany the score report.

WIDA Alternate ACCESS for ELLs[®] English Language Proficiency Test for ELL Students with Significant Cognitive Disabilities **Individual Student Report 20XX**

Student: Sample Student 1

Birth Date: mm/dd/yyyy	Grade: grade	IEP Status: IEP
District ID: XXXXXXXXXXXXXXXX	State ID: XXXXXXXXXXXXXXXX	
School: Sample School	District: Sample District	State: Sample State
Does the student take any state alternate assessment(s)?: Yes	# of years student has been exposed to academic English: Years	
Primary Disability: Disability	Secondary Disability (if applicable): Disability	

This report provides information about the student's scores on the Alternate ACCESS for ELLs English language proficiency test. This test is based on the WIDA Alternate English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as English Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level**					Scale Score (1000-910-900) and Confidence Band				
	A1	A2	A3	P1	P2	910	900	910	900	910
Listening	A1					920				
Speaking	A2					905				
Reading	A3					930				
Writing	P1					935				
Oral Language 50% Listening + 50% Speaking	P2					945				
Literacy 50% Reading + 50% Writing	P3					955				
Comprehension	A3					940				
Overall* 33% Reading + 33% Writing + 33% Listening + 33% Speaking	P1					945				

*When scores in Listening and Reading domains are at level P3 and above, therefore, students cannot demonstrate English proficiency at levels P1 and higher. However, in Writing, students may score up to proficiency level P3.

Student's performance within the Listening and Reading Domains

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

	# of Correct Responses (out of 9)	Less Support		More Support			
		Cue A	Cue B	Cue C	Cue C		
	# Correct	% of Correct Responses	# Correct	% of Correct Responses	# Correct	% of Correct Responses	
Listening	5	1	20%	3	60%	1	20%
Reading	3	0		1	33.3%	2	66.6%

[Interpretive Guide for Alternate ACCESS for ELLs Score Reports](#)

[Finding Your Students' Superpowers: Using ACCESS for ELLs Score Reports](#) for more resources that include:

- Individual Student Score Notes Template
- Customizable PowerPoint presentation designed for use with parents/families
- Lesson plans (K-5 and 6-12) for helping students develop awareness of their own language growth

Alternate ACCESS for ELLs Score and Reports
Click [HERE](#) to learn about the various score reports that will be generated and provided to participating schools.

Parent Score Report Guide

- [Spanish](#)
- [Vietnamese](#)
- [Somali](#)
- [Hmong](#)
- [Haitian Creole](#)
- [Chinese](#)
- [Arabic](#)
- [English](#)
- [French](#)
- [Portuguese](#)
- [Russian](#)
- [Tagalog](#)
- [Urdu](#)
- [Dari](#)
- [Korean](#)
- [Pashto](#)

Individual Student Report Translations

When score reports are released, school assessment coordinators can download/print the Individual Score Report in 49 languages via WIDA AMS (www.wida-ams.us).

Florida's English Language Proficiency Criteria:
As stated in [Rule 6A-6.09021](#), proficiency is an Overall Composite score of P1 or higher.

Need Help?

Contact WIDA at help@wida.us or (866) 276-7735 with questions about Score Report interpretation.