



WIDA ACCESS

Interpretive Guide for Score Reports

Understanding Student Scores

Spring 2026 | Grades K-12



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Purpose of This Guide

This document helps educators understand what students' WIDA ACCESS scores mean and how to use that information. 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 ACCESS.

This document presents WIDA recommendations for interpreting and using test scores. 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 language learners (ELs) be assessed annually for English language proficiency. WIDA ACCESS meets federal accountability requirements and provides educators with a measure of the English language proficiency growth of ELs.

WIDA ACCESS

WIDA ACCESS is a suite of large-scale English language proficiency tests for K–12 students, assessing the four language domains of Listening, Reading, Speaking, and Writing. It is one component of WIDA’s comprehensive, standards-driven system that supports the teaching and learning of English learners. The purpose of WIDA 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 without additional language support. Visit the WIDA ACCESS page on the WIDA website for more details.

WIDA ACCESS is a standards-referenced test, which means that student performance is compared to English language development standards WIDA has defined. 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 more details on WIDA standards.

WIDA ACCESS Scores in the 2025–2026 School Year

For the last few years, WIDA has been revising Kindergarten ACCESS for ELLs (now WIDA ACCESS for Kindergarten) and ACCESS for ELLs (now WIDA ACCESS) to incorporate the WIDA ELD Standards Framework, 2020 Edition. This school year, you tested students with these revised assessments! Now that you’re done with testing, WIDA needs to ensure that student scores still provide an accurate picture of a student’s English language development. This process happens during a standard setting event after the first annual administration of the revised assessments. The WIDA ACCESS standard setting event is scheduled for July 2026.

Because of standard setting, you’ll need to approach your WIDA ACCESS score reports in 2026 with additional attention. As you prepare to receive WIDA ACCESS score reports in 2026, know that

- You will receive score reports on your regular reporting timeline.
- You can use 2025–2026 WIDA ACCESS scores to make decisions about students for the 2026–2027 school year, either to exit students or decide on classroom placement.
- You should treat 2025–2026 WIDA ACCESS scale scores as a new baseline to measure future growth against (you can’t compare scale scores from previous years).
- You should use 2025–2026 WIDA ACCESS proficiency level scores with caution prior to the WIDA ACCESS Standard Setting 2026 event, as they will reflect the old proficiency level cut scores. (Learn more about proficiency level cut scores and standard setting events in the [news article about the Alternate ACCESS standard setting](#) that took place in 2024.)

Learn more about WIDA ACCESS in the 2025–2026 school year on the [WIDA ACCESS in 2025–2026](#) page.

Understanding Scores

Before diving into your students' score reports, take some time to familiarize yourself with the [WIDA Language Charts](#). Similar to the Can Do descriptors, Key Uses Edition (developed for the 2012 *Amplification of the Language Development Standards*), these charts connect WIDA assessments to the *WIDA English Language Development Standards Framework, 2020 Edition*. They are expressly designed to make the Proficiency Level Descriptors in the standards more actionable and directly connected to classroom instruction and are available in both PDF and spreadsheet formats. While scores from the 2025–2026 testing year should be interpreted with caution, the Language Charts will still provide insight into the revised expectations of WIDA ACCESS. 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.

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

WIDA recommends creating student portraits that 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 language abilities. Share the student portraits and plans you develop with your students' content teachers.

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](#).

Scores can also help parents or guardians better understand a student's abilities. Translate scores and goals into the student's home language and share them with the student's caretakers during conferences, family nights, or home to keep families informed and encourage active language learning at home. Find resources for sharing scores in the [Resources/Recursos](#) section of the [WIDA ACCESS](#) page on the WIDA website. Find helpful resources that explore how to build awareness, advocacy, and trust with families on the [Engaging Families and Communities](#) page.

Considerations When Interpreting Scores

WIDA ACCESS scores provide information on students' English proficiency. They do not measure students' academic achievement or content knowledge.

The WIDA 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 for evaluating long-term program impacts than as a method to evaluate any one individual or draw conclusions about any particular group of students.

WIDA recommends using WIDA ACCESS scores as one of multiple pieces of information that inform high-stakes reclassification or exit decisions. Schoolwork, in-class assessments, and educator insights 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 WIDA ACCESS scores.

WIDA ACCESS Score Reports

Individual Student Report

Audience: Students, Parents and Guardians, Teachers, School Teams

Detailed report of a single student's performance, including proficiency level and scale scores for each language domain (Listening, Speaking, Reading, and Writing) and four composite areas. Share with students to set language goals. Share with parents and guardians as part of discussions around student progress and achievement. Share with the student's teachers to inform individualized classroom instruction and assessment.

Translations of the Individual Student Report 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.

Student Roster Report

Audience: Teachers, Program Coordinators and Directors, Administrators

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

Frequency Reports

High-level report for a single grade within a school, district, or state on 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

Use to prepare reports for policymakers and legislators and to inform state- and district-level programmatic decisions.

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

Individual Student Scores

Domain Scores

The Individual Student Report contains detailed information about a student's performance on each section of WIDA ACCESS. It is primarily for students, parents/guardians, and teachers. It provides a snapshot of how well the student understands and can produce the language needed to access the academic content presented in an English-medium classroom. The Individual Student Reports show a proficiency level and a scale score for each of the four language domains (Listening, Speaking, Reading, and Writing). See the [Annotated Individual Student Report](#) in this document.

Proficiency levels are *interpretive* scores. Though they are based on scale scores, they are not the same. (Scale scores are generated using complex statistical formulas that make sure scores are comparable from year to year. They are explained in more detail below.) The proficiency level score describes the student's performance in terms of the six WIDA English Language Proficiency Levels:

Level 1

Level 2

Level 3

Level 4

Level 5

Level 6

The proficiency level score is a whole number followed by a decimal. The whole number reflects the student's proficiency level, and the number after the decimal reflects how far the student has progressed within that level. For example, a student with a score of 3.7 is at proficiency level 3 and is over halfway toward achieving proficiency level 4. At the bottom of the Individual Student Report, there is a description of what students can typically do using English at the proficiency level achieved for each domain. A complete list of the proficiency level descriptors is included in the

[Proficiency Level Descriptors](#) section of this document.

Note that WIDA ACCESS Paper features two separate test forms for each grade-level cluster, an easier one (Tier A) and a more challenging one (Tier B/C). WIDA ACCESS Online features adaptive Listening and Reading tests, meaning students see easier or harder questions based on their performance. The tier shown on score reports reflects the average difficulty level of the questions the student answered. The

WIDA ACCESS Online Speaking test is unique in offering a Pre-Tier A level. This test, intended specifically for newcomer students, doesn't allow students to earn a proficiency score above level 1.

Proficiency levels are domain specific. For example, a sixth grader who earns a scale score of 370 in Listening is at proficiency level 4.3. If that same student earns a scale score of 370 in Reading, they will have a Reading proficiency level of 3.8.

Proficiency level scores should not be compared across grades. A second grader with a 4.0 in Listening and a 3.0 in Speaking is demonstrating more developed listening skills than speaking skills. However, proficiency levels are relevant to the context of a particular grade level. A second grader with a 4.0 in Listening and an eighth grader with a 4.0 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.

It's also important to consider grade-appropriate expectations when students in different grades take the same grade-level cluster test. For example, when a sixth grader and an eighth grader take the grade-level cluster 6–8 test and both earn proficiency-level scores of 4.0, this is the result of the eighth grader earning a higher scale score. The eighth grader must perform better than the sixth grader to earn the same proficiency level score because the proficiency level is grade specific. Think of it like this: When students in different grades each receive an "A" on a math test, this does not reflect an equivalent knowledge of math. The student in the higher grade likely understands math concepts that the student in the lower grade doesn't.

In summary, use proficiency levels

- To make comparisons across domains but not across grades.
- 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 consider 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, or you might compare the speaking skills of your school's second graders to those of the fifth graders when evaluating curricula.

2025–2026 WIDA ACCESS scale scores have been reset as part of ensuring the assessments reflect the WIDA ELD Standards Framework, 2020 Edition. For this reason, treat this year's scale scores as a new baseline to measure growth against (you can't compare scale scores from previous years).

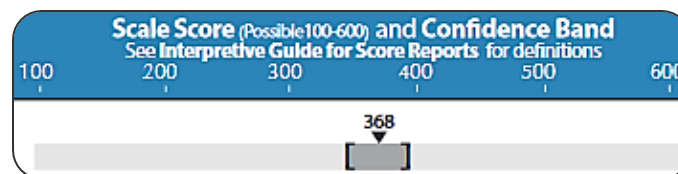
Scale scores are not raw scores. A raw score is simply a tally of correct responses. Raw scores are not reported for WIDA ACCESS because they do not provide a meaningful measure of student performance. For example, consider two students taking WIDA ACCESS Online. As students move through the test, their performances determine which questions they see. The student at beginning proficiency sees easier items, while the higher-proficiency student sees more difficult items. Scale scores reflect the fact that a student who correctly answers 10 difficult questions demonstrates a higher level of proficiency than a student who correctly answers 10 less challenging questions.

Scale scores are a means to represent student performance by comparing equivalent language abilities across grades. However, increasing expectations at higher grades means that scale scores do not translate to equivalent proficiency levels across grades. For example, a scale score of 355 in Listening might translate to a proficiency level score of 5.2 for grade 3, 4.6 for grade 4, and 4.0 for grade 5.

In summary, use scale scores

- To make comparisons across grade levels but not across domains. A scale score of 355 in Listening is not the same as a 355 in Speaking!
- To use as a new baseline to measure future growth against.

Confidence bands are included on the Individual Student Report. 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 the student took the test repeatedly at a single point in time.



Confidence bands are a reminder that scale 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 WIDA ACCESS is a statistically reliable assessment, the scores across scenarios would be similar—but probably not identical. The confidence band reflects the expected score variation.

Domain Scoring

Different methods are used to score the WIDA ACCESS domain tests:





- The multiple-choice items of the Listening and Reading tests are machine scored.
- The constructed response items of the Writing test are scored by trained raters who use the [WIDA Writing Scoring Rubric](#) introduced in 2025–2026.
- The constructed response items of the Speaking domain are scored locally by certified test administrators when students take WIDA ACCESS Paper. Recorded responses are scored centrally by trained raters when students take WIDA ACCESS Online. Both test administrators and centralized raters use the [WIDA Speaking Scoring Rubric](#).

Development is ongoing to ensure WIDA ACCESS Braille reflects the WIDA ELD Standards Framework, 2020 Edition. Until then, raters for WIDA ACCESS Braille will continue using the [WIDA Writing Scoring Scale](#) and the [WIDA Speaking Scoring Scale](#) introduced in 2015–2016.

WIDA rubrics and scoring scales are available in the [Resources section](#) of the WIDA website.

Composite Scores

In addition to proficiency level and scale scores for each language domain, students receive a proficiency level score and a scale score for different combinations of the language domains. These composite scores are Oral Language, Literacy, Comprehension, and Overall. Proficiency levels are always calculated from scale scores. For example, the Reading and Writing scale scores are used to create a Literacy scale score. In the Individual Student Report below, a 309 in Reading and a 374 in Writing results in a Literacy scale score of 342. The Literacy scale score is then associated with the Literacy proficiency level.

Language Domain	Proficiency Level (Possible 1.0–6.0)						Scale Score (Possible 100–600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening 	2.8						307					
Speaking 	3.0						295					
Reading 	2.0						309					
Writing 	4.4						374					
Oral Language 50% Listening + 50% Speaking	2.9						301					
Literacy 50% Reading + 50% Writing	3.7						342					
Comprehension 70% Reading + 30% Listening	2.3						308					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4						329					

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 portraits in terms of their oral language and literacy development. One student might have very strong speaking skills, while the other 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.

Usually, 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 the composite scores calculated using that domain, including the Overall score.

Spaces are blank when a test booklet is returned or an online test is submitted without any evidence that the student engaged with the test content of an entire domain test. (Practice items are not scored, so completing the practice items does not indicate that the student attempted to complete the test.)

Indications that a student engaged with the test content are

- Listening and Reading: A response is captured or marked for at least one scored item.

- Speaking: A task was scored on a paper score sheet. **OR** The Record function in the online test platform was activated for at least one scored item. A human voice need not be detected in the recording.
- Writing: Markings appear in a Writing response space in the student’s test booklet. **OR** At least one visible character (not a space or a return) was entered in the response box in the online test platform.

For example,

- A student has a Do Not Score code marked for the Reading domain. NA appears for the Reading, Literacy, Comprehension, and Overall scores.
- A student logged in to the Speaking test but never selected the Record button for any scored items. The Speaking, Oral Language, and Overall score spaces are blank.
- NA appears for the Listening score. The Speaking score space is blank. In this scenario, NA appears for the Oral Language and Overall scores.

Overall Composite Score Regardless of Missing Domains

Beginning in the 2025–2026 school year, state education agencies (SEAs) can use a WIDA process to assign an overall composite score to students who are missing a domain. SEAs will identify English learners with 504 Plans or Individualized Education Programs (IEPs) who are eligible for exemption from one or more domains. WIDA will then calculate a reweighted overall composite score for those students. If a student’s score report has a missing domain score but has an overall composite score, it’s likely that this new calculation was used. For additional information, please contact your SEA.

Kindergarten Scores

WIDA first released Kindergarten ACCESS for ELLs in 2008. This assessment was designed with age-appropriate tasks for kindergarten students, aligned with standards that span pre-K through kindergarten. Because the test did not assess advanced reading and writing skills—as young learners with typical language development would not be expected to have these skills—kindergartners were unable to earn scale scores above 400, a Reading proficiency level above 5.0, or a Writing proficiency level above 4.5.

WIDA released a redesigned version of Kindergarten ACCESS for ELLs (now WIDA ACCESS for Kindergarten) in 2025–2026. The expectations for kindergarten students have changed (as described in the WIDA ELD Standards Framework, 2020 Edition), and the test design and test content reflect those standards and expectations for kindergarten multilingual learners.

WIDA will conduct a standard setting in July 2026. After that process is completed, WIDA will determine if limits on the highest possible Reading and Writing scores will continue to apply to WIDA ACCESS for Kindergarten. Proficiency level scores in 2025–2026 will reflect the same limits as in previous years.

Highest possible proficiency levels on Kindergarten WIDA ACCESS:

Listening: 6.0 Reading: 5.0 Speaking: 6.0 Writing: 4.5

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 a more nuanced measure of how much a student's language use and control is changing. As you review WIDA ACCESS scores and consider student growth, keep the following information 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 more quickly than a student with beginning levels of home language literacy.
- The pace of language development is different for everyone. 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.

Consider the first year a student takes WIDA ACCESS as an opportunity to establish a baseline of test performance. Results from the second year can show growth, and only with three years or more of test results can you see trends in the student's language development.

Because of revisions to WIDA ACCESS to reflect the WIDA ELD Standards Framework, 2020 Edition, treat 2025–2026 WIDA ACCESS scale scores as a new baseline to measure growth against. (You can't compare scale scores from previous years) During the 2025–2026 school year, you will need to utilize different sources of information:

- Refer to classroom evidence from throughout the year to better understand your student's growth and skill levels
- Use classroom assessments or other interim measures to get an idea of your student's proficiency levels at the start, middle, and end of the school year.
- Gather data from your students' content teachers to track progress in specific subject areas.
- Connect with your students' families for a sense of how their language development is progressing at home.

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, the Student Roster Report provides scale scores and proficiency levels for individual language domains and composite areas for each student, giving teachers, administrators, 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 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 focus on areas in which students are struggling.

STUDENT NAME STATE STUDENT ID		Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^a		Comprehension ^a		Overall Score ^a	
				Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
CASTRO, ROSA 901234567		NA	K	262	3.4	230	2.6	250	2.5	270	2.9	246	2.8	260	2.8	254	2.8	256	2.8
LEON, DIEGO 000002345		NA	K	262	3.4	230	2.6			270	2.9	246	2.8						
LUNA, CATALINA 000001234		NA	K	262	3.4	230	2.6	NA	NA	270	2.9	246	2.8	NA	NA	NA	NA	257	2.8

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 individual students' performance. Instead, they show the performance of a group of students using both the real numbers of test-takers and percentages of the total test-taker population. Be sure to use both of these numbers when considering 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.



WIDA ACCESS™
English Language Proficiency Test

District: WIDA Use Only - Sample District
School: Training Reports School 2026
Grade: K
Cluster: K

School Frequency Report — 2026																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	2	100%	1	50%	2	100%	2	100%	1	50%	1	50%	1	50%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	2	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4 – Expanding Knows and uses social English and some academic language with visual and graphic support	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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. Revisit the [Understanding Scores](#) section of this document for links to resources that can help you connect test scores to classroom practices

Proficiency Level Descriptors

The proficiency level descriptors on 2025–2026 Individual Student Reports are adapted from the Performance definitions in the *2012 Amplification of the Language Development Standards*. The future of these descriptors and possible revisions will be determined after the WIDA ACCESS Standard Setting event in July 2026.

For more information, refer to the [WIDA ACCESS Scores in the 2025–2026 School Year](#) section of this document.

LISTENING

Level	Students at this level generally can...
6	...understand oral language in English and participate in all academic classes, for example: <ul style="list-style-type: none"> • Synthesize information from multiple speakers • Recognize language that conveys information with precision and accuracy • Create models or visuals to represent detailed information presented orally • Identify strengths and limitations of different points of view
5	...understand oral language in English and participate in all academic classes, for example: <ul style="list-style-type: none"> • Expand on others' ideas • Distinguish events, people, or situations from oral descriptions • Recall key information and details about processes or concepts discussed orally • Identify examples and reasons that support an opinion or viewpoint
4	...understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
3	...understand oral language related to specific common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Connect spoken ideas to own experiences • Find, select, and order information from oral descriptions • Identify the causes and effects of events or situations discussed orally • Classify pros and cons of issues in discussions

Level	Students at this level generally can...
2	...understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Identify main topics in discussions • Categorize or sequence information presented orally using pictures or objects • Follow short oral directions with the help of pictures • Sort facts and opinions stated orally
1	...understand oral messages that include visuals and gestures and may contain a few everyday words or phrases in English, for example: <ul style="list-style-type: none"> • Recognize familiar words and phrases in conversations • Match information from oral descriptions to objects, figures, or illustrations • Follow one-step oral directions • Show agreement or disagreement with oral statements

SPEAKING

Level	Students at this level generally can...
6	...use English to communicate orally and participate in all academic classes, for example: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Compare stories, issues, and concepts • Paraphrase and summarize information • State ideas to show how or why with examples

Level	Students at this level generally can...
	<ul style="list-style-type: none"> • Give opinions supported by detailed reasons
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"> • Relate stories or events • Share ideas and provide details • Describe processes or procedures • Give opinions with reasons
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"> • Share about what, when, or where something happened • Compare objects, people, pictures, and events • Describe steps in cycles or processes • Express opinions
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"> • Ask and answer simple questions about what, when, or where something happened • Name familiar objects, people, and pictures • Show how to solve problems using words and gestures • Express personal preferences

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"> • Evaluate written information from various sources of information • Conduct research and synthesize information from multiple sources • Distinguish various processes based on details in written texts

Level	Students at this level generally can...
	<ul style="list-style-type: none"> • Recognize different ideas, claims, and evidence about a variety of issues
5	<p>...understand written language in English from all academic classes, for example:</p> <ul style="list-style-type: none"> • Summarize information on a variety of topics and for a variety of purposes • Compare ideas and information across various texts • Identify causes, effects, and consequences of events from written information • Recognize claims and supporting evidence around specific issues or concepts
4	<p>...understand written language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • Distinguish viewpoints and justifications described in editorials and other written texts • Identify main ideas and details in informational and fictional texts • Recognize biases and diverse perspectives in written text • Connect claims, evidence, and examples in a variety of written sources
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"> • Classify main ideas and examples in written information • Identify main information that tells who, what, when, or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
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"> • Identify main ideas in written information • Identify main actors and events in stories and simple texts with pictures or graphs • Sequence pictures, events, or steps in processes • Distinguish between claim and evidence statements

Level	Students at this level generally can...
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"> • Interpret information from graphs, charts, and other visual information • Comprehend short text with illustrations and simple and familiar language • Identify steps in processes presented in graphs or short texts with illustrations • Identify words and phrases that express opinions and claims

WRITING

Level	Students at this level generally can...
6	<p>...communicate in writing in English using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • 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	<p>...communicate in writing using language from all academic classes, for example:</p> <ul style="list-style-type: none"> • 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	<p>...communicate in writing in English using language related to specific topics in school, for example:</p> <ul style="list-style-type: none"> • 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	<p>...communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details

Level	Students at this level generally can...
	<ul style="list-style-type: none"> • Give opinions with reasons in a few short sentences
2	<p>...communicate in writing in English using language related to familiar topics in school, for example:</p> <ul style="list-style-type: none"> • 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	<p>...communicate in writing using visuals and symbols that may contain few words in English, for example:</p> <ul style="list-style-type: none"> • 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

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

For more information on WIDA ACCESS for Kindergarten scores, refer to the [Kindergarten Scores](#) section earlier in this document.

Annotated Individual Student Report



WIDA ACCESS™
English Language Proficiency Test

Jimenez, Walter

Birth Date: | Grade: 06
Tier: A
District ID: WS99999 | State ID: 14124616
School: Training Reports School 2026
District: WIDA Use Only - Sample District
State: WS

Individual Student Report 2026

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

Language Domain	Proficiency Level (Possible 1.0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening	2.6						320					
Speaking	3.9						358					
Reading	5.0						382					
Writing	3.5						330					
Oral Language 50% Listening + 50% Speaking	3.4						339					
Literacy 50% Reading + 50% Writing	3.7						356					
Comprehension 70% Reading + 30% Listening	3.6						363					
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.6						351					

Proficiency level scores by domain

Scale score tracks growth over time within a domain

Confidence band shows a range of potential performance outcomes

Composite scores

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

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> Identify main topics in discussions Categorize or sequence information presented orally using pictures or objects Follow short oral directions with the help of pictures Sort facts and opinions stated orally
Speaking	3	communicate ideas and details orally in English using several connected sentences in conversations and discussions in school, for example: <ul style="list-style-type: none"> Relate stories or events Share ideas and provide details Describe processes Give opinions with reasons
Reading	5	understand written language in English from all academic classes, for example: <ul style="list-style-type: none"> Summarize information on a variety of topics and for a variety of purposes Compare ideas and information across various texts Identify causes, effects, and details in written information Recognize claims and issues or concepts
Writing	3	communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> 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

Proficiency level descriptors specific to each language domain score the student earned