

Kindergarten Teacher Report – 2010

District: Pulaski County		Student: _____	
School: _____		State ID: _____	District ID: _____
Grade: 0	Grade Level Cluster: K	Birth Date: _____	

Report Purpose: This report can be used to monitor individual student progress in developing English language proficiency and to examine performance by language domains. Note that for each scale score there are two proficiency level interpretations for Kindergarten: (1) the **Accountability** proficiency level and (2) the **Instructional** proficiency level (preceded by the notation "K"). Refer to the 2010 ACCESS for ELLs[®] Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete 2010 Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student's level of English language proficiency by language domains for accountability purposes (for program, district and state use)

Accountability levels describe student performance across the entire *K-12 continuum*. They take into consideration that the student will be entering first grade, where the language demands, especially literacy, are higher than in kindergarten.

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band					Proficiency Level (Possible 1.0 - 6.0)
		See Interpretive Summary for definitions					
		100	200	300	400	500	600
Listening	363			289	-----◆-----		437
Speaking	348			305	---◆---		391
Reading	260		225	---◆---			295
Writing	258		219	---◆---			297
Oral Language ^A	356			329	--◆--		383
Literacy ^B	259		240	◆-			278
Comprehension ^C	291		271	◆-			311
Overall Score ^D (Composite)	288		273	◆-			303

Student's level of English language proficiency by domains for instructional purposes (for classroom use)

Language Domain	Scale Score (Possible 100 - 600)	Interpretation of the English Language Proficiency Levels for Kindergarten Students	Proficiency Level (Possible K1.0 - K6.0)
Listening	363	The Instructional levels (right) describe a student's proficiency relative to the PreK-K cluster of the WIDA ELP Standards. The Instructional levels indicate how a student is doing <i>in Kindergarten</i> , where pre-literacy and early literacy skills are being developed by all students.	6.0
Speaking	348		5.3
Reading	260		6.0
Writing	258		4.6
Oral Language ^A	356		6.0
Literacy ^B	259		5.2
Comprehension ^C	291		6.0
Overall Score ^D (Composite)	288		5.5

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

◆ - Not Attempted - Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Declined or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed