## Appendix D: Performance Level Descriptors on Score Reports

### Figure D-1: Proficiency Level Descriptors on Grade 1–12 Score Reports

<table>
<thead>
<tr>
<th>SPEAKING</th>
<th>Students at this level generally can</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level</strong></td>
<td><strong>Description</strong></td>
</tr>
</tbody>
</table>
| 6        | use English to communicate orally and participate in all academic classes, for example:  
  - React and respond to multiple points of view  
  - Organize and present research-based information  
  - Clarify how or why something happens  
  - Persuade others based on opinions, examples and reasons |
| 5        | use English to communicate orally and participate in all academic classes, for example:  
  - Discuss the causes and impact of events  
  - Summarize and relate information  
  - Present and justify ideas showing how or why  
  - Express and defend opinions backed by examples and reasons |
| 4        | communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:  
  - Compare stories, issues, concepts  
  - Paraphrase and summarize information  
  - State ideas to show how or why with examples  
  - Give opinions supported by detailed reasons |
| 3        | communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:  
  - Relate stories or events  
  - Share ideas and provide details  
  - Describe processes or procedures  
  - Give opinions with reasons |
| 2        | communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:  
  - Share about what, when, or where something happened  
  - Compare objects, people, pictures, events  
  - Describe steps in cycles or processes  
  - Express opinions |
| 1        | communicate orally in English using gestures and language that may contain a few words, for example:  
  - Ask and answer simple questions about what, when, or where something happened  
  - Name familiar objects, people, pictures  
  - Show how to solve problems using words and gestures  
  - Express personal preferences |
<table>
<thead>
<tr>
<th>Level</th>
<th>Students at this level generally can</th>
</tr>
</thead>
</table>
| 6     | communicate in writing in English using language from all academic classes, for example:  
|       | • Produce clearly organized commentaries and editorials on various issues  
|       | • Elaborate narratives with rich, descriptive language and complex organization  
|       | • Create formal written reports on a variety of issues, ideas and information  
|       | • Produce well organized persuasive essays using complex and technical language  
| 5     | communicate in writing using language from all academic classes, for example:  
|       | • Create detailed opinion pieces about a variety of topics  
|       | • Write summaries of various types of texts  
|       | • Describe causes, effects and consequences of processes and events  
|       | • Express and defend positions supported by examples and reasons  
| 4     | communicate in writing in English using language related to specific topics in school, for example:  
|       | • Produce papers describing specific ideas or concepts  
|       | • Narrate stories with details of people, events and situations  
|       | • Create explanatory text that includes details or examples  
|       | • Provide opinions supported by reasons with details  
| 3     | communicate in writing in English using language related to common topics in school, for example:  
|       | • Describe familiar issues and events  
|       | • Create stories or short narratives  
|       | • Describe processes and procedures with some details  
|       | • Give opinions with reasons in a few short sentences  
| 2     | communicate in writing in English using language related to familiar topics in school, for example:  
|       | • Describe ideas or concepts using phrases or short sentences  
|       | • Label illustrations describing what, when, or where something happened  
|       | • State steps in processes or procedures  
|       | • Express opinions about specific topics or situations  
| 1     | communicate in writing using visuals, symbols and may contain few words in English, for example:  
|       | • Express ideas or concepts using text and illustrations  
|       | • Share personal experiences through drawings and words  
|       | • Label steps in processes presented in graphs or short texts  
|       | • State opinions or preferences through text and illustrations  

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What should I look for in my child’s report?

We encourage families to look at all of the scores reported for their child. Here are some suggestions for how to interpret, or make sense of, your child’s scores:

- **Look at the Language Domain scores.** Look at his/her Proficiency Level scores for Listening, Speaking, Reading and Writing. Which scores are closer to 6.0? Which scores are closer to 1.0?
- **Look at the Composite Scores.** Look at his/her Proficiency Level scores for Oral Language, Literacy, Comprehension, and the Overall Score. Which scores are closer to 6.0? Which scores are closer to 1.0?
- **Compare this year’s scores with last year’s scores, if available.** If your child took ACCESS for ELLs 2.0 last year, compare his/her scores from one year to the next. Is there a difference in his/her Proficiency Level scores? Is there a difference in his/her Scale Scores?

How are the test scores used?

Scores from ACCESS for ELLs 2.0 can be used in many ways. Parents can use the scores to advocate for their child. Teachers use the scores to plan instruction and assessments. Districts use the scores to evaluate their language support programs, to monitor student progress in acquiring English, and to determine if a student is eligible to exit an English language support program. Scores are also used to meet federal and state accountability requirements.

Questions to ask

We encourage families to discuss the scores with their child’s teacher(s). Here are some questions to ask:

- What scores does he/she need to exit the English language support program?
- Will my child take this test every year?
- How are the scores shared with his/her teachers?
- What type of English language support do you provide my child?
- What would you like to know about how my child uses language at home?
- Why did my child receive a score of NA?
- What does a score of NA mean?

If you have questions about your child’s ACCESS for ELLs 2.0 scores, please contact your child’s school.

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**ACCESS for ELLs 2.0 reports the following eight scores:**

- Listening
- Speaking
- Reading
- Writing
- Oral Language
- Literacy
- Comprehension
- Overall

Scores are reported as Proficiency Level scores and Scale Scores.

**Key Terms to Know**

**English language learners** are students who are eligible to receive support at school with the English language.

**Language development** is a process that takes time. Students move along this process at different rates.

**Language proficiency** is a measurement of where students are in the process of language development.

**Tier** refers to the difficulty level of the test assigned to a student. Tiers are designed for specific levels of language proficiency. Students are assigned to a tier that is appropriate for his/her current level of English language proficiency.