

# WIDA ACCESS 2.0

- WHAT IS ACCESS FOR ELLS 2.0?
- WHAT CAN I DO?
- ADDITIONAL INFORMATION

## WHAT IS ACCESS FOR ELLS 2.0?

- An English language proficiency **assessment** for students in Kindergarten through Grade 12, given every year to students who are English language learners.
- **ACCESS 2.0** Monitors the English language development of students.
- Provides data for the LAP to use available resources.

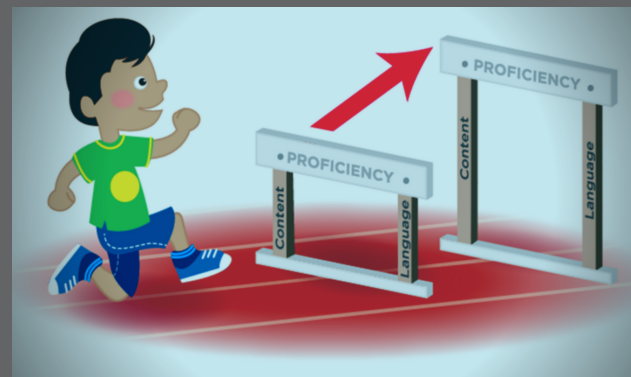


## TERMS AND IDEAS



- **English language learners** are students who are eligible to receive support at school with their English language development.
- **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.
- **ACCESS for ELLs 2.0** measures students' language proficiency every year.

- Language and content expectations are closely related. As learning goals become more complex, each student will need support to clear the hurdles.
- Most students take the test online, but some may use a paper format.
- Students are tested in Speaking, Listening, Reading and Writing.



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

**Sample Student**  
Birth Date: mm/dd/yyyy | Grade: sample grade  
Year: sample year  
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX  
School: sample school  
District: sample district  
State: sample state

**Individual Student Report 20XX**

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure student progress in learning English. Scores are reported in Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level	Scale Score (Intermediate) and Confidence Band (Intermediate Band for Score Reports for 20XX)
Listening	4.0	400-450
Speaking	2.2	150-200
Reading	3.4	300-350
Writing	3.5	310-360
Oral Language	3.2	280-330
Literacy	3.5	310-360
Comprehension	3.2	280-330
Overall	3.4	300-350

Overall scores are calculated only when all four domains have been assessed. NA: Not available.

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example exchange information and ideas with others. - Highlight information about processes or concepts presented orally. - Identify conditions or points of view on issues in oral discourse.
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and essential words and phrases for meaning. - Share about what, when, where something happened. - Describe steps in cycles or processes. - Explain opinions.
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example - Identify main ideas and examples in written information. - Recognize language related to claims and supporting evidence when something happened. - Identify steps in written processes and procedures. - Recognize language related to claims and supporting evidence when something happened.
Writing	3	communicate ideas and information in English using language related to common topics in school, for example - Describe how an event or activity happened. - Describe people and processes with some details. - Compare ideas or short narratives. - Use opinions with reasons or a few short sentences.

For details regarding the scores on this report, refer to the Interpretation Guide for Score Reports at [wida.wisc.edu](http://wida.wisc.edu).

## INDIVIDUAL STUDENT REPORT

- Score reports provide information on a student's progress in the development of English language proficiency.
- Proficiency level scores are reported from 1.0 (beginner) to 6.0 (advanced).
- We look at what your child does best. We can use these strengths to help your child learn.
- We think about how to support your child in learning English and make plans for our teaching.

## WHAT CAN I DO TO HELP MY CHILD?

Ask your child's teacher:

What language support do you provide my child?

What would you like to know how my child uses language at home?

What score does my child need to exit the program?

Continue to support your child's language development at home.

Read to your child in your home language or English.

Ask questions about your child's school work.

Talk to your child about topics that are fun and interesting to your family.



## FOR MORE INFORMATION VISIT:

<https://wida.wisc.edu/teach/learners/engagement>

<https://wida.wisc.edu/resources>

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MSD of Wayne Township

Language Assistance Program

1220 S High School Rd, Indianapolis IN 46241

PH 317-988-8672, Fax 317-243-5744

# WIDA ACCESS 2.0

- ¿QUÉ ES EL ACCESS 2.0?
- ¿QUE PUEDO HACER?
- INFORMACIÓN ADICIONAL

## ¿QUÉ ES EL ACCESS 2.0?

Una evaluación de dominio del idioma inglés para estudiantes de Kindergarten hasta el Grado 12, que se imparte todos los años a estudiantes que están aprendiendo inglés. ACCESS 2.0 supervisa el desarrollo del idioma inglés de los estudiantes. Proporciona datos para que LAP use los recursos disponibles.



## TERMINOS E IDEAS



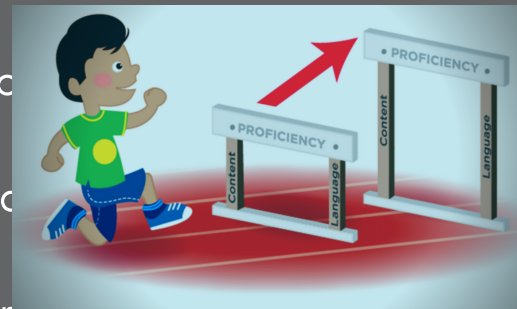
**Los estudiantes que están aprendiendo inglés (ELL)** son elegibles para recibir apoyo en la escuela con su desarrollo del idioma inglés.

**El desarrollo del lenguaje** es un proceso que lleva tiempo. Los estudiantes se mueven en este proceso a ritmos diferentes.

**El dominio del idioma** es una medida de dónde se encuentran los estudiantes en el proceso de desarrollo del lenguaje.

ACCESS para ELL 2.0 mide el dominio del idioma de los estudiantes cada año.

Las expectativas de lenguaje y contenido están estrechamente relacionadas. A medida que las metas de aprendizaje se vuelven más complejas, cada alumno necesitará apoyo para superar los obstáculos. La mayoría de los estudiantes toman el examen en línea pero algunos pueden usar un formato impreso. Los estudiantes son evaluados en hablar, escuchar, leer y escribir.



## REPORTE INDIVIDUAL DE ESTUDIANTE

Los informes de calificaciones brindan información sobre el progreso de un alumno en el desarrollo del dominio del idioma inglés.

Los puntajes de nivel de competencia se informan de 1.0 (principiante) a 6.0 (avanzado).

Vemos lo que su hijo hace mejor. Podemos usar estas fortalezas para ayudar a su hijo a aprender.

Pensamos en cómo ayudar a su hijo a aprender inglés y hacer planes para nuestra enseñanza.

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

**Sample Student**  
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**Individual Student Report 20XX**  
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Language Domain	Proficiency Level	Scale Score	Proficiency and Confidence Band
Listening	4.6	46	4-6
Speaking	2.2	22	2-3
Reading	3.4	34	3-4
Writing	3.5	35	3-4
Overall Language	3.2	32	3-4
Literacy	3.5	35	3-4
Comprehension	3.2	32	3-4
Overall	3.4	34	3-4

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

Domains	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and beyond; participate in class discussions, for example: <ul style="list-style-type: none"> <li>Exchange information and ideas with others.</li> <li>Apply key information about processes or concepts presented orally.</li> <li>Identify positions or points of view on issues in oral discussions.</li> </ul>
Speaking	2	communicate oral information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> <li>Share about what, when, or where something happened.</li> <li>Describe steps in cycles or processes.</li> <li>Compare ideas, simple actions, events.</li> </ul>
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> <li>Identify main ideas and messages in written information.</li> <li>Identify steps in written processes and procedures.</li> <li>Identify main information in texts, such as what, when, or where.</li> <li>Recognize language related to claims and supporting evidence about something happening.</li> </ul>
Writing	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> <li>Describe familiar events and events.</li> <li>Describe processes and procedures with some details.</li> <li>Use expressions with requests to affect short sentences.</li> </ul>

For details regarding the scores on this report, refer to the Interpretive Guide for Item Reports at [www.wida.us/assessment](http://www.wida.us/assessment)

## ¿QUE HACER PARA AYUDAR A MI ESTUDIANTE?

- Pregúntele al maestro de su hijo:
- ¿Qué soporte de lenguaje le brinda a mi hijo?
- ¿Qué le gustaría saber sobre cómo mi hijo usa el lenguaje en casa?
- ¿Qué puntaje necesita mi hijo para salir del programa?
- Continúe apoyando el desarrollo del lenguaje de su hijo en casa.
- Léale a su hijo en su idioma materno o en inglés.
- Haga preguntas sobre el trabajo escolar de su hijo.
- Hable con su hijo sobre temas que sean divertidos e interesantes para su familia.



**VISITE PARA MAYOR INFORMACION:**  
<https://wida.wisc.edu/teach/learners/engagement/es>  
<https://wida.wisc.edu/recursos>  
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