

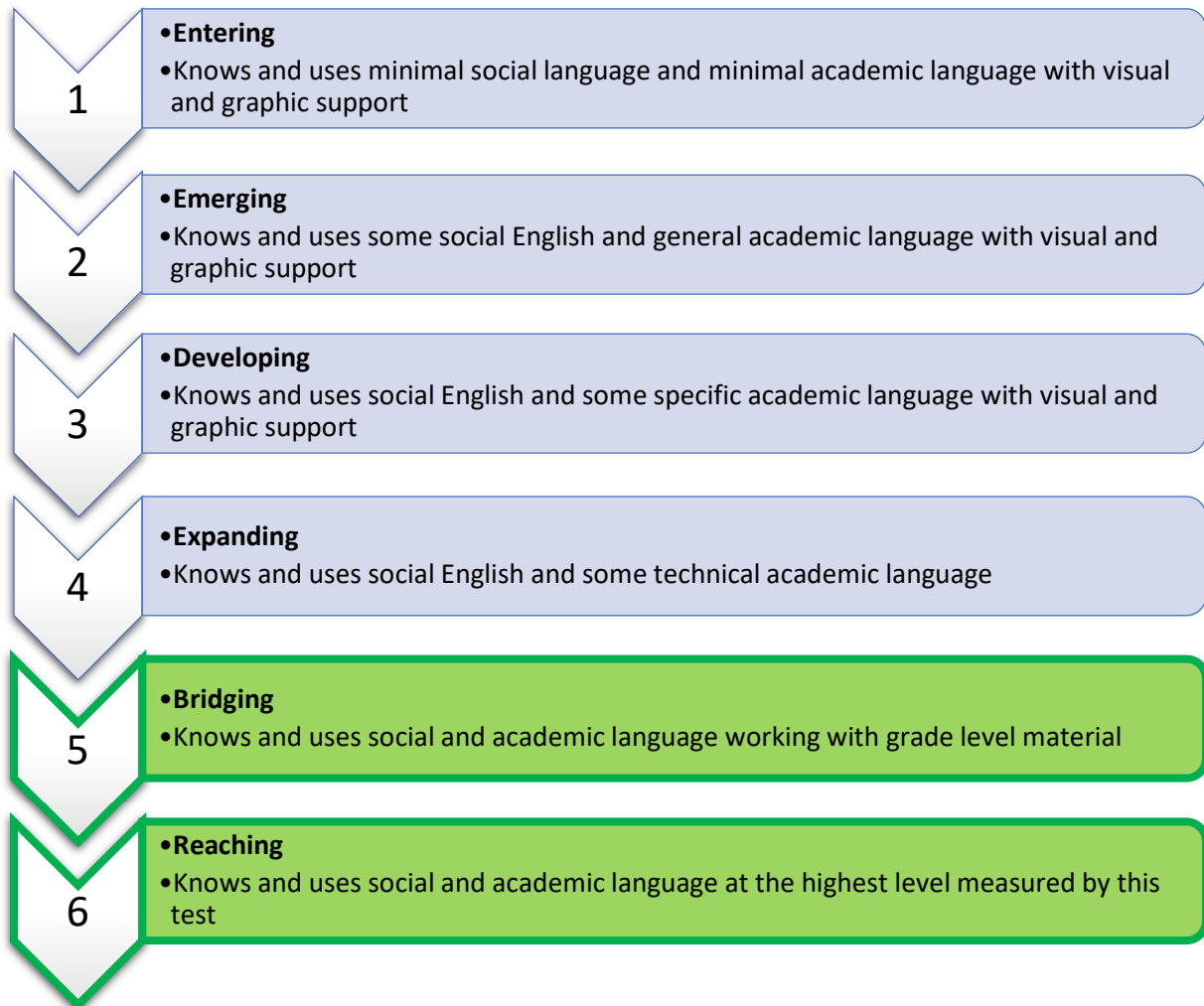


# ACCESS & Alternate ACCESS

## Proficiency Levels and Proficiency Level Descriptors

*Rhode Island is a member of the WIDA Consortium which is a member-based organization made up of 41 U.S. states, territories and federal agencies, and is dedicated to the research, design and implementation of a high-quality, standards-based system for K-12 English language learners.*

# ACCESS Proficiency Levels



# ACCESS Overall Composite Score Ranges

Grade	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging	Level 6: Reaching
K	100-228	229-260	261-292	293-324	325-349	350-600
1	100-241	242-273	274-314	315-343	344-367	368-600
2	100-253	254-288	289-328	329-358	359-382	383-600
3	100-264	265-299	300-339	340-370	371-395	396-600
4	100-278	279-308	309-349	350-381	382-405	406-600
5	100-285	286-316	317-357	358-389	390-414	415-600
6	100-290	291-323	324-364	365-398	399-422	423-600
7	100-297	298-330	331-371	372-405	406-430	431-600
8	100-303	304-336	337-377	378-411	412-437	438-600
9	100-310	311-343	344-384	385-417	418-445	446-600
10	100-317	318-349	350-390	391-423	424-452	453-600
11	100-324	325-355	356-396	397-428	429-458	459-600
12	100-330	331-361	362-401	402-433	434-465	466-600

### LISTENING

Level	Students at this level generally can...
6	<p>...understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Synthesize information from multiple speakers</li> <li>• Recognize language that conveys information with precision and accuracy</li> <li>• Create models or visuals to represent detailed information presented orally</li> <li>• Identify strengths and limitations of different points of view</li> </ul>
5	<p>...understand oral language in English and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Expand on others' ideas</li> <li>• Distinguish events, people, or situations from oral descriptions</li> <li>• Recall key information and details about processes or concepts discussed orally</li> <li>• Identify examples and reasons that support an opinion or viewpoint</li> </ul>
4	<p>...understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Exchange information and ideas with others</li> <li>• Connect people and events based on oral information</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>
3	<p>...understand oral language related to specific common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Connect spoken ideas to own experiences</li> <li>• Find, select, and order information from oral descriptions</li> <li>• Identify the causes and effects of events or situations discussed orally</li> <li>• Classify pros and cons of issues in discussions</li> </ul>
2	<p>...understand oral language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Identify main topics in discussions</li> <li>• Categorize or sequence information presented orally using pictures or objects</li> <li>• Follow short oral directions with the help of pictures</li> <li>• Sort facts and opinions stated orally</li> </ul>
1	<p>...understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example:</p> <ul style="list-style-type: none"> <li>• Recognize familiar words and phrases in conversations</li> <li>• Match information from oral descriptions to objects, figures, or illustrations</li> <li>• Follow one-step oral directions</li> <li>• Show agreement or disagreement with oral statements</li> </ul>

### SPEAKING

Level	Students at this level generally can...
6	<p>...use English to communicate orally and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• React and respond to multiple points of view</li> <li>• Organize and present research-based information</li> <li>• Clarify how or why something happens</li> <li>• Persuade others based on opinions, examples, and reasons</li> </ul>
5	<p>...use English to communicate orally and participate in all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Discuss the causes and impact of events</li> <li>• Summarize and relate information</li> <li>• Present and justify ideas showing how or why</li> <li>• Express and defend opinions backed by examples and reasons</li> </ul>
4	<p>...communicate orally in English using language related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>• Compare stories, issues, and concepts</li> <li>• Paraphrase and summarize information</li> <li>• State ideas to show how or why with examples</li> <li>• Give opinions supported by detailed reasons</li> </ul>
3	<p>...communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example:</p> <ul style="list-style-type: none"> <li>• Relate stories or events</li> <li>• Share ideas and provide details</li> <li>• Describe processes or procedures</li> <li>• Give opinions with reasons</li> </ul>
2	<p>...communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</p> <ul style="list-style-type: none"> <li>• Share about what, when, or where something happened</li> <li>• Compare objects, people, pictures, and events</li> <li>• Describe steps in cycles or processes</li> <li>• Express opinions</li> </ul>
1	<p>...communicate orally in English using gestures and language that may contain a few words, for example:</p> <ul style="list-style-type: none"> <li>• Ask and answer simple questions about what, when, or where something happened</li> <li>• Name familiar objects, people, and pictures</li> <li>• Show how to solve problems using words and gestures</li> <li>• Express personal preferences</li> </ul>

### READING

Level	Students at this level generally can...
6	<p>...understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>Evaluate written information from various sources of information</li> <li>Conduct research and synthesize information from multiple sources</li> <li>Distinguish various processes based on details in written texts</li> <li>Recognize different ideas, claims, and evidence about a variety of issues</li> </ul>
5	<p>...understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>Summarize information on a variety of topics and for a variety of purposes</li> <li>Compare ideas and information across various texts</li> <li>Identify causes, effects, and consequences of events from written information</li> <li>Recognize claims and supporting evidence around specific issues or concepts</li> </ul>
4	<p>...understand written language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> <li>Distinguish viewpoints and justifications described in editorials and other written texts</li> <li>Identify main ideas and details in informational and fictional texts</li> <li>Recognize biases and diverse perspectives in written text</li> <li>Connect claims, evidence, and examples in a variety of written sources</li> </ul>
3	<p>...understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>Classify main ideas and examples in written information</li> <li>Identify main information that tells who, what, when, or where something happened</li> <li>Identify steps in written processes and procedures</li> <li>Recognize language related to claims and supporting evidence</li> </ul>
2	<p>...understand written language related to specific familiar topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>Identify main ideas in written information</li> <li>Identify main actors and events in stories and simple texts with pictures or graphs</li> <li>Sequence pictures, events, or steps in processes</li> <li>Distinguish between claim and evidence statements</li> </ul>
1	<p>...understand written texts that include visuals and may contain a few words or phrases in English, for example:</p> <ul style="list-style-type: none"> <li>Interpret information from graphs, charts, and other visual information</li> <li>Comprehend short text with illustrations and simple and familiar language</li> <li>Identify steps in processes presented in graphs or short texts with illustrations</li> <li>Identify words and phrases that express opinions and claims</li> </ul>

### WRITING

Level	Students at this level generally can...
<b>6</b>	<p>...communicate in writing in English using language from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Produce clearly organized commentaries and editorials on various issues</li> <li>• Elaborate narratives with rich, descriptive language and complex organization</li> <li>• Create formal written reports on a variety of issues, ideas, and information</li> <li>• Produce well-organized persuasive essays using complex and technical language</li> </ul>
<b>5</b>	<p>...communicate in writing using language from all academic classes, for example:</p> <ul style="list-style-type: none"> <li>• Create detailed opinion pieces about a variety of topics</li> <li>• Write summaries of various types of texts</li> <li>• Describe causes, effects, and consequences of processes and events</li> <li>• Express and defend positions supported by examples and reasons</li> </ul>
<b>4</b>	<p>...communicate in writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Produce papers describing specific ideas or concepts</li> <li>• Narrate stories with details of people, events, and situations</li> <li>• Create explanatory text that includes details or examples</li> <li>• Provide opinions supported by reasons with details</li> </ul>
<b>3</b>	<p>...communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Describe familiar issues and events</li> <li>• Create stories or short narratives</li> <li>• Describe processes and procedures with some details</li> <li>• Give opinions with reasons in a few short sentences</li> </ul>
<b>2</b>	<p>...communicate in writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> <li>• Describe ideas or concepts using phrases or short sentences</li> <li>• Label illustrations describing what, when, or where something happened</li> <li>• State steps in processes or procedures</li> <li>• Express opinions about specific topics or situations</li> </ul>
<b>1</b>	<p>...communicate in writing using visuals and symbols that may contain few words in English, for example:</p> <ul style="list-style-type: none"> <li>• Express ideas or concepts using text and illustrations</li> <li>• Share personal experiences through drawings and words</li> <li>• Label steps in processes presented in graphs or short texts</li> <li>• State opinions or preferences through text and illustrations</li> </ul>

### LISTENING

Level	Students at this level generally can...
6	...understand detailed stories and ideas related to a variety of topics and situations, including language with multiple meanings and original language
5	...understand stories, messages, or directions and detailed information, including technical and specific language related to a variety of topics and situations
4	...understand main ideas and details in stories, messages, or directions, including language specific to particular topics or situations
3	...understand ideas and some details in language that is related to school
2	...understand messages or directions involving language related to routines and familiar experiences
1	...understand brief messages and short commands

### SPEAKING

Level	Students at this level generally can...
6	...communicate connected ideas in a variety of situations using language appropriately and taking risks in using language in new and creative ways
5	...communicate details about ideas or stories or elaborate on topics using language specific to the topic or situation
4	...communicate ideas using a series of sentences related to the topic
3	...communicate ideas using short sentences related to routines and familiar situations
2	...communicate ideas using words and phrases related to everyday routines or situations
1	...communicate using familiar words, gestures, or body language



### READING

Level	Students at this level generally can...
6*	...identify new information and details for a variety of purposes in illustrated text
5	...identify new information and some details in illustrated text
4	...identify main ideas about familiar topics and some details in illustrated text
3	...identify familiar repetitive language in illustrated text
2	...identify language represented visually in illustrated text
1	...identify meaning or messages in drawings, symbols, or other visual representations

### WRITING

Level	Students at this level generally can...
6*	...communicate details about ideas or stories for a variety of purposes and situations
5*	...communicate ideas and information using language related to specific topics and situations
4	...communicate ideas and information with some details using language related to familiar topics and situations
3	...communicate ideas and information using language related to familiar topics
2	...communicate messages using visual and written language related to everyday routines and situations
1	...communicate messages using drawings, symbols, or other visual representations

**\*Kindergarten ACCESS for ELLs does not assess advanced literacy skills, so these proficiency levels cannot be earned on the assessment.**

## WIDA Alternate ACCESS Proficiency Levels



- Students at **PL1: Entering** can communicate using routine and familiar expressions, recognize single words or symbols, and produce intentional sounds or single representations.
- Students at **PL2: Emerging** can understand and use simple expressions and single ideas, recognize short phrases, and produce chunks of language or single words.
- Students at **PL3: Developing** can comprehend and produce simple connected statements or questions, recognize simple sentences, and write phrases or clauses about familiar ideas.
- Students at **PL4: Expanding** can understand and communicate compound connected expressions with related ideas, recognize simple connected text, and write simple sentences with expanded ideas.
- Students at **PL5: Bridging** can interpret and produce a variety of connected and complex statements, recognize organized text with various sentences, and write coherent sentences reflecting complex ideas.

## WIDA Alternate ACCESS Overall Composite Score Ranges

Grades	PL 1: Entering	PL 2: Emerging	PL 3: Developing	PL 4: Expanding	PL 5: Bridging
<b>K-2</b>	900-940	941-948	949-956	957-963	964-980
<b>3-5</b>	900-942	943-950	951-957	958-964	965-980
<b>6-8</b>	900-944	945-951	952-959	960-967	968-980
<b>9-12</b>	900-945	946-952	953-960	961-969	970-980

## 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 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 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 Developing</b>	Simple connected statements or questions.  A familiar idea with an example.	General content words and expressions.  Expanding familiar contexts.
<b>2 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 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.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
<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 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.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
<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 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.

Proficiency Level	Discourse Dimension Linguistic Complexity	Word/Phrase Dimension Vocabulary Usage
<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.