

# WIDA<sup>TM</sup>

UNIVERSITY OF WISCONSIN-MADISON

**WIDA ALTERNATE ACCESS**

# **Interpretive Guide for Score Reports**

Grades K-12  
SPRING 2025

**UNDERSTANDING STUDENT SCORES**

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*This document presents WIDA recommendations for interpreting and using WIDA Alternate ACCESS test scores. It also introduces some of the tools available to program coordinators and district administrators interested in reviewing and taking action on group performance on WIDA Alternate ACCESS. State and district policies on test score use may differ from one another and may also vary from the recommendations presented in this document.*

*The Every Student Succeeds Act of 2015 (ESSA) requires that all students identified as English learners (ELs), including those who receive special education services, be assessed annually for English language proficiency. The Individuals with Disabilities Education Act of 2004 also mandates that students with disabilities participate in state and district assessment programs, including alternate assessments, with any accommodations documented in Individualized Education Programs (IEPs). WIDA Alternate ACCESS meets federal accountability requirements and provides educators with a measure of the English language proficiency growth of ELs with the most significant cognitive disabilities.*

**Suggested citation:**  
WIDA. (2025). *WIDA Alternate ACCESS Interpretive Guide for Score Reports Grades K-12*. Board of Regents of the University of Wisconsin System.

# WIDA Alternate ACCESS

WIDA Alternate ACCESS (Alternate ACCESS) is a large-scale English language proficiency test for students in grades K–12 with the most significant cognitive disabilities. It is one component of WIDA’s comprehensive, standards-driven system that supports the teaching and learning of English learners (ELs). The purpose of Alternate ACCESS is to monitor student progress in English language proficiency on a yearly basis and to serve as just one of the many criteria that educators consider as they determine whether English learners have attained an English language proficiency level that will allow them to meaningfully participate in English language classroom instruction. Visit the [Alternate ACCESS landing page](#) on the WIDA website for more details.

Alternate ACCESS is a standards-referenced test, which means that student performance is compared to English language development standards WIDA has defined; specifically, the WIDA English Language Development Standards Framework, 2020 Edition. Any student can achieve any score, and students are not ranked against each other or against the expected performance of monolingual English speakers. Visit the [Teaching with Standards](#) section of the WIDA website for details on WIDA standards.

## Understanding Scores

Before diving into your students’ score reports, take some time to familiarize yourself with the sample reports on [the WIDA Alternate ACCESS Scores and Reports page of the WIDA website](#) and consider what test scores mean in practical terms. As you examine and discuss the English language proficiency portrait that each Individual Student Report (ISR) shows, use WIDA resources to help you move from scores to concrete recommendations for the services, instructional support, and future assessment needs of each student. Scores can help parents or guardians, IEP teams, and other educators better understand a student’s abilities. Find resources for sharing scores on the [Family Engagement page](#) of the WIDA website.

Use WIDA resources like the [Alternate Proficiency Level Descriptors](#) to identify and describe the language abilities a student already has, the skills a student can work on, and the instructional supports that might be effective as a student develops new English language abilities. Share the student portrait and plans you develop with your students’ IEP teams and content teachers. Translate your plans into the student’s home language and share them with the student’s family during conferences, family nights, or home visits so that home can be a place of active language learning.

Consider holding an in-service session for your school or district so that educators can talk through [the WIDA English Language Development Standards Framework, 2020 Edition](#), review [sample score reports](#), and discuss how students’ scores might inform plans for classroom instruction and support.

WIDA offers a variety of professional development resources that can help educators and administrators fully understand and make the best use of WIDA assessments. Check out the [current professional learning offerings](#) and the webinars available in the [WIDA Secure Portal](#).

## Alternate ACCESS Score Reports

Scores for Alternate ACCESS are reported for individual students and groups of students. Each type of report is described in this section. There are two types of Individual Student Report (ISR), one for families and one for educators, and two types of group reports, Student Roster Reports and Frequency Reports. Detailed information about the types of scores included on these reports is found in the [Individual Student Scores](#) and [Group Scores](#) sections of this guide.

### Individual Student Report for Families

**Audience:** Students, Parents/Guardians

Detailed report of a single student's performance, including proficiency level for each language domain and an overall proficiency level. Share with parents and guardians as part of discussions around student progress and achievement. A sample of the Individual Student Report for Families can be found in [Appendix A](#).

**Translations of the Individual Student Report for Families are available in the following languages in [WIDA AMS](#).**

Albanian, Amharic, Arabic (MSA), Bengali, Bosnian, Burmese, Chamorro, Chinese (Simplified), Chinese (Traditional), Chuukese, Dari, French (European), German, Gujarati, Haitian Creole, Hawaiian, Hindi, Hmong, Ilokano, Italian, Japanese, Karen, Khmer (Cambodian), Korean, Lao, Malayalam, Mandingo, Marshallese, Nepali, Pashto, Polish, Portuguese (Brazilian), Punjabi, Romanian, Russian, Samoan, Serbian, Somali, Spanish (International), Swahili, Tagalog, Telugu, Tongan, Turkish, Ukrainian, Urdu, Vietnamese, Wolof

**Translated reports should always accompany—not replace!—official reports in English.**

### Individual Student Report for Educators

**Audience:** Teachers, IEP Teams

Detailed report of a single student's performance, including proficiency level and scale scores for each language domain and four composite areas. Additionally, this report shares information reported on the Individual Characteristics Questionnaire that can be used to inform conversations around reclassification. Share with the student's teachers to inform individualized classroom instruction and assessment. Share with IEP teams when determining the student's abilities and English language needs. A sample of the Individual Student Report for Educators can be found in [Appendix B](#).

## Student Roster Report

**Audience:** Teachers, Program Coordinators and Directors, Administrators, IEP Teams

Overview report of the performances of a group of students, including proficiency level and scale scores for each language domain and composite area by school, grade, student, and grade-level cluster. Share with administrators, teachers, and IEP teams to inform classroom instruction and assessment.

## Frequency Reports

High-level report for a single grade within a school, district, or state including the number and percentage of tested students that achieved each proficiency level for each language domain and composite area.

### School Frequency Report

**Audience:** *Program*

*Coordinators and Directors,  
Administrators*

Share with school and district staff to inform school-level programmatic decisions.

### District Frequency Report

**Audience:** *Program*

*Coordinators and Directors,  
Administrators, Boards of  
Education*

Share with district staff to inform district-level programmatic decisions.

### State Frequency Report

**Audience:** *State and District  
Program Staff, Policy Makers  
and Legislators*

Share with policymakers and legislators and to inform state- and district-level programmatic decisions.

See [Alternate ACCESS Scores and Reports](#) on the WIDA website for more information.

## Individual Student Scores

### Domain Scores

Both the Individual Student Report for Families and the Individual Student Report for Educators contain information about a student's proficiency level on each section (language domain) of Alternate ACCESS, along with an Overall proficiency level. Additionally, the Individual Student Report for Educators includes scale scores with confidence bands, and Oral Language, Literacy, and Comprehension composite scores.

**Proficiency levels** are *interpretive scores*. In other words, they are based on, but separate from, the student's earned test score. The proficiency level score is a whole number. This number reflects the student's performance in terms of the five [WIDA Alternate English Language Proficiency Levels](#):



**Alternate ACCESS proficiency levels are unique.** A student who scores a PL1 Entering on Alternate ACCESS is not necessarily performing at the same level as a student who scores at the Entering proficiency level on ACCESS for ELLs Online or ACCESS for ELLs Paper.

**Proficiency levels are domain specific.** At the end of both types of Individual Student Report, each proficiency level is explained in terms of what the student can do using English. These descriptions reflect the language acquisition process at each level, including students' growing ability to produce and process an increasing variety of language forms and conventions.

**Note:** The letters NA appear on the ISR when information recorded on a test booklet or entered in WIDA AMS specifies that a particular domain test should not be scored. If a proficiency level on a student's score report is marked with NA, it means the student was not tested in that domain, or the Do Not Score code was applied. Composite scores calculated with a domain with NA applied will also be marked NA.

**Proficiency level scores should not be compared across grades.** Proficiency levels are relevant to the context of a particular grade level. A second grader with a PL1 in Listening and an eighth grader with a PL1 in Listening are exposed to very different, grade-level appropriate content as they test. While their score reports reflect the same proficiency level, the eighth grader is demonstrating more skill by responding to more challenging content.

**In summary, use proficiency levels:**

- ✓ to make comparisons across domains but not across grades.
- ✓ to develop a student-specific English language skill profile.
- ✓ as one of multiple criteria to determine a student's eligibility for English language support services.

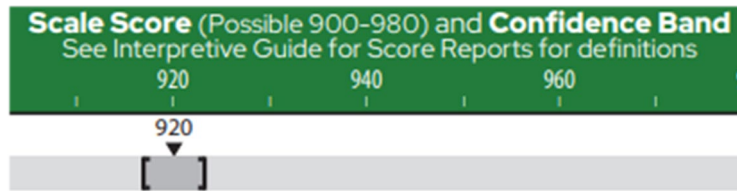
**Scale scores** precisely track student growth over time and across grades. Because scale scores take into account differences in item difficulty, they place all students on a single continuum that stretches from kindergarten through grade 12. In addition, scale scores allow you to compare student performance across grades, within each domain, with more granularity than you'll see with proficiency levels. For example, using scale scores, you can track how much a student's listening ability increases from grade 6 to grade 7. The scale score range for Alternate ACCESS is 900–980.

**Scale scores are not raw scores.** A raw score is simply a tally of correct responses. Raw scores are not reported for Alternate ACCESS because they do not provide a meaningful measure of student performance. Raw scores do not take into account the higher language expectations for the items at higher proficiency levels. Scale scores are a means of comparing equivalent knowledge across grades. However, increasing expectations at higher grades mean that scale scores do not translate to equivalent proficiency levels across grades.

**In summary, use scale scores:**

- ✓ to make comparisons across grade levels but not across domains.
- ✓ to monitor student growth over time within a domain, but not across domains.

**Confidence bands** are included on the Individual Student Report for Educators. A scale score is reported as a single point within a confidence band that shows the Standard Error of Measurement (SEM). In other words, the box beneath the scale score shows the range of scores a student might receive if that student took the test again and again at a single point in time.



Confidence bands are a reminder that scales scores represent just one point in a range of potential student performance outcomes. Consider, for example, these scenarios:

- 1) The student is healthy and well rested. The testing session goes smoothly.
- 2) The student isn't feeling well. The testing session goes smoothly.
- 3) The student is healthy and well rested. The testing session is repeatedly interrupted by loud noises in the room next door.

Even though the student is the same, has the same proficiency level, and responds to the same test questions in all three scenarios, they are most likely to achieve the highest score in the first scenario. Because Alternate ACCESS is a statistically reliable assessment, the scores in each scenario would be similar—but probably not exactly the same. The confidence band reflects the expected score variation.

The [Alternate ACCESS Scale Score to Proficiency Level Table](#) in the WIDA Secure Portal provides cut scores for proficiency levels for all grade levels and domains. To use scores for instructional planning, consult the [Alternate Proficiency Level Descriptors](#) (Alternate PLDs), which detail the language expected of students at each proficiency level. For example, you can use these descriptors to see that one characteristic of students at Speaking PL1—Entering is “at least one intentional sound or word.” Students at this proficiency level might benefit from classroom activities which focus on combining words to increase meaning, such as moving from “go” to “I go” or “you go.”

## Composite Scores

In addition to proficiency level and scale scores for each language domain, WIDA provides a proficiency level score and a scale score for different combinations of the language domains on the Individual Student Report for Educators. These composite scores are Oral Language, Literacy, Comprehension, and Overall.

<b>Oral Language</b> 50% Listening + 50% Speaking	2	930 [ ]
<b>Literacy</b> 50% Reading + 50% Writing	2	931 [ ]
<b>Comprehension</b> 70% Reading + 30% Listening	1	918 [ ]
<b>Overall*</b> 35% Reading + 35% Writing + 15% Listening + 15% Speaking	2	930 [ ]

**Composite scores demand careful consideration.** Composite scores can helpfully summarize student skills. However, similar composite scores can detract from critical differences between students. For example, two students with identical Overall scores might have very different profiles in terms of their oral language and literacy development as well as their disabilities. One student might have very strong speaking skills, while another might excel at reading. Because a high score in one language domain

can inflate a composite score, a student's individual performance in each domain is more informative than a single composite score.

Only students who complete all four domains receive all four composite scores. If a student does not complete a particular domain, scores for that domain and any associated composite scores will be missing from the student's score report.

The letters NA appear on the Individual Student Report when information recorded on a test booklet or entered in WIDA AMS specifies that a particular domain test should not be scored. When NA appears for an individual language domain, NA also appears for each composite score calculated using that domain, including the Overall score. For example, when a Do Not Score code is marked for the Reading domain, NA appears for the Reading, Literacy, Comprehension, and Overall scores.

Corresponding spaces in the ISR are blank when a test booklet is returned without any evidence that the student engaged with the content of an entire domain test. In other words, the space for a language domain score is blank when no response to any item in that domain test is marked in the test booklet.

## Individual Characteristics Questionnaire

The Individual Characteristics Questionnaire (ICQ), which is included in [Appendix C](#), captures the language and communication characteristics of students who take Alternate ACCESS. Test administrators complete the ICQ for each student at the time of testing. ICQ information, which is included as the third and fourth pages of each Individual Student Report for Educators, can be used as one source of evidence to help educator teams make program and reclassification decisions for students with the most significant cognitive disabilities. Blank fields on the ICQ information in the Individual Student Report for Educators indicate that no response was provided for that field.

## Interpreting Student Scores

- Alternate ACCESS scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge, and they do not provide information about a student's disability.
- The Alternate ACCESS assessment and score reports are not designed or intended to provide any meaningful information about an individual educator's skills or performance. School- and district-wide trends are more meaningful as a means to evaluate long-term program impacts than as a method to evaluate any one individual or draw conclusions about any particular small group of students.
- WIDA recommends using Alternate ACCESS scores as one of multiple pieces of information that inform high-stakes reclassification or exit decisions. Schoolwork, classroom assessments, and IEP team input are all valuable evidence that can help you understand a student's English language proficiency and development.



**State Education agencies, not WIDA, set reclassification policies, which include determining exit criteria and establishing guidelines for the use of Alternate ACCESS scores.**

## Understanding Student Growth

Both proficiency levels and scale scores can help you understand student growth year-over-year. Proficiency levels are a practical way to understand students' skills, while scale scores offer more nuance about how much a student's language use and control is changing. As you review Alternate ACCESS scores and consider student growth, keep in mind:

- A student's foundation in a home or primary language is a good predictor of English language development. For example, a student with a strong literacy background in a home language is likely to acquire literacy in English at a quicker pace than a student with lower levels of home language literacy.
- The pace of language development is different for each individual. It is common for younger students and those at beginner proficiency levels to make progress more quickly than older students and those at more advanced proficiency levels.
- Students rarely acquire proficiency across domains at the same pace. Often, oral language skills (listening and speaking) develop faster than literacy skills (reading and writing). At the same time, receptive language skills (listening and reading) often develop faster than productive language skills (speaking and writing). Every student's growth is different, but it's not unusual that students need longer to develop skills in writing than in any other domain.

**Multiple consecutive years of data are necessary to analyze student growth.** WIDA Alternate ACCESS is based on the revised Alternate Proficiency Level Descriptors and has new proficiency level cut scores. Education teams should keep in mind that 2023–24 was the first administration year of the new test, and scores from that year can be used as a baseline of test performance. Results from the second year (2024–25) reflect one year of growth. Only with three years or more of test results can you see trends in the student's language development.

## Group Scores

### Student Roster Report

The Student Roster Report contains information on a group of students within a single school and grade. Like the Individual Student Report for Educators, the Student Roster Report provides scale scores and proficiency levels for individual language domains and composite areas for each student, giving teachers, administrators, IEP teams, and program coordinators and directors an overview of their students' English language skills and a place to look for patterns in student performance.

### **Use the Student Roster Report:**

- ✓ to identify patterns in student performance. Consult with colleagues about factors that might explain similarities and differences in how various groups of students perform.
- ✓ to verify that student scores reflect reasonable expectations. For example, you can expect that students new to an English language school context or who have had limited or interrupted formal schooling will be at the lower end of the scale. For students with particularly high scores, consider whether their classroom engagement and schoolwork further indicate that they might be ready to exit language support programs.
- ✓ to group students for instructional planning or classroom support purposes.
- ✓ to develop school and district improvement plans or educator professional development opportunities that target the areas in which students are struggling.

## **Frequency Reports**

Frequency reports provide a snapshot of a particular student population. Available for individual schools, districts, and states, these reports show the number and percentage of students in each grade to attain each proficiency level. In addition, the reports provide the highest and lowest scale scores attained in each of the four language domains. (The individual students who earned these high and low scores are not identified.)

Administrators, program coordinators and directors, and boards of education can review frequency reports as they plan the type and amount of English language support services their schools, districts, or states will offer. In combination with educator input and the results of content assessments, frequency reports can help high-level decision and policy makers compare the progress and success of EL students to that of former ELs and their English-proficient peers.

Frequency reports do not show the performance of individual students. Instead, they show the performance of a group of students using both real numbers of test takers and percentages of the total test-taker population. Be sure to use both of these numbers as you consider student performance. Percentages are a useful way to compare populations of different sizes. However, a small population size can distort percentage results—knowing that 100% of students achieved a particular proficiency level isn't all that meaningful if the population size is 1.

As with all student achievement reports, keep in mind that context is crucial. When you share frequency reports with decision makers, also provide information about the student population, such as the variety of backgrounds students bring to your school, district, or state in terms of languages, cultures, and experiences. The frequency report itself cannot explain why students are distributed as they are among the proficiency levels. For example, it's not unusual for a school with many new students or a particularly mobile or linguistically diverse population to have more students at beginning proficiency levels than another school with an equally strong English language support program but a more stable and homogeneous student population.

## Appendix A: Sample Individual Student Report for Families


**WIDA™ WIDA Alternate  
ACCESS**

UNIVERSITY OF WISCONSIN-MADISON

English Language Proficiency Test for Students  
with Significant Cognitive Disabilities**CRUZ, EMILY**

Birth Date: 10/14/2009

Grade: 10

District ID: WS99999

State ID: 249110014

School: Training Reports School

District: WIDA Use Only - Sample District

State: WS

Accommodation(s):

## 2025 Individual Student Report for Families

This is EMILY's Individual Score Report on the WIDA Alternate ACCESS English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure EMILY's progress in learning English. Scores are reported as Alternate English Language Proficiency Levels.

### What are Alternate English Language Proficiency Levels?

Alternate English language proficiency levels describe how multilingual learners with significant cognitive disabilities use and understand English language and communication. Each proficiency level builds upon the previous level.

Descriptions about each of these levels are called alternate proficiency level descriptors and help parents and teachers understand language development at various levels in Listening, Speaking, Reading, and Writing.

EMILY's Individual Domain Score		Alternate English Language Proficiency Levels (PL)				
		1 Entering	2 Emerging	3 Developing	4 Expanding	5 Bridging
Listening	1					
Speaking	3					
Reading	1					
Writing	3					
EMILY's Overall Proficiency Level*	2					

\*Overall score, as shown, in the last row in the table above, is calculated only when all four domains have been assessed.

NA: Not available

Students with EMILY's **Overall Proficiency Level of 2**, typically can:

- ✓ Understand simple words spoken in English
- ✓ Read or decode multiple elements or short phrases
- ✓ Communicate chunks of language or phrases (at least two)
- ✓ Write a single word

## Appendix B: Sample Individual Student Report for Educators



UNIVERSITY OF WISCONSIN-MADISON

English Language Proficiency Test for Students  
with Significant Cognitive DisabilitiesWIDA Alternate  
ACCESS

CRUZ, EMILY

Birth Date: 10/14/2009

Grade: 10

District ID: WS99999

State ID: 249110014

School: Training Reports School

District: WIDA Use Only - Sample District

State: WS

Accommodation(s):

## 2025 Individual Student Report for Educators

This report provides information about the student's scores on the WIDA Alternate ACCESS 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 Alternate English Language Proficiency Levels and as Scale Scores.

## Important terms

- **Proficiency levels (PL)** provide an interpretation of scores that range from levels 1-5.
- **Scale scores** track student growth over time and across grades. Scale scores consider differences in item difficulty; therefore, they place all students on a single continuum that stretches from kindergarten–grade 12. If the student were to test again, the student's score would likely fall within the lines on either side of the point.
- **Confidence bands** are a reminder that scale scores represent just one point in a range of potential student performance outcomes. They reflect the expected score variation.
- **Composite scores** describe different combinations of the language domains. The composite scores are: Overall, Comprehension, Literacy, and Oral Language.

STUDENT'S LEVEL OF ENGLISH PROFICIENCY BY LANGUAGE DOMAIN										
Language Domain	Proficiency Level					Scale Score (Possible 900–980) and Confidence Band See Interpretive Guide for Score Reports for definitions				
	1	2	3	4	5	900	920	940	960	980
Listening	<div><div></div></div> 1							938		
Speaking		<div><div></div></div> 3							956	
Reading	<div><div></div></div> 1							932		
Writing		<div><div></div></div> 3								964
Oral Language 50% Listening + 50% Speaking		<div><div></div></div> 2							947	
Literacy 50% Reading + 50% Writing		<div><div></div></div> 2							948	
Comprehension 70% Reading + 30% Listening	<div><div></div></div> 1							934		
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking		<div><div></div></div> 2							948	

\*Overall score, as shown, in the last row in the table above, is calculated only when all four domains have been assessed.

NA: Not available

Students with an **Overall Composite Score of Proficiency Level 2**, typically can:

- ✓ Understand simple words spoken in English
- ✓ Read or decode multiple elements or short phrases
- ✓ Communicate chunks of language or phrases (at least two)
- ✓ Write a single word

## How to find more information on scores and their uses

Go to the Alternate ACCESS Score and Reports page on the WIDA website to learn more about scores:

[wida.wisc.edu/assess/alt-access/scores-reports](https://wida.wisc.edu/assess/alt-access/scores-reports).CRUZ, EMILY  
145075-000025-03425

1



**WIDA**™ WIDA Alternate  
ACCESS

**CRUZ, EMILY**  
District ID: WS99999  
Year: 2025

State ID: 249110014

**At each grade level, toward the end of a given alternate level of English language proficiency, and with individualized instruction, appropriate supports\*, accommodations, and communication tools...**

	<b>Expressive</b> ... multilingual learners with significant cognitive disabilities will produce ...	<b>Interpretive</b> ... multilingual learners with significant cognitive disabilities will interpret and respond to ...
End of Proficiency Level 5 Bridging	<ul style="list-style-type: none"> <li>Connected ideas with recognizable organization, including connectors and details</li> <li>Simple and compound, connected sentence(s)</li> <li>A growing selection of everyday and content-area words and phrases within and across familiar and novel social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>Connected ideas with recognizable organization, including connectors and details</li> <li>A variety of sentences (e.g., simple, compound, and complex sentences)</li> <li>A growing selection of everyday and content-area words and phrases within and across familiar and novel social and academic contexts</li> </ul>
End of Proficiency Level 4 Expanding	<ul style="list-style-type: none"> <li>Connected ideas with emerging details</li> <li>Simple, connected sentence(s)</li> <li>A selection of everyday and content-area words and phrases applicable in familiar social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>Connected ideas with emerging details</li> <li>Simple and compound, connected sentence(s)</li> <li>A selection of everyday and content-area words and phrases applicable in familiar and novel social and academic contexts</li> </ul>
End of Proficiency Level 3 Developing	<ul style="list-style-type: none"> <li>Familiar ideas with occasional details</li> <li><i>Spoken</i> simple sentences and <i>written</i> chunks of language, phrases, or simple clauses (e.g., subject + verb)</li> <li>High-frequency, familiar words and phrases as part of routine and familiar social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>Familiar ideas with occasional details</li> <li>Simple, connected sentence(s)</li> <li>High-frequency, familiar words and phrases as part of routine and familiar social and academic contexts</li> </ul>
End of Proficiency Level 2 Emerging	<ul style="list-style-type: none"> <li>Intentional communication of familiar ideas with attempted details</li> <li><i>Spoken</i> chunks of language, phrases, or simple clauses (e.g., subject + verb) and <i>written</i> word(s)</li> <li>High-frequency, familiar words and phrases relying on concrete, immediate social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>Intentional communication of familiar ideas with attempted details</li> <li>Chunks of language, phrases, or simple clauses (e.g., subject + verb)</li> <li>High-frequency, familiar words and phrases relying on concrete, immediate social and academic contexts</li> </ul>
End of Proficiency Level 1 Entering	<ul style="list-style-type: none"> <li>Intentional communication of familiar idea</li> <li>Emerging expression of letters or a word</li> <li>Frequently reoccurring emerging expressions based on immediate social and academic contexts</li> </ul>	<ul style="list-style-type: none"> <li>Intentional communication of familiar ideas</li> <li>Emerging expressions of letters or word(s)</li> <li>Frequently reoccurring emerging expressions based on immediate social and academic contexts</li> </ul>

\*Appropriate supports included use of multimodalities and translanguaging




**WIDA**™ WIDA Alternate  
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UNIVERSITY OF WISCONSIN-MADISON

**CRUZ, EMILY**

District ID: WS99999

State ID: 249110014

Year: 2025

**Individual Characteristics Questionnaire**

The following information was reported by the test administrator at the time of testing. Blank fields below indicate that no response was provided. The information may be used, as well as additional classroom information, to inform classroom instructional practices or to support reclassification and exit decisions. For a full copy of the ICQ, see [wida.wisc.edu/resources/individual-characteristics-questionnaire](http://wida.wisc.edu/resources/individual-characteristics-questionnaire). Make sure to talk with your student's test administrator if you have additional questions about the information reported regarding your students' abilities.

Test Administrator Title	LEA test administrator
Is there an English language acquisition specialist on the IEP team? (e.g., ESL teacher, ESL coordinator)	No
Does the student take the alternate assessment in English language arts, mathematics, and/or science based on alternate academic achievement standards (AAAS)?	No
Student's most recent performance on the state's annual content assessment. English Language Arts Mathematics Science	Emerging Nearing Target At or Exceeds Target
Approximate hours the student spends in classrooms where... Instruction is in English Instruction is in languages other than English Instruction is focused on English language Development	4 or more Not Sure 1-2 hours
Student receives the following EL service model...	Multiple Selected
Student communicates through...	Augmentative and alternative communication (AAC) device Picture cards

The students' receptive communication abilities include:	In English	Language Other Than English
Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)		
Can perform simple actions, movements, or activities when asked (e.g., comes to the teacher's location, gives an object to the teacher or peer, locates or retrieves an object)		
Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")	✓	✓
Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed		
Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed		
Follows two-step directions presented verbally and/or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)		
Unknown/Not sure		

 CRUZ, EMILY  
145075-000027-03425

3



## WIDA Alternate ACCESS

**CRUZ, EMILY**  
District ID: WS99999  
Year: 2025

State ID: 249110014

### Individual Characteristics Questionnaire (continued)

Student's expressive communication abilities with speech include:	In English	Language other than English
Regularly combines 3 or more words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)	✓	
Usually uses 2 words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)		
Usually uses only 1 word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)		✓
Student does not use symbolic communication		
Unknown/Not sure		
<b>Student's level of engagement</b>		
Initiates and sustains social interactions	✓	
Responds with social interaction, but does not initiate or sustain social interactions		
Alerts to others speaking		✓
Does not alert to others speaking		
Unknown/Not sure		
<b>Student's reading ability</b>		
Reads fluently with critical understanding in print (e.g., to differentiate fact/opinion, point of view, emotional responses)	✓	
Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational text		
Reads basic sight words, simple sentences, directions, bullets, and/or lists in print		✓
Aware of text, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text		
No observable awareness of print		
Unknown/Not sure		
<b>Student's mathematic ability</b>		
Applies computational procedures to solve real-life or routine word problems from a variety of contexts		
Does computational procedures with or without a calculator	✓	
Counts 1:1 correspondence to at least 10, and/or makes numbered sets of items		
Counts by rote to five		✓
No observable awareness of use of numbers		
Unknown/Not sure		
<b>Student's writing ability</b>		
Writes full sentences		
Writes phrases		✓
Writes words		
Writes letters	✓	
Does not write		
Unknown/Not sure		

## Appendix C: Individual Characteristics Questionnaire 2024-25



**Individual Characteristics Questionnaire**  
*WIDA Alternate ACCESS*  
 2024-25

**Test Administrator Title – Choose the best description.**

Special education teacher	<input type="radio"/>
ESL/Bilingual teacher	<input type="radio"/>
General education teacher	<input type="radio"/>
Speech/language pathologist	<input type="radio"/>
School psychologist	<input type="radio"/>
School counselor	<input type="radio"/>
LEA test administrator	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>

Disabilities	Primary Disability (Choose 1)	Secondary Disability (Choose 1 if applicable)
Autism Spectrum Disorder (AS)	<input type="radio"/>	<input type="radio"/>
Deaf-blindness (DB)	<input type="radio"/>	<input type="radio"/>
Developmental Delay (DD)	<input type="radio"/>	<input type="radio"/>
Hearing Impairment, including Deafness (HI)	<input type="radio"/>	<input type="radio"/>
Intellectual Disability (ID)	<input type="radio"/>	<input type="radio"/>
Multiple Disability (MD)	<input type="radio"/>	<input type="radio"/>
Orthopedic Impairment (OI)	<input type="radio"/>	<input type="radio"/>
Other Health Impairment (OHI)	<input type="radio"/>	<input type="radio"/>
Emotional Disturbance (ED)	<input type="radio"/>	<input type="radio"/>
Specific Learning Disability (SLD)	<input type="radio"/>	<input type="radio"/>
Speech or Language Impairment (SLI)	<input type="radio"/>	<input type="radio"/>
Traumatic Brain Injury (TBI)	<input type="radio"/>	<input type="radio"/>
Visual Impairment, including Blindness (VI)	<input type="radio"/>	<input type="radio"/>





Is there an English language acquisition specialist on the IEP team? (e.g., ESL teacher, ESL coordinator)	Yes <input type="radio"/>	No <input type="radio"/>
Does the student take the alternate assessment in English language arts, math, and/or science based on alternate academic achievement standards (AAAS)?	Yes <input type="radio"/>	No <input type="radio"/>

What is the student's most recent performance on the state's annual assessment?	Performance Level			
	Emerging	Nearing Target	At or Exceeds Target	N/A
English Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many hours per week does the student spend...	0	Less than 1	1–2	3–4	More than 4	All	Not Sure
In classrooms where instruction is in English?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In classrooms where instruction is in a language other than English?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In English Language Development instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If the student receives EL services, what kind of service model is used? Choose the best description.	
Bilingual/dual immersion	<input type="radio"/>
Consultative services	<input type="radio"/>
Co-teaching	<input type="radio"/>
ESL class period	<input type="radio"/>
Pull-out services	<input type="radio"/>
Push-in services	<input type="radio"/>
Sheltered or content-based instruction	<input type="radio"/>
Structured immersion	<input type="radio"/>
None	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>


**In what ways does the student communicate? (Select all that apply)**

Augmentative and alternate communication (AAC) device	<input type="radio"/>
Braille	<input type="radio"/>
Communication board	<input type="radio"/>
Eye gaze	<input type="radio"/>
Nonverbal communication (e.g., body language, pointing, head nods)	<input type="radio"/>
Picture cards	<input type="radio"/>
Sign	<input type="radio"/>
Speech or speaking	<input type="radio"/>
Other. Please specify: _____	<input type="radio"/>

**What are the student's receptive communication abilities? You may choose more than one description that best represents the student for each column.**

	In English	In Language Other than English
Can point to, look at, or touch things in the immediate vicinity when asked (e.g., pictures, objects, body parts)	<input type="radio"/>	<input type="radio"/>
Can perform simple actions, movements, or activities when asked (e.g., comes to the teacher's location, gives an object to the teacher or peer, locates or retrieves an object)	<input type="radio"/>	<input type="radio"/>
Responds appropriately in any modality (speech, sign, gestures, facial expressions) when offered a favored item that is not present or visible (e.g., "Do you want some ice cream?")	<input type="radio"/>	<input type="radio"/>
Responds appropriately in any modality (speech, sign, gestures, facial expressions) to single words that are spoken or signed	<input type="radio"/>	<input type="radio"/>
Responds appropriately in any modality (speech, sign, gestures, facial expressions) to phrases and sentences that are spoken or signed	<input type="radio"/>	<input type="radio"/>
Follows two-step directions presented verbally and/or through sign (e.g., gets a worksheet or journal and begins to work, distributes items needed by peers for a lesson or activity, looks at requested or desired item and then looks at location where it should go)	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>



What are the student's expressive communication abilities with speech? The student can use AAC devices. You may choose more than one description that best represents the student for each column.	In English	In Language Other than English
Regularly combines 3 or more words according to grammatical rules to accomplish a variety of communicative purposes (e.g., sharing complex information, asking/answering longer questions, giving directions to another person)	<input type="radio"/>	<input type="radio"/>
Usually uses 2 words at a time to meet a variety of more complex communicative purposes (e.g., obtaining things including absent objects, social expressions beyond greetings, sharing information, directing another person's attention, asking/answering questions, and commenting)	<input type="radio"/>	<input type="radio"/>
Usually uses only 1 word at a time to meet a limited number of simple communicative purposes (e.g., refusing/rejecting things, making choices, requesting attention, greeting, and labeling)	<input type="radio"/>	<input type="radio"/>
Student does not use symbolic communication.	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

What is the student's level of engagement? Choose one description that best describes your student for each column.	In English	In Language Other than English
Initiates and sustains social interactions	<input type="radio"/>	<input type="radio"/>
Responds with social interaction, but does not initiate or sustain social interactions	<input type="radio"/>	<input type="radio"/>
Alerts to others speaking	<input type="radio"/>	<input type="radio"/>
Does not alert to others speaking	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>



What is the student's reading ability? Choose one description that best describes your student for each column.	In English	In Language Other than English
Reads fluently with critical understanding in print (e.g., to differentiate fact/opinion, point of view, emotional responses)	<input type="radio"/>	<input type="radio"/>
Reads fluently with basic (literal) understanding from paragraphs/ short passages with narrative/ informational texts	<input type="radio"/>	<input type="radio"/>
Reads basic sight words, simple sentences, directions, bullets, and/ or lists in print	<input type="radio"/>	<input type="radio"/>
Aware of text, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text	<input type="radio"/>	<input type="radio"/>
No observable awareness of print	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

What is the student's mathematic ability? Choose one description that best describes your student for each column.	In English	In Language Other than English
Applies computational procedures to solve real-life or routine word problems from a variety of contexts	<input type="radio"/>	<input type="radio"/>
Does computational procedures with or without a calculator	<input type="radio"/>	<input type="radio"/>
Counts 1:1 correspondence to at least 10, and/or makes numbered sets of items	<input type="radio"/>	<input type="radio"/>
Counts by rote to five	<input type="radio"/>	<input type="radio"/>
No observable awareness of use of numbers	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

What is the student's writing ability? The student can use AAC devices. Choose one description that best describes your student for each column.	In English	In Language Other than English
Writes full sentences	<input type="radio"/>	<input type="radio"/>
Writes phrases	<input type="radio"/>	<input type="radio"/>
Writes words	<input type="radio"/>	<input type="radio"/>
Writes letters	<input type="radio"/>	<input type="radio"/>
Does not write	<input type="radio"/>	<input type="radio"/>
Unknown/Not sure	<input type="radio"/>	<input type="radio"/>

## Appendix D: WIDA Alternate Proficiency Level Descriptors

### Listening

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
<b>5</b> <b>Bridging</b>	A variety of connected and complex statements or questions across academic topics. Organized, related ideas across academic content areas.	Specific content area language. A variety of academic contexts (e.g., across content areas).
<b>4</b> <b>Expanding</b>	Compound connected conveyed expression(s) through one or more representations of language. Related, familiar ideas characteristic of academic content areas.	General and increasingly specific content area language. Increasingly expanding familiar and novel contexts.
<b>3</b> <b>Developing</b>	Simple connected statements or questions. A familiar idea with an example.	General content words and expressions. Expanding familiar contexts.
<b>2</b> <b>Emerging</b>	Simple conveyed expression(s). A single idea in expanding familiar contexts.	General high-frequency and content-related words. Routine, shared contexts.
<b>1</b> <b>Entering</b>	Routine and familiar conveyed expressions. An idea conveyed within familiar contexts.	Single representations of a conveyed expression. Intentional communication in concrete, immediate contexts.

## Reading

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to interpret and respond to the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

<b>Proficiency Level</b>	<b>Discourse Dimension Linguistic Complexity</b>	<b>Word/Phrase Dimension Vocabulary Usage</b>
<b>5 Bridging</b>	Connected text with a variety of sentences (e.g., simple, compound, and complex sentences). Organized, related ideas across academic content areas.	Specific content area language. A variety of academic contexts (e.g., across content areas).
<b>4 Expanding</b>	Simple connected text. Related, familiar ideas across content areas.	General and specific content area language. Increasingly expanding familiar and novel contexts.
<b>3 Developing</b>	Simple sentence or sentences. A familiar idea with an example.	General content words and expressions. Expanding familiar contexts.
<b>2 Emerging</b>	Multiple representations or short phrases. A single idea in expanding familiar contexts.	General high-frequency and content-related words. Routine, shared contexts.
<b>1 Entering</b>	A single representation. An idea within words, phrases, or chunks of language in familiar contexts or in environmental print.	Single representations of letters or words. Familiar contexts or in environmental print.

## Speaking

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

<b>Proficiency Level</b>	<b>Discourse Dimension Linguistic Complexity</b>	<b>Word/Phrase Dimension Vocabulary Usage</b>
<b>5 Bridging</b>	A combination of short and expanded statements (at least two) across social and academic contexts with emerging complexity. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
<b>4 Expanding</b>	Two or more simple connected statements or questions. Expanded expression of one idea or emerging expression of multiple related ideas in particular content areas.	General content words and expressions. Expanding familiar contexts.
<b>3 Developing</b>	One or more simple statements or questions. Expression of one idea in a particular content area.	General content-related words. Routine, shared contexts.
<b>2 Emerging</b>	Chunks of language or phrases (at least two). Emerging expression of a familiar idea.	General high-frequency and content-related words. Concrete, immediate contexts.
<b>1 Entering</b>	At least one intentional sound or word. Intentional communication of an idea.	Single representations of a spoken expression. Intentional communication in immediate contexts.

## Writing

At each grade, toward the end of a given level of English language proficiency, and with individualized instruction, appropriate supports, accommodations, and communication tools, English language learners with the most significant cognitive disabilities will use English to produce the Discourse and Word/Phrase Dimensions for each of the proficiency levels described below.

<b>Proficiency Level</b>	<b>Discourse Dimension Linguistic Complexity</b>	<b>Word/Phrase Dimension Vocabulary Usage</b>
<b>5 Bridging</b>	Student writes at least two simple sentences or at least one compound sentence related to one or more ideas that reflect a coherent idea, concept, or experience. New ideas in the context of familiar and novel content.	General and specific content area language. Increasingly expanding familiar and novel contexts.
<b>4 Expanding</b>	The student writes one simple sentence related to an increasingly complex idea. Expanded expression of an idea in a particular content area.	General content words and expressions. Expanding familiar contexts.
<b>3 Developing</b>	The student writes one or more chunks of language, phrases, or clauses about an idea. Emerging expression of an idea in a particular content area.	General content-related words. Routine, shared contexts.
<b>2 Emerging</b>	The student writes a single word. Emerging expression of a familiar idea.	General high-frequency words. Concrete, immediate contexts.
<b>1 Entering</b>	The student writes one single representation of something (e.g., number, letter, symbol). Intentional written expression to convey meaning.	Single representations of words. Intentional communication in immediate contexts.



# Alternate Proficiency Level Descriptors

## Glossary and Text Examples

**Chunks:** Groups of words that are used regularly together in the same (or nearly the same) order. Chunks include lexical phrases, set phrases, and fixed phrases.

*Examples: "by the way"; "sounds exciting"; "paper and garbage; throw away"; "cars racing"; "play cars"; "big tree"; "no rain"; "in box" or "in the box"*

**Clause:** A group of words that contains both a subject and a verb.

*Examples: "Mina smiled"; "He wants to be a doctor"*

**Complex sentence:** A sentence that contains one independent and at least one dependent clause.

*Examples: "I like to ride my bike to school." "When it rains, I wear my boots."*

**Compound sentence:** A sentence that has at least two independent clauses that have related ideas and can be joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or by a semicolon.

*Examples: "Ula likes juice, and Diego likes milk." "Milo was tired, so he took a nap."*

**Connected statement:** A sentence that connects various concepts (or ideas) and parts of speech and shows the relationship between them through the use of conjunctions (e.g., as, and, but, if, or, etc.), prepositions (e.g., at, by, to, etc.), and adverbs (e.g., then, next, soon, later, etc.).

*Examples: "The grasshopper eats grass, and the bird eats the grasshopper."; "I ride to school and then play with my friends."*

**Expression:** A thought, feeling, or idea that is conveyed through speech, gesture, or symbol system and understood by others.

*Examples: "I like gym class."; "Tamales are good."*

**Emerging expression:** One or more words used together to express a thought, feeling, or idea that is conveyed through speech, gesture, or symbol system and understood by others.

*Examples: "red bird"; "math fun"; "sing loud"*

**Expanded expression:** A series of two or more connected thoughts, feelings, or ideas that are conveyed through speech, gesture, or symbol system and understood by others.

*Examples: "I take a computer class. I can learn about video games."; "I want to go to Vietnam. My mom went there."*

**Phrase:** A group of two or more words within a clause or sentence. A phrase may act as a noun, verb, adjective, adverb, or preposition within a clause or sentence. A phrase never contains both a subject and a verb.

*Examples: "to the store"; "needing help"; "best friend"*

**Simple sentence:** As sentence that contains, at minimum, a subject and verb; also may include a direct or indirect object.

*Examples: "I learn math."; "Rain falls."; "Sun is warm."; "Rabbit is in grass."; "Window is square."; "She uses soap."*

**Single representation:** A letter, number, sound or sign.

*Examples: "b"; "4"; "/k/"*

## Support Strategies

**Shared Reading:** A process in which the student joins in or shares the reading of text while guided and supported by the teacher. In an assessment setting, this may include modeling by the test administrator and then prompting the student to complete the task.

**Shared Writing:** A process in which the student collaborates with the teacher to jointly construct a written text. In an assessment setting, this may include modeling by the test administrator and then prompting the student to complete the task.